FBA and BIP Refresher

Designed for EC Staff and Gen Ed Staff

Today's Schedule

1. Behaviors Oh My!... When do we need need more information.
2. Permission for FBA
3. Data Collection process
4. Functional Behavior Assessment 101 (Gen Ed and EC)
5. Behavior Intervention Plan 101 (Gen Ed and EC)
6. Implementing BIP
7. Reviewing the BIP

Can you spot any behaviors?

Behaviors Oh My!

What are some inappropriate behaviors that you have seen in a school setting?

What are behaviors that students get suspended for?

When do we need an Intervention or more data?

- Significant behaviors impeding the learning of student and others
- Student Suspensions ISS and OSS
- Multiple Educator Handbook Referrals
- Behavior is NOT clear
- Interventions used but NO longer working

Looking at Educator Handbook Data

Students

CSV

Student	Gender	Cost/Incident	Cost (days)	↓ Incidents
[redacted]	M	0.99	33.61	34
[redacted] IEP 504	M	1.19	38.13	32
[redacted] IEP	M	2.18	67.71	31
[redacted]	M	1.09	27.19	25
[redacted]	F	2.14	49.30	23
[redacted] IEP	F	1.29	29.64	23
[redacted]	M	0.64	14.13	22
[redacted]	M	1.63	35.81	22
[redacted]	M	1.41	28.18	20
[redacted] 504	M	1.72	34.33	20

What is our data saying?

Students

CSV

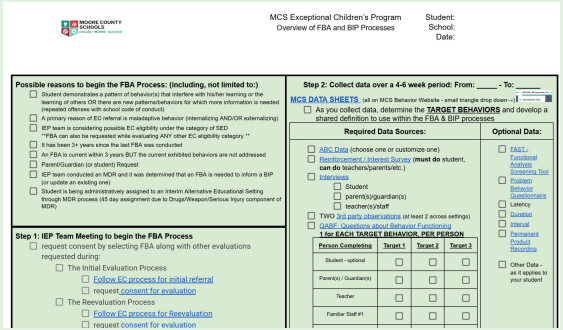
Student	Gender	Cost/Incident	Cost (days)	↓ Incidents
[redacted] IEP	M	0.70	23.93	34
[redacted]	M	1.06	26.54	25
[redacted] IEP	M	1.28	23.04	18
[redacted] IEP	M	0.47	7.99	17
[redacted]	M	1.21	14.56	12
[redacted]	M	0.48	5.75	12
[redacted]	M	0.68	7.49	11
[redacted]	M	0.33	3.64	11
[redacted]	M	0.79	7.93	10
[redacted]	M	0.58	5.18	9

What happens if a student is suspended for more than 10 days and a student has a 504 or IEP?

Manifestation of Disability Meeting (MDR) needs to occur

MCS Resources

https://sites.google.com/ncmcs.org/behaviorresources/home


MCS Exceptional Children's Program
Overview of FBA and BIP Processes

Student:
School:
Date:

Possible reasons to begin the FBA Process: (including, not limited to:)

- ☐ Student demonstrates a pattern of behavior(s) that interfere with his/her learning or the learning of others OR there are new patterns/behaviors for which more information is needed (repeated offenses with school code of conduct)
- ☐ A primary reason of EC referral is maladaptive behavior (internalizing AND/OR externalizing)
- ☐ IEP team is considering possible EC eligibility under the category of SED
  **FBA can also be requested while evaluating ANY other EC eligibility category **
- ☐ It has been 3+ years since the last FBA was conducted
- ☐ An FBA is current within 3 years BUT the current exhibited behaviors are not addressed
- ☐ Parent/Guardian (or student) Request
- ☐ IEP team conducted an MDR and it was determined that an FBA is needed to inform a BIP (or update an existing one)
- ☐ Student is being administratively assigned to an Interim Alternative Educational Setting through MDR process (45 day assignment due to Drugs/Weapon/Serious Injury component of MDR)

Step 1: IEP Team Meeting to begin the FBA Process

- ☐ request consent by selecting FBA along with other evaluations requested during:
  - ☐ The Initial Evaluation Process
    - ☐ Follow EC process for initial referral
    - ☐ request consent for evaluation
  - ☐ The Reevaluation Process
    - ☐ Follow EC process for Reevaluation
    - ☐ request consent for evaluation

Step 2: Collect data over a 4-6 week period: From: _____ - To: _____

MCS DATA SHEETS (all on MCS Behavior Website - small triangle drop down -->)

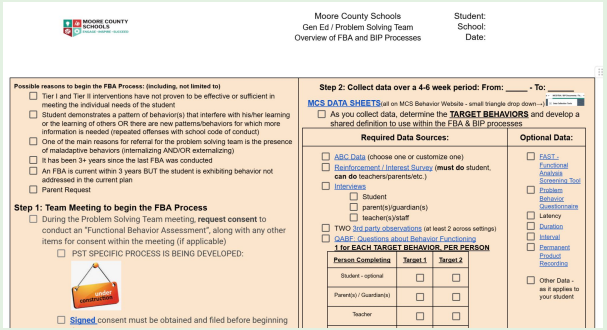
☐ As you collect data, determine the **TARGET BEHAVIORS** and develop a shared definition to use within the FBA & BIP processes

Required Data Sources:	Optional Data:
☐ ABC Data (choose one or customize one) ☐ Reinforcement / Interest Survey (**must do** student, **can do** teachers/parents/etc.) ☐ Interviews ☐ Student ☐ parent(s)/guardian(s) ☐ teacher(s)/staff ☐ TWO 3rd party observations (at least 2 across settings) ☐ QABF: Questions about Behavior Functioning	☐ FAST - Functional Analysis Screening Tool ☐ Problem Behavior Questionnaire ☐ Latency ☐ Duration ☐ Interval ☐ Permanent Product Recording ☐ Other Data - as it applies to your student

1 for EACH TARGET BEHAVIOR, PER PERSON

Person Completing	Target 1	Target 2	Target 3
Student - optional	☐	☐	☐
Parent(s) / Guardian(s)	☐	☐	☐
Teacher	☐	☐	☐
Familiar Staff #1	☐	☐	☐

EC Process


Moore County Schools
Gen Ed / Problem Solving Team
Overview of FBA and BIP Processes

Student:
School:
Date:

Possible reasons to begin the FBA Process: (including, not limited to)

- ☐ Tier I and Tier II interventions have not proven to be effective or sufficient in meeting the individual needs of the student
- ☐ Student demonstrates a pattern of behavior(s) that interfere with his/her learning or the learning of others OR there are new patterns/behaviors for which more information is needed (repeated offenses with school code of conduct)
- ☐ One of the main reasons for referral for the problem solving team is the presence of maladaptive behaviors (internalizing AND/OR externalizing)
- ☐ It has been 3+ years since the last FBA was conducted
- ☐ An FBA is current within 3 years BUT the student is exhibiting behavior not addressed in the current plan
- ☐ Parent Request

Step 1: Team Meeting to begin the FBA Process

- ☐ During the Problem Solving Team meeting, **request consent** to conduct an "Functional Behavior Assessment", along with any other items for consent within the meeting (if applicable)
  - ☐ PST SPECIFIC PROCESS IS BEING DEVELOPED:

- ☐ Signed consent must be obtained and filed before beginning

Step 2: Collect data over a 4-6 week period: From: _____ - To: _____

MCS DATA SHEETS (all on MCS Behavior Website - small triangle drop down -->)

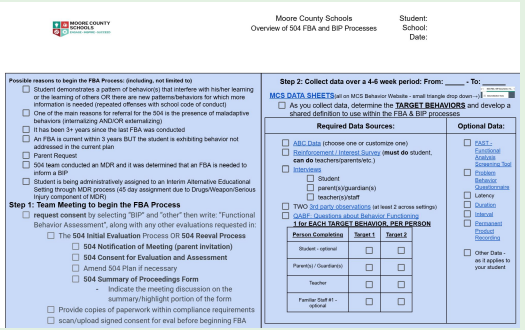
☐ As you collect data, determine the **TARGET BEHAVIORS** and develop a shared definition to use within the FBA & BIP processes

Required Data Sources:	Optional Data:
☐ ABC Data (choose one or customize one) ☐ Reinforcement / Interest Survey (**must do** student, **can do** teachers/parents/etc.) ☐ Interviews ☐ Student ☐ parent(s)/guardian(s) ☐ teacher(s)/staff ☐ TWO 3rd party observations (at least 2 across settings) ☐ QABF: Questions about Behavior Functioning	☐ FAST - Functional Analysis Screening Tool ☐ Problem Behavior Questionnaire ☐ Latency ☐ Duration ☐ Interval ☐ Permanent Product Recording ☐ Other Data - as it applies to your student

1 for EACH TARGET BEHAVIOR, PER PERSON

Person Completing	Target 1	Target 2
Student - optional	☐	☐
Parent(s) / Guardian(s)	☐	☐
Teacher	☐	☐

Gen Ed Process


Moore County Schools
Overview of 504 FBA and BIP Processes

Student:
School:
Date:

Possible reasons to begin the FBA Process: (including, not limited to)

- ☐ Student demonstrates a pattern of behavior(s) that interfere with his/her learning or the learning of others OR there are new patterns/behaviors for which more information is needed (repeated offenses with school code of conduct)
- ☐ One of the main reasons for referral for the 504 is the presence of maladaptive behaviors (internalizing AND/OR externalizing)
- ☐ It has been 3+ years since the last FBA was conducted
- ☐ An FBA is current within 3 years BUT the student is exhibiting behavior not addressed in the current plan
- ☐ Parent Request
- ☐ 504 team conducted an MDR and it was determined that an FBA is needed to inform a BIP
- ☐ Student is being administratively assigned to an Interim Alternative Educational Setting through MDR process (45 day assignment due to Drugs/Weapon/Serious Injury component of MDR)

Step 1: Team Meeting to begin the FBA Process

- ☐ **request consent** by selecting "BIP" and "other" then write: "Functional Behavior Assessment", along with any other evaluations requested in:
  - ☐ The **504 Initial Evaluation** Process OR **504 Reeval Process**
    - ☐ **504 Notification of Meeting (parent invitation)**
    - ☐ **504 Consent for Evaluation and Assessment**
    - ☐ Amend 504 Plan if necessary
    - ☐ **504 Summary of Proceedings Form**
      - Indicate the meeting discussion on the summary/highlight portion of the form
  - ☐ Provide copies of paperwork within compliance requirements
  - ☐ scan/upload signed consent for eval before beginning FBA

Step 2: Collect data over a 4-6 week period: From: _____ - To: _____

MCS DATA SHEETS (all on MCS Behavior Website - small triangle drop down -->)

☐ As you collect data, determine the **TARGET BEHAVIORS** and develop a shared definition to use within the FBA & BIP processes

Required Data Sources:	Optional Data:
☐ ABC Data (choose one or customize one) ☐ Reinforcement / Interest Survey (**must do** student, **can do** teachers/parents/etc.) ☐ Interviews ☐ Student ☐ parent(s)/guardian(s) ☐ teacher(s)/staff ☐ TWO 3rd party observations (at least 2 across settings) ☐ QABF: Questions about Behavior Functioning	☐ FAST - Functional Analysis Screening Tool ☐ Problem Behavior Questionnaire ☐ Latency ☐ Duration ☐ Interval ☐ Permanent Product Recording ☐ Other Data - as it applies to your student

1 for EACH TARGET BEHAVIOR, PER PERSON

Person Completing	Target 1	Target 2
Student - optional	☐	☐
Parent(s) / Guardian(s)	☐	☐
Teacher	☐	☐
Familiar Staff #1 - optional	☐	☐

504 Process

Step 1: Obtaining Permission

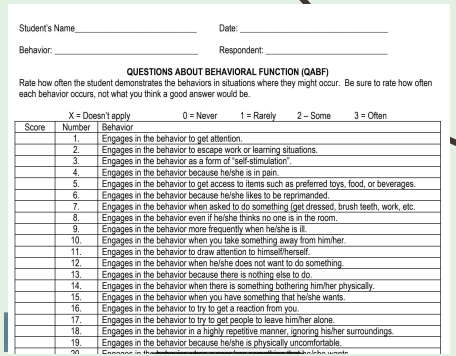
General Education	Exceptional Children
Parent permission needed for FBA at a 504 Meeting or Team Meeting and obtain Parent Signed Consent	Initial Eval or Re-Evaluation process, Prior Written Notice and Parent Signed Consent
Counselor, Psychologist, Gen ED Teacher	EC Teacher
Step 1 Resource	Step 1 Resource

Obtained Permission, What is Next? Step 2: DATA!

- ABC...Antecedent, Behavior, Consequence (result of the action of the behavior)
- Reinforcement Surveys/ Interest
- Interviews (Student, Parent, Teacher(s))
- 3rd Party Observations
- QABF or FAST (determines the function of the behavior) for each behavior
- Other Data (Frequency, Duration, Interval, Questionnaires etc.)

Show me the DATA!

QABF Activity



Student's Name_____ Date: _____

Behavior: _____ Respondent: _____

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 – Some 3 = Often

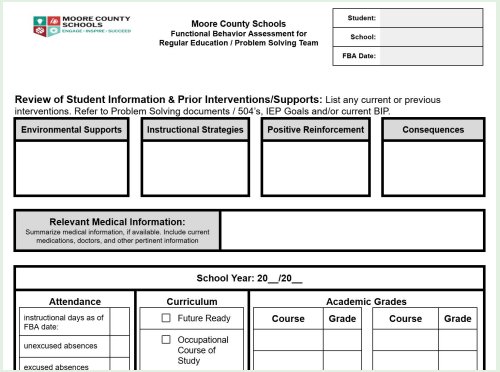
Score	Number	Behavior
	1.	Engages in the behavior to get attention.
	2.	Engages in the behavior to escape work or learning situations.
	3.	Engages in the behavior as a form of "self-stimulation".
	4.	Engages in the behavior because he/she is in pain.
	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.
	6.	Engages in the behavior because he/she likes to be reprimanded.
	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.
	8.	Engages in the behavior even if he/she thinks no one is in the room.
	9.	Engages in the behavior more frequently when he/she is ill.
	10.	Engages in the behavior when you take something away from him/her.
	11.	Engages in the behavior to draw attention to himself/herself.
	12.	Engages in the behavior when he/she does not want to do something.
	13.	Engages in the behavior because there is nothing else to do.
	14.	Engages in the behavior when there is something bothering him/her physically.
	15.	Engages in the behavior when you have something that he/she wants.
	16.	Engages in the behavior to try to get a reaction from you.
	17.	Engages in the behavior to try to get people to leave him/her alone.
	18.	Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings.
	19.	Engages in the behavior because he/she is physically uncomfortable.

Think of a current student or former student that I a significant behavior. Name the behavior and only answer the questions based on the 1 behavior.

How to score a sheet to determine the function.

It could be more than 1 function.

Add the Data to the FBA



MOORE COUNTY SCHOOLS
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Moore County Schools
Functional Behavior Assessment for
Regular Education / Problem Solving Team

Student:	
School:	
FBA Date:	

Review of Student Information & Prior Interventions/Supports: List any current or previous interventions. Refer to Problem Solving documents / 504's, IEP Goals and/or current BIP.

Environmental Supports	Instructional Strategies	Positive Reinforcement	Consequences

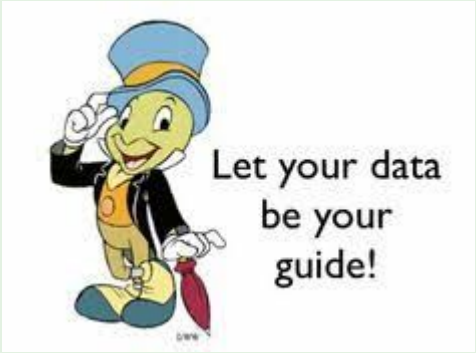
Relevant Medical Information: Summarize medical information, if available. Include current medications, doctors, and other pertinent information	

School Year: 20__/20__

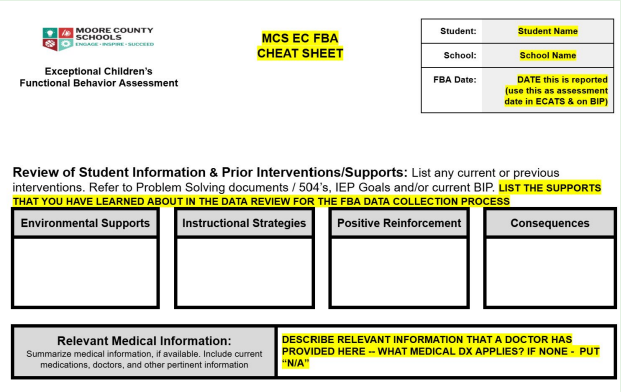
Attendance		Curriculum	Academic Grades			
instructional days as of FBA date:		☐ Future Ready	Course	Grade	Course	Grade
unexcused absences		☐ Occupational Course of Study				
excused absences						

- Add data to the FBA
- Then analyze the data more than 1 person
- Look for trends in the data
- You may need more data or a different type of data
- Use the FBA Cheat Sheets

  Gen Ed or EC



Functional Behavior Assessment



MOORE COUNTY SCHOOLS
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Exceptional Children's
Functional Behavior Assessment

MCS EC FBA CHEAT SHEET

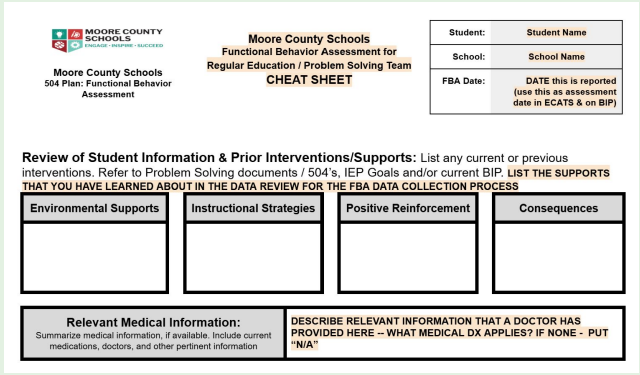
Student:	Student Name
School:	School Name
FBA Date:	DATE this is reported (use this as assessment date in ECATS & on BIP)

Review of Student Information & Prior Interventions/Supports: List any current or previous interventions. Refer to Problem Solving documents / 504's, IEP Goals and/or current BIP. LIST THE SUPPORTS THAT YOU HAVE LEARNED ABOUT IN THE DATA REVIEW FOR THE FBA DATA COLLECTION PROCESS

Environmental Supports	Instructional Strategies	Positive Reinforcement	Consequences

Relevant Medical Information: Summarize medical information, if available. Include current medications, doctors, and other pertinent information	DESCRIBE RELEVANT INFORMATION THAT A DOCTOR HAS PROVIDED HERE -- WHAT MEDICAL DX APPLIES? IF NONE - PUT "N/A"

[FBA EC Cheat Sheet]



MOORE COUNTY SCHOOLS
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Moore County Schools
504 Plan: Functional Behavior Assessment

Moore County Schools
Functional Behavior Assessment for Regular Education / Problem Solving Team
CHEAT SHEET

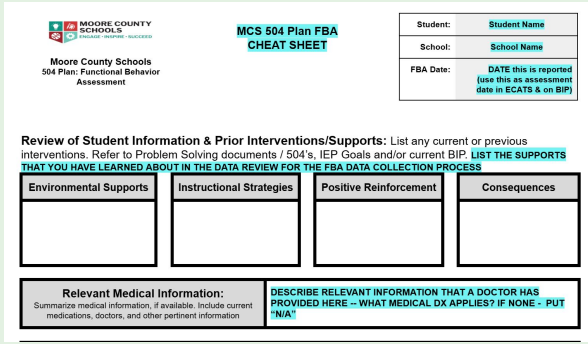
Student:	Student Name
School:	School Name
FBA Date:	DATE this is reported (use this as assessment date in ECATS & on BIP)

Review of Student Information & Prior Interventions/Supports: List any current or previous interventions. Refer to Problem Solving documents / 504's, IEP Goals and/or current BIP. LIST THE SUPPORTS THAT YOU HAVE LEARNED ABOUT IN THE DATA REVIEW FOR THE FBA DATA COLLECTION PROCESS

Environmental Supports	Instructional Strategies	Positive Reinforcement	Consequences

Relevant Medical Information: Summarize medical information, if available. Include current medications, doctors, and other pertinent information	DESCRIBE RELEVANT INFORMATION THAT A DOCTOR HAS PROVIDED HERE -- WHAT MEDICAL DX APPLIES? IF NONE - PUT "N/A"

[Gen Ed Cheat Sheet]



MOORE COUNTY SCHOOLS
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Moore County Schools
504 Plan: Functional Behavior Assessment

MCS 504 Plan FBA CHEAT SHEET

Student:	Student Name
School:	School Name
FBA Date:	DATE this is reported (use this as assessment date in ECATS & on BIP)

Review of Student Information & Prior Interventions/Supports: List any current or previous interventions. Refer to Problem Solving documents / 504's, IEP Goals and/or current BIP. LIST THE SUPPORTS THAT YOU HAVE LEARNED ABOUT IN THE DATA REVIEW FOR THE FBA DATA COLLECTION PROCESS

Environmental Supports	Instructional Strategies	Positive Reinforcement	Consequences

Relevant Medical Information: Summarize medical information, if available. Include current medications, doctors, and other pertinent information	DESCRIBE RELEVANT INFORMATION THAT A DOCTOR HAS PROVIDED HERE -- WHAT MEDICAL DX APPLIES? IF NONE - PUT "N/A"

[504 Cheat Sheet]

Hypothesis

Hypothesis/Function: Based on the data collected and reviewed by the team, what is your hypothesis of the function of each of the student's behaviors (e.g., escape, attention, tangible, automatic) defined above?

Target Behavior	Function	Teach Replacement Behavior? Yes CHECK ONE FOR EACH TARGET	No
copy/paste the names of each target behavior	using your data - what function do you most likely see for each Target? **if more target behaviors - right click to"enter row below"	☐	☐
		☐	☐

Hypothesis Statement: Describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this behavior serving?? What is the student trying to get? What is he/she trying to avoid? What is the payoff?

"When this occurs:_____"	"the student does:_____"	"In order to:_____"
antecedents/setting information associated w/target behavior(s)	describes the target behavior (s).	the function of the target behavior(s)

FBA Hypothesis:	USE THE FORMULA/STRUCTURE TO WRITE A HYPOTHESIS: WHEN _____, STUDENT _____, IN ORDER TO _____

Example FBA

Click HERE to see a FBA Example

Example Behaviors:

Elopement, Inappropriate Vocalizations, and Aggressive Behaviors

Break

On a Post It Note... What questions do you still have with the FBA?

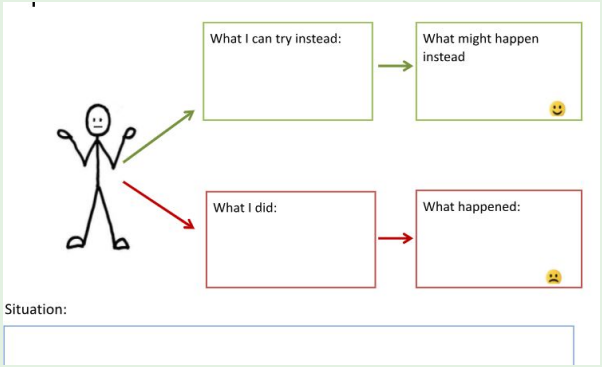
What is something **NEW** you learned about FBA? or something you are ready to try?

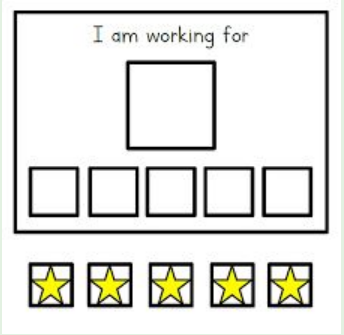
BIP

- You finished the FBA and the student needs **REPLACEMENT** Behaviors then a BIP is necessary
- If Replacement Behaviors are not needed then the process stops and only FBA is needed
- Resources

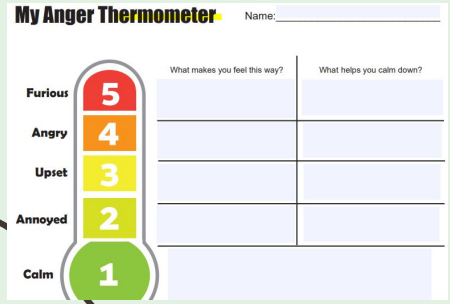
Expected Behaviors	Not Expected Behaviors

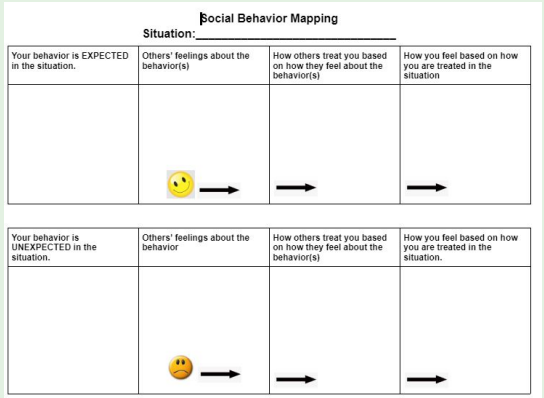
Replacement Behaviors/ Reinforcement Tools





Function	Example: Running	Sample Replacement Behaviors
Attention	The student may run to get you to chase after them, yell at them, spend time with them, etc.	Teach the student to: • raise their hand to get the teacher attention • request to play a game with a preferred adult or peer
Escape	The student may run to get out of a task that is too hard, easy, boring, etc.	Teach the student to: • request a break • request help with a challenging task
Sensory	The student may run because they need movement	Teach the student to: • request a movement break
Access to Tangible	The student may run because they want to get access to an object, activity, or person who isn't nearby.	Teach the student to: • request the item they want using words or symbols





Replacement Behaviors for Buzz or Kevin

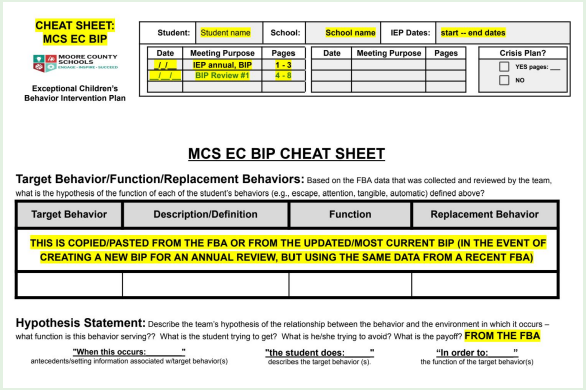
Count off in 1s and 2s.

1. Determine the behavior and replacement behaviors.

2. How and who would teach the replacement behavior?

Behavior Intervention Plans

https://sites.google.com/ncmcs.org/behaviorresources/home



CHEAT SHEET: MCS EC BIP

MOORE COUNTY SCHOOLS

Exceptional Children's Behavior Intervention Plan

Student:	Student name	School:	School name	IEP Dates:	start -- end dates

Date	Meeting Purpose	Pages	Date	Meeting Purpose	Pages	Crisis Plan?
_/_/_	IEP annual, BIP	1 - 3				☐ YES pages: ___
_/_/_	BIP Review #1	4 - 8				☐ NO

MCS EC BIP CHEAT SHEET

Target Behavior/Function/Replacement Behaviors: Based on the FBA data that was collected and reviewed by the team, what is the hypothesis of the function of each of the student's behaviors (e.g., escape, attention, tangible, automatic) defined above?

Target Behavior	Description/Definition	Function	Replacement Behavior
THIS IS COPIED/PASTED FROM THE FBA OR FROM THE UPDATED/MOST CURRENT BIP (IN THE EVENT OF CREATING A NEW BIP FOR AN ANNUAL REVIEW, BUT USING THE SAME DATA FROM A RECENT FBA)			

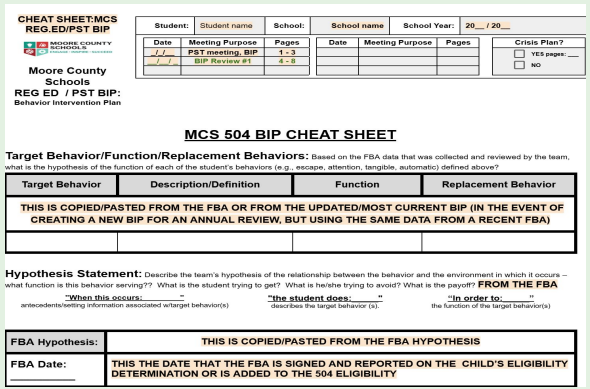
Hypothesis Statement: Describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this behavior serving?? What is the student trying to get? What is he/she trying to avoid? What is the payoff? FROM THE FBA

"When this occurs: _____" antecedents/setting information associated w/target behavior(s)

"the student does: _____" describes the target behavior (s).

"In order to: _____" the function of the target behavior(s)

EC BIP Resource



CHEAT SHEET:MCS REG.ED/PST BIP

MOORE COUNTY SCHOOLS

Moore County Schools REG ED / PST BIP: Behavior Intervention Plan

Student:	Student name	School:	School name	School Year:	20__ / 20__

Date	Meeting Purpose	Pages	Date	Meeting Purpose	Pages	Crisis Plan?
_/_/_	PST meeting, BIP	1 - 3				☐ YES pages: ___
_/_/_	BIP Review #1	4 - 8				☐ NO

MCS 504 BIP CHEAT SHEET

Target Behavior/Function/Replacement Behaviors: Based on the FBA data that was collected and reviewed by the team, what is the hypothesis of the function of each of the student's behaviors (e.g., escape, attention, tangible, automatic) defined above?

Target Behavior	Description/Definition	Function	Replacement Behavior
THIS IS COPIED/PASTED FROM THE FBA OR FROM THE UPDATED/MOST CURRENT BIP (IN THE EVENT OF CREATING A NEW BIP FOR AN ANNUAL REVIEW, BUT USING THE SAME DATA FROM A RECENT FBA)			

Hypothesis Statement: Describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this behavior serving?? What is the student trying to get? What is he/she trying to avoid? What is the payoff? FROM THE FBA

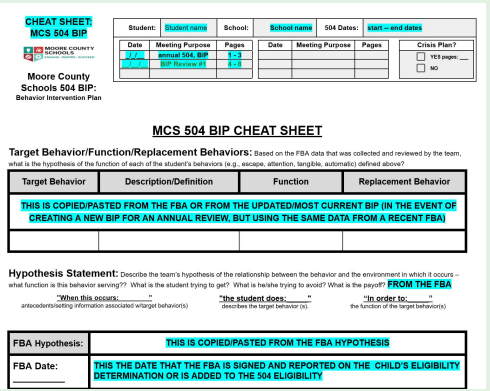
"When this occurs: _____" antecedents/setting information associated w/target behavior(s)

"the student does: _____" describes the target behavior (s).

"In order to: _____" the function of the target behavior(s)

FBA Hypothesis:	THIS IS COPIED/PASTED FROM THE FBA HYPOTHESIS
FBA Date: _____	THIS THE DATE THAT THE FBA IS SIGNED AND REPORTED ON THE CHILD'S ELIGIBILITY DETERMINATION OR IS ADDED TO THE 504 ELIGIBILITY

Gen Ed BIP Resource



CHEAT SHEET: MCS 504 BIP

MOORE COUNTY SCHOOLS

Moore County Schools 504 BIP: Behavior Intervention Plan

Student:	Student name	School:	School name	504 Dates:	start -- end dates

Date	Meeting Purpose	Pages	Date	Meeting Purpose	Pages	Crisis Plan?
_/_/_	annual 504, BIP	1 - 3				☐ YES pages: ___
_/_/_	BIP Review #1	4 - 8				☐ NO

MCS 504 BIP CHEAT SHEET

Target Behavior/Function/Replacement Behaviors: Based on the FBA data that was collected and reviewed by the team, what is the hypothesis of the function of each of the student's behaviors (e.g., escape, attention, tangible, automatic) defined above?

Target Behavior	Description/Definition	Function	Replacement Behavior
THIS IS COPIED/PASTED FROM THE FBA OR FROM THE UPDATED/MOST CURRENT BIP (IN THE EVENT OF CREATING A NEW BIP FOR AN ANNUAL REVIEW, BUT USING THE SAME DATA FROM A RECENT FBA)			

Hypothesis Statement: Describe the team's hypothesis of the relationship between the behavior and the environment in which it occurs – what function is this behavior serving?? What is the student trying to get? What is he/she trying to avoid? What is the payoff? FROM THE FBA

"When this occurs: _____" antecedents/setting information associated w/target behavior(s)

"the student does: _____" describes the target behavior (s).

"In order to: _____" the function of the target behavior(s)

FBA Hypothesis:	THIS IS COPIED/PASTED FROM THE FBA HYPOTHESIS
FBA Date: _____	THIS THE DATE THAT THE FBA IS SIGNED AND REPORTED ON THE CHILD'S ELIGIBILITY DETERMINATION OR IS ADDED TO THE 504 ELIGIBILITY

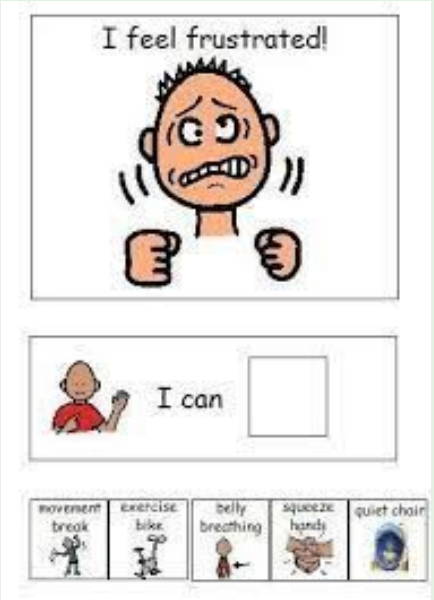
504 BIP Resource

Behavior Intervention Strategies

- This is an intervention plan for **STAFF**... list what will **STAFF** do to prevent behaviors and when the behaviors occur

- BIP with Escalation Cycle

Example BIP



Click HERE to see a BIP Example

Example Behaviors:

Elopement, Inappropriate Vocalizations, and Aggressive Behaviors

EC Student FBA/ BIP Results Meeting

- **Special Factors:** In IEP check box that behaviors impede learning and also BIP box
- Add **Assessment Data** from FBA and BIP (Each BIP review add Assessment Data from the BIP Review)
- Add **Behavior Present Levels** and the same **goals** from the BIP and Behavior **Service Time**
- **Accommodations** add statement “Follow BIP across all settings”

Implementing BIP

- Provide Copy to staff that interact or teach the student. Make sure they understand the Intervention Plan or Escalation Cycle
- Consistency with ALL STAFF replacement behaviors and consequences students receive when behavior occurs
- Determine a Plan to teach replacement behaviors to the student and how or when service will occur for EC students
- Plan to continue to collect data for BIP Reviews

BIP Review

- BIP Review should occur every 9 weeks, however team can determine a different timeline
- Data needs to be reviewed from Educator Handbooks, data collection logs, behavior goals (EC Students)
- Determine effectiveness of Strategies and Add or Strikethrough what is working
- Review Interventions/ Escalation Cycle
- Don’t make it too complicated! Anyone should be able to follow it.

Resources:

MCS Behavior Website

Behavior Acronyms

Please Reach out with any Questions:

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https://forms.gle/fLfUrH6snhi6tVjU6