

Behavioral Intervention Plan Policy

A behavioral intervention plan (BIP) is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

The Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE), or Child Study Team (CST) must consider the development of a behavioral intervention plan for a student with a disability when:

- the student's behavior places the student or others at risk of harm or injury; and/or
- Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) is considering more restrictive programs or placements as a result of the student's behavior; and/or
- the student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability; and/or
- a student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions. If a student with a disability receives six office referrals within an academic year a FBA will be initiated to determine if a BIP is warranted.

A behavioral intervention plan must identify:

- the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors
 - such baseline must, to the extent practicable, include data taken across activities, settings, people and times of the day
 - The baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness.
- intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s); and
- a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.

The individualized education program (IEP) must indicate if a particular device or service, including an intervention, accommodation or other program modification is needed to address the student's behavior that impedes his or her learning or that of others. A student's need for a behavioral intervention plan must be documented in the IEP and such plan must be reviewed at least annually by the CSE or CPSE.

The implementation of a student's behavioral intervention plan must include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on the student's IEP. The results of the progress monitoring must be documented and reported to the student's parents/guardians and to the CSE or CPSE and must be considered in any determination to revise a student's BIP or IEP.