

ECHO IDAHO

**K12 Behavioral Health
in the Classroom**

Unpacking Behavior Intervention Plans (BIP) Part I

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K12 Behavioral Health in the Classroom

- Schoolwide Behavioral Strategies
- Preventative Approaches
- Clarifying Roles and Responsibilities
- Competing Behavior Pathway
- Social Media and Mental Health
- FBA: Educator's Role
- Common Mental Health Diagnosis
- Behavior Intervention Plans (BIP)
- Caregiver Involvement and Collaboration
- Crisis Plan Development
- Law and Safety
- Accommodations: IEP or 504 Plan
- Medication Side Effects



Learning Objectives

- Understand the purpose of the BIP
- Answer common questions specific to completing a BIP
- Become familiar with the components of a BIP

Purpose of the Behavior Intervention Plan (BIP)

- Outlines changes to the environment to prevent problem behavior
- Provides a plan for teaching new skills and behavior
- Provides a plan for responding to both replacement behavior and problem behavior

Relationship Between FBA and BIP

Functional Behavior Assessment	Behavior Intervention Plan
Identifies the function of behavior, why problem behavior is happening	Outlines changes to environment to prevent challenging behavior
Uncovers patterns that influence and maintain behavior	Provides plan for teaching new skills and behaviors
Provides data to make intervention decisions	Provides plan for responding to both replacement behavior and challenging behavior

BIP – Common Questions

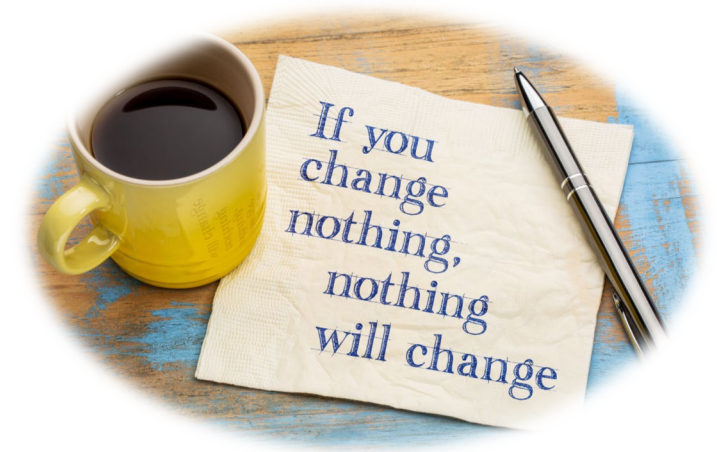
- Can a BIP be developed for any student?
 - Yes! A BIP can be developed for general education and special education students
- When should a BIP be developed?
 - When a student is engaging in behavior that is significantly interfering with learning and behavior did not decrease in response to basic environmental modifications and reinforcement
- Who develops the BIP?
 - A BIP is developed by the student-level team
 - Lead by a staff member knowledgeable in behavior and BIP development (e.g., Counselor, Behavior Specialist, Interventionist, School Psych)
- What information is used to inform BIP development?
 - Best practice is to utilize the data and information from the FBA

Positive Behavior Supports vs. BIP

Positive Behavior Supports (Tier 1 & 2)	Behavior Intervention Plan (Tier 3)
The student's behavior is not harmful to self or others and minimally interferes with learning	The student's behavior is potentially harm to self or others and/or significantly interferes with learning
The student can be supported, and problem behavior reduced through basic environmental modifications (e.g., predictability, motivation, appropriate instruction)	Basic environmental modifications have not been sufficient to reduce the frequency/intensity of problem behavior
The student can be supported, and problem behavior reduced using a simple reinforcement system	A more complex reinforcement system is needed to support the student and reduce the frequency/intensity of problem behavior

Components of the BIP

- Provide a rationale
- Competing behavior pathway
- Identify problem behavior
- Preventative strategies and antecedent interventions
- Teach replacement behavior
- Consequences – How to respond
- Plan for progress monitoring



Meet Tim

- Student: Tim Welton
- Grade: 6th
- English Learner: no
- Disabilities: no
- IEP: no
- 504: no



General behavior concerns: Tim's teachers have expressed concern regarding defiance. The team is concerned that Tim's behaviors are negatively impacting his learning, the learning of others, and his social relationships with adults and peers. Recently, Tim's defiance has escalated to physical aggression (e.g. pushing, hitting, or throwing an item at a person).

Case Study link: <https://idahotc.com/Download/RFID/3495>

STEP 3: HYPOTHESIS STATEMENT *(Summary statement)*

Given

an instruction to begin independent work or redirection for talking to peers at inappropriate times

Tim Welton will engage in

refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B****), leaving the room without permission, and/or physical aggression

which most frequently results in:

peers watching Tim as he engages in the behavior and often laughing, gasping, or commenting on what he has done.

it is more likely when:

Tim's dad is out of town for work.

This results in: *(must select one)*

- Sensory/Automatic reinforcement of problem behavior
- Escape/Avoidance of non-preferred/perceived aversive
- Attention/Social reinforcement
- Tangible/Access to preferred item or activity

Information from Tim's FBA

STEP 4: COMPETING BEHAVIOR PATHWAY

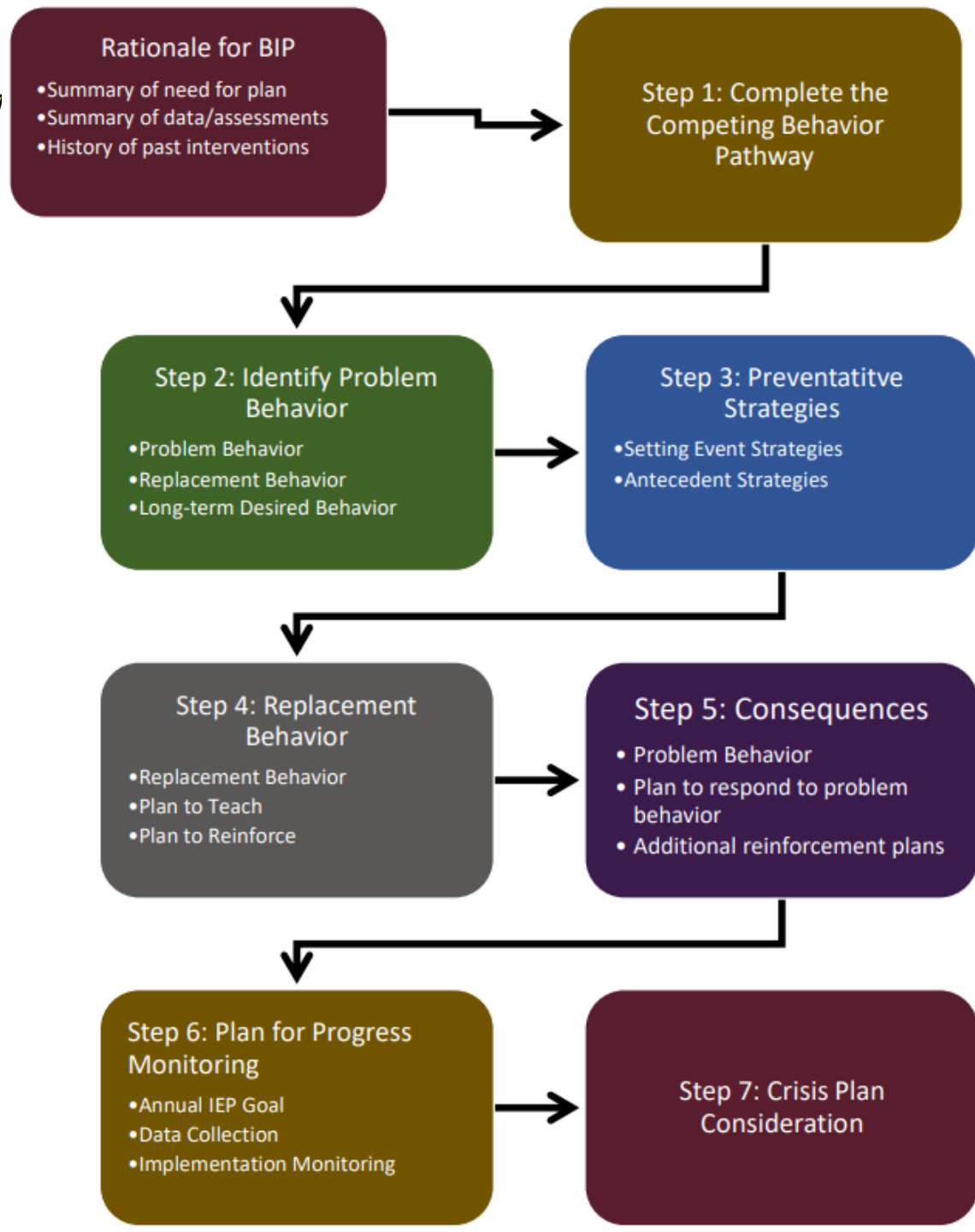
Fill in boxes 1,2,3 and 4 from information above. Grayed out boxes can be left blank.

These will be addressed in the Behavior Intervention Plan (BIP).

		5. Desired Behavior	6. Consequence
3. Setting Event It is more likely when Tim's dad is out of town for work.	2. Antecedent Given an instruction to begin independent work or redirection for talking to peers at inappropriate times	1. Problem Behavior Will engage in refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B****), leaving the room without permission, and/or physical aggression (pushing, hitting, or throwing an object directed at a person)	4. Reinforcing Consequence peers watching Tim as he engages in the behavior and often laughing, gasping, or commenting on what he has done.
		7. Replacement Behavior	8. Reinforcing Consequence

Information from Tim's FBA

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BIP Practice Guide

<https://idahotc.com/Resources/View/ID/1101>

Data-based

This Behavior Intervention plan is based on the following (check all that apply)

- Functional Behavior Assessment (FBA) from report dated 04/15/2024
- Data Collection (observations, records reviews, interviews) dated 04/01-04/09
- Social/Emotional Assessment from report dated _____
- Other (describe) _____

Provide a Rationale – Summarize the Why

RATIONALE FOR BEHAVIOR INTERVENTION PLAN

Provide a summary of why this plan is being put in place

What does the team hope to achieve and teach the student?

Tim's teachers have expressed concern regarding defiance. The team is concerned that Tim's behaviors are negatively impacting his learning, the learning of others, and his social relationships with adults and peers. Recently, Tim's defiance has escalated to include physical aggression. The team hopes to increase his positive relationships with adults and peers by teaching Tim how to appropriately gain attention from his peers.

Provide a Rationale – Summarize the Data

Summarize data or results from the student's FBA or other assessment(s)
(e.g., hypothesis statement)

Given an instruction to begin independent work or redirection for talking to peers at inappropriate times, Tim Welton will engage in refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B****), leaving the room without permission, and/or physical aggression, which most frequently results in peers watching Tim as he engages in the behavior and often laugh, gasp, or comment on what he has done. It is more likely when Tim's dad is out of town.

Provide a Rationale – Summarize History

Provide a history of behavior interventions targeting behavior of concern

What interventions have been tried previously?

What was the outcome of the previously implemented interventions?

The team started a Check-in, Check-out system on 03/25/24. The goal was: Tim will be safe, on task, and respectful by earning 80% of daily CICO points. The first week he averaged 60% so the team changed the criteria to 70% on 3/31. He has averaged 46% since then. This intervention has not lead to a noticeable improvement in the problem behavior. Additionally, Tim has been provided with a daily planner and is given time to record given assignments and due dates daily. Recently it often becomes a power struggle to get Tim to use the planner. The teacher posts a schedule for the day and reviews the schedule at the start of class. Knowing the schedule has been helpful for Tim to know what to expect.

Rationale for BIP

- Summary of need for plan
- Summary of data/assessments
- History of past interventions

Step 1: Complete the Competing Behavior Pathway



Step 2: Identify Problem Behavior

- Problem Behavior
- Replacement Behavior
- Long-term Desired Behavior

Step 3: Preventative Strategies

- Setting Event Strategies
- Antecedent Strategies

Step 4: Replacement Behavior

- Replacement Behavior
- Plan to Teach
- Plan to Reinforce

Step 5: Consequences

- Problem Behavior
- Plan to respond to problem behavior
- Additional reinforcement plans

Step 6: Plan for Progress Monitoring

- Annual IEP Goal
- Data Collection
- Implementation Monitoring

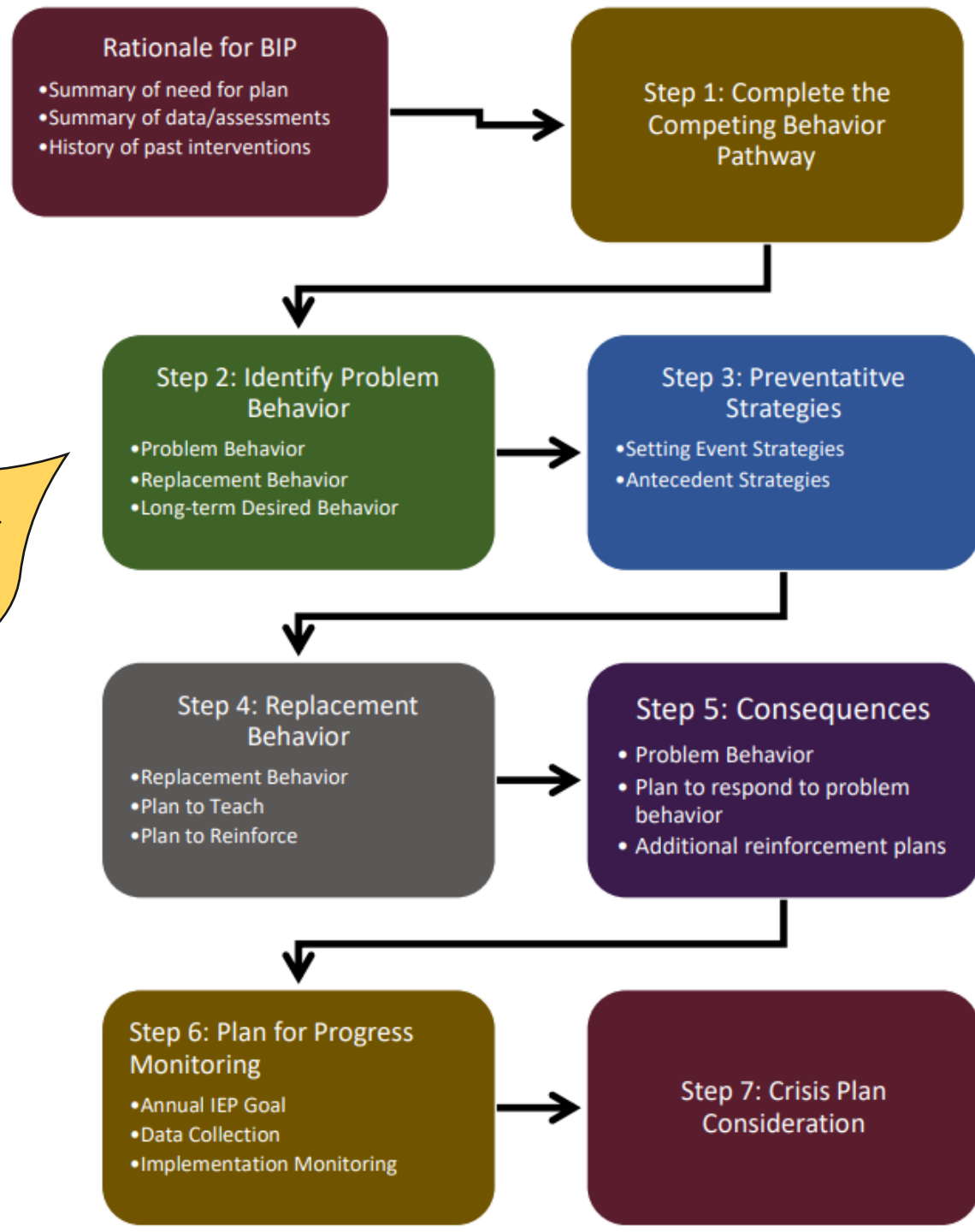
Step 7: Crisis Plan Consideration

BIP Practice Guide

<https://idahotc.com/Resources/View/ID/1101>

		5. Desired Behavior	6. Consequence
		Waits until an appropriate time to gain peer attention.	Less frequent and consistent peer attention and minimal teacher attention or praise.
3. Setting Event	2. Antecedent	1. Problem Behavior	4. Reinforcing Consequence
When Tim's dad is out of town for work.	When given an instruction to begin independent work or staff provides redirection for talking to peers at inappropriate times.	Refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B***), leaving the room without permission, and/or physical aggression (pushing, hitting, or throwing an object directed at a person).	Peers watching Tim as he engages in the behavior and often laughing, gasping, or commenting on what he has done.
		7. Replacement Behavior	8. Reinforcing Consequence*
		Tim will offer help to others who are not yet done with the assignment.	He will access peer attention through helping others with their unfinished assignments.
			<i>*Input should match box 4 function</i>

Step 1: Complete the Competing Behavior Pathway



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STEP 2: IDENTIFY PROBLEM BEHAVIOR

A. Problem Behavior

This is located on the Functional Behavior Assessment (FBA) and in box 1 of the CBP in Step 1.

Fill in with the problem behavior and include the operational definition of the problem behavior.

Defiance is defined as refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B***), leaving the room without permission, and/or physical aggression (pushing, hitting, or throwing an object directed at a person).

B. Replacement Behavior

This is located in box 7 of the CBP in Step 1.

Fill in with behavior that can be taught in place of problem behavior and meets the same need/function.

Tim will offer help to others who are not yet done with the assignment.

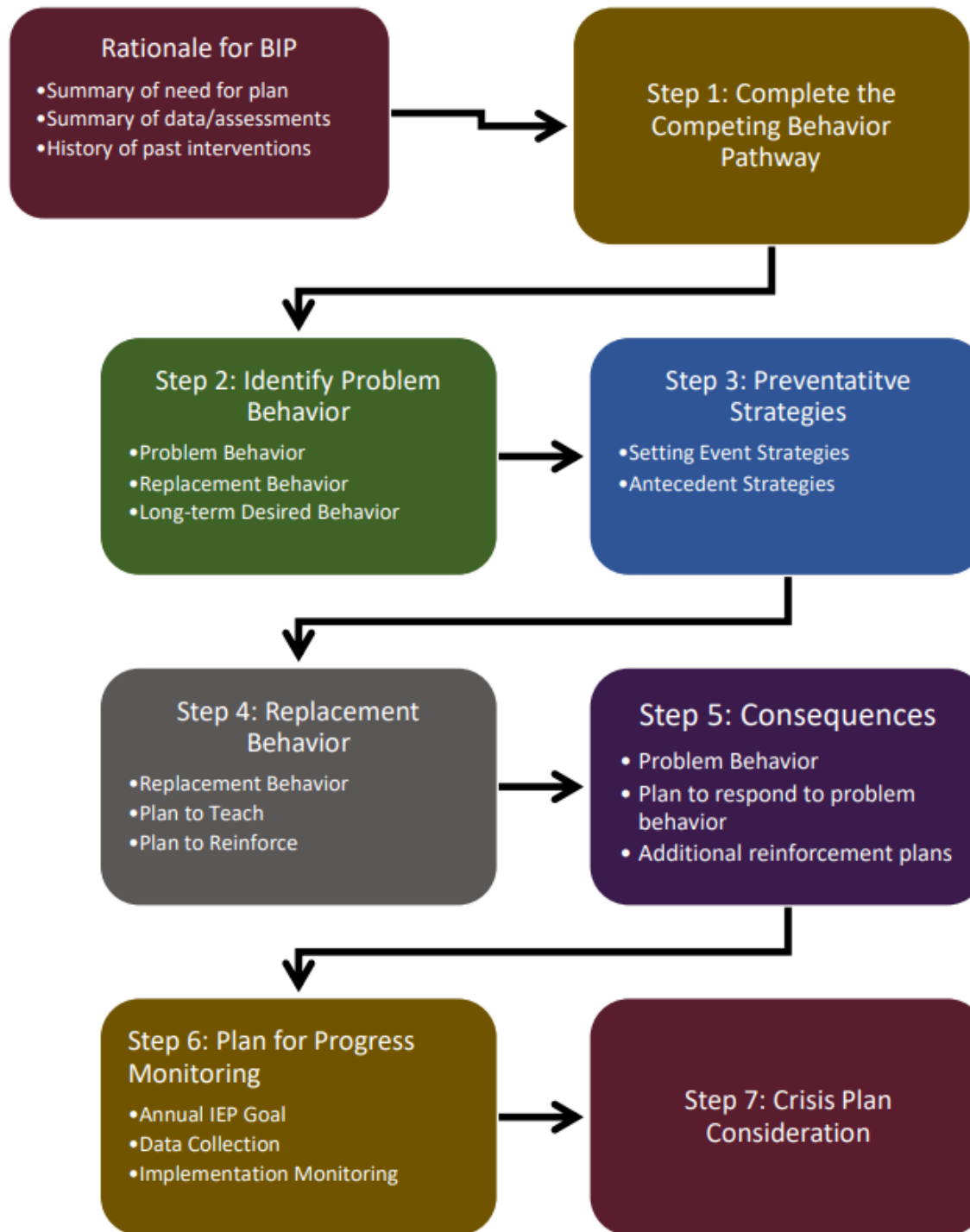
C. Long Term Desired Behavior

This is located in box 5 of the CBP in Step 1.

Fill in with behavior that is related to the replacement behavior but will require longer acquisition period or more advanced skills to be taught.

Tim waits until an appropriate time to gain peer attention.

Step 2: Identify Problem Behavior



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Setting Event Strategies

A. Setting Event Strategies

Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the identified setting events. The setting event is located in box 3 of your Competing Behavior Pathway Matrix (CBP).

What will the adults in the environment do to prevent the problem behavior?

Identified Setting Event <i>Identified in box 3 of the CBP. What happens prior to the antecedent that makes problem behavior more likely?</i>	Plan to remove or minimize/neutralize	Who is responsible? <i>Who is in charge of making sure this happens?</i>
<p>When Tim's dad is out of town for work.</p>	<p>Daily communication log with parents. On mornings where parents note a concern, more frequent adult check-ins and peer engagement will be provided. Check-ins will be used to prompt previously taught strategies and remind Tim what he is working toward.</p>	<p>Special Education Teacher</p>

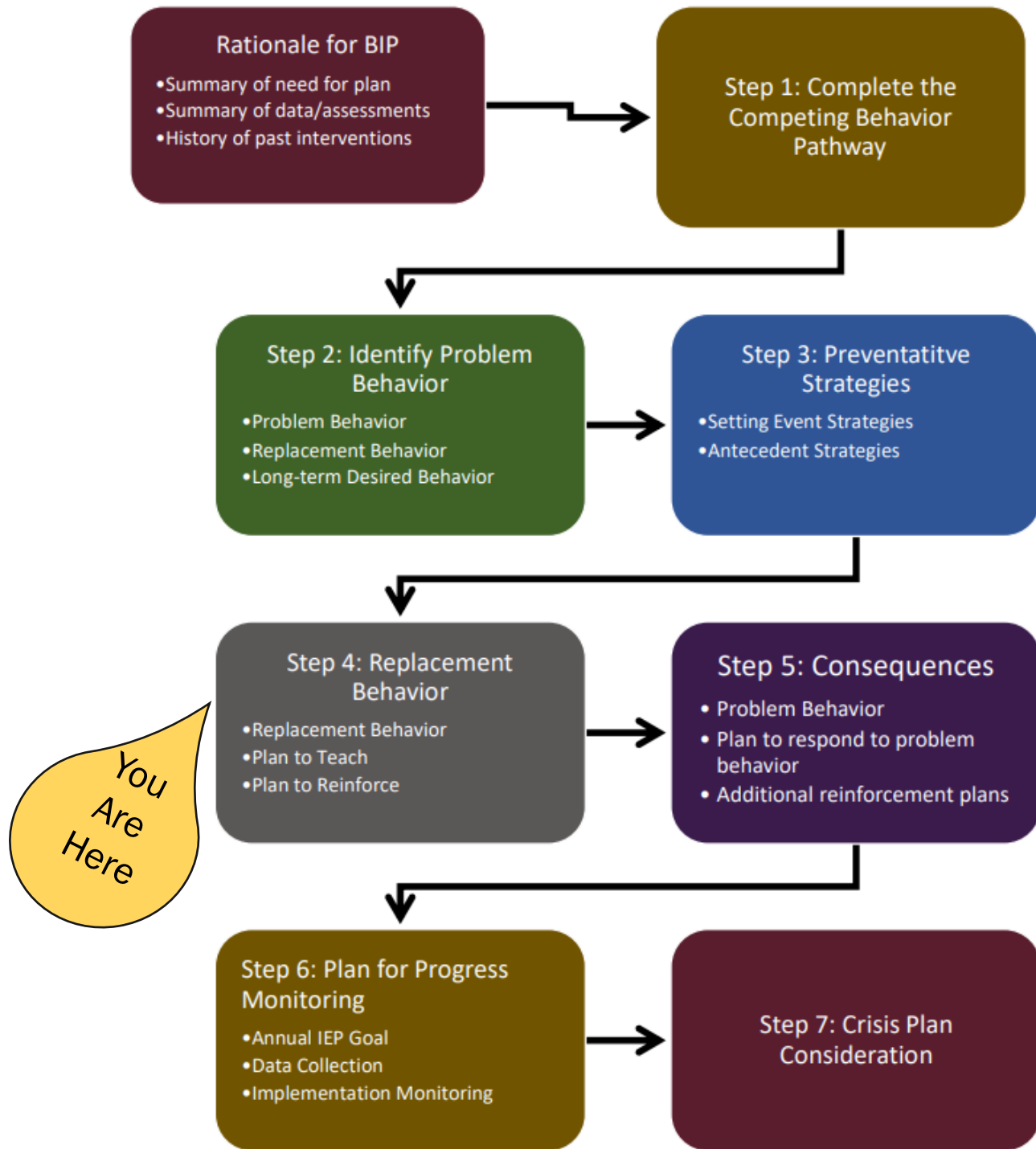
Antecedent Interventions

B. Antecedent Interventions/Strategies

Provide a minimum of one strategy that will remove or minimize/neutralize the strength of the antecedent. The antecedent (trigger) is located in box 2 of your Competing Behavior Pathway Matrix.

What will the adults in the environment do to prevent the problem behavior?

Identified Antecedent (trigger) <i>Identified in box 2 of the CBP. What happens immediately before problem behavior?</i>	Plan to remove or minimize/neutralize	Who is responsible? <i>Who is in charge of making sure this happens?</i>
When given an instruction to begin independent work or staff provides redirection for talking to peers at inappropriate times.	Increase engaging instruction through active student responding. Allow Tim to access peer attention by leading a mini-lesson or telling the class some jokes. Proactively provide opportunities for peer engagement prior to whole class instruction and independent work time	General Education Teacher



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Replacement Behavior – Plan to Teach

Replacement Behavior

This is located in box 7 of your CBP and Step 2B.

What can the team teach immediately, that matches function of behavior?

Tim will offer help to others who are not yet done with the assignment.

Plan to Teach

How will behavior be modeled? How will behavior be practiced?

How will behavior be prompted (if needed) in the moment until mastery?

First the teacher will use instruction and modeling by providing clear instructions on how to offer help in a respectful manner. Then the teacher will model appropriate language and behavior for him to use when offering assistance to peers. The teacher will also role play with Tim so he can practice. During class, the teacher will proactively prompt Tim, with an expectant look or quiet reminder, to support fellow students when his work is completed.

Replacement Behavior – Plan to Reinforce

Plan to reinforce replacement behavior

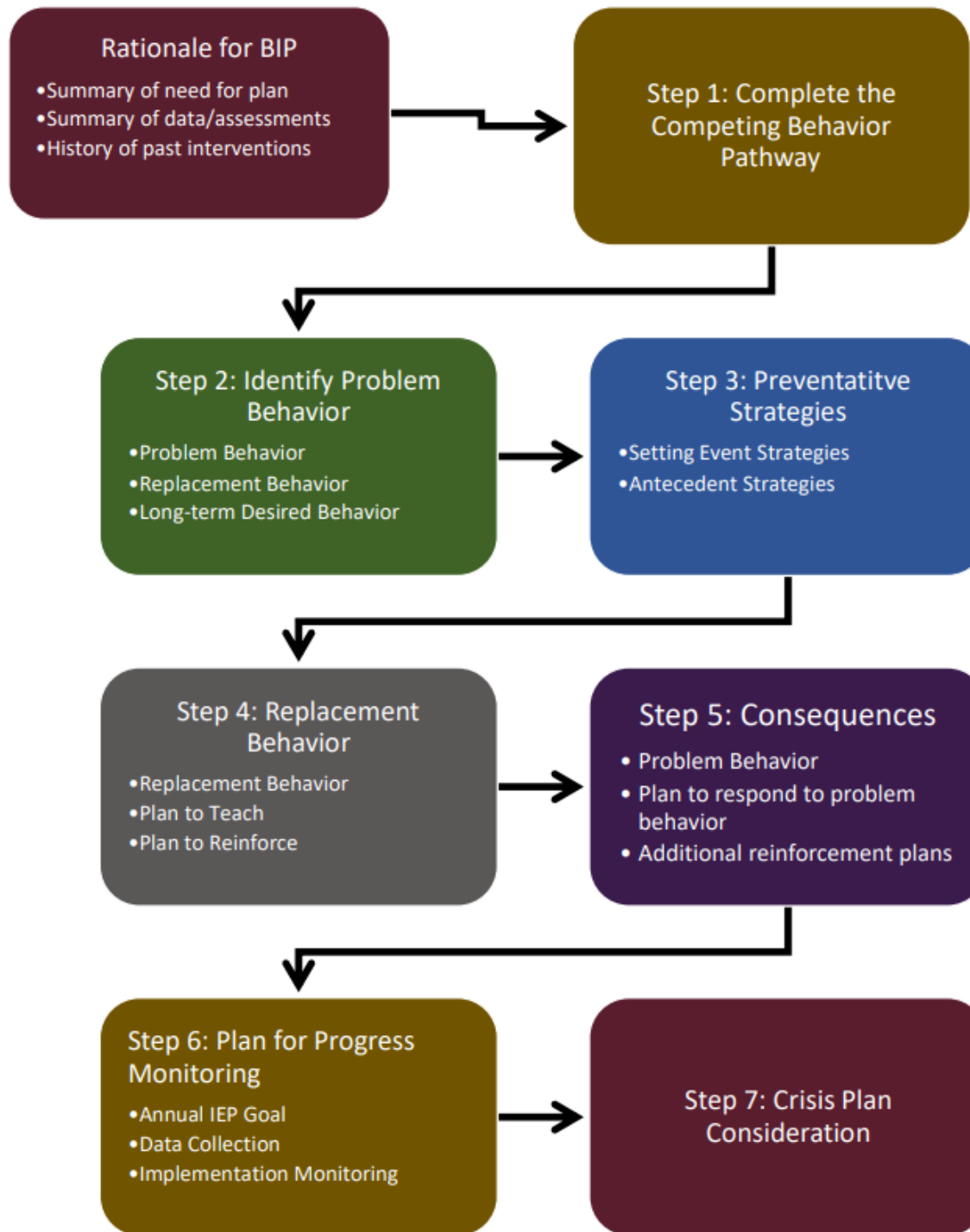
How will this behavior be reinforced? How will the student get their need met right away?

As soon as Tim is done with his assignment he will be allowed to help peers. This will allow him to access reinforcement through getting peer attention in a more positive manner.

Responsible team member

Who is responsible for teaching replacement behavior?

Special Education Teacher and General Education Teacher



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Consequences

Behavior

Replacement Behavior

Tim will offer help to others who are not yet done with the assignment.

Problem Behavior

Defiance is defined as refusal to follow an instruction or redirection (e.g., "This is stupid" "Why would I do this?"). It may escalate to include profanity (any vocalization consisting of expletives such as F*** or B****), leaving the room without permission, and/or physical aggression (pushing, hitting, or throwing an object directed at a person).

Consequences

Response

Plan to reinforce replacement behavior.

How will replacement behavior be immediately reinforced and match function of behavior?

As soon as Tim completes his assignment, the teacher will acknowledge his completion of the assignment and then allow him to help peers.

Plan to respond to problem behavior.

*How will adults respond to problem behavior? How will reinforcement for problem behavior be minimized?
How will adults redirect to replacement behavior?*

Ask Tim if he has completed his assignment. If so, teacher can ask, would you like to help a few friends who are not done with their assignment yet? If Tim says yes, he will be allowed to help but for less time. If Tim says no, he will be reminded of classroom rules and expectations. Peers will be taught to limit responses to Tim's behavior.

Additional reinforcement plans. *What other reinforcement will help the student be successful?*

The classroom teacher will use a token system and will deliver a token following each academic period throughout the day if he engages in the replacement behavior and/or engages in appropriate behavior. He can exchange 3 tokens for 5 minutes of free time with a peer.

Who is responsible for responding? General Education Teacher, Special Education Teacher

BIP AT A GLANCE

Preventative Strategies

Daily communication log with parents. On mornings where parents note a concern, more frequent adult check-ins and peer engagement will be provided. Check-ins will be used to prompt previously taught strategies and remind Tim what he is working toward.

Increase engaging instruction through active student responding.
Allow Tim to access peer attention by leading a mini-lesson or telling the class some jokes.
Proactively provide opportunities for peer engagement prior to whole class instruction and independent work time.

Replacement Behavior

First the teacher will use instruction and modeling by providing clear instructions on how to offer help in a respectful manner. Then the teacher will model appropriate language and behavior for him to use when offering assistance to peers. The teacher will also role play with Tim so he can practice. During class, the teacher will proactively prompt Tim, with an expectant look or quiet

As soon as Tim is done with his assignment he will be allowed to help peers. This will allow him to access reinforcement through getting peer attention in a more positive manner.

Response to Problem Behavior and Other Reinforcement

Ask Tim if he has completed his assignment. If so, teacher can ask, would you like to help a few friends who are not done with their assignment yet? If Tim says yes, he will be allowed to help but for less time. If Tim says no, he will be reminded of classroom rules and expectations. Peers will be taught to limit responses to Tim's behavior.

The classroom teacher will use a token system and will deliver a token following each academic period throughout the day if he engages in the replacement behavior and/or engages in appropriate behavior. He can exchange 3 tokens for 5 minutes of free time with a peer.

BIP at a Glance

Key Points

- Purpose of the BIP
 - Outlines changes to environment to prevent problem behavior
 - Provides a plan for teaching new skills and behaviors
 - Provides a plan for responding to both replacement behavior and problem behavior
- Common questions specific to completing a BIP
 - A BIP can be completed for any student that demonstrates need
 - A BIP is completed by a team, led by a staff member with knowledge and experience in behavior and development of BIPs
- Components of a BIP
 - Provide a rationale
 - Competing behavior pathway
 - Identify problem behavior
 - Preventative strategies and antecedent interventions
 - Teach replacement behavior
 - Consequences – How to respond
 - Plan for progress monitoring

Resources

- [FBA and BIP Guidance from the U.S. Department of Education](#)
- [Policy Guidance – 2025 Letter from Secretary Cardona](#)
- Resources available on the Idaho Training Clearinghouse
 - [FBA State Form](https://idahotc.com/Resources/View/ID/1064) <https://idahotc.com/Resources/View/ID/1064>
 - [FBA Practice Guide](https://idahotc.com/Resources/View/ID/1100) <https://idahotc.com/Resources/View/ID/1100>
 - [FBA Quick Guide](https://idahotc.com/Resources/File/RFFID/15464) <https://idahotc.com/Resources/File/RFFID/15464>
 - [FBA Technical Handbook](https://idahotc.com/Resources/View/ID/1095) <https://idahotc.com/Resources/View/ID/1095>
 - [BIP State Form](https://idahotc.com/Resources/View/ID/1070) <https://idahotc.com/Resources/View/ID/1070>
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 - [BIP Quick Guide](https://idahotc.com/Resources/File/RFFID/15463) <https://idahotc.com/Resources/File/RFFID/15463>
 - [Behavior Intervention Strategies Tool](#)