



**The University of the State of New York**  
New York State Education Department  
Office of P-12 Education  
Office of Special Education

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**Behavioral Intervention Plans**

*This is one in a series of policy briefs prepared by the New York State Education Department, on topics pertaining to implementation of the Individuals with Disabilities Education Act (IDEA) in New York State.*

***What is a behavioral intervention plan?***

A behavioral intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, global and specific hypotheses as to why the problem behavior occurs and intervention strategies that include positive behavioral supports and services to address the behavior.

***When must a behavioral intervention plan be developed?***

The Committee on Special Education (CSE) or Committee on Preschool Special Education (CPSE) must consider the development of a behavioral intervention plan for a student with a disability when the:

- student with a disability is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- student's behavior places the student or others at risk of harm or injury;
- CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
- student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

***What information must a behavioral intervention plan include?***

A behavioral intervention plan must identify:

- the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors.
  - Such baseline must, to the extent practicable, include data taken across activities, settings, people and times of the day.
  - The baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness;
- intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s); and
- a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.

***For a student whose behavior impedes his or her learning or that of others,***

The individualized education program (IEP) must indicate if a particular device or service, including an intervention, accommodation or other program modification is needed to address the student's behavior that impedes his or her learning or that of others.

***what information must be included in the IEP?***

A student's need for a behavioral intervention plan must be documented in the IEP and such plan must be reviewed at least annually by the CSE or CPSE.

***How often must progress monitoring of a student's behavioral intervention plan occur?***

The implementation of a student's behavioral intervention plan must include regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals, as specified in the BIP and on the student's IEP.

The results of the progress monitoring must be documented and reported to the student's parents and to the CSE or CPSE and must be considered in any determination to revise a student's behavioral intervention plan or IEP.

***Legal Reference***

**8 NYCRR - Sections 200.1(mmm), 200.22(b), and 201.2(a)**

***NOTE:*** Please reference the Official Compilation of Codes, Rules and Regulation of the State of New York (8 NYCRR) for regulatory language. An unofficial compilation of these regulations can be found at: <http://www.dos.state.ny.us/info/nycrr.htm>.