



School-Based Behavior Supports:

Tools For Parents, Guardians, and Caregivers

December 10, 2025
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Agenda

Understanding Parent and Guardian Rights

Discipline Considerations

Behavior Supports

Autism-Specific Strategies

Parent and Guardian Rights

Notice of Procedural Safeguards

January 2025

- Notice of Procedural Safeguards
- Prior Written Notice
- Navigating Due Process



THE TEXAS LEGAL FRAMEWORK

For the Data-Driven Special Education Process

FW.ESCAPPs.NET



TEA.TEXAS.GOV/TEKASSPED

SPEDTEX

Special Education Information Center

SPEDTEX.ORG

School Discipline Considerations

Understanding School Discipline

For minor misconduct, consequences might include:

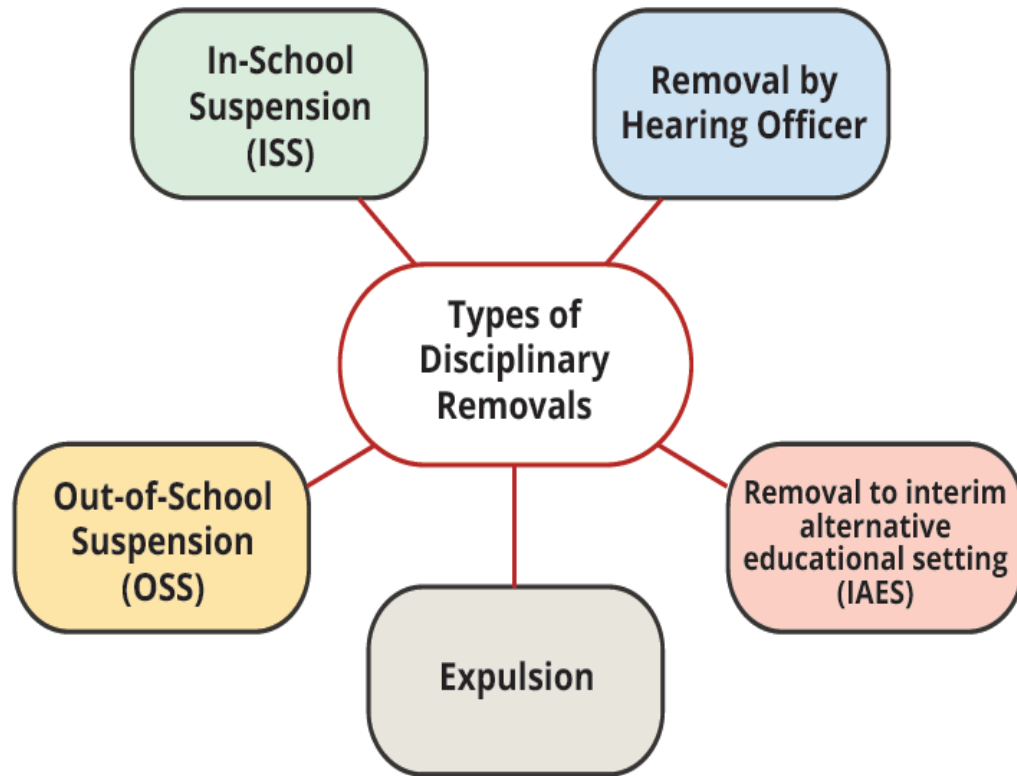
- » Private talk or warning
- » Contacting student's parent
- » Meeting with the parent
- » Assigning detention

More serious consequences could include:

- » In-school suspension (ISS)
- » Out-of-school suspension (OSS)
- » Transfer to Disciplinary Alternative Education Program (DAEP) – sometimes referred to as “alternative school” or “alternative campus”
- » Expulsion

- Student Code of Conduct
- Texas Education Code, Chapter 37

Discipline Considerations

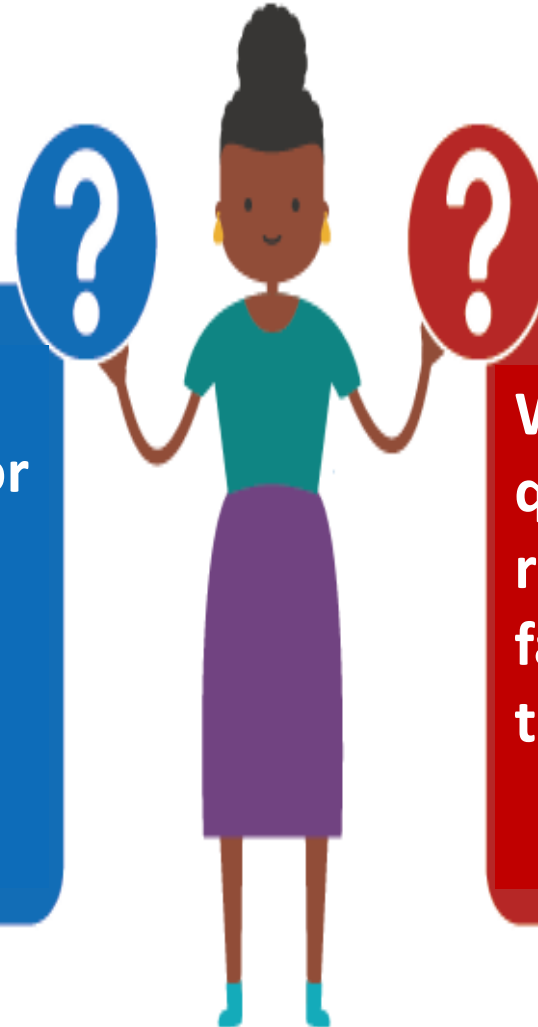


- Individuals with Disabilities Education Act (IDEA)
- Free and Appropriate Public Education (FAPE)
- School Removals
- Change of Placement

Discipline Considerations

- Manifestation Determination Review
- Special Circumstances
- Students Not Eligible for Special Education

Was the conduct in question caused by or have a direct and substantial relationship to the student's disability?

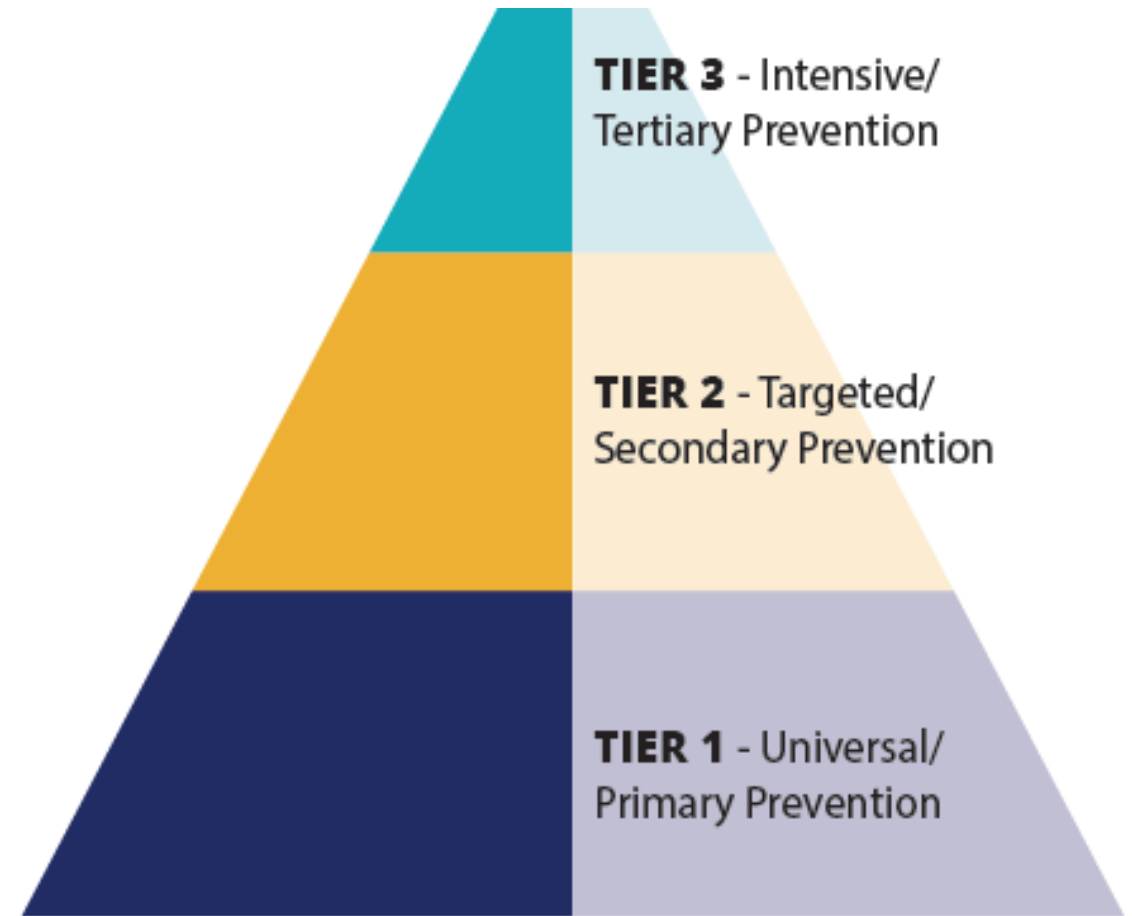


Was the conduct in question the direct result of the LEA's failure to implement the IEP?

Behavior Supports

Why Behavior Supports Matter

- Behavior is a way in which children communicate.
 - *Example: If a child throws objects, the behavior could be communicating frustration, not defiance.*
- Behavior supports are intended to help children learn positive skills.
 - *Example: A child learns to request a break when feeling frustrated instead of throwing an object.*
- When used effectively, behavior support plans can prevent school suspensions and crises.



Understanding the Behavior Intervention Plan

A Behavior Intervention Plan (BIP) is a detailed plan that addresses the individualized behavioral needs of a student. A BIP is developed by the student's Admission, Review, and Dismissal (ARD) committee and used to teach or reinforce positive behaviors.

Behavior Supports and Guidance for Students with Disabilities

Behavior Intervention Plans (BIPs)

What is a BIP?

Once an FBA is completed, the ARD committee can use this evaluation to, if necessary, develop a plan that meets the individualized behavioral needs of the student. A BIP is developed by the ARD committee and used to teach or reinforce positive behaviors. The BIP typically includes:

- teaching strategies designed to increase appropriate replacement behaviors that serve the same function as the interfering behavior for the student
- changes that will be made in classrooms or other environments to reduce or eliminate problem behaviors (antecedent/prevention strategies)
- supports for the student that promote the appropriate behaviors (e.g., reinforcement).
- Consequent strategies (what to do when challenging behavior occurs, what to do when replacement behavior occurs)

When to Consider a BIP

A BIP is **REQUIRED** when a student has been removed from his current educational placement for a behavioral or disciplinary offense determined to be a manifestation of the student's disability (if a BIP has not already been developed).

Additional situations may occur where the ARD committee should consider developing a BIP. Certainly, any of the situations noted on page 20 that may trigger the need for an FBA may also lead to the development of a BIP. In general, whenever a student's behavior impedes his learning or the learning of others, IDEA requires that the ARD committee consider the use of PBIS. These supports may include a BIP.


NOTE: The **AUTISM SUPPLEMENT** requires ARD committees to **consider specific strategies** that may be necessary to support students with autism. Positive behavior strategies, including an FBA and BIP, is one of the required considerations for all students with autism. For some students with autism, a BIP will be a necessary component of providing FAPE.

Writing a BIP


A BIP includes multiple components to ensure it is appropriately designed to reduce interfering behaviors and teach and promote replacement behaviors aligned with the functions identified in the FBA. A comprehensive BIP includes the following components: descriptions of the interfering behavior(s), function(s) of the interfering behavior(s), appropriate replacement behaviors, antecedent/prevention strategies, instructional strategies, and consequences (i.e., responses to interfering behaviors, reinforcement for replacement behaviors).

Descriptions of Behavior

Interfering behaviors targeted in the BIP should have clear and objective descriptions. The detailed descriptions of behaviors used to record data, sometimes referred to as operational definitions, often come from the FBA.



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Behavior Supports and Guidance for Students with Disabilities

Sample BIP Components

BIP Section	Example
Description of Interfering Behavior	Physical aggression - may look like, but is not limited to, hitting, kicking, and/or pinching others
Function(s) of Behavior	Escape/avoidance of task demand
Replacement Behaviors	Request a break, assistance with work, or alternate assignment using the Augmentative and Alternative Communication (AAC) device
Antecedent/Prevention Strategies	Visual schedule; Chunking of assignments; Pre-teaching of concepts; Priming, choice between two assignments that serve same learning outcome
Instructional Strategies	Modeling use of AAC device; Social Narratives; Role-play use of AAC device
Responses to Behavior	Staff prompting the use of replacement behavior; Ensuring peers are not within reach; Redirection to assigned task
Reinforcement	As identified in preference assessment: high fives, stamps on hand, short music/dance break. Functionally aligned reinforcement examples are breaks from work, assistance with work, and providing alternate assignments each time requested.


Behavior Goals in the IEP

For students who require a BIP to address interfering behaviors, the ARD committee should develop behavior goals in the IEP to progress monitor how well the BIP is working. Behavior goals should follow the same format as any other goals in the IEP, with a clearly outlined timeframe, condition, behavior, and criteria for mastery. In addition, behavior goals should be aligned to the student's Present Levels of Academic Achievement and Functional Performance (PLAAFP), typically using baseline data gained from the FBA.

Timeframe	Condition	Behavior	Criteria
By the end of the sixth progress reporting period	given implementation of antecedent strategies from his BIP and instruction to complete a math assignment	John will either work on the assignment or use a replacement behavior (request a break, staff assistance on the assignment, or an alternate assignment)	across 70% of math assignments during a reporting period for mastery.

To learn more about developing measurable IEP goals, please refer to these TEA resources:

- [Question and Answer Document: IEP Measurable Annual Goals](#)
- [Individualized Education Program \(IEP\) Development](#)
- [Writing PLAAFP and Developing Measurable Annual Goals](#)



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pages 26-31

Behavior Intervention Plan Process



Assessment

- Functional Behavior Assessment (FBA)
 - Helps to identify WHY a behavior happens by observing different factors.



Plan

- Plan and create proactive strategies
 - Outline specific ways to help the child learn and practice better behaviors.



Support

- Teach replacement skills
 - Help the child learn better ways to express themselves, cope with frustration, or follow rules.



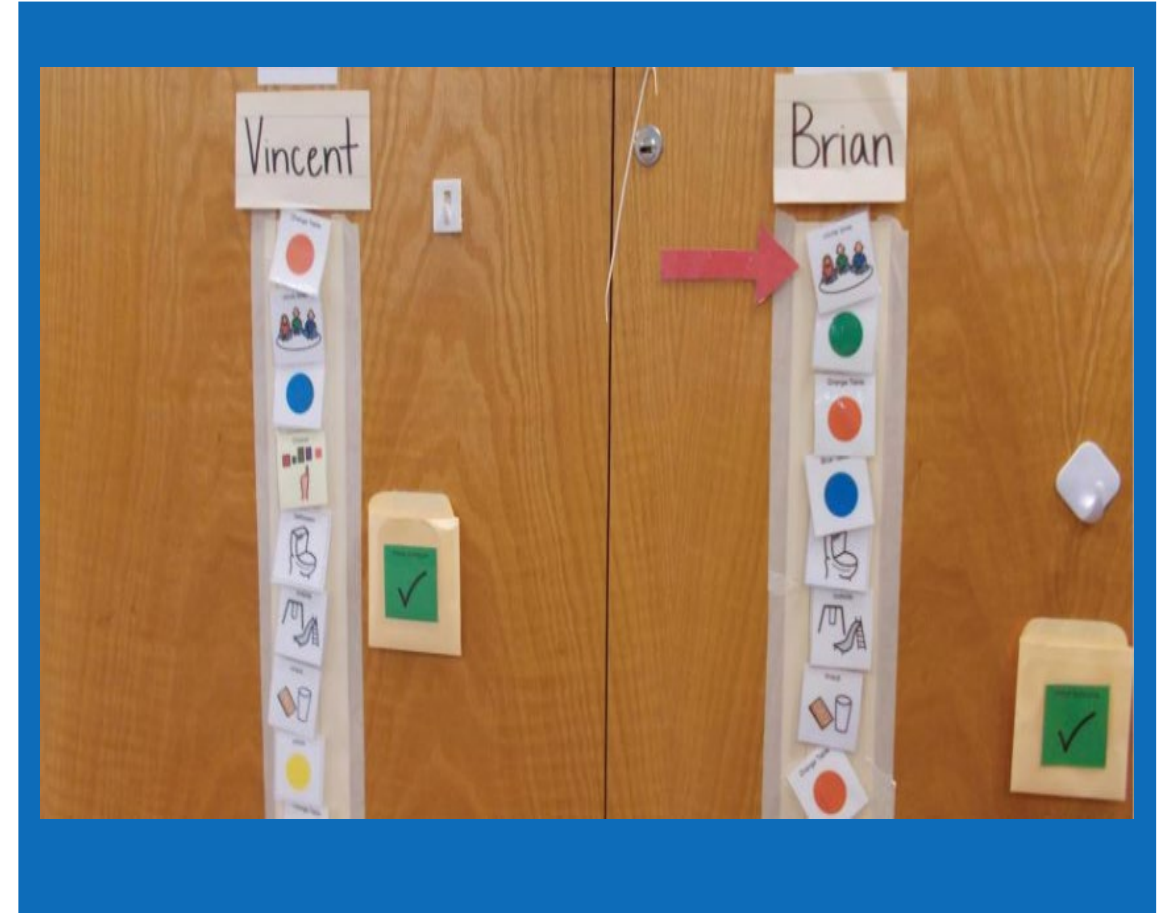
Monitoring

- Track progress
 - Schools will collect data to see if the plan is working and how the child is doing.

Autism-Specific Strategies

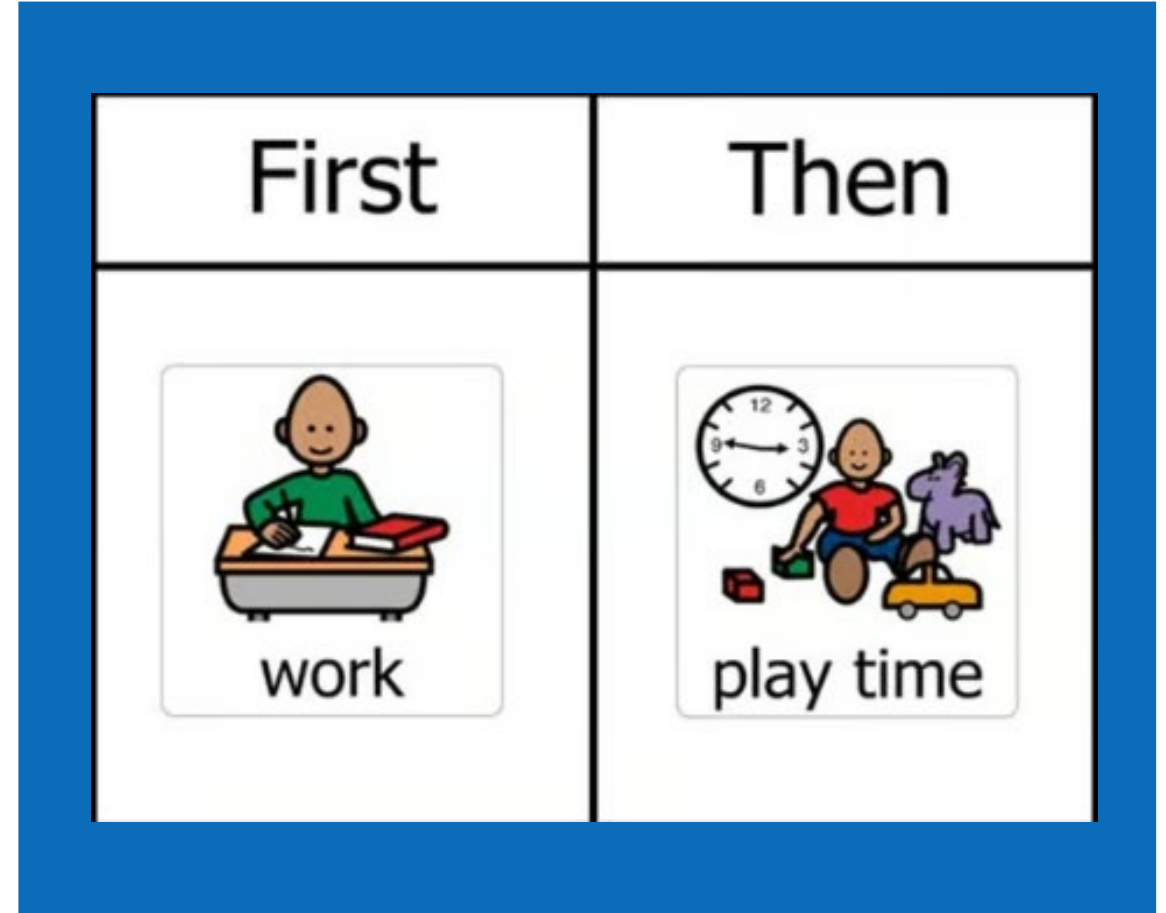
Priming Strategy

- Sets students up for success
- Preview expectations
- Increase predictability
- Simple preview



First-Then Strategy

- Increases motivation
- Uses a reinforcer or highly-preferred activity
- Provides immediate reinforcement



Social Narratives

- Structured narratives
- Define social situations
- Uses simple language
- Increase understanding
- Uses visuals
- Descriptive sentences



**I will try to respect others by
giving them personal space.
My teachers will like that.
Other kids will like that, too.**

More Information About Parent Rights

More information about your rights as a parent can be found below:



spedtex.org
1-855-773-3839

SPEDTEX
Special Education Information Center

**Special Education
Help for Parents**



[Overview of Special Education for Parents](#)



[Notice of Procedural Safeguards](#)

Resources

- [Connecting to Community Supports](#)
- [Autism Strategies in Action](#)
- [Notice of Procedural Safeguards](#)
- [Overview of Special Education for Parents](#)
- [TEA Autism Program and Autism Supplement Guidance](#)
- [SPED Tex Parent Resource Locator](#)
- [Behavior Supports and Guidance for Students with Disabilities](#)
- [The Basics of Understanding Student Behavior- IRIS Center](#)
- [Overview of School Discipline for Parents \(English and Spanish\)](#)
- [Special Education Prior Written Notice Quick Guide](#)



Thank you!