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PARENT INFORMATION CENTER OF DELAWARE

BEHAVIOR INTERVENTION PLANS

HOW CAN I HELP DEVELOP AN EFFECTIVE PLAN?

AT A GLANCE

A child who is showing challenging or inappropriate behaviors may benefit from having his teachers implement a **Behavior Intervention Plan or (BIP)**. A BIP is developed after a **Functional Behavioral Assessment (FBA)** is conducted and information is gathered about behaviors to target.

The BIP describes the problem behaviors, the reasons the behaviors occur and the interventions that will be used to address the behavior. Behavior interventions are steps teachers take to stop problem behaviors at school. First, the problem behavior must be identified. Your child may be:

- Disrupting the class
- Showing aggression toward the teacher or other children
- Acting unresponsive or withdrawn
- Refusing to do work in class
- Using inappropriate or harassing language
- Repeated or excessive disciplinary removals for behavior

WHY DOES THE BEHAVIOR OCCUR?

Behavior is a form of communication. When developing a BIP, it's important to identify the common functions or causes of behavior. Before the BIP, a Functional Behavior Assessment is done to determine the cause of your child's behavior. Some functions of the behavior may be:

- Seeking attention
- Escaping or avoiding a task, such as work that's difficult
- Power and control
- Gaining a tangible reward
- Peer relationships
- Justice or revenge



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It's also important to define the challenging behaviors. Do the behaviors:

- Cause injury to self or others
- Cause damage to environment
- Interfere with learning
- Socially isolate the child
- Inappropriate for child's developmental level
- Are difficult for educators and parents to manage

Example: When frustrated, Jon slams down his book, crumples up his paper and puts his head down on the desk. Does he know what to do or does he need social skill instruction in handling frustration or asking for help? If skills are lacking, it is a skill deficit?

Focus on positive behavior interventions, strategies and supports

A BIP INCLUDES:

- 1. Target behaviors** - behaviors identified by the team as being ones to change or modify. Behaviors should be observable, measurable and clearly defined and understood by everyone.
- 2. Interventions** - specific strategies that will be used to address behaviors (including positive behavior interventions and supports)
- 3. Behavior changes** - description of desired behaviors to replace inappropriate ones
- 4. Skill Building** - what skills are needed?
- 5. Data** - what data will be collected and how often?
- 6. Measurement** - how and when the plan will be reviewed for effectiveness

Emergency or back-up plan - in the event of a crisis, how will the situation be de-escalated and how will your child be kept safe? Has the team discussed a crisis plan?



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SOME EXAMPLES OF INTERVENTIONS IN A BIP MAY INCLUDE:

- Frequent breaks when needed
- Working with a counselor or therapist to teach self-calming activities
- Participating in social skill groups and/or learning specific social skills
- Rewards for positive behavior
- Reducing triggers, known to cause or contribute to behaviors

As part of the process, the team also reviews all data (Functional Behavior Assessment FBA) observations, parent/teacher and student feedback to determine if the behavior is a result of a skill deficit or a performance deficit:

- Does the child have the knowledge or skill set to achieve the desired behavior?
- Does the child have the knowledge and skill but does not display the desired behavior?
- Is there inappropriate or anti-social behavior in place of desired behavior?
- In addition to the BIP, goals can also be written in your child's IEP (Individualized Education Program), to develop specific skills and monitor progress.

My child has a BIP, but still has challenging behaviors. What can I do?

The BIP should be monitored to track your child's progress to see if the intervention strategies are working. Some common reasons a BIP may not be working may include:

- A mismatch between the intervention and the targeted behavior
- A failure to monitor and adjust the rewards as needed

Problem behaviors could also be triggered by other factors, such as trauma, family issues, or social pressure. While it may take some time for interventions to work, it's also important to talk with your child and the school team often and as much as possible if you feel intervention strategies are not working.

**For additional information on Behavior Intervention Plans and supporting students,
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