



KEY CONCEPTS IN BEHAVIOR INTERVENTION PLANNING

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- *Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function).*
 - This behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove.
 - **The BIP must identify the function of the problem behavior in order to develop a plan that teaches an alternative replacement behavior that serves the same function**

- *Behavior is related to the context/environment in which it occurs.*
 - Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur
 - **The BIP must identify what environmental features support the problem behavior in order to know what environmental changes will remove the need to use the problem behavior.**

- *There are two strands to a complete behavior plan. Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND requires teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way.*
 - **A complete BIP must address both strands: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.**

ADDITIONAL BIP CONCEPTS AND COMPONENTS

- New behavior must be reinforced to result in maintenance over time
 - BIP must specify reinforcement for new functionally equivalent behavior (BIP may also wish to specify general reinforcement for positive behaviors)

- Implementers need to know how to handle problem behavior if it occurs again
 - BIP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district disciplinary required actions

- Communication needs to be between all important stakeholders, frequently enough to result in the continuous teaming necessary to achieve success
 - BIP must specify who communicates with whom, how frequently and in what manner.