





BEHAVIOR INTERVENTION PLAN PRACTICE GUIDE



PURPOSE

A **BIP** (Behavior Intervention Plan) is a plan comprising practical and specific strategies designed to increase or reduce a definable behavior. These strategies address preventative techniques, teaching of replacement behaviors, and how to respond to or resolve behaviors, as well as crisis management, if necessary –2018 Idaho Special Education Manual, Glossary, xiii. Behavior intervention plans are most effective when function-based and teaches a replacement behavior that matches the function of the challenging behavior.

RATIONALE FOR BIP

The rationale section of the BIP reminds the team to consider if they have the right or responsibility to intervene on the student’s behavior and includes the following components.

- a.) Why is this plan being put in place? The team should consider what they hope to achieve and teach the student as a result of this plan.
- b.) Summarize data or results from the student’s FBA or other assessments.
- c.) Provide of history of interventions targeting the behavior of concern.

STEP 1: COMPETING BEHAVIOR PATHWAY

Step 1 of the BIP form asks the team to work through the Competing Behavior Pathway. Fill out the pathway in the order in which the boxes are numbered.

1. Problem Behavior	Insert the behavioral label and operational definition of the behavior your team wishes to target. An operational definition describes the behavior in an active, measurable, and observable manner.
2. Antecedent	Insert what happens in the environment immediately before the problem behavior occurs, sometimes called the “trigger”. Examples include “given a work assignment” or “denied access to preferred toy/item”.
3. Setting Event	In this box, consider events or environmental situations that make the problem behavior more likely to occur. Setting events happen in advance of the antecedent and may be events such as: lack of sleep, feeling ill, had a fight with friend, substitute teacher, or change in routine.
4. Reinforcing Consequence	Insert what happens in the environment immediately after the behavior. This will likely be something preferred, from the student’s perspective. A reinforcing consequence could be: sent out of the classroom, peer gives up swing on the playground, or teacher provides support and redirection.
5. Desired Behavior	Fill in the behavior that peers typically engage in, given a similar situation. The team could also think of desired behavior as what the student would do, ideally, but currently is not able to. An example of a desired behavior may be “beginning work as assigned within 30 seconds of assignment.”
6. Consequence	In this box, consider what would happen in the environment, immediately after a student engages in the desired behavior. The consequence for desired behavior will not match the reinforcing consequence in box 4. For example, a student may engage in problem behavior when given a task assignment, and this typically results in being sent out of the classroom. If



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	the student or other students engaged in the desired behavior of completing a task assignment when it is given, this likely would result in a 50% chance of verbal praise or, the chance of a positive grade at a later point in time.
7. Replacement Behavior	<p>Insert what behavior the team is willing to accept from the student, for now, that will meet the same need or function as the problem behavior.</p> <p>For example, if a student engages in problem behavior when given a work assignment, and this typically results in being sent out of the classroom, a replacement behavior could be asking for help, asking for an alternative, asking to work with a peer for support, or asking for a break. These replacement behaviors all meet the same need or function as escaping or delaying the completion of the work assignment when sent out of the classroom.</p>
8. Reinforcing Consequence	<p>In this box, fill in what happens immediately after the replacement behavior. This will match the same need or function as the reinforcing consequence, in box 4, for the problem behavior.</p> <p>For example, receiving help with a work task results in a decrease of task demand, just as being sent out of the classroom results in avoidance, escape, or decrease of the task demand.</p>

STEP 2: IDENTIFY PROBLEM BEHAVIOR

Step 2 asks the team to reiterate and clearly identify the problem behavior, replacement behavior, and long-term desired behavior that were listed in boxes 1, 7, and 5 of the Competing Behavior Pathway. What is entered in this section will auto populate throughout the remainder of the form.

Problem Behavior	This is the behavior your team will target through your BIP. Your team will want to include the operational definition. This should match what the team entered in box 1 of the Competing Behavior Pathway.
Replacement Behavior	This is the behavior that will meet the same need or function as the problem behavior, but is more functional, appropriate, or preferred than the problem behavior. This should match what the team entered in box 7 of the Competing Behavior Pathway.
Long-term Desired Behavior	<p>This is the behavior or skill the team hopes to teach, but will require a longer skill acquisition period or more advanced skills than the immediate replacement behavior.</p> <p>For example, if the replacement behavior is requesting a break, the long-term desired behavior may be completing 50% of a work assignment independently. We do not expect the student to take a break forever; a long-term goal may be for the student to eventually complete 50% of a work assignment once problem behaviors are decreased and a comprehensive plan is implemented.</p>



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STEP 3: PREVENTATIVE STRATEGIES

<p>Setting Event Strategies</p>	<p>Identify a minimum of one setting event that increases the probability of the problem behavior occurring. The team may have identified more than one; this is ok.</p> <p>Identify a plan to entirely remove the setting event, or a plan to minimize and neutralize the setting event.</p> <p>For example, if inconsistent administration of medication at home contributes to the increase in problem behavior, the team could consider administering medication at school. If sitting next to a peer that the student has a long negative history with increases the likelihood of problem behavior, the team could consider creating space between the student and peer. If the student has a stressful or chaotic homelife, the team could consider meeting with the student at the beginning of the day and creating a predictable, stable, and safe environment through the use of clear, practiced, expectations and consistent schedules and rapport.</p> <p>Identify who is responsible for making sure these setting event strategies happen. This will ensure everyone is aware of their role and responsibilities as it relates to the BIP.</p>
<p>Antecedent Strategies</p>	<p>Identify a minimum of one antecedent that precedes and triggers the problem behavior. The team may have identified more than one, and this is ok.</p> <p>Identify a plan to entirely remove the antecedent, or a way to minimize and neutralize the antecedent.</p> <p>For example, if delivery of a perceived non preferred task is the antecedent, the team could consider chunking up how much of the task is delivered at a time. The team could also consider allowing the student to cross off part of the task before beginning. Imbedding choice, such as how, where, and with whom the task may be completed is another great way to reduce how triggering the antecedent may be.</p> <p>Identify who is responsible for making sure these antecedent strategies happen. This will ensure everyone is aware of their role and responsibilities as it relates to the BIP.</p>

STEP 4: REPLACEMENT BEHAVIOR

In Step 4 the team will outline the plan to teach the identified replacement behavior. Teaching a replacement behavior includes the “lesson plan”/steps for instruction, as well as the plan for reinforcement of replacement behavior.

Replacement Behavior	The team will have already identified a replacement behavior earlier in the BIP document. As such, this section will auto populate. To ensure that no adjustments need to be made to the selected replacement behavior, utilize the replacement behavior checklist to verify the identified replacement behavior meets criteria for being effective. If it does not meet criteria, adjustments to the replacement behavior can be made at this time. Ensure these changes are reflected in earlier parts of the document.
Plan to Teach	<p>The “Plan to Teach” the replacement behavior can be considered the “lesson plan” for the replacement behavior.</p> <p>Consider how the behavior will initially be modeled. This could be through peer modeling, video modeling, or role play opportunities.</p> <p>Consider how the student will be given plenty of opportunities to practice the behavior in low-stakes situations. These are neutral situations in which the student is unlikely to be “triggered” and need to use the problem behavior. For example, if the problem behavior is likely to occur during math, the team will want to practice the replacement behavior in settings outside of math. This allows the student to experience success and build fluency so they can be better prepared to use the replacement behavior during math time.</p> <p>Consider how the student will be prompted, if necessary, in the moment. Will the team utilize visual supports or gestural prompts to help the student engage in the replacement instead of the problem behavior?</p>
Plan to reinforce replacement behavior	The plan to reinforce the replacement behavior outlines how the team will ensure the student gets their need or function of their behavior met immediately, contingent upon engaging in the replacement behavior. In other words, when the student asks for a break, they will immediately be given a break. Consider details such as: What are the details around where the break happens, how long it happens for, and the transition back from break? If the student is being taught to request movement or sensory items to help meet a sensory need, how do they immediately get access to that? Which items are they allowed to use, and how long does that happen for?
Responsible team member	Identify who is responsible for making sure the replacement behavior is taught and reinforced. This will ensure everyone is aware of their role and responsibilities as it relates to the BIP.



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STEP 5: CONSEQUENCES

In Step 5 the team is asked to outline their plan to respond to both replacement behavior and problem behavior.

Replacement Behavior and Problem Behavior	The behavior section of Step 5 asks the team to reiterate the identified replacement behavior and problem behavior. These sections will auto populate from earlier parts of the form. Alternatively, the team can choose to complete these sections themselves or copy and paste them from boxes 1 and 7 of Step 1, the Competing Behavior Pathway, or boxes A and B in Step 2.
Plan to reinforce replacement behavior	The plan to reinforce replacement behavior will auto populate from Step 4. Alternatively, the team could reiterate and fill this in themselves.
Plan to respond to problem behavior	<p>In this box, fill in how adults will respond to problem behavior when it arises. Specifically, consider how reinforcement for problem behavior will be minimized, if possible, and how problem behavior will be redirected to a replacement behavior.</p> <p>For example, if the student refuses to complete an assignment when given, the adult in the environment could neutrally prompt the student to communicate their need for a break and then provide a break contingent upon the student's request.</p>
Additional reinforcement plans	<p>When outlining how the team will respond to student behavior, also consider how they will respond to desired behavior. Often, this looks like an additional system or plan for reinforcement when the student engages in desired behavior.</p> <p>For example, if the student is reinforced for the replacement behavior of asking for a break, by immediately being given a break, the team may also consider a plan to provide reinforcement for when the student completes work. Ideally, this plan for reinforcement will also be tied to function. If the student's function of behavior is escape or avoidance of work, it may be helpful if the student earns the ability to use a "get out of work pass" for every x number of assignments or problems completed.</p>
Who is responsible	Identify who is responsible for responding to behavior/consequences. This will ensure everyone is aware of their role and responsibilities as it relates to the BIP.

STEP 6: PLAN FOR PROGRESS MONITORING

Step 6 asks the team to outline their annual IEP goal and plan to progress monitor the skills and behaviors being taught in the BIP. Click [here](#) for resources on developing objective, measurable behavior goals.

Annual Goal	If the student has an IEP, the annual goal on the student's BIP will match the annual goal on the student's IEP. If the goal being created during the development of the BIP does not match what is currently on the IEP, the team will want to add a new goal or amend the current goal.
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	<p>The annual goal should NOT be the identified replacement behavior. The replacement behavior should be a behavior or skill that is being taught and mastered very quickly. As such, the replacement behavior should be the first objective/benchmark within the annual goal.</p> <p>Each successive objective/benchmark should be gradually supporting the student to build the skills necessary to master the annual goal; likely some version of a more adaptive, functional, or desired behavior.</p> <p>Below is an example of how Objectives/Benchmarks targeting a replacement behavior, can be used to support an annual goal that reflects a more adaptive, functional or desired behavior:</p> <p><u>Objective/Benchmark 1:</u> “Given, a perceived non preferred work assignment, student will ask for a break with 80% independence, in 100% of opportunities presented across 3 weeks of instruction...”.</p> <p><u>Objective/Benchmark 2:</u> “Given, a perceived non preferred work assignment, student will ask for a break with 100% independence, in 100% of opportunities presented across 3 weeks of instruction...”.</p> <p><u>Objective/Benchmark 3:</u> “Given, a perceived non preferred work assignment, student will complete 20% of the given assignment before asking for and receiving a break...”.</p> <p><u>Annual IEP Goal:</u> “Given, a perceived non preferred work assignment, student will, complete 50% of the given assignment before asking for and receiving a break...”.</p>
<p>Plan for progress monitoring</p>	<p>Have a plan for data collection and progress monitoring of the annual goal. Consider how the behavior or skill will be measured (frequency, duration, rate, etc.), when the behavior or skill will be measured and how data will be collected (daily, weekly, 10 min intervals, etc.). The team should identify what is doable with fidelity, but also frequent and sensitive enough to depict behavior or skill acquisition change.</p> <p>Identify a plan for implementation monitoring. Often, this looks like an implementation monitoring checklist. A template can be found here.</p>
<p>STEP 7: CRISIS PLAN CONSIDERATION</p>	
<p>Crisis Plan Consideration</p>	<p>Consider if a crisis plan is necessary to support the student. If the student’s behavior is dangerous, threatening, or harmful to self or others, the team needs to create a crisis plan. A crisis planning form can be found here. The crisis plan will need to be attached to the BIP. If the team decides a crisis plan is not necessary, a rationale as to why, is needed in the BIP</p>