

VENTURA COUNTY SELPA INSTRUCTIONS

Items highlighted in blue are new for 2010-2011.

V. SERIOUS BEHAVIOR/DISCIPLINE FORMS

A. Applied Behavior Analysis Special Education Teacher Verification Process

This process is designed for Special Education teachers with a strong background in the use of techniques of Applied Behavior Analysis in the classroom. It will provide evidence of implementation of ABA and verify that the teacher is competent in the skills and expertise.

To become "ABA Verified" the Special Education teacher must:

- 1) Hold a valid special education credential
- 2) Submit evidence of training in the principles of ABA in both eliciting new skills as well as changing non-desired behaviors. Requirements:
 - At least one college course or two days of inservice training in Positive Behavior Supports
 - At least one college course or two days of inservice training in the principles of ABA to assist students in acquiring new skills
- 3) Achieve a score of 80 or better from an observer on the ABA Instructional Strategies Checklist
- 4) Achieve an average score of at least 2.5 on the Changing or Eliminating Non-Desired Behaviors Worksheet, completed by an observer.

See the SELPA handbook "ABA Special Education Expert Verification Process." (SELPA website, www.venturacountyselva.com under "Publications" and also under "Behavioral Interventions" -"ABA" for application and more information on the process.)

Submit evidence of all three above to the SELPA ABA Verification Review Committee for approval

B. Behavior Emergency Report

To be used whenever a behavior emergency occurs, involving the use of a restraint to prevent injury to student or others, or when severe property damage has occurred. The administrator is notified immediately, and the parent within one day.

The 2-page form must be completed when a behavior emergency occurs. Staff involved should complete page 2 as a group, to discuss the effectiveness of the team's response.

Put a copy in the student's file, and forward a copy to SELPA. If the Behavior Emergency involves a student without a BIP, an IEP should be scheduled within two days to decide whether an FAA is necessary. If the Behavior Emergency Report is for a student who has a BIP and the incident involves a previously unseen serious behavior or an identified behavior for which the intervention was not effective, the IEP team should review the report and determine if the incident constitutes a need to modify the plan. Use **Behavior Emergency Report Checklist** to document steps taken.

- C. **Behavior Intervention Plan (BIP)** – See *Appendix V-A* for Behavior Analysis Flowchart and see *Appendices V-B and V-C* for flowcharts of the BIP Process. *Appendix V-B* is for “Behavior Interfering with Learning” and *Appendix V-C* is for “Behavior Emergencies.”

1. **Behavior Intervention Plan (BIP) Form (CCR 3052(d-f))**

Upon completion of the FAA, an IEP team meeting shall be held to review results. If the FAA indicates that systematic intervention is needed to change a serious behavior as defined by California Code of Regulations, a BIP should be developed. **See SELPA handbook “Behavior Interventions for Special Education Students.**

The BIP is a written document which is developed and approved by an expanded IEP Team and becomes a legal part of the IEP. The expanded team must include a Behavior Intervention Case Manager and qualified personnel knowledgeable of the student’s health needs, as described in Ed. Code Section 56341 (c)(2). The plan must be based on a Functional Analysis Assessment and shall describe the frequency of the consultation to be provided by the Behavior Intervention Case Manager to the staff members and parents who are responsible for implementing the plan.

See *Appendix V-D* for an overview of “Key Concepts” about the BIP.

a. **Summary of FAA**

Briefly address the following:

- Introduction of student – Cognitive, communicative ability
- Brief history of problem behavior – Previous plans, successes
- Ecological Setting factors – Include health/medical if relevant

b. **Description of Behavior**

i. Problem Behavior:

- Description: Describe the behavior in ways that are clear, specific, and observable to anyone. This means any two people would agree whether or not the behavior has occurred.
- Communicative Function: Based on FAA, describe what student is trying to obtain, protest, or avoid by using this problem behavior.

NOTE: – This is extremely critical because the replacement behavior needs to **achieve the same outcome.**

- Current Baseline: On average, how much the problem behavior is currently happening. Include frequency (how often) duration (how long) intensity (how severe).
- Goals: Develop an annual goal for the decrease of the problem behavior (e.g., “problem behavior will occur no more than ___ times per ___”; “problem behavior will be reduced from baseline of ___ to ___”).

NOTE: – Be sure Case Manager and/or classroom staff include this goal with all other goals, for coordination of implementation as well as regular progress reports.

• Replacement Behavior:

- Description: What student should do to escape, protest, avoid or get his/her need met in an acceptable way.

NOTE: – Replacement behavior must meet **the same communicative function** as problem behavior.

- Communicative Function: Indicate how the replacement behavior will achieve the same outcome as the problem behavior.
- Current Baseline: Note current use of replacement behavior. For some students this might not occur yet; others might be using behavior infrequently/inappropriately or it might not be reinforced by staff.
- Goals: Develop an annual goal to address the goal for the increase in appropriate use of replacement behavior, (e.g., “student will request help,” “use break card,” “interact appropriately with peers,” “express anger appropriately”). As above, be sure to include this goal with all others for student.

NOTE: – It might be helpful to start goals by using the communicative function as the condition (e.g., “when frustrated in math,” “when angry on playground,” “when seeking sensory input.”)

c. Interventions

Interventions are things done or steps taken **by staff/implementers** of plan to reduce need for student to use problem behavior and increase student’s use of replacement behavior.

NOTE: – These steps may include the teaching of new skills; modifications/accommodations to curriculum, instruction and/or environment; and reinforcement.

i. Problem Behavior:

- Ecological changes – Describe any changes in the educational environment that might be necessary to reduce student’s need to use problem behavior, (e.g. schedule, seat location and/ or arrangement, staff/peer support, lighting, level of student choice, noise level, schedule/delivery of medication).
- Instructional changes – May include difficulty of assignments; level of/types of prompts; visual cues; de-escalation strategies; social stories; contracts. Indicate circumstances when they would be used.

- Reinforcement – What are you reinforcing, what is the reinforcement, what is the schedule of delivery, and who is giving the reinforcement?

NOTE: – At this point, you are reinforcing the **absence or reduction** of the problem behavior.

NOTE: – Remember, these interventions must be specific enough so that as they are used, they can be recorded reliably in your data collection system.

- Plan for fading interventions as behavior reduces -

Specify target rate(s) for reduction in the occurrence of problem behavior, including period of time in which rate will be maintained. (e.g. – “no more than two times a week for three weeks”). As those rate(s) are achieved, specify changes to be made in above interventions. These could include changes to be made in the ecology, instructional strategies, or reinforcement schedule such as:

- Ecological: Reduce number of breaks; reduce physical supports such as study carrels or separate seating; reintroduce into group activities.
- Instructional: Reintroduce more demanding tasks; less intrusive prompts; less curricular modifications; reduce number of verbal prompts.
- Reinforcement - Lengthen reinforcement intervals, move toward more intrinsic reinforcement.
- Plan for reviewing/changing interventions if ineffective – Specify time period (usually no less than three weeks) when team will review interventions (usually first date on plan review, as stated on last page of BIP). Specify target rate in occurrence of problem behavior which will indicate that interventions are ineffective.

NOTE: – Remember that problem behaviors may escalate or increase initially before they decrease, which is why the plan must be implemented over a period of time before determining whether changes need to be made.

- Reactive plan: This is what you will do if the problem behavior occurs, in spite of your best pro-active interventions. (e.g., reinforce others for appropriate behavior; ignore problem behavior if possible; prompt student to use replacement behavior; remove audience; prompt student to go to break area; escort student to pre-arranged space; intervene verbally when student is calm.)

NOTE: – The reactive plan must **not** include the use of restraints. Restraints may occasionally be necessary as an **emergency intervention**, however they may not be part of a written plan.

ii. Replacement Behavior:

- Strategies for teaching or increasing - For students who do not have this behavior in their repertoire at all, this may include teaching, modeling, shaping, role-play, counseling, social stories etc. If the student uses the behavior infrequently, inappropriately or it is not being reinforced, interventions may include prompting, “catch ‘em being good,” or more consistent or frequent reinforcement.

NOTE: – This is the part that is just like regular teaching of any new skill or skill that a student uses inefficiently or inappropriately.

- Reinforcement – What are you reinforcing, what is the reinforcement, what is the schedule of delivery, and who is giving the reinforcement?

NOTE: – At this point, you are reinforcing the presence, increase or more appropriate/efficient use of the replacement behavior.

NOTE: – Remember, these interventions must be specific enough so that as they are used they can be recorded reliably in your data collection system.

- Plan for fading interventions as behavior increases - Specify target rates(s) for increase in the rate of the replacement behavior. As those rate(s) are achieved, specify changes to be made in the above interventions. (e.g., intermittent reinforcement; increase length of intervals; more intrinsic reinforcement; fade artificial reinforcement in favor of more natural outcomes; less intrusive prompting; allow peers to step in to prompt/model rather than the teacher.)
- Plan for reviewing/changing interventions if ineffective – Specify time period (typically no less than three weeks) when team will review interventions (usually first date on plan review, as stated on last page of BIP). Changes may include rethinking the hypothesis, reviewing reinforcement, changing level of prompts/support. Specify criteria that will indicate the replacement behavior is not increasing adequately. For example, a plan might specify that the interventions are ineffective if replacement behavior is not used _____ times per _____, or still requires _____ level of prompting.

d. **Strategies for implementing this plan in home, residential facility, worksite, and other setting (if any):**

Describe how the plan can be implemented in environments other than school (e.g., parents provide additional reinforcement for school behavior; behavior checklist for job site; portable token system for community; collaboration between school and outside behavior specialist services.)

NOTE: – Behavior plans are most effective when there is collaboration between school and all other environments in the student’s life.

e. **Data Collection Methods:**

NOTE: – Distinguish *interventions* from problem and replacement behaviors. Interventions refer to what staff/implementors are doing. For example, use of a break-card is a student behavior while training or prompting a student to use the break-card is a staff intervention.

Occurrence of Problem Behavior:

You must measure the occurrence of the problem behavior specified in II-A-1. Circle what you will be measuring (frequency, duration, intensity) and indicate how often and how you will measure. (*You must at least measure frequency*). (Examples of methods may include, checklists, graphs, charts, interval records, etc.)

Occurrence of Replacement Behavior

You must measure the occurrence of the replacement behavior specified in II-B-1. Circle what you will be measuring (frequency, duration, intensity) and indicate how often and how you will measure. (*You must at least measure frequency*). (Examples of methods may include, checklists, graphs, charts, interval records, point charts, etc.)

Frequency of Use of Interventions:

Interventions listed in the behavior plan need to be measured or recorded in some way. A checklist or chart should be developed listing all interventions from the behavior plan, with a measure of frequency of their use and/or record of their use by staff. Some interventions will be measured daily, others weekly, others every time they are used, etc.

NOTE: – The BICM should work with classroom staff to make data collection about interventions as simple as possible. However, it is important that classroom staff record the use of interventions to assure they are used consistently. Some interventions such as curricular modifications may be documented through lesson plans and work samples, other such as environmental changes by general notes.

Consultation by Case Manager:

Indicate how often and method by which Case Manager will consult with staff and parents. This will usually occur quite frequently and with more informal methods such as visits, phone calls, etc.

Plan to be Reviewed:

Most often, the first date for review should be three to four weeks after implementation of the BIP, other dates may correspond with benchmarks or report card dates. Specify members of the IEP team who will participate in the review, which should at least include parent/care provider, BICM and teacher. Methods of review may include meeting, telephone conference, or other means as agreed upon by the IEP team.

2. **BIP Scoring Rubric**

There is a scoring sheet for evaluating the effectiveness of your BIP, line by line. See *Appendix V-E* for a rubric to go with the scoring sheet.

3. Minor Modifications to Behavior Intervention Plan (BIP) (CCR 3052(g))

Minor modifications to the Behavioral Intervention Plan can be made by the Behavior Intervention Case Manager and the parent representative. If the Behavioral Intervention Case Manager is unavailable, a qualified designee who meets the training requirements of a Behavioral Intervention Case Manager shall participate in making the modification. Each modification or change shall be added to the Behavioral Intervention Plan provided that the parent or parent representative is notified and is able to review the existing program evaluation data prior to implementation of the modification. Parents shall be informed of their rights to question any modification to the plan through the IEP process.

The Minor Modification form is to be used to make minor changes to the BIP, such as change of reinforcers, reinforcement interval, or interventions. It does not require an IEP team meeting.

This form should not be used to substantially revise the BIP. For example, if a new communicative function or replacement behavior is identified, a new BIP should be developed.

Final Note About BIPs

When developing the Behavior Intervention Plan, the team should consider:

1. Adjustments/accommodations to health/medical and family issues which may be possible.
2. Instruction/accommodations/modifications to address student's communication needs (expressive and receptive).
3. Interventions used in the past - what worked/did not work.
4. Introducing more independence and life enhancing activities into the student's daily routine.
5. Changes to the environment/setting which will reduce occurrence of problem behavior and increase desired behavior.
6. Interventions planned to decrease problem behavior and increase desired behavior.
7. Plan for delivering reinforcement for reduction/elimination of problem behavior and increase of desired behavior.
8. A plan for responding if the problem behavior occurs.

D. Consideration of Residential Placement

Use this form when the team is considering residential placement for a Chapter 26.5 eligible student. The IEP team must include a representative of County Mental Health.

1. Summarize the reasons student is being considered for residential placement - must note impact on student's educational program.
2. Check all less restrictive alternatives to residential placement which have been implemented, or to be implemented. Indicate those considered and deemed inappropriate, and specify why they are inappropriate to address the student's needs at this time.
3. If there are additional activities to be implemented prior to residential placement, check the box and stop.

4. If not, indicate whether team agrees to either an in-home community based program (Wraparound) or a program in a facility. If student is to be placed in a residential facility, note Special Education services to be provided on the Student Information and Services page (Note "NPS" as provider if they will be provided by a Non-Public School.)

Indicate agency to provide Residential Treatment Services. (LA County Mental Health or Ventura County Behavior Health). Also note "Residential Treatment Services" on the Student Information and Services page.

E. Functional Analysis Assessment (FAA)

1. Determination of Need for Functional Analysis Assessment

If you have had a request for a Functional Analysis Assessment (FAA), this form can be used to determine if it is required under Title 5 Regulations. If an FAA is required, an Assessment Plan should be developed within 15 days of the request, and an FAA should be conducted by a certified Behavior Intervention Case Manager (BICM). An FAA has required elements under Title 5, and requires substantive observation and data collection. Use the SELPA form "FAA Summary Report."

If it is determined that an FAA is NOT necessary, an FBA is advisable. An FBA does not require an Assessment Plan if no observation and data collection will be done (not required). An FBA can be done by the team at an IEP meeting, or by a group including teachers and parents. The SELPA form "FBA Guide" should be used as a Guide for the FBA, as there are no required elements.

Use this form to determine whether or not a Functional Analysis Assessment (FAA) is required. At the bottom of the page, check all rationale that apply. If all items in the right-hand column and none in the left-hand column are checked, an FAA is required.

There are many tools available for completing this assessment in the Ventura County SELPA publication "Behavior Intervention Case Manager Manual."

2. Functional Analysis Assessment (FAA) Summary Report (CCR 3052(b)) (Also can be used for Functional Behavioral Assessment required by CFR 300.530(d)(ii) and (f)(1)(i))

a. Reason for Referral

Note the reason the referral has been made. Briefly summarize the behavioral concerns that initiated this assessment. If this is a result of a Behavior Emergency, describe.

b. Review of all Relevant Records

Describe student's overall cognitive, developmental, academic, and communicative abilities. Include age, disability, and school program.

c. Problem Behavior

- i. Description - Describe the behavior in specific terms that leave no doubt as to whether or not the behavior occurred. Avoid terms such as "tantrums," or "defiant;" instead, describe exactly what the observer would see, including intensity and duration. (e.g., "leaves red marks," or "lasting 1-2 minutes.")

- ii. Baseline - Describe how often the behavior is occurring, (weekly, daily, etc.) on average.
- iii. Antecedents - Describe the activities, setting factors, people, demands and/or time of day when the behavior most often occurs.
- iv. Consequences- Describe what typically happens after the behavior occurs- who does what, where does the student go, etc.

d. Ecological/Setting Factors and Events

For each of the questions, describe the ecological factors that are most typical when the problem behavior occurs as well as when it does not. **See “Ecological Variables Questionnaire” (Anderson and Mesaros), “Touchette’s Scatter Plot” (Santa Barbara County), “Behavioral Map” and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, www.venturacounty SELPA.com, under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

e. Student’s Ability to Communicate

Describe the student’s expressive as well as receptive abilities. This will help when selecting replacement behaviors for the student.

f. Health, Medical Factors, etc.

Examine records to determine health and medical factors which may influence behaviors (e.g.; illness, medication levels, sleep cycles, diet). Other considerations may include substance abuse, allergies, mental health, etc. You may also wish to consider environmental changes such as change in family, residence, school, activities, structure, staff, friends, etc.

g. History of Behavior

Describe previous positive behavior support plans that have been implemented. Describe in general the types of interventions, supports and reinforcements that have been tried and what was and was not successful.

h. Opportunities for Life-Enhancing Activities

Describe opportunities the student has for good quality life experiences, including independence, choice and variety. **See “Quality of Life Assessment” (Mesaros), “Quality of Life Cue Questions” (Mesaros) and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, www.venturacounty SELPA.com, under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

i. Function of Behavior

Using all the information above, state your hypothesis of the function of the behavior. This is the outcome that the behavior seems to serve for the student, or the “payoff.” This is your hypothesis as to why the behavior is occurring. The purpose of the replacement behavior will be to achieve the same outcome in a more appropriate way. **See “Communicative Functions” and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, www.venturacounty SELPA.com, under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

j. Replacement Behavior

Describe the behavior that you will teach the student to use instead of the problem behavior. *It is imperative that this behavior achieve the same outcome (serves the same function) as the problem behavior.* It must meet the function that you have

described above. Please be sure not to select a lack of the problem behavior as the replacement behavior. It must be a new behavior that will meet the same need in a socially appropriate way. If the replacement behavior is actually incompatible with the problem behavior, it is better yet. For example, an incompatible behavior to self-biting is fingering a fidget toy in the pocket. **See “Positive Behavior Support- It’s easy as 1-2-3-4-5-6!” (Ventura County SELPA) for sample replacement behaviors. Available on website under “Publications” or “Behavioral Interventions”-“Positive Behavior Support.”**

If the replacement behavior is currently used by the student at all, please specify how often, and the antecedents and consequences. Some positive behaviors are being used by students at a low rate of occurrence or are not recognized when they occur. Note the setting factors that are most typical when the replacement behavior occurs. This will give you ideas for altering the ecology to assist the student in using the replacement behavior more effectively and consistently.

k. Reinforcement

Note activities, people, food, etc. that the student prefers. **See “Reinforcement Inventory” (Willis and LaVigna) and other tools available in “Behavior Intervention Case Manager (BICM) Manual” located on SELPA website, www.venturacountyselpa.com, under “Publications” and also under “Behavioral Interventions” – “Serious Behavior.”**

l. BIP Needed

Indicate whether or not a BIP is needed. If it is determined that changes have already been made which have resulted in significant reduction in the problem behavior, indicate. Those changes should be noted on the Accommodations page of the IEP. Another option would be that a Positive Behavior Support Plan will be written. In this case, the plan will be developed and attached to the IEP. If the assessor feels that a BIP is needed, with all the required elements, then a draft of the plan should be made for presentation and discussion at the IEP team meeting.

F. Positive Behavior Support Plan (PBSP)

The SELPA makes three different versions of PBSP available to staff to choose from. All meet standards of Positive Behavior Support Planning. **(See SELPA website www.venturacountyselpa.com “Behavioral Interventions”-“Positive Behavior Support” for samples of completed forms A, B and C.)**

1. Plan “A”:

In order to develop a PBSP, it is strongly suggested that a Functional Behavior Analysis (FBA) be conducted. There is a SELPA form “Functional Analysis Assessment Summary Report or Functional Behavioral Assessment Guide” which structures this process. See *Appendix V-F* for key concepts for PBSP Plan A.

a. **Description of inappropriate behavior** – This is the behavior that you want to eliminate, reduce, or change. Use observable, measurable terms, (such as “hits with fists,” “jumps out of chair,” “refuses to do work,” etc.) rather than vague or judgmental terms such as “disruptive,” “attention getting,” “violent.”

b. **Current frequency/intensity/duration (of inappropriate behavior)** – This is how often the behavior you described occurs (e.g. approximately

two times per week, once per hour, etc.), as well as intensity (high pitched, enough to leave marks) and duration (five minutes).

- c. **Reason for student's behavior** – this is the purpose that the behavior serves for the student, or the outcome it achieves. This can be very difficult to determine, but is a very important part of figuring out how to change a behavior in lasting ways. The four main types of reasons for behavior (functions of behavior) are listed below:
- i. Escape – The student is trying to avoid something he or she dislikes or fears or which causes anxiety, etc.
 - ii. Attention – The student wants attention (positive or negative) from adults, peers, or others.
 - iii. Tangible – The student wants to get something (object, toy, food, etc.)
 - iv. Sensory – The student wants to get or avoid something related to the senses (e.g. lighting, heat, sounds, smells, movement, etc.)

For students who are verbal, it is okay to ask them why they do the behavior, but many times they are unable to tell you themselves. The use of a checklist and motivation assessment scales may help you determine the reason for the behavior. Have teachers, paraprofessionals, and family members all fill them out and compare the results to see if they agree or disagree as to the function of the behavior.

(You may have a hypothesis about behavioral function that later proves to be incorrect; in that case, change the hypothesis and try again. The reason (or function) of the behavior is critical to developing the positive behavior that will replace it.)

- d. **Description of Positive Replacement Behavior** – This is the behavior that you want the student to do instead of the inappropriate one. It should not be simply NOT DOING the inappropriate behavior, but should be a replacement behavior that is socially appropriate and achieves the same outcome as the inappropriate behavior. It is best if it is actually INCOMPATIBLE with the inappropriate behavior, but this is not always possible.

Examples:

- A student who displays constant out-of-seat behavior (in order to get the teacher's attention) will raise his hand for help instead.
- A student who throws chairs during math (because he is very frustrated with the work and wants to escape by getting kicked out of class) will ask for assistance or a break.
- A student who constantly grabs toys and other items from others will be taught to ask if he can have a turn or share
- A student who has sensory difficulties with light, sound, etc. will seek appropriate ways to mediate the problem, as determined by the teacher. (e.g., PECS card to request change in setting)

(The key to positive behavior support is that if the student uses the behavior, he will get his needs met in a way that is socially appropriate, thus eliminating the need for the inappropriate behavior.)

- e. **Current frequency/intensity/duration** (of positive behavior) – This is how often the positive behavior is occurring. It may never occur, or it may occur at low frequencies, or at inappropriate times.

- f. **Plan for Decreasing Inappropriate Behavior**
- i. **Strategies** – Give strategies for decreasing the inappropriate behavior(s).
Examples:
 - Will be reminded of his reinforcement system at the beginning of each period.
 - When he starts to get frustrated, will be redirected to another calming activity.
 - When he is out of his seat, ignore him and reinforce all other children in group.
 - Will be provided with a choice of two separate math sheets (or method of completing, or level of assistance, etc.) to reduce frustration level.
 - Recess will always be followed by a classroom activity that Johnny enjoys, to decrease his level of noncompliance about coming back into the room.
 - ii. **Responsible Discipline** – Note which staff personnel are responsible to implement the strategy.
 - iii. **Frequency** – Note how often strategy to be implemented (i.e., at signs of escalation, at beginning of period, at typical “problem” times).
 - iv. **Reinforcement** – Specify plan for rewarding lack of the target inappropriate behavior, including frequency of reward, type and person responsible.
 - v. **Plan for Fading** – Note the plan for decreasing the frequency or level of the reinforcement over time (as the behavior fades), or decreasing use of strategies. Also note person responsible and intervals used for fading.
Examples:
 - Increase length of time on tasks by five minutes a week prior to rewarding
 - Discontinue certain interventions after 2 months with no threatening or aggressive Behavior
- g. **Plan for Increasing Positive Behavior**
- i. **Strategies** – Give strategies for increasing the appropriate replacement behaviors.
Examples:
 - Will be promptly reinforced with verbal praise and attention for raising his hand.
 - Will be reminded at the beginning of the lesson that he is allowed one five-minute break per period, then reinforce him if he asks for a break.
 - The whole class will practice lining up and coming in properly after recess, with reinforcement given.
 - Will get a quick response if he uses his picture communication card instead of throwing himself on the floor to get a food item.
 - ii. **Responsible Discipline** – Note who specifically will be assigned to provide the strategy (prompting, modeling, teaching).
 - iii. **Frequency** – Note when the strategy will be used or taught – some things will need to be scheduled in on a weekly or daily basis, to ensure systematic instruction.

iv. **Reinforcement** - Specify method for rewarding the appropriate behavior, including the frequency of the reward.

Examples:

- Verbally thank student for raising hand each time so whole class hears for two weeks
- Verbally thank student quietly at desk for raising hand each time for two weeks, then alternate at random intervals.
- Will earn five minutes of free choice time for each five minutes of on task behavior for two weeks, then increase on task behavior time (by five minutes a week) needed to earn five minutes of free choice time very two weeks.

v. **Plan for Fading** – Note plan for fading reinforcement for using the replacement behavior, or strategies.

Examples:

- Once student uses new skill at least 5 times a day, fade teaching of strategy each morning to verbal reminders.
- Once student uses new skill at least ____ times, fade reinforcement from each time to each afternoon.

h. **Reactive Strategies** (if the inappropriate behavior occurs) – This is your plan if the undesired behavior happens. Also note person responsible. They may include increasingly intensive responses if student fails to respond. Examples of strategies include:

- Ignore the behavior.
- Redirect to another activity.
- Verbally prompt him by reminding him of the reinforcement system.
- Remove other students from the room until the behavior discontinues.
- Contact Case Manager, Resource Teacher, Administrator, etc.

i. **Method of documenting progress** – Specify method which will be used to document the occurrence of both the inappropriate and appropriate behavior (notes, charts, etc.). (Often behavior support can be frustrating and slow, and we need the documentation to help determine if change is happening over time.)

j. **Method of communication with family** – Note how you will inform the parents. (Phone calls, notes, copies of point sheets, etc.)

k. **Person responsible for monitoring** – Fill in name and title.

l. **See annual goals for decreasing and/or increasing behavior** – You must write a goal and/or objectives/benchmarks for increasing positive behavior. You may also write a goal/objective for decreasing inappropriate behaviors.

There is a Scoring Sheet for evaluating the effectiveness of your PBSP. See *Appendix V-G* for the scoring rubric for PBSP Plan “A”.

2. **Plan “B”:** See *Appendix V-H* for Key Concepts about PBSP Plan “B”.

a. **Description of Observable, Inappropriate Behavior which impedes learning:** this is the behavior that you want to eliminate, reduce or change.

- Use *observable, measurable terms* (such as “hits with fists,” “falls out of chair,” “refuses to do work,” etc.), rather than vague or judgmental terms such as “disruptive,” “attention getting,” “violent”.
- b. **Current Frequency/Duration/Severity:** This is how often the behavior you described occurs, how long it lasts and the severity.
- Use terminology such as, “two times per day,” “once per hour,” “can attend to tasks less than 30 seconds”.
 - Use terminology such as “mild severity,” or “severe intensity lasts for 5 minutes”.
- c. **Current Predictors (Antecedents for behavior):** Describe the setting, circumstances, events, interactions, etc., that are likely to result in the inappropriate behavior.
- Use terminology such as “at recess, when playing with peers,” or “when given written assignment”.
 - Use terminology such as “when doing math fraction problems,” or “during transition to a non-preferred activity”.
- d. **Reason for student’s behavior (Function):** This is the purpose that the behavior serves for the student, or the outcome it achieves. The four main types of reasons for behavior (functions of behavior) are (SEAT):
- *Sensory* – The student wants to get or avoid something related to the senses (e.g., lighting, heat, sounds, smells, tactile sensation, proximics, etc.)
 - *Escape* – The student is trying to avoid something he or she dislikes or fears or which causes avoidance, acting out, resistant or noncompliant behavior.
 - *Attention* – The student wants attention (positive or negative) from adults, peers, or others.
 - *Tangible* – The student wants to get something (an object, toy, food, chair, place in line, place at table, in the circle, etc.)

For students who are verbal, it is okay to ask them why they do the behavior, but they may not know themselves and may be unable to tell you why they do something. The use of a checklist or motivation assessment scale may help you determine the reason for the behavior. Have the child’s other teachers, paraprofessionals and family members fill out the form and compare the results to see where they agree and disagree as to the function of the behavior.

You may have to change your hypothesis about behavioral function several times until you find one that makes the most sense. The *reason* for a behavior is critical to developing the positive behavior that will replace it.

- e. **Positive replacement behavior which would gain the same outcome:** This is the behavior that you want the student to do *instead* of the inappropriate one. It should not simply be **NOT DOING** the inappropriate behavior. Instead, it should be a behavior that is socially appropriate, and achieves the same outcome or function as the inappropriate behavior. It is

best if it is actually INCOMPATIBLE with the inappropriate behavior, but this is not always possible. Examples:

- A student who displays constant out-of-seat behavior (in order to get the teacher's attention) will raise his hand for help instead.
- A student who throws objects, materials during a lesson (because he or she is very frustrated with the work and wants to escape by getting sent out of class) will ask the teacher for assistance or a five-minute break.
- A student who constantly grabs toys and other items from others will be reinforced when he or she asks if he or she can have a turn or share.
- A student who has sensory difficulties with light, sound, etc. will be reinforced when he or she gives the teacher a Picture Exchange Communication (PECS) Card to request a change in setting.

The key to Positive Behavior Support is that if the student uses the behavior, he or she will get his or her needs met in a way that is socially appropriate, thus eliminating the need for the inappropriate behavior.

- f. **Current frequency of positive replacement behavior** - This is how often the positive behavior is occurring. It may never occur, or it may occur at low frequencies, or at inappropriate times.
- g. **Prevention/Change Antecedent:** Modify environment, space, teaching strategies, curriculum, materials, modify assignments, timing, give choices, change level of support, interactions, etc.
 - i. List the specific changes to the environment, curriculum, interactions, etc. that will help **PREVENT** the behavior from occurring. These changes should be based on understanding the predictors of antecedents which were likely to result in the Inappropriate Behavior.
 - ii. **Responsible Discipline** - State the person or persons (teacher, aide, etc.) implementing the changes.
 - iii. **Frequency** - State when or how often the modification will occur.
- h. **Teach (New) Replacement Behavior** – Teach to use a new way of communication to express function of behavior, teach social skills, choice making, impulse control, anger management, assertive skills, communication skills, problem solving, etc.
 - i. List the specific methods to teach the above skills.
 - ii. **Responsible Discipline** - State the person or persons teaching the new behavior (RSP Teacher, Mental Health Therapist, etc.) and the frequency of teaching, as appropriate.
 - iii. **Frequency** - State how often the new behavior would be taught. Needs to be consistently planned for and instructed.
- i. **Reinforcement Plan:** Specific procedures for increasing and maintaining Replacement Behavior:

i. **Interventions** – give strategies for increasing and maintaining positive behavior. Examples:

- Will be promptly reinforced with verbal praise and attention when raising his or her hand.
- Will be reminded at the beginning of the lesson that he or she will be allowed a five-minute break per period, then will be reinforced when he or she asks for a break.
- Whole class will practice lining up and coming in properly after recess, with reinforcement given.
- Will receive star on his or her reinforcement sheet for every period he or she is compliant to teacher requests.
- Will get a quick response if he or she uses his or her picture communication card instead of throwing self on floor to get a food item.

ii. **Responsible Discipline** - State the person or persons implementing the reinforcement plan (teacher, aide, etc.)

iii. **Frequency** - State how often the reinforcement will be administered.

j. **SELECT BETTER CONSEQUENCES** for Inappropriate Behavior: Redirect, ignore, remove audience, response cost point system skills, etc.

i. **Interventions** - gives strategies for decreasing inappropriate behavior.

Examples:

- Ignore the inappropriate behavior.
- Redirect student to another activity.
- Verbally prompt student by reminding him or her of the reinforcement system.
- Remove other students from the room until the behavior discontinues.
- Call principal, parent, etc.
- After incident of inappropriate behavior, student will complete with adult assistance, "Thinking About My Behavior" worksheet to develop better problem solving skills.
- When he or she starts to get frustrated, will be redirected to another calming activity.
- When out of seat, will be ignored, and peers behaving appropriately will be reinforced.
- Will be provided with a choice of math sheets (or methods of completing, or levels of assistance, etc.) to reduce frustration level.
- Recess will always be followed by an activity student enjoys, to decrease student's level of noncompliance about coming back into the room.
- A favorite activity will start as soon as student complies with a direction.

ii. **Responsible Discipline** - State the person or persons providing the consequences for inappropriate behavior, e.g., teacher, aide, etc.

iii. **Frequency** - State how often the reinforcement will be administered

- k. **Plan for fading/discontinuing:** State the plan for reducing the frequency or level of reinforcement as the Inappropriate Behavior fades (e.g., “increasing length of time on tasks by five minutes a week prior to rewarding”) or the criterion for discontinuing the plan altogether (e.g., “Discontinue after 2 months with no threatening or aggressive behavior”).
- l. **Person monitoring this plan:** State the person responsible for overall monitoring of the implementation of this plan, e.g., SDC teacher, RSP teacher, etc.)
- m. **Method of documenting progress of this plan:** Specify the method which will be used to document the occurrence of both the appropriate and inappropriate behaviors (notes, charts, journal entries, etc.)
- n. **Method of communicating progress with family:** State how you will you inform parents of progress (phone calls, notes, copies of point sheets, journal, agenda book, etc.)
- o. **See annual goals for decreasing or increasing replacement behavior**
You must write a goal and/or objectives/benchmarks for increasing replacement behaviors. You may also write a goal/objective for decreasing inappropriate behaviors.

There is a scoring sheet for evaluating the effectiveness of your PBSP. See *Appendix V-I* for the scoring rubric for PBSP Plan “B”.

- 3. **Plan “C”** – See *Appendix V-J* for Key Concepts for PBSP Plan “C”
Many of the questions are the same on Plan C as Plans A and B. In that case, you are asked to see instructions for these versions. (see preceding pages)
 - a. **Behavior Impacting Learning** – See instructions for “description of inappropriate behavior” for Plans A and B.
 - b. **It impede learning because** – Note impact of behavior on learning. (e.g., reduces time on tasks, reduces time in classroom, etc.)
 - c. **Team estimate of the current severity of the behavior problem** - mark the appropriate box.
 - d. **Current frequency/intensity/duration of behavior** - See instruction for Plans A and B.
 - e. **Team Hypothesis of the reason for the inappropriate behavior** - See instructions for "reason for student's behavior" in Plans A and B.
 - f. **What team believes student should do instead** - See instructions for “Description of Positive Behavior” (Plan A) and “Positive Replacement Behavior” (Plan B).
 - g. **Current frequency of the Replacement Behavior** - See instructions for Plans A and B.

- h. **What supports the student using the problem behavior** – Indicate environmental or instructional factors. (e.g., desks too close together; class too noisy; cluttered desk; instructions too fast; work level too difficult, etc.).
- i. **Teaching strategies and curriculum** – Note those to be used to teach the new positive behavior. (e.g., role play of anger management steps, social skills program, large dry erase board for self-monitoring strategy, etc.)
- j. **Environmental structure and supports** – Note anything that will be put into place to decrease the behavior impacting learning or increase the positive behavior (e.g., student given breaks every hour; student given “choice” card; student always given two worksheet to choose from; student prompted to earn points toward reinforcer, etc.)
- k. **Reinforcement procedures** – Note when, how often, how much student will be reinforced for the occurrence of the new behavior. Note reinforcement for lack of problem behavior, if applicable.
- l. **Reactive Strategy** – Note steps to be taken if problem behavior occurs (e.g., redirect verbally, ignore, clear room, call support person, give at least 3 warnings, remind of positive behavior and reinforcement, escort out of room, etc.)
- m. **Communication** – Note method, frequency and parties to be involved.
- n. **See annual goals for decreasing behavior impacting learning and/or increasing replacement behavior** – You must write a goal and/or objectives/benchmarks for increasing replacement behaviors. You may also write a goal/objective for decreasing inappropriate behaviors.

There is a scoring sheet for evaluating the effectiveness of your PBSP. See *Appendix V-K* for the scoring rubric for PBSP Plan “C”.

H. **Prereferral Interventions for 26.5 Mental Health Services**

The Prereferral Interventions form is completed at an IEP meeting. It may be part of an annual review or as an addendum meeting convened to address the emotional/behavioral issues.

1. Clearly describe how the emotional/behavioral characteristics are impeding the student’s ability to benefit from the educational program.
2. The above issues should have been addressed in the goals/objectives in past IEPs. If not, give an explanation. School personnel should recognize that not having goals/objectives addressing these issues should be an unusual circumstance. As a result, there needs to be compelling rationale (e.g., documented behavior intervention data or classroom management plan data).
3. Pre-referral Interventions –

- e. On the table, list each intervention service that has been provided to this student, including those provided in general education before special education referral, and those provided outside of the IEP process.

SB1895 requires that the team consider:

- Counseling
- Guidance
- Psychological Services
- Social Work Services
- Parent Counseling and Training
- Social Work Services (see description page)
- Behavior Plans or other Behavior Interventions

One or more of the above services must have been implemented over a sufficient length of time to provide potential benefit and assess the effectiveness of the intervention.

In addition, list any other services that have been provided which are relevant, such as:

- Social Skills Groups
- Schedule changes (e.g. shortened day)
- Classroom assignment changes
- Special programs/classes
- SST interventions (prior to IEP)
- 504 Plans (prior to IEP)
- Peer mediation program
- Peer tutoring
- Parent conferences
- Outside referrals
- Increase in aide time
- Additional supervision at lunch/recess
- Teacher consultation

- b. Put a summary statement as to why the services listed in the table have not been effective enough, thus requiring a referral to Mental Health.
- c. List the services considered that have not been implemented.

Indicate why the IEP considers these services to be inappropriate. (e.g., student requires services of a psychiatrist to benefit from counseling; training not required as parent has been receiving outside services and parent is handling the student well; social work services not necessary, as family is connected with numerous outside agencies). (See *Appendix V-L* for flowchart for documenting school based services before referral to mental health.)

I. Referral for Mental Health Assessment

See the SELPA handbook “**Making a Referral for Chapter 26.5 Mental Health Services**” on the SELPA website www.venturacountyselpa.com under “Publications” and also “Behavioral Interventions” – “Serious Behaviors.”

1. Referral Form

a. Page one:

Complete student and parent information. If the student already has an IEP, fill in the information about eligibility, services, and the date of the most recent IEP meeting. If this is a concurrent referral made to Special Education and MH as part of an initial assessment, this information may not yet be available, and may be left blank. If someone other than the parent is signing the Consent for Mental Health Referral, please include a caregiver’s affidavit or evidence of legal guardianship.

Complete intervention information and fill in as appropriate. If the student is a client of Regional Center, they may still be eligible for services if the educational assessment reveals that the student has sufficient cognitive ability to benefit from the proposed service(s).

b. Page two:

1. Summary of Emotional or Behavioral Characteristics

- ii. If the “Prereferral Interventions/26.5 MH Services” IEP page has been completed by the IEP team, check the box. If this is the result of an initial Assessment Plan, describe what causes you to make a referral now. Include a description of how the emotional/behavioral characteristics are affecting educational performance. Describe the emotional or behavioral characteristics in observable and measurable terms, and their impact on the student’s education. Indicate the rate of occurrence and intensity. (Describe how often, how long, and how much the emotional or behavioral issue occurs.)
- iii. Description of qualified educational staff who observed the student. List the name, title, phone number and setting.

2. Appropriateness for Mental Health Services

- Rationale to support that characteristics are due to a treatable mental health disorder and not to social maladjustment. Give reasons why it is not believed to be social maladjustment, (e.g., “Has difficulty with social competencies,” “Does not function in school and community,” “Lacks self-control.”)
- Rationale that it is not associated with a condition that could be described as a temporary adjustment problem. Describe how long the issue has been present in the student’s life and attempts to intervene that lead you to suspect it is not a short-term problem.
- Rationale that student’s functioning is at a level sufficient to enable the

student to benefit from Mental Health services which include individual or group psychotherapy. If this information is addressed in an existing educational assessment, document date and pages of report. If not available, describe in narrative form.

- Give any additional information to support the referral.

c. Items Required in the Referral for Mental Health Assessment Packet:

- A completed SELPA “Referral for Mental Health Assessment” form
- A completed SELPA “IEP Pre-Referral Interventions - 26.5 Mental Health Services” IEP Page (unless as a result of an Assessment Plan due to urgent psychiatric need)
- Copy of the current IEP, and past IEPs, as relevant.
- Additional relevant information which demonstrates services provided and evidence of insufficient progress toward social-emotional and/or educational goals (e.g. progress reports, discipline records, behavior data sheets, grades, etc.)
- Copies of all current assessment reports completed by school personnel and all other relevant information, including reports completed by other agencies:
 - Psycho-Educational Reports
 - Speech and Language Reports
 - School Health History
 - Private Provider Reports
 - Psychiatric Hospital Reports
 - SARB
- Parent’s signed “Consent for Mental Health Assessment”

2. **Consent for Mental Health Referral** This form is to be used to obtain parent permission when making a referral to county mental health (VCBH or LA County MH) for assessment for 26.5 services.

I. **Suspension and Expulsion**

1. **Worksheet for Determination of Pattern of Suspension Resulting in Change of Placement**

This worksheet is to be used for any Special Education student who has been suspended up to ten days, to determine if the suspensions constitute a pattern resulting in a “de facto” change of placement. It is a *mandatory step which must be done before suspending a Special Education student for more than ten cumulative days in one school year*. School personnel who meet to determine whether or not the prior suspensions have resulted in a pattern include, at minimum, the school principal or district office representative and the Special Education Case Manager. **(See SELPA Guidelines “Suspension and Expulsion of Special Education Students”** located on

the SELPA website www.venturacountyselpa.com under “SELPA Publications” and “Behavior Interventions/Serious Behavior.”)

List all of the suspensions that the student has had in the current school year by dates and reason. Total the days. Then check the boxes that apply. If any of the boxes are checked, it is a pattern, and you must schedule an IEP meeting to conduct a Manifestation Determination Review before suspending further.

If not a pattern, the student may be suspended beyond ten school days in the school year (up to 20 total). However, school personnel, including at least one of the student’s teachers, must determine the services that the student will need to receive during any subsequent suspensions to be able to progress in the general curriculum and advance toward goals and/or objectives, and where those services will be provided. This is to be noted on the bottom of the page, and placed in the student’s file.

If there is not a pattern, you must go through this same process for any subsequent incidents to determine if the suspensions now result in a change of placement.

2. Manifestation Determination Review Worksheet (CFR 300.530(e))

This form is to be used is the student has reached or is close to reaching the 10th day of suspension or is being considered for expulsion. See *Appendix V-M* “Suspension Flowchart” and *Appendix V-N* “Expulsion Flowchart.”

- a. Describe the behaviors which are resulting in the proposed disciplinary action. For suspension, list all behaviors for which the student has been suspended this school year.
- b. Check the appropriate box to note proposed disciplinary action
- c. Based on the file review, the team discusses and checks “yes” or “no” for each question. If either are checked “yes” then the team must check “yes” that the team agrees that the behavior is a manifestation of the disability.
- d. If the IEP was not implemented appropriately, note steps that will be taken to implement it.
- e. If the student has been placed in an IAES by the administrator, due to extenuating circumstances per Code of Federal Regulations 300.530 (g) please note date(s) (not to exceed 45 days) and location. Describe how all special education services will be provided in the IAES.

(See guidelines “Suspension and Expulsion of Special Education students” located on our website www.venturacountyselpa.com under “Publications” or “Behavioral Interventions”-“Serious Behavior.”)

3. Record of Suspension

This is a form for recording dates and reasons for suspensions in order to track them. Special education students may not be suspended beyond ten days without certain steps being taken. **See Ventura County SELPA Suspension flowchart. (Appendix V-M)**

Select reason from pull-down menu list from Ed Code. Indicate type:

- In-school suspension
- Out-of school suspension.

An in-school suspension does not count as a suspension if the student has a chance to work on school assignments and receives the services and the amount of integration with non-disabled peers specified on the IEP.

Status of the student as a result of the disciplinary action:

- Stayed in school without special education instructional support.
- Sent home without instructional support.
- Sent home with instructional support.

Note number of days of suspension, beginning with the first day suspended.