



Office of Special Education Programs  
U.S. Department of Education



**BEHAVIOR  
INTERVENTION PLANS  
(BIPS)  
FOR STUDENTS WITH  
IEPS  
(INDIVIDUAL  
EDUCATION PLANS)**

# WHO ARE WE?

**We are Arkansas' Parent Training and Information Center**

**We are a statewide organization with regional mentors who assist parents**

**We are funded by The U.S. Office of Special Education Programs (OSEP), grants, and private donations.**



# PARENT TRAINING AND INFORMATION CENTERS (PTI)

## **Serve**

Serve families of children from birth to age 26 with disabilities

## **Help**

Help families and other agencies including schools understand the benefits of IDEA and Section 504

## **Provide**

Provide a variety of services free of charge including individual support, workshops, publications, community events, social media connections, etc

## **Work**

Work together with home, school and community stakeholders to improve outcomes for youth and adults with disabilities





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All human behavior has a  
reason. All behavior is  
solving a problem.

Michael Crichton

 quote fancy





# OUTLINE

1. School discipline policies and procedures for children with disabilities

2. Individuals with Disabilities Education Act (IDEA) – Change of placement due to behavior and behavior as a manifestation of disability

3. Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)

4. Response to Intervention (RTI) and Positive Behavior Interventions and Support (PBIS) under IDEA and in practice in Arkansas



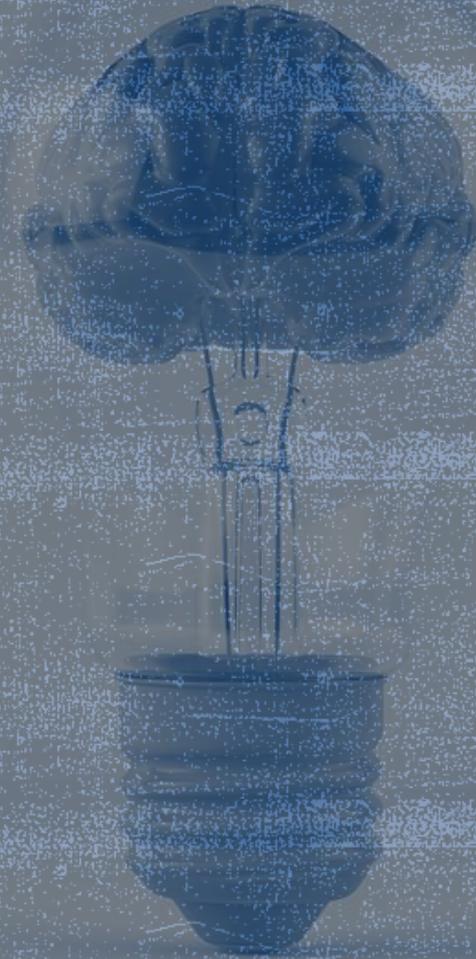
# YOUR SCHOOL DISTRICT'S POLICY ON BEHAVIOR

- Can be found in the student handbook, which is usually given on the first day of school or can be found on the school district webpage.
- Usually is a “tiered” approach to discipline, with increasing support or consequences based on the severity of the behavior and/or how many times it has occurred.
- Includes discipline forms that are sent home for the parent to review if a behavior occurs.
- Applies to transportation and may apply to student’s activity on social media and off campus activities. Locate or ask for this info as well.
- May include teachers’ discipline procedures, that are either part of the school’s tiered approach or separate, locate or ask for this info.



# BEHAVIOR AND DISCIPLINE

- There is nothing in IDEA (Individuals with Disabilities Education Act) that restricts schools from using appropriate, fair, and equal disciplinary procedures with children with disabilities.
- Familiarize yourself with the school's disciplinary policies and procedures that is used to address student behavior.
- Your child may need accommodations, exemptions, modifications, or support based on their behavioral and academic needs.
- Students with disabilities who have behavioral challenges have a right to a Free Appropriate Public Education (FAPE).



# BEHAVIORS AND IDEA: CHANGE OF PLACEMENT

- IDEA addresses change of placement due to disciplinary action. Ex: detentions, suspensions, and alternative educational settings.
- Students must continue to receive their educational services, as stated on the Individual Education Plan (IEP).
- Changes of placement less than **10 days** usually do not require a manifestation determination. However, if you or anyone on the IEP team feels the behavior IS a manifestation of the child's disability, a conference can be called to discuss progress or lack of progress.
- [Sec. 300.530 Authority of school personnel - Individuals with Disabilities Education Act](#)



# BEHAVIORS AND IDEA: MANIFESTATION OF DISABILITY

- Under IDEA, if a student with a disability receives a change of placement due to discipline exceeding 10 days, a manifestation determination must be made.
- This means the IEP team will review all relevant information to determine if the behavior is related to the child's disability or not.
- The IEP team does that by conducting an FBA (Functional Behavior Assessment) and creating a (BIP) Behavior Intervention Plan.
- If a BIP already exists, then the team re-evaluates it to see if modifications are needed to address the behavior.
- There are exceptions: if a child brings a weapon, drugs, or causes serious bodily injury to someone.
- [Sec. 300.530 Authority of school personnel - Individuals with Disabilities Education Act](#)



# TIPS

- Parents and schools should work together to be proactive instead of reactive when approaching the subject of behavior for students with disabilities. Behavior is communication!
- Parents can provide helpful information such as social and medical history, factors outside of school that can affect their child's behavior at school, and information about potential triggers for behavior.
- The team will work together to collect and analyze all this information and determine if a plan needs to be created or changed.





- A Functional Behavior Assessment (FBA) is a structured, data collection process an educational team uses to identify Positive Behavior Interventions and Supports (PBIS). An FBA answers these questions:
- Why does the student have challenging behaviors?
- What reinforces the behavior? (Why does the behavior continue occurring).
- What positive interventions will decrease the behavior and increase the desired behavior?
- [What is a Functional Behavioral Assessment and How is it Used? An Overview for Parents \(pacer.org\)](#)

# WHEN IS THE BEST TIME TO ASK FOR AN FBA

When your child has behaviors that interfere with their safety or learning or the safety and learning of others

When the IEP team determines that the behaviors are caused by the child's disability.

IDEA requires an FBA be done whenever there are placement changes for disciplinary reasons for 10 or more days and when conducting a manifestation determination (MD)

[What is a Functional Behavioral Assessment and How is it Used? An Overview for Parents \(pacer.org\)](https://www.pacer.org/parents/functional-behavioral-assessment/)

# WHO MAY BE INCLUDED IN AN FBA

The school team works on an FBA. The team may include:

School psychologist, behavior analyst, or someone who understands behavior

School staff who have observed the behavior such as teachers, paras, speech, occupational, physical, mental health therapists, etc.

Parent(s), guardians, or close family members who have observed the behavior

Private speech, occupational, physical, mental, or behavior health professionals, etc.



# DEVELOPING AN FBA (SHOW ME THE DATA!)

Identify the behaviors that need to be observed, when and where they occur, and any triggers.

Take ABC Data: Antecedent Behavior Consequence: what happens before the behavior, the actual behavior, and consequences of the behavior.  
Consequences in ABC Data means the action or responses from others following the behavior.

Determine the “function of behavior” or why the it occurs. The function can be escape[non-compliance, elopement], sensory, attention, access, etc.  
\*Behavior is Communication\*

Identify safe, appropriate, alternative behaviors that can replace the challenging behaviors. Address any barriers to changing behaviors including communication, social, and intellectual challenges



# ABC DATA EXAMPLE

## A-B-C Data Sheet

TIME	SETTING	STAFF	ANTECEDENT What happened before the behavior?	BEHAVIOR Describe the behavior	CONSEQUENCE What were the results/ reactions?	COMMENTS
9:15 am	Classroom break area	OB*	• Transition to desk from break "Can we come back to our desk now?"	- Screamed ("NO") ↳ duration 10 sec. - dropped to floor	• "We aren't screaming right now." • Redirect to desk	• Needed a physical prompt to stand.
4:45 am	Student desk (classroom)	OB*	• Guided reading • Teacher said "Your turn." to signal JD's turn to read	- Scream ("NO", "ALL DONE") ↳ duration 17 sec.	• Other students said "stop" and "it's too loud." • Teacher directive "We can skip you today."	
10:55 am	Hallway	LA* CR	Transition From Speech room to classroom	- Scream ↳ 2 sec - dropped to floor in doorway	Redirect from therapist "When you are ready, you can go into the classroom"	• para stood by door with proximal stance to not give attention to the behavior
12:03 pm	Classroom Rug area	OB*	End of lesson → transition to lunch "Get your lunch box and line up."	- Elope from classroom - stopped outside classroom next door	- para went to get him - Brought back to line up	- No verbal redirection given.
12:48 pm	Classroom Rug area	OB*	Transition to table after "rest + Relax" time after recess.	- Screamed ("NO") ↳ duration 15 sec.	- "Quiet mouth" - "Time for work"	
1:17 pm 1:20 pm	Classroom Student desk	OB* CR	Given a worksheet to complete after a lesson	- Screamed ("NO") ↳ 5 seconds - ripped paper in half	- Students stared - students tattled that he ripped his paper - Teacher gave new sheet.	- Redirected quickly and started work.
2:03 pm	Classroom student desk	OB*	Told to pack up to go home.	- hid in cubby ↳ 2 min	- Students laughed - Teacher packed up for him.	
2:20 pm	Classroom break area	OB* CR	Choice time ends ↳ has to clean up.	- Screamed ("NO") - crying → 4 min	- para cleaned up toys	

\* = recording data

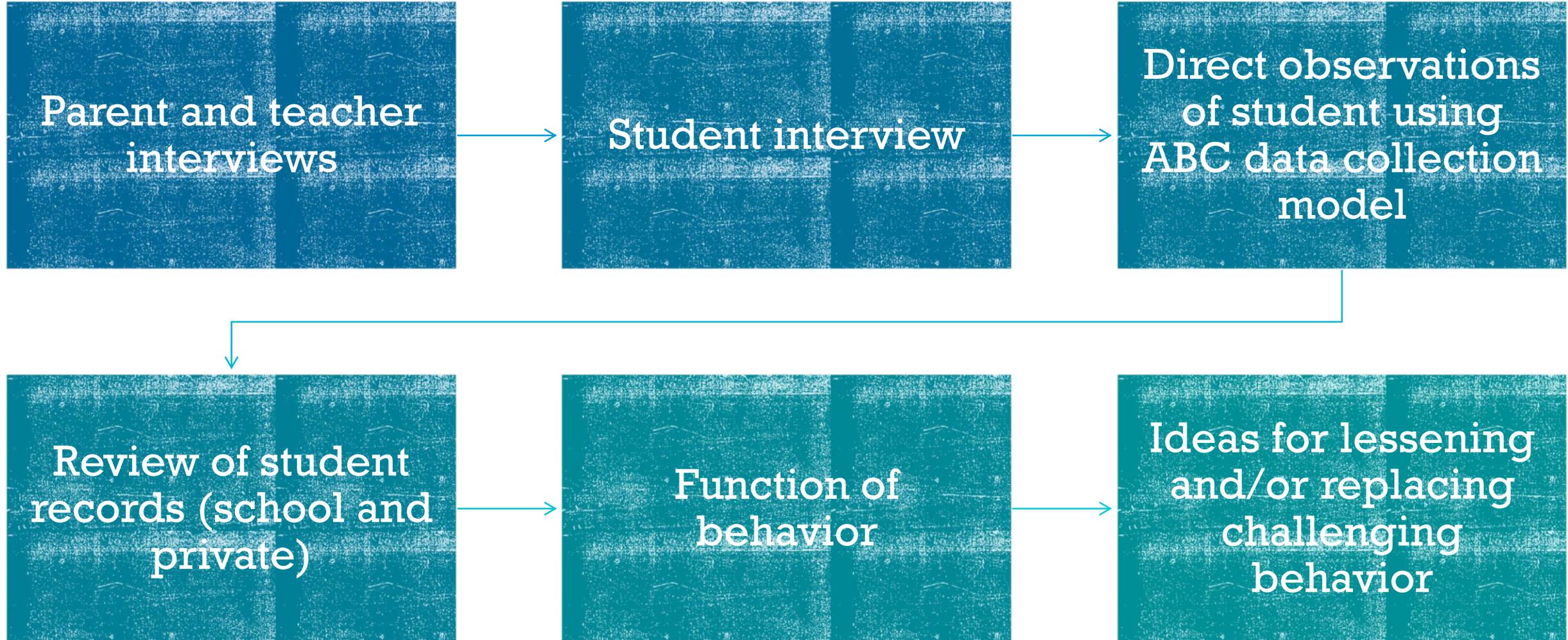


# RESOURCES FOR FBAS

- Arkansas Behavior Support Specialists
- [Division of Elementary and Secondary Education - Offices - Special Education - Technical Assistance Providers - Behavior Support Specialists \(arkansas.gov\)](#)
- Circuit: can provide Behavior Support Specialists to perform FBA and Behavior Intervention Plan (BIP).
- [CIRCUIT \(arksped.k12.ar.us\)](#)



# COMPONENTS OF AN FBA



# RESPONSE TO INTERVENTION (RTI)



- **What is it?**
- Help before students fall behind
- Targeted teaching and interventions
- Using data to support students
- **Who can benefit from RTI?**
- All students, including at risk students, students with language differences, behavior concerns, and students with disabilities.





- A Behavior Intervention Plan (BIP) takes the information from an FBA and turns it into a plan of action.
- It includes strategies to help reduce or prevent challenging behaviors by teaching new skills and reinforcing them.
- It helps the child improve their behavior through instruction and support
- It decreases reactive responses from people working with the child.
- It can be called a Positive Behavior Intervention Plan, Behavior Management Plan, or a Behavioral Support Plan.

# DEVELOPING A BIP

If it is determined that the behaviors are part of the child's disability, the BIP will accompany the IEP document and be documented in the PLAAFP (Present Level of Academic Achievement and Functional Performance).

An IEP meeting should be scheduled to discuss the FBA and develop the BIP.

Behavior goals should be part of the BIP and can be added to the IEP.



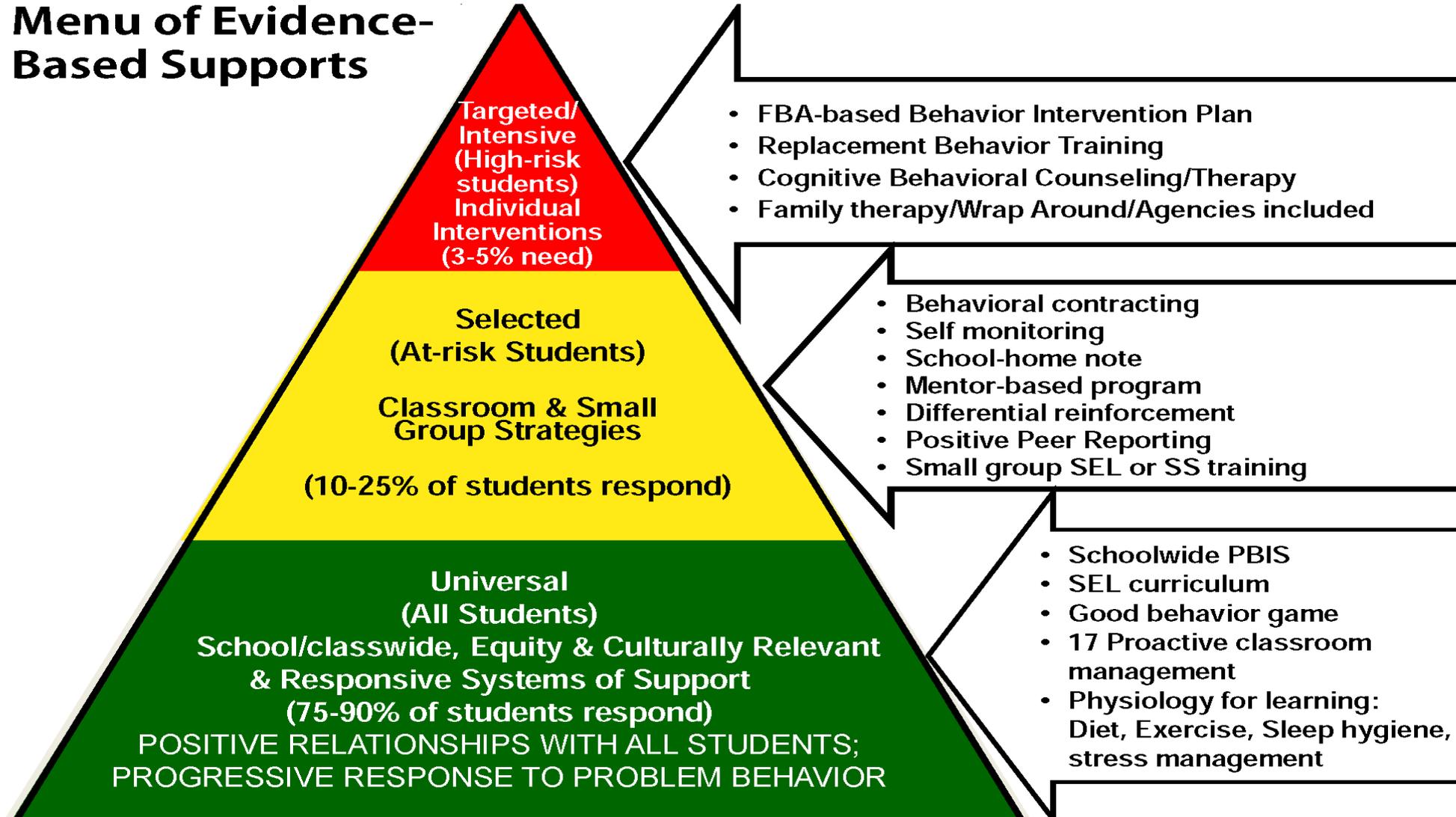


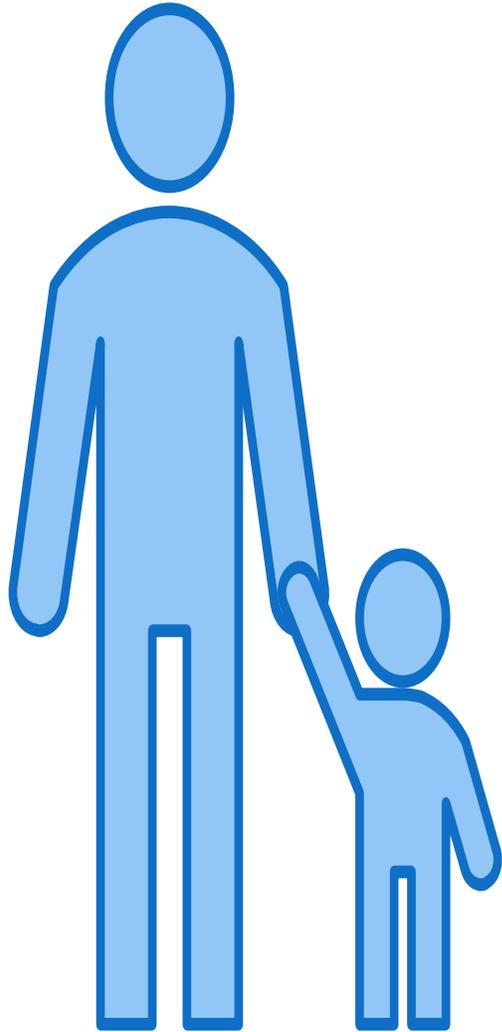
## WHAT IS PBIS?

- PBIS is typically used school wide for all students but can be used in more specific terms for individual students.
- PBIS is an evidence-based program under RTI used to improve school safety, prevent challenging behaviors, and promote positive behavior in students.

# EXAMPLE OF AN RTI PBIS MODEL

## Menu of Evidence-Based Supports





# PBIS AND IDEA

- According to IDEA, in the case of a child whose behavior impedes their learning or that of others, consider the use of positive behavior interventions and supports (PBIS), and other strategies to address behavior (Section 1414d3Bi).



# WHAT COULD POSITIVE BEHAVIOR SUPPORT LOOK LIKE IN A CLASSROOM?

- A classroom layout that promotes safety and supports students with different needs
- Classroom expectations and routines that are taught, modeled, and displayed
- A system that reinforces desirable behavior and supports struggling students
- Partnerships between families, community service providers, and schools to promote consistency and continuity of care
- Evidence-based practices in addressing challenging behavior
- Collaboration WITH speech, occupational, mental health, or other service providers if a student receives these services
- Accommodations such as allowing safe, appropriate, replacement behaviors if the desired behavior cannot be achieved
- [Positive Behavior Support Resources \(apbs.org\)](http://apbs.org)



# PBIS, RTI, AND ARKANSAS DEPT OF ED

- The Arkansas Department of Education has resources available to school districts to support their implementation of PBIS.
- Information on your district's implementation of PBIS should be found in the student handbook or district policy handbook, usually near sections about student discipline policies, student interventions, or restraint and seclusion.
- If you cannot easily locate this information, ask your Special Education Director about how PBIS is implemented in the school district.
- [Division of Elementary and Secondary Education - Offices - Learning Services - Curriculum Support - RTI Behavior Resources \(arkansas.gov\)](#)
- [Division of Elementary and Secondary Education - Offices - Learning Services - Curriculum Support - Supporting PBIS Implementation \(arkansas.gov\)](#)





U.S. Office of Special  
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# THANK YOU!

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