



# The **BIG** Idea-Behavior Intervention Plan (BIP)

## What is an BIP?

A behavior intervention plan (BIP) is a written plan for a child with disabilities, included in the IEP when appropriate, which uses positive behavior intervention, supports and other strategies to address challenging behaviors and enables the child to learn socially appropriate and responsible behavior in school and/or educational setting.

**Georgia Rule 160-4-7-.21 (Definitions)**

**Who benefits from a BIP?** A BIP is beneficial for students whose behavior(s) interferes with their learning or the learning of others.

A BIP is **required** when a behavior has been determined to be a manifestation of a student's disability, as defined in **34 CFR.530**.

## Best Practices: Keys to Success

1. A Functional Behavior Assessment (FBA) is not required when completing a BIP, but it provides valuable information about the behavior and allows the plan to focus on the reason for the behavior rather than the behavior itself.
2. A BIP (when appropriate) should **not** be a separate document from the IEP, meaning it should be cohesive and flow from the present levels, BIP and goals/objectives to meet the needs of the student.
3. When completing the BIP remember to get input from the student. This allows the student ownership in their behavior.
4. Positive Behavior Supports should include prevention interventions and replacement behaviors.
5. The antecedent modification and intervention(s) must be function specific.
6. Replacement behaviors are used to teach new skills or desire behavior(s) that serve the same function as the targeted behavior(s).

## Behavior is Communication

### Functions of Behavior = Communication

**\*\*\*The interventions in the BIP should serve the same purpose as the function of the behavior\*\*\***

- **Escape/Avoidance** - from person, task, environment, etc.
- **Attention** - desire for attention from peers, adults
- **Tangible** - desire for a specific item or activity
- **Sensory/Self-stimulation** - the behavior feels good or meets a sensory need

## Key terms to know when writing a BIP:

**Functional Behavior Assessment** is a process that identifies the specific target **behavior**, the purpose of the **behavior**, and what factors maintain the **behavior** that is interfering with the student's educational progress.

**Target Behavior** - the specific behavior that the student is engaging in (operationally defined, easily observable, and measurable).

**Trigger is** a thought or situation that occurs before the target behavior. Most commonly, triggers are caused by something in the surrounding environment or by another person's actions.

**Antecedent Modifications** – refers to the changes that the adult makes to the environment.

**Consequence** is an action or response that follows a behavior. This can be positive or negative.

**Hypothesis** is a statement that provides a concise, objective summary of common triggers and consequences commonly surrounding instances of the target behavior. This statement provides a solid conclusion of function.

## Tips for an Effective BIP

- Remember behavior continues because it is reinforced in some way, which includes positive or negative reinforcement
- Make sure target behaviors are concrete, observable, and measurable
- Ensure awareness and consistency of the plan by all adults that work with the student
- Be Proactive - Intervention should not be reactive.
- Identify what can be done to prevent the occurrence of the triggers, or to make triggers less difficult for the child
- Describe the antecedent modifications in enough detail for them to be implemented

## Helpful Resource

[Georgia State University FBA/BIP Training Modules](#)

[Intervention Central](#)

[Georgia Positive Behavior Supports](#)

[Implementation Manual-Discipline](#)