



A **Behavioral Intervention Plan (BIP)** is a plan agreed upon by the Case Conference Committee (CCC) and incorporated into a student's IEP that describes the following:

1	The pattern of behavior that impedes the student's learning or learning of others
2	The purpose or function of the behavior as identified in a Functional Behavioral Assessment (FBA)
3	The positive interventions and supports, and other strategies to: a. Address the behavior b. Maximize consistency of implementation across people and settings in which the student is involved
4	If applicable, the skills that will be taught and monitored in an effort to change a specific pattern of behavior of the student. The behavioral intervention plan seeks to maximize consistency of implementation across people and settings in which the student is involved.

What interventions should be included in a Behavioral Intervention Plan?

- **Prevention Interventions:** Modify an antecedent condition (trigger) so that it no longer triggers the targeted behavior.
- **Replacement Interventions:** Directly teach the replacement behavior that will effectively obtain the same outcome (function) as the targeted behavior.
- **Reinforcement Interventions:** Encourage or establish a pattern of behavior. This can include outcomes described in the replacement behavior, or more powerful, supplemental reinforcers.
- **Response Interventions:** Change response so that the targeted behavior no longer gets the same function.

What should be considered when planning interventions?

- **Who** will implement the strategy?
- **When** will the strategy be implemented?
- **How** will the strategy be implemented?
- **What** will be needed to implement the strategy?

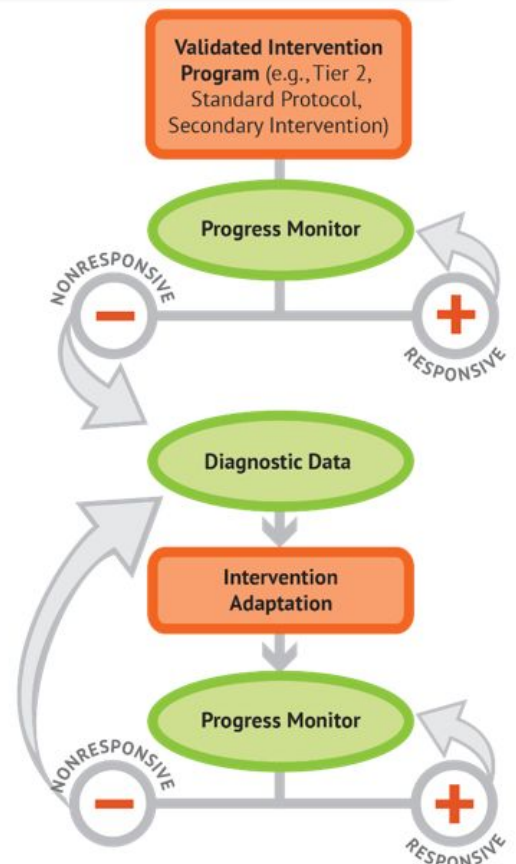
BEHAVIORAL INTERVENTION PLANS CONT.

What should be considered when developing Behavioral Intervention Plan goals?

- Are the goals written in positive terms?
- Do data collection methods facilitate accuracy?
- Is the goal meaningful?
- Are mastery levels achievable?
- Is the goal linked to information collected through the FBA process?
- Is the goal portable from one school to the next?

Once the Behavioral Intervention Plan is created, what happens next?

- Regularly review student data to monitor progress and determine the response to the intervention.
 - A general recommendation is to generate at least eight data points within three weeks of instruction before making a decision about whether or not an intervention change is needed.
- After data review, determine next steps
 - Continue the intervention
 - Intensify the intervention
 - Modify the intervention
 - Fade the intervention
 - Return to the problem-solving phase
- If the student is making progress:
 - Determine how long success must be maintained before intervention components are faded.
- If the student is not making expected progress:
 - Examine fidelity of implementation
 - Reconsider the hypothesized function of behavior
 - Reconsider the goal
 - Provide more frequent and individualized feedback
 - Individualize the reinforcer



For more information on Data-Based Individualization visit intensiveintervention.org