



# Schenectady City School District

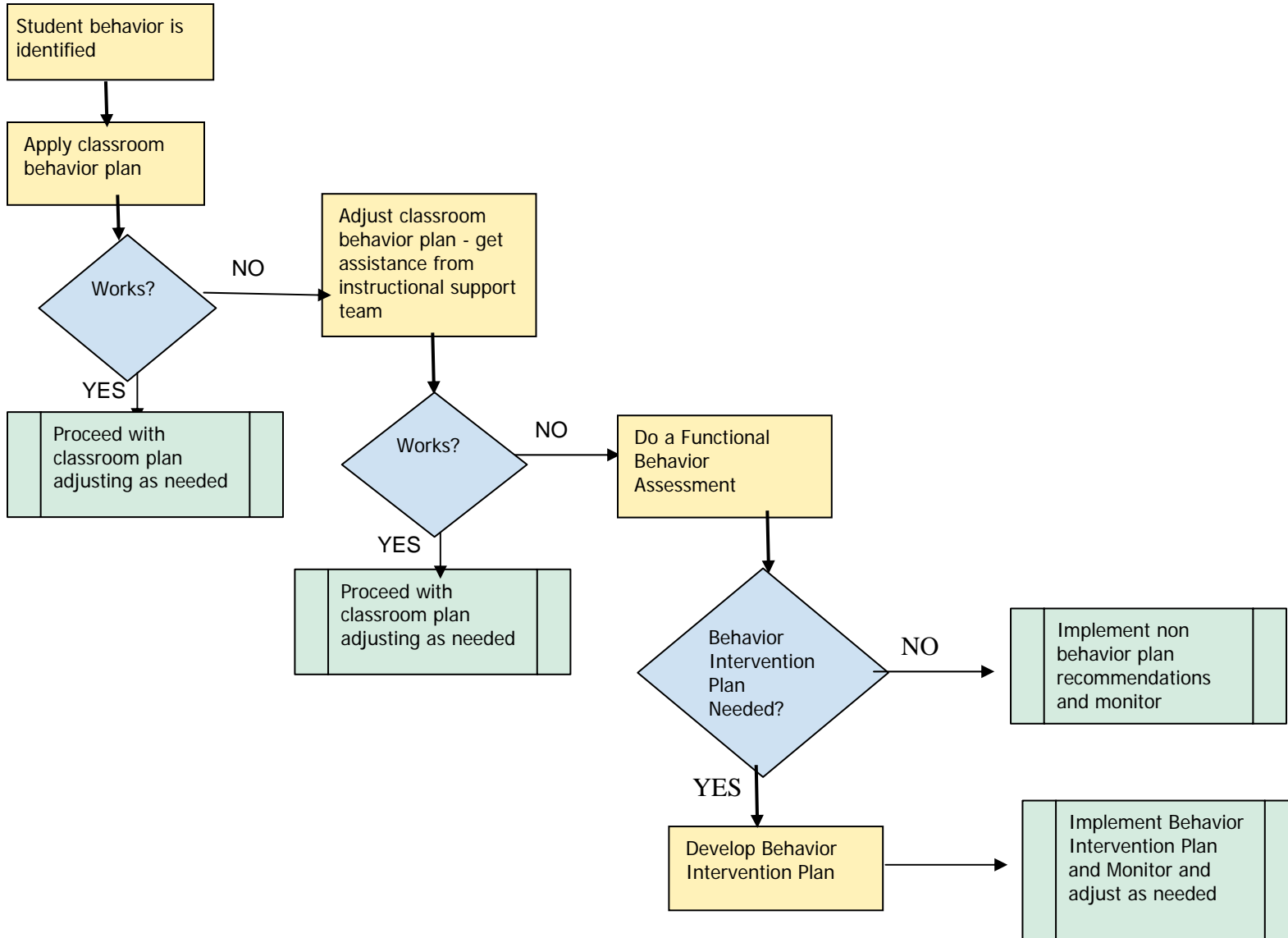
## Behavior Manual Revised: January 2011

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# The Behavior Flow Chart Process



<b>Checklist for Developing an FBA and BIP</b>					
<b>✓step</b>	<b>Information Needed</b>	<b>Exemplar</b>	<b>Acceptable</b>	<b>Not Acceptable</b>	<b>Notes</b>
<input type="checkbox"/>	Parent Consent for Evaluation(s)	Signed Parent Consent for Evaluations needed (FBA, SH, Psychological, Behavior Checklists, Counseling, etc)	Only the exemplar is acceptable		
<input type="checkbox"/>	Demographic Information (FBA- Student Data)	Complete documentation of student demographics including CURRENT parent/guardian contact information, health history and class placement with related services, and other support services	Basic information provided with some non-essential information missing	Sketchy information that does not provide base knowledge of students current status	
<input type="checkbox"/>	Operational Definition of target Behavior (FBA)	Complete description of the topography, frequency, duration and intensity of the behavior. Include 'WHAT' the concerns are, 'WHERE' and 'WHEN' the student is having difficulty and with 'WHOM'.	There is no 'acceptable' other than the Exemplar.	If anything is missing from the Exemplar the assessment is unacceptable	'WHY' is the question the Functional Behavior Assessment will be answering.
<input type="checkbox"/>	Records Review/Evaluations (FBA)	Do a complete review of records and note information from all available reports: *Academic Functioning *Cognitive Abilities *Social Emotional Development *Sensory Integration information *Current Health Status *Speech and Language Understanding level *Physical Limitations –including any known (documented) diagnosis and medications *Note the side effects of current medications (don't forget allergy meds and over the counter meds)	There is no 'acceptable' other than the Exemplar.	Not Acceptable: *A re-hash of old information included in an IEP *Anything that is more than a couple months old (except IQ testing – can be up to 3 years – but if questionable – should be redone as a part of the FBA) *Undocumented anecdotal accounts *Any FBA that does not look at all the areas listed in the Exemplar	

<input type="checkbox"/>	<p>Observational Data Collection (Data Collection Worksheets)</p>	<p>ABC + Interval + Freq/Duration charting                  Done a minimum of 10 minutes each charting time - 5 x a day over a five day period – in at least 5 different settings</p> <p>Duration Frequency charting</p>	<p>ABC and/or Interval and/or Freq/Duration Charting                  Done a minimum of 10 minutes each charting time - 3 x a day over a five day period – in at least 3 different settings</p>	<p>*Any data collection that is not charted                  *Any charting that does not include multiple settings                  *Any charting done less than five days</p>	<p>If the FBA is based on charting that is not exemplar – or the exemplar is somehow deemed flawed – you may be asked to complete additional Data collection and charting</p>
<input type="checkbox"/>	<p>Developing the Hypothesis of Behavior Function (FBA)</p>	<p>*Based on the charting identifying all the behaviors that are deemed 'not-appropriate'                  *Identifying through team discussion what is the hypothesis of the 'FUNCTION' of each behavior (what does the student intend to gain through the behavior?)                  *Identifying through team consensus the target behaviors for the development of a behavior plan</p>	<p>There is no 'acceptable' other than the Exemplar.</p>	<p>If anything is missing from the Exemplar the assessment is unacceptable</p>	<p>Determining the function of the behavior is essential to a successful behavior plan. IF YOU ARE UNSURE HOW TO DETERMINE THIS, please access your resources (principals, instructional coaches, therapists, supervisors)</p>
<input type="checkbox"/>	<p>Behavior Intervention Strategies and Supports (BIP, Team Created Data Forms)</p>	<p>*Identify supports required in each area – Environment, Instruction/Curriculum, Positive Supports, Motivators, Restrictive Measures, Crisis Plan, Data Collection, Coordination Plan</p>	<p>There is no 'acceptable' other than the Exemplar.</p>	<p>If anything is missing from the Exemplar the assessment is unacceptable</p>	<p>*Goals, Benchmarks and Daily Targets should include consequences /rewards.                  *LOOK TO THE FUNCTION OF THAT BEHAVIOR.                  *Substitute acceptable behaviors that have the same FUNCTION</p>

<input type="checkbox"/>	(BIP, Team Created Data Forms)	Script out the response to each behavior Cover EVERY setting the student is in to assure consistency of response *Map out the student day and 'trouble spots' *Script the response to each situation including escalating consequences if necessary	There is no 'acceptable' other than the Exemplar.	If anything is missing from the Exemplar the assessment is unacceptable	*Consequences need to make sense. They should be related to the identified behavior and immediate. *Rewards need to be something the student values. Rewards start at tangible and move toward intrinsic as student masters skills.
<input type="checkbox"/>	Coordination and Implementation of plan (BIP- Data Collection Options)	*Assure everyone working with the student – including the family - has a copy of the Behavior Plan *Assure everyone has the 'script' and consequence information *Assure that everyone knows how to document the daily targets *Schedule weekly progress monitoring to document progress toward benchmark *Schedule monthly review of documentation toward goal attainment	There is no 'acceptable' other than the Exemplar.	If anything is missing from the Exemplar the assessment is unacceptable	Be Prepared to discuss the documentation of daily targets, weekly progress monitoring and data at SBST and CSE meetings. Bring data, charts, daily information, documentation of adjustments to plan
<input type="checkbox"/>	Develop Safety Plan if necessary (Safety Plan, Incident Report Form)	*Discuss behaviors that may warrant the use of Emergency Intervention *Assure that there is a plan in place for these contingencies *Assure all team members are aware of and follow this plan *Complete an incident form for all Emergency Interventions used	There is no 'acceptable' other than the Exemplar.	If anything is missing from the Exemplar the assessment is unacceptable	Be Prepared to discuss the documentation of Emergency Intervention data at SBST and CSE meetings. Submit Incident reports to Director of Special Education

<input type="checkbox"/>	Adjust Plan when needed (BIP- log)-	<p>*This plan must be a living – breathing document that reflects to small incremental that we REALISTICALLY expect the student to achieve</p> <p>*During weekly progress monitoring the team should make adjustments to the plan as growth is being demonstrated.</p> <p>*Drop out target behaviors when extinguished and add in others if needed</p> <p>*Adjust Daily Targets, Benchmarks on data sheets to reflect new or improving behaviors</p> <p>*The student and parent are integral members of the team. NOTHING SHOULD BE IN THE PLAN THAT THE STUDENT OR PARENT DO NOT AGREE TO.</p>	There is no 'acceptable' other than the Exemplar.	If anything is missing from the Exemplar the assessment is unacceptable	A Behavior plan -with weekly progress monitoring and adjustments should be implemented for at least 30 days before deciding the plan is not working. Documentation of the twenty days of daily target data collection, weekly progress monitoring with adjustments and data collection toward the measurable goals needs to be available for SBST and CSE meetings in order for the SBST or CSE to consider changes in programming.
<input type="checkbox"/>	Motivators/Rewards Celebrate Success (BIP)	<p>*Build in a plan for rewards and celebrations. Make the implementation of the plan a positive experience.</p> <p>*A BEHAVIOR PLAN IS NOT A CONSEQUENCE.</p>	.		
<input type="checkbox"/>	BIP- Data collection forms to be developed by team	<p>-Behavior Response Script</p> <p>-Daily, Weekly Data Collection Options</p> <p>-Reward Charting options</p> <p>-Crisis plan</p>			

# The Functional Behavior Assessment

**The purpose of the Functional Behavior Assessment is to determine:**

- A. What are the behaviors that are interfering with learning?
- B. To what extent are these behaviors interfering?
- C. What other factors need to be considered?
- D. What is the function of these behaviors?
- E. What behaviors should be targeted? (Prioritize)
- F. What replacement behaviors can be introduced in order to meet the student's need (function)?
- G. Is a Behavior Intervention Plan necessary to bring about change?

**A. Identifying the Behaviors interfering with learning:**

- Behaviors have to be measurable in order to compare pre – post data and enable accurate data collection. Accurately describing and collecting the data for behaviors will assure that the targeted behavior are measurable.
- **The dimensions of behavior.**
  - **Topography:** How a behavior looks
    - *Appropriate* - hit, kick, bite, spat, refusal to cooperate or participate, scream, throwing things, arguing, absenteeism, blaming others, cheating, complaining, distractible, out of seat, excessive questions, disrobing, wetting, talking in class, etc.
    - *NOT Appropriate* - tantrum, fit, disrespectful behavior, self-injurious behavior, bad behavior, dishonest, listens when he/she wants to, hateful, spoiled, sulks, pout, etc
  - **Frequency:** The number of times a behavior occurs
    - *Appropriate* - 2 x an hour, 6 times a day, twice during lunch period, every 14 seconds, etc
    - *NOT Appropriate* - a lot, often, sometimes, frequently, many times, usually, normally, typically, etc
  - **Latency:** The amount of time between the antecedent for the behavior and the behavior itself
    - *Appropriate* - 2 days, 5 minutes, 3 weeks, 6 seconds, 5 hours, etc.
    - *NOT Appropriate* - a while, a long time, quickly, followed by, later, before that, sometimes, soon, etc

- **Duration:** The amount of time the behavior lasts
  - *Appropriate* - 5 seconds, 5 minutes, 3 weeks, 6 hours, etc.
  - *NOT Appropriate* - a while, a long time, quickly, followed by, later, before that, sometimes, soon, etc
- **Magnitude:** The force or power of the behavior
  - *Appropriate* – pushed a peer to the ground, hard enough to break the pencil, required two adults to take down, loud enough to be heard in the next classroom, etc
  - *NOT Appropriate* - hard, soft, a medium amount, a little, some, pretty bad, nasty, a lot, many, etc
- **Through Data collection- (ABC charting)**
  - Describe the Behavior (Topography)
  - Determine the Antecedent – Latency – Consequence of behaviors
  - Collect data over the course of at least a week, five different times in three different settings
  - Identify the time, personnel, setting, as well as the antecedents, and consequences to behaviors that are being observed to interfere with learning

## **B. Determining the Extent the Behaviors are interfering:**

- **Through Data Collection- (Interval Charting, Frequency reporting)**
  - Choose ONE behavior to collect data for during a specific period of time
  - Choose a data collection method
  - Describe the behavior (Topography)
  - Determine the Frequency – Duration – Intensity (Magnitude) of the observed behavior
  - Complete a DIFFERENT data chart for each behavior (Do not try to collect Data on more than one behavior at a time)

## **C. What other information do we have or can we gather to get a holistic view of the student’s strength and needs?**

*Conduct a thorough review of records to determine if there is any need for additional evaluations as a part of this process-*  
Review & Summarize OR Evaluate & Summarize student functioning through a:

- Psychological
- Educational
- Behavior Checklist
- Medical Exam
- Other (OT, Speech, Etc)

**D. What is the Function of the Behaviors?**

- Hypothesize regarding what is the student trying to communicate, gain or avoid?

Examples:

Student is trying to Communicate	Student is trying to Gain	Student is trying to Avoid
<ul style="list-style-type: none"> <li>• Shy</li> <li>• Overwhelmed</li> <li>• Not cool</li> <li>• Being bullied</li> </ul>	Attention (good or bad)	Attention (good or bad)
<ul style="list-style-type: none"> <li>• Task is too hard</li> <li>• Doesn't know how to do task</li> <li>• Overwhelmed</li> <li>• Doesn't know how to organize</li> </ul>	If I 'mess up' I get to go back to room	Get out of doing a task, assignment, school work
<ul style="list-style-type: none"> <li>• Something about this activity does NOT feel good</li> <li>• Physical need to provide self with sensory input</li> </ul>	Gain sensory input ('crash and burn')	Avoid sensory input

**E. Determining the Behavior(s) to target (Prioritizing)**

- As a team determine the behavior MOST interfering at this time.
- It is important to concentrate on one behavior at a time.
- As target behaviors are extinguished, others can become the target behavior.

## F. Determining a Replacement Behavior

1. To determine a REPLACEMENT BEHAVIOR, if the educational team determines the target behavior is an attempt to get something, a replacement behavior should be rewarded with an opportunity to gain the desired object; activity, etc (e.g., earn 5 stars to get lunch with teacher). If the educational team determines the target behavior is an attempt to avoid something, a replacement behavior should break down the task requested (e.g., can you finish the first line if I help you?) You typically can't move immediately from the target behavior to the desired behavior.
  - A. First, you teach the student a more appropriate way of obtaining the function of the behavior.
  - B. Second, you may need to implement positive behavioral supports through multiple steps before the appropriate behavior is established (e.g., expect student to complete 80% of the task, later expect student to complete 100% of task without complaint).
2. *Break the Punitive Cycle!* Too often, punitive actions (e.g., suspension, Principal's Office) lead to the student getting exactly what he/she wants. Positive BIPs are mandated by the IDEA. The BIP you write should include positive behavioral interventions, before resorting to restrictive Interventions (e.g., time out, losing privileges, forced physical guidance, detention, etc).

## G. Determining need for a Behavior Intervention Plan

- Can the behavior be addressed through a therapeutic intervention (OT working on sensory issues)? **Yes-No?**
- Is the behavior controlled through a classroom management program? **Yes-No?**
- Is the behavior targeted in need of individualized BEHAVIOR intervention in order to extinguish it? **Yes-No?**

## The Behavior Intervention Plan

The goal of *Behavior Management* is to reduce or eliminate the behavior. The goal of *Behavior Intervention* is to teach new skills. Since the behavior is serving a function or meeting a need for the student, the student needs to learn new ways to meet that need. Keeping in mind that behavior challenges are opportunities to teach new skills, the focus of the BIP is to teach the student new ways to meet the need or function identified in the FBA.

### The purpose of the Behavior Intervention Plan is to:

- A. Identify the target Behavior
- B. Develop positive interventions in response to the hypothesis and function of the behavior
- C. Determine replacement behaviors to be taught (functional alternatives)
- D. Determine necessary positive classroom supports
- E. Continue data collection to demonstrate the effectiveness of the intervention
- F. Document the progress or changes necessary to the Behavior Intervention Plan
- G. Coordinate and provide consistency throughout the day (other classes, settings, home)

### A. Identify Target Behavior

- This cannot be done without the Functional Behavior Assessment information
- The team should write the Behavior Intervention Plan based on the prioritize list of behaviors from the FBA (see page 9)

### B. Develop positive intervention in response to the hypothesized function of the behavior

- Determine the function of the behavior and determine the intervention that will most likely extinguish the behavior while meeting the students need as identified by the function of the behavior

### C. Determine the replacement behaviors to be taught

- For tasks that are too difficult or that need to be broken into smaller steps in order for the student to find success, determine the appropriate steps and benchmarks over a course of time

### D. Determine necessary positive classroom supports

Examples:

- Check and Connect
- Positive Behavior intervention Strategies

**E. Continue data collection to demonstrate the effectiveness of the intervention**

ON A WEEKLY BASIS - Using the same data collection method used to determine the Frequency, Duration and Intensity during the Functional Behavior Assessment, collect data on a pre-determined interval to assist the team to decide:

- Is the intervention working?
- Should it be faded?
- Is it not working?
- Should we 'tweak' the component?
- Should we try a different replacement behavior?
- Should we try a different target behavior?

**F. Document progress and changes needed**

- Utilize the BIP-Log to document the progress and changes needed.

**G. Continuity and Consistency**

- Assure that all members of the team have a copy of the Behavior Intervention Plan and any updates
- Assure that all members of the team understand the plan and their role in the implementation
- Assure that the home environment is included in the Behavior Plan
- Assure that the Parent/guardian is an integral part in the development of the Behavior Intervention Plan, the review of progress and any updates needed

## Intervention Strategies

When creating a BIP, select a scientifically-based intervention likely to improve the student's behavior. Any intervention idea chosen for the student should be backed by scientific research (e.g., research articles in peer-reviewed professional journals) demonstrating that the intervention is effective in decreasing/eliminating the target behavior. Interventions can be preventive or responsive. Preventive interventions are modifications to the environment which are used to reduce variables (e.g., noise, movement, etc.) which may stimulate problem behavior. Responsive interventions "teach" the student more appropriate ways (through self control, problem-solving, etc.) to deal with his/her behavior. Several scientifically-based intervention strategies are outlined below.

**Contingency Contracting:** This strategy involves an agreement between the teacher and the student that outlines specific appropriate behaviors that must be displayed in order for a student to earn certain rewards. Contingency contracts must include a description of the desired behavior and a description of the reward.

**Ignoring:** This strategy involves not giving attention for a target behavior. That is the teacher "ignores" the behavior. To be effective, the teacher should ignore immediately; ignore briefly; ignore consistently; make ignoring obvious; avoid repeating instructions; eliminate competing activities; make ignoring powerful; and ignore questions about ignoring.

**Loss of Privileges:** This strategy requires that the student is informed in advance that he or she can access a series of privileges (e.g., access to games to play, the opportunity to have 5 minutes of free time, etc.) if his or her behavior remains appropriate. The teacher instructs the target student about the kind and intensity of problem behavior may result in the loss of privileges and for how long. After this introductory phase, the teacher withdraws privileges, as agreed upon, whenever the student misbehaves.

**Modeling:** This strategy involves having the student observe as the teacher gives specific public praise, for example, to children other than the target student when they demonstrate appropriate behavior. When these behaviors are praised, the teacher clearly describes the praiseworthy behaviors. When the target student imitates the same or similar appropriate behaviors, the teacher immediately praises him or her.

**Overcorrection:** This strategy involves having the target student repetitively practice a skill that will replace or improve upon an inappropriate behavior. For instance, a student who wanders the halls without permission when taking an unsupervised restroom break may have to stay after school one afternoon and take multiple practice trips to the school bathroom. In this example, the instructor might accompany the student to monitor how promptly the student walked to and returned from the bathroom and to give the student feedback about how much this target behavior has improved.

**Redirection:** This strategy requires the teacher to interrupt inappropriate behavior by calling upon the target student to answer a question, assigning him/her a task to carry out, or otherwise refocusing the child's attention.

**Response Cost:** This strategy involves removing points each time a student misbehaves or the target behavior occurs. Students must have a certain number of points left at the end of a pre-determined period (class, day, etc.) in order to enjoy their privileges. In short, misbehavior costs children the opportunity to engage in preferred activities. Consider the possibility of banking points for a future reward or privilege.

**Restitution:** This strategy requires the target student to engage in an activity that actually or symbolically restores the environment, setting, or social situation that his or her misbehavior has damaged. For example, a student who marks the wall with graffiti may be required to work at recess to wash the wall and to remove the offending marks.

**Rewarding alternative positive behavior:** This strategy involves the teacher calling upon the student or providing other positive attention or incentives only during those times that the student is showing appropriate behaviors. The same positive attention or consequences are withheld during times when the student misbehaves or does not engage in academics.

**Shaping Positive Behavior:** This strategy involves using instructions, guiding, and rewarding a student in order to teach a new behavior or to improve a skill. Shaping uses steps to teach a student. As the student learns each step he/she is praised. This praise makes the student feel good about learning every step of the way. Shaping involves determining the student's skill level; setting small goals (breaking large goals into small goals); being a good model; providing numerous prompts; giving short, specific directions; rewarding each step of the way; and reducing your help.

**Time Out:** This strategy involves removing a student from an area due to a behavioral infraction. In timeout, the student's exclusion from the classroom may be very short. Generally, 1 minute for each year of the child's age - is effective. For example, a 6-year-old would be placed in time out for 6 minutes.

## Restraint Protocol

***In the preceding Behavior Intervention section it is stated:*** “The goal of *Behavior Management* is to reduce or eliminate the behavior. The goal of *Behavior Intervention* is to teach new skills.”

***The use of Restraints and Restraining students accomplishes neither goal. It does not reduce or eliminate a behavior and it does not teach students new skills. It does not get to the core function of a behavior nor meet the student’s underlying needs.***

**The following practices are not allowed to be considered or implemented as part of any Behavior Intervention Plan**

- Aversive techniques of any sort
  - Are never allowed
- Corporal Punishment
  - Are never allowed
- Emergency Interventions including Time Out Rooms
  - Can be part of a Safety Plan

**Aversive Intervention:** An intervention that is intended to induce pain or discomfort to a student to eliminate or reduce maladaptive behaviors, including such interventions as: contingent application of noxious, painful, intrusive stimuli or activities; any form of noxious, painful or intrusive spray, inhalant or tastes; contingent food programs that include the denial or delay of the provision of meals or intentionally altering staple food or drink in order to make it distasteful; movement limitation used as a punishment, including but not limited to helmets and mechanical restraint devices; or other stimuli or actions similar to those described above.

**Corporal Punishment:** Any act of physical force upon a pupil for the purpose of punishing that pupil.

**Emergency Intervention:** The use of reasonable physical force necessary to protect another pupil or teacher or any person from physical injury; or to protect the property of the school, school district or others and to **restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school or school district functions, powers and duties, if that pupil has refused to comply with a request to refrain from further disruptive acts.**

**Time Out Room:** An area for a student to safely deescalate, regain control and prepare to meet expectations to return to his or her education program. Time out rooms are to be used in conjunction with a behavioral intervention plan in which a student is removed to a supervised area in order to facilitate self-control or to remove a student from a potentially dangerous situation.

## Safety Plan

### The purpose of a Safety plan is to:

- A. Assure the safety of the student and others and prevent damage to property
- B. Provide consistent communication and coordination among team members including parents
- C. Continue the collection of data to determine appropriateness and effectiveness of interventions

### A. Safety and Prevention

- The purpose of an Emergency Intervention is to protect a student or others from physical injury or to prevent damage to property (school district property or property belonging to others)
- Emergency Interventions shall not be used as a punishment or as a substitute for systematic behavioral interventions

### B. Consistent Communication and Coordination

- When developing students Behavior Intervention Plans, the team should discuss contingencies that would require an emergency response.
- Specific criteria that warrants the Emergency response should be identified and a consistent response should be defined.

### C. Data Collection and Progress monitoring

- A system of tracking the use of Emergency Interventions needs to be a part of the Safety Plan.
- This data needs to be shared with all team members including the parent
- This data needs to be included in the review of the student's Behavior Intervention Plan to assure that the team is looking at all actions when amended or developing a BIP.

### Who can provide these interventions?

Any staff that has the appropriate training, as approved by the School District, in safe and effective restraint procedures

### Documentation (Incident Report Form)

Documentation is paramount to the success of any program or intervention. When completing documentation, please remember to be concise, use facts and leave out the emotion. IF something is your opinion, state that. When in doubt, ask another staff member to check what you have written.

The use of emergency interventions shall be documented in writing as soon as practicable after the incident and no later than 24 hours from the time of the incident, except where the next day falls on a weekend or holiday

## Glossary of Terms

**Antecedent:** the event that occurs before a behavior; this event prompts the behavior.

**Baseline (Pre-Test):** data that is used to determine and evaluate any observed changes in behavior.

**Behavior Intervention Plan (BIP):** a set of strategies used to help a student act a certain way; the BIP identifies the target behavior, summarizes the results of the FBA, and offers strategies to reduce/eliminate inappropriate behaviors.

**Behavior Intervention Plan-Log (BIP-L):** a form used to document the progress, or lack thereof, of a BIP as well as attempted strategies.

**Consequences:** the event that follows the behavior; this event affects whether a behavior will reoccur.

**Data Collection Worksheet (DCW):** a tool used to record baseline (pre-test)/post-test data and intervention strategies.

**Duration:** time; how long each targeted behavior lasts.

**Frequency:** number of times; how often a behavior happens during a time period.

**Functional Behavior Analysis (FBA):** a systematic process for describing inappropriate behavior, identifying environmental factors, settings and events that predict behavior; the FBA guides the development of effective and efficient behavior intervention plans.

**Incentive:** something that moves a student into action.

**Incentive Survey:** a tool used to identify what motivates a student.

**Individualized Education Program (IEP):** a legal document that outlines a specific academic plan for a student who meet a state's criteria for special education services.

**Intensity:** high, medium, low; word used to rate the severity of a targeted behavior.

**Intervention Strategies:** tools used to increase appropriate behavior and decrease/eliminate inappropriate behavior.

**Negative Reinforcement:** occurs when behavior is followed immediately by the removal of a stimulus and, as a result, the behavior occurs more often in the future.

**Positive Behavior Support (PBS) or School Wide Positive Behavior Support (SWPBS):** an empirically validated, function-based approach to eliminate inappropriate behaviors and replace them with more appropriate actions. BS/SWPBS uses reinforcement-based strategies to achieve meaningful behavior and lifestyle outcomes.

**Positive Reinforcement:** occurs when behavior is followed immediately by the presentation of a stimulus and as a result the behavior occurs more often in the future.

**Post-Test Data:** data collected following intervention.

**Progress monitoring:** Regular progress monitoring of the frequency, duration and intensity of the behavioral interventions at scheduled intervals- documented and reported to the student's parents and to the SBST, CSE or CPSE and considered in any determination to revise a student's behavioral intervention plan or IEP.

**Prompt:** to move to action through verbal or nonverbal means.

**Response Cost:** involves removing points each time misbehavior occurs. Children must have a certain number of points left at the end of the day or other designated timeframe to enjoy their privileges. Thus, misbehavior costs children the opportunity to earn the activities that they enjoy.

**Response to Intervention (Rti):** a process that documents how well a student responds to changes in instruction or to behavior intervention strategies.

**Shaping:** the use of instructions, guiding and rewarding children in order to teach a new behavior or improve a skill. Shaping uses steps to teach students. As students learn each step, he/she is praised, making the child feel good about learning every step of the way.

**Stimulus:** specific aspects of the environment that can be differentiated from one another; environmental variables that are controlled or manipulated to determine their influence on the target behavior.

**Target Behavior:** an observable, measurable, specific behavior identified for change.

**Timeout:** the withdrawal of the opportunity to earn positive reinforcement or the loss of access to positive reinforcers (e.g. attention) for a specified period of time, contingent upon the occurrence of a behavior; the effect is to reduce the future probability of that behavior.

## Frequently Asked Questions

### **Is writing a behavior plan the responsibility of the special education teacher?**

No. Behavior problems can occur anywhere and are not only limited to the special education classroom. Any team member can collect data, complete the FBA, and write a behavior plan. If the student has multiple teachers, a team approach is suggested.

### **What are the steps in writing a behavior plan?**

Complete the FBA to analyze the behavior, collect baseline or “pre-test” data, employ an intervention, and collect “post-test” data. It is here (analysis of post-test data) that you determine the need to continue or to modify the intervention.

### **Where do I find the forms to get started?**

The FBA, BIP, BIP-L and Data Collection Worksheets are located in the appendices of this section as well as on the webpage

### **Is it necessary to collect data prior to conducting an intervention?**

Yes. Data must be available in order to determine the effectiveness of the intervention. Also, should a referral for special education services occur, data and all attempts at interventions should be documented.

### **How long should I collect “pre- / post-test” data?**

Depending upon the behavior, most “pre- / post-test” data collection phases should last at least one week. Because circumstances vary, the time periods may vary.

### **When should I collect data?**

Data collection phases should occur during the time frame when the behavior occurs most often. For instance, if the student talks out most frequently during math class, collect data during this class. Remember to be consistent in the data collection process. Be aware of holidays, field trips, or any other unusual days on the school calendar.

### **How should I collect data?**

Teachers are very creative. Use what works best for you. Remember to make the process unobtrusive and do not take instructional time to record data. Some data collection ideas include: sticky notes/index cards attached to clipboards or in pockets; removing paperclips from pocket to pocket or cup to cup; moving pins/clips on board or behavior chart; student’s self-monitoring card, etc.

### **Should the FBA be completed before the BIP?**

Yes! The FBA is the tool that guides the creation of the BIP. The FBA assists in selecting a target behavior and the type of interventions used for the BIP.

**How many target behaviors should I include on the BIP?**

It's a good rule of thumb to begin with one or two target behaviors. From the FBA, select the most problematic behavior and work from there. Other behaviors may cease as a result working on one or two target behaviors.

**When are FBAs and BIPs inappropriate?**

FBAs and BIPs may be inappropriate if a student is exhibiting self-injurious behaviors or seriously harmful behaviors toward others. In these instances, appropriate actions should be taken immediately.

**What's a teacher to do when every kind of incentive with the student doesn't seem to work?**

Be sure to involve the student in the selection of incentives. Have the student complete an incentive survey. Consider conducting an incentive survey at the beginning of the year with your entire class. Ask them, for instance, "Write down 3 things you would work for that don't cost money." Keep on file and refer to as needed.

**How bad does a behavior have to be before I write a behavior plan?**

A behavior plan can be written at any time that you feel a behavior is severe enough that it is impacting a student's performance. Remember, conduct the FBA first and then collect baseline "pre-test" data. The behavior may not be as bad as you think once you see the data!

**I have tried a variety of behavior plans and none seem to work. What's a teacher to do?**

In this instance, analyze your FBA, BIP, and DCW. Perhaps the target behavior is not the best choice. Consider a different target behavior. Also, examine the chosen incentives and consequences for negative actions. The plan may need to be modified or rewritten.

**When the student is functioning at such a low level academically and is having such behavior problems, should I conduct an academic intervention first or the behavior intervention first?**

Many factors may affect a student's academic performance and/or cause certain behaviors to occur. In some instances, if the behaviors are so extreme and seem to be resulting in poor academic performance, then consider working on the behavior first. Attempt to alleviate the behavior problem before employing an academic intervention. Once the behavior is under control, then focus on the academics. On the other hand, if the behavior appears to be the result of academic frustration, then consider employing the academic intervention first.

**Once I develop one behavior plan, can I use that one plan for all students?**

Generally, no. As each student is different, each plan must be tailored to meet that child's needs. Reinforcers for children are different, as are consequences for inappropriate behaviors.

**Who should provide the reinforcement?**

Depending upon the situation, reinforcers can be provided by school personnel or at home. Regardless of where the reinforcement is provided, offer the incentives as promised. Delays in reinforcement/consequences can cause BIPs to be ineffective.

**Do I need individual BIPs if I use a class-wide behavior management system or am part of a PBIS school?**

If your class-wide behavior management system or PBIS program is effective, then individual BIPs are not necessary. However, it is appropriate to have individual BIPs for students who are not responding to class-wide behavior management systems or PBS programs.

**If I have completed my FBA, and I am ready to write a BIP, where can I get intervention ideas?**

Good interventions are the result of good brainstorming sessions with teachers, parents, support staff, and the student. Rely upon your SBST for ideas. Consider sources such as the librarian, office clerk, custodian, cafeteria workers, peer helpers, etc. when assigning responsibilities as part of the intervention.

The web (such as [www.interventioncentral.com](http://www.interventioncentral.com)) and behavior texts (such as Positive Discipline by Nelsen, Lott, & Glenn) are good sources for intervention suggestions. Refer to Pages 13 & 14 for more intervention strategy ideas.

**Once the behavior plan is in place and seems to be working, do I eventually fade out the incentives?**

Yes. If your plan called for incentives to be delivered weekly, consider changing the plan to deliver the incentives biweekly or monthly. You may also consider reducing the number of incentives (e.g. from 5 stickers to 2 stickers). Be careful to remove the incentives in small steps.

**When 8 students out of my class of 21 students seem to misbehave, should I have a behavior plan for each of the 8 students?**

Not necessarily. If PBIS is not working for these children, first examine your class-wide behavior management system (if still in place). Modify as necessary. Remember to examine closely your incentives and consequences, being sure that they are appropriate. If these 8 students are exhibiting similar behavior problems, consider modifying your class-wide management plan to address the similar problems. If that is ineffective, then consider individual plans for each child.

**After collecting post-test data, what do I do if the intervention was successful?**

Re-implement the intervention with the goal of fading incentives. Record progress on the BIP-Log frequently. (Remember any intervention may lose its effectiveness - due to inadequate consequences or reinforcers, etc.- resulting in the need for an IEP meeting to modify the BIP.)

## Special Education Q & A

### **When a manifestation determination is to be conducted for a special education student, do I need a behavior plan?**

Yes. In order to determine if the student's behavior is related to his/her exceptionality, all relevant data must be analyzed and modified, if necessary, including the current FBA and BIP.

### **How do I add counseling to the IEP for an ED student?**

First, do not add counseling services to any student's IEP without speaking to your Principal and CSE Chair. The School Based Support Team (SBST) needs to submit a Request for Review (R4R) to the Quality Assurance Manager. The R4R can request the counseling evaluation OR can submit the documentation of a counseling evaluation and counseling school improvement services done through the SBST. The determination of IEP counseling services needs to occur at a CSE meeting.

### **Are there certain exceptionalities that require an FBA and/or BIP?**

Students who are identified as having an Emotional Disturbance (ED) are required to have an FBA and BIP. The FBA and BIP should be completed on all students with behavioral issues.

### **When should I conduct the FBA/BIP for my ED students?**

The FBA and BIP are required prior to evaluation by CSE for students suspected of exhibiting an Emotional Disturbance. If the student meets criteria and is identified by the CSE as one with an Emotional Disturbance, then a BIP should be in place to address behavior concerns in the school setting.

### **If a student goes to tutoring because of behavior, what are the IEP procedures?**

A new IEP must be written prior to a change in placement specifying only those "Alternative Placement Services" that will be provided during tutoring and reflecting the change in placement.

### **What procedures should occur when the student returns to school (from tutoring)?**

Another IEP must be written before the student returns to the school setting.

### **When the student returns to school from tutoring (for behavior reasons), what do I do about the BIP?**

The BIP must be reviewed and contain significant changes to behavioral targets.

### **If we are just reviewing an existing behavior plan, do we hold an IEP meeting?**

No, modifications of the BIP do not have to be done at a CSE meeting.

### **If a student has a BIP, does he/she need goals on his/her IEP?**

Yes, check off "behavior plan" on the IEP, and assure that any appropriate social goals are added to the IEP (Counseling, Education).

## Resources

**Pupil Personnel Services Office:** 881-3412

**Special Education Office:** 881-3413

**CSE Chairpersons:**

High School – Tricia Mravlja: 881-3499

Middle School – Lauren Dean: 881-2019

Grades 4-6 – Alice Townsend: 881-2023

Grades 1-3 – Mary Beth Santoro: 881-3749

Grades PreK-K – Nancy Ames: 881-2025

**Special Education Instructional Coach:**

Laura (Annie) Birchak: 330-2178

**Consultants:**

Autism Spectrum Disorders- Dr. Kate Murray

Classroom Management and Organization - Ms. Brenda McGuire

## References

### Books:

- ***Applied Behavior Analysis***. John O. Cooper, Timothy E. Heron, and William L. Heward
- ***Behavior Intervention Planning: Using the Functional Behavioral Assessment Data***. Scott, T., Liaupsin, C, and Nelson, C.
- ***Conducting School Based Functional Behavioral Assessments: a Practitioner's Guide***. Watson, T., Stewart, and Steege, M.
- ***Functional Analysis of Problem Behavior: From Effective Assessment to Effective Support***. Repp, A. and Horner, R.
- ***Why Johnny Doesn't Behave: Twenty Tips and Measurable BIPs***. Bateman, B, and Annemieke, G.
- ***The Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies***. Edited by Samm N. House. Hawthorne Educational Services, Inc.
- ***What Works***. Kevin Jones, Ph.D. and Joe Witt, Ph.D.

### Other:

- National Association of School Psychologists

### Websites:

<http://www.interventioncentral.com/>

[http://www.bbbautism.com/behavior\\_management\\_strategies.htm](http://www.bbbautism.com/behavior_management_strategies.htm)



**Student records review AND/OR additional Evaluations completed:**

Evaluation	Reviewed or Administered - Date	Summary of Findings And determination of impact on behavior
Psychological Evaluation		
Educational Evaluation		
Social History		
Speech/Language Evaluation		
OT/PT Evaluations		
Medical Exam		(Be sure to Include Health History/Medication)
Other:		
Other:		

**Student Strengths-** Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

*Do's.....improving social skills, attempts 8 of 10 times, curious, can attend when entertained, works for reward or adult attention, social with peers, responds to peer suggestions, likes attention when correct, etc.*

*Don'ts.....nice smile, good teeth, nice hair, good posture, clean cut, pretty, cute, dressed nicely, nice parents, family has money for a psychiatrist, doesn't talk back, keeps to himself, etc.*

**Operational Definition of Target Behavior** -Include a description of the topography, frequency, duration and intensity of the behavior. Include 'WHAT' the concerns are, 'WHERE' and 'WHEN' the student is having difficulty and with 'WHOM'

*Do's.....Approximately twice a week, John pushes another student to the ground after he is teased; John drops to the ground, screams, stomps, and refuses to comply with adult requests for an average of 4 minutes only when asked to wait his turn; etc.*

*Don'ts.....noncompliance, tantrum, disrespectful behavior, bad behavior, self-injurious behavior, etc.*

**Setting** -Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

*Do's.....classroom, cafeteria, dorm, playground, bus, home, car, in the hall, Nurse's Office, etc.*

*Don'ts.....at school, in the city, outside, inside, in the building, someplace, anywhere, etc.*

**Antecedents**– Include a description of the relevant events that preceded the target behavior.

*Do's....adult request, challenged or teased by peer, when stimulus was presented, when given seatwork, during transition time, the fire alarm, nurse approached, undetermined, etc.*

*Don'ts.....when in a bad mood, when she wants to, etc.*

**Consequences**- Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment.)

*Do's....attention, task avoidance, distracts the teacher, relieved stress, etc.*

*Don'ts.....loss of privileges, time out, he got his way, she got what she wanted, sent to the office, etc.*

**Environmental Variables**– Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

*Do's...recently moved, parent left household, appears to calm down after snack time, increase in behavior when he goes to sleep later, more likely to occur in afternoon, rainy days seem to impact mood, medication, medical problems, etc.*

*Don'ts.....bad mood, lived same house 12 years, history of the target behavior, nice home, good parents, etc*

**Hypothesis of Behavioral Function**- Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

*Do's....Josh tries to avoid (escape) answering questions that are too difficult by insulting peers when they snicker at his hesitation. Josh is trying to avoid embarrassment. Tracey refuses to comply with the teacher's request when she becomes angry and needs 3 to 30 minutes to calm herself. Don'ts....Tracey is unsuccessfully trying to control her environment.*



# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL INTERVENTION PLAN

- Complete when the team has determined a Behavioral Intervention Plan is needed.
- Attach all updated BIPs and BIP-Logs
- Attach all Daily, Weekly and Progress monitoring Data Collection Worksheets
- Form fields will expand as you type

### Student Data:

School Year:		Date:
Student Name:	DOB:	CA:
School:	Teacher:	Grade:

**Target Behavior-** Include a description of the target behavior (e.g. removed from classroom and did not complete assignment.)

*Do's.....Twice a week (average), John pushes another student to the ground immediately after being teased; Juan drops to the ground, screams, stomps, and refuses to comply with adult requests for an average of 4 minutes only when asked to wait his turn; etc.*

*Don'ts.....noncompliance, tantrum, fit, disrespectful behavior, bad behavior, self-injurious behavior, daily, etc.*

**Hypothesis of Behavioral Function-** Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to communicate, gain or avoid?

*Do's.....Jennifer pushes classmates, sometimes causing them to fall to the ground, 2 or 3 times a week to escape from complying with teacher request after she asked Jennifer to wait her turn. Jennifer does this to get food faster.*

*Maria refuses to comply each time the teacher asks her to read aloud, until the teach calls on someone else. Maria does this avoid being embarrassed when she reads aloud.*

**Summary of previous interventions attempted** - Describe any environmental changes made, evaluations conducted, instructional strategy or curriculum changes made or replacement behaviors taught.

*Do's.....Barbara Ann was provided 10 minutes of play time at the beginning of her day to allow for easier transition to the classroom. After one week the intervention was no longer effective; Katie was taught to raise one finger to indicate when she needed time to calm down by counting in her head but after three days began using the time to draw attention to herself; Tom was asked to complete half of the task on 5 occasions but he refused; Jamal was give a "tiger paw" for good behaviors but gave them away often when peers asked for them, etc.*

**Replacement Behaviors** – Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

*Do's.....passes out papers for the teacher often (gets attention), raises hand once daily to talk about personal experiences (gets attention), request tutoring assistance (avoids work that's too hard), requests a break (avoids tasks that are boring or hard), complete half of the assignment when overwhelmed (avoids feeling more overwhelmed), hold the dinosaur for three minutes twice a day (gets to hold something she likes), pet the class rabbit for two minutes (gets to feel the soft rabbits fur), etc.*

## Behavior Intervention Strategies and Supports:

**Environment** – How can the environment or circumstances that trigger the target behavior be adjusted?

*Do's.....Introduce new students to peers with interactive games; Allow student to contact father by phone anytime they are sad after he moved out of the home; Assist the family in locating respite care when mom indicates she is overwhelmed; Contact DSS to see if they can provide bus passes to the family who want to attend sign class; Contact SW for linkage to services for students with hearing loss, etc.*

**Instruction and Curriculum**– What changes in instructional strategies or curriculum would be helpful?

*Do's.....increasing preferential seating, one-on-one instruction, modeling, rehearsal, practice*

**Positive Supports**– Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.

*Do's.....hearing aid, interpreter, 1-1 aide, communication notebook, front row seating, communication board, extra time when Testing, adjusted curriculum, transition prompts, family involvement, social worker, visual timer, move desks, group projects, provide choices, reduce independent work for student, change subjects, visual labeling, visual schedule, etc.*

**Motivators and/or Rewards**– Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior..

*Do's.....praise appropriate behaviors, offer choice when the child refuses, modeling, peer involvement, prompting, shaping, response-cost, redirecting student, feedback, teaching alternative behaviors, display student's work as example to peers, planned ignoring, nonverbal reprimand, token economy, direct instruction, practice new behaviors, teach to ask a buddy, etc.*

**Restrictive Disciplinary Measures**– Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)

*Example:...detention before or after school or weekends, suspension, time out (isolation/quiet room), removal from class exclusion from activities, food delay, forced physical guidance, inhibiting device, manual restraint, negative practice, satiation, denial to regular equipment, restraint, etc.*

**Crisis Plan**– Describe how an emergency situation or behavior crisis will be handled.

*Example:...Students will be moved to another classroom. Staff trained in Crisis Prevention will provide intervention and protection. The parents will be informed that day of the incident. Call for assistance or 911. School counselor and case manager will be notified.*

**Data Collection Procedures and Methods**– Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.

\*Outline the weekly benchmarks to be used for data collection

\*Develop the data collection tool for the daily interventions

\*Script out the response to each behavior Cover EVERY setting the student is in to assure consistency of response

*Example:...School staff will reduce the target behavior by continuing to record behavior using clickers and data collection sheets in an effort to monitor effectiveness of the intervention(s). The behavior will be considered extinguished when two weeks passes without a presentation of the behavior If two weeks later, the target behavior is not reduced by half, an alternative strategy will be chosen*

**Provisions for Coordinating with Caregivers**– Describe how the school will work with the caregivers to share information; provide training to caregivers if needed; and how often this communication will take place.

*Do's.....communication notebook will inform parents of homework and behavior on a daily basis; parents will be advised of behavioral concerns as they present themselves by note transported by the student in a sealed envelope addressed to the parent; parent will be telephoned by the teacher or principal when needed, etc.*



# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL INTERVENTION PLAN – LOG

<b>Targeted Behavior</b>	<b>Baseline Data Summary</b>	<b>Weekly Data Summary</b>	<b>Date of Team review and amendment (if necessary)</b>	<b>Summary of Progress/Amendment implemented</b>



# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL OBSERVATION --Data Collection Worksheets (ABC Charting)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Site of Observation \_\_\_\_\_ Observer \_\_\_\_\_

Reason for observation

Person responsible for student during observation \_\_\_\_\_ Title \_\_\_\_\_

Observation Time \_\_\_\_\_ (Beginning) \_\_\_\_\_ (Ending)

I. Observed behavior or concern:

II. Physical environment:

<input type="checkbox"/> at desk	<input type="checkbox"/> on chairs in a group	<input type="checkbox"/> playground	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at listening center	<input type="checkbox"/> on the floor	<input type="checkbox"/> cafeteria	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at learning center	<input type="checkbox"/> at board	<input type="checkbox"/> gym	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at table			

III. Task (defined by the teacher) for the student to perform:

IV. Observation method to be used: **ABC Chart**

- *To validate suspected behaviors or identify behaviors, causes, consequences/function*
- *To be collected at least 5 x/over a few days /over a few environments*
- *Record below (and on additional pages if necessary) all pertinent behaviors occurring during the observation period*

**Time/Event:**

Antecedent	Behavior	Latency (time between Antecedent and Behavior)	Consequence

Comments/Summary:

Signature of Observer _____	Date _____
Signature of Principal _____	Date _____



# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL OBSERVATION --Data Collection Worksheets (Interval Charting)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Site of Observation \_\_\_\_\_ Observer \_\_\_\_\_

Reason for observation

Person responsible for student during observation \_\_\_\_\_ Title \_\_\_\_\_

Observation Time \_\_\_\_\_ (Beginning) \_\_\_\_\_ (Ending)

I. Observed behavior or concern:

II. Physical environment:

<input type="checkbox"/> at desk	<input type="checkbox"/> on chairs in a group	<input type="checkbox"/> playground	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at listening center	<input type="checkbox"/> on the floor	<input type="checkbox"/> cafeteria	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at learning center	<input type="checkbox"/> at board	<input type="checkbox"/> gym	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at table			

III. Task (defined by the teacher) for the student to perform:





# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL OBSERVATION --Data Collection Worksheets (Frequency/Duration Recording)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Site of Observation \_\_\_\_\_ Observer \_\_\_\_\_

Reason for observation

Person responsible for student during observation \_\_\_\_\_ Title \_\_\_\_\_

Observation Time \_\_\_\_\_ (Beginning) \_\_\_\_\_ (Ending)

I. Observed behavior or concern:

II. Physical environment:

<input type="checkbox"/> at desk	<input type="checkbox"/> on chairs in a group	<input type="checkbox"/> playground	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at listening center	<input type="checkbox"/> on the floor	<input type="checkbox"/> cafeteria	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at learning center	<input type="checkbox"/> at board	<input type="checkbox"/> gym	<input type="checkbox"/> other (specify) _____
<input type="checkbox"/> at table			

III. Task (defined by the teacher) for the student to perform:





# SCHENECTADY CITY SCHOOL DISTRICT

## BEHAVIORAL OBSERVATION --Data Collection Worksheets (Observer Choice-describe below)

<b>Student Name</b> _____ <b>Date</b> _____
<b>Site of Observation</b> _____ <b>Observer</b> _____

Reason for observation
------------------------

Person responsible for student during observation _____ Title _____
Observation Time _____ (Beginning) _____ (Ending)

I. Observed behavior or concern:
----------------------------------

II. Physical environment:																
<table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> at desk</td> <td><input type="checkbox"/> on chairs in a group</td> <td><input type="checkbox"/> playground</td> <td><input type="checkbox"/> other (specify) _____</td> </tr> <tr> <td><input type="checkbox"/> at listening center</td> <td><input type="checkbox"/> on the floor</td> <td><input type="checkbox"/> cafeteria</td> <td><input type="checkbox"/> other (specify) _____</td> </tr> <tr> <td><input type="checkbox"/> at learning center</td> <td><input type="checkbox"/> at board</td> <td><input type="checkbox"/> gym</td> <td><input type="checkbox"/> other (specify) _____</td> </tr> <tr> <td><input type="checkbox"/> at table</td> <td></td> <td></td> <td></td> </tr> </table>	<input type="checkbox"/> at desk	<input type="checkbox"/> on chairs in a group	<input type="checkbox"/> playground	<input type="checkbox"/> other (specify) _____	<input type="checkbox"/> at listening center	<input type="checkbox"/> on the floor	<input type="checkbox"/> cafeteria	<input type="checkbox"/> other (specify) _____	<input type="checkbox"/> at learning center	<input type="checkbox"/> at board	<input type="checkbox"/> gym	<input type="checkbox"/> other (specify) _____	<input type="checkbox"/> at table			
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<input type="checkbox"/> at learning center	<input type="checkbox"/> at board	<input type="checkbox"/> gym	<input type="checkbox"/> other (specify) _____													
<input type="checkbox"/> at table																

III. Task (defined by the teacher) for the student to perform:
--

IV. Observation method to be used: **Describe:**

**Purpose:**

*To be collected at least 5 x/over a few days /over a few environments*

Signature of Observer \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

**Attach chart here.**





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## Schenectady City School District Summary Report of De-Escalation and Restraint Use

<b>Student Name:</b> _____		<b>ID#:</b> _____	<b>Date:</b> _____
<b>Person completing this form:</b> _____		<b>Signature:</b> _____	
<b>Description of activity in which the student was engaged immediately preceding the implementation of de-escalation techniques and/or restraints:</b>			
<b>Student Behavior</b> that prompted interaction (to be written by person initiating interaction):			
<b>Efforts made to de-escalate the situation:</b> <input type="checkbox"/> Removing the child from the situation <input type="checkbox"/> Providing Choices <input type="checkbox"/> Reducing demands <input type="checkbox"/> Verbal redirection <input type="checkbox"/> Reduced verbal interaction <input type="checkbox"/> Involving others <input type="checkbox"/> Calming Techniques <input type="checkbox"/> Other: _____	<b>Alternatives to restraint that were attempted:</b> <input type="checkbox"/> Removal of other students <input type="checkbox"/> Request for assistance <input type="checkbox"/> Voluntary removal to another location <input type="checkbox"/> Other: _____		
<b>Nature of restraint (describe the type of approved physical restraint used):</b> <input type="checkbox"/> One person <input type="checkbox"/> Two people <input type="checkbox"/> Team <input type="checkbox"/> Other-describe: _____	<b>Describe method of restraint:</b> <input type="checkbox"/> Standing restraint <input type="checkbox"/> Supine restraint <input type="checkbox"/> Prone restraint <input type="checkbox"/> Seated restraint <input type="checkbox"/> Small child restraint <input type="checkbox"/> Other-describe: _____		
<b>Time began:</b> _____	<b>Time ended:</b> _____	<b>Location of restraint:</b> _____	
<b>Names of all staff members administering restraint:</b>		<b>Names of all witnesses:</b>	
<b>Administrator Notification:</b>  Name of Administrator: _____ Date: _____ Time: _____ <input type="checkbox"/> Verbal <input type="checkbox"/> Written		<b>Nurse Report:</b>  <input type="checkbox"/> No sign of injury <input type="checkbox"/> Signs of injury Summary: _____	
Administrator Signature: _____		Nurse Signature: _____	
<b>Parent Notification:</b> <i>(a good faith effort must be made to verbally notify parent the same day as the restraint occurred)</i>			
<b>Type of notification-</b> <input type="checkbox"/> Telephone - Date: _____ Time: _____ <input type="checkbox"/> In person - Date: _____ Time: _____			
<b>Comments:</b>			