Brief Behavior Questionnaire and Intervention Plan
(BBQuIP) Lite – School version

The BBQuIP Lite is a function-based problem-solving guide for educators and school personnel to use during team meetings to discuss behavior support for a student.

Instructions: Before presenting the student at a team meeting, please answer as many of the following questions:

Student’s Name __________________________________________ Grade ________ Date __________

Person(s) completing this form __________________________________________________________

Background information on the student:
Favorite/high preferred activities: ________________________________________________________
Disliked/less preferred activities: ______________________________________________________
Positive personality characteristics: _____________________________________________________
Primary mode of communication: ______________________________________________________
Overall strengths: ____________________________________________________________________

UNDERSTAND

1. Which behaviors are most concerning to the teacher/staff? __________________________________
   To the parents? _________________________________________________________________.

2. Which one behavior will be the focus of the plan? (Describe using observable and measurable terms.)
   ________________________________________________________________________________

3. Circle the one reason that this is most concerning: Frequency  Duration  Intensity of the behavior.

4. Identify slow triggers: “Does this behavior occur more often.....”
   a. During certain times of day or routines (when?):_____________________________________
   b. With certain people (who?):______________________________________________________
   c. In certain places/areas (where?):__________________________________________________

5. Identify fast triggers or antecedents: What usually happens immediately before the behavior occurs?
   ________________________________________________________________________________

6. Consequences: How do others usually respond to the behavior? Does the behavior have other effects on the setting?
   ________________________________________________________________________________

7. Based on the information above, what is the hypothesized function of the behavior?
   Escape: “I don’t want to do this!”; “I don’t want to be around this person!”; “I don’t want to be here!”
   Attention: “I want your attention!” (Even if it might be negative attention)
   Tangible: “I want my preferred item/activity!”
   Sensory: “I enjoy doing this behavior, and would continue to do it even I was alone.”

MOTIVATION ASSESSMENT SCALE (MAS) – if necessary

8. Was the MAS completed?  Yes / No  If yes, please insert MAS scores below:

<table>
<thead>
<tr>
<th>Escape/Avoid</th>
<th>Attention</th>
<th>Tangible</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score_____</td>
<td>Score____</td>
<td>Score___</td>
<td>Score___</td>
</tr>
<tr>
<td>Rank_____</td>
<td>Rank____</td>
<td>Rank____</td>
<td>Rank____</td>
</tr>
</tbody>
</table>

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9. Select 1-2 function-specific strategies to discuss with the family to implement with their student to prevent the challenging behavior from occurring.

<table>
<thead>
<tr>
<th>Escape</th>
<th>Attention</th>
<th>Tangible</th>
<th>Sensory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Show/Model what student should do</td>
<td>1 - Give positive attention throughout the day (&quot;Catch the student being good&quot;)</td>
<td>1 - Offer a different item or activity before removing a preferred item</td>
<td>1 - Offer an item or activity to keep student occupied or distracted</td>
</tr>
<tr>
<td>2 - Pair unwanted task with a preferred activity or item and positive attention</td>
<td>2 – Have student sit next to or close to the teacher or preferred peer</td>
<td>2 - Use a timer to prepare student for a transition away from a preferred item or activity</td>
<td>2 - Use visual to indicate when sensory behavior is allowed, and when it will be blocked</td>
</tr>
<tr>
<td>3 - Break the task into smaller steps</td>
<td>3 - Use a “wait” signal while adult or peer attention is removed</td>
<td>3 - Offer choices of other preferred items/activities that are available</td>
<td>3 - Model appropriate behavior or use of items/activities</td>
</tr>
<tr>
<td>4 - Offer choices of task or activity, and/or offer choices within task or activity</td>
<td>4 - Use a visual cue to show when attention is available and when it is unavailable</td>
<td>4 - Use a visual cue to show when a preferred item/activity is available and when it is unavailable</td>
<td>4 - Establish specific time(s) of day when sensory behavior is allowed, and times when it is not</td>
</tr>
<tr>
<td>5 - Use a visual/picture to show what student should do</td>
<td>5 - Use a timer prepare student for times when adult attention will not be available</td>
<td>5 - Use “First/Then” board or a visual schedule to prepare student for transitions between activities</td>
<td></td>
</tr>
<tr>
<td>6 - Shorten length of task, and increase duration over time</td>
<td>6 – Provide tangible rewards through the day (&quot;Catch student being good&quot;)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 - Do easier tasks first, then the more difficult task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**REPLACE**

10. **Fill in the blank:** “If we taught the student to ____________, then he/she would not need to use the challenging behavior to communicate anymore.”

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<th>Sensory</th>
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<tbody>
<tr>
<td>8 - Ask for a break</td>
<td>6 - Request attention</td>
<td>7 - Request activity</td>
<td>5 - Ask for a fidget item</td>
</tr>
<tr>
<td>9 - Ask for help on hard tasks</td>
<td>7 - Ask to interact with a peer</td>
<td>8 - Request preferred items</td>
<td>6 - Use coping statements</td>
</tr>
<tr>
<td>10 – Say or indicate &quot;all done&quot;</td>
<td>8 - Wait for attention</td>
<td>9 - Ask for more time with an item/activity (negotiate)</td>
<td>7 - Keep self busy</td>
</tr>
<tr>
<td>11 - Choose order of tasks</td>
<td>9 - Ask someone else for attention</td>
<td>10 - Wait for preferred items/activities</td>
<td>8 - Accept an alternative activity</td>
</tr>
</tbody>
</table>

11. What supports or materials will the teacher need in order to implement this plan? ___________________
   ________________________________________________________________________________________.