Pyramid Model Behavior Support Plan vs. Behavioral Intervention Plan (BIP) Crosswalk

Type of Plan	Pyramid Model Behavior Support Plan	Behavior Intervention Plan (BIP)
	General Education support	Special Education support
Definition	A Behavior Support Plan is developed based on a comprehensive assessment in order to fully understand circumstances that contribute to the behavior challenges. This means identifying environmental events that trigger problems, skill deficits that render problem behaviors a reasonable alternative, and reactions following behavior that contribute to its continuance. The assessment process used to parcel these various factors that are connected to problem behavior is called functional assessment (FA). The FA supports the development of a hypotheses as to why the problem behavior occurs and the development of a Behavior Support 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 the plan be developed?	There is no requirement however the natural progression is to develop a Behavior Support Plan once the Functional Assessment has been completed and a hypothesis 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 should the plan include?	• Behavior Hypotheses- Purpose of the behavior, your best guess about why the behavior occurs
	• Prevention Strategies- Ways to make events and interactions that trigger challenging behavior easier for the child to manage
	• Replacement Skills– New skills to teach throughout the day to replace the challenging behavior
	• Responses- What adults will do when the challenging behavior occurs to ensure that the challenging behavior is not maintained and the new skill is learned
		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.
		  o Such baseline must, to the extent practicable, include data taken across activities, settings, people and times of the day.
		  o 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.

Where can I learn more?	**Where can I learn more?** • NYS Pyramid Model http://www.nysecac.org/news-and-events/pyramid-model/	**Where can I learn more?** • Special Education Quality Assurance Office http://www.p12.nysed.gov/speciale d/quality/home.html • Special Education Policy 518-473-2878 or speced@nysed.gov • Regional Special Education Technical Assistance and Support Centers (RSE-TASC) http://www.p12.nysed.gov/speciale d/techassist/rsetasc/locations.htm