



from Equip for Equality's Legal Advocacy Program

EFE FACT SHEET – Special Education Discipline

Behavioral Intervention Plan (BIP)

Introduction

This fact sheet will answer questions about Behavioral Intervention Plans and give parents ideas about how to help their children who have behavioral difficulties in school before they get into serious trouble. Some of this information is about what will work, not necessarily what the law specifically requires, as the law is not specific in this area. The IDEA requires that the school district provide what your child needs to learn.

BIP Basics

What is a BIP?

- A Behavioral Intervention Plan
- A plan in your child's IEP that explains what will be done to prevent behavior issues and what the school will do if they occur.
- It gives your child support for known behavioral problems.
- It explains steps that your child's teachers and school staff should take to help stop the behavior from happening in school.
- It should give enough support so that your child can stay in class and make progress on IEP goals.
- It should include positive behavioral supports to prevent issues.

Who creates the BIP?

- The IEP team.
- You, as a part of the IEP team.
- Your child, if you want him or her to be there.
- A behavioral specialist should be involved in writing a BIP.

When does the IEP team create the BIP?

- After a **Functional Behavioral Assessment (FBA)** has been done. (See below).
- Ask for one **before** your child gets into serious trouble if your child's behavior impedes his/her learning or the learning of others.

Functional Behavioral Assessment (FBA)

What is an FBA?

- A study of your child to find out why he/she is having behavioral problems.
- The definition of an FBA is not set by law. An FBA will usually include:
 - Several observations of your child at different points of the school day.
 - Data collection from those observations.
 - Interview with your child.
 - Interviews with your child's teachers.
 - Review of your child's discipline reports.
 - Review of data collected by people working with your child.
 - Identify known triggers: what sets off the child?
 - ABC's of behavior
 1. Antecedent: What happened before the behavior occurred?
 - Setting?
 - Activity?
 - Time of Day?
 - Who was present?
 2. Behavior: What occurred? Be specific.
 3. Consequences: What happened after behavior occurred?

Who should do the FBA?

- A professional trained in human behavior and students with disabilities. However, the law does not specifically state this at this time.

When will the School do an FBA?

- When a child's behavior impedes their learning or the learning of other students.
- An FBA must be done:
 - If the manifestation determination team decides that your child's behavior is caused by his/her disability; or
 - Your child is removed from school for more than **10 school days in a row**; or
 - Your child has been removed from school for more than **10 school days throughout the school year**.
- For more information about any of these situations, see Equip for Equality's discipline fact sheet series.

Creating a BIP

What happens after the School does the FBA?

- The IEP team must meet to review it.
- The IEP team must create a BIP.

What should be in a BIP?

- A summary of the FBA .
- Known triggers should be listed. Does your child get upset whenever he/she is asked to read aloud in class because he/she cannot read? That would be a known trigger that should be listed on the BIP.
- An explanation of the target behavior, times during the day when the behavior happens, and what the teachers should do if the behavior happens.
- Details about the positive behavioral supports that the School will use to prevent behavioral issues.
- Measurable goals targeting changes in behavior.

- Specific explanations about how the School will evaluate your child's behavior.
- Times when the School will issue reports about your child's progress with the BIP.
- Ways that the School will share your child's progress with you.

How can you make sure that your child's BIP is good?

- Write specific positive behavior supports that the School/teacher should take.
- Write measurable goals for your child's behavior:
 - Make the goal clear and very easily identifiable. It does not make sense to have a goal like, "Johnny's talking in class will get better." How do you know if that happens?
 - Example 1: If Johnny's present level of performance is that Johnny hits when angry, then Johnny's goal may be, "When angry Johnny will respond without hitting 4 out of 5 times." Johnny should also be working with a social worker to learn ways to respond when angry so there should also be some goals like, "Johnny will demonstrate four positive ways to respond to anger. Johnny will role play responding to angry situations in a social skills group with the school social worker for 40 minutes each week."
 - Example 2: If Johnny's present level of performance is, "Johnny talks without permission three times every hour during all six hours of the school day," then Johnny's goal may be "Johnny will talk without permission 2 or less times per hour during the school day."
 - Notice that progress is the goal, not perfection. Once Johnny meets this goal then the next goal will set a higher standard. Also, the goals should include positive supports such as the social skills group and being taught positive ways to respond when angry.
- Ask for and get regular reports from the School about the BIP.
 - The IEP team will set a schedule for reports.
 - It is good to get more reports, rather than less.

- You may ask for daily reports. They will be provided if the team agrees.

What if the BIP doesn't seem to be working and you continue to get bad reports?

- Ask that the IEP team meet to discuss new plans for success.
- Do not expect that the first BIP will resolve all issues. Usually the BIPs will need to be changed as the team determines what works and what does not.
- Nothing is truer with student behavior than the old saying, "If at first you don't succeed, try, try again."
- Do not give up!
 - All children can do well with the right behavior support.
 - Finding the right support may be difficult, but it is possible!



DO YOU HAVE A QUESTION?

Contact Equip for Equality's Special Education Clinic Helpline

1-866-KIDS-046 (voice) or 800-610-02779 (TTY)

SpecialED@equipforequality.org

www.equipforequality.org

This resource material is intended as a guide for people with disabilities. Nothing written here shall be understood to be legal advice. For specific legal advice, an attorney should be consulted.

Equip for Equality, an independent nonprofit organization, is the Illinois state Protection & Advocacy System whose mission is to advance the human and civil rights of children and adults with disabilities. The Special Education Helpline seeks to empower parents to advocate effectively. The Special Education Clinic, Helpline, and these publications were made possible by grants from the Chicago Bar Foundation, The Field Foundation, Illinois Bar Foundation, Illinois Equal Justice Foundation, Polk Bros Foundation, and the State of Illinois Department of Human Services. The contents of this publication are the sole responsibility of the authors and do not represent the official views of the grantors.

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