



Implementing School Based BIPs at Home: COVID-19



General Guidance	
An IEP team may have a need to implement a student’s behavior plan at home, or in another community setting, while a student participates in distance learning. The team may wish to consider the following when implementing or translating a school based BIP to a different environment	
	Considerations
Does the team feel the student is engaging in the challenging behavior for the same reason at home as at school?	<p>If yes, move forward with implementation.</p> <p>If no, the team may wish to consider obtaining <i>Consent for Assessment</i> to conduct a new FBA and amend the IEP to develop a new BIP for the new setting and then consider the following.</p>
Ensure all members of the team implementing the BIP at home have received appropriate training.	<ul style="list-style-type: none"> • Provide specific training to team members implementing the BIP. When the student is not in school, those implementing the plan may be the student’s caregivers, parents, community providers, or related service providers. • If in person training is unavailable, consider providing a training via video conference. During training consider utilizing the Tell, Show, Do method. <ul style="list-style-type: none"> ○ Tell - Explain how to implement each procedure and the purpose behind each procedure. ○ Show – Model how to implement each procedure. If the student is not available to model intervention consider having another colleague role play the student while you model implementation. ○ Do – Have the team member in training implement the plan while you observe and provide feedback.
Provide resources and materials necessary to implement the BIP at home.	If the student utilizes a token board, visual schedules, certain educational materials or



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	<p>reinforcers/rewards at school, ensure that they have the same materials available at home.</p> <p>The team may consider providing exact duplicates of the materials used at school for the home. For example, the school may provide the visual schedule utilized at school, to the team implementing the plan at home. However, the student’s schedule may be different at home. In this case, the team should modify the schedule provided at home to fit the needs of the new environment.</p>
<p>Don’t forget about progress monitoring.</p>	<p>A BIP requires progress monitoring. As an IEP team, decide if the method of progress monitoring in the current BIP is appropriate and doable for the home setting.</p> <p>If the IEP team decides the method of progress monitoring is not conducive for the home setting, consider amending the IEP and BIP to reflect a method of progress monitoring that is appropriate.</p> <p>Idaho SESTA Progress Monitoring Module</p>
<p>Ensure team members implementing the BIP at home feel comfortable and safe.</p>	<p>If there are procedures in the current BIP that the home team does not feel comfortable or confident implementing, the team may consider amending the IEP and BIP to reflect different antecedent, replacement behavior, or consequence strategies that still meet the student’s need.</p>

*If you need support translating your student’s school based BIP to the home environment or your student is experiencing high magnitude or dangerous behavior reach out to the team of Idaho SESTA Behavioral Coordinators for support. Submit a helpdesk ticket [here](#).