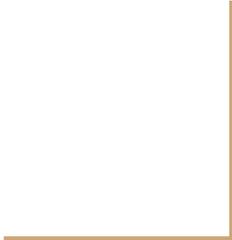




Creating Meaningful BIPs

Courtney Toledo



Welcome!



Georgia Southern University
Instructor of Dual Certification

Fulton County Schools
Elementary Special Education
Teacher

Why Behavior Intervention Plans?

IDEA purpose:

- ❑ “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;”

(Individuals with disabilities education act, 2004)

Major Principle of IDEA:

- ❑ Least Restrictive Environment

(Yell, 2013)

Why Behavior Intervention Plans?

Proactive vs. Reactive

- ❑ Punishment & other punitive measures actually reinforce the behavior
- ❑ Student learns nothing about *how to* behavior appropriately
- ❑ Learning *why* a behavior occurs can help *prevent* it from happening

(Yell, 2013)

Functional Behavior Assessment

A *Functional Behavior Assessment* (FBA) is a process used to determine the cause of a specific behavior.

- Attention seeking
- Task Avoidance
- Sensory Reinforcement
- Tangible Reinforcement

[Carr, 1994]

Functional Behavior Assessment

- After conducting the FBA, you'll want to hypothesize about the function of the behavior in order to:
- ◆ Operationally define the problem behaviors
 - ◆ Identify replacement behaviors
 - ◆ Determine which settings & situations should be manipulated to support the behavior

Setting	Antecedents	Behavior	Consequence
Reading	Teacher called on student to answer a question	Student threw a pencil	Teacher called on a different student

Behavior Intervention Plan

- ★ A *Behavior Intervention Plan* (BIP) is put in place to help *prevent* inappropriate behaviors from occurring and *reinforce* appropriate behaviors.
- ★ BIPs are PROACTIVE and POSITIVE.
- ★ Meaningful BIPs are successful BIPs

Creating a Meaningful Behavior Intervention Plan



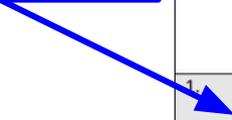


MODEL BEHAVIORAL INTERVENTION PLAN

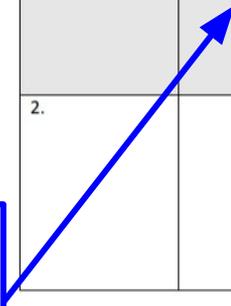
Student Name: _____ Grade: _____ Date of Plan: _____

I. Target Behaviors and Definitions	II. Functional Behavioral Assessment and Identified Function of the Target Behavior	III. Intervention Strategies (Positive Behavioral Interventions and Supports)		IV. Reinforcers and Consequences		V. Action Plan for Data Collection and Monitoring of BIP
		A. Modifications to the Identified Antecedents	B. Alternative Behaviors (Meet the same function as the target behavior)	A. Individualized Reinforcers for Student to Learn Alternative Behavior	B. Consequences for Target Behavior	
1.						
2.						

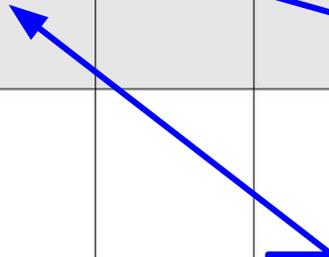
Specificity is Key!



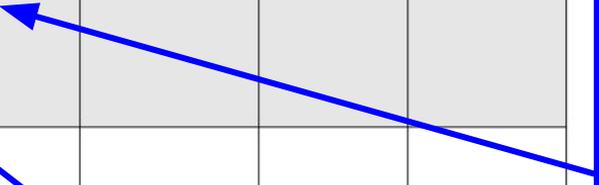
Include hypothesized behavior function



What can be changed about the environment to PREVENT the behavior?



What other behavior could the student do instead?



Choosing a Replacement Behavior

Target Behavior	Replacement Behavior
Ripping up work	
Running out of the classroom	
Screaming or yelling an answer/comment	

Let's Look at a Sample

Defined Target Behavior

Target Behavior and Definition: Throwing defined as throwing classroom objects such as chairs, pencils, supply buckets, papers, books, etc.

Desired Behavior (Projected long term goals of the BIP)	Function (Reinforcer)
██████ will use his words to gain positive attention from adults and peers, and to appropriately express his feelings. He will use a verbal or non-verbal signal to request a break from teachers.	██████ will gain positive attention from adults and peers. He will engage in positive interactions with adults and peers (social reinforcement). He will gain temporary escape of demands. He will be able to participate appropriately in school/classroom activities.

Replacement Behavior

Hypothesize Function

Let's Look at a Sample

Antecedent Modifications (Prevention strategies to avoid specific target behavior identified in the FBA)

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

Method for Teaching Replacement Behaviors

- ★ Model - Guided Practice - Independent Practice - Repeat
 - Guided Practice: as you model, the student can narrate what to do
 - For nonverbal students: have an assistant support you in modeling and the student in practicing
- ★ Social Stories
- ★ Prep & Reminders

Let's Look at a Sample

Replacement Skills- list Specific skills (May include social skills, leisure skills, self control organization skills, communication stress management, etc.)	Method for Teaching Replacement Skill	Function for Replacement Skill (Reinforcer)
██████████ will appropriately express his needs and/or wants verbally or through the use of visuals.	██████████	██████████ will gain positive attention from adults and peers. He will engage in positive interactions with adults and peers (social reinforcement). He will gain temporary escape of demands. He will be able to participate appropriately in school/classroom activities.
	██████████	
	██████████	



MODEL BEHAVIORAL INTERVENTION PLAN

Student Name: _____ Grade: _____ Date of Plan: _____

I. Target Behaviors and Definitions	II. Functional Behavioral Assessment and Identified Function of the Target Behavior	III. Intervention Strategies (Positive Behavioral Interventions and Supports)		IV. Reinforcers and Consequences		V. Action Plan for Data Collection and Monitoring of BIP
		A. Modifications to the Identified Antecedents	B. Alternative Behaviors (Meet the same function as the target behavior)	A. Individualized Reinforcers for Student to Learn Alternative Behavior	B. Consequences for Target Behavior	
1.						
2.						

What reinforces the positive behaviors?

What will happen when the student *still* engages in the problem behavior?

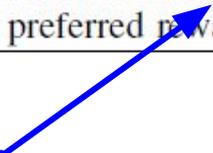
Let's Look at a Sample

Consequence Strategies (Identify Strategies to decrease the occurrence of the target behavior.)

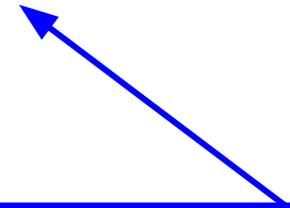
Note: Consequences used in the past may reinforce the behavior. Different responses to the target behavior should be considered.

Offer [redacted] choices (visually paired with verbally). If work is not completed during specified time period, [redacted] will understand that he will miss recess and/or specials to complete unfinished work. Explain that if he engages in problem behavior, the most preferred rewards will not be earned.

Natural
Consequence



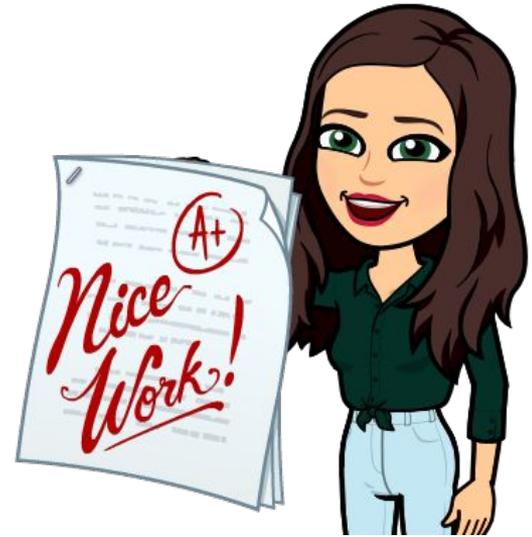
Lack of earning reward
rather than taking away a
reward



Creating the Behavior Intervention Plan

- ★ Reflect on the FBA Data
- ★ Use the FBA to create a BIP
- ★ Collaborate with the IEP team
- ★ Know that you aren't just expecting the student's behavior to change
- ★ Share the BIP with all individuals working with the student & explain their role in implementation (this part is critical!)

Positive Reinforcement



Reinforcement of Alternative Behavior

Things to DO:

- ★ Interest inventories
- ★ Plan with the student

Things *not* to DO:

- ★ Use past student BIPs
- ★ Make assumptions about what reinforcements the student will like



Reinforcement Inventories

- ★ Hobbies/ Activity
- ★ Edible
- ★ Tangible
- ★ Social

Reinforcement Inventories

A few good examples of reinforcement inventories can be found here:

- ABA Institute [Reinforcement Inventory](#) (p. 3-9)

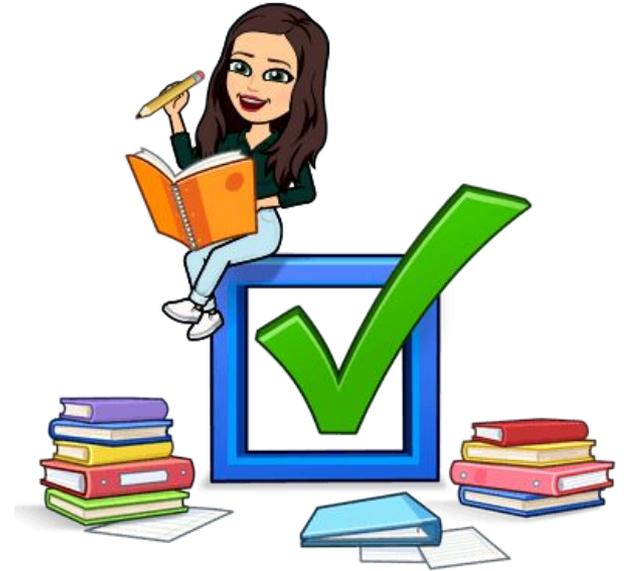
A few good examples of reinforcement inventories can be found here:

- Positive Partnership [Inventory](#)

Reinforcement Inventory for Children					
DESCRIPTION OF POTENTIALLY REINFORCING EVENTS	NOT AT ALL	A LITTLE	A FAIR AMOUNT	MUCH	VERY MUCH
A. FOOD ITEMS					
1. Candy					
What Kind?					
a.					
b.					
c.					
2. Ice Cream					
What Kind?					
a.					
b.					
3. Nuts					
4. Potato Chips					
5. Cake					
6. Cookies					
7. Beverages					
What Kind?					
a.					
b.					
8. Other Foods					
a.					
b.					
c.					
d.					

H - Highly preferred	M - Moderately preferred	N - Non-preferred	D - Disliked
Edibles/drinks	Specify & code	Sensory activities	Specify & code
sweet biscuits	_____	water	_____
dry biscuits	_____	bubbles	_____
chips	_____	listening to music	_____
pretzels	_____	objects that glitter	_____
M & Ms	_____	spinning objects	_____
popcorn	_____	holograms	_____
liquorice	_____	kaleidoscopes	_____
fruit roll-ups	_____	applying lotion	_____
ice cream	_____	rocking	_____
icy poles	_____	quiet time	_____
lollies	_____	hugging pillows	_____
fruit (specify) :	_____	'flicking' objects	_____
	_____	jumping/trampoline	_____
nuts	_____	bouncing on lap	_____
chocolate	_____	Other (specify):	_____

Implementing the BIP



Implementing the BIP

❖ Implement with fidelity

➤ Consider using a checklist to ensure you (and the team) are doing all of the necessary actions

➤ Ex. Antecedent Strategies: I gave the student choice when assigning a task yes no

❖ Give it time to work

➤ At least 6 weeks

❖ Collect Data

➤ Both target behavior and replacement behavior

Time	Antecedent Strategies	Replacement Behavior	Target Behavior	Consequence
Ex. Math 9:00 - 10:30	I offered choice before giving activity yes <input type="checkbox"/> no <input type="checkbox"/>	Student raised hand to ask for help yes <input type="checkbox"/> no <input type="checkbox"/>	Student called out when seeking help/ attention yes <input type="checkbox"/> no <input type="checkbox"/>	The student completed the assigned tasks yes <input type="checkbox"/> no <input type="checkbox"/>

Summary

- Use the FBA to develop the BIP
- Collaborate with the IEP team, including the student
- Create and give a reinforcement inventory
- Implement the BIP and give it time to work

Questions?

Please contact your local GLRS agency

References

- Carr, E. G. (1994). Emerging themes in the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 27*(2), 393-399.
- Individuals with Disabilities Education Act. *Building the legacy: IDEA 2004*. 2004 Retrieved from <http://idea.ed.gov/>
- Gregory, S. (2021). *Increase student learning by teaching replacement behaviors*. N2y.
<https://www.n2y.com/blog/teaching-replacement-behaviors/>
- Yell, M., Meadows, M. B., Drasgow, E., & Shriner, J. G. (2013). *Evidence-based practices for students with emotional behavior disorder* (2nd edition). Pearson.