EDUCATION
INFO SHEET

ADDRESSING CHALLENGING BEHAVIOR
BEHAVIOR INTERVENTION PLAN (BIP)

WHAT DOES POSITIVE BEHAVIORAL INTERVENTION AND SUPPORTS (PBIS) MEAN?

Families and schools benefit from using the nationally recognized approach called **Positive Behavioral Intervention and Supports (PBIS). PBIS** is an approach to **resolving unwanted behaviors** that recognizes that behavior is communication. The focus is on **prevention vs. punishment** and **replacement** of **problem behaviors** with more appropriate actions. The process may involve development of a **Behavior Intervention Plan** (**BIP**) based on the results of a **Functional Behavioral Assessment (FBA).**

If your child receives **special education services** under an **Individualized Education Program (IEP),** regulations require **the IEP team must consider the use of positive behavioral interventions, strategies and supports to address the unwanted behavior** if his behavior impedes his learning or that of others. Schools may also implement BIPs for students under a **504 Plan**.

School divisions must conduct an FBA and implement a **Behavior Intervention Plan** (BIP) when a **student with a disability has been subject to disciplinary action and the behavior is found to be a manifestation (directly related) to his disability.**

WHAT IS A **BIP**?

A BIP Is: *"a plan that utilizes positive behavioral interventions and supports to address behaviors that interfere with the learning of students with disabilities or the learning of others or behaviors that require disciplinary action."* In simple terms, a BIP is a **written plan to prevent or replace unwanted behaviors with more acceptable behaviors.** The plan documents the behavior, why it is happening, and lists the positive strategies and supports that will be provided to reduce or eliminate the behavior.

Even when not required, many school divisions will use an FBA and BIP for a student with behavioral challenges. **Gender, ethnic, cultural and linguistic factors** should be considered when developing an BIP. A good FBA is the foundation for a good BIP.

IMPLEMENTATION OF THE BIP

Once the FBA has been completed and the team has identified function of the unwanted behavior, the next step is to develop the BIP. **All relevant team members must commit to implementing the BIP as written.** In some cases, this may include using the plan in settings other than the school. **Data must continue to be collected** to determine if the BIP is working.

For a BIP to be effective, the replacement behavior and/or reinforcement (reward) must be meaningful to the student. It is also important that the reward not lose its desired effect too soon and that the student not become dependent on the reward (i.e., he will not perform the replacement behavior without the reward). It is a balancing act as the reward will need to be phased out. Students must have frequent opportunities to engage in and be reinforced for the positive behavior and for self-management of their actions.

EXAMPLE CASE

Joe is in 6th grade. **He throws paper at his class-mates** and is usually sent to the principal's office. An FBA is conducted, and the **team finds that Joe does this in English, Reading, and History, but not in other, more hands-on classes.** They find that the behavior happens when his teachers ask questions. Joe **avoids having to answer questions** by acting out. Joe tells the team that **he is anxious about giving the wrong answer and being laughed at.** With Joe's support, the team agrees that for a period, **he will receive questions in advance of class**, so that he knows what he will be asked. **Joe gets a lot of praise and support** from his teachers and peers when he responds to the questions, and the behavior decreases substantially. **As Joe becomes more and more confident,** he starts raising his hands to answer new questions. He continues to be praised for his work, and the disruptive behavior is eliminated. **If the behavior reappears, or Joe starts exhibiting a new unacceptable behavior, his team will need to meet again to reassess.**

BIP STRATEGIES

- Teach more acceptable behavior that serves the same function, e.g., raise hand instead of yelling.
- Modify the setting, e.g.,rearrange desks or move the student.
- Modify the events that occur before the behavior (antecedent), e.g., give a 5-minute warning before starting a new task.
- Modify the events that occur after the behavior (consequence), e.g. give praise for the positive behavior or a short break.
- Modify parts of the curriculum or instruction,e.g., provide more hands-on learning or make lectures shorter)
- Reinforce behavior that is incompatible with the problem behavior, e.g., if the student keeps standing up, sitting down is reinforced (rewarded).

RESOURCES FOR PBIS

Positive Behavioral Intervention and Supports
www.pbis.org

PBIS-How Schools Support Behavior
https://u.org/2xEupyB

Center on the Social and Emotional Foundations for Early Learning
http://csefel.vanderbilt.edu/briefs/wwb10.pdf

Association for Positive Behavior Support
https://www.apbs.org/