Updates to FBA and BIP Processes in ACHIEVE

Anticipated Sept. 17, 2025

Based on input from the field over the last few years, the Department convened a task team in the Spring of 2024 to identify a number of revisions to the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) processes in ACHIEVE. This document outlines all of the notable changes to the FBA and BIP processes in ACHIEVE that resulted from the work of the task team and additional stakeholders.

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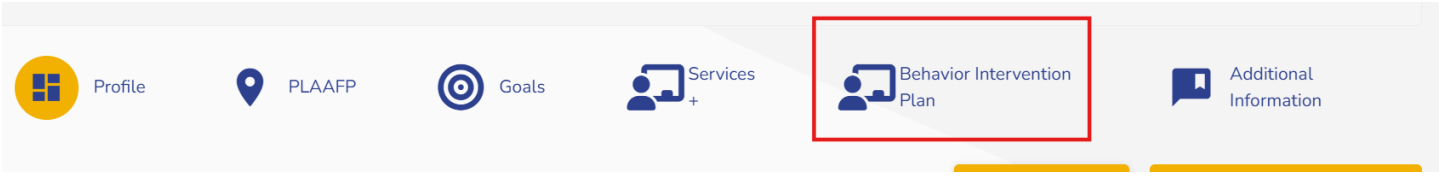
Summary of General Updates to the System

BIP Embedded in IEP

The BIP will now be a part of the IEP process / IEP amendment process and will have its own stepper within the IEP. It is no longer a stand-alone document, but rather an integral part of the IEP. Due to this change, the team will no longer be able to revise the BIP outside of IEP processes. Instead, during the lifetime of the IEP, if the team wishes to change the BIP, all steps for the normal IEP amendment process will need to be completed. However, before that decision is made, the team may complete a BIP Review to determine next steps. Additional information regarding how to review and amend a BIP are included in this document.



Draft FBA and BIP Update

Teams will now be able to have a draft BIP open at the same time they have a draft FBA open. When a draft BIP is initiated at the same time as the draft FBA, information will continuously be pulled into the BIP from the FBA as it is entered or modified. Additional training information, including how to navigate through these changes will be provided in the FBA and BIP sections. The image below displays what the PLAAFP page will look like when a team has chosen to create a draft FBA and a draft BIP simultaneously.

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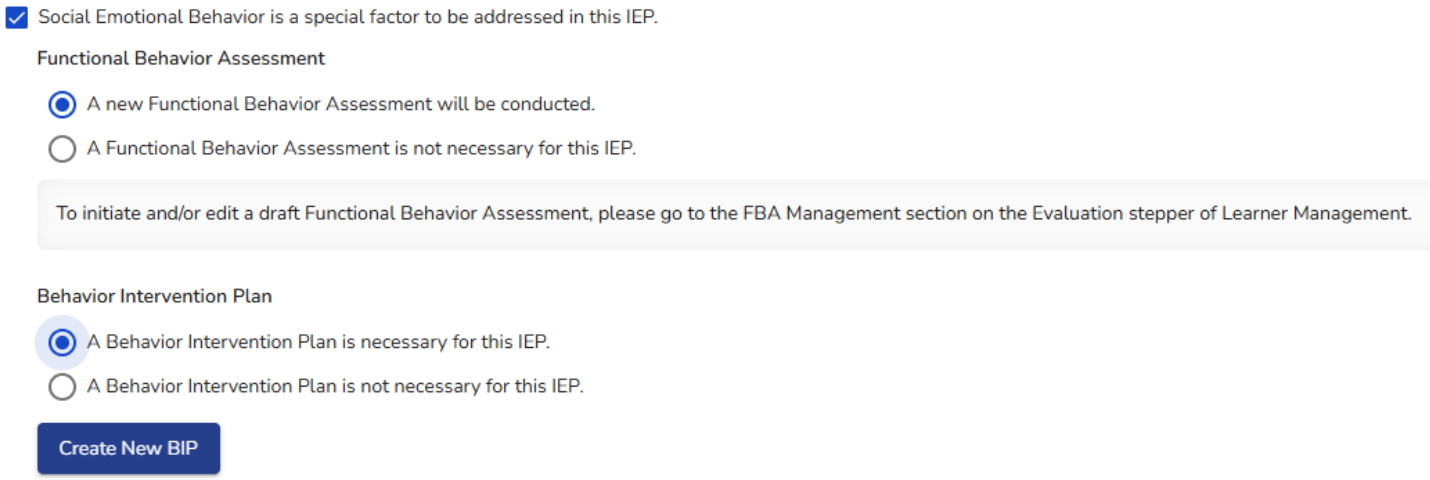
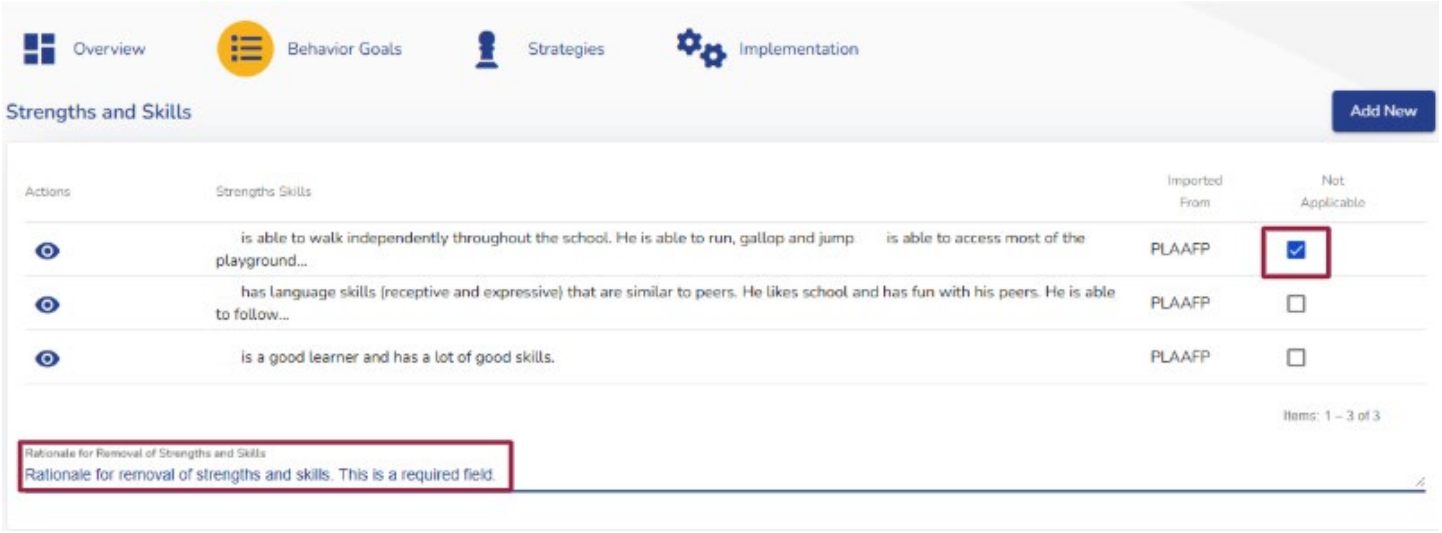


Additionally, it is important to note that the BIP view screens will automatically contain information from the most recently finalized FBA or the draft FBA. Teams will have the opportunity to either keep or remove this information, described in upcoming sections of this document. As teams are editing a draft FBA, those changes are automatically reflected on the BIP view screens, so it will be important for teams to be aware that those changes are happening simultaneously when both the draft FBA and draft BIP are open at the same time. If the BIP is finalized, but a new FBA is started, the information on the BIP view screens will be updated according to information from the draft FBA, but it will not impact the current/active finalized BIP document (PDF document).

Marking Items as “Not Applicable”

Information will automatically populate from the FBA into the BIP.

- The team can select to mark these items as “Not Applicable.”
  - Identify which item(s) are not applicable
  - Select the “Not Applicable” checkbox next to the corresponding item
- A rationale will be required in order to remove the information from the BIP

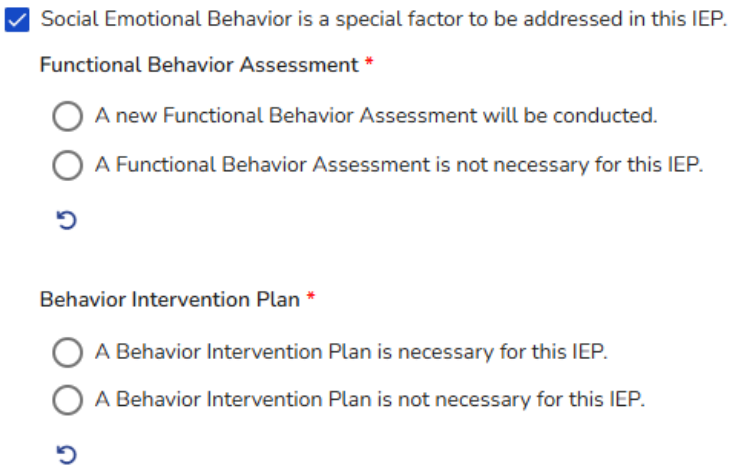


Changes to the PLAAFP Display

When a new IEP is created and “*Social Emotional Behavior is a Special Factor to be addressed in this IEP*” is selected in the PLAAFP, the following options are displayed related to FBA and BIP.

If the learner **does not** currently have an FBA:

- Two options will be available for the team to choose from.
  - *A new Functional Behavior Assessment will be conducted.*
  - *A Functional Behavior Assessment is not necessary for this IEP.*
- Selecting either of the options will allow the team to indicate whether or not a Behavior Intervention Plan is necessary for this IEP.



If the learner **does** have an FBA finalized in ACHIEVE, three options will be available for the team to choose from:

- *The learner has a finalized Functional Behavior Assessment that will be considered for development of this IEP.*
- *A new Functional Behavior Assessment will be conducted.*
- *A Functional Behavior Assessment is not necessary for this IEP.*

If the team selects the option that "*The learner has a finalized Functional Behavior Assessment that will be considered for the development of this IEP*":

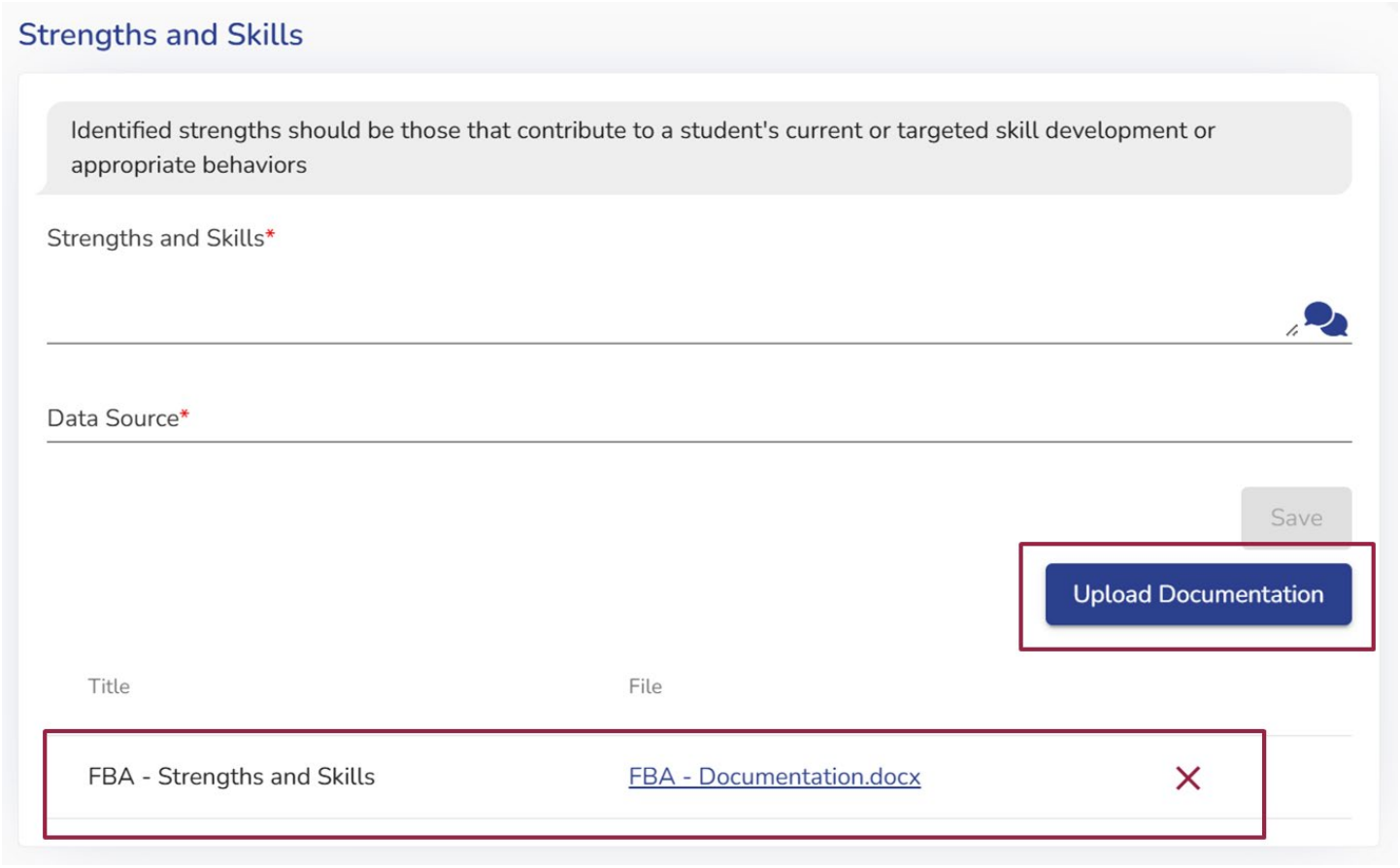
- The draft Behavior Intervention Plan will begin pulling information from the most recently finalized FBA.

If the team selects the option that "*A new Functional Behavior Assessment will be conducted*":

- The draft Behavior Intervention Plan will begin pulling information from the draft FBA.

Uploading Documentation

The button labeled "Upload Evidence" has been renamed to "Upload Documentation" throughout ACHIEVE. When documentation from the FBA is added, this button will now generate the prefix "FBA" plus the name given to the documentation (e.g., FBA -Preference Inventory) and this documentation will be housed both within the FBA as well as the Documentation stepper. There will be a hyperlink for the user to have quick access to the uploaded FBA documentation. Teams will want to be sure that the documentation they are uploading is relevant and applicable, as once a file has been uploaded documentation cannot be removed.



Updates to the Functional Behavior Assessment

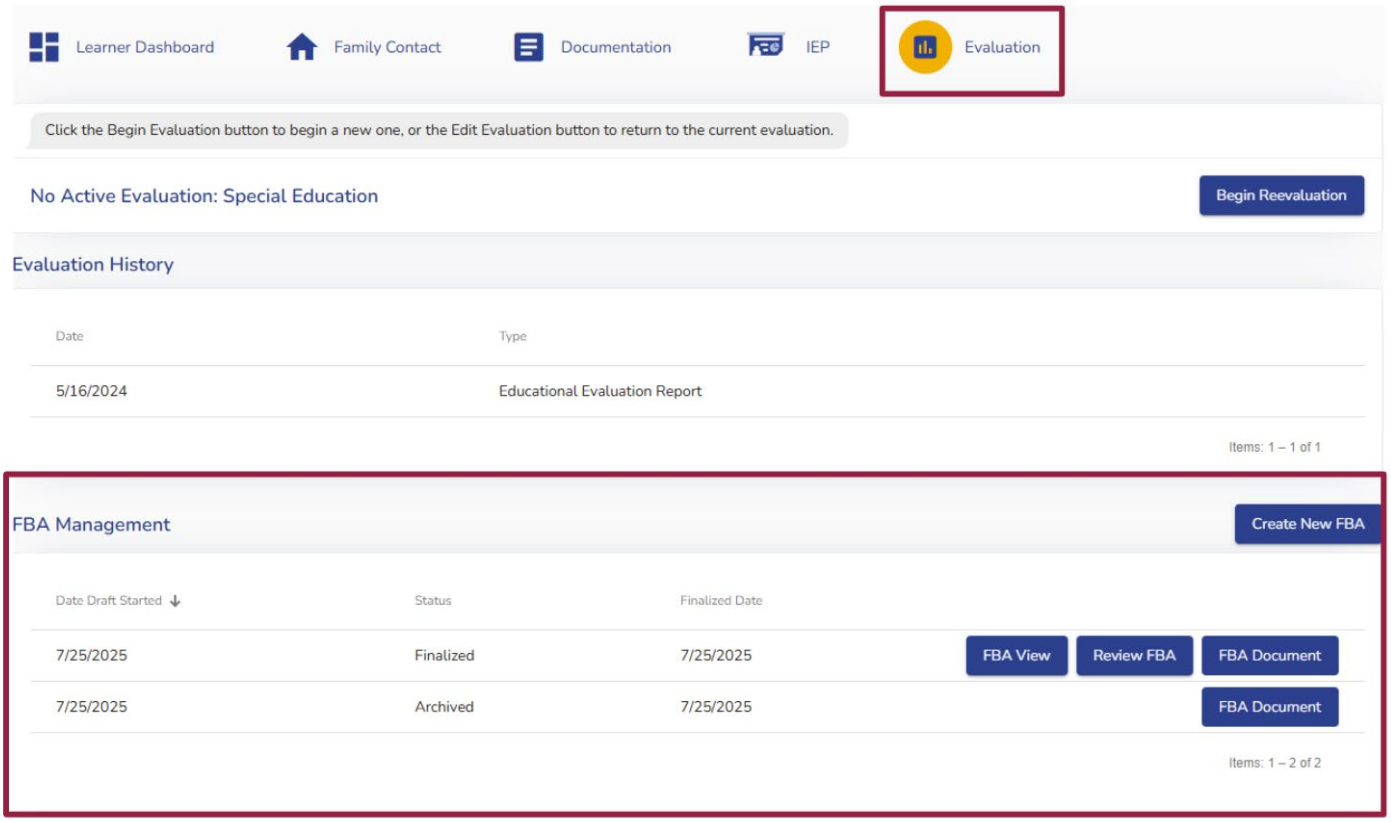
New FBA Management Section

In order to navigate to the new FBA Management section, the team will need to:

1. Go to the learner's dashboard
2. Select the "*Evaluation*" stepper
3. Scroll to the "*FBA Management*" section

The *FBA Management* section will display a paginated table of all FBAs that have been completed for the learner, with sortable columns that will allow the team to sort by:

1. *Date Draft Started*, which will display the date that the FBA was created on
2. *Status*, which will display the current status of the FBA. These statuses will include:
    a. *Draft* - denoting that an FBA is being drafted
    b. *Finalized* - this status will appear for the most recently finalized FBA
    c. *Archived* - this status will appear for all other FBAs that were finalized that are not the most recent FBA
3. *Finalized Date*, which will populate the date that each FBA was finalized.



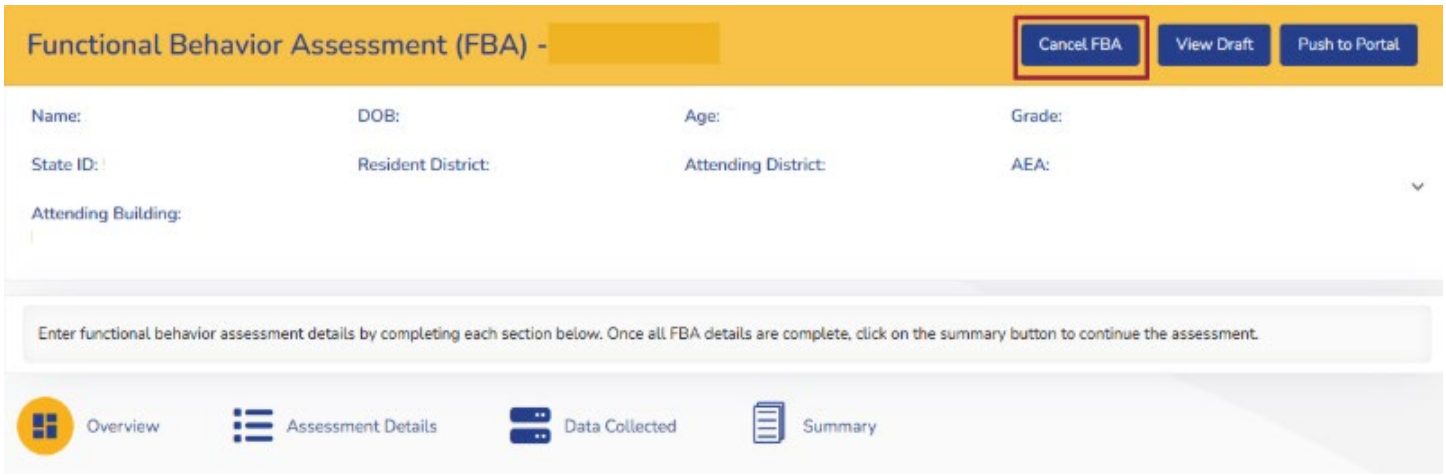
The team should note that, if the table is empty as a result of no previous FBA having been completed in the ACHIEVE system, the display text will read, "*No results*."

Regardless of which option is selected in the Functional Behavior Assessment section in the PLAAFP (as described in the "Changes to the PLAAFP" section above), no buttons will be displayed on the PLAAFP page for the FBA. The team will need to navigate to the FBA Management Section in the "Evaluation" stepper of the "*Learner Management*" page to take actions related to the FBA.

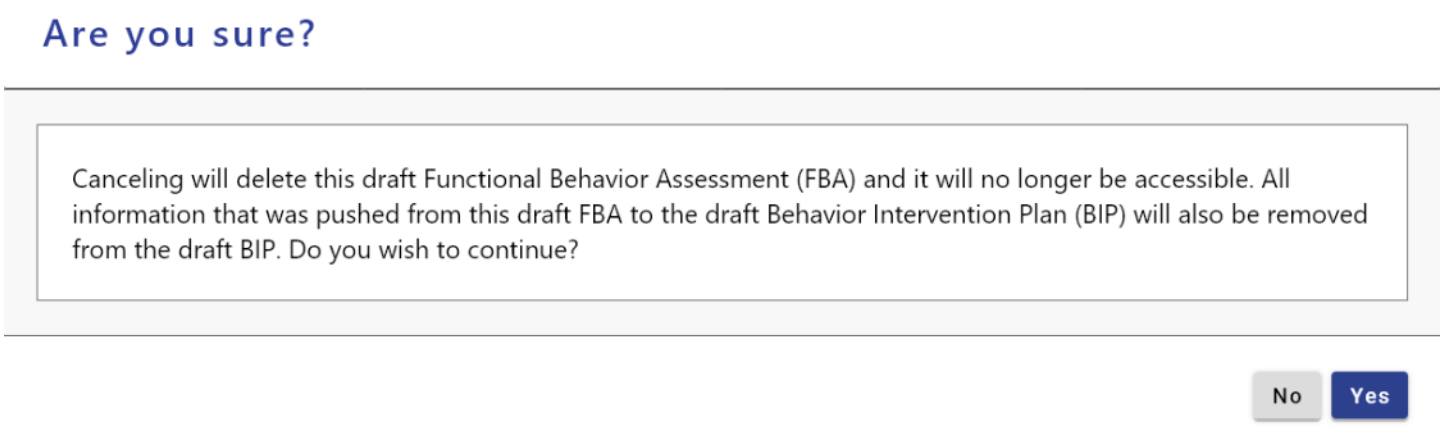
Once the team has navigated to the "Evaluation" stepper, a new blue button will appear titled, "*Create New FBA*." This button is enabled only when there is no FBA currently being drafted and disabled when there is an FBA being drafted to prevent multiple draft FBAs being open at the same time.

Canceling a Draft FBA

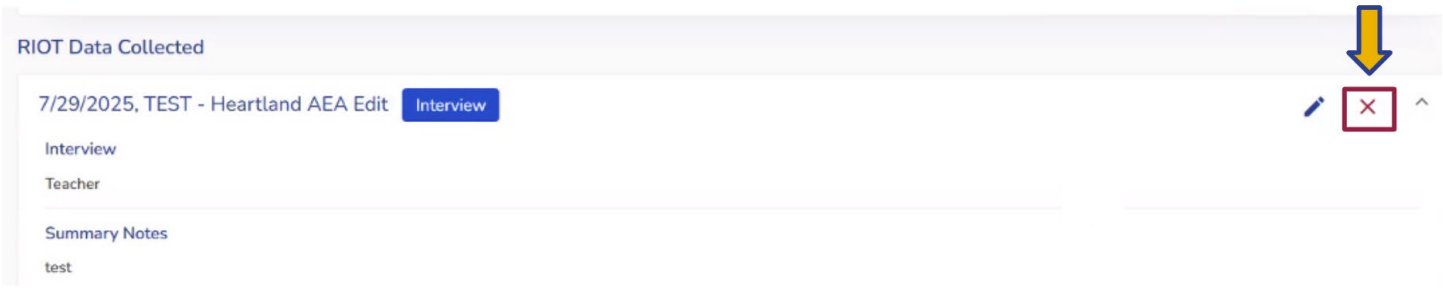
If a team needs to cancel a draft FBA for any reason, a new "*Cancel FBA*" button is now available at the top of the page, to the left of the "*View Draft*" button. Before clicking "*Cancel FBA*," the team should be certain about their decision. Any information entered into the FBA, including details already transferred to the Behavior Intervention Plan, will be permanently lost and cannot be recovered.



If a team member chooses to cancel a draft FBA, a warning message will be displayed asking "*Are you sure?*" and informing the team that the draft FBA will no longer be accessible and that all information pushed from the draft FBA to the draft BIP will also be removed.



If the team decides to cancel a draft FBA after uploading documentation using the “Upload Documentation” button, they should ensure the documents are deleted by clicking the red “X” icon, as shown in the screenshot below. If the documentation is not removed using this icon before confirming the deletion of the draft FBA, the files will remain visible on the Documentation stepper of the IEP.



Data Collected Stepper

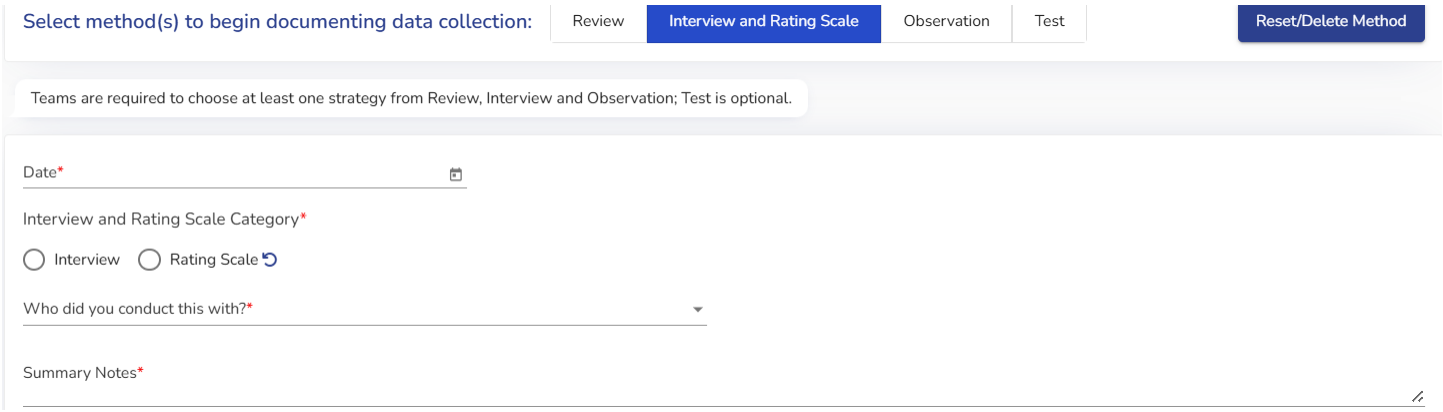
The “*Data Collected*” stepper has been reorganized, and includes the following sections:

- *Tagged RIOT* Areas (cards change to yellow when corresponding RIOT areas are completed).
- *Select method(s) to begin documenting data collected:*
  - *Lagging Skills*, a new required section
  - *Antecedents and Consequences Data (ABC Data)* -formerly included on the “Summary of Data Collected” card
  - *Additional Data Collected* -formerly included on the “Summary of Data Collected” card

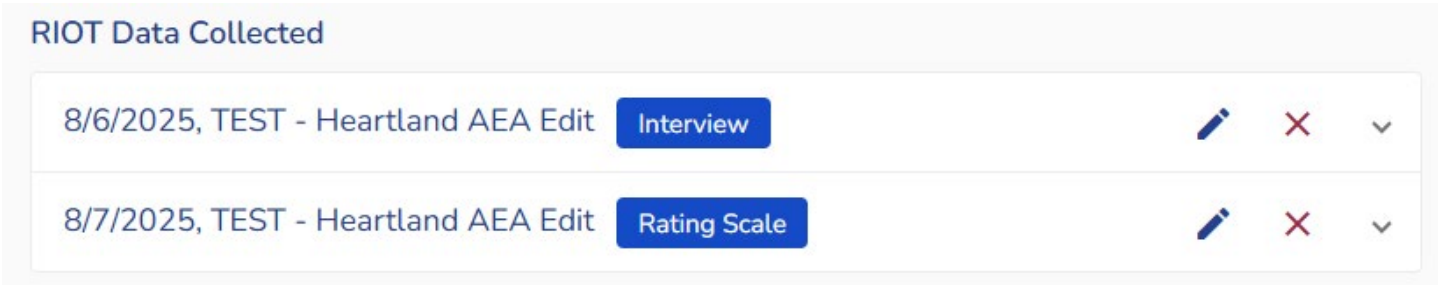
RIOT Data Collected: Interview and Rating Scale

Updates have been made to the *Interview and Rating Scale* method for *RIOT Data Collected*. Now, users will need to select the “*Interview and Rating Scale Category*” of either: *Interview or Rating Scale*, and complete the corresponding required fields.

Draft FBA -



Once information is entered, the specific method selected will be reflected on the accordion label in the *RIOT Data Collected* section.

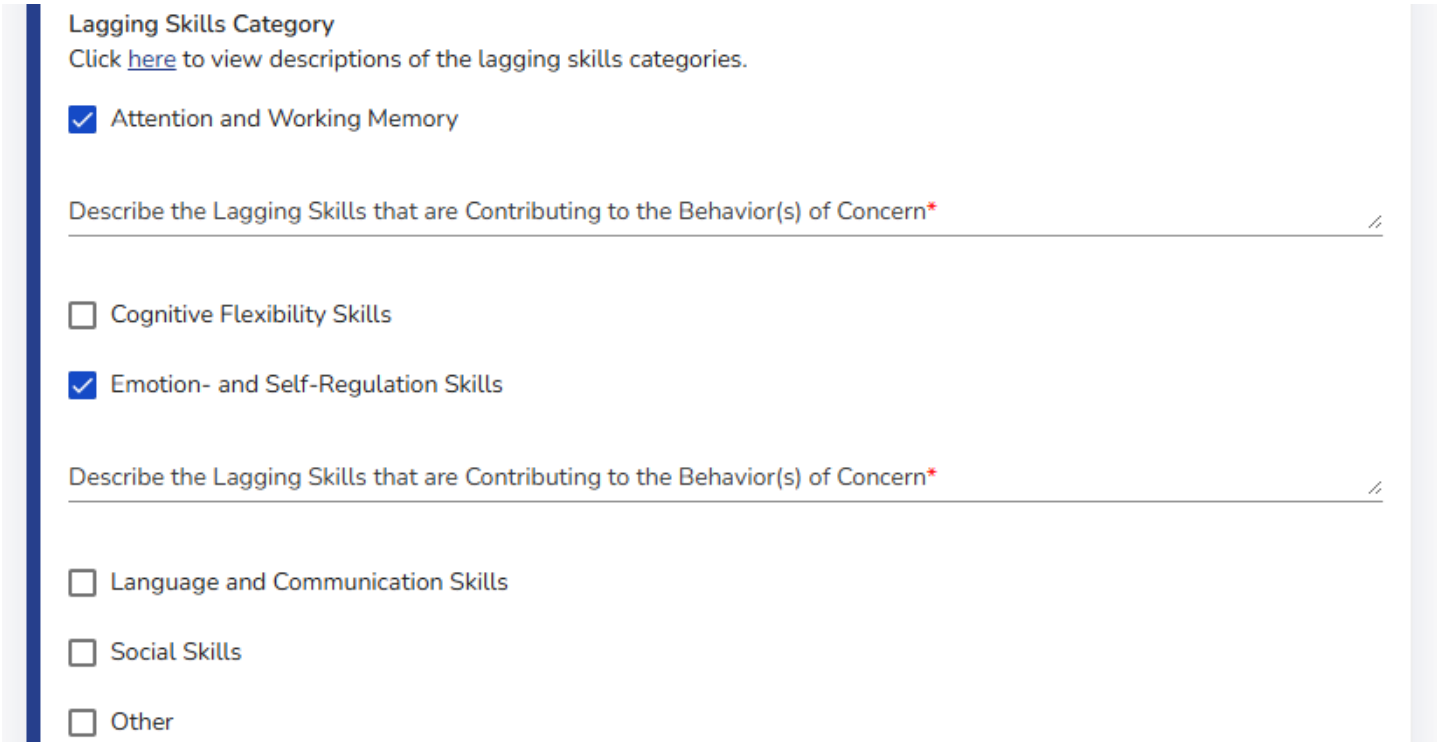


Lagging Skills

Lagging Skills is a new section added to the Data Collected stepper. "Lagging skills" refer to underdeveloped abilities in areas like receptive and expressive language/communication, social skills, or executive function (e.g. emotion regulation, cognitive flexibility, working memory, organization, planning, problem solving, etc.), which can significantly contribute to students exhibiting challenging behaviors. When these skills are not fully developed, it can lead to difficulties managing responses and interactions in various situations.

The lagging skills category in the FBA has a blue hyperlink, titled “here,” that will allow the user to view descriptions of the lagging skills categories in order to help support selecting the corresponding category within ACHIEVE.

When conducting a Functional Behavior Assessment, the team should consider which skill area(s) the learner is exhibiting delays in and how these specific deficits may be contributing to the challenging behavior. It is important for the team to provide detailed information about the lagging skills and their potential impact on behavior, as this insight will be valuable to the IEP team when developing the Behavior Intervention Plan.



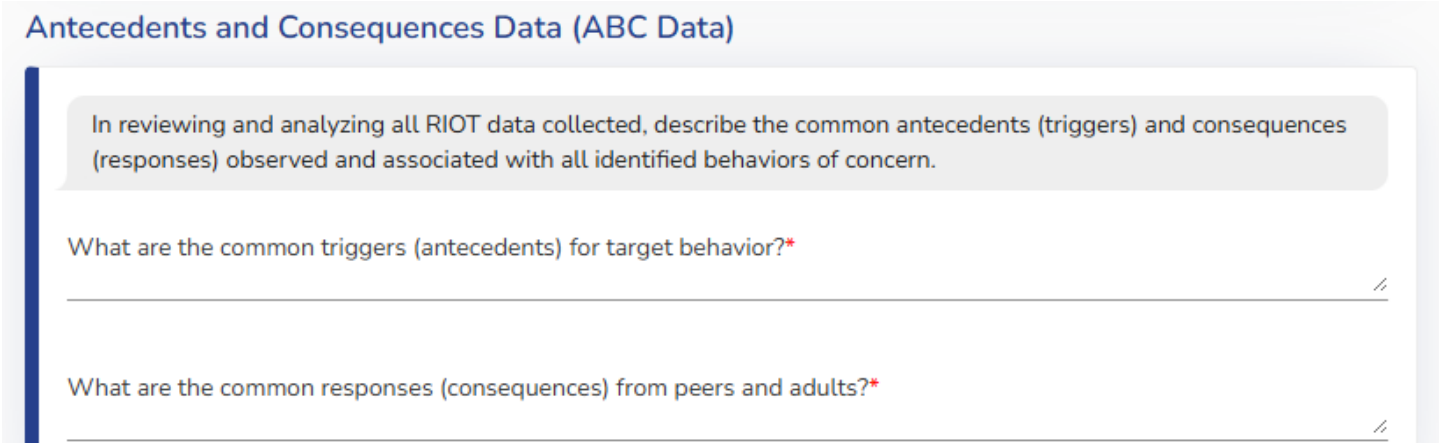
Because lagging skills is a new required component of the FBA, after the updates to the ACHIEVE system, all draft FBAs will have an IDR item for lagging skills if one is not selected during the FBA writing process.

Antecedents and Consequences Data (ABC Data)

Antecedents and Consequences Data (ABC Data) has been split from the previous *"Summary of Data Collected"* card.

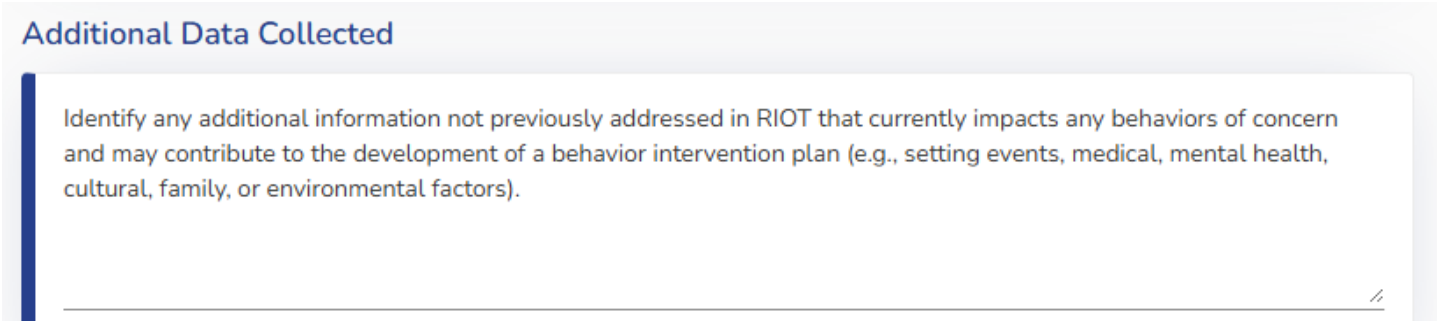
Within the Antecedents and Consequences Data (ABC Data) card, two text fields are required fields that need to be completed:

- *What are the common triggers (antecedents) for target behavior?*
- *What are the common responses (consequences) from peers and adults?*



Additional Data Collected

The next section, titled "Additional Data Collected" is accompanied by the helper text, "Identify any additional information not previously addressed in RIOT that currently impacts any behaviors of concern that may contribute to the development of a behavior intervention plan (e.g., setting events, medical, mental health, cultural, family, or environmental factors)." This is where relevant information regarding how ecological and/or environmental variables may be contributing to the behavior of concern as well as possible intervention ideas.

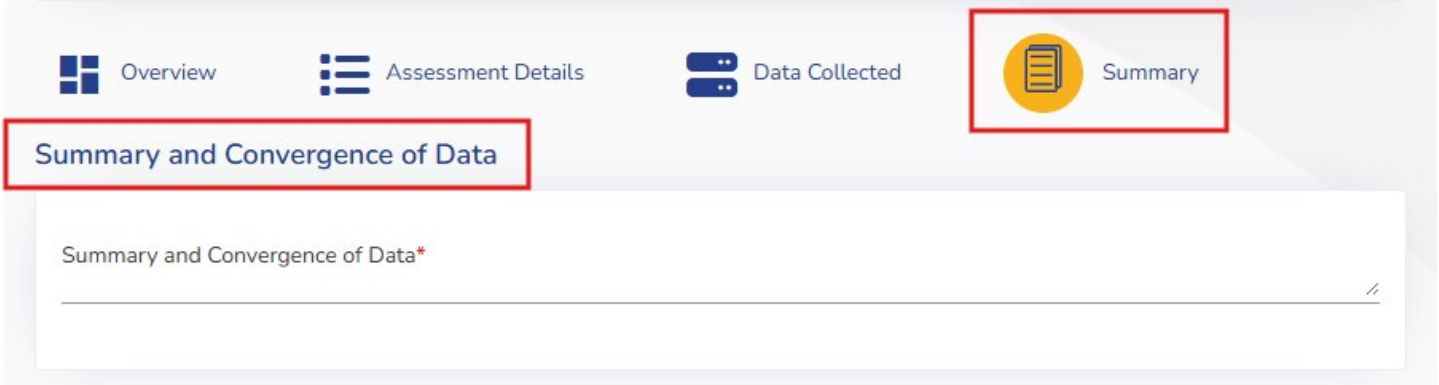


Summary Stepper

The Summary stepper is the final stepper within the FBA section of the IEP. The hypothesis statement is still housed within the Summary stepper and has the same functionality as before, but there are two new sections that have been added:

- *Summary and Convergence of Data*
- *Recommendations*

The *Summary and Convergence of Data* section is a mandatory field with an expandable text box. The purpose of summarizing and converging the data is to provide the team the opportunity to summarize all the data collected for the FBA and describe general observations beyond specific instances of challenging behavior, allowing for broader insights and conclusions. This process is essential in helping identify key information that addresses why a learner is engaging in the behavior of concern. Understanding the purpose, or function, of the behavior will help guide the team in selecting the most appropriate intervention.

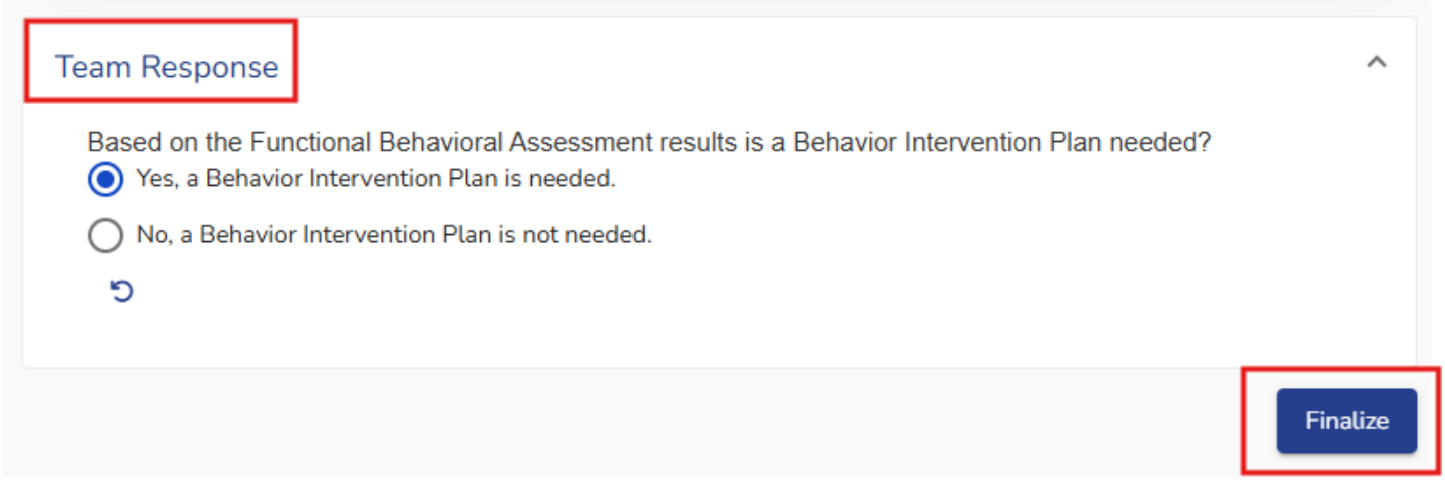


A new *Recommendations* section allows the FBA team to outline clear, concrete guidance on how to develop and implement a BIP, if one is required. These recommendations should be explicitly connected to the BIP and IEP goals, and may include prevention strategies as well as suggestions for functionally-equivalent replacement behaviors.

Finalizing the FBA

Before the FBA can be finalized, an *Incomplete Data Report (IDR)* will reflect which items, if any, need to be completed before the FBA can be finalized. This has the same functionality as before.

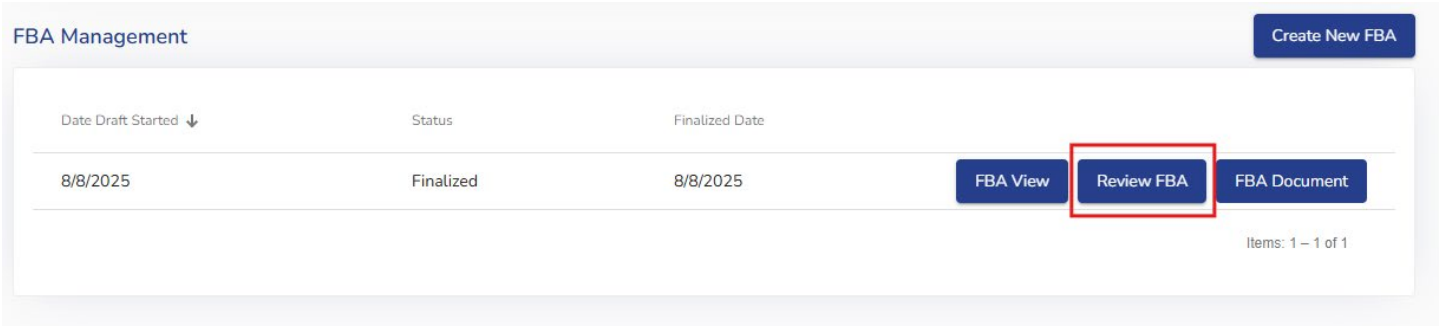
Once all of the IDR items have been completed, the team will need to indicate whether, based on the results of the Functional Behavior Assessment, a Behavior Intervention Plan is required by selecting the corresponding button from the two options shown.



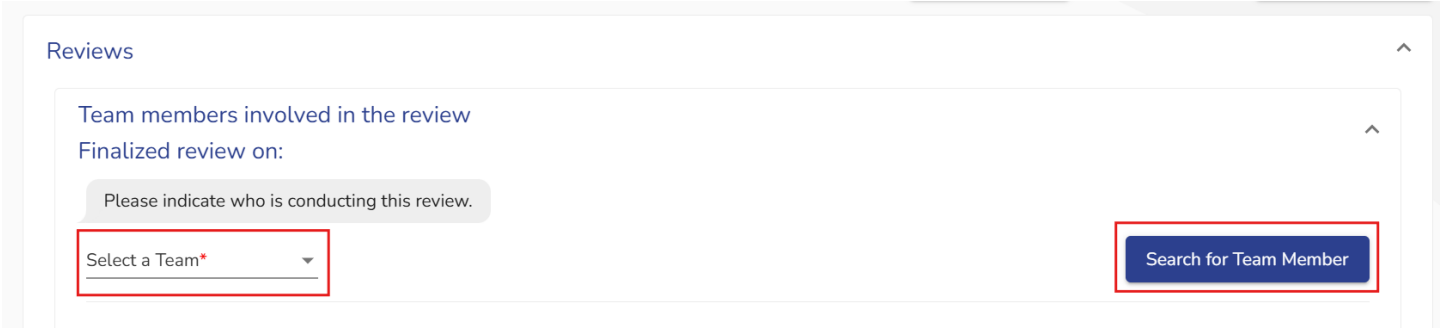
The team may then choose to finalize the FBA by clicking on the blue "*Finalize*" button. The team may choose not to finalize the FBA at this time; however, before the Behavior Intervention Plan and/or IEP can be finalized, the FBA must be finalized. If the FBA is not finalized prior to the BIP/IEP being finalized, an IDR will notify the team that the FBA **must** be finalized before the IEP (and BIP) can be finalized.

Reviewing a Finalized FBA

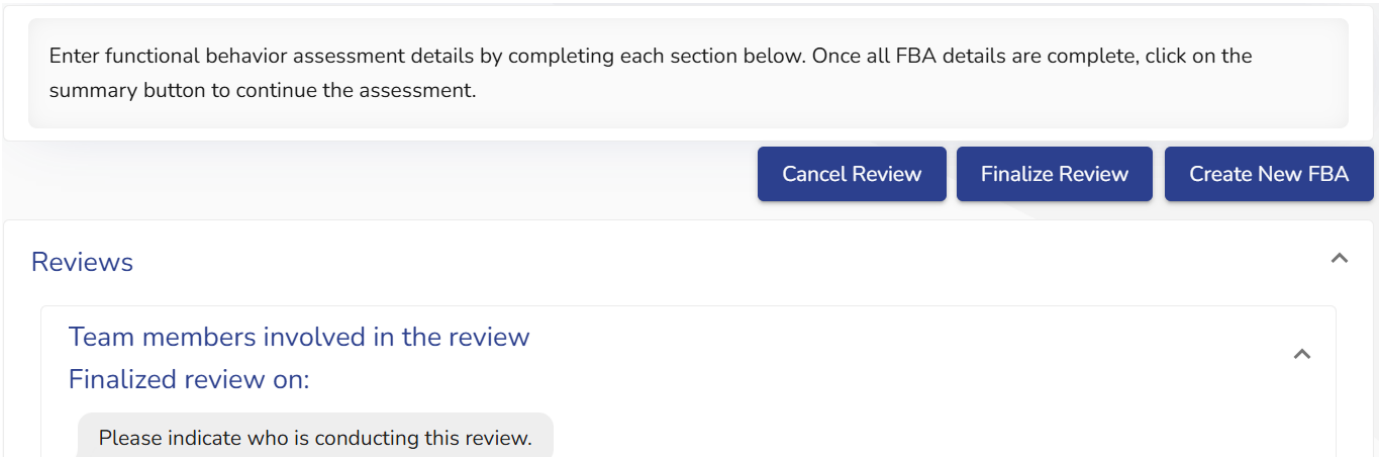
To perform an FBA review, the team will navigate to the "*Evaluation*" stepper on the Learner Management page. Once on the *Evaluation* stepper, the team will select the "*Review FBA*" button to review the most recently finalized FBA.



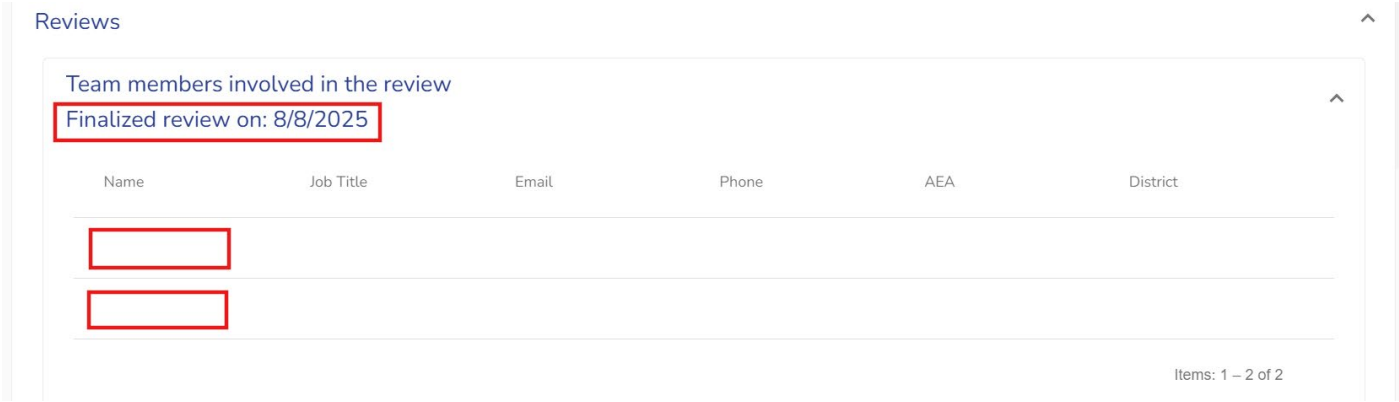
Once selected, you will be directed to an *FBA View* page with a new section/card at the top labeled "*Reviews.*" Once on the "*Reviews*" page, the user will need to expand the Reviews accordion and indicate who was involved in the *FBA Review* by either selecting a team or searching for team members.



Additional sections/accordions for the FBA found below the *Reviews* accordion can be expanded to allow the review team to review all information related to that FBA. After the team members have been selected, new blue buttons will appear above the "*Reviews*" section labeled, "*Cancel Review,*" "*Finalize Review,*" and "*Create New FBA.*" If a team chooses to Create a New FBA, the team will want to finalize the review first, then select *Create New FBA*.



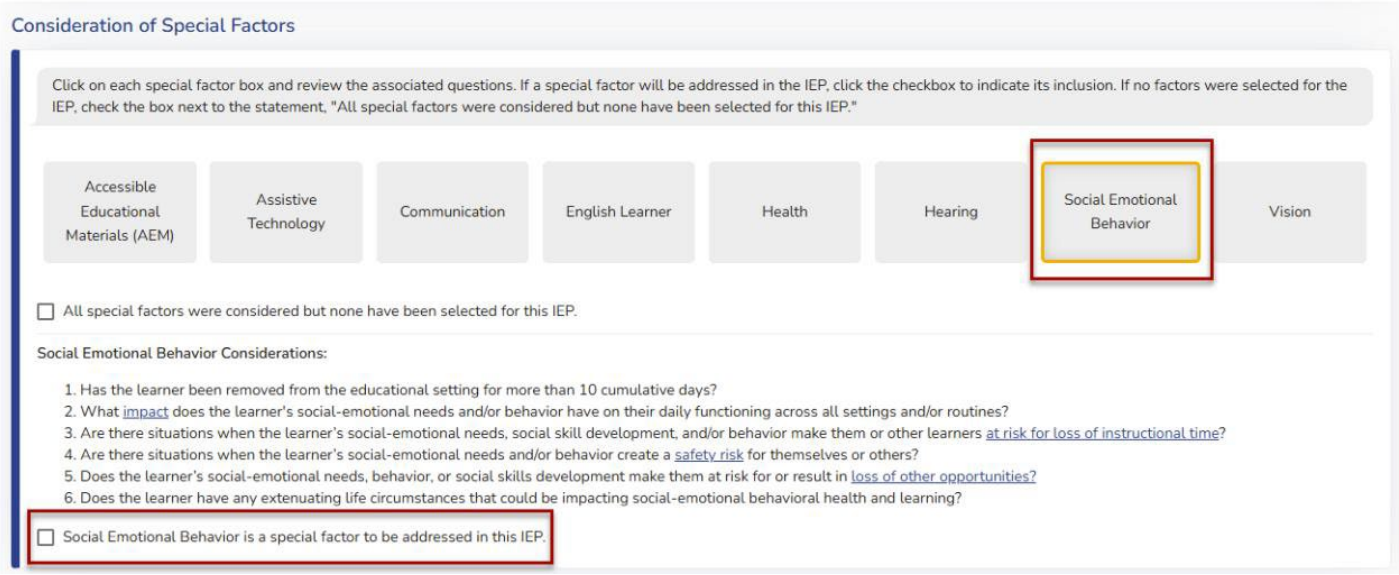
After the team has checked "Finalize Review," under the "Reviews" section, a drop-down menu will appear that, when selected, will display the date the review was finalized on as well as the names of the team members who were involved in the review. The names of the team members involved in this review have been covered with a text box for privacy purposes; however, the red outline shows where the names of the team members will be displayed.



Updates to the Behavior Intervention Plan

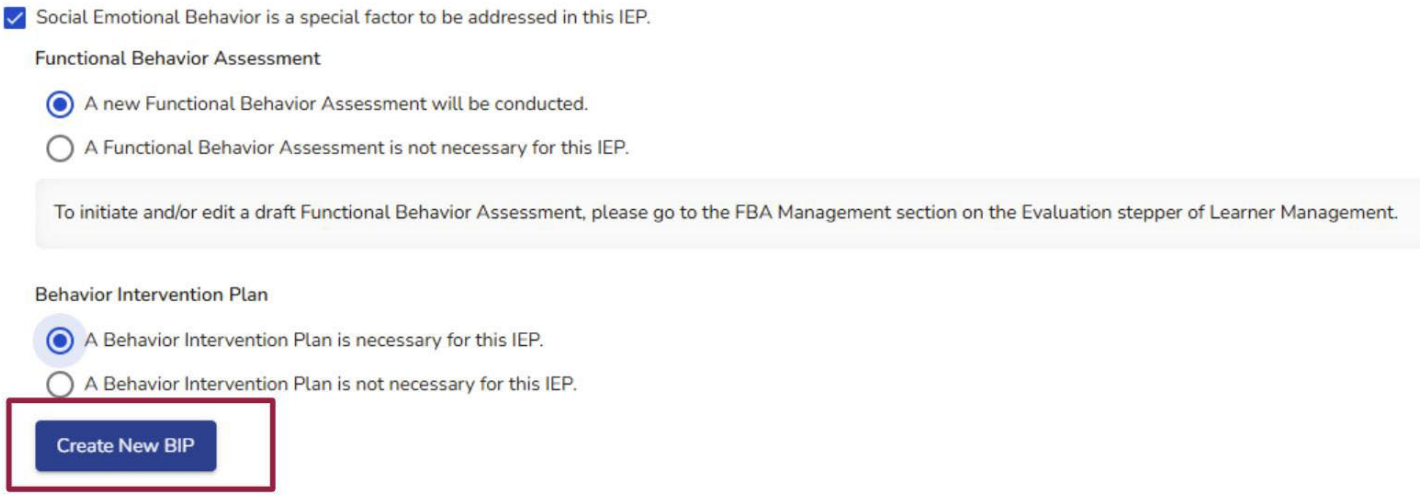
Starting a BIP

The functionality for starting a Behavior Intervention Plan (BIP) is the same as it has been since the launch of ACHIEVE. The team will navigate to the PLAAFP stepper and select *"Consideration of Special Factors,"* then select *"Social Emotional Behavior."* This will populate a checkbox that states, *"Social Emotional Behavior is a special factor to be addressed in this IEP."*

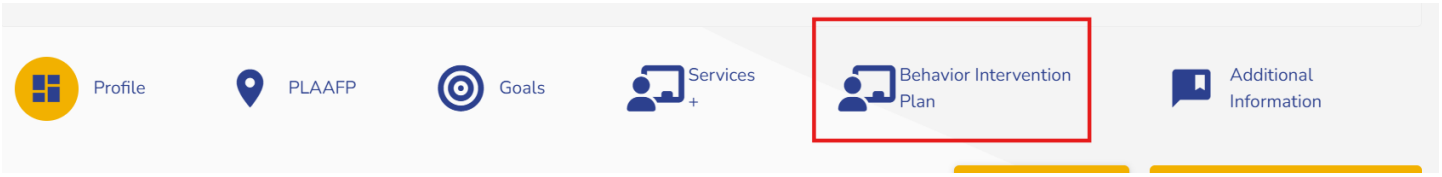


Creating a New BIP

Once this box is checked, two radio buttons will appear for the user to select whether or not a BIP is required for the IEP, and upon selecting *"A Behavior Intervention Plan is necessary for this IEP,"* the blue *"Create New BIP"* button will appear. Clicking on the *"Create New BIP"* button will then open/create a new Behavior Intervention Plan stepper in the IEP.

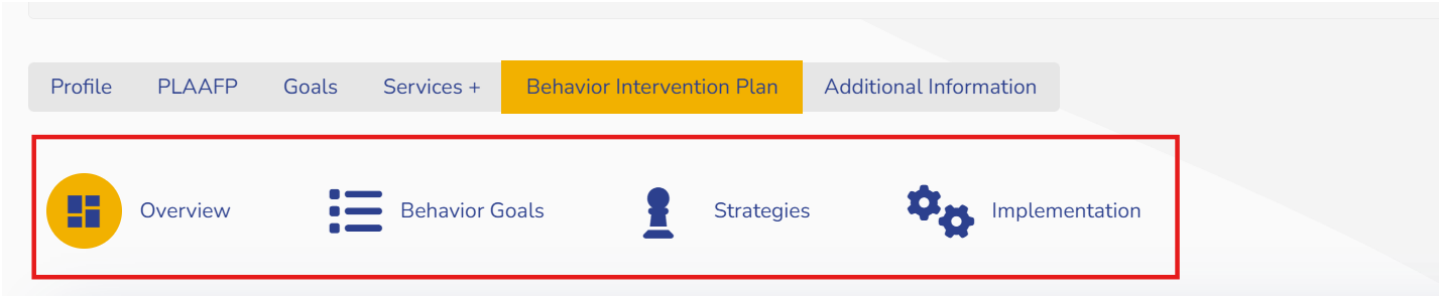


The new BIP Stepper will appear after the “Services” stepper and before the “Additional Information” stepper in the IEP, as shown below.



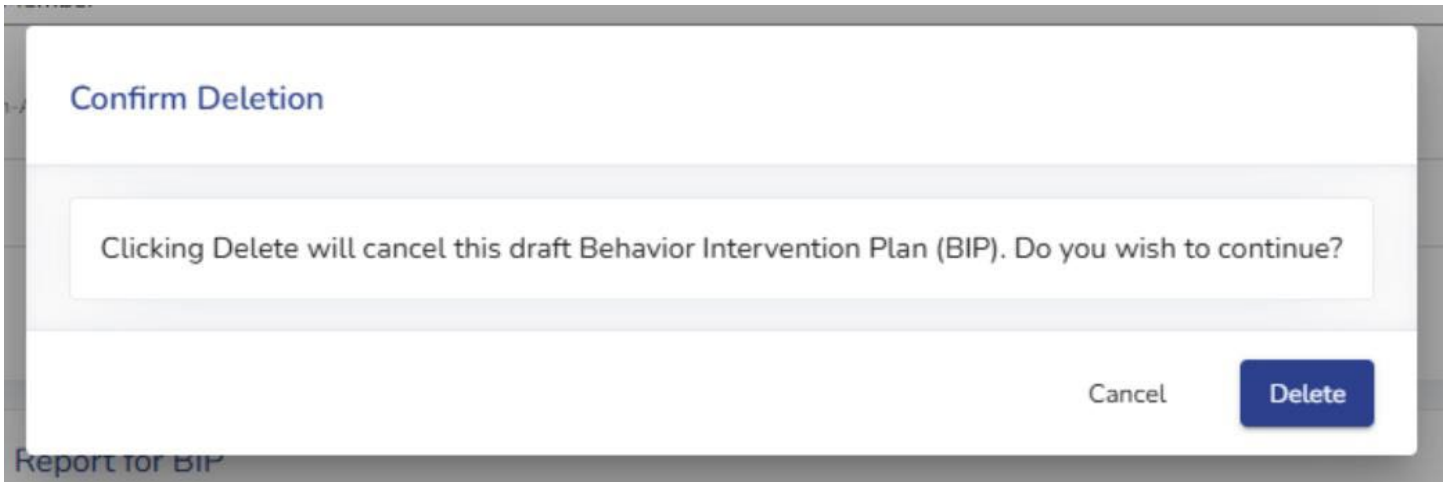
Once a BIP is associated with an IEP, either through a new IEP or through the amendment process, the team will no longer be able to take any actions related to the BIP from the PLAAFP section. Instead, the team will need to navigate to the Behavior Intervention Plan stepper to take any actions. When this occurs, the user will receive helper text which states *“A Behavior Intervention Plan has been initiated for this IEP. Any actions related to the Behavior Intervention Plan will be done on the Behavior Intervention Plan stepper,”* reminding the user to navigate to the BIP stepper.

While drafting the Behavior Intervention Plan, either during a draft IEP or when creating a new BIP during an IEP amendment, when the user clicks to navigate to the Behavior Intervention Plan stepper, the Behavior Intervention Plan substeppers will be displayed.



Canceling a Draft BIP

When a BIP is in either draft or amendment status it can be deleted by selecting the *“Cancel BIP”* button. Selecting the *“Cancel BIP”* button will generate a warning message, telling the user that, *“Clicking delete will cancel this draft Behavior Intervention Plan (BIP). Do you wish to continue?”* Selecting *“Delete”* will delete all information that has been completed in the BIP section of the IEP. Once this selection is made, the information that was deleted will be inaccessible to the user.

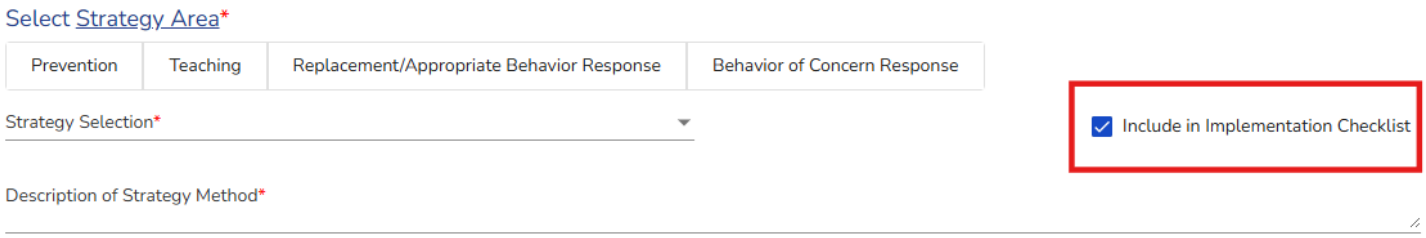


Strategies

There are several changes in the strategies section of the BIP.

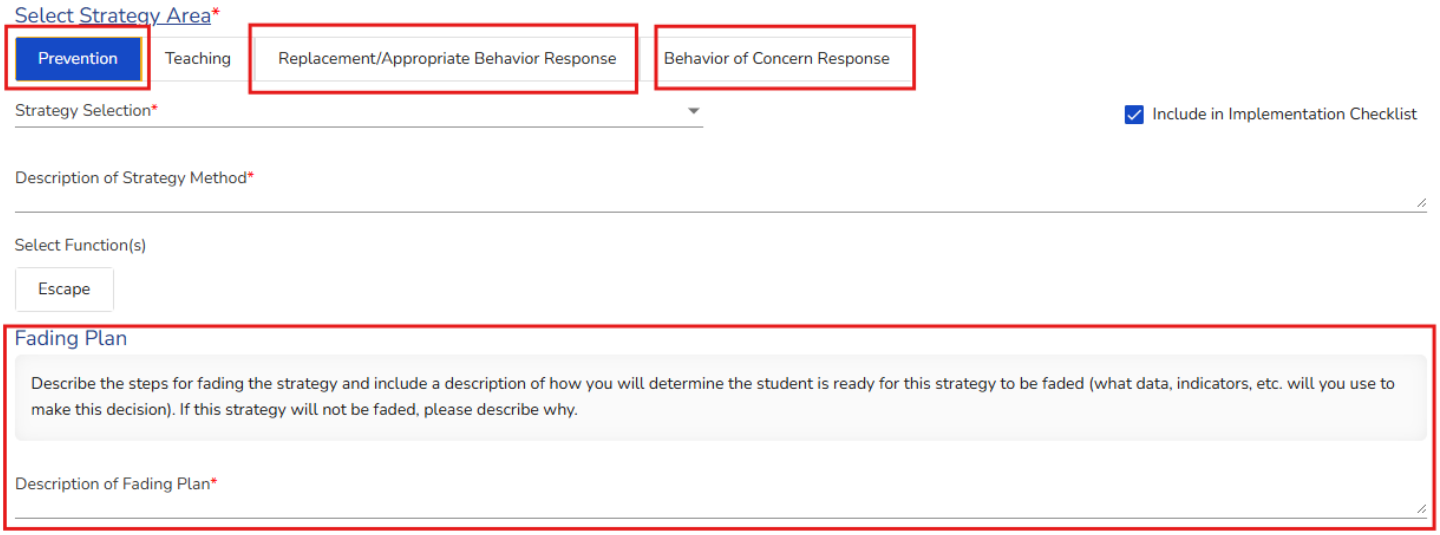
Implementation Checklist

The new default setting for the Implementation Checklist is for all strategies to automatically populate into the checklist. If the team agrees that they do not want a strategy included in the checklist, the box next to *"Include in Implementation Checklist"* can be unchecked to remove the identified strategy.



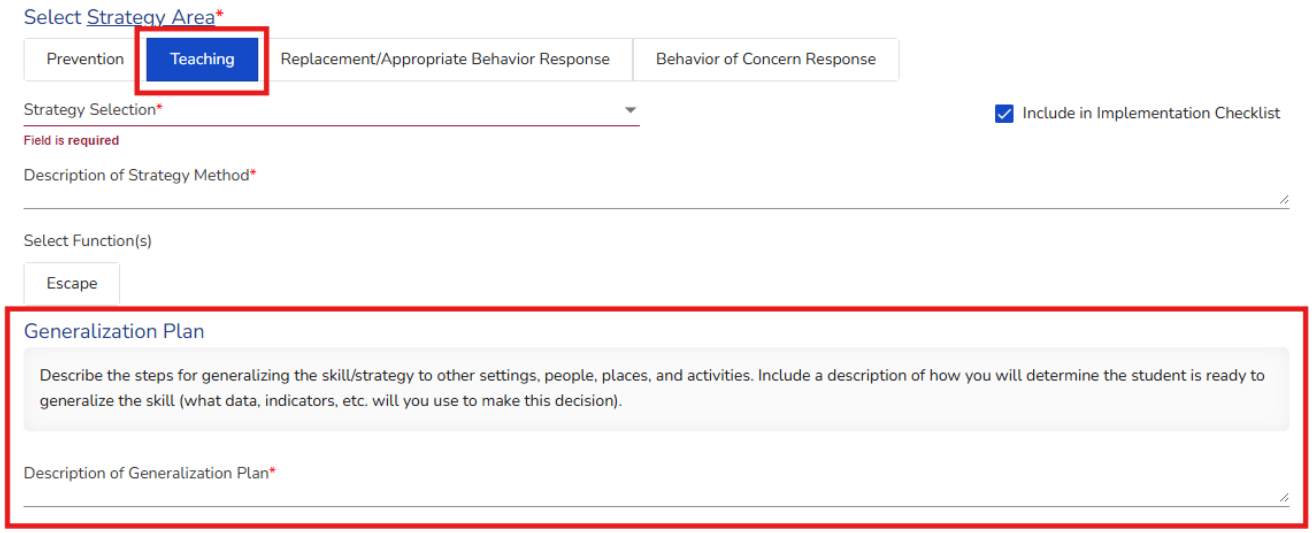
Fading Plan

The fading plan, as it previously functioned, has been removed. Now, when adding a *Prevention, Replacement/Appropriate Behavior Response*, or *Behavior of Concern Response*, the user must add a *Fading Plan* when each of these strategies is included. The user will be prompted to provide a description of the Fading Plan, with helper text above that states, *"Describe the steps for fading the strategy and include a description of how you will determine the student is ready for this strategy to be faded (what data, indicators, etc. will you use to make this decision). If this strategy will not be faded, please describe why."* This will allow the user to indicate, with a rationale, why they may decide not to fade a support at that time. This is a required field and will be denoted with a red asterisk.



Generalization Plan

Similarly, the *Generalization Plan* has been moved to an embedded question within the *Teaching Strategy* selection section, with the generalization questions only becoming available for the *Teaching Strategy* selection. The user will be prompted to provide a description of the *Generalization Plan*, with helper text above that states, *"Describe the steps for generalizing the skill/strategy to other settings, people, places, and activities, as well as a description of how the user will determine that the student is ready to generalize the skill (what data, indicators, etc. will you use to make this decision)."* This is a required field and will be denoted with a red asterisk.



Lagging Skills

The new *Lagging Skills* section has been added to the BIP as well. If the learner has an FBA, any lagging skills identified in the FBA will be pushed to the BIP. Users will have the option to mark the lagging skills from the FBA as not applicable if they are no longer a concern. Additionally, users can add new lagging skills that they would like to address in the BIP. Users will need to indicate how each lagging skill will be addressed. Multiple boxes may be checked if the team decides to address/teach the lagging skill in multiple ways.

In the example shown below, the team has decided to address the learner's lagging skill area of *"Emotion- and Self-Regulation Skills"* through an IEP Goal, a *Teaching Strategy*, and a *Replacement/Appropriate Behavior Response* strategy. The team will describe in the expandable text box how each of the selected items will help support the acquisition of the lagging skill.

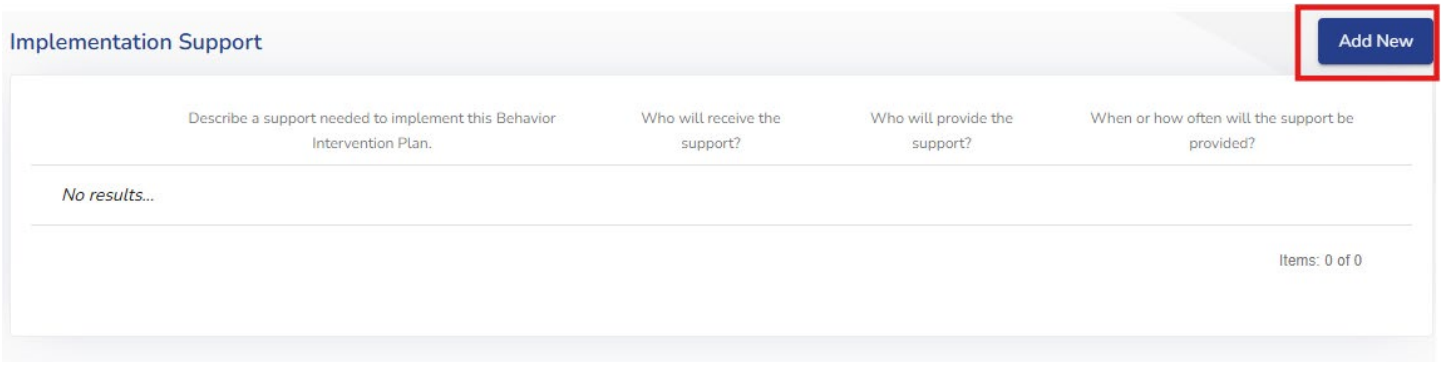
Implementation Support

The *Implementation Support* card in the *Implementation* stepper has been updated to more accurately identify the type of support needed, the frequency of the support provided, and the team member responsible for providing support.

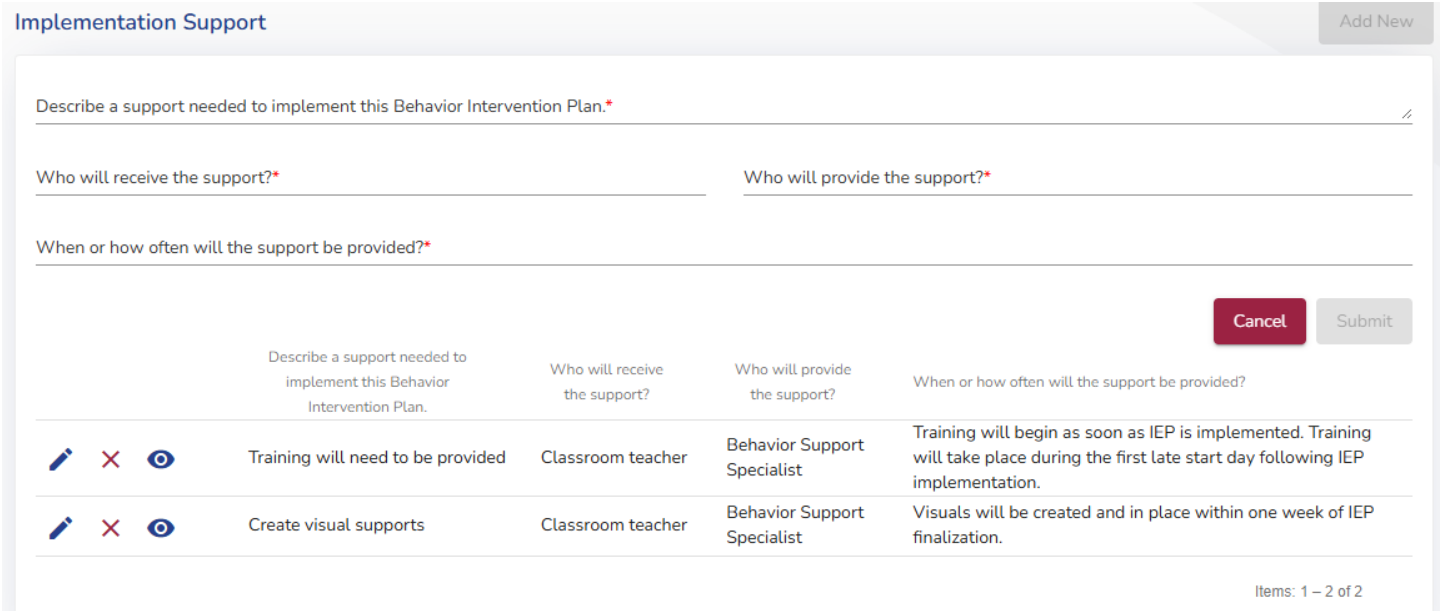
There are now four questions on the *Implementation Support* card:

1. *Describe the support needed to implement this Behavior Intervention Plan.*
2. *Who will receive the support?*
3. *Who will provide the support?*
4. *When or how often will the support be provided?*

The user will need to select the Add New button to add implementation support information for each type of support needed.



Once the user selects *Add New*, they must add information for each of the four questions as denoted with a red asterisk. Each implementation support added will show in a table below which can be viewed, edited, and deleted as needed.



Reintegration Plan

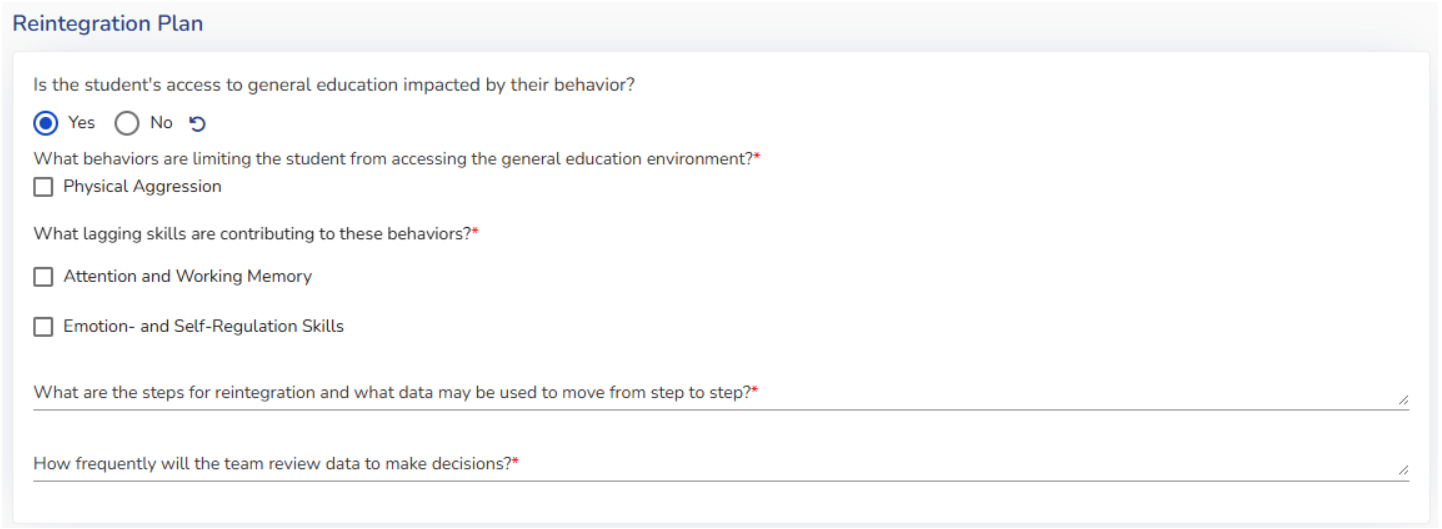
The *Reintegration Plan* has been modified slightly within the BIP. Now, a required field marked with a red asterisk, will prompt the user to answer either “yes” or “no” to the question: *“Is the student’s access to general education impacted by their behavior?”*

If the student is being removed per any part of their Behavior Intervention Plan OR during behavior services such as SDI, the user should mark yes and a reintegration plan should be created and implemented. This is to assure that the team is reviewing the least restrictive environment for a student on a regular basis and the student is not being removed for discipline reasons.

If the user responds “no,” then no additional questions are asked, and no further steps are required.

If the user responds “yes,” then four additional required questions will populate:

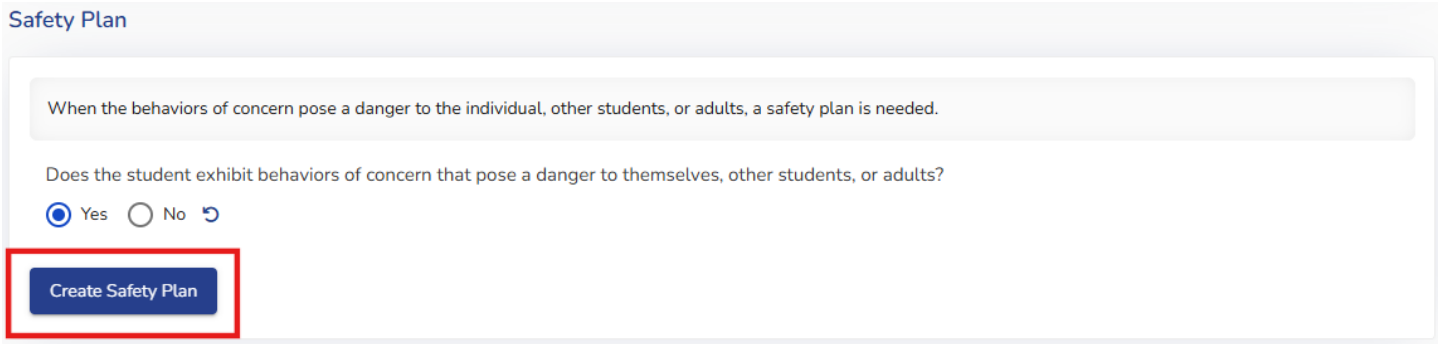
1. *What behaviors are limiting the student from accessing the general education environment?*
   All Behaviors of Concern listed in the FBA/BIP will automatically populate, and multiple behaviors can be selected from the list.
2. *What lagging skills are contributing to these behaviors?*
   This will pull over the chosen categories from the Lagging Skills section of the BIP, and the team will choose the categories that apply. The team will then describe the specific lagging skill in a text box, and address how that specific skill is contributing to the target behavior(s).
3. *What are the steps for reintegration and what data may be used to move from step to step?*
   In this section the team will develop a plan to increase the learner’s time in the general education environment including what data to include to make informed decisions.
4. *How frequently will the team review data to make decisions?*



Safety Plan

The Safety Plan prompt has been updated to state, *"When the behaviors of concern pose a danger to the individual, other students, or adults, a safety plan is needed"*, and an additional question has been added that states: *"Does the student exhibit behaviors of concern that pose a danger to themselves, other students, or adults?"* This question requires a yes/no response via radio button selection.

If the user selects, "Yes", a prompt will be provided to develop a safety plan via an added button that reads, *"Create Safety Plan"* which directs the user to the *Safety Plan* stepper. Once the user has navigated to the *Safety Plan* stepper, no additional changes have been made, and the ACHIEVE system will prompt the user to complete the *Safety Plan* section.

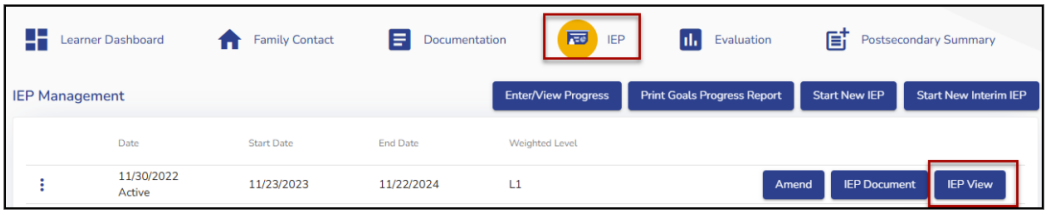


Reviewing a BIP

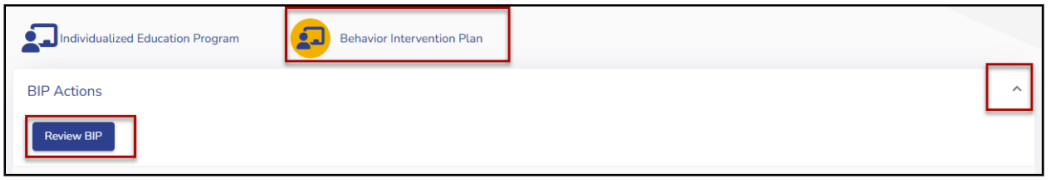
The purpose of the *BIP Review* is for the team to review a BIP and determine whether it needs any modifications. This could be as a result of a Manifestation Determination meeting, or when the student is not making progress or challenging behaviors are intensifying or continuing. This could also be completed after the implementation fidelity checklist has been used and behaviors are not changing. If, as a result of a *BIP Review*, changes are necessary, they must be done through an IEP amendment.

To conduct a *BIP Review*, go to the Behavior Intervention Plan stepper in the IEP. Here, the team will see a section labeled *BIP Actions*. Click to expand the *BIP Actions* section to find the *"Review BIP"* button.

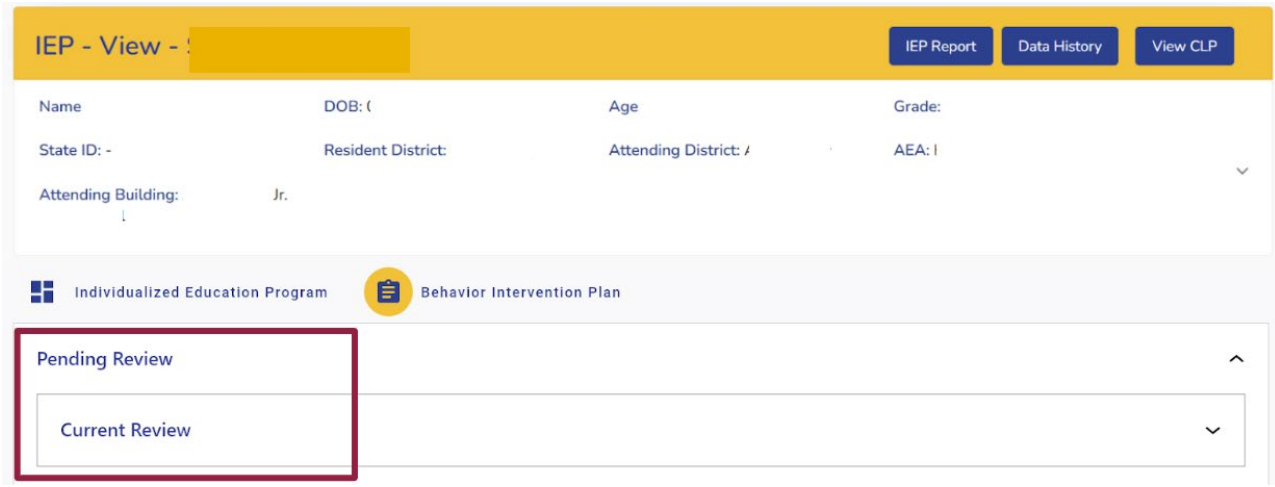
Step 1



Step 2

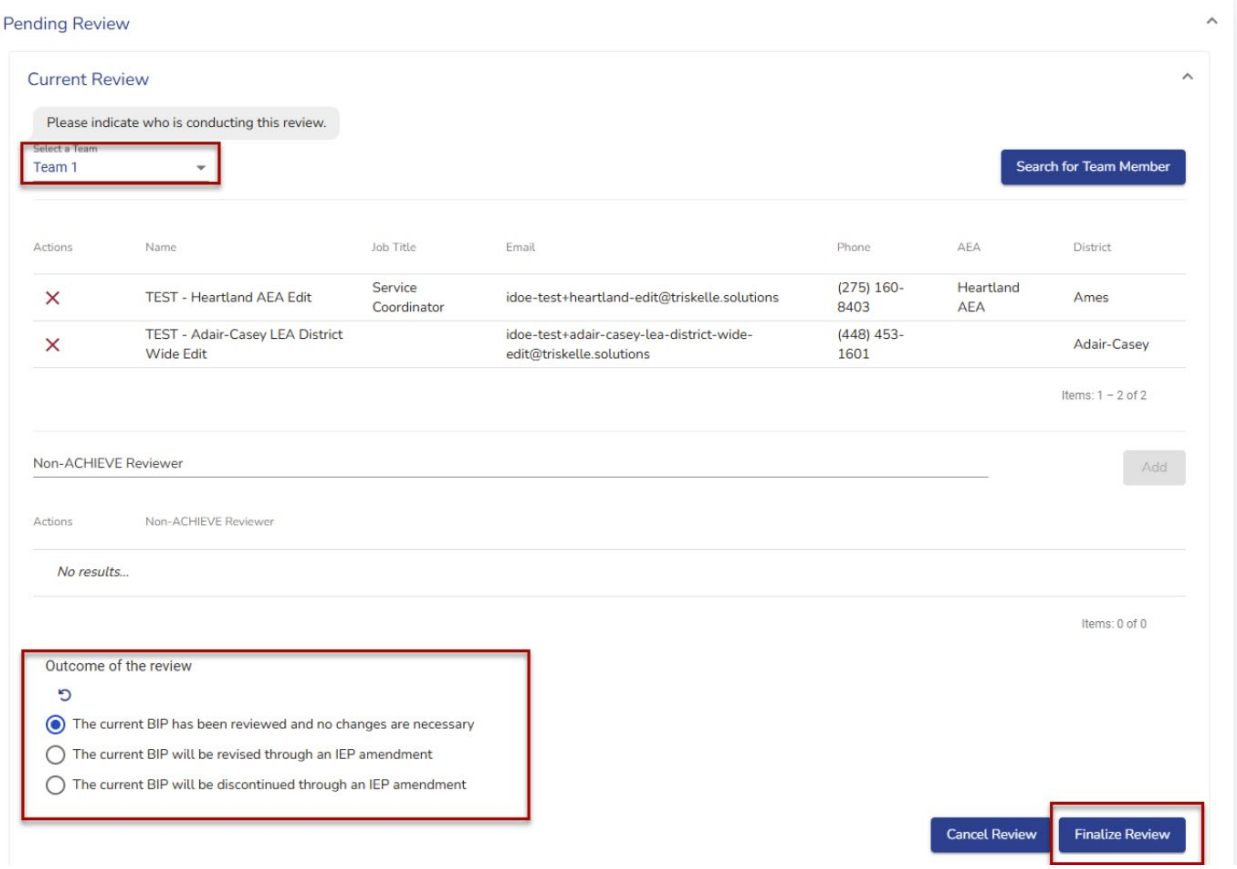


When the team clicks *Review BIP*, both the *Review BIP* and *BIP Actions* accordions will be hidden. If this is the first review, the header text in the "*Reviews*" accordion will change from "*Reviews*" to "*Pending Review*." A "*Current Review*" accordion will be nested in the "*Pending Review*" accordion. The user will need to click on the *Current Review* dropdown to navigate to review sections.

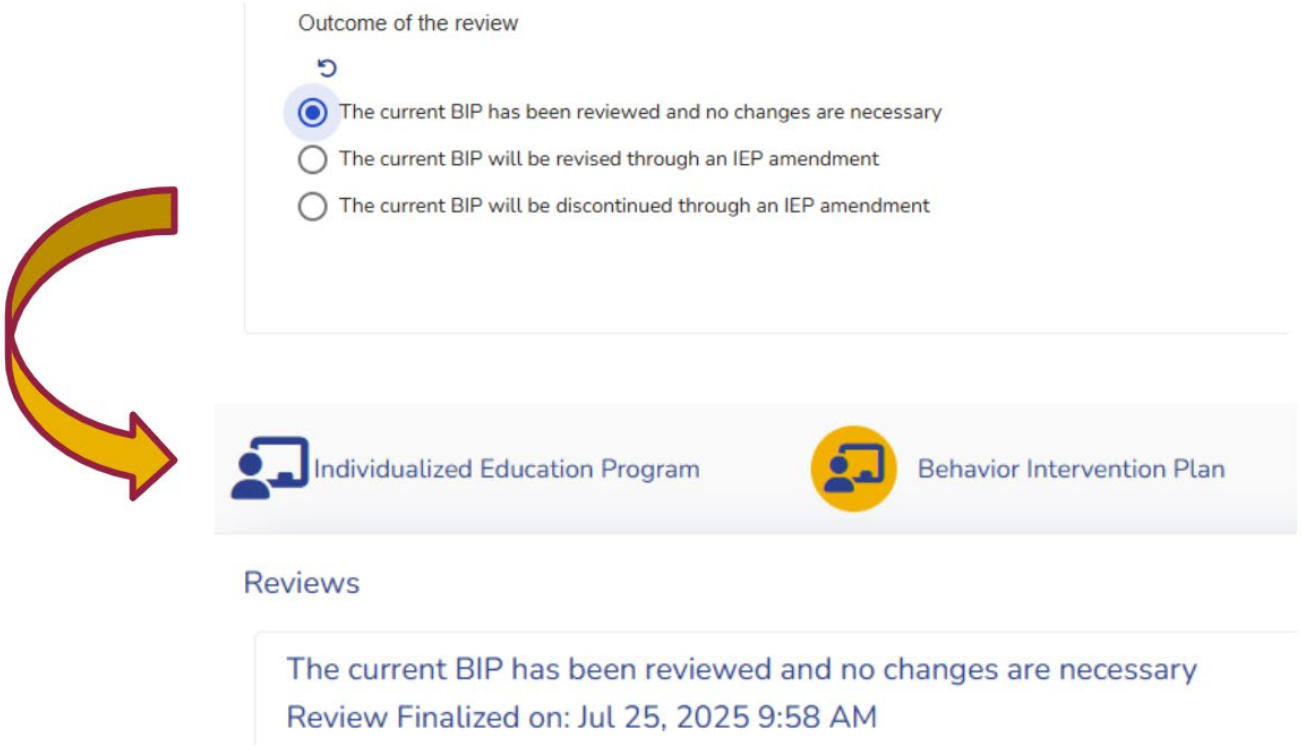


Opening the "Current Review" accordion will allow the team to pick team members who were involved in the review. Once a team is selected, a new required field will be created titled "Outcome of the Review." The new Outcome options are:

- *The current BIP has been reviewed and no changes are necessary*
- *The current BIP will be revised through an IEP amendment*
- *The current BIP will be discontinued through an IEP amendment*

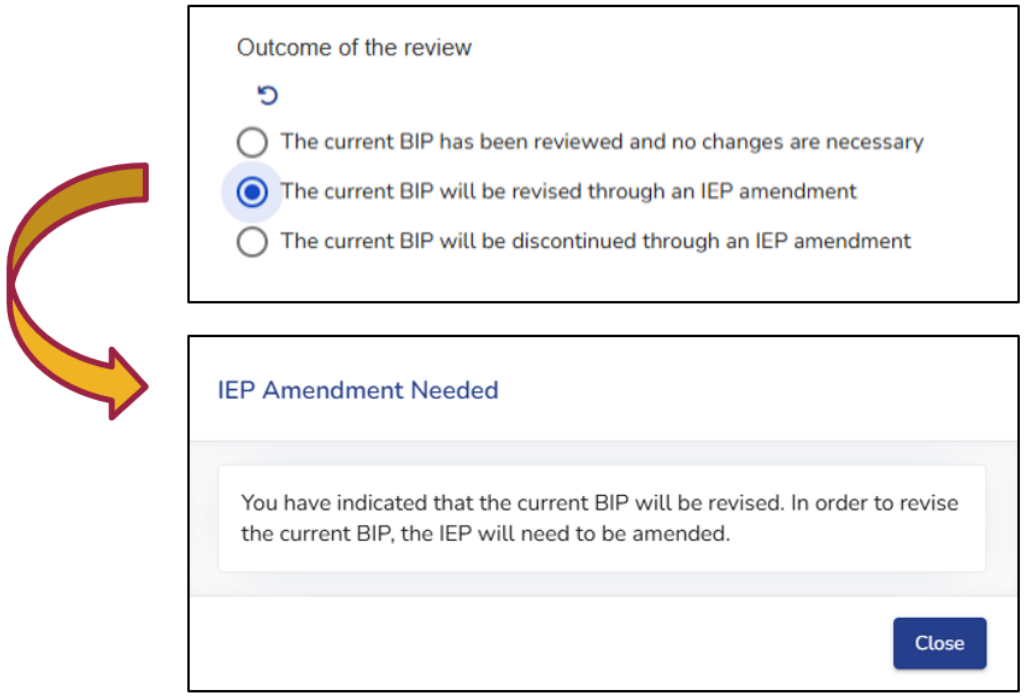


If the team selects *"The current BIP has been reviewed and no changes are necessary"*, they will be able to finalize the review and it will show up in the reviews as completed.



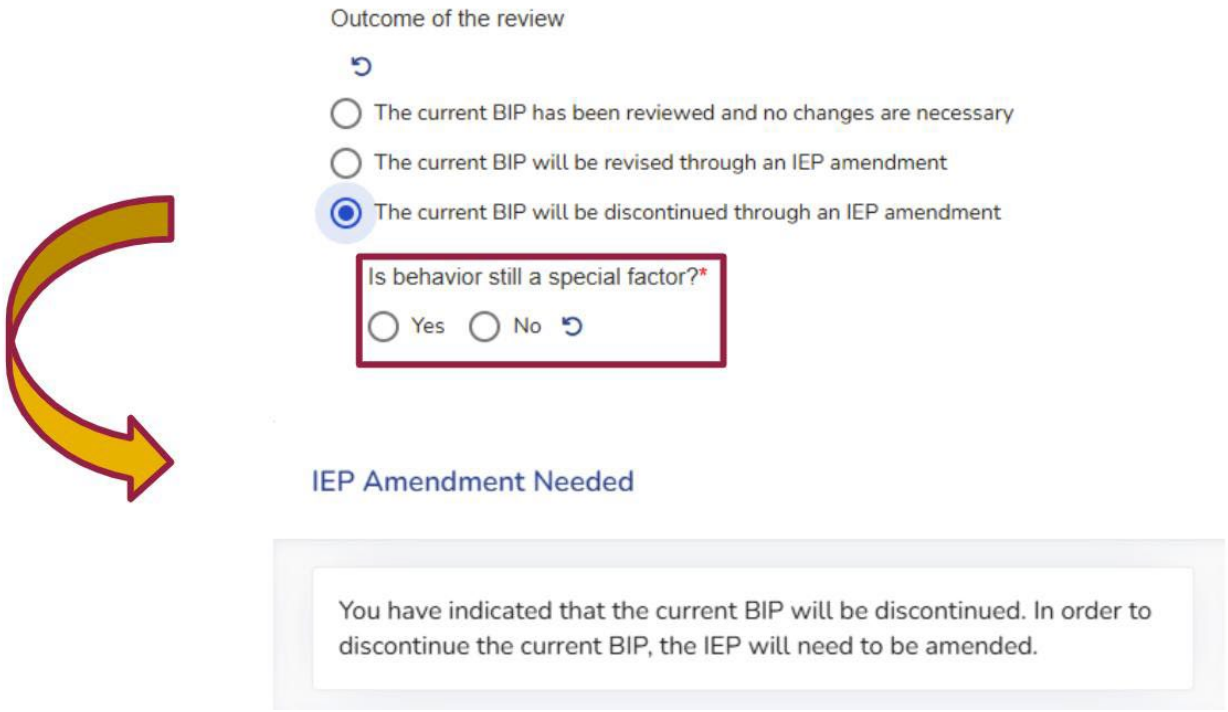
If the team selects *"The current BIP will be revised through an IEP amendment"*, the team will be able to finalize the review and it will show up in the reviews section as completed.

Note: this is the only indicator that an amendment needs to occur. Best practice would be to open an amendment as soon as this decision is made to ensure the amendment is completed.

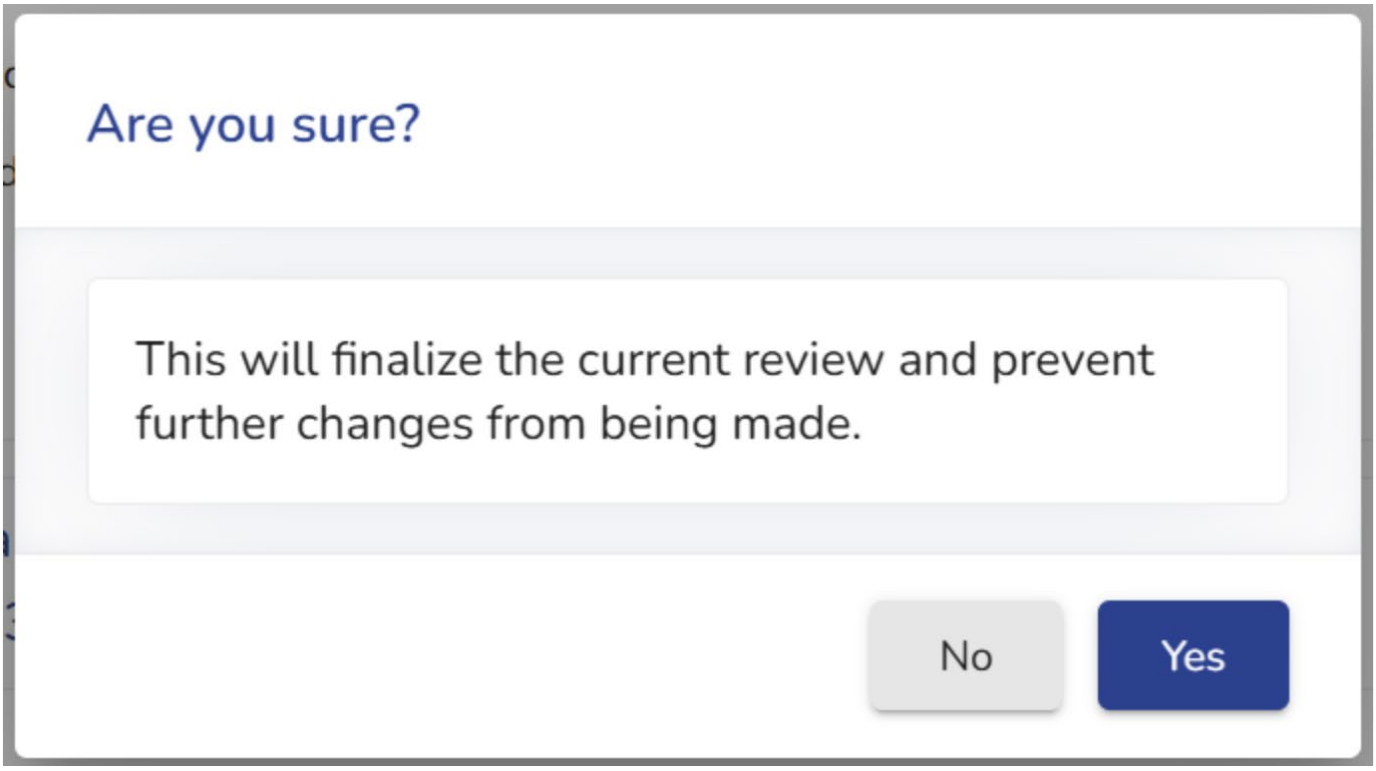


If the team selects *"The current BIP will be discontinued through an IEP amendment"*, the team will be able to finalize the review and it will show up in the reviews as completed.

Note: This is the only indicator that an amendment needs to occur. Best practice would be to open an amendment as soon as this decision is made to ensure the amendment is completed.

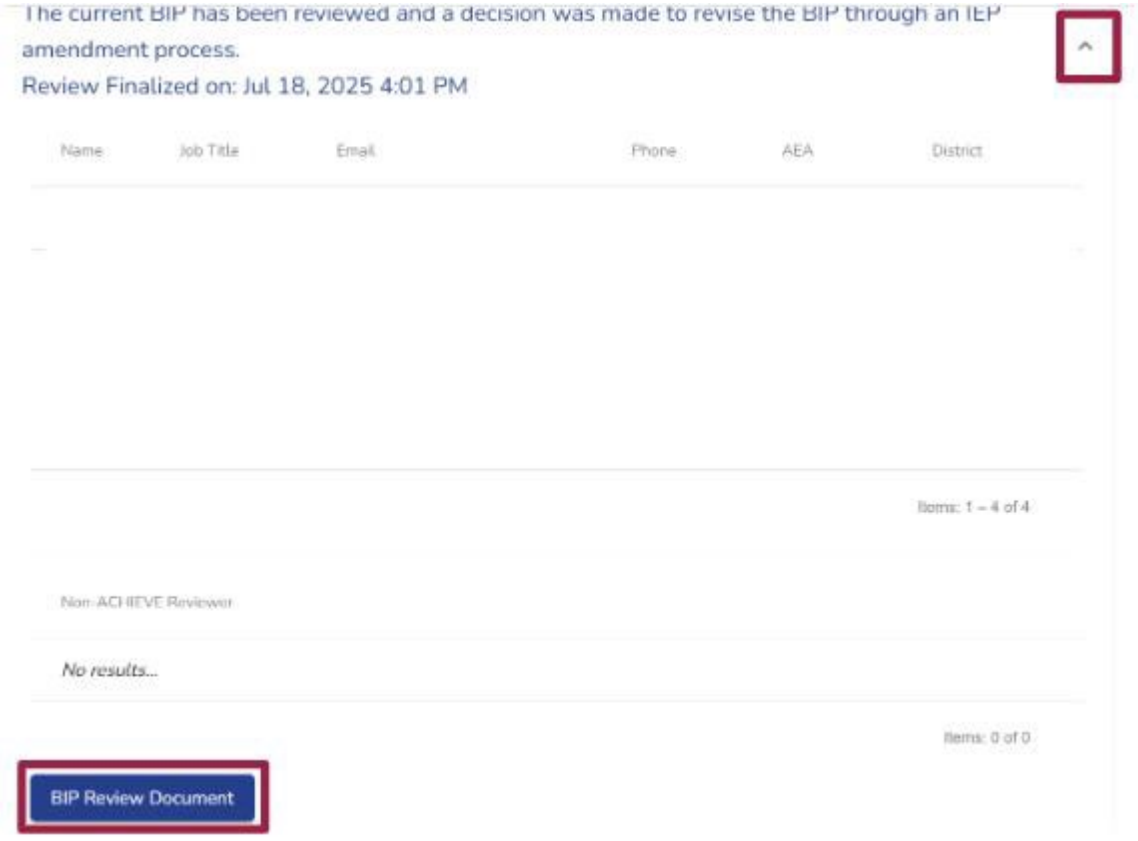


If the team clicks, *"Finalize Review"* a modal will appear that states, *"Are you sure? This will finalize the current review and prevent further changes from being made."*

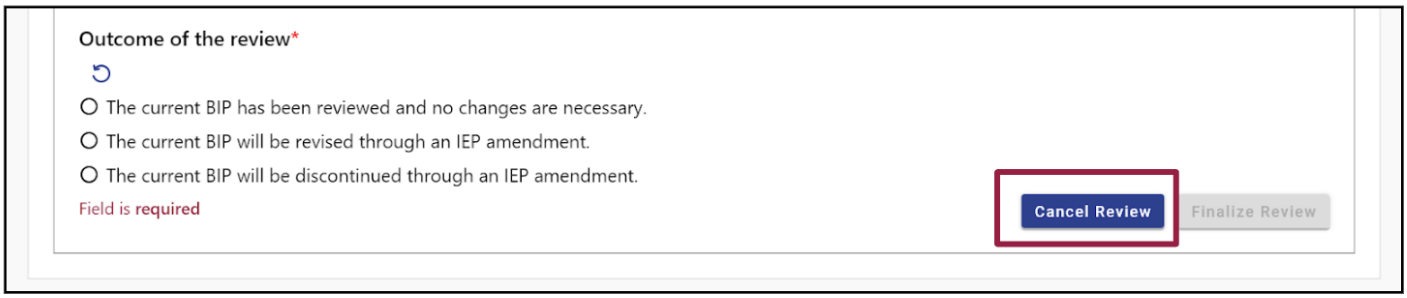


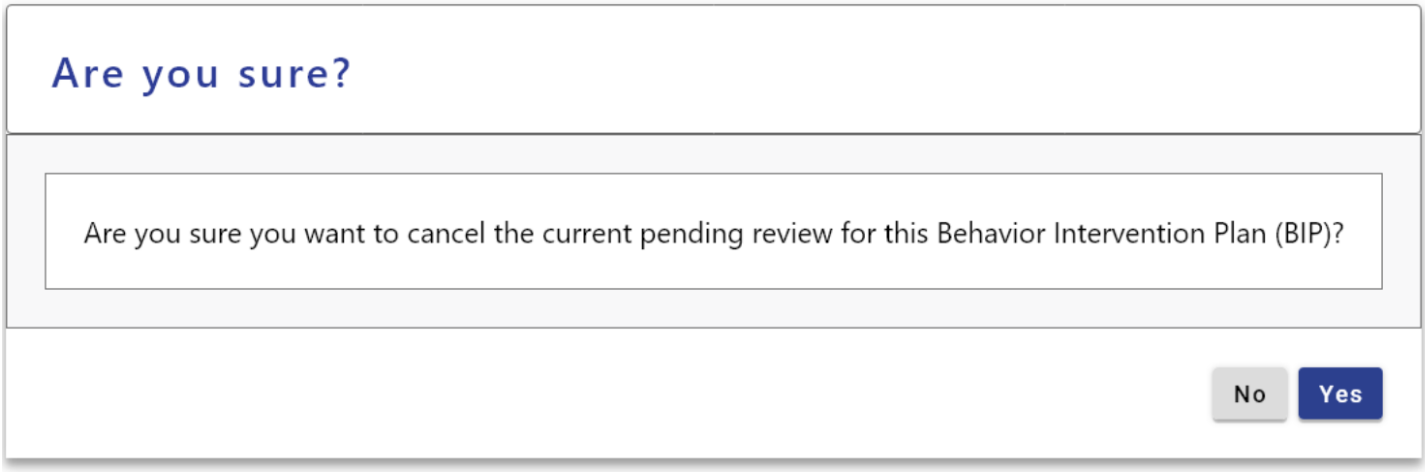
Each time a Review is completed, the most recent review is added to the top in the Review section and includes the date the Review was finalized.

Each finalized review can be expanded to show the team that participated in the review, as well as a *BIP Review Document* button that opens a PDF document describing decisions made in that review.



There is also a *"Cancel Review"* button in the *"Outcome of the review"* section. If the team selects *"Cancel Review,"* they will receive a warning modal that states, *"Are you sure you want to cancel the current pending review for this Behavior Intervention Plan (BIP)?"* By selecting "yes," the review is marked as "deleted" in the database, and the canceled review will no longer be visible. The header for the reviews accordion will revert back to *"Reviews"* instead of *"Pending Review."*

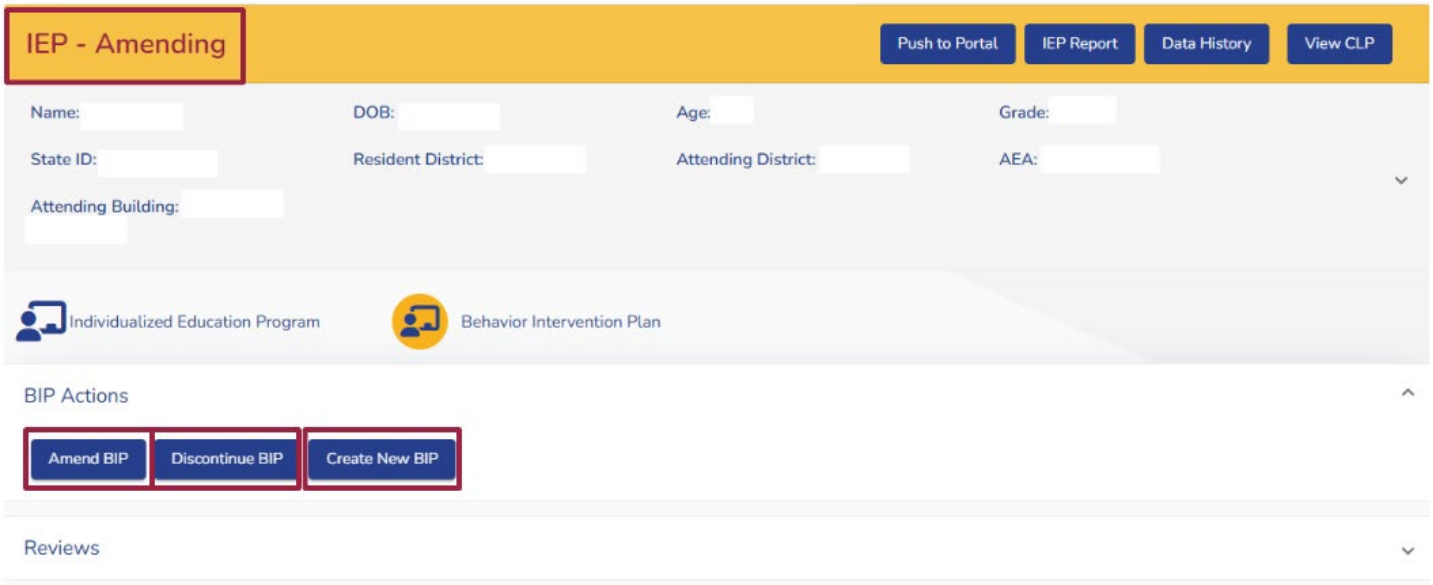




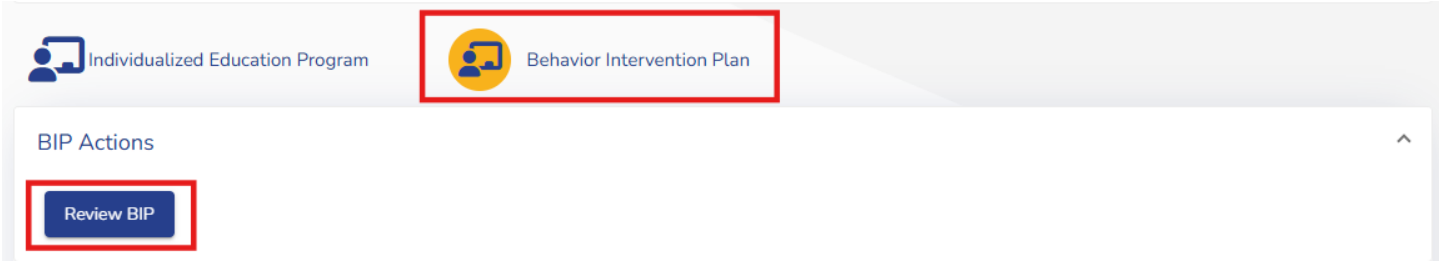
BIP Actions

The buttons embedded within the *BIP Actions* accordion will vary depending on the current status of the Behavior Intervention Plan (BIP) and the current status of the IEP.

- When a BIP is in "draft" state, either during an initial IEP or during an IEP amendment, the only button available will be *"Cancel DRAFT BIP."*
- During an IEP amendment, the buttons available in the *BIP Actions* accordion will be *Amend BIP, Discontinue BIP,* and *Create New BIP."*
    - *Amend BIP* allows the user to make changes to the current BIP
    - *Discontinue BIP* should only be used if the team has agreed the student no longer needs a BIP; if the user clicks this option with the intention of writing a new BIP, the user will have to finalize the current amendment and open a new amendment to start a new BIP.
    - *Create New BIP* is used if the user wants to discontinue the current BIP AND create a new BIP.



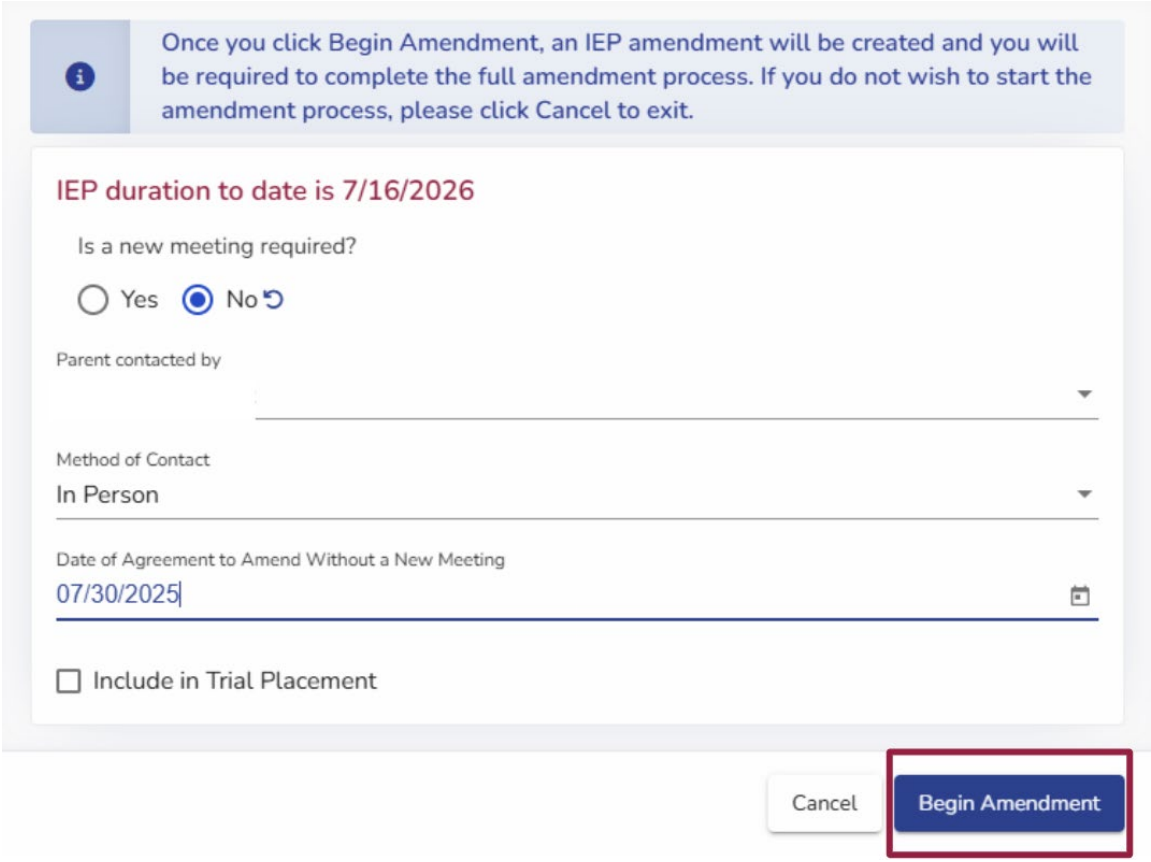
- When viewing the BIP from a finalized IEP (NOT in amending status), the only button available in the BIP Actions accordion will be the “Review BIP” button.



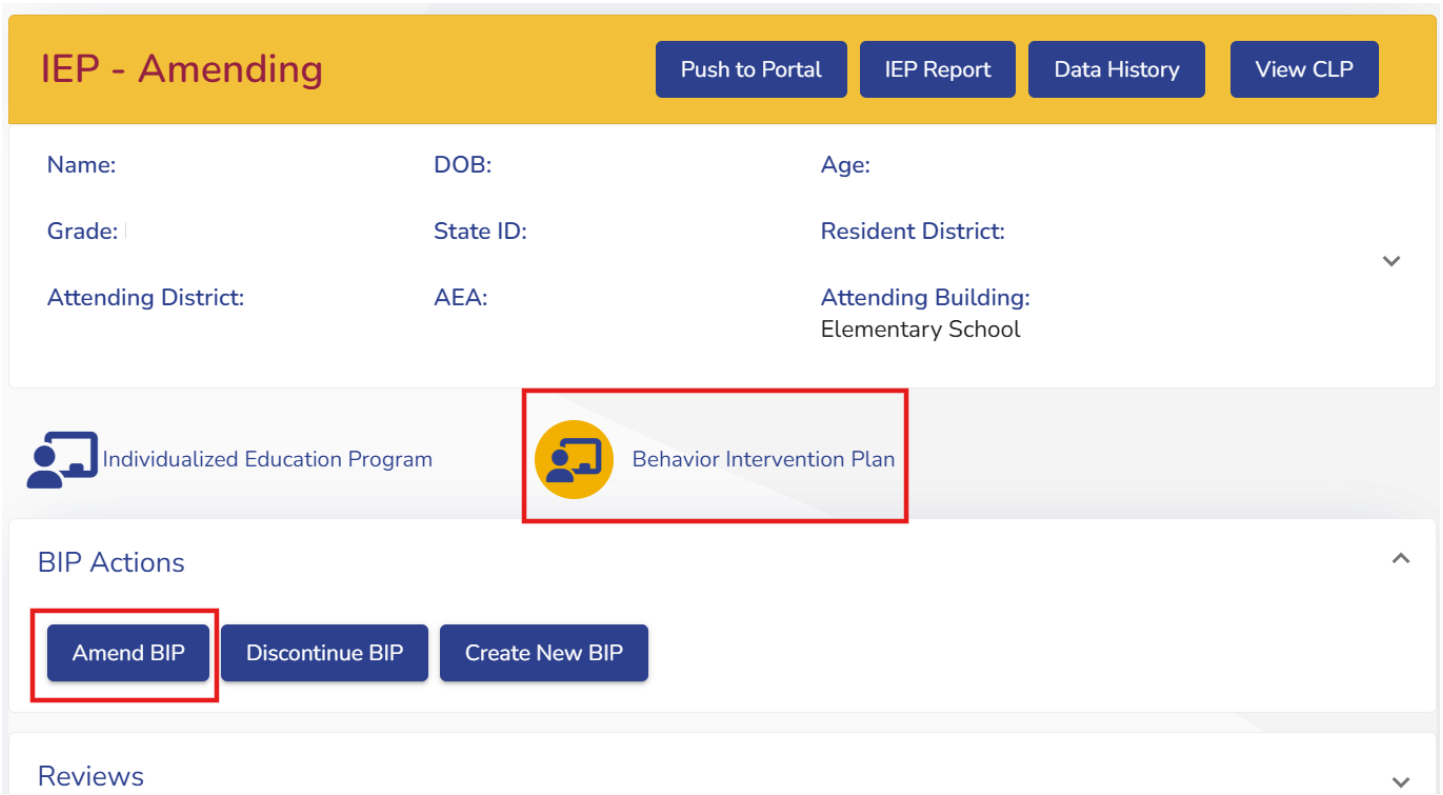
Amending a BIP

If the team decides the Behavior Intervention Plan needs to be amended, this must be done through an IEP amendment. In order to do this, the team will navigate to the IEP page and open a new amendment.

The team will complete the required fields and then select, “Begin Amendment.” A warning message will appear notifying the team that an IEP amendment will be created and that they will be required to complete the full amendment process.



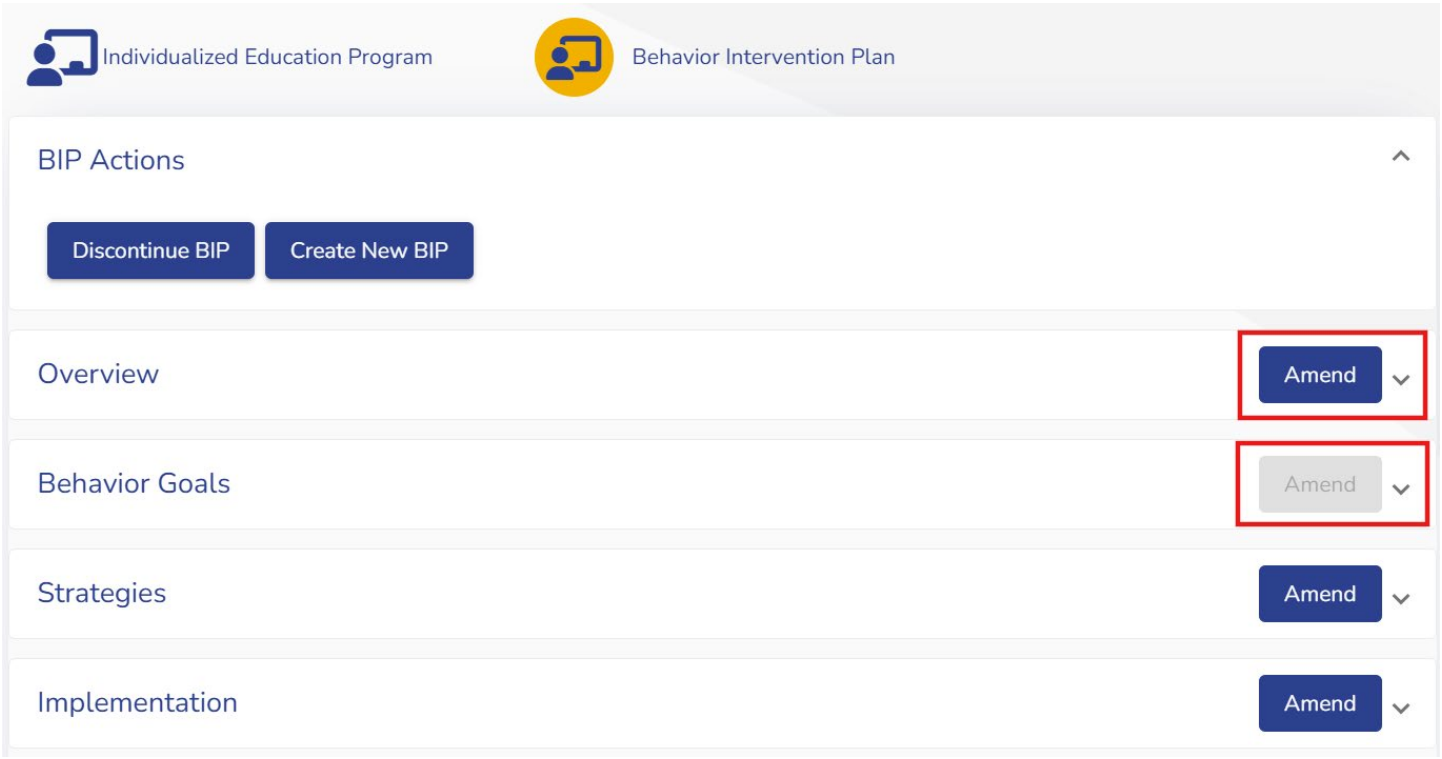
After clicking *Begin Amendment*, navigate to the BIP Stepper and expand the *BIP Actions* section. Select the *Amend BIP* button. Once selected, the *Amend BIP* button will be hidden and the *Amend* buttons on each section will be enabled.



On the BIP Stepper, the team can amend each section of the BIP by selecting the Amend button in each corresponding section. The team also has the option to Discontinue the *BIP or to Create a New BIP* by expanding the *BIP Actions* section and selecting the corresponding action button.

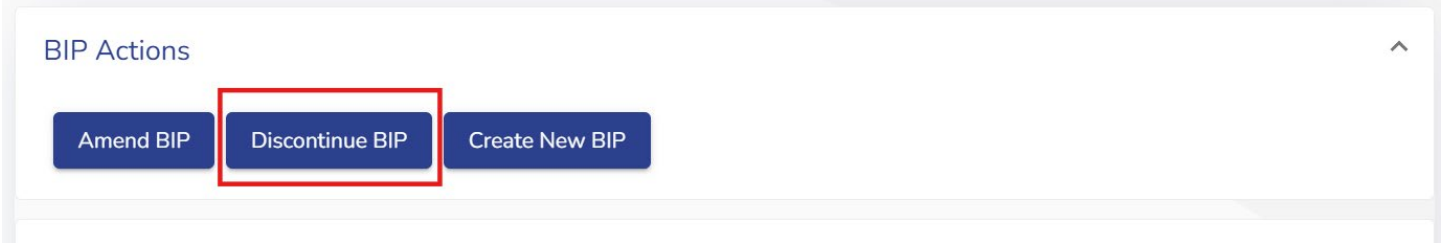
If the team chooses to amend the BIP, click the blue *Amend* button on the section of the BIP the user would like to amend. If the button is greyed, that section has already been opened for amendments. To open another section, click the blue *Amend* button and amend each section as needed. Each section will be amendable until the IEP amendment is finalized.

Most of the sections can be amended directly in the BIP with the exception of the “Choose Goal” section which is tied to the IEP goals. IEP goals will need to be amended in the IEP. Once IEP goals are amended, the team can then select appropriate IEP goals to be included in the BIP.



Discontinuing a BIP

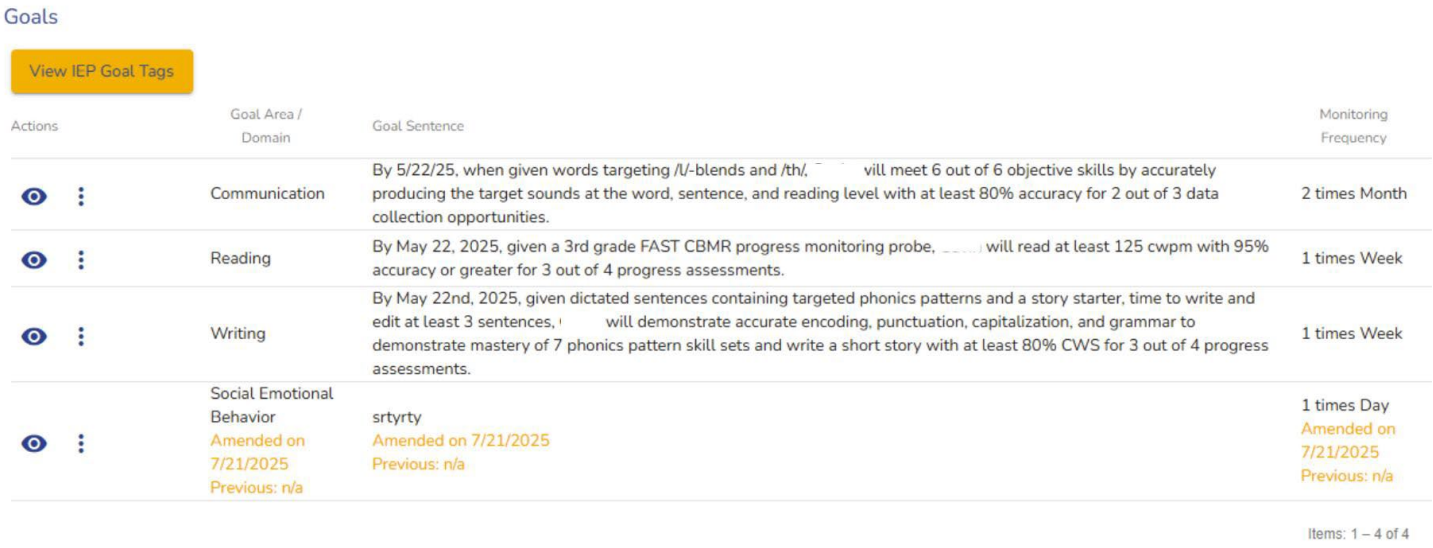
There is an option to discontinue a BIP. This option should only be used if the team has decided the learner no longer needs a BIP. Choosing this option will end the current BIP and remove the BIP from the IEP menu. If the learner continues to need a BIP and minor changes are necessary, choose the amend buttons. If the BIP requires many changes, the team may choose to click *Create New BIP*, which will discontinue the current BIP and start a new one.



Updating Behavior Goals

During an IEP/BIP amendment, a Social Emotional Behavior goal can be changed, but this change occurs directly in the IEP under goals. When this change occurs, the updated functionality of ACHIEVE will now pull the new goal into the IEP goals. The previous goal will appear below the new goal in yellow, with the statement, *"Amended on _____"* and will also display what the previous goal was, and what the previous monitoring frequency was for the goal.

For the new IEP goal to be added to the BIP, it must be done in the IEP stepper and marked complete.

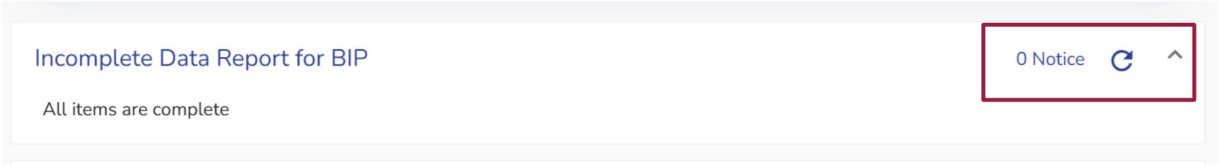


Once the IEP goal is complete, the user will return back to the *Behavior Goals* section of the BIP and the new IEP goal will be available to choose. There are several options when updating goals and there will be different ways to indicate which goals are discontinuing, staying, or being added.

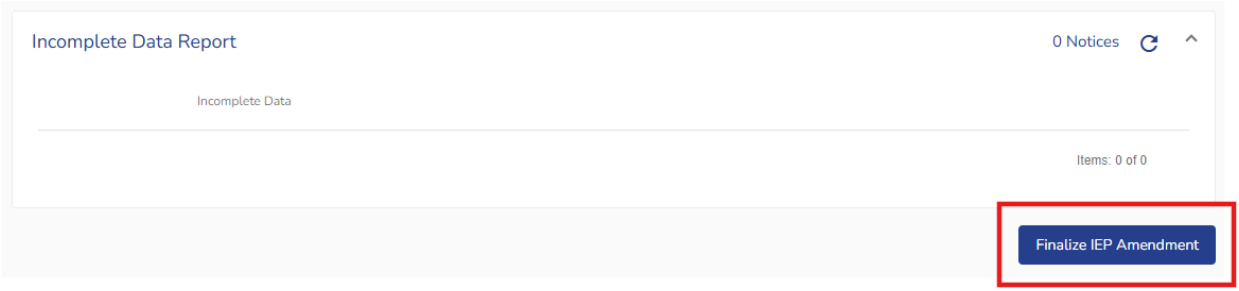
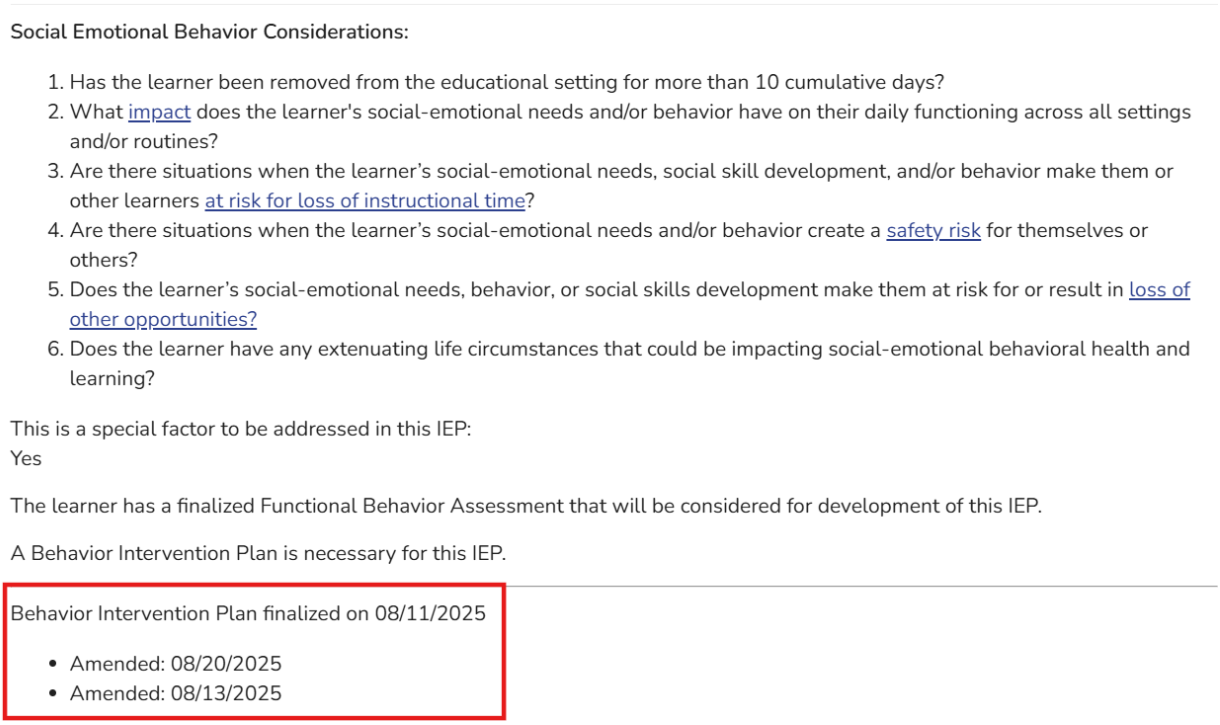
In the screenshot below, the first IEP goal, labeled *"Testing environment"* and highlighted in red is the original goal currently linked to the BIP, but will be discontinued. In the example, the student originally had two behavior goals linked to the BIP and the second goal remains highlighted in blue to indicate it will continue to be part of the BIP. The third and fourth goals, highlighted in green and labeled *"Demonstrating functionality"* and *"A goal to demonstrate how goals will appear in ACHIEVE"*, have now been selected and will be added to the BIP.

BIP Amendment Finalization

The team will be responsible for resolving all of the related IDR items associated with the BIP in the BIP stepper of the IEP. The BIP IDR can be found in the Overview section of the BIP stepper. Once all IDR items are complete for the BIP, the team will see that this section has been updated to display “0 Notice” as seen in this image.



From the BIP stepper, the team will navigate back to the IEP and complete any IDR items listed for the IEP. When the IDR for the IEP reflects “0 Notice,” the *Finalize IEP Amendment* button will become enabled. When the team selects *“Finalize IEP Amendment,”* the BIP will be finalized at the same time.



When a Behavior Intervention Plan has been written in an IEP, the Special Factors section on the PLAAFP page will display the date the BIP was finalized. If A BIP is amended or discontinued, the PLAAFP page will include bullet points with dates displaying when the BIP was amended or discontinued.