

What is a Behavior Intervention Plan?

A Behavior Intervention Plan (BIP) is a detailed document that lists specific strategies to help prevent and respond to challenging behavior. It is personalized for each student to make sure they have the support they need.

The BIP serves as a guide for teachers, caregivers, and other people working with the student. When adults follow a BIP consistently, they respond to the student's actions in the same way across different settings. This helps the student know what to expect throughout the day.

The BIP should also list specific behaviors that the student will be taught to replace the challenging behavior. This instruction helps the student learn better ways to communicate their needs.

When is a BIP needed?

According to Iowa IDEA Information (i3),

1. A BIP **may** be created for any student who has behaviors that are interfering with their learning or the learning of others. This could be for any student, with or without an IEP or 504 Plan.
2. A BIP **must** be completed, or reviewed, for any child with an IEP who is removed from their regular setting because of behavior for:
 - more than 10 days in a row; or
 - more than 10 school days in a school year for separate, similar incidents that show a pattern
 - AND a manifestation determination meeting has been held, and the team decided that the behavior was caused by or related to the child's disability.

How is a BIP created?

When a BIP is created by an IEP team, it is best practice to use the results of a Functional Behavior Assessment (FBA). Understanding the reason or **function** for a student's behavior can help the team come up with ways to prevent and consistently respond. The BIP also includes how to teach new and positive behaviors instead of challenging ones. All strategies are tailored to the individual student's needs.

Who is involved in creating the BIP?

A member of the school team or Area Education Agency (AEA) who has experience and training in writing BIPs leads this process. This person could be a school psychologist, a school social worker, a special education consultant, a member of a behavior team, or a special education teacher.

Parents also play an important role in the BIP process. Their knowledge about their child is valuable when creating a consistent plan. Parents can provide insight on what has been tried in the past and what strategies work or don't work at home. They can also share recommendations from a therapist or other outside providers.

What if I have concerns that my child's BIP is not working?

When a BIP is first started, the student's behavior may get worse before it improves. This can happen when they are learning their new plan. If the BIP has been followed for several weeks and the data does not show improvement, the team, including parents, could meet to discuss these questions developed by Kristi Miiller, Grant Wood AEA Behavior Consultant.

- Is the plan being implemented as written? The team could use the **BIP Implementation Checklist** within ACHIEVE to make sure all parts of the plan are being followed consistently and can be implemented in the child's school setting. This process involves observing how adults and the student interact during the day. This helps to make sure that the plan is being followed correctly.

- Are there any challenging behaviors missing from the current FBA and BIP? If recent behaviors are not included in the current FBA and BIP, the team should consider conducting a new FBA to include all behaviors of concern. Example: Student is eloping from the building, and the FBA and BIP do not include elopement as a behavior of concern.
- Are there any missing components to the plan? The BIP may need to be reviewed to make sure all components are included. See the BIP Checklist in this document.
- Is more support needed in the BIP? The supports listed in the BIP may not fully meet the student's needs. The team could consider updating the plan to support the student's needs better.

In conclusion, when a BIP is successful, it effectively supports students, teachers, and parents, allowing them to focus less on behavior and more on the student's learning.

Related Resources:

Search these titles at www.askresource.org/resources

- Functional Behavior Assessment (FBA) Guide and Checklist
- Challenging Behavior in School
- The ABCs of Challenging Behavior
- Removal of Students with Disabilities from School
- Progress Monitoring

ASK Essential Questions:

- What interventions have been tried to address my student's behaviors of concern?
- Do the strategies in the BIP match the functions of behavior identified in the FBA?
- Is the team using the BIP Implementation Checklist to ensure the plan is being followed?
- How will the team communicate?

References:

Iowa IDEA Information (i3). "Three Situations an IEP Team Develops a BIP. <https://iowaideainformation.org/special-education/individualized-education-programs/behavior-in-an-iep/>

Iowa Department of Education. (2025, September 17). Changes to functional behavior assessments and behavior intervention plans in ACHIEVE [Video]. YouTube. <https://youtu.be/pDyc4yLMys0>

Miiller, K. (May 3, 2025). What to Do When the BIP Isn't Working. <https://youtu.be/Ap4Ym-jfXcA?si=LuxUmNtfTgqhbdx>

BIP Checklist

This checklist is designed to help you understand the Behavior Intervention Plan (BIP) for your child. It is based on the information found in Iowa's online IEP system called ACHIEVE. You can use this guide with your child's BIP to review each required section.

✓	Required Section	Description
	Learner	Student's Name
	Date	Date of current BIP
	FBA Date	Date when the most recent Functional Behavior Assessment (FBA) was completed (if conducted)
	Team Members	List of names and titles of all who are required and in attendance at the meeting
Overview and Behavior Goals		
	Strengths and Skills	Skills that the student does well that can be built on Example: Student is good at building with blocks and does well in math.
	Preferences and Interests	Items, events, or people the learner chooses over others, or sparks curiosity Example: A token board that features superheroes to create meaningful rewards or consequences.
	Appropriate Behavior Statements	Factors that make it more likely for the student to engage in appropriate behaviors Example: When the student has a choice in what task to complete first, they are more likely to show appropriate behavior.
	Target Behaviors of Concern	A clear and specific explanation of the behavior that is making it hard for the student to learn. Best practice is to include both examples and non-examples. Example: Physical aggression- behaviors that result in forceful physical contact with another individual. Examples: hitting with a closed fist, kicking Non-examples: "fist bumps," kicking a ball in P.E. class

Hypothesis Statement(s)		
	Behavior/Function/ Hypothesis Statement	For each behavior of concern, the team writes a statement about why they think the behavior is happening. The statements help explain possible reasons for a student's behavior, which is called the <i>function of the behavior</i>. Example: During instruction, when tasks are presented, the student engages in refusal/noncompliance in order to escape work.
Strategies		
	Prevention Strategies	How the environment will be changed to prevent behaviors of concern Example: The student will have a visual schedule and will be made aware of any changes to their day.
	Teaching Strategies	Specially designed instruction (SDI) provided to the student to help them meet their goal Example: The student will be taught appropriate ways to ask for help.
	Replacement/Appropriate Behavior Response Strategies	Describes how staff will respond when a student uses the targeted, appropriate behaviors Example: Immediately praise the student when they ask for help appropriately.
	Behaviors of Concern Response Strategies	Describes what the staff will do when the student shows targeted behaviors of concern Example: If the student becomes vocally disruptive (e.g., making noises), an adult will visually prompt them to ask for help.
	*Fading Plan	A process that gradually takes away support so the learner can do a skill by themselves. This also includes a description of how the team will know that the learner is ready for a support to be faded. Required for 1) prevention strategies, 2) replacement/appropriate behavior response strategies, and 3) behaviors of concern response strategies. If a team chooses not to add a fading plan, they must explain why.

	*Generalization Plan	A set of steps to help a student use a skill with different people, in new places, and during other activities. Required for each teaching strategy.
	*Additional Strategies to Address Lagging Skills	Describes strategies to address skills a student has not yet developed that may lead to a reduction in behaviors of concern (e.g., communication, social skills, or executive functioning)
	*Implementation and Monitoring Progress	Describes the support needed to implement the BIP, including who will receive support, who will provide the support, and when/how often the support will be provided Example: School staff will observe the student in a variety of environments at least once per month using the BIP Implementation Checklist. If fidelity falls below 80%, additional training will be provided to staff.
	*Reintegration Plan (as needed)	Needed when a student's behavior affects their access to general education, the reintegration plan would focus on increasing the time spent in the general education setting.
	Safety Plan (as needed)	When the behaviors of concern create a risk to the learner, other students, or adults, a safety plan is needed. Example: If the student leaves campus, staff will follow the student at all times and will contact parents as soon as possible
	*Functional Behavior Assessment (FBA) Items Deemed Not Applicable for this BIP	This section lists lagging skills that were identified in the FBA but not included in the BIP. The lagging skills not addressed in the BIP are described, along with an explanation for why they were removed.

*All items marked with an asterisk are new to the BIP as of September 2025. All BIPs, whether new or reviewed after September 2025, will include this information.