

BIP Documentation



Summarizing the Plan Using the BIP Report Form

A BIP is a detailed description of the behavioral interventions to be used and the circumstances of their use for the purpose of addressing problematic behavior that interferes with learning. The interventions are based on specific data gathered about when, where, and how the behavior occurs, and a determination as to probable reasons why it occurs and continues.

Keep in mind that a BIP is the second of a two-pronged approach to addressing student problem behavior, the first

being the FBA. There is no required format for reporting the details of a BIP, but the reproducible form found on pages 51-52 is provided for your convenience. (It is the same form given in *Developing Quality IEPs*, the technical assistance manual prepared by the Special Education Bureau of the New Mexico State Department of Education). The form aligns with the topics covered in this section and offers a concise way to record and document a formal BIP.

The Behavior Intervention Plan Report Form

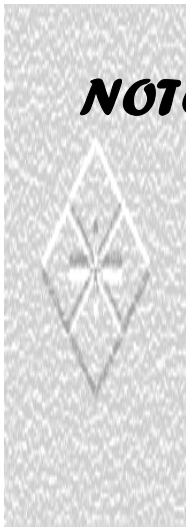
The goal of a behavior intervention is to redirect problematic behavior with the goal of teaching the student the skills needed to **replace** the behavior with appropriate alternate actions that still serve the student's needs. This is best accomplished by developing positive interventions based on the probable causes for the behaviors.

In cases involving a student with a disability, documentation of a BIP must be included in the student's IEP. Assessment teams may use their own reporting form or the form provided on the following pages. If the form provided is used, teams should note the following points:

- ▶ *Fill in the "Area(s) of Exceptionality" if the student is identified as having a disability under the rules of the IDEA. In New Mexico, a student identified as gifted also qualifies for special education and related services.*
- ▶ *In the area marked "Problem Behavior" define as clearly and specifically as possible what behavior is being addressed in this plan. (See pages 11 and 17 for help with definitions.)*
- ▶ *In the next section, mark if the behavior is a skill deficit or performance deficit.*
- ▶ *To identify the "presumed function" explain the team's hypothesis about WHY the student is exhibiting the specific behavior. (e.g., Susan "forgets" selectively—because she easily re-*

members details of activities and plans she enjoys, but “forgets” her homework, school books, pencil and paper, Susan is probably trying to avoid academic tasks.)

- ▶ At the bottom of the first page, complete a detailed description of the intervention strategies the team considered and decided were most appropriate.
- ▶ In the “Desired Replacement Behavior” section, describe as specifically as possible the behavior you want the student to learn and use instead.
- ▶ Since interventions only work if the new behavior has a better and/or easier “pay-off” than the problem behavior, in the section “Rewards and Motivators” describe how the student will be motivated to adopt the new behavior.
- ▶ Use the “Consequences” section to state exactly what outcome will result from the student’s behavior. Depending on the type and severity of the problem, this could range from simply pointing out the “facts” (e.g., cheating on a test results in a failing grade), to attaching a form of aversive consequence as an added “incentive” to change the behavior (e.g., exclusion from the senior trip). Review pages 44-45 for help with this section.
- ▶ The “Crisis Plan” need not apply to every student. It should be filled out, though, for any student whose behavior may cause a crisis situation and require immediate action or aversive techniques. See pages 45-46 for guidance.
- ▶ The section “Monitoring of Behavior” is a very important component of the BIP. The team should record precisely how the plan is to be implemented, how it will be assessed for effectiveness, and a timetable for review.
- ▶ Finally, the team should make any notes needed to complete the BIP. A good practice is to have team participants sign and date the plan as well.



Behavioral Intervention Plan

Student Name: _____ Date: _____

School: _____ Age: _____ Gender: _____

Area(s) of exceptionality: _____

*This **Behavioral Intervention Plan (BIP)** is being created for this student because persistent and/or severe behavior is being exhibited that interferes with the student's learning or the learning of others and interventions are needed to positively redirect the targeted behavior. The approach identifies the type and cause of the behavior and then helps the student learn replacement behaviors through a combination of positive interventions and supports, as well as appropriate consequences. In addition to defining a how the student is to be taught the skills needed for behavior modification, the plan includes provisions for monitoring progress and crisis management.*

Problem Behavior:

Is this behavior a **Skill Deficit** or a **Performance Deficit?**

Skill deficit: The student does not know how to perform the desired behavior.

Performance deficit: The student knows how to perform the desired behavior, but does not consistently do so.

Presumed FUNCTION (cause) of the behavior: What desired thing(s) is the student trying to **Get?** or
What undesired thing(s) is the student trying to **Avoid?**

Intervention Strategies:

1. *Environment and/or Circumstances*

Can the environment or circumstances that trigger the behavior or the result of it be adjusted? If so, how?

2. *Curriculum and/or Instruction*

Would changes in the curriculum or instructional strategies be helpful? If so, what and by whom?

3. *Other Strategies or Positive Supports (including school personnel, peers, or family)*

Desired Replacement Behavior:

What behavior will the student be taught to replace the targeted behavior? How and by whom?

Rewards and/or Motivators:

How will the student be reinforced so that the replacement behaviors are more motivating than the problem behavior?

Consequences: What consequences will be implemented for repeated occurrences of the problem behavior?

1st occurrence?

2nd occurrence?

3rd occurrence?

Continuing?

Crisis Plan: How will an emergency situation or behavior crisis be handled? (Define possible scenarios, including the use of in-school or out-of-school suspension, or aversive techniques, as appropriate)

Monitoring of Behavior: How will behavior be assessed and evaluated? What data will be collected? How and by whom? When will the plan be first reviewed for its effectiveness? Thereafter?

Additional notes/information regarding this BIP: _____

