

Behavior Intervention Plan (BIP)

What is a Behavioral Intervention Plan?

- A BIP is based on the results of a Functional Behavioral Assessment (FBA) which gathers information from multiple sources regarding the circumstances surrounding a student's problem behaviors.
- Generally, the BIP includes a description of the problem behavior, possible reasons as to why the problem behavior occurs, and intervention strategies that include positive behavioral supports and services to address the behavior.

When is a BIP created?

The Committee for Special Education (CSE) or Committee for Preschool Special Education (CPSE) shall consider development of a BIP for a student with a disability when:

- The student exhibits persistent behaviors that disrupt his or her learning or that of others
- The student's behavior places the students or others at risk of harm or injury
- The CSE or CPSE is considering more restrictive programs or placements as a result of the student's problem behavior
- The student has been suspended or is subject to other disciplinary actions and it is probable that the student's disability is at the core of the problem behavior

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What is included in the BIP?

The BIP shall identify:

The information gathered during the FBA, including the frequency, duration, intensity and/or latency, across activities, settings, people and times of the day in which the problem behavior occurs.

Additionally the BIP :

- Identifies and changes triggering events to prevent the problem behavior
- Provides different, positive behaviors that can be used by the student when triggered
- Establishes consequences that simultaneously discourage problem behaviors and reinforce positive behaviors.

A method to measure the effectiveness of the interventions, including the frequency, duration, and intensity of the targeted behaviors at scheduled intervals.

How is a student's progress monitored after implementation of a BIP?

- There must be regular progress monitoring the frequency, duration, and intensity of behavioral interventions at scheduled intervals.
- The results of the progress monitoring must be documented and reported to the CSE or CPSE and shall be considered in any determination to change a student's BIP or Individualized Education Plan (IEP).

Parents are legally entitled to be informed of the student's progress.