

Frequently Asked Questions

Is my child engaging in a behavior on purpose?

Behavior is often a form of communication. There is usually a purpose to behavior, though your child may not be able to describe it for us. The problem behavior may be the child's way of getting their needs or wants met.

For example, an FBA may show a child gets attention from the teacher when he is off-task. The goal of the child isn't to be off-task; the goal is to get the teacher's attention.

Is the BIP intended to reduce the problem behavior only?

No. While one purpose of the BIP may be to decrease problem behaviors that are occurring, a BIP may also include target behaviors to increase. These may include appropriate or replacement behaviors, social skills, coping strategies, and/or communication. These skills should be taught to students using appropriately matched instructional strategies.

Example: Johnny's BIP is intended to reduce the number of times he throws himself to the ground at the end of recess. The BIP is also intended to increase positive behaviors such as Johnny lining up at the end of recess with his class and using coping strategies to manage his feelings about math.

Isn't reinforcement just another word for bribery?

No. Reinforcement and bribery are not the same thing. Both involve providing something to a person, but there are some very important differences.

Reinforcement	Bribery
Benefits the person receiving it	Benefits the person giving it
Given to increase appropriate behavior	Typically given to stop a problem behavior
Increases the future likelihood of a behavior	Has no predictable effect on behavior

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Behavior Intervention Plan (BIP)



What is a Behavior Intervention Plan?

A **B**ehavior **I**ntervention **P**lan (BIP) is designed to increase (reinforce) positive behaviors and decrease problem behaviors. The BIP may be used when a student's behaviors interfere with the student's learning, the learning of other students, and/or when they are engaging in unsafe behaviors. Problem behaviors can be triggered by a wide range of factors that could include frustrations at school, issues at home, or social pressures. A BIP is developed to help your child replace problem behaviors with more appropriate behaviors. This plan is developed by reviewing the results of the **F**unctional **B**ehavior **A**ssessment (FBA).

Note: A separate brochure provides information about an FBA.

A BIP is a plan that is designed to teach and reinforce positive behaviors. It can help your child learn problem-solving skills and appropriate ways to respond to those things that may trigger inappropriate behavior.

A BIP describes the problem behavior, the reasons the behavior occurs, and the intervention strategies that will address the problem behavior. Your child's progress in response to a BIP needs to be monitored on a regular basis. The decision of how to do this should be made by the Individualized Education Program (IEP) team and based on data collected (e.g., how often a behavior occurs, how long a behavior lasts, how intense a behavior is), and some type of goal to decide if a plan is or is not on track or not. The plan should be reviewed and adjusted if the desired results are not being achieved.

The IEP team determines who will be involved in developing the BIP. The members of the team who must be included are you (the family), a representative from the school district, and other members who are determined to be important in your child's

What To Do:

If your child's BIP does not seem to be working, schedule a meeting with your child's IEP team. Below are some questions to ask during the meeting:

- Does the BIP match the function of the behavior?
- Are all parts of the plan known to each adult who is working with the student?
- Does each adult understand what to do?
- How is the behavior being monitored?
- How are appropriate behaviors being reinforced?
- Do changes to the BIP need to be made?

When a BIP Isn't Working

Reasons:

There could be many reasons why your child's BIP is not working as the IEP team thought it would. Here are some possible reasons:

- The intervention strategies and the function of the targeted behavior don't match. It could be that the FBA indicated the behavior was occurring for one reason (e.g., to escape or avoid a work task), but the intervention strategies in the BIP were written to address a different function (e.g., gaining access to attention). It is also possible that the function of the behavior has changed over time, thus leading to a mismatch between the FBA and the BIP.
- The school team is not using the intervention strategies written in the BIP or the intervention strategies are not being implemented correctly.
- Data are not being collected accurately.
- Appropriate behavior is not being monitored and/or reinforced (e.g., providing praise, favorite activity or toy). This may also include the fact that the reinforcers for the appropriate behavior are not being adjusted when needed. Sometimes what works at the beginning of a BIP does not last over time because the child grows tired of the initial reinforcement.

specific situation (e.g., classroom teacher, bus driver, etc.). The goal written in a BIP should be the same as a goal on the IEP.

What is the family's role in the BIP?

Your role in the BIP process is critical! It is important for you to share information about your child and what you know about their likes and dislikes as well as what works at home. This will allow the IEP team, of which you are a member, to identify reinforcements to increase positive behavior that can be used at home and at school. It is also important for you to understand the intervention strategies designed for your child. By working together, you and the school will be able to make plans to help your child improve behavior which will allow more time to learn. You are an important partner in your child's success!



Example of a BIP

Johnny throws himself to the ground at the end of recess each afternoon. One may think that Johnny throws himself to the ground because he wants to stay outside. An FBA is done to gain understanding about Johnny's behavior. The results indicate the reason Johnny throws himself to the ground isn't because he wants to stay outside, but because math class follows recess and Johnny has a lot of difficulty in math.

The following are important sections that should be included in a BIP:

Behavior of concern: This is the behavior that needs to be corrected.

Example: Johnny throwing himself on the ground at recess.

Prevention strategies: These are steps to prevent the behavior.

Example: Verbal reminders from the teacher that recess is coming to an end.

Example: Because math is difficult, making sure help is available (e.g., adult/peer support, counting strip).

Teaching strategies: This is instruction Johnny will receive that will help correct the behavior.

Example: The counselor teaching Johnny how to calm himself down when he is upset.

Example: Teaching Johnny to ask for help.

Response strategies: This is what the teacher will do when Johnny behaves, either appropriately or inappropriately.

Example: The teacher giving Johnny a high five for lining up with his class at the end of recess or the teacher modeling self-calming techniques that the counselor is teaching Johnny.

Example: The teacher praising Johnny when he asks for help.

Data: This is information that will be used to determine if the BIP is working.

Example: Tally marks on a chart that the teacher fills out showing how Johnny comes in from recess.

Example: Keeping track of how often Johnny asks for help.

A child whose behavior pushes you away is a child who needs connection before anything else. ~Kelly Bartlett

