

SECTION I

Behavior, Suspension and Expulsion



(SPECIAL EDUCATION LOCAL PLAN AREA)

BEHAVIOR INTERVENTION PLANNING

The changes to AB86 and the chaptering of AB114 have resulted in a statewide effort to refocus attention on the needs of all students whose behavior interferes with their ability to learn and to be career and graduation ready. California Department of Education, SELPA Administrators of California, Diagnostic Centers of California, PENT and other stakeholders have partnered to bring positive change for the implementation of evidence-based practices that support students who require early or intensive intervention related to their behavior in school.

Reviewed and Approved by:

Almond Acres Charter Academy
Atascadero Unified School District
Bellevue-Santa Fe Charter School
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Pleasant Valley Joint Union Elementary School District
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Introduction to Behavior Intervention Planning

Positive behavior expectations and support are vital within all school settings. Each school site as a whole, and individual classroom teachers, must establish behavior expectations for all students. Education staff has a significant impact on students identified in the familiar quote below.

“I’ve come to the frightening conclusion
that I am the decisive element in the classroom.
It’s my personal approach that creates the climate.
It’s my daily mood that makes the weather.
As a teacher I possess a tremendous power
to make a child’s life miserable or joyous.
I can be a tool of torture or an instrument of inspiration.
I can humiliate or humor, hurt or heal.
In all situations, it is my response that decides whether
a crisis will be escalated or de-escalated,
and a child humanized or dehumanized.”

Haim Ginott, Child Psychologist

Schools and classrooms that have a positive, specific, age appropriate, consistent behavior management system are the most successful, providing such an environment will meet the needs of the vast majority of our students. Keep in mind that a positive general environment is critical. For changes in behavior to occur, there must be a 5:1 ratio between positive reinforcement of the acceptable behavior to negative response to the problematic behavior for the desired behavior to generalize. Deliberate implementation of this rate of positive response must be taught to most staff.

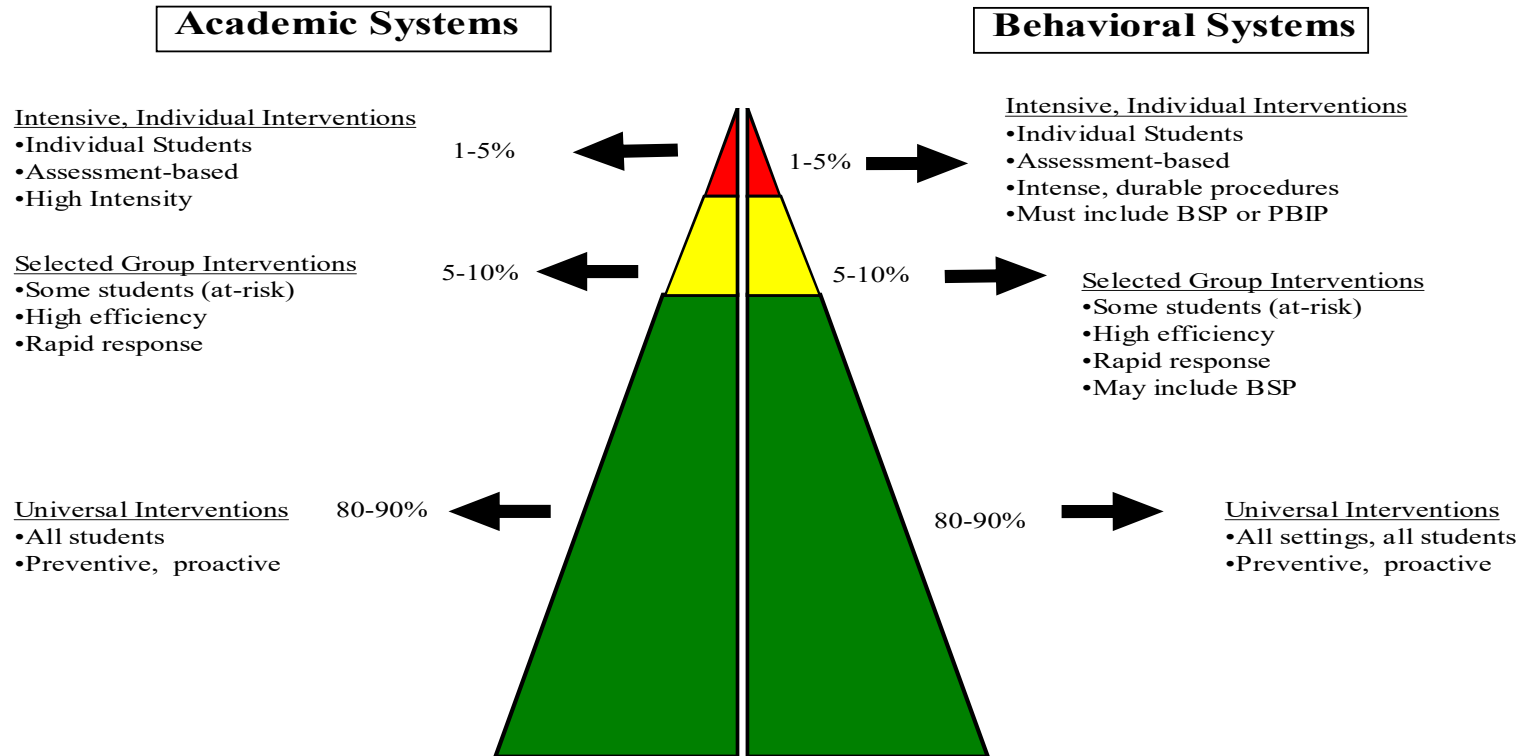
A Behavior Intervention Plan (BIP) specifies what the adults will do to address challenging behavior impeding the learning of a student or his/her peers. Four key points are addressed in a team-developed BIP:

- Understanding how the behavior is related to the context in which it occurs
- Understanding how the behavior serves a purpose or function for the student
- Taking the analysis and specifying in the behavior plan how staff will teach a new behavior that serves the same purpose or function—but one that is acceptable
- Specify how the behavior plan will seek to remove, alter or add variables that decrease the need for the student to use challenging problem behavior

In both behavior and academic systems, 80-90% of students will respond positively to universal interventions. Another 5-10% will require selected group interventions, specifically those students deemed to be at high risk and needing a rapid response to their needs. Only 1-5% of students require intensive, individual interventions which are very specific, assessment based with durable procedures. This is consistent with the Response to Intervention (RTI) models for academic issues which are currently being developed in both regular and special education.

Behavior, similar to academics, needs to be addressed with research-based strategies and can be viewed in a three tier model to meet the needs of both special education and regular education students. This guide is designed to help you with those students with the highest needs. You will find specific information on the philosophy of behavior intervention, references to the law, forms, examples, and additional resources for materials and information.

Designing School-Wide Systems for Student Success



Behavior intervention may be used for students with both special education and regular education programs. The plan is written by a team which may be an Individualized Education Program (IEP) team, a 504 team, a Student Study Team or an informal group of concerned staff and parents of the student with behavior concerns.

Populations Which May Require Behavior Intervention

Students eligible for Special Education: Individuals with Disabilities Education Act (IDEA) is the basis for all of special education. This federal legislation is very specific in the requirements for addressing a child's behavior needs.

- Whenever a student with an IEP is determined to have behavior that impedes the student's or peers' learning, strategies, including positive behavior interventions and supports, must be considered. This consideration is for any and all behavior(s) that an IEP team believes is/are an impediment to learning, not just for serious or extreme behavior problems.
- If a student with an IEP has behavior which results in the district requesting an involuntary change in placement or expulsion, a functional behavior assessment of that behavior, which may have occurred only once, should be considered by the team.
- When behavior is impeding the learning of a student, the IEP team is first required to address the behavior by writing and implementing appropriate behavior goals. If those efforts are unsuccessful, then a BIP may be developed.
- Any student with special education eligibility in any category is entitled to a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) with all necessary supplementary aids and supports. The IEP document describes the team's consensus on what constitutes FAPE in the LRE and which supplementary aids and supports are necessary to maintain the placement.
- A BIP is a supplementary support. If a particular support is needed, the IEP must contain a description of that support and all necessary staff must be informed of their specific responsibility. Many of our special education eligible students are likely to also exhibit behavior impeding learning and therefore require a behavior plan to maintain placement in the LRE.

Students with 504 (Section 504 of the Rehabilitation Act of 1973) Plans:

In 1973, Congress passed Section 504 of the Rehabilitation Act. This legislation is principally civil rights legislation prohibiting discrimination against persons with disabilities. Although it originally focused on employment and architectural access issues, Section 504 was interpreted to include school issues in the late 70s. In 2008, Section 504 was amended to include working, thinking, concentrating and reading as areas for consideration. Section 504 prohibits discrimination against any student, students' families, and employees who may be eligible for protections and services under the act. Those who may need 504 accommodations include students "with a physical or mental impairment that results in a substantial limitation to a major life activity." Both the identification of 504 eligibility and the implementation of 504 plans are monitored by regular education personnel. An accommodation plan may be

required before a BIP is developed. The accommodation plan is the first step for a student with a 504 plan.

FAQs About BIPs

What is a BIP?

- A BIP outlines the specification of what the adults will do to address challenging behavior impeding the learning of a student or his/her peers.
- A plan designed for regular education or special education students for behavior which is impeding the learning of the student or others.
- A BIP is the next step after goals have been written and implemented for a student with an IEP and problem behavior or when a 504 plan specifies a BIP is necessary.
- A BIP is written after positive classroom management strategies are in place and have been consistently implemented.

Why do I have to write a BIP?

- Every student is entitled to make academic growth as defined in federal legislation under No Child Left Behind (NCLB) and IDEA.
- Any behavior which interferes with the learning process of self or others must be addressed.

Who writes the BIP?

- Designed by an IEP team, 504 team, or Student Study Team.
- BIP may be written for students in both regular education and special education.

When is a BIP necessary?

- When a student has behavior that is impeding learning for self or others.
- After IEP goals have been written, implemented and behaviors continue to interfere with student learning.
- When the 504 team determines that a BIP is necessary.

How do you evaluate success for the plan?

- Data are collected to document a decrease in targeted negative behaviors or an increase in targeted positive replacement behaviors.

When is a FBA assessment plan recommended?

- In a disciplinary context when the behavior has been determined to be a manifestation of the disability.
- Cumulative suspensions past 10 days in a school year.
- When a student has committed one or more of the following violations:
[California Education Code 48915(c)]:
 1. Possessing, selling, or otherwise furnishing a firearm
 2. Brandishing a knife at another person

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3. Selling a controlled substance
4. Committing or attempting to commit sexual assault
5. Possession of explosives (US Code, Section 921, Title 18)

What are next steps if the student continues to have significant problem behavior?

- The designated team may modify the existing plan.
- Determine if the behavior is considered to be “serious or extreme” as defined by Ca. Ed. Code. (assaultive behavior, serious property damage, self-injurious, or other pervasive and maladaptive behaviors for which instructional and behavior approaches have been ineffective).
- Develop an assessment plan for additional assessment as determined by the IEP team. Additional assessment should include data collection taken in multiple settings with multiple time samples. Include historical information as well as a detailed plan for positive behavioral interventions in the final report.
- Qualified staff conducting the assessment shall be knowledgeable in the following areas:
 - Behavior analysis and management
 - Positive behavior interventions
 - Functional assessments
 - Positive programming
 - Data analysis procedures
 - Behavioral emergencies
 - Other relevant areas

A qualified member of the IEP team or designated staff shall supervise the implementation of BIPs and, when necessary, facilitate the training of applicable personnel.

What are the IEP or 504 team responsibilities when more extensive assessment is needed?

- Determine who shall conduct the assessment.
- Identifies the specific behavior which is impeding the learning of student or others.
- Develops a hypothesis as to the function of the behavior.
- Determines the need for a BIP.
- Assists in the design of a BIP to address the behavior after the assessment and analysis are complete.

What are the recommended components of the BIP following a comprehensive assessment as described above?

- Summary of information gathered from the assessment.
- Objective and measurable description of target behavior and the replacement behavior.
- IEP goals specific to the BIP.
- Detailed description of the interventions and when they will be used.

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- Specific schedules for recording the use of interventions and the frequency of targeted and replacement behavior.
- Criteria by which the procedure will be faded or phased out, or less restrictive intervention schedules or techniques will be used.
- Specific dates for periodic review by the team.

What intervention strategies are expressly prohibited?

- Any intervention designed, or likely to cause pain.
- Any noxious, toxic, or unpleasant spray.
- Denial of food, sleep, shelter, physical comfort, or access to bathroom facilities.
- Any verbal abuse, ridicule, or humiliation.
- Physical restraint that simultaneously immobilizes all four extremities, prone containment, or approved restraint used by non-CIT certified personnel.
- Locked seclusion.
- Any intervention that leaves a student inadequately supervised.
- Any intervention that deprives a student of one or more of his senses.

How is the BIP modified?

- BIPs are monitored by the IEP or 504 team at intervals specified in the plan.
- Plans may also be modified by the team at that time.
- Plans generally include information as to how the plan may be modified without the full team.

Identifying the Need for Behavior Intervention Planning

The IEP or 504 team considers the following questions and determines the appropriate next step:

- Has the parent made a written request for assessment? Refer to your special education director or school psychologist immediately to determine the appropriate response.
- Does the student have problem behaviors that impede learning for self or others?
- Are positive classroom management strategies in place and are they being implemented regularly by all staff?
- Have positive classroom management strategies proved ineffective?
- Are behavior goals included in the current IEP?
- Has the team considered possible functions of the behavior?
- Is there currently BIP in place?
- Has the BIP been revised?
- Is the student's behavior escalating?
- Has the team considered any new or additional factors which may be affecting student behavior?
- Is the behavior serious or extreme as identified in ed code?

Serious or extreme behavior (see definition below) is defined in Ca Ed Code as “assaultive, self- injurious or is another pervasive maladaptive behavior that significantly impacts the student’s mastery of IEP goals and objectives.”

Consult your school psychologist and/or district special educational director immediately.

Serious: Behavior significantly impacts the classroom and student learning (may require additional assessment). Examples of behaviors fulfilling the “serious” criteria:

- Previous BIP addressing the behavior has not been effective to address behavior and/or behavior is escalating
- Assaultive-physical attacks that have occurred more than twice in a school year
- Self-injurious-physically harming self such as repeated head pounding, continuous skin picking, cutting, etc.
- Other pervasive maladaptive-serious behaviors that significantly interfere with function of the classroom, quality of life and mastery of IEP goals and objectives

Extreme: Requires additional assessment. Behavior that poses an extreme safety issue to others or self:

- Student has made a substantive threat to harm others or self. Appropriate services, interventions and referral have all been arranged. Placement is determined to be appropriate but requires additional support and input.
- Student physically harms self (breaks skin, leaves significant bruises)
- Student has physically attacked peers or adults more than once and requires close monitoring to prevent recurrence
- Student is in danger of forced change of placement

Key Concepts in Understanding Behavior

- **Behavior serves a purpose for the student.** All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). The behavior has worked in the past, or is currently working to get something the student desires, or avoids/protests something the student wishes to remove. The BIP must identify the function of the problem behavior in order to develop a plan that teaches a Functionally Equivalent Replacement Behavior (FERB).
- **Behavior is related to the environment in which it occurs.** Something is either in the environment, or NOT in the environment which increases the likelihood the behavior will occur. The BIP must identify which environmental features support the problem behavior in order to identify environmental changes which will eliminate the need to use the problem behavior.

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- **Behavior change requires two components to be successful.** First, change the environment (removing the need for use of problem behavior to get needs met) AND second, teach a functionally-equivalent behavior that the student can use to get the same need met in an acceptable way. A complete BIP must address both: make environmental changes that support acceptable behavior, AND specify how to teach or elicit functionally equivalent, acceptable behavior. When a plan is implemented well and change is not occurring, evaluating whether both strands were addressed is a first step.
- **New behavior must be reinforced to result in maintenance over time.** The 5:1, positive to negative response, is necessary to instill and maintain a new behavior. The BIP must specify reinforcement for new functionally equivalent behavior.
- **Staff needs to know how to handle problem behavior if it occurs again.** BIP must specify reactive strategies ranging from prompting the alternative replacement behavior through distraction, redirection, progressive removals, school and district discipline required actions.
- **Communication needs to be among all team members.** Communication needs to be frequent enough to result in the continuous teaming necessary to achieve success. The BIP must specify who is responsible for what action, who communicates with who, how frequently, and in what manner. Lack of communication is often an issue for BIPs which are not effective.

Completing Behavior Intervention Plan

Line 1. The behavior impeding learning is:

Describe what it looks like to a camera, in non-judgmental, observable, measurable terms. If the team describes a category or label for the behavior, follow that with a description of exactly what the student is doing.

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<i>If Category or Label given...</i>	<i>Add Measurable Description</i>
Off Task:	crawls on the floor; plays with objects in desk; attempts play with others
Poor Organization and Planning:	rushes to complete assignment without planning each phase; waits until the final work period to begin a long-term <i>assignment</i>
Disrupts Other Students' Learning:	tapping neighbors on shoulders; grabbing their materials; argumentative verbal interactions during collaborative work groups
Escalating Aggression Pattern:	does not follow group consensus during playground disputes over game rules; initiates physical fights and/or swearing and verbally challenging peers and adults when personal desires are not met
Outbursts/Rage/Explosive Reactions/Tantrums:	student throws materials; student crawls under the desk and screams with high volume
Verbal Threats to Harm Peers:	"I'll get you after school for this!"
Profanity:	words referencing deity, toileting or sex , also common unacceptable expletives
Upset with Changes to the Routine:	moans, throws things; goes to previous anticipated activity and refuses to leave
Self-Stimulatory Behaviors:	twirling string; repeatedly rocking back and forth in chair; flicking fingers in front of eyes
Inappropriate Sexual Behaviors:	hands in pants; touching genitals; using words; touching others' breasts, buttocks or genitals

The following are examples of phrases which can be used to complete the BIP. This is not an inclusive list.

The behavior impeding learning is (describe what it looks like):

- * Crawls on the floor
- * Plays with objects on desk
- * Taps neighbors on shoulders
- * Grabs/throws materials
- * Initiates argumentative verbal interactions
- * Does not follow group consensus on during play
- * Initiates fights
- * Swears and verbally abuses peers/adults when needs not met
- * Crawls under desk
- * Makes verbal threats
- * Refuses to leave one activity for another
- * Puts hands in pant touching self
- * Touches others in sexualized manner
- * Poor attendance- 10 days absent in first quarter

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- * Does not complete assignments- 5/35 assignments completed
- * Off task behavior- plays with objects, doodles, wanders about room, attempts to play with other students
- * Disruptive-Argumentative interaction with teacher and/or students, taps neighbor on shoulder, loud, off topic comments
- * Escalates to aggression easily- unable to follow group consensus during playground disputes, over reacts to simple direction or correction, gets physical when personal desires not met
- * Outbursts- throws material when asked to transition to new task, crawls under desk if project does not go as wanted
- * Leaves work area without permission
- * Inappropriate behavior- be specific, give examples

Line 2. It impedes learning because:

Consider the impact on students' achievement. Are there less academic or social skills learned by this student or others because of the problem behavior? Does this behavior raise safety or welfare concerns?

Note specific reasons why the problem behavior is impeding the learning of student or peers.

- * Reduced learning of skills, productivity.
- * Unavailable for instruction.
- * Lack of work production impacts progress and grades.
- * Disrupts other students' opportunity to learn.
- * Instructional time lost for discipline.
- * Requires constant adult attention.
- * Negative interaction with peers creates fear in classroom environment.
- * Peers are fearful of the student.

Line 3. The need for a BIP:

Early stage intervention	Moderate
Serious	Extreme

Early Stage: Behavior is not yet significantly impacting learning of student or classroom functioning but could escalate if not addressed. The student's teacher(s) take the lead role in developing an early or moderate stage intervention. The BIP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.

- * Behavior has not generalized to more than one specific situation.
- * Behavior has only occurred recently, less than 3-4 times.

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- * Behavior is mildly problematic, but disrupts the classroom and has a negative impact on student(s)' behavior.

Moderate: Behavior is beginning to significantly impact classroom functioning or student learning. The BIP is a part of the IEP/504 or, if general education only, can attach to Instructional Support Team meeting notes.

- * Behavior has generalized to multiple settings.
- * Behavior has been repeatedly occurring (e.g., daily, weekly).
- * Behavior disrupts the classroom functioning and students are unable to complete anticipated work due to frequency of the teacher's need to address this behavior.
- * Student is not mastering core curriculum at anticipated rate nor (if the student has an IEP) progressing in IEP goals and objectives.

If the student has an IEP or 504 plan and the behavior is defined as "serious" in California Ed Code: "assaultive, self-injurious or is another pervasive maladaptive behavior," STOP NOW. DO NOT WRITE A PLAN FOR SERIOUS OR EXTREME BEHAVIOR WITHOUT CONSULTATION WITH SCHOOL PSYCHOLOGIST OR DISTRICT SPECIAL EDUCATION DIRECTOR.

Serious: Previous BIP addressing the behavior has not been effective to address behavior and/or behavior is escalating.

- * Assaultive: Physical assaults that require staff to manage the problem safely to protect this student and/or staff or peers, or that have occurred more than twice in a school year. (If the behavior has occurred only once, a behavior plan may or may not be required, but careful analysis of the situation is required to assure future safety of all).
- * Self Injurious: Physically harming self such as repeatedly hitting head or other areas of the body causing visible harm or health issues: "cutting" by adolescents, a self-mutilation behavior can be a demonstration of the need for mental health treatment.
- * Other Pervasive Maladaptive: Behavior that significantly, chronically interferes with function of the classroom, quality of life and of mastery of IEP goals and objectives. Behaviors such as: removing clothing in class or on bus; projectile vomiting in response to requests to perform tasks; refusals to attend school, or fear of school (school phobia) and/or severe anxiety over performance.

Extreme: Student poses a safety issue to others or to self.

- * Student has made a very serious substantive threat to harm self or others, e.g., threatens to kill self or others. The student does not typically have moderate to severe disability and often has no eligibility to date.
- * Severe self injury: physically harms self, at an extreme level, leaving significant evidence of the attack (e.g., hits self hard enough to break skin; leaves large

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bruises, damages organs). The student typically has moderate to severe disability.

DO NOT WRITE A BIP FOR THE STUDENT WITH AN IEP WHO DEMONSTRATES THESE BEHAVIORS WITHOUT CONSULTING YOUR SCHOOL PSYCHOLOGIST AND/OR SPECIAL EDUCATION DIRECTOR.

Line 4. Frequency or intensity or duration of behavior:

Specify one or more: frequency, duration, or intensity. The data collection method will depend on the severity of the problem behavior and requires more formal data collection methods.

Data may be obtained from:

- General teacher impressions on the frequency, intensity or duration of the problem behavior
- Review of records
- Interviews with staff, parents, agency service providers, etc
- Objective data sheets collected by staff or others.
- Direct observations of the behavior by more than one person
- Systematic, frequent and on-going data collection often with external observers

Frequency: How often the behavior happens

- * Every ten seconds.
- * Three times per week.
- * Periodically during the month, see behavior logs: averages 2 x per month.
- * One time in 1999, 6 times in 2004, 0 in 2005, 10 times in 2006.

Intensity: A description of impact of the behavior

- * (Screams) loud enough to be heard in adjacent classrooms.
- * (Hits with retracted fist) hard enough to leave bruises on person(s) hit.
- * (Bites) hard enough to leave marks, but has not yet broken skin.

Duration: How long the behavior lasts

- * (After lunch--5th and 6th periods), entire period with no stopping.
- * Continuous for 20 minutes.

Line 5. What are the predictors for the behavior?

Situations in which the behavior is likely to occur: people, time, place, object, etc. Identify those situations where you can predict problems will occur, such as difficult task, transition time, when not working in group, with specific people, when alone, after a request, etc. If this is a behavior that has occurred only once, state any known

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connections between environmental conditions at the time and the student’s use of this behavior.

A behavior plan will NOT be effective unless it addresses the underlying environmental factors which cause the problem behavior.

Environmental Variables to Analyze	Examples of Environmental Variables
Physical Setting	Sensory under or over stimulation: noise, crowding, temperature, etc.; missing or present materials, configurations of furniture; work and work space organization
Social Setting	Interaction patterns in or around the student, people present or absent; substitute teacher
Instructional Strategies, Curriculum and Activities	Mismatch between learner accommodation needs and instructional components. This is one of the most common predictors, examine carefully. The team may discover evidence that an accommodation plan is necessary to increase student success.
Scheduling Factors	Specific times within the schedule; with or without sequencing and transition supports; absence of a visual schedule; unanticipated changes in routine
Degree of Independence	Reinforcement and/or prompting intervals-levels and types appropriate to foster independence; consider functional communication availability; availability of any necessary communication system, e.g. Assistive Technology, Picture Exchange Communication System, Augmentative Communication, etc.
Degree of Participation	Group size, location, and frequency of participation
Social Interaction	Social communication needs of the student matches participation opportunity and provision of necessary supports for social interaction
Degree of Choice	Amount of choice making and negotiation options present in the environment

- * Disruptions in routines; unexpected changes in the routine.
- * Work level higher than student's ability; unknown limits for work.
- * Not obtaining anticipated outcomes on assignments.
- * Verbal directives; adult verbal corrections.
- * Lack of predictability in the schedule or structure; lack of understanding of a variable schedule.
- * Time of day - a.m. / p.m.; medication wears off; particular subject; lengthy seatwork.
- * Internal physical/emotional state - anxiety, hunger, need for medication, etc.
- * Peer conflicts/Peer teasing.
- * Over/under stimulation.
- * Substitute teacher/aide, gender of teacher.
- * Unstructured time; during a passing period; when interacting with specific people.
- * Lack of freedom, lack of choice; lack of desirable activities; lack of friends in environment.
- * Room conditions - noise level, seating.
- * Environments where the student says he doesn't belong.
- * Specific room arrangement, crowding, temperature, lighting.
- * Events from previous environments (on bus, at breakfast in home, etc).

Line 6. What supports the student using the problem behavior?

What is missing in the environment that needs adding, or what is in the environment/curriculum that needs removing? Use the term, “not yet” in your summary. The analysis must relate to both the predictors you have listed on line 5 and your hypothesis (line 8) of why the student is using the behavior under these conditions. This line is the summation of the antecedent, behavior, consequence (A-B-C) analysis.

Examples of factors present or missing:

- * Classroom structure does not support the student’s need (be specific)
- * Students sensory needs are not being addressed (may be seating, noise level, desk size, interactions occurring around student)
- * Reinforcement system is inadequate/inappropriate for student
- * Problems with seat arrangement, noise level, desk size, interactions going on around student
- * Peer status is gained by misbehaving
- * Student does not know how to transition in expected manner
- * Classroom expectations, including schedule, rules, alternatives, consequence etc are not clear to the student
- * Support not yet provided to student to address anxiety issues
- * Student is nonverbal and has inadequate means of communication
- * Effective parent communication has not yet been established
- * Conflict negotiation/resolution skills/anger management has not yet been taught to the student
- * Student does not yet have a mentor relationship with a supportive adult in classroom environment
- * Student does not yet understand reinforcement schedule

Line 7. What environmental changes, structure and supports are needed to remove the student’s need to use this behavior?

Changes in time/space/materials/interactions to remove likelihood of behavior:

Any intervention specified in this section must be logically related to (line 5) the predictors of behavior and (line 6) what supports the student using the problem behavior. If the behavior does not occur in some environment, and does occur in others, look at the difference to determine variable to alter to increase desired behavior in the problem environment.

Provide enough detail for the required changes so all responsible team members have enough information to carry out the changes.

Time changes: Review environmental analysis for what to add or remove (see scheduling factors)

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- * Give more/less time on tasks.
- * Provide a break after 15 minutes of work.
- * Allow completion of tasks in parts; develop a pacing technique.
- * Give student time to finish assignments at home.
- * Teach a closure system to know when s/he is done.
- * Signals will be given to warn transition is forthcoming.
- * Use daily schedule appropriate to level of communication.

Space changes: Review environmental analysis for what to add or remove (see physical setting)

- * Student will sit near source of instruction.
- * Student needs to sit near assigned support buddy.
- * Different work areas will be clearly identified, different work spaces for different tasks.
- * Study carrels will be provided to avoid distractions.
- * Teach other students “personal space” for the identified student who is highly sensitive to touch.

Material(s) changes: Review environmental analysis for what to add or remove (see instructional strategies, curriculum, and activities)

- * Provide assignments which have been modified to meet individual need.
- * Hands-on learning or manipulatives will be increased.
- * Provide self monitoring system (and instruction for use).
- * Hands-on learning or manipulatives will be increased.
- * Tasks organized in sequencing trays; visual schedule provided on student’s desk.
- * Notebook organizer for assignments (and instruction to use).
- * Enlarged print size for texts.
- * Provide pictures for use in communicating needs and wants.
- * Provide high interest materials and subject matter.

Interaction changes: Review environmental analysis for what to add or remove (see social setting, instructional strategies, degree of independence, social interaction, degree of choice, degree of participation)

- * Use specific supportive voice volume and words; prepare the student ahead of time for change.
- * Cue the student to use previously taught coping strategies when changes to routine create anxiety.
- * Model positive self-talk language and teach a calming count down, 10 to 1, to aid relaxation.
- * Verbally praise student’s use of “time away” and give “walking away” praise and points.
- * Teach peers to provide a specific interaction; provide a seatwork peer buddy.
- * Student to go to alternate class when a substitute teacher is present.

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- * Provide more reassurance before the lesson, e.g., “Remember to tell me if you want help.”
- * Provide for better individual engagement through partial participation in whole class activities.

Line 8. Team believes the behavior occurs because:

Specify the function of behavior in terms of getting or rejecting (protest, escape, or avoid) something that will guide development of a Functionally Equivalent Replacement Behavior (FERB) on (line 9).

- All problem behavior serves a purpose (function) for the student who uses it. This behavior has worked in the past, or is working currently to achieve an outcome desired by the student.
- Problem behaviors continue and generalize over time because they work. Remember, these problem behaviors help the student achieve a desirable outcome.
- Knowing what the student is achieving that is desirable to him/her is critical so we can design a way for him/her to get this outcome (a FERB, line 9) in an appropriate way.
- All behavior, whether desirable or undesirable to those around the person, serves one of two functions for the individual.
- Look at face during the problem behavior. If there is a smile or pleasant expression, it is most likely to get or obtain. If it is a frown or negative expression, it is mostly likely to avoid or reject.

DO NOT use the words: CONTROL, POWER, REVENGE, VENGEANCE. These are considered to be contaminants because you cannot identify a functionally equivalent, positive replacement for the BIP. The intent should always be to teach a prosocial rather than an antisocial behavior as a FERB. Revenge, vengeance, control and power are antisocial and inappropriate.

Getting Examples:

- * To gain adult assistance or attention
- * To gain sustained peer attention and positive comments (use instead of “power”)
- * To gain a desired item or activity
- * To gain sense of choice (rather than control)
- * To get a choice in the pacing of activities (use instead of “control”)

Reject (Escape/Protest/Avoid) Examples:

- * To escape or avoid a task student states is (a) too hard or (b) too long, or (c) not meaningful to the student or (d) to escape peer comments that the task is too easy
- * To avoid or protest a demand or request or reprimand

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- * To escape an environment in which the student states negative comments from peers frequently occur
- * To protest past actions of peers - use instead of “vengeance or revenge”
- * To avoid or escape classroom by wearing inappropriate clothing (which leads to disciplinary action) in an environment where work is perceived to be too difficult.
- * To escape or avoid the norm by exhibiting gang affiliation
- * To escape current placement by trying to force a placement change where student anticipates peer acceptance and/or improved social status
- * To protest powerlessness
- * To escape/avoid a particular person when verbal correction is perceived as reprimand or punishment
- * To avoid classes student has been teased or bullied (by student or staff)
- * To escape or avoid specific people or activities

Get/Obtain	Protest/Escape/Avoid
<ul style="list-style-type: none"> ▪ Choice 	<ul style="list-style-type: none"> ▪ Tasks, a demand/request being made
<ul style="list-style-type: none"> ▪ Attention in the form of: <ul style="list-style-type: none"> * social status in a group * interaction with peer(s) * interaction with adults 	<ul style="list-style-type: none"> ▪ A specific person or group of people
<ul style="list-style-type: none"> ▪ Objects, including money 	<ul style="list-style-type: none"> ▪ Undesired objects
<ul style="list-style-type: none"> ▪ Internal events (e.g., brain chemical release/on some occasions in self-abusive behavior) 	<ul style="list-style-type: none"> ▪ Internal events (e.g. upcoming seizure or migraine)
<ul style="list-style-type: none"> ▪ Make instructional material more meaningful 	<ul style="list-style-type: none"> ▪ Lack of meaning/relevance of instructional material
<ul style="list-style-type: none"> ▪ Self-stimulation 	<ul style="list-style-type: none"> ▪ Protest a past action by a person (do not use the terms “revenge” or “vengeance”)
<ul style="list-style-type: none"> ▪ Play, fun 	<ul style="list-style-type: none"> ▪ Protest a lack of choice (do not use the term “control”)
<ul style="list-style-type: none"> ▪ Replication of a chain of behavior 	<ul style="list-style-type: none"> ▪ Avoidance of step one in an anticipated chain of behavior
<ul style="list-style-type: none"> ▪ Justice or fairness 	<ul style="list-style-type: none"> ▪ Protest a lack of fairness, justice (do not use the terms “revenge” or “vengeance”)
<ul style="list-style-type: none"> ▪ Sensory input 	<ul style="list-style-type: none"> ▪ Sensory input

Form vs. Function:

Do not confuse the **form** of the behavior with the **function** of the behavior. The form of the behavior can be influenced by Culture/Subculture, Experience, Disability, Group Affiliation, Sensory System (seeking and/or avoiding input). Regardless of the form of the behavior (what it looks like) **analyze the function** of the behavior.

Line 9. What the team believes the student should do instead of problem behavior? (FERB)

The FERB is a positive alternative that allows the student to get the same outcome that the problem behavior provided, i.e., s/he gets something or rejects something in a manner that is acceptable in the environment. A FERB is NOT the absence of the problem, nor the presence of general positive behaviors. The FERB must be as easily performed as the problem behavior. Environmental changes and/or general skill acquisition may reduce or remove the conditions that reinforce the problem behavior. When a problem behavior achieves a specific outcome, it is necessary to accept a different, but more socially acceptable way of getting or rejecting something while we continue to alter environments and teach and reinforce those desired general positive behaviors.

Examples:

- * (Swears at teacher: protesting a lack of attention) – FERB: Verbally state a desire for attention from the teacher
- * (Fights: protesting not getting his way during a recess game) – FERB: Use protest language taught in verbal conflict resolution training
- * (Screams: protesting an unexpected activity) – FERB: Use the printed schedule to protest and then negotiate about an upcoming unexpected activity
- * (Runs from room-escaping hard work) – FERB: Go to time away/break center

- * (Gains sustained positive peer attention from gang members for assaultive behavior) – FERB: Gain sustained positive peer attention from an alternative group for prosocial behavior
- * (Loud verbal requests for alternate activity, to get a choice of which activity to perform) – FERB: express desired activity through demonstrating task order using picture cards
- * (Avoids class work) – FERB: Make choice to sit quietly

Be aware that a physically cathartic behavior is a **contaminator** (such as using a punching bag or other aggressive behavior). Regardless of how benignly it is expressed, aggression has been proven to provoke further aggression and is therefore inappropriate and unacceptable in an educational BIP.

NOTE: You will be writing an IEP goal to address this FERB on (line 13)

Line 10. What teaching strategies/necessary curriculum/materials are needed to teach the FERB?

New FERBs must be specifically taught and reinforced. General positive behaviors must also be taught and reinforced:

- Shaping: reinforcing closer and closer approximations to desire behavior
- Modeling: demonstrating the desired behavior
- Cueing: showing the student under what conditions the behavior should be performed

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- Fading: gradual decreasing of prompting, cueing and reinforcing new behavior while maintaining desired behavior

The intervention selected by team must be logically related to the assessment:

- What was determined to be the function of the behavior (line 8)?
- What the team believes the student should do instead of the behavior (line 9)?
- What is supporting the problem behavior in the environment (line 6)?
- **Protest:** Instead of swearing, use simple, acceptable protest language taught by teacher to express a displeasure or disagreement (acceptable language selected by teacher and student would then be attached)
- **Escape:** Instead of running out of room, use a break card and go to a designated “time away” area as taught by teacher, using the teaching a new behavior method attached
- **Avoid:** Instead of kicking a non-preferred staff member to avoid working with him, teach student to hand non-preferred staff members an “I’m finished working with you” card using the “teaching a new behavior” method
- **Get attention:** Instead of poking peers with a pencil to gain peer attention, gently tap on the arm as taught by teacher
- **Requesting access to a preferred activity:** Instead of grabbing desired materials, teach student to hand picture of desired activity to staff using methods as described in a picture exchange system used in the classroom.

Examples of potential general, pivotal, positive behaviors to teach: (These behaviors need to be in addition to a FERB for the problem behavior)

- * General positive (problem: not turning in work): Specific staff will teach organizational skills—how to write down assignments, organize papers, make to-do lists, etc. using teacher made materials - three times a week with daily general education monitoring.
- * General positive (problem: fighting in group games at recess): Teach (shape/model/cue/prompt) the steps of how to solve a conflict; role-play techniques for avoiding a fight or conflict 2x week. (team references steps in attached list).
- * General positive (problem: crying, foot stomping, head banging in response to stressors): Teach coping strategies for unexpected interruptions, being assigned work that is too difficult, being teased, missing the school bus, forgetting lunch money, using attached visuals and social story method.
- * General positive (problem: student has frequent peer altercations, no friends): Teach student how to access an adult “mentor” selected by the student to assist in problem solving situations. (Teach through role play of examples and non-examples, prompt, reinforce. Teacher will instruct 3x and repeat until mastered).
- * General positive: Communication using an AAC device, sign language, verbal approximations etc. to communicate wants and need and/or follow a visual schedule to achieve self-regulation.

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- * General positive: Teach specific pro-social interactions with peers, clarifying questions to vent on frustration during designated times, request and take “breaks”, use deep breathing techniques and other calming measures.

Examples of strategies needing to be taught:

- * Appropriate communication skills
- * Anger management
- * Picture Exchange Communication System (PECS)
- * Self management/ self monitoring/self regulation skills
- * Following of schedules and routines skills
- * Social skills, use of social stories and or scripts
- * Negotiation skills
- * Use of structured choice
- * Notebook organization skills
- * Use of playground conflict resolution managers
- * Use of classroom meetings for problem-solving
- * Teach to any recognized skill deficit

Examples of curriculum materials and process:

- * Staff will teach organizational skills: how to write down assignments, organize papers, to-do lists, etc. using teacher made materials (or other organizational curriculum such as Anita Archer, Scholastic, etc.) 3x per week with daily general education monitoring
- * Staff will teach (shape/model/cue/prompt) the steps of how to solve a conflict using role playing techniques for avoiding a fight or conflict - four sessions with daily monitoring
- * Staff will provide instruction on coping strategies (using curriculum such as Social Stories, Michelle Garcia Winner, etc) how to handle unexpected events; being assigned work that is too difficult; teasing by a peer; forgetting homework or lunch money; etc by role playing during on-going weekly sessions
- * Staff will teach/facilitate student interaction with a mentor to confide in and seek out to assist in problem solving during difficult situations- three times per week with follow-up monitoring once per week
- * Staff will provide (shape/model/cue/prompt) structured decision making strategies daily until mastered
- * Staff will teach regulation strategies (such as “How Does Your Engine Run”) two times per week until mastered
- * Staff will teach student to successfully use a self regulation schedule

Line 11. What are reinforcement procedures to use for establishing, maintaining and generalizing the new behavior?

Note: A REINFORCER is something proven to increase the behavior. A REWARD is something we hope the student will strive to earn, but there is no current evidence supporting that conclusion.

Key Concepts: All students need to be reinforced for positive behavior. A BIP addresses the more specific needs of problem behavior for an individual student.

- **Specificity:** Team must clearly identify what behavior is expected and exactly what the student will earn.
- **Contingency:** Reinforcers must be contingently given following the desired behavior.
- **Efficacy Evidence:** There must be evidence the student WANTS the reinforcer, such as a reinforcement survey, in order to assure buy-in.
- **Frequency:** The frequency of earning either the reinforcer or the token towards the reinforcer, must match the students' ability to delay gratification. Approximately every 10 minutes? 2x per week? After every third correct response? (High frequency is an especially important consideration for students with a limited history of reinforcement for desired behavior.)
- **Immediacy:** The reinforcer is delivered IMMEDIATELY after each desired behavior. (This is especially important for developmentally young students who need assistance in understanding which behaviors result in accessing the reinforcer, and sometimes in initial efforts to change a long standing problem behavior.)
- **Choice-within-Variety:** Offer more than one reinforcer and allow the student to pre-select what s/he will strive to earn OR allow student to select after the behavior, or both. Categorize which reinforcers are the more desirable.
- **Fade:** A plan to fade reinforcement must be developed at the same time as the BIP.

Reinforcer Continuum:

- Primary- I can eat something I like, satisfy myself with self-stimulation
 - Tangible- I can get things, such as money, stickers, treasure chest items
 - Closure- I can complete a task or set, get a certificate
 - Contingent access- After I do this, then I get that
 - Privileges- If I do this, I get to do that
 - Social Status and Recognition- I do this and I am recognized
 - Praise- I am praised by my teacher, peers, parent
 - Intrinsic- I feel good about myself because I did this
-
- * **Physical:** High-five/low-five, pat-on-the-back, or hand shake coupled with adult smiling at the student, delivered immediately following each task completed
 - * **Verbal:** Use specific praise, e.g., "I bet you are proud of this work!" "You made a good choice! You worked very carefully on that assignment." Teachers and aides will recognize (praise) the student's strengths and talents in front of peers; employ a peer-recognition system where peers praise progress, such as "Pit Crews." (see www.pent.ca.gov)

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- * **Activity Access:** Desired activities contingently available following the completion of less preferred activities, e.g., time on the computer; free time; listening to music; sitting at teacher's desk; first to leave at break time; headphones for five minutes
- * **Tangibles:** Positive phone calls or notes or certificates sent home; small toys. Tokens and points: Design a system to frequently recognize student for using positive behavior through delivery of a symbol standing for progress toward accessing desired outcomes: activities, tangibles, privileges and other reinforcers
- * **Privileges:** Passes or immediate verbal permission to: exempt an assignment; get an extra point on the quiz of your choice; permission to sit where you want for one period

Remember to look for items that will motivate the student NOW. A reward, such as a pizza party or other group activity may not be reinforcing. Many students will not change their behavior to earn a reward. Consider a range of reinforcers and the acceptability of the one chosen for the student, class and environment.

Examples:

- Immediate, frequent positive attention for specific actions
- Positive notes or phone calls home
- Access to favorite classroom activities or duties

Be sure to include:

- Frequency (daily, by period, hourly, after completion of task, at lunch etc.)
- Type of reinforcement: choices, variety, type, item etc.
- Be aware of the power of the reinforcement, how desirable is it? Identify a preferred reinforcer. How often will the student be reinforced?

Caution:

- Some negative consequences for objectionable behavior are actually reinforcing to the student

Line 12. What strategies will be employed if the problem behavior occurs again?

Points to consider:

- Would we be comfortable using this in a general education environment with students of the same age who do not have disabilities?
- Would an uninformed, reasonable person and the student's peers observing this intervention believe this is a respectful response to the student's problem behavior that maintains safety for all? (Check implementers' voice tone and body language and how safety is provided, as needed, for observers.)
- Is this the least restrictive intervention to assure safety for all? (Check whether redirection or prompting the student to use a replacement behavior would suffice.)
- Would we be comfortable with parents observing this intervention?
- Did we give the student time to respond, and use relationship and rapport to address the problem?
- Did we consider what has calmed this student under similar conditions in the **past? (Check interaction style of the implementers, techniques and specific words and actions.)**
- Would we be comfortable with pictures of this intervention, or with this intervention being featured on the front page of the local paper?

All reactive strategies for problem behavior must select intervention(s) that are:

- **Legal:** Check state education code; (e.g., California education code prohibits prone, four-limb restraint under most circumstances and prohibits locked seclusion in educational settings)
- **Ethical:** Does not violate professional standards and is acceptable to uninformed observers
- **Safe for the student, staff and peers:** Uses techniques proven to be safe, reducing potential harm to the student and others
- **Individualized:** Builds on the student's prior successful resolution of the problem
- **Respectfully implemented and socially acceptable** to the student, peers and adult observers. Voice tone, body language and techniques demonstrate respect, care and concern for all.
- **Chronologically and developmentally appropriate:** Selects intervention is comprehensible for the student's developmental functioning and appropriate for the student's chronological age
- **Least restrictive for the situation:** Selected intervention matches the level of dangerousness of the behavior. Physical interventions or removals are selected only when redirection, prompting to a FERB, planned ignoring or other lesser interventions do not address the problem. For example, non-compliance to a staff request never justifies a physical intervention unless the student is in a dangerous situation requiring immediate physical response from staff (e.g., refusing to move out of the street with cars approaching).

REMEMBER: Prior to behavior improving, it will most often get worse, don't despair! Maintain the plan until it has had time enough to work before revising (this usually means at least 3-4 weeks of consistent intervention).

Examples in sequencing reactive strategies:

First, prompt to the FERB, or redirect to task with additional supports: (redirecting phase)

- * **Redirect with additional supports:** Staff will pay attention to signs of escalating anxiety (i.e., clenched fists, increased voice volume, increased ritualistic behavior, etc) and respond in a verbally supportive manner, assisting with beginning the task. For example, if the student begins to rock, show her the "what I am working for" card, and then redirect her by gesture to finish only the immediate task, then terminate the instructional session and provide the desired activity.
- * **Prompt to the FERB:** Use a non-verbal gestural system to remind the student to "Stop and Think" about use of the FERB to achieve the same goal that the emerging problem behavior serves. (The stop and think cue has already been successfully taught. 1. "Stop" 2. "Think" 3. "You can make a good choice; you can make a bad choice." 4. "What are you going to do?" 5. "Good choice." 6. "Pat yourself on the back.")

Second, reactive strategies for when the problem behavior is escalating beyond initial redirection phase: (managing the problem safely)

- * Be directive—Use a gentle/firm "Stop/No" command"; consider presenting a structured choice
- * Maintain the safety of peers and student, removing the audience or the student if appropriate
- * Utilize authorized, approved procedures if student is a physical danger to self or others
- * Contact law enforcement if behavior is a serious danger to self/others

Third, positive strategies for after the problem behavior is over: (debriefing phase)

- * Allow time for the student to calm down and regain composure/rationality
- * Re-establish the student/adult relationship (therapeutic rapport)
- * Debrief with the student to understand why the problem behavior escalated (debrief). Brainstorm ways to keep the behavior from occurring in the future.
- * For students who do not have verbal debriefing skills, consider a practice session of FERB with increased reinforcement. This is an acceptable debriefing activity to regain rule-following behavior and student/staff rapport for these students.

Fourth, possible additional strategies: (consequences or punishment)

- * The team will determine whether consequences (withholding points, assigning restitution activities, etc.) will be effective in reducing the student's probability

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of using the problem behavior again. Caution: Punishment is often delivered inappropriately or non-skillfully or with students for whom punishment backfires. Delivery of aversive can result in a Fight or Flight response, decreasing student/teacher rapport. Therefore, careful consideration must be given in this area.

- * Administrative disciplinary procedures will be followed (e.g., referral to office; on-site detention; teacher suspension; suspension; recommendation for expulsion).

Examples for when student refuses assignment or task:

- * Remind him/her of the taught alternative strategy in a calm non-emotional manner
- * Prompt student to use folder with his signal when he looks frustrated or begins to destroy papers
- * Remind student of his/her ability to “make a choice or a poor choice, take a minute and decide”
- * Praise any acceptable choice
- * If student makes a poor choice he will be removed from class and given a “Thinking About My Behavior” worksheet to complete and review with counselor or assistant principal

Line 13. Behavioral Goals:

Behavioral Goal(s) must be written to allow progress monitoring of the student’s response to the selected interventions.

Every required goal requires nine components to enable adequate progress monitoring. Goals to increase/decrease problem behavior have six parts.

Three types of goals must be considered for adequate progress monitoring of the student’s Response to Interventions (RTIs):

Required:

- Increasing the use of a FERB as the alternative to the problem behavior

Optional:

- Eliminating the problem behavior, OR reducing the frequency, intensity or duration of the problem behavior
- Developing new general skills that removes or reduces the student’s use of the problem behavior
- The goal must refer to the FERB designated on line 9

Behavioral Goal(s)

13.

Required: Goal for the Functionally Equivalent Replacement Behavior (FERB) Identified on Line 9

By when	Who (Student)	Will do X behavior (Line 9)	For the purpose of y (Line 8)	Instead of Z behavior (Line 2)	For the purpose of y (Line 8)	Under what conditional conditions	At what level of proficiency	As measured by whom and how
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, the new, socially more acceptable behavior that achieves the same outcome for the student as the problem behavior	Specify the hypothesized function of the non-desired problem behavior this FERB is in lieu of: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify in observable, measurable terms, what the problem behavior looks like	Repeat the hypothesized function: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify the conditions when the student would likely use a problem behavior, but will now select the FERB to achieve the desired outcome. Considerations: See below 6 format description of possible contingent conditions.	Considerations: How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	Who: Teacher? Aide? Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling, etc? Observation techniques: 3/5 observations in 3 weeks of observations.

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:

Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

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Goal example (9 Format):

- * By _____ (date), after being given a prompt, student will go to the identified safe spot for the purpose of protesting an adult directive, instead of screaming profanity while falling on the floor, to protest the adult directive, when being given a prompt by adult staff in 4/5 opportunities as measured by staff observation.

Responses to the following questions will reinforce and refocus the team as to the necessary actions and activities needed in support of the Behavior Intervention Plan.

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BIP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

6 Format for (a) Increase General Positive OR (b) Decrease, or Stop Problem Behavior

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what? (Line 9)	4. At what level of proficiency?	5. Under what Condition(s)?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like (a) an increase in desired (b) a decrease or stop undesired Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	Considerations: How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	Considerations: Location(s): at desk, during assemblies Person(s) present or absent: with peers, with aide Activity requirement(s): given a written assignment, when told to begin Prompting and degree of prompts: with no prompts/reminders, with gestural cue Etc:	Who: Teacher? Aide? Considerations: examples of these??? Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. Observation techniques: 3/5 observations in 3 weeks of observations,

Charts adapted from PENT, Diana Browning Wright, 2007

Goal example (6 Format):

- * By September 2013, student will request staff for time away when frustrated by assignment or peer with 2 or less staff prompts in 4/5 opportunities a measured by teacher records.

Line 14. Manner of Communication/Frequency/Participants:

This refers to communication among all team members as well as parents. List each interaction that is necessary for the plan to work well.

- Behavior plans frequently fail when ongoing communication is not well designed.
- Establishing effective communication requires an on-going team approach among all team members, e.g., school staff (including teachers, paraprofessionals, administration and others involved), family, agencies and support groups, the students themselves, and anyone else who is required in the intervention.
- Active exchanges among all require each member to provide information to one another, no one member supplying information to a passive recipient. Exchanges can occur through phone calls, email, notes home, data log copies, etc.
- The plan identifies all personnel to implement, monitor and exchange information. Therefore, all implementers must be clear on their responsibilities, which are infused throughout the plan. Check lines 7, 10, 11, 12, and 14 to clarify responsibilities.
- Be aware of confidentiality and obtain any necessary Releases of Information.

1. Who?	2. How often and when?	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
*	*	*	*	*	*
<p>Specify all persons for each data exchange</p> <p>(e.g., Behavior Data Monthly Summary: psychologist/ physician,</p> <p>Daily report card between: teacher/parent</p> <p>e /parent; Problem incident report: principal/teacher/counselor;</p> <p>Serious threats to harm self: Therapist/ teacher/counselor/ parent)</p>	<p>(a) Continuous?</p> <p>Often daily reports, weekly or monthly summaries expected for duration of the plan</p> <p>(b) Conditional?</p> <p>- if X behavior occurs?</p> <p>Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations</p>	<p>Transmittal Considerations:</p> <p>paper to office file, email, paper student carries, telephone direct, telephone answering machine</p>	<p>Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting</p> <p>(frequency and conditions can be merged or separate)</p>	<p>Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.</p>	<p>Identify expectations on how each will respond BACK to the other as a result of a report, Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas; student's response to a reinforcer.</p>

Charts adapted from PENT, Diana Browning Wright, 2007

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Sample Communication Provisions:

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication
Parents teacher Reg/sped counselor paras	ongoing summaries of positive behavior Use of FERB Episodes of problem behavior	Memo Email Phone calls	Daily Weekly monthly	# of incidents Work completion Antecedents Location of problem behavior Receipt of emails or memos Discussions with student	Teacher and parent will both send and receive info Teacher will email reg ed teachers on progress

Charts adapted from PENT, Diana Browning Wright, 2007

Scoring Rubric

The following rubric will assist you in writing EFFECTIVE and DEFENSIBLE BIPs. Not all plans need to be scored, however if you are involved in a potentially litigious situation please take the extra time to score your plan. Using the rubric initially will also assist you in understanding the relationships among the information entered into each line.

Note information previously outlined regarding plan contaminators for lines 8, 9, 10, 12.

BIP QUALITY EVALUATION RECORD SHEET

Student: _____ Date of Plan: _____

BIP-QE II Evaluator: _____ Date of Evaluation: _____

- _____ A. Line 1Problem Behavior
- _____ B. Line 5Predictors of Behavior
- _____ C. Line 6 links to 5Analyzing What is Supporting Problem Behavior
- _____ D. Line 7 links to 6Environmental Changes
- _____ E. Line 8 links to 5Predictors Related to Function
- _____ F. Line 9 links to 8Function Related to Replacement Behaviors
- _____ G. Line 10 links to 9Teaching Strategies
- _____ H. Line 11.....Reinforcement
- _____ I. Line 12Reactive Strategies
- _____ J. Line 13Goals and Objectives
- _____ K. Lines 7, 10, 12, 14Team Coordination
- _____ L. Line 14Communication

_____ **Total Score (X /24)**

Suggestions for improving this plan: _____

A well developed plan embodies best practice: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior.

Fewer than 12 points = Weak Plan

This plan may affect some change in problem behavior but the written plan only weakly expresses the principles of behavior change. This plan should be rewritten.

13 – 16 points = Underdeveloped Plan

This plan may affect some change in problem behavior but would require a number of alterations for the written plan to clearly embody best practice. Consider alterations.

17 – 21 points = Good Plan

This plan is likely to affect a change in problem behavior and elements of best practice are present.

22 – 24 points = Superior Plan

This plan is likely to affect a change in problem behavior and embodies best practice.

BIP-QE II SCORING GUIDE BRIEF SUMMARY

Components to Evaluate	Line	2 Points	1 Point	0 Point
A. Problem behavior	1	All identified problem behavior(s) are observable and measurable.	Some of the identified problem behavior(s) are not observable and measurable	No problem behavior is stated in observable and /measurable terms
B. Predictors/ triggers of problem behavior(s):	5	One or more predictors, (from immediate or immediate past environments), are described with at least one detail about one or more of the environmental variables: (a) Physical setting, (b) Social Setting, (c) Instructional Strategies, (d) Curriculum and Activities, (e) Scheduling factors, (f) Degree of Independence, (g) Degree of Participation, (h) Social Interaction, (i) Degree of Choice.	One or more predictors from environmental categories are given, but with no details.	No predictors of problem behavior from any of the environmental categories are given, or predictors are from other environments and are not triggers in the current environment, or internal thoughts or , presence of an internal state or behavioral history or disability is described.
C. Analysis of what supports the problem behavior is logically related to predictors	6 to 5	Half or more features of the environment targeted for change (line 6) are <u>logically related</u> to one or more identified predictors (line 5)	Less than half of the features of the environment targeted for change (line 6) are <u>logically related</u> to one or more identified predictors (line 5).	None of the predictors (line 5) are logically related to (line 6) the summary as to why the problem behavior is occurring in the specific situation.
D. Environmental change is logically related to what supports the problem behavior	7 to 6	One or more environmental changes, i.e., changes in time , or space , or materials , or positive interactions are specified (line 7) and are logically related to what was identified as supporting problem behavior (line 6)	One or more environmental variable changes (time , or space , or materials , or positive interactions) <u>are</u> described (line 7) BUT they are not logically related to what was identified as supporting the problem behavior (line 6)	No change in any of the following four environmental variables is described. in time , or space , or materials , or positive interactions
E. Predictors related to function of behavior	8 to 5	All identified function(s) on line 8 specify why the behavior occurs in terms of either what the student: 1) gets or 2) rejects, i.e., escapes, protests or avoids AND each identified function on line 8 is <u>logically related</u> to the predictor(s) on line 5 that address each of the problem behaviors on line 1). Score zero if one or more functional contaminants are present (a) revenge, (b) vengeance, (d) control, (e) power	All identified function(s) are identified in terms of 1) getting something or 2) rejecting: escaping, protesting, or avoiding something (line 8) But not all are <u>logically related</u> to identified predictors for behavior (line 5). AND No functional contaminants are present.	One or more identified function(s) are not specified in terms of either: 1) to get something or, 2) to reject something (escape, protest, or avoid) (line 8). Therefore, no comparison to line 5 can be made. OR one or more functional contaminants present

Section I Behavior, Suspension and Expulsion

Components to Evaluate	Line	2 Points	1 Point	0 Point
F. Function related to replacement behavior	9 to 8	<p>All specified FERB (line 9) serve the same function as the problem behavior (line 8), AND no functional contaminators are present (a) revenge, (b) vengeance, (d) control, (e) power</p>	No score of One	<p>No FERB identified, OR the function was not accurately identified on line 8 in terms of 1) to get something or, 2) to reject something (escape, protest, or avoid) and therefore line 9 can not be evaluated, OR function was not in behavioral terms, OR functional contaminators present</p>
G. Teaching strategies specify teaching of FERB	10 to 9	<p>Teaching strategies (line 10) for <u>all</u> FERB(s) (line 9) include at least one detail about how this will be done: for example, materials are listed, a strategy is described, a list of procedures or skill steps is referenced. (The statement can refer the reader to an attached document and need not be fully described on the plan for a score of two.)</p> <p>BUT</p> <p>If Contaminators are present, score 0: (a) if a reactive strategy for the problem behavior is described here, (b) If cathartic strategies for aggression are described, e.g., punch a pillow, not your peer.</p>	<p><u>Some</u> teaching strategies with at least one detail are specified for one or more general positive behaviors</p> <p>OR</p> <p>Teaching strategies with at least one detail for one, but not all, FERB listed (line 9)</p> <p>AND</p> <p>no contaminators are present</p>	<p>No strategies with at least one detail are specified to teach <u>either</u> a FERB OR to teach general positive behaviors (line 10)</p> <p>OR</p> <p>contaminators are present</p>
H. Reinforcers	11	<p>Reinforcer for FERB is complete AND if any other reinforcer(s) for positive behavior, must also be complete: (a) specifically stated, (b) contingently given, (c) effectiveness data (d) frequency,</p> <p>AND one additional variable is listed, either: (e) choice-within-variety or (f) immediacy),</p> <p>AND no reinforcement contaminator is present: student loses or reduces access to some reinforcer if the FERB is used in lieu of the problem behavior. (score 0 if contaminator)</p>	<p>A, B, C, D, complete for at least one desired behavior</p> <p>AND</p> <p>No contaminator is present</p> <p>BUT no additional variable listed (e) choice within variety or (f) immediacy),</p> <p>OR</p> <p>no FERB reinforcers are identified at all.</p>	<p>A, B, C, or D completeness is not present for at least one desired behavior</p> <p>OR</p> <p>Reinforcement contaminator is present</p>

Section I Behavior, Suspension and Expulsion

Components to Evaluate	Line	2 Points	1 Point	0 Point
I. Reactive strategies	12	<p>Strategy for Managing at least one Problem Safely present, AND any two other components (prompting FERB or redirecting, debriefing or consequences),</p> <p>AND</p> <p>No reactive strategy contaminators are present: (a) catharsis for aggression or (b) aggressive verbal or physical behavior is listed (line 5), but no strategy for managing safely given.</p>	<p>Strategy for Managing at least one Problem Safely present, but two other components for that behavior are <u>not</u> given</p> <p>AND</p> <p>No reactive strategy contaminator is described on the plan: catharsis for aggression, or no managing safely strategy given on the plan for aggressive verbal or physical behavior listed (line 5).</p>	<p>Managing problem safely for at least one behavior is absent,</p> <p>OR</p> <p>Reactive strategy contaminator is present</p>
J. Goals and objectives	13	<p>One complete FERB goal, using a 6 or 9 component format that clearly represents a FERB, not simply a general positive behavior.</p>	<p>One complete 6 component goal, either “increase general positive behavior”, or “decrease problem behavior goal” is present AND a FERB is targeted in the BIP to be specifically taught, though no complete FERB goal is present for monitoring.</p>	<p>No complete goal of any type</p>
K. Team coordination in implementation	7, 10, 11, 12, 14	<p>All implementers and information exchangers are identified and all responsibilities are specified.</p>	<p>Not all implementers or information exchangers are identified OR not all responsibilities are noted for each.</p>	<p>No team members’ responsibilities identified OR no team members are identified.</p>
L. Communication	14	<p>Complete FERB exchange with all 6 components (who, condition, manner, frequency, content, reciprocal- 2-way communication-beyond signature of receipt) for FERB is present</p>	<p>At least one exchange for a listed goal is complete (who, conditions, manner, content, frequency, reciprocal-two way-beyond signature of receipt) but a complete FERB exchange is absent.</p>	<p>All exchanges for a goal are incomplete.</p>

Adapted from Behavior Support Plan Quality Evaluation Scoring Guide II, Diana Browning Wright, M.S., G. Roy Mayer, Ed.D., Dru Saren, Ph.D.

Behavior Intervention Planning Appendices

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Behavior Emergency Procedure Report

A *Behavior Emergency Report* form is completed immediately following a physical restraint (see *Section L*).

Restraints may be applied **only** by staff that has current certification from the Crisis Intervention Institute (CPI). Staff is certified by attending a two-day Nonviolent Crisis Intervention Training, which includes verbal techniques used in crisis prevention as well as physical intervention training. This certification must be renewed at least every 2 years. In **all** cases, a physical restraint is the last resort used to control behavior until the acting out person can gain control of his/her own behavior.

If a student does not have a BIP in place, an IEP meeting must be held **within 48 hours** following an incident, which requires a *Behavior Emergency Report*. At that IEP meeting, the need for development of a BIP, must be determined. When a student has an active BIP, the incident shall be referred to the IEP team for review within a timely manner.

The BIP, which is written as a result of an assessment that identifies specific behavior to be addressed, the most likely communicative intent of the behavior, positive replacement behaviors, possible reinforcers, student learning characteristics, a process of review, and criteria for discontinuance of the Behavior Intervention Plan. Individuals who are responsible for implementation and projected review dates are also included.

The necessity for additional assessment is **always** an IEP team decision.

Suspension

(Refer to your LEA's policies and procedures regarding suspension.)

The State of California designates several offenses as breaches of the conduct code. A student may be suspended or recommended for expulsion if the principal of the school or the superintendent of the LEA determines that the student has committed any of the following offenses:

- | | | |
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| <p>10 Possessing, selling or furnishing a firearm (EC48915(c)(1))</p> <p>11 Brandishing a knife at another person (EC48915(c)(2))</p> <p>12 Unlawfully selling a controlled substance (EC48915(c)(3))</p> <p>13 Committing or attempting to commit a sexual assault or battery (EC48915(c)(4) or 48900(n))</p> <p>20 Caused serious physical injury to another person (EC48915(a)(1))</p> <p>21 Possession of knife, explosive or other dangerous object (EC48915(a)(2))</p> <p>22 Unlawful possession of any controlled substance (EC48915(a)(3))</p> <p>23 Robbery or extortion (EC48915(a)(4)) or 48900(e))</p> <p>24 Assault or battery upon any school employee (EC48915(a)(5))</p> <p>25 Possession of explosive (EC48915(c)(5))</p> <p>30 Caused, attempted to cause, or threatened serious physical injury to another person (EC48900(a)(1))</p> | <p>31 Willfully used force or violence on another person (EC48900(a)(2))</p> <p>32 Possessed, sold or furnished firearm, knife, explosive or other dangerous object (EC48900(b))</p> <p>33 Unlawfully possessed, used, sold, furnished, or been under the influence of any controlled substance, alcoholic beverage, or intoxicant (EC48900(c))</p> <p>34 Selling or delivering material represented to be a controlled substance (EC48900(d))</p> <p>35 Caused or attempted to cause damage to school or private property (EC489009f))</p> <p>36 Stole or attempted to steal school property or private property (EC48900(g))</p> <p>37 Possessed or used tobacco or nicotine products (EC48900(h))</p> <p>38 Committed an obscene act or engaged in habitual profanity or vulgarity (EC48900(i))</p> | <p>39 Unlawfully possessed, or unlawfully offered or arranged to sell, drug paraphernalia (EC48900(j))</p> <p>40 Disruption of school activities or willfully defying the valid authority of school personnel (EC48900(k))</p> <p>41 Knowingly received stolen school property or property (EC48900(l))</p> <p>42 Possession of an imitation firearm (EC48900(m))</p> <p>43 Harassed, threatened or intimidated a pupil who is a witness (EC48900(o))</p> <p>50 Engaged in sexual harassment (EC48900.0)</p> <p>51 Attempted to cause, threatened to cause, or participated in an act of hate violence (EC48900.0)</p> <p>52 Engaged in harassment, threats, or intimidation against a pupil or group of pupils (EC48900.4)</p> <p>53 Made terrorist threats against school officials or school property (EC48900.7)</p> |
|--|--|--|

These offenses must be related to school activity and occur while on school grounds, while going to or coming from school, during the lunch period whether on or off the campus, or during, going to or coming from a school-sponsored activity. Parents must be notified of any action and provided with a copy of all procedural safeguards afforded them, under the law (Parent Rights).

Special education students and students with a 504 Plan may be suspended on the same grounds as general education students.

If the student is removed from the current educational setting for 10 school days or less, the suspension does not constitute a change of placement, unless a pattern is determined by the length of each removal total amount of time the student is removed to the proximity of removals to one another. If the student is suspended for more than 10 days in one school year, this is a change of placement. An IEP meeting is required prior to ten total cumulative days of suspension. Any suspension subsequent to the 10th day of suspension requires the team to meet and review the student's IEP.

If transportation is a related service for a special education student, behavior problems on the bus should be viewed in the same manner as behavior problems at school. A student may be suspended from bus services for up to 10 days. Any period longer than ten days would require that the IEP team meet to determine the necessity of further assessment or goal revisions. A LEA cannot revoke transportation services without taking a number of prior actions. A LEA can change the method or mode of transportation services if the student is endangering himself or others.

Expulsion/Manifestation Hearing

The following checklist may be helpful to sequence the necessary steps for expulsion of a special needs student.

Expulsion checklist for special education students:

1. Student has been recommended for an Expulsion Hearing
2. Student is currently identified as a special needs student and is also enrolled in a special education program or the student has been found eligible for a 504 plan
3. The parent/legal guardian is notified of requirement for manifestation determination
4. Parent/legal guardian shall be notified of his/her participation in the IEP meeting at least 48 hours prior to the meeting. This may be extended three days if requested by the parent/legal guardian. The IEP meeting is held even when the parent/legal guardian does not attend.
5. IEP meeting for manifestation determination must include parent, LEA and relevant IEP team members. The team reviews the student file including IEP, teacher observation and relevant parent information.

Team must consider:

1. If the conduct was directly caused by or had a direct and substantial relationship to the student's disability, or
2. The behavior was a direct result of LEA failure to implement the IEP

If behavior is a manifestation, the IEP team shall determine if additional assessment is required to ensure FAPE or if a BIP is in place, review and modify as necessary to address behavior (Federal legislation).

The necessity for additional assessment is always an IEP decision. The BIP becomes necessary when the special education student exhibits (1) behaviors that are of significant danger to self or others, (2) have caused significant property damage leading to suspension/expulsion, (3) are pervasive and maladaptive enough to require systematic and frequent intervention and significantly interfere with the student's IEP goals and objectives (if required).

Each LEA has designated staff to address serious student behavior who have received specialized training in behavior observation and analysis and intervention strategies.

Both the behavior assessment and analysis identify:

1. Targeted behaviors to be changed, including information on frequency, duration and intensity noted by systematic observation
2. Events that occurred prior to the targeted behavior
3. Consequences for the student after targeted behavior such as removal from the group, attention, sent home, etc
4. Physical and social settings, activities, schedules, communications between students and staff, degree of independence and choices for student, social interactions when the targeted behavior occurs
5. Medical history, medications, diet, educational placements, family dynamics
6. History of previous behavior and interventions

The recommendation for expulsion is mandatory in the following circumstances: possession, sale or furnishing a firearm, brandishing a knife, or sale of drugs. All of the other suspendable offenses may be referred for expulsion dependent on circumstance and previous referrals.

1. The governing board determines expulsion and a rehabilitation plan is developed for the expelled student.
2. All expelled students must be referred to a classroom program. Prior to enrollment at a Community School, the IEP team reconvenes to determine goals and objectives (if required) in the alternative setting and the appropriateness of the placement.
3. Upon satisfactory completion of the assigned rehabilitation contract, the student may reapply for readmission to the expelling LEA. The governing board shall determine if the student will be reinstated in a school within the LEA. If the student is reinstated, the IEP team reconvenes to determine an appropriate special education program.
4. Refer to your LEA's board policy.

Special Circumstances

School personnel may remove a student to an Interim Alternative Educational Settings (IAES) for not more than 45 school days without regard to whether the behavior is determined to be a

manifestation of the student’s disability. In cases where a student, while at school, on school premises, or at a school function:

1. Carries or possesses a weapon
2. Knowingly possesses or uses illegal drugs, or sells a controlled substance
3. Has inflicted serious bodily injury upon another person

“Serious bodily injury” is:

1. “Bodily injury which involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement or protracted loss or impairment of the function of a bodily member, organ or mental faculty.” (18USC § 1365(h)(3))

The 45 day IAES must be selected so as to enable the student to:

1. Continue to participate in the general education curriculum (although in another setting); and
2. Continue to receive those educational services contained in the child’s current IEP that will enable the child to meet the goals set out in that IEP
3. Include services and modifications to address the misconduct that are designed to prevent the behavior from recurring

Note: IAES is used expansively in IDEA 2004 to refer to any educational setting during a disciplinary removal. It does not need to be LRE and may be another campus or home instruction.

Discipline of a Student Not Eligible for Special Education under IDEA

Any student who has not been determined to be eligible for special education and related services under IDEA and who has engaged in behavior that violated any rule of conduct code of the LEA, including possession of weapons, illegal drugs or controlled substances, may assert any of the protections provided for by IDEA if the LEA had prior knowledge of the student having a disability. The LEA is determined to have prior knowledge if it can answer in the affirmative to any of the following statements:

1. The parent expressed written concern
2. The parent requested evaluation
3. A teacher expressed concern

Revised and approved by Governing Council on March 10, 2017