



Utah Parent Center
Special needs, extraordinary potential

Information Sheet

Behavior Intervention Plan (BIP)

Does your child with a disability also have behavioral problems at school? Maybe your child doesn't have a diagnosed disability, but is still struggling with behavior. In either case, a Behavior Intervention Plan can be developed by the school team which includes parents.

If that behavior impedes your child's learning or that of others, the plan, which is referred to as a BIP, can address the behavior and put interventions in place. According to Utah's LRBI Technical Assistance Manual, this along with a Functional Behavior Assessment (FBA) can be conducted for any student experiencing behavioral challenges.

A BIP will be developed for a child served in special education by the IEP team. A positive behavior intervention plan is proactive or preventative in responding to your child's behavior. The BIP includes positive behavioral support strategies to help reduce or prevent the likelihood of challenging behaviors from occurring.

This individualized plan focuses on positive behavioral supports to teach and reinforce appropriate behavior skills. Remember the team has already developed a hypothesis about the purpose of the behavior or why the student is doing the behavior. Using this hypothesis statement, the IEP team develops and implements the BIP which includes plans and strategies that emphasize the skills the student needs to learn.

When your child's behavior disrupts his or her learning or that of others, the IEP team is required by federal law to consider the use of positive behavior interventions, strategies, and supports to address the problem. Thus, there should be mutuality in the parent/professional relationship. This can take time to develop and may require effort from both parties. To that end, many parent writers suggest:

Why use positive interventions?

It is important for the team to consider ways to help your child learn positive behavioral skills as well as academic skills. A positive behavior intervention plan is developed by the IEP team with information gathered from the student, parents, teachers, and other staff who know the student well.



What should a positive behavior intervention plan include?

A positive behavior intervention plan should include specific steps to help your child learn new behavioral skills. It should include:

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- Environmental changes to reduce or eliminate challenging behaviors, for example: where the student sits to avoid stressors;
- Strategies for teaching new skills to replace challenging behaviors;
- Skills training to increase student understanding of positive behavior strategies; and
- Support that will be provided to help the student practice the new strategies across different settings within the school.

Some key points to remember about a behavioral intervention plan, it

- Is written
- Is team developed, including parents
- Is based on functional behavior assessment
- Changes environmental triggers/antecedents
- Includes strategies to strengthen appropriate behaviors
- Includes a crisis intervention plan, if needed
- Includes modifications in the curriculum and/or classroom expectations
- Defines who will implement it
- Uses data and recorded regularly
- Is reviewed regularly



Another thing to remember is that it takes time to change behavior. Sometimes when implementing a BIP, you will see what is called an extinction burst where the behavior intensifies. So it is essential that the team continues with the plan and doesn't give up. It is important for the team to meet again after 4-6 weeks to review the data showing successes and failures, and then make adjustments to the plan as needed.

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[LRBI Technical Assistance Manual: Positive Behavioral Supports & Selection of Least Restrictive Behavioral Interventions, Utah State Board of Education, 2015.](#)

[Utah State Board of Education Special Education Rules](#)