



## BEHAVIOR INTERVENTION PLAN

### *What is a Behavior Intervention Plan (BIP)?*

- A proactive plan to address problem/targeted behavior (that is impeding the learning of the student or others) by:
  - Identifying the hypothesized function of the problem behavior(s);
  - Describing positive changes to the environmental structure;
  - Defining supports and resources to be provided; and
  - Providing instructional strategies and materials to ensure student has access to his/her education and an alternative replacement behavior(s) that support classroom success.
- A guide for school site staff supporting the student
- A tool for focusing team members, establishing accountability for tasks, ensuring communication and consistent intervention implementation
- A document developed or revised by the IEP team based on the data and information gathered in the Functional Behavior Assessment (FBA) report and ongoing progress monitoring
- A BIP is a legal component of the Individualized Education Program (IEP) document (to be included in the numbered pages of the IEP document) that is revised based upon need or at minimum at student's annual IEP

### *When MUST a BIP be Developed or Reviewed?*

- If a student is subjected to a disciplinary change of placement, and the conduct is found to be a manifestation of a disability.

### *When MIGHT a BIP be Developed or Reviewed?*

- A student with a disability has been removed for more than 10 consecutive days from his current educational placement for a behavioral or disciplinary offense.
- In developing an IEP, the IEP team finds the child's behavior impedes his own learning or the learning of others—team may consider a BIP as one of the interventions to address behavior.
- A LEA/district must consider implementation of a BIP as a supplementary aide and service for a student whose behavior is disruptive to other students prior to changing his placement to a more restrictive setting.
- It is strongly recommended that all students under the Special Education designation of Emotional Disturbance (ED), Specific Learning Disability (SLD) (due to attention processing), Other Health Impaired (OHI) (due to ADHD) and Autism (AUT), who have behaviors that impede their learning or the learning of others, have a BIP developed to address the behavioral needs that impedes their learning (or the learning of others) and that align directly with their eligibility criteria for special education.
- Any time that a physical restraint is implemented to ensure student safety, the IEP team may need to meet to review the behavioral supports in a student's IEP and determine if an FBA and BIP need to be developed or reviewed.

- Should an IEP team determine that a student eligible under ED, OHI, SLD, or AUT; does not need a BIP, it is strongly recommended documentation (in IEP Notes) of the IEP teams rationale for how behaviors are being addressed via an IEP goal or alternative intervention.

***Who May Develop a BIP?***

According to 5 CCR §3065 (d) Behavior Intervention shall be designed or planned only by personnel who have:

- Pupil personnel services credential that authorizes school counseling or school psychology; or
- Credential authorizing the holder to deliver special education instruction; or
- License as a Marriage and Family Therapist certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as a Clinical Social Worker certified by the Board of Behavioral Sciences, within the Department of Consumer Affairs; or
- License as an Educational Psychologist issued by the licensing agency within the Department of Consumer Affairs; or
- License in psychology regulated by the Board of Psychology, within the Department of Consumer Affairs; or
- Master’s degree issued by a regionally accredited post-secondary institution in education, psychology, counseling, behavior analysis, behavior science, human development, social work, rehabilitation, or in a related field.

LEAs/districts are encouraged to make use of trained personnel on staff at their schools before considering contracting to an outside Non-Public Agency (NPA) to design or plan behavior interventions (such as FBAs/BIPs). School personnel provide an in depth understanding of the school’s unique culture and resources that allow them to design or plan comprehensive behavior interventions. Should a school plan, design, implement, and modify behavior interventions and continue to fail to see documented progress on behavior goals tied to these interventions, they may then wish to consider hiring a California Department of Education (CDE) Certified NPA for additional guidance and support.

***Who May Implement a BIP?***

According to 5 CCR §3065 (e), to be eligible for certification to provide behavior intervention, including implementation of behavior modification plans, but not including development or modification of behavior intervention plans, a school shall deliver those services utilizing personnel who:

- Possess the qualifications (listed above) under “Who May Develop a BIP”;

-OR-

- A person who is under the supervision of personnel qualified to develop a BIP (listed above) who also possess a high school diploma or its equivalent;

-AND-

Who has received the specific level of supervision required in the pupil's IEP.

***What are the Key Components of a BIP?***

LEAs/districts are required to complete the BIP form provided in SEIS. This document serves as a template which provides all the legal components of a BIP. For more information, you may also reference the Positive Environments Network of Trainers (PENT) "Desk Reference" ([www.pent.ca.gov/](http://www.pent.ca.gov/)).

***What are the Steps in Developing a BIP?***

1. Obtain written parent consent to conduct an FBA (see section of this manual titled, "Functional Behavior Assessment" for more details) and BIP.
2. Upon receipt of written parental consent, set IEP Meeting date to align with 60 day timeline for assessment.
3. Conduct FBA and compose written FBA report.
4. Information and data gathered in FBA assists IEP team in developing BIP.
5. Complete BIP forms located in SEIS and attach the FBA Report in SEIS.
6. When team develops a BIP, IEP goal(s) must be developed that are tied to the BIP (at least one goal should be tied to the BIP's Functionally Equivalent Replacement Behavior (FERB)).
7. As with all IEP goals, the IEP goal(s) tied to the BIP shall have a person responsible for providing support and service for goal(s) and monitoring student progress on goal.
8. All IEP goals related to the BIP should be listed in SEIS on the goals page.
9. Once a BIP has been developed the case manager shall document the following in SEIS:
  - A. Present Levels Page: Please indicate in the area of Social/Emotional/Behavioral all areas of need tied to the FBA/BIP.
  - B. Special Factors Page: "Does the student's behavior impede the learning of self or others" Please check "YES" box. If yes, please specify the behavior interventions, strategies and supports used and check the appropriate box for BIP and Behavior Goal.
  - C. Goals Page: Please develop goal(s) tied directly to the BIP to allow IEP team to monitor progress on the BIP.
  - D. Services/FAPE Page: Please include any Aids, Services, Program Accommodations/Modifications and/or Supports that are tied to the BIP. Please include any Special Education or Related Services that may be needed to provide support/service to the student related to the Goal. At the IEP meeting, present the draft BIP to the parent/guardian and the IEP signature page to request their consent to implement the agreed upon BIP.
  - E. Begin implementing BIP and all supports and services tied to BIP, including progress monitoring of BIP related goal(s).
  - F. Ongoing data collection related to the BIP goal(s) should be conducted regularly to determine if the BIP is effective and student is making progress on the goal(s).

***How Should the BIP be Monitored for Effectiveness?***

- Ongoing data collection should be conducted to evaluate the IEP goal(s) tied to the BIP.

- Data collection will help inform the IEP team to determine if the BIP is successful. If the data collected indicates that the student is not making progress on the IEP goal(s) tied to the BIP; the team should hold an IEP meeting to either update the BIP related goal(s) or revise the BIP or both.
- If the student meets IEP goal(s) tied to BIP and data indicates that the problem behaviors are no longer an area of need, the team may extinguish the BIP entirely at an IEP Meeting (document this in IEP Notes with rationale and data to support decision) or revise BIP to focus on continued area of needs or other/new behavior areas of need.
- BIP should be updated at annual IEP or at any point when team merits the need for revision based on lack of progress on IEP goal(s) tied to BIP or new behaviors need to be addressed. BIP Revisions should be done at an IEP team meeting.

### ***BIPs and Least Restrictive Environment (LRE):***

- BIP is a support that is used to help a student with behavioral problems to remain in the LRE. A student's BIP should not require them to earn access to general education setting or less restrictive placement.
- A student's BIP should not change their access to the placement provided on their IEP, if a BIP changes student placement it needs to be revised or placement options need to be revisited.

### ***Can Students with a BIP be Disciplined?***

A student's BIP does not serve to prevent the student from being disciplined, but rather serves as a way to prevent and respond to their behavioral needs. Should a student with a BIP engage in behaviors that merit disciplinary action (even suspension or expulsion) the school should first determine if all parts of the student's BIP were available and implemented with fidelity. If all components of the BIP were available and implemented and student still engaged in behavior meriting disciplinary action the LEA/district should discipline student and document disciplinary actions. The following points are guidance for disciplining students on BIPs:

- The school must ensure that any disciplinary action taken with respect to the student has no adverse effect on the goals and objectives of the IEP and is not applied in a discriminatory manner in violation of Section 504.
- Schools should document disciplinary infractions and school removals/suspensions. For more information on discipline of Special Education students please reference the section of this manual titled "Suspension, Expulsion, and Manifestation Determination."

For additional guidance on BIPs and Restraint and Seclusion, please see the section of this manual titled, "Behavioral Emergency Interventions".