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1 Introduction: When to Complete a Behavioral Intervention Plan

Functional Behavioral Assessment (FBA) and Behavioral Intervention Plans (BIP) are based on New York State Special Education Regulations (NYSED / P-12 / Special Education and the [Regulations of the Commissioner of Education - Parts 200 and 201](#)).

200.1(mmm) and 201.2(a) provide an initial definition: Behavioral intervention plan means a plan that is based on the results of the functional behavioral assessment 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 following excerpt from 200.22(b) will guide the IEP team's decision making regarding the necessity of developing a BIP. A student's need for a BIP must be considered whenever:

- 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;
- the student's behavior places the student or others at risk of harm or injury;
- the 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.

In addition, the BIP must be based on the completion of a Functional Behavioral Assessment (FBA).

Please refer to the Official Compilation of Codes, Rules and Regulations of the State of New York for regulatory language: 8NYCRR – Sections 200.1(mmm), 200.5(b)(1), 200.22(b), 201.2(a), 201.3 and 201.4. (The most current regulations may be accessed online at: <http://www.p12.nysed.gov/specialed/lawsregs/part200.htm>)

If a BIP is determined to be necessary, then it will be conducted in accordance with New York State Regulations. The IEP team will enter information into SESIS utilizing regulations: 200.1(mmm); 201.2(a); 200.22(b)(4); and 200.22(b)(5) Before entering any information into SESIS, make certain that the team has reviewed all results from the FBA and that these are available for reference while developing the BIP.

2 Best Practices for a BIP Based on State Regulations

When creating and evaluating the content of a BIP, consider two key questions:

- Are there external supports listed within the BIP which reflect a positive, supportive, constructive environment focusing on skill building?
- Is the BIP positively impacting everyone's behavior within the targeted setting(s) including the student's behavior?

A BIP addresses four elements that are necessary to change a behavior:

1. **Prevention:** What can be changed in the student's environment or experience to make learning easier/more successful? (e.g., environment, peer and teacher behaviors, curriculum/materials adaptations or accommodations)
2. **Instruction:** What skill(s) can a student learn instead of needing/wanting to behave in the concerning way? (e.g., clear expectations for student and others, basic skill remediation, modeling, positive feedback; etc)
3. **Consequences:** How can the positive, expected behaviors be reinforced so that the targeted/problem behavior disappears or becomes useless? (e.g., specific description to student of what he/she did right; a student schedule that lists a preferred activity right after completion of the less preferred; instructive and constructive feedback;)

For example, when the student finishes his work before others do, and prior to him leaving his seat (problem behavior), give him positive feedback for his work completion and ask him to help get materials ready for the next activity or tell him he can draw a picture (art is a preferred activity for him) while others finish their work.

4. **Crisis intervention:** What action is needed to ensure safety and to de-escalate the behavior that places the student or others at risk?
 - Is the student-centered crisis intervention based on Department of Education (DOE) policy? Refer to: Chancellor's Regulations: <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations/default.htm> and Discipline Code: <http://schools.nyc.gov/RulesPolicies/DisciplineCode/default.htm>
 - Will the intervention provide dignity and security for the student and others?
 - Is the BIP specific so that everyone will respond consistently when the targeted behavior occurs, e.g. "When the student does ___(behavior) __, staff _____(does)_____."

Depending on the severity of the behavior, typically a format like this is written in levels/sequences, so that the student has several chances to exhibit an appropriate behavior, for example, with a student who has a behavior of hitting and throwing:

When student fails to comply with a teacher directive within 10 seconds, the teacher should ask student, using a quiet voice and standing just outside of arm's reach, whether she would like the teacher to help her. The teacher should identify specifically how the teacher might help (e.g., with the first math problem, or a story starter). If student indicates yes and then continues to

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comply with the directive, the teacher will provide student social praise by describing her appropriate actions every 30 seconds for the next two minutes, using an enthusiastic, sincere but quiet voice.

However, if the student had indicated that she desires no help, then the teacher should stand quietly just outside of arm's reach, until student complies. If there is still no compliance, then the teacher will ask student to meet privately in a corner of the room reserved for positive conferencing and/or calming time.

If student attempts to hit or throw or actually does hit or throw, then the teacher will point cue the student to the calming area, giving her a soft pillow which the student prefers as a soothing item. Once student is calm (sitting still in chair in calming area exhibiting a relaxed hold on pillow), the teacher will ask student to set timer for 1 minute of "calm time". When the timer goes off, the teacher will sit with student and review checklist of expected behaviors. student will receive reminder card of a potential reinforcer and the time she might receive it if she moves forward with the expected behaviors.

3 Creating the BIP in SESIS

3.1 SESIS Field Heading: Who is responsible for implementing this plan?¹

This section should consider the fact that all persons who work with the student are responsible for the implementation of the BIP. The team must take the key role in making certain that the BIP is regularly reviewed. An individual should be designated to guide and assure:

- BIP implementation
- support for those persons who work with the student
- ongoing and focused data collection
- data analysis to determine the need for any changes/revisions both to the BIP and/or the IEP.

The reporting and monitoring of progress is critical to student success. Therefore, the IEP team should consider carefully before entering onto the BIP the name and/or position of the individual and documenting the nature of his/her responsibilities.

¹ Heading is based on regulation 200.22(b)(5) Progress monitoring. The Implementation of a student's behavioral intervention plan shall include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the behavioral intervention plan and on the student's IEP. The results of the progress monitoring shall be documented and reported to the student's parents and to the CSE or CPSE and shall be considered in any determination to revise a student's behavioral intervention plan or IEP.

3.2 SESIS Field Heading: Student progress towards achieving targeted behavior must be assessed and communicated with parents at least every ten (10) weeks. ²

In order to be prepared to review with parents the student's progress related to the BIP, this section should not only further describe how data will be collected to assure progress monitoring occurs, but must also include important baseline data, intervention strategies, and a schedule for measuring intervention effectiveness. Hence, the team must enter the following details from the FBA.

3.2.1 Baseline Data

1. Utilize information from FBA heading: **What observational data has been collected?** as well as information from the dropdown options: **Frequency, Duration, Intensity, Setting(s)**:
 - a. Summarize all the direct data based on observation of the student and indirect data that the Team collected during the FBA process.
 - b. Include information related to how the student behaves in various settings and activities at various times of the day and with various people. Give an exact baseline of that data.
 - c. Refer to the BIP Section/Heading entitled **Target Behavior** to assure consistency between the definition of the behavior and the data thus far collected and analyzed.
2. Utilize information from FBA heading: **What triggers or actions occur immediately before the targeted behavior?** Enter information related to antecedents – what occurs just prior to the targeted behavior including what other people are saying or doing.
3. Utilize information from FBA heading: **What environmental conditions may affect the targeted behavior?**
 - a. Enter information which indicates various factors (social, physical, sensory, etc.) situations/events/activities/people/surroundings/elements of Nature that appear to make the target behavior more or less likely to occur.
 - b. Describe conditions that surround the behavior (context in which the behavior occurs).

² This heading is also based somewhat on regulation 200.22(b)(5) as stated previously. Also because there is not currently a field within SESIS to address regulation 200.22(b)(4) (see below), please follow the directives in the right hand Guidelines' column to assure that the regulation content is included. 200.22(b)(4) The behavioral intervention plan shall identify:(i) the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors. Such baseline shall, to the extent practicable, include data taken across activities, settings, people and times of the day. The baseline data shall be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness; (ii) the 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 (iii) a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.

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4. Utilize information from FBA heading: **What does the student gain or lose as an immediate result of the targeted behavior?**
 - a. Include information about consequences (i.e., what occurs after the targeted behavior).
 - b. Include a summary of what other people are doing or saying just after the student displays the targeted behavior.

5. Utilize information from FBA heading: **What is the presumed purpose of each behavior?**
 - a. State the hypothesis indicating the purpose/ function of the behavior. This hypothesis must now be described in global and specific terms.
 - o Global hypotheses reveal the broad influences in the student's life: skills, talents, health, preferences, routines, relationships, general quality of life. These influences can affect all types of instructing and learning related to the student. The Global hypothesis will affect short and long term prevention or remediation.
 - o Specific hypotheses focus on the function of the identified, targeted behavior and its related fast or slow triggers (e.g. antecedents) which lead to exhibition of the targeted behavior.

3.2.2 Intervention strategies

1. Utilize information from FBA heading: **What are the expected behavior changes?**
Determine:
 - a. what behavior the student is expected to exhibit,
 - b. whether that replacement/expected behavior satisfies the function/purpose of the targeted behavior, and
 - c. what might be smaller sections or components of the expected behavior which need to be instructed, supported, reinforced in order for the student to fully, independently, generally and successfully exhibit the replacement behavior?

2. Utilize information from FBA heading: **What does the student view as positive reinforcement?**
 - a. Indicate the student's most preferred reinforcer(s) and/or what most motivates the student.
 - b. Consider both internal and external reinforcement (Are there things about a task or activity or event that are rewarding in themselves or does the student need external, nonrelated reinforcement? Does the student seem to enjoy completing tasks or does the student like to work for something not directly connected to the task such as free time to play a game, talk with a preferred adult, or a soda?)
 - c. Include what the student dislikes or has difficulties with or even aversions to.

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3. Utilize information from FBA heading: **What interventions should be planned?**
 - a. Determine how to teach the student the expected behavior, in what ever increments necessary for success,
 - b. Include student preferred reinforcers, and
 - c. Accommodate/support the student's learning needs/style.
 - o If the targeted behavior is due to a skill deficit, the team should break out the skill into components/steps etc. And then determine how to teach the parts to achieve the whole.
 - o If the targeted behavior is due to a performance deficit, the team needs to look carefully at less obvious, deeper skills needing instruction such as social awareness, self-regulation, self-advocacy

Hence, the Team can design the intervention strategies in a more student-centered way. Intervention strategies should include alterations/accommodations to the environment, instruction, antecedents, consequences etc. rather than just solely teaching a behavior / skill.

Environmental strategies/changes might include changes in sensory input/output, people who are nearby, time of day, etc.

Instructional strategies/changes remind staff to alter their behaviors, such as using previewing the day's lesson, preparing for a task by first reminding the student of self-regulating techniques, allowing student to use visual supports to assist in using calming techniques or gaining focus, redirecting positively toward what is expected, ignoring an inappropriate behavior with a reminder of what the student "can-do," breaking down tasks, directions, etc. into smaller parts/steps.

Antecedent or consequence strategies/changes might involve providing a different more preferred event prior to the time the targeted behavior typically occurs or offering a choice just after the targeted behavior does occur.

3.2.3 Schedule for Measuring Intervention Effectiveness

Based on knowledge of the student's learning style (i.e., how and how fast the student acquires skills.) the team now determines how often data will be collected and analyzed. This can be based on the same type of data used for baseline or on current combinations of data such as frequency, duration, intensity and/or latency. For example,

- If the targeted behavior reveals concern for high frequency as well as severe intensity, then data might be collected per incident over a one or two day period and analyzed to prompt intervention changes more immediately; or;
- If the targeted behavior reveals a high frequency but mild intensity, then data might be collected per incident over a one week period, or;
- If the targeted behavior reveals concern related to how quickly the student responds to something (latency) and mild intensity, the data may be collected over a two-three week period then analyzed to prompt changes in intervention.

3.3 SESIS Field Heading: Target Behavior

The Team must write a concise concrete, observable, measurable description of the behavior of concern.

1. Utilize information from the FBA Heading: **What is the targeted inappropriate behavior? What does the student's behavior look like, sound like, etc.?** Who is doing the behavior? What is actually happening (body movements, facial expressions, vocal tones etc)? Where does the behavior occur? How much force etc is involved in the behavior? How long is the behavior lasting? (For example, student raises closed fist in air above head, drops it down in front of person's face, shakes side to side, taps fist on arm of person one time causing slight movement inward of person's skin and yells simultaneously: "leave me alone.")
2. Add baseline data to the targeted behavior description so that the behavior includes frequency, duration, and/or latency plus antecedent and consequence information.

For example, when directed by a peer or adult to change from something that he is doing, 8 out of 10 times and within 10 seconds of the directive, the Student raises closed fist in air above head, drops it down in front of person's face, shakes side to side, taps fist on arm of person one time causing slight movement inward of person's skin and yells simultaneously: "leave me alone" and when give the directive again, leaves the area.

3. Decide whether to focus data collection (progress monitoring) on decreasing frequency, duration, latency or what exactly related to the targeted behavior.

For example, in the above case, most likely the team will choose to focus progress data on decreasing the frequency to zero occurrences while simultaneously collecting data on the replacement/expected behavior and any skill acquisition which shows an increase in effectiveness of student performance of the expected behavior.

3.4 SESIS Field Heading: Expected Behavior

The team must now write a concise concrete, observable, measurable description of the expected behavior, the behavior which will replace the targeted behavior. What do we want the student to do? How do we wish the student to behave?

1. Provide the same categories of descriptors (who, what, when, where, antecedents, consequences, etc.) as described above.
2. Consider all information about the student (indirect and direct data; global and specific hypotheses, etc.).
3. List any subcomponents/sub-objectives of the expected behavior which must be taught and gained so the student can eventually successfully perform the expected behavior. Each subcomponent objective must also include any antecedent or consequence changes or supports that will make performance successful. The team develops these steps, subcomponents, objectives based on the student's skill or performance

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deficits/needs, as discussed earlier, so that these objectives also reflect teaching a behavior rather than simply decreasing the targeted/problem behavior, for example:

- Overall expected behavior: When given a directive, student will complete the directive within 5 seconds.
- Subcomponent: When given a directive, student asks for 1 minute to use a self-regulation technique while remaining within 10 feet of the area, and then completes the directive.
- Subcomponent: When given a directive, student will remain within 6 feet of the area and complete the directive within 30 seconds.

(Add other subcomponents based on individual student learning needs.)

3.5 SESIS Field Heading: Methods/criteria for outcome measurement

This is the section where the team clarifies both methods and criteria to support outcome measurement/progress monitoring.

Enter methods and criteria for each targeted behavior (which may include sub-objectives) and the corresponding expected behavior changes. For easy reference this section might also include a repeat of the scheduling information originally documented under the heading, **Student Progress...communicating with parents.**

Possible evaluation methods:

- behavior monitoring forms (point sheets, contracts, check sheets)
- academic grades
- anecdotal notes (ABC Charts)
- attendance records
- event recording (tallies of frequency of target behaviors)
- work samples
- student self-assessments or ratings
- rating scales
- duration recording (time samples using a stopwatch)
- graphs
- office referrals