BEHAVIOR INTERVENTION PLAN

A behavior intervention plan (BIP) considers the data gathered through an individual's functional behavior assessment (FBA) and employs that data to create a plan of action toward changing and improving that individual's behavior. For students who have been determined eligible for special education, the BIP becomes part of their IEP at a PPT. The IDEA statute and regulations provide limited direction regarding the format of a BIP. Appropriate practice suggests that BIPs should include the overall goals to be achieved, interventions intended to change student's behavior, the persons responsible for implementing the proposed interventions and evaluation methods and timelines to be followed (McConnell, Patton and Polloway BIP-3 2006). For the purposes of this section, a number of BIPs were reviewed. Research that included both published and other national sources were considered. Elements that are most common to the BIPs reviewed are:

1. **Student's Identifying Information -** includes documentation offering enough information to the reader(s) to identify clearly the student for whom the BIP applies. Consideration should be given as to how the BIP may be employed by the practitioner for quick reference while maintaining adequate confidentiality.

2. **Target Behavior(s)/Goal(s) -** includes behavior(s) for which the BIP is targeted to change and improve. On the BIPs reviewed, terminology for this section varied but most prevalent were 'Target behavior(s)' and 'Goal(s)', however, the theme of the section remains the same regardless of the terminology. Some BIPs further delineated target behavior(s)/goal(s) into smaller objectives.

3. **Function of Behavior -** describes the hypothesis regarding the function of target behavior and the purpose it serves for the student.

4. **Desired Replacement Behavior(s) -** includes more acceptable behavior(s) planned to replace the target behavior(s) through the BIP.

5. **Intervention Strategies -** includes specific interventions and strategies to be implemented in addressing the target behavior(s)/goal(s). Include antecedent strategies to prevent the problem behavior (including modifications to the triggering antecedent and prompts for appropriate behaviors); instructional strategies (to teach the replacement behavior and shape toward desired behavior); and consequence strategies (to increase function-based reinforcement for the replacement behavior, increase other reinforcement for the desired behavior and prevent reinforcement of the problem behavior).

6. **Environmental Changes -** includes any changes to the setting or environment necessary to effectively implement the strategies and interventions

7. **Person Responsible -** includes information regarding the individual's designated to implement intervention strategies and/or designated for oversight of specific portions of the BIP. Creators of a BIP are encouraged to consider the transient nature of staff when choosing whether or not to list a particular staff member by name rather than the staff member's job designation (e.g., Special Education Teacher vs. Mr. Smith).

8. **Timelines/Review Dates -** includes segments of time during which specific portions of the BIP are to be addressed, as well as specific dates by which specific portions of the BIP are to be reviewed, with regard to progress.

9. **Monitoring Progress/Evaluation Methods -** includes a description of how progress toward achieving desired outcomes will be monitored and evaluated.

10. **Other Common Elements Present but Less Prevalent on the Reviewed BIPs -** include behavioral intervention plan creator, signature sign off section (staff, parent, guardian and student), prevention strategies, reinforcement, training needs, material needs, target behavior impact on learning and past interventions.

The following example of a BIP reflects the key elements or steps common to most BIPs. It is presented as a model from which teams can base the development of an individualized BIP, which is driven by the data and information collected through the conduct of a FBA.

Behavior Intervention Plan

Initial Plan _____   **Plan Revision** _____

Student Name or ID: _____   **DOB:** _____

Plan Date: _____   **Next Proposed Review Date:** _____

Developed by: (identify those involved in the development of the plan)

Name	Position	Name	Position
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Positive behavior supports and strategies in place, which will be maintained:

Document practices, strategies, supports and interventions implemented at each level as appropriate:

UNIVERSAL:_____
_____
_____
_____

TARGETED:_____
_____
_____
_____

INTENSIVE:_____
_____
_____
_____

Resources Required:

_____
_____
_____
_____

Student Name or ID: _____ DOB: _____ Plan Date: _____

Target Behavior(s)	Replacement Behavior(s) (Desired Outcome)	Intervention Strategies	Person(s) Responsible	Review Dates Timelines	Progress/Evaluation
1. _____ _____ _____ _____ _____	1. _____ _____ _____ _____ _____	Antecedent Strategies _____ _____ _____ _____	1. _____ _____ _____ _____	1. _____ _____ _____ _____	1. _____ _____ _____ _____
2. _____ _____ _____ _____ _____	2. _____ _____ _____ _____ _____	_____ 2. _____ _____ _____ Instructional Strategies	2. _____ _____ _____ _____	2. _____ _____ _____ _____	2. _____ _____ _____ _____
3. _____ _____ _____ _____	3. _____ _____ _____	3. _____ _____ _____ _____	3. _____ _____ _____ _____	3. _____ _____ _____	3. _____ _____ _____ _____
4. _____ _____ _____ _____	4. _____ _____ _____	4. _____ _____ Consequence Strategies	4. _____ _____ _____	4. _____ _____ _____	4. _____ _____ _____
5. _____ _____ _____ _____ _____	5. _____ _____ _____	_____ _____ _____ _____ _____ _____	5. _____ _____ _____ _____ _____	5. _____ _____ _____ _____	5. _____ _____ _____ _____

Indicate date of PPT during which this plan was discussed, agreed upon and became a formal addition to the student's IEP: _____

Additional information:

_____

_____

_____