



**Behavior Support**  
**Policy and Procedure Manual**  
**2022 - 2023**

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# Behavior Support Policy and Procedure Manual

## *Purpose of this Manual*

The purpose of this staff manual is to define Positive Behavior Interventions and Supports (PBIS) for all students, as well as the continuum of increasing interventions that Spectrum Academy will use to address undesirable and emergency behaviors. This system of support is consistent with the Utah State Board of Education's Least Restrictive Behavior Intervention (LRBI) practices, Spectrum Academy Mission and Vision Statement, and best practices. Necessary forms for referrals, documentation, and assessments are included at the end of this manual.

## *Non-Discrimination Statement*

Spectrum Academy prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference.

## *Spectrum Academy Mission Statement*

Spectrum Academy is the premier charter school in Utah for students with autism and other neurodiversities who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to productive and successful futures

## *Spectrum Academy Vision Statement*

Spectrum Academy strives to be the premier research-based model for inclusive education for children with Autism Spectrum Disorders.

We operate K through 12th grades in state-of-the-art campuses, centrally located in North Salt Lake and Pleasant Grove, Utah. Spectrum Academy offers quality public classes and opportunities for students in technology, arts, recreation, vocational, and academics.

With support from generous contributions of corporate and individual sponsors, we strive to maintain small teacher-student ratios, quality related services, and the best life skills program in the nation.

### Behavior Staff

Spectrum Academy has staff who are specifically trained to support behavior interventions in the school setting. These staff members are Behavior Coordinators, Behavior Specialists, and Behavior Technicians.

The Behavior Coordinator is a Board Certified Behavior Analyst (BCBA). They update the school's behavior policies and procedures to be as up-to-date as possible with evidence based-practices in the field of Applied Behavior Analysis. They share the information with the Administration and the behavior staff who in turn disseminate the information to the teachers and paraprofessionals for implementation in the school setting. The Behavior Coordinator is a support for Behavior Specialists and administration when needed.

Behavior Specialists are either Board Certified Behavior Analysts (BCBA), Board Certified Assistant Behavior Analysts (BCaBA) or Behavior Analysts in training. They are the experts on the students in their building(s) who are in need of behavior support. Behavior Specialists collaborate with administrators, teachers, related service providers, and parents to create Behavior Intervention Plans (BIP) as a result of a Functional Behavior Assessments (FBA) to help students be successful in accessing their general education. They train and support the Student Support Team (SST) in their building. They are responsible for collecting data, interpreting the data via graphs, and turning in reports based on that data for school programs. Behavior Specialists are not to be used as 1:1 support for students, reinforcement for students, in-school suspensions, substitutes, utilize ESI strategies to remove or put a student from/into their car, walking students into or out of the building, or any other service that would take them away from their primary duties.

Behavior Technicians work under a Behavior Specialist and assist them in the many responsibilities that they have including data collection, modeling interventions in the classroom, training staff, and observations. They are part of the Student Support Team (SST). Behavior Technicians are not to be used as 1:1 support for students, reinforcement for students, ISS, substitutes, utilize ESI strategies to remove or put a student from/into their car, or any other service that would take them away from their primary duties.

### Student Support Team (SST)

The Student Support Team (SST) consists of the Behavior Specialist, Behavior Technicians, and other staff members who assist students with de-escalating behavior and give the student the support necessary to return to a stable state. De-escalation techniques from NCI training and other behavior training done by the Behavior Team should be used. Data should be taken concerning each incident that the SST supports,

parents should be notified by the appropriate means, and the appropriate report needs to be filled out depending on the behavior.

### *School Wide Positive Behavior Interventions and Supports (SWPBIS)*

School Wide Positive Behavior Interventions and Supports (SWPBIS) are universal and proactive practices and approaches that all staff and classrooms at Spectrum Academy implement for all students. Positive Behavior Supports (PBS) are vital to the entire continuum of interventions known as Multi-Tiered Systems of Support (MTSS). PBS emphasizes prevention of problem behaviors, the development of socially functional behaviors, and the use of data driven-based problem solving to address existing behavior challenges. PBS is not a curriculum or a script, but a prevention-oriented framework for establishing and teaching behavioral expectations that allow students to have the best access to their education. PBS supports are explicit and deliberate in all settings.

### *SWPBIS Tier 1: PRIDE and PACK Behavior Expectations*

Students are taught school-wide expected behaviors through repetition beginning the first day of school. PRIDE or PACK expectations are displayed in classrooms and throughout the school and reviewed routinely, so that they are not just being referred to when there is problem behavior.

#### **Elementary School**

**P** - Practice listening  
body  
**R** - Respect for all  
**I** - I am accountable  
**D** - Do at first request  
**E** - Everybody safe

#### **Intermediate School**

**P** - Practice appropriate  
listening  
**R** - Respect for all  
**I** - Incorporate  
accountability  
**D** - Demonstrate  
cooperation  
**E** - Embody safety

#### **High School**

**P** - Perseverance  
**A** - Accountability  
**C** - Communication  
**K** - Kindness

### *Tier 1 - Antecedent Strategies*

Spectrum Academy follows the Utah State Board of Education's Least Restrictive Behavior Intervention Manual when designing/implementing Antecedent Strategies for our students.

### *Tier 1 - Zones of Regulation*

The Zones of Regulation (Leah M. Kuypers, 2011) is a curriculum designed to help students gain self-regulation skills in order to improve their self-control and problem solving abilities. “Using a cognitive behavior approach, the curriculum’s learning activities are designed to help students recognize when they are in different states called “zones”, with each of the four zones represented by a different color. In the activities, students also learn how to use strategies or tools to stay in a zone or move from one to another. Students explore calming techniques, cognitive strategies, and sensory supports so they will have a toolbox of methods to use to move between zones. To deepen students’ understanding of how to self-regulate, the lessons set out to teach students these skills: how to read others’ facial expressions and recognize a broader range of emotions, perspective about how others see and react to their behavior, insight into events that trigger their less regulated states, and when and how to use tools and problem solving skills.”

Zones of Regulation is used in all grade levels and with students of all developmental levels. However, the wording and approach can and should be differentiated to meet the needs of individual students and classrooms. For example, teachers of older students may find it helpful to use emotion words, rather than colors, to discuss a student’s regulation state. The success of the Zones of Regulation program is that it addresses sensory processing, executive functioning, and emotional regulation, all of which are necessary for self-regulation.

The Zones of Regulation utilizes four “zones” to categorize complex feelings and sensory states in order to allow them to communicate/advocate in a safe, concrete, and non-judgemental way.

- The Blue Zone: “used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when one’s body and/or brain is moving slowly or sluggishly.”
- The Green Zone: “used to describe a regulated state of alertness. A person may be described as calm, happy, focused, or content when in the Green Zone. This is the zone students generally need to be in for schoolwork and for being social. Being in the Green Zone shows control.”
- The Yellow Zone: “used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and many more slightly elevated emotions and states when in the Yellow Zone (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.”
- The Red Zone: “used to describe extremely heightened states of alertness or very intense feelings. A person may be experiencing anger, rage, explosive behavior,

panic, terror, or elation when in the Red Zone can best be explained by not being in control of one's own body."

Each "zone" is also intended to be used as a framework for communicating about strategies/tools that can be used to change a person's regulation state. This additional teaching regarding tools is critical for student success.

### Tier 1 - Level System

A Level system is part of Spectrum Academy's School-Wide Positive Behavior Supports (SWPBS). The framework for the Level system is standard across all campuses. The level system helps students understand the benefits of making expected choices and behaviors, and that THEY are in control of their consequences. The goal of a level system is to:

1. Remove antecedent factors that may lead to problem behavior
2. Contribute to antecedent factors that may lead to expected behavior
3. Remove consequences that maintain problem behavior
4. Contribute to consequences that maintain expected behavior

### Components of the Level System

Spectrum Academy uses 4 numbered levels to communicate expectations:

4/Exemplary = A student has gone above and beyond their own baseline level. Level 4 is given a small token of extra in-class reinforcement, and parents should be notified. Level 4 behavior indicates exceptional performance on the part of the student. It should not be used to reward a student for returning to baseline after negative behavior.

3/Satisfactory = Student is respectful to others, follows directions as requested, and strives to stay on task to complete assignments. Level 3 is the default that all students begin the day on and this reflects the standard of expected behaviors and performance.

2/Needs Improvement= The student knowingly and having had a warning makes a poor choice. Level drops should be considered in the context of a student's cognitive, sensory, communicative, and developmental function. Each student receives 1 to 2 warnings before dropping a level depending on the seriousness of the problem behavior.

1/Unsatisfactory= The student with disregard for warnings given has made an unsafe choice; for example: school safety violation, threats, theft, deliberate destruction of property, or sexualized behavior.



- Level drops should be considered in the context of a student’s cognitive, sensory, communicative, and developmental function. Each student receives 1 to 2 warnings before dropping a level depending on the seriousness of the problem behavior.
- Students may drop directly to a Level 1 for more serious infractions. They can also move level back up by showing expected behavior for at least 20 minutes, and earn each level progressively.

Principals Club/Panther Club = A student goes above and beyond to show respect to peers and adults, to encourage others, and to enhance the learning environment. Principals Club/Panther Club should be awarded when earned appropriately and should reflect exceptional behavior/performance for the individual student to preserve the excellence of the level.

“Above and Beyond” is defined according to a student’s typical, baseline behavior. Thus, it will look different for every student.

Expectations should be clearly communicated to parents and students in order to set expectations.

All classrooms should:

1. **Have the level system posted visually in the classroom, near the front of the room so expectations are clear.**
2. For younger students or those who need additional support, a teacher may consider using smaller visuals at each student’s desk to support their continued focus on earning up with tokens such as tallies, stars, coins, etc. Tokens, etc. that are earned can not be taken away.
3. May use visuals on lanyards for support.

### Level System Implementation

1. The intent of the Level system is **recovery and learning**. An apology can be suggested, but is not required and pressure to perform these behaviors is not part of the system.
2. **Factors to be considered:**
  - (1) the student’s developmental functioning,
  - (2) the context in which the behavior is occurring and
  - (3) the frequency of the behavior.
3. When deciding to implement a level change, the teacher should consider if the behavior is a skill deficit or a performance deficit. Implementing a level change for a deficit in skill is not effective or ethical.
4. Protests should be anticipated. Protest is natural, expected, and a student’s protest should not be given attention. Let the consequences as given in the Level system follow.

5. Students **MUST** be able to have the opportunity to level up if they have had a level drop. If not, they will have no incentive to improve their behavior for the rest of the day. A student's level resets to a Level 3 automatically at the beginning of each day.
6. Students should **show expected behavior for at least 20 minutes** (as a guideline) **before moving up a level**. A student who drops to a Level 1, should show expected behavior for 20 minutes, then move to a Level 2. Then they will show expected behavior for another 20 minutes to move to a Level 3.
7. Reminders or statements about previous levels or behaviors should **not** be brought up after they have been resolved . (i.e. - *"I don't want to see that behavior again today, remember what happened yesterday?"*)
8. When discussing a student's level, use language such as: *"Your behavior of \_\_\_\_\_ is a Level 1 behavior."* Do not say: *"You are a Level 1!"* or *"If that happens again you will be on a Level 1!"* Educators using language and a script that communicates the behavior is the student's choice rather than simply a staff's commanding a rule or punishment will reinforce that a student is in control and accountable for their behavior.
9. Educators should use a **5:1 ratio** in communication with a student. 5 positive to 1 negative. The more attention you provide to a behavior, the more likely you will see that behavior again if it is an attention based behavior.

### Level System Common Problems

Remember that the Level system is just one part of Positive Behavior Supports offered to students. Misuse or overuse of the Level System may result in unintended consequences. These may include:

1. Resentment in students if the student doesn't feel that the teacher cares about them.
2. A desire for retaliation if the student doesn't feel that the teacher cares about them.
3. If done inappropriately, shame and humiliation of the student.
4. Motivation for students to avoid a teacher or to be more secretive.
5. A focus on the student rather than the behavior, "I am a One." Instead of "My behavior was one." Students will begin to identify themselves as a Level, rather than a person.

Other common problems:

1. Inconsistent follow through -
  - a. A student is asked to do something, they don't do it, staff does nothing.
  - b. A student is asked to do something, they do it, and staff does nothing.
  - c. A student is asked to do something, they protest, and staff backs off.
  - d. A student is NOT asked to do something because staff is afraid they will protest.

2. A student is asked to do something more than twice—usually rapid fire, and the student shuts down, often due to feeling overwhelmed by the task demand.

Educators are supported in implementing and evaluating the use of the Level system in the classroom by the teacher mentor, school administration, Behavior Specialists, the Behavior Coordinator, and other related services personnel through direct observations and by specific request.

*Sample Level System Visual*

<b>Expectations</b>	<b>Level</b>	<b>Privileges</b>
<ul style="list-style-type: none"> <li>● Going far above and beyond my regular behavior as recognized by my teacher.</li> </ul>	<b>Level 4</b>	<ul style="list-style-type: none"> <li>● I earn a bonus prize!</li> </ul>
<ul style="list-style-type: none"> <li>● I participate in class.</li> <li>● I have expected behavior.</li> <li>● I use expected voice levels.</li> <li>● I do my work during work time.</li> </ul>	<b>Level 3</b>	<ul style="list-style-type: none"> <li>● I go out for recess/class breaks.</li> <li>● I eat lunch in the lunchroom with my friends.</li> <li>● I can earn rewards.</li> </ul>
<ul style="list-style-type: none"> <li>● Use unexpected voice levels.</li> <li>● Said mean things to others or called them names.</li> <li>● Sit or lay on tables.</li> <li>● Touch the lights without permission.</li> <li>● Refuse to work without negotiating for more than 2 minutes.</li> <li>● Cry or whine (unless I am hurt)</li> </ul>	<b>Level 2</b>	<ul style="list-style-type: none"> <li>● I can go outside for recess.</li> <li>● I eat lunch in the lunchroom.</li> <li>● Earning rewards is on hold.</li> </ul>

<ul style="list-style-type: none"> <li>• Leave class without asking</li> <li>• Destroy things</li> <li>• Swear or threaten others</li> <li>• Don't come in from recess</li> <li>• Take off clothes</li> <li>• Stand on furniture or counters</li> <li>• Throw things or tip things over</li> <li>• Refuse to work for more than 10 minutes without negotiating.</li> <li>• Spit on, hit, kick, or hurt others.</li> </ul>	<b>Level 1</b>	<ul style="list-style-type: none"> <li>• I have an alternate recess as indicated by the teacher..</li> <li>• I stay in my area (cubicle) until I have a calm body for 10 minutes.</li> <li>• Earning rewards is on hold.</li> </ul>
<p><b>What can I do to Level up?</b></p>		<ul style="list-style-type: none"> <li>• Fix what is broken.</li> <li>• Have expected behavior.</li> <li>• Participate in class.</li> <li>• Be respectful to others.</li> </ul>

### Recovery

The Level System is a Recovery-Based system, meaning:

1. Students have a continual opportunity to earn up all throughout the day.
2. If a student is removed from class for related service intervention, their level stays at the current position, and they can earn up while with related services upon returning with communication between the related service staff and the teacher. Communication can be verbal or a simple hand gesture to indicate if the student displayed expected behavior during their time away from the classroom.
3. Staff's use of the Level system should always be to support recovery, and never be used to punish mistakes.
4. Each teacher is responsible for implementing consequences earned immediately in his/her class. If community Service is needed **for a community problem behavior**, it will be arranged with the student for **the same day, preferably immediately following** the problem behavior.
5. Part of the recovery process includes processing the problem behavior with the student using the **Student Behavior Processing Sheet**. This document is designed to help the student understand the consequences of their poor choice, how it makes them feel, and how it makes others feel. Then it helps the student process what they can do to restore the situation. Then to teach a skill for the student to use the next time the situation arises, an alternative behavior is chosen and discussed, including the consequences, how it will make them and others feel.

Parent Communication

Parent communication is a valuable part of the Level system including both negative and positive levels. When communicating a student’s negative level to a parent, the focus should be on the student’s recovery rather than the behavior. Teachers should not suggest or require that parents follow up with further consequences at home for levels that occur at school as this will likely suppress student communication with parents about their behaviors occurring in school. With the exception of an incident form for more serious behaviors, the method of parent communication should be determined by the teacher, either electronic or written.

Daily Communication: This occurs through the student planner.

1. If a student is on a Level 1 or a behavior form is filled out the parent is contacted by the teacher through:
  1. Email
  2. Phone call or text message (parent permission required).
  3. Short note in the planner.
  4. Behavior or Incident form.
2. If a student level ends on a Level Two, the type of parent communication is determined by the teacher and the expressed needs of the parent

Structure of Consequences

Elementary School

1	2	3	4	Principal's/Panther Club
		Activity of choice		
Restroom use with staff escort	Restroom independently	Restroom independently		
Alternative assignment during preferred/special classroom activities	Participates in classroom activities	Participates with peers during all classroom activities		
In-class reward on hold	In-class reward on hold	Earns in-class reward	Earns extra in-class reward	
Earning is on hold	Earning is on hold	Earns Caught-ya dollars		
Caught-ya store on hold	Caught-ya store on hold	Access to Caught-ya store		
				Earned ticket for Principal's/Panther Club drawing - office

### Intermediate School

1	2	3	4	Principal's/Panther Club
		Activity of choice		
Restroom use with staff escort	Restroom independently	Restroom independently		
Alternative assignment given during preferred/special classroom activities	Participates in classroom activities	Participates with peers during all classroom activities		
In-class reward on hold	In-class reward on hold	Earns in-class reward	Earns extra in-class reward	
Earning is on hold	Earning is on hold	Earns caught-ya dollars		
				Earned ticket for Principal's/Panther Club drawing - office

### High School

1	2	3	4	Principal's/Panther Club
		Activity of choice		
Restroom use with staff escort	Restroom independently	Restroom independently		
Alternative assignment during preferred/special classroom activities	Alternative assignment during preferred/special classroom activities	Participates with peers during all classroom activities		
Loss of group work time	Restricted group work time	Full access to group work time	Earns extra in-class reward	
Chaperoned breaks	Independent breaks	Independent breaks		
Classroom incentive on hold	Classroom incentive on hold	Student earns classroom incentive		
				Earned ticket for Principal's/Panther Club drawing - office

Off-Limits Consequences

- Requiring parents to follow through with a consequence.
- Delaying or removing lunch or pre-arranged snack time.
- Removal of Recess beyond 2 minutes.
- Public or private humiliation (announcing misbehavior in front of other students or staff or requiring the student to do so, posting misbehavior in a public location, etc.).
- Signs/announcements of level drops (other than common or individualized classroom visuals).
- Loss of ability to attend regularly scheduled classes including PE, library, art, related services, etc. unless they are unsafe to do so.
- Corporal punishment is prohibited per Utah Code 53G-8-3 and USBE Rule R277-608.
- Community Service.

Reinforcement

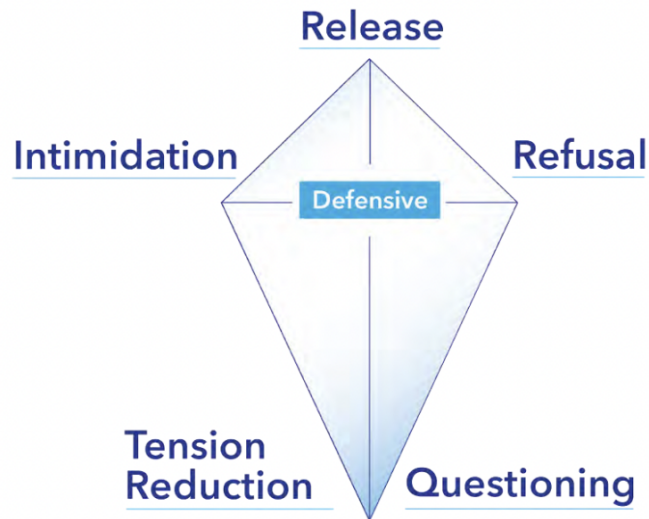
Caught-Ya Store	Students are reinforced for good behavior in caught-ya dollars that can be exchanged for prizes in the Caught-ya Store.
<p>Group Contingency-  <i>See Behavior Specialist for details on how to run a variety of Group Contingencies</i></p>	<p>A reward that an entire class earns together.            Each class works toward its own group contingency.            The teacher determines what must happen to earn the group contingency (i.e. - students must have less than 5 shout-outs for a subject.).            The teacher determines the number of “credits/points” before the reward is earned (for example, the class must earn 20 credits in order to earn a movie day).            Group Contingency credits/points are tracked via a visual in each class (for example: marbles in a jar, petals on a flower, marks on a thermometer).            Examples of Group Contingency Rewards:</p> <ol style="list-style-type: none"> <li>1. Pajama day</li> <li>2. Movie day, or movie with lunch in the classroom</li> <li>3. Pizza party</li> <li>4. Ice cream party</li> <li>5. No homework for a day</li> <li>6. Dance party, Lego party, Pokemon party, or similar interest party</li> <li>7. Extra recess or outside games (kickball, Frisbee, etc.)</li> <li>8. Special shirt day (team jersey, color, super heros, etc.)</li> <li>9. Board games in class</li> </ol>

	<ol style="list-style-type: none"> <li>10. Walking field trip</li> <li>11. Lunch with special guest or lunch in the classroom</li> <li>12. Bring a stuffed animal/toy from home for a day</li> </ol>
Principal's/ Panther Club Drawing	<p>Every student that earns Principal's/Panther Club receives a ticket at the office that they can enter into a drawing. The drawing is held at the end of each term. Names are announced over the intercom at the end of term and names are posted at the front of the school. Teachers should contact parents when students earn Principal's/Panther Club.</p>



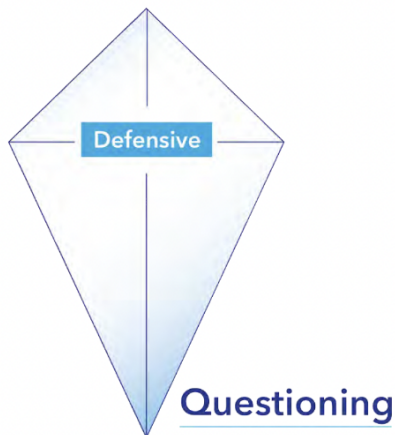
The Verbal Escalation Continuum

The Verbal Escalation Continuum<sup>SM</sup>



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The Verbal Escalation Continuum<sup>SM</sup>



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**Questioning**

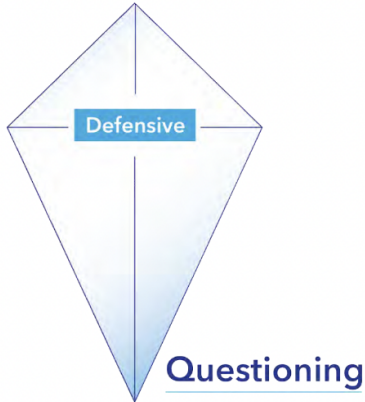
**INFORMATION-SEEKING**

A rational question seeking a rational response.

**STAFF INTERVENTION**

Give a rational response.

## The Verbal Escalation Continuum<sup>SM</sup>



### Questioning

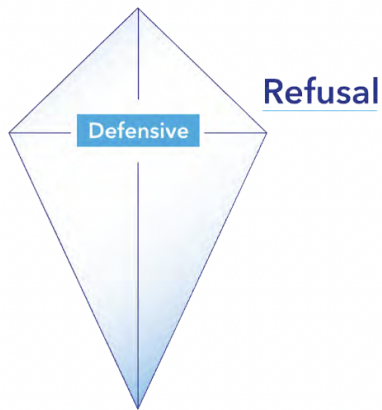
#### CHALLENGING

Questioning authority; attempting to draw a staff into a power struggle.

#### STAFF INTERVENTION

Downplay the challenge. Stick to the topic.

## The Verbal Escalation Continuum<sup>SM</sup>



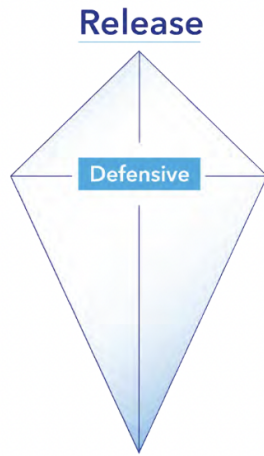
### Refusal

Unwillingness to cooperate or follow instructions.

#### STAFF INTERVENTION

Limit setting.

## The Verbal Escalation Continuum<sup>SM</sup>



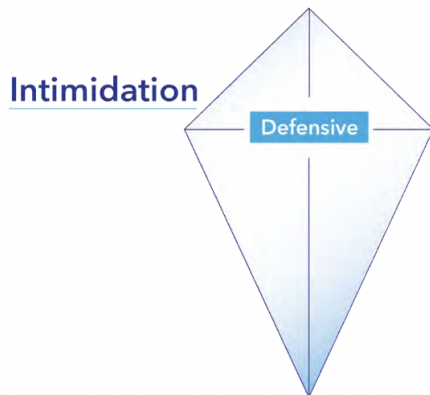
### Release

Verbal and emotional outburst; screaming, swearing, high-energy output.

#### STAFF INTERVENTION

Allow venting.

## The Verbal Escalation Continuum<sup>SM</sup>



### Intimidation

The individual is verbally and/or nonverbally threatening staff in some manner.

#### STAFF INTERVENTION

Take all threats seriously. Seek assistance.

## The Verbal Escalation Continuum<sup>SM</sup>



### Tension Reduction

Decrease in physical and emotional energy.

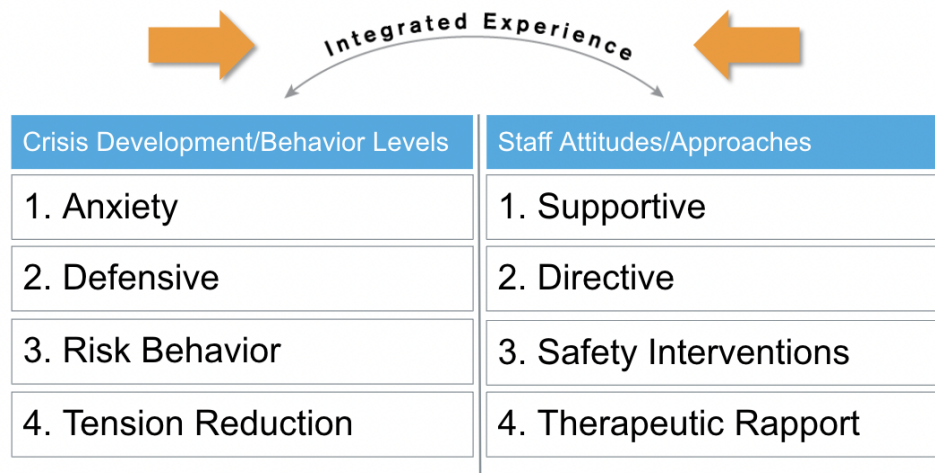
#### STAFF INTERVENTION

Establish Therapeutic Rapport.

### Response to Behavior

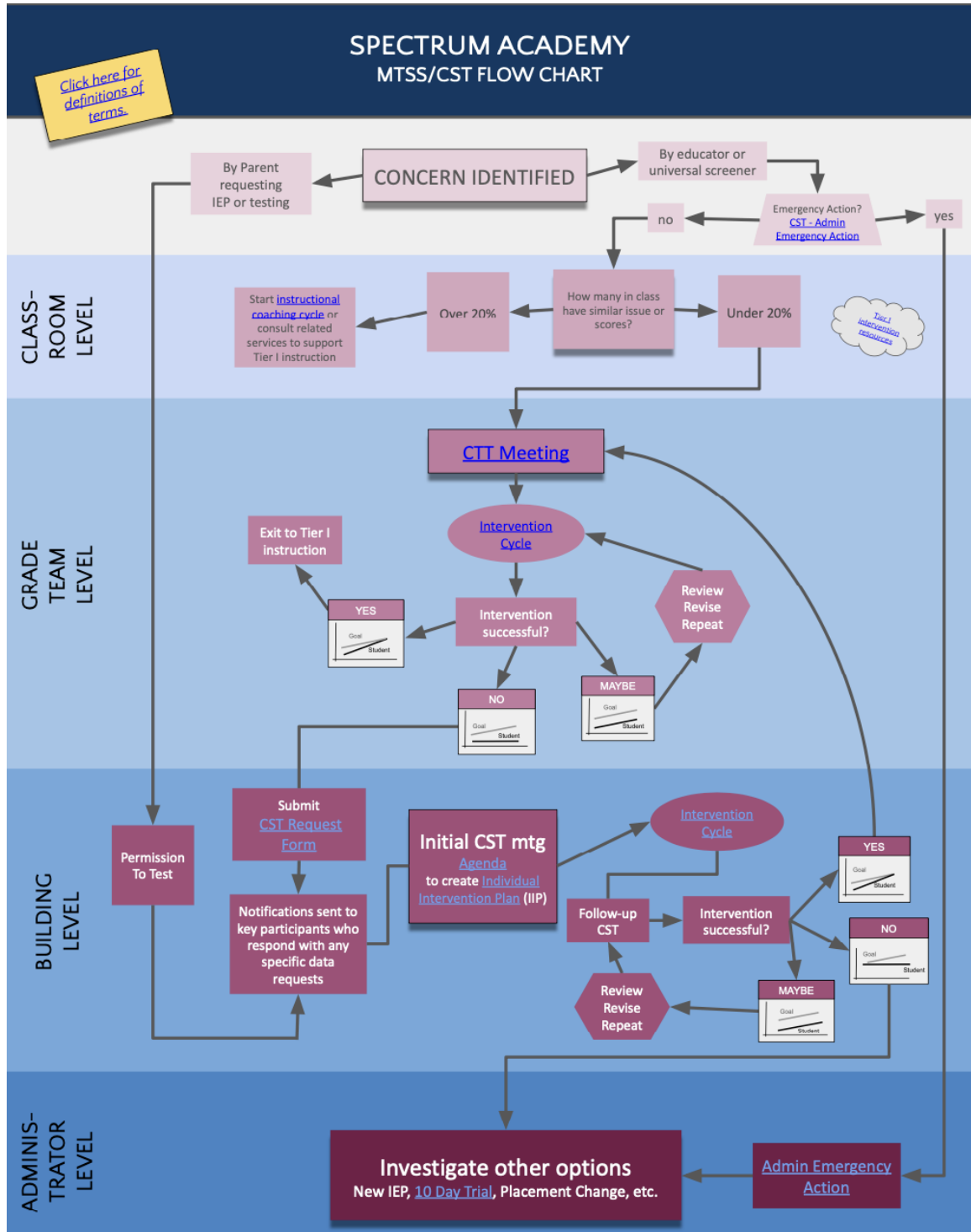
Level of Response when interacting with students

## The CPI Crisis Development Model<sup>SM</sup>



Child Study Team Flow Chart

Teachers and Classroom Staff will follow the CST Protocols when wishing to address problem behaviors in the classroom.



Guidelines for Staff Responding to Unexpected Behaviors

SST Calls	Behavior Support Calls
<ol style="list-style-type: none"> <li>1. <u>Continuous</u> aggression or continuous self-harm               <ol style="list-style-type: none"> <li>a. <b>Ex:</b> Hitting, kicking, biting others or themselves that is continuous, spitting, threats of harm to self or others, racial slurs, hate speech,</li> <li>b. <b>Non-Ex:</b> swatting, hitting objects (not humans), kicking objects (not human), pushing or body slamming, posturing, 1 and done aggressions, physical contact that does not leave a mark or break the skin of another person or self</li> </ol> </li> <li>2. <u>Continuous</u> high magnitude disruptive behavior               <ol style="list-style-type: none"> <li>a. <b>Ex:</b> Yelling, swearing, throwing, tipping over table or large furniture, continuously throwing items at another person, charging another person, choking another person</li> <li>b. <b>Non-Ex:</b> repeated talk-outs, continuous crying, throwing a objects, tipping over chair or desk, breaking or ripping objects</li> </ol> </li> <li>3. Eloping <u>off school property</u> <ol style="list-style-type: none"> <li>a. <b>Ex:</b> Leaving school property without permission from staff. Climbing over the fence while outside at recess.</li> <li>b. <b>Non-Ex:</b> Running out to the playground. Running to the library or office or other location within the school building</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Continuous <u>low magnitude</u> aggression               <ol style="list-style-type: none"> <li>a. <b>Ex:</b> swatting, hitting objects (not humans), kicking objects (not human), pushing or body slamming, posturing, physical contact that leaves a mark on another person or self</li> <li>b. <b>Non-Ex:</b> 1 and done aggressions, recess play, PE hitting/kicking ball</li> </ol> </li> <li>2. Low magnitude disruption behavior in the classroom for <u>more than 10 minutes</u> <ol style="list-style-type: none"> <li>a. <b>Ex:</b> repeated talk-outs, name calling, continuous crying, throwing a objects (not at another person), tipping over chair or desk, breaking or ripping objects</li> <li>b. <b>Non-Ex:</b> 1 talk-out, out of seat for sensory or pacing, laying on the ground, refusing to move locations</li> </ol> </li> <li>3. Staying outside when recess is over for <u>more than 20 minutes</u></li> <li>4. Eloping from classroom but remaining in the building if classroom staff are unable to stay with them               <ol style="list-style-type: none"> <li>a. <b>Ex:</b> if you are alone in a room, running group or lessons</li> <li>b. <b>Non Ex:</b> if there are other staff in the classroom, you are not needed to run the group or lesson</li> </ol> </li> <li>5. Eloping from the classroom and running to the playground if classroom staff are unable to stay with them               <ol style="list-style-type: none"> <li>a. <b>Ex:</b> if you are alone in a room, running group or lessons</li> <li>b. <b>Non Ex:</b> if there are other staff in the classroom, you are not needed to run the group or lesson</li> </ol> </li> <li>6. Refusal to complete or participate in academic or IEP activities for <u>more than 20 min</u> <ol style="list-style-type: none"> <li>a. <b>Ex:</b> Classroom staff has utilized Tier I and Tier II Interventions as well as BIP (if applicable) with no change in behavior, students says “no” when asked to participate</li> <li>b. <b>Non Ex:</b> none or few Interventions have been attempted, Non-academic or IEP related activities (recess, lunch, freetime),</li> </ol> </li> </ol>



<b>When NOT to call for Behavior Support</b>
<ol style="list-style-type: none"> <li>1. Carpool: student refuses to get out or in the car</li> <li>2. O.T. break</li> <li>3. Toileting support</li> <li>4. Lunch break for staff</li> <li>5. Student is asleep in class</li> <li>6. Student refuses to use mask or other sanitizing materials</li> </ol>

<b>Calling for SST-Class Staff</b>	<b>Calling for Behavior Support Calls</b>
<p><b>Step 1:</b> Call the front office #</p> <p><b>Step 2:</b> <u>Say the appropriate script</u></p> <p>“I need SST to _____ (room number), for _____ (initials of the student) for _____ (brief description of the behavior).”</p> <p>**If a student is running away, tell office staff which direction they are heading and follow the student**</p>	<p><b>Step 1:</b> Call the front office #</p> <p><b>Step 2:</b> <u>Say the appropriate script</u></p> <p>“I need Behavior Support to _____ (room number), for _____ (initials of the student) for _____ (brief description of the behavior)”</p>

### Discipline Tiers

\*As always the student’s IEP and BIP should be considered when making disciplinary decisions.  
 This is a guideline to assist with decision making.

Level 1-Minor Violation			
Offense	1st Offense	2nd Offense	3rd Offense
Disruptive use of personal technology (phone, iPad, computer)	Confiscate Give to parent	Confiscate Detention Give to parent	Confiscate Detention Give to parent Item banned from campus
Disruptive classroom behavior (continuous vocal disruption)	Referral to behavior staff Collaboration with CTT and Teacher Coaches	Referral to behavioral staff Referral to CST	Referral to behavior staff Detention
Refusing to attend class	Detention	½ day ISS	1 day ISS

	Collaboration with CTT and Teacher Coaches	Referral to CST	PTT for FBA
Disruptive use of school technology (games, websites not related to academic topic but not unsafe)	2 day loss of technology use Referral to CST	Detention Supervision while using technology across all school settings	ISS Loss of technology use across all school settings
<b>Level 2- Major Violation</b>			
Offense	1st Offense	2nd Offense	3rd Offense
Leaving school property unauthorized (elopement)	Contact Law Enforcement 1 day OSS	Contact Law Enforcement 2 day OSS	Contact Law Enforcement 5 day OSS PTT for an FBA
Inappropriate use of the internet (unsafe or blocked websites)	1 day OSS Critical Support Plan for Internet use while at school	2 day OSS Supervision while using internet at school	3 day OSS Loss of Internet use while on school property PTT for FBA
Teasing/name calling	1 day ISS with Social Skills Instruction	1 day OSS Referral to Mental Health RS Providers	2 day OSS Supervision while on school property PTT for FBA
Swearing or inappropriate language (cursing, vulgar language, abusive or demeaning)	1 day ISS with Social Skills Instruction	1 day OSS Referral to CST	2 day OSS Supervision while on school property PTT for FBA
Striking another student (no medical attention needed)	1 day OSS	2 day OSS Referral to CST	5 day OSS PTT for FBA
Striking a staff member (no medical attention needed)	1 day OSS	2 day OSS Referral to CST	5 day OSS PTT for FBA
Damage to school property (walls, glass, doors, furniture etc - Not paper products)	1 day OSS Restitution	2 day OSS Restitution Referral to CST	5 day OSS Restitution PTT for FBA
Possession or distributing literature or illustrations that may be of a sexual nature or offensive	1 day OSS	2 day OSS Check backpack/bag upon arrival to	3 day OSS Supervision while on school property PTT for FBA



		school Referral to Mental Health RS Providers	
Spitting or distributing bodily fluids	1 day OSS	2 day OSS Referral to CST	3 day OSS PTT for FBA
Inappropriate physical contact of another student	1 day OSS Referral to Mental Health RS Providers	3 day OSS Critical Support Plan	5 day OSS PTT for FBA Referral to the District Case Management Team Placement change consideration
Fighting or instigating a fight	1 day OSS	2 day OSS Referral to CST	5 day OSS PTT for FBA
A threat to harm another person or property or another person's property	1 day ISS with Social Skills Instruction	1 day OSS Referral to CST	2 day OSS Supervision while on school property PTT for FBA
<b>Level 3-Safe School Violation</b>			
<b>Offense</b>	<b>1st Offense</b>	<b>2nd Offense</b>	<b>3rd Offense</b>
Possession of drug paraphernalia or misuse of over the counter drugs or personal prescription drugs	Contact Law Enforcement 10 day OSS (Manifestation) Referral to the District Case Management Team Placement change consideration		
Tobacco products for personal use (cigarettes, vape pens or vape paraphernalia)	Investigation Confiscate item and return to parent 1 day OSS Referral to CST	Investigation Confiscate item and return to parent 2 day OSS Critical Support Plan (check bags or backpacks)	Investigation Confiscate item and return to parent 3 day OSS Supervision while on school property
Tobacco products for distribution	Investigation Contact Law Enforcement 10 day OSS (Manifestation) Referral to the District Case Management Team Placement change consideration		
Possession of Prescription drugs	Investigation		

that are not in the student's name	<p>Contact Law Enforcement          10 day OSS (Manifestation)          Referral to the District Case Management Team          Placement change consideration</p>		
Prescription drugs for distribution	<p>Investigation          Contact Law Enforcement          10 day OSS (Manifestation)          Referral to the District Case Management Team          Placement change consideration</p>		
Possession of Alcoholic products for personal use	<p>Investigation          Contact Law Enforcement          5 day suspension</p>	<p>Investigation          Contact Law Enforcement          7 day suspension          Manifestation          PTT for FBA</p>	<p>Investigation          Contact Law Enforcement          10 day OSS          Referral to the District Case Management Team          Placement change consideration</p>
Alcohol products for distribution	<p>Investigation          Contact Law Enforcement          10 day OSS          Manifestation          Referral to the District Case Management Team          Placement change consideration</p>		
Theft of school property	<p>Contact Law Enforcement          2 day OSS          PTT for FBA</p>	<p>Contact Law Enforcement          3 day OSS          Critical Support Plan including supervision while on campus</p>	<p>Contact Law Enforcement          7 day OSS          Referral to the District Case Management Team          Placement change consideration</p>
Possession of weapons	<p>Contact Law Enforcement          10-day OSS (Manifestation)          Referral to the District Case Management Team          Placement change consideration</p>		
Threats of a weapon or weapon-like object, bomb or bomb-like object	<p>Contact Law Enforcement          10-day OSS with recommendation for mental health screener          Manifestation          Referral to the District Case Management Team          Placement change consideration</p>		
Possession of weapon-like item	<p>Contact Law Enforcement</p>		

with threat to inflict harm	10-day OSS with recommendation for mental health screener Manifestation Referral to the District Case Management Team Placement change consideration		
Threats of inflicting harm to other students or staff members	10-day OSS with recommendation for mental health screener Manifestation Referral to the District Case Management Team Placement change consideration		
Harassment/Hazing (including sexual harrasment or racial comments/slurs)	Investigation 5 day suspension Placement change consideration	Investigation 7 day suspension Manifestation	Investigation 10 day OSS Referral to the District Case Management Team
Breaking into the school	Contact Law Enforcement 10 day OSS (Manifestation) Referral to the District Case Management Team Placement change consideration		
Physical attack of student (injury such as broken bones, laceration needing stitches, significant bruising, broken skin, any medical or hospital treatment needed)	10 day OSS (Manifestation) Referral to the District Case Management Team Placement change consideration		
Physical attack of staff (injury such as broken skin or laceration not needing stitches, bruising, NOT needing medical or hospital attention)	2 day OSS Referral to CST	5 day OSS Manifestation PTT for FBA	10 day OSS Referral to the District Case Management Team Placement change consideration
Physical attack of staff (injury such as broken bones, laceration needing stitches, significant bruising, broken skin, any medical or hospital treatment needed)	10 day OSS (Manifestation) Referral to the District Case Management Team Placement change consideration		
Physical attack of staff (injury such as broken skin or laceration not needing stitches, bruising, NOT needing medical or hospital attention)	2 day OSS Referral to CST	5 day OSS Manifestation PTT for FBA	10 day OSS Referral to the District Case Management Team Placement change consideration

Consequences are always determined on a case-by-case basis with consideration given to the student's cognitive/developmental level, intent, accommodations, the context in which the behavior occurs, and anecdotal information.

### *Crisis Management*

There may be times when a student's behavior escalates to the degree that it is physically unsafe to themselves or others. In these cases, the use of **Emergency Safety Interventions (ESI)** may be necessary. ESI are not teaching or disciplinary strategies; they are **only used when a student is considered to be an imminent physical risk to self or others**. ESI, such as seclusionary time out and physical restraint, are considered highly intrusive interventions and are only used when a student is considered at imminent physical risk, and are **only used by staff trained by Spectrum Academy in Nonviolent Crisis Intervention (NCI)**. Violations of ESI policies and procedures may result in employee disciplinary action.

It is vitally important for staff to understand that restraint and seclusion may have short- and long-term negative effects on children, and for staff to consider these possible effects when exercising wise and prudent judgment on whether to use restraint and seclusion. Qualitative and quantitative research (Ukeru, 2018, McIlwain, 2015, Connelly, 2014, COPAA, 2011) has shown that when restraint and/or seclusion are used, they can result in any or all of the following consequences for students who are restrained and/or secluded:

- Distrust of authority figures
- Trauma/Post-Traumatic Stress Disorder
- An extreme dislike of school
- Absenteeism
- Regression in behavioral and academic performance
- Risk of physical injury
- Incontinence
- Humiliation
- Social withdrawal
- Impaired concentration or attention

Furthermore, there continues to be no evidence that using restraint or seclusion is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques. We must do everything possible to ensure our students can learn, develop, and participate in instructional programs that promote high levels of academic achievement. To accomplish this, Spectrum Academy makes every effort to structure safe environments through providing staff with extensive guidance in its

Multi-Tiered Systems of Support Manual, which outlines its tiered Positive Behavioral Interventions and Supports (PBIS) model.

There are multiple ways in which the use of restraint or seclusion might deny students with disabilities a free appropriate public education (FAPE). For example, the use of restraint or seclusion may have a traumatic impact on that student, such that even if she were never again restrained or secluded, she might nevertheless have new academic or behavioral difficulties that, if not addressed promptly, could constitute a denial of FAPE. Depending on the nature of his or her disability, a student with a disability may be especially physically or emotionally sensitive to the use of such techniques. That traumatizing effect could manifest itself in new behaviors, impaired concentration or attention in class, or increased absences, any of which could, if sufficiently severe and unaddressed, result in a denial of FAPE for that student. Other effects could include socially withdrawn behavior, or diminished interest or participation in class.

Furthermore, the repeated use of restraint or seclusion in school could deny a student's receipt of FAPE in another way. Consider a student with a disability who engages in behavior in response to which the school secludes him for extended periods and on multiple occasions. While secluded, the student does not receive educational instruction or services. Cumulatively, the school's repeated use of seclusion with that student could result in the school's failure to comply with the Section 504 team's decision about the regular or special education, related aids and services, or supplemental services and modifications that the student needs, or the appropriate setting in which to receive those services and therefore may constitute a denial of FAPE. When the Section 504 team or the IEP team determines that the use of restraint or seclusion resulted in a denial of FAPE for the student, the team must determine whether the provision of compensatory educational services or other appropriate relief is warranted in order to ensure the student's continued equal access to the school's educational program. If compensatory services are warranted, the school must offer and provide them to the affected student. At Spectrum Academy, if students are in time-out or being secluded during instructional time, **we provide compensatory services for any IEP special education or related services minutes that were missed during this time.** Compensatory minutes must be delivered within fourteen (14) calendar days of the missed instructional time.

It is important to note that the restraint or seclusion of any student may signal the need to reevaluate the student and revise his or her IEP or Section 504 plan, including conducting a functional behavioral assessment (FBA) and creating or revising a behavioral intervention plan (BIP). Continuously using restraint and/or seclusion on students will likely result in a determination of a denial of FAPE and have adverse effects on all parties involved.

Spectrum Academy's Policy and Procedure for use of these interventions complies with the Utah State Board of Education (USBE) policy on "Least Restrictive Behavioral Interventions Guidelines" (LRBI). Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 prohibit Spectrum Academy from discriminating on the basis of disability, including through the use of restraint or seclusion.

The LRBI Technical Assistance Manual can be found at:  
<http://www.schools.utah.gov/sars/Behavior/LRBIManual.aspx>

State school laws can be found at:  
<http://www.schools.utah.gov/law/Administrative-Rules.aspx>  
<http://www.utah.gov/government/utahlaws.html>

Information about federal non-discrimination laws in schools can be found at:  
<https://www.ed.gov/ocr>

### *Emergency Safety Interventions (ESI) Committee*

In compliance with R277-609-4 [Standards for LEA Discipline Plans and Emergency Safety Interventions](#), Spectrum Academy has established a school-wide committee to monitor the use of emergency safety interventions at all of its schools. The ESI Committee will meet quarterly. Each meeting will consist of at least two administrators, one parent, and two certified educators with behavior training and knowledge of state rules and LEA discipline policies.

### *Emergency Safety Interventions (ESI)*

Spectrum Academy uses the Nonviolent Crisis Intervention (NCI) method of crisis management. Employees may use, after attempting [non-physical](#) strategies to deescalate a student, some level of physical containment (ranging from physical guidance to restraint and seclusion) **when the student is an immediate physical threat to self or others**. Each school has a Student Support Team (SST) composed of staff trained in NCI. ESI are activated by staff, in the context of a student's immediate physical danger to self or others, calling the front office and having the SST paged to the area where the student is located. The focus of this team is de-escalation and safety, while maintaining a therapeutic rapport and preserving the dignity of the student. If there are questions regarding ESI, NCI, or SST procedures, please contact the Behavior Services Coordinator.

Restraint means restricting a student’s ability to move his or her torso, arms, legs or head freely. Restraint does not include “a physical escort, which means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location” (Office of Civil Rights, 2016, p.6).

Seclusionary Time Out (STO) includes any time a student is involuntarily placed in an enclosed area by staff, purposefully isolated from adults and peers, and the student is prevented from leaving or reasonably believes that he or she would be prevented from leaving the enclosed area. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming. STO is only used with a student who is at immediate risk of physical harm to self or others, and is only used by staff trained in NCI.

The purpose of restraint and STO is physical safety. This section provides school staff with specific guidelines for the use of restraint and STO.

Each school within Spectrum Academy has specific and designated rooms for STO. These rooms should not be used for anything other than STO and are not to be used for any purpose other than physical safety.

### *Seclusionary Time Out & Restraint Policy*

- a. STO and restraint are used only for physical safety, in the following circumstances:
  - **Continuous physical aggression toward others** (punching, hitting, kicking, biting, etc.) with intent to cause harm and/or using an item to cause physical harm or injury to others.
  - **Continuous physical aggression toward self**, including, but not limited to, biting, head banging, and running away off campus.
  - **Physical abuse of property that may result in immediate physical injury to self and others.**

**Example of Proper Use:** Johnny, a 4th grade student, had an extremely difficult day at school. When he was asked to share the class iPad with another student, Johnny started screaming, threw the iPad across the room, and then continued to rip everything off the walls and throw other toys and equipment. When the teacher asked him to please stop, his behavior worsened and he started hitting other students in the class and throwing objects at them. The teacher called the SST. When the SST arrived, Johnny was still throwing things. The SST could not get him to calm down at all, despite attempting a variety of de-escalation strategies and following Johnny’s BIP; so, they transported Johnny to the STO room.



**Example of Improper Use:** Johnny, a 4th grade student, had an extremely difficult day at school. When he was asked to share the class iPad with another student, Johnny started screaming and threw the iPad across the room. He felt badly after he did this; so, he went and put his head down on his desk. The teacher called the SST. Even though Johnny was calm now, he was taken to the STO room to “think about what he had done.”

2. An STO Room, or any other location, must never be used to seclude a student for behaviors that do not pose an immediate physical risk to self or others, such as work refusal, off-task behavior, talking out, non-compliance, or minor physical aggression towards others.
3. Use of an STO Room requires
  - Before Seclusion
    - a. Approval of a Behavior Specialist, a Behavior Assistant, or administrator; and
    - b. Documented unsuccessful attempts to use less intensive interventions.
  - During Seclusion
    - c. Only staff trained in NCI methods, through Spectrum Academy, with the assistance of the SST, should use STO.
  - After Seclusion
    - d. A Seclusionary Time Out Room Log and an Incident Form must be completed, regardless of the location of the seclusion.
    - e. The Seclusionary Time Out Room Log must be attached to the Incident Form.
    - f. The Seclusionary Time Out Room Log and Incident Form must be given to the Behavior Specialist.
    - g. The Behavior Specialist must check the log and form for errors and signature of the trained individual who implemented the procedure.
    - h. The Behavior Specialist must copy and dispense copies of the log and form to the administrator, parent, and teacher.
    - i. Incident Forms and Seclusionary Time Out Room Logs, must be given to parents of students subjected to seclusion, in person or via email, by a Behavior Specialist or a member of Administration within 24 hours of the incident.
    - j. The Behavior Specialist must give a copy of the Incident Form, which indicates the number of minutes of instruction or services the secluded student missed, to the student’s case manager to allow for scheduling of any compensatory services or other remedial measures needed.
4. Parent Notification:
  - a. Parents must be notified by behavior staff (or designee) immediately (upon student entrance into a STO room) of the use of STO.
  - b. Administration must be notified by behavior staff immediately (upon student entrance into a STO room) of the use of a STO.



- c. Parents must be notified at 15 minutes of seclusion duration. If the student is not likely to demonstrate physical safety within an additional 15 minutes of seclusion, parents should be advised to pick-up their student or arrange for the student's pick up. If the student is no longer a threat prior to parents arriving, the student may reintegrate back into the classroom and the parents will be notified that they no longer need to pick up their child.
- d. By law and [USB E Rule R277-609 Standards for LEA Discipline Plans and Emergency Safety Interventions](#), a **“public education employee may not place a student in a seclusionary time out for more than 30 minutes...except when the student presents an immediate danger of serious physical harm to self or others.”** If a student continues to be at physical risk after 30 minutes of STO, STO should continue to be used until the student can safely be released to his or her parent or Emergency Services. In this instance, continued use must be justified in writing.
- e. STO duration will be the minimum time necessary to ensure physical safety, and not longer than 30 minutes, unless the student continues to be at risk of physical harm to self or others. Staff can determine when a student is no longer a threat to self or others by observing the following:
  - Student is quiet or speaks in a normal conversational tone
  - Student's physiology is relaxed, or less heightened than during the crisis
  - Student is no longer attempting to physically hurt self or others (i.e., safe hands and feet)
  - Student expresses that he or she is feeling in control of emotions

*\*\*These are examples of signs a student is no longer a threat. A student need not exhibit all of these signs before being released from seclusion.*

5. The Spectrum Academy STO Room policy and procedures must be visibly posted outside all STO Rooms.
6. Staff trained in Nonviolent Crisis Intervention (NCI) must maintain constant visual supervision of a student in the STO Room to ensure safety.



### Data Collection

When students engage in behavior that impedes their learning, or the learning of others, staff should document the occurrence of the behavior on the schools Behavior Report. Data should be collected for any problem behavior including, but not limited to, prolonged work refusal, difficulty with transitions, vocal outbursts, one instance of physical aggression to self or others, etc. The data collected will be used to inform the behavior team and administrators of behavioral needs in the classroom and to inform decisions to best support the student(s) in a tiered model of support.

Teachers and paras will track daily data on all IEP goals and on the student's Behavior Intervention Plan (BIP). Daily data should be tracked on occurrences of the problem behavior and teaching of the replacement skills. Data will be used to determine effectiveness of interventions. Behavior Specialists will make decisions to maintain or modify the BIP according to the behavioral data.

Teachers and paras should be in communication with the Behavior Specialist on a consistent basis to discuss the BIP and strategies utilized. The behavioral data will then be shared with the principal, the Behavior Coordinator and the Academic Director.

### Return from Home & Hospital Placement or Extended Treatment

Students who have been placed on Home & Hospital or are returning from an extended treatment will be acclimated back to school on a progressive time basis, as determined by the IEP team and based on recommendations from the discharging facility. Prior to return, an IEP team meeting will be held to discuss the needs of the student. Example: [Student] will return to school for 2 hours a day for 2 weeks, then depending on the ability of the student to engage successfully in their education, time will be increased to 3 or 4 hours a day. Acclimation ideally begins with the students' most preferred class/es. Non-example: Student returns on a full time schedule.

### Learning Skills Classroom

The Learning Skills classroom is a classroom in which the primary goal is to identify the student's skills deficits and teach appropriate replacement skills (i.e., pre-academic skills, executive function skills, etc.). This will be done in a Tier III setting under the supervision of a Special Education Teacher with the support of Related Services Providers. Behavior skills training teaches students how to overcome learning barriers in order to access the curriculum more fully in the natural setting (i.e, the classroom).

Academics are always an important part of this classroom, and are required, but comes second to teaching behavior/social skills. Once a student has mastered the skills needed to access the general education curriculum a generalization plan and push out procedures will be put in place so the student can integrate back in the general education classroom.

### *Learning Skills Class Placement Procedure*

Before a student is placed in a Learning Skills Classroom setting, steps need to be taken in order for the placement to occur in order to make sure the LRE is being adhered to.

These steps include:

1. The teacher identifies the behavior(s) that is impeding the learning of the student, takes baseline data, and works with their team (para/s, the lead teacher, the lead para, the Instructional Coach and CTT team) to make sure that the student's challenge is a behavioral and not an academic issue through data collection and a file review of student testing and records. If additional academic testing needs to be done, it is done as soon as possible.
2. The teacher follows the Child Study Team Flow Chart in which parents are informed of behavior concerns and that Tier I and Tier II interventions are being implemented in the general education classroom to assist the student in accessing their academics. Data is taken to show the effectiveness or ineffectiveness of each intervention and is presented at the CST Meeting.
3. If the problem behavior(s) continue to impede the academic learning of the student for over a 5 day period (minimum) AND the implementation of behavior strategies has been consistent, the teacher takes the data to CST in order to receive additional support from the Related Service Team members and other academic staff members.
4. Tier I and Tier II interventions recommended in the CST meeting are implemented consistently and with fidelity for a period of at least 2 weeks with data taken to show progress or the lack thereof.
5. CST reconvenes to discuss the data. Depending on the results of the data, the Behavior Specialist may ask for a meeting with parents to discuss a Permission to Test for a Functional Behavior Assessment for the student.
6. After conducting the Functional Behavior Assessment, the Behavior Specialist may create a Behavior Intervention Plan to be implemented in the student's current placement (classroom). The teacher and paraprofessional will follow the Behavior Intervention Plan with fidelity, and take data on how the implementation is affecting the student's problem behavior, for 2-3 weeks. The

- teacher should be in daily communication with the Behavior Specialist and Technicians as to how the student is doing upon initial implementation.
7. After 2-3 weeks of implementation of the Behavior Intervention Plan with fidelity, the CST members will meet to assess the data. If the problem behavior continues to impede the student's learning, the Learning Skills Teacher will be asked to do an observation of the student in the general education classroom.
  8. After the Learning Skills teacher observes the student, they will bring their notes and recommendations to the CST members and, if needed, an IEP Team Meeting to discuss placement will be scheduled.
  9. Together the IEP team will use the Behavior Intervention Plan data, the classroom data, observation notes done by the CST members and recommendations of the CST to make a decision on placement for the student. Ex. changing the student's placement to a Learning Skills, Functional Skills, or STRATS classroom.

**FBA/BIP Form****Functional Behavior Assessment****Student:****Date:****Evaluator:****Teacher:****Grade:****Current placement:****Diagnosis/IEP Classification:****Medication(s):****Behavior history (parent input):****Behavior history (teacher input):****Assessments:**

- Indirect:
  - File Review: (FSIQ/Adaptive? Recommendations from Psych Eval)
  - Tier I and Tier II Interventions implemented in the classroom
  - FAST (Staff questionnaire) the function is:
  - Teacher/Para Interview:
  - Scatterplot (graph):
  
  - Problem Behavior (graph):
  
- Direct:
  - ABC Narrative: (A=B=C)
  - Observation: Running observation of the classroom, teacher, and students

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**Problem Behavior:****Operation Definition:****Non-example:**

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**Hypothesized Functions:** When (A) happens, student engages in (B) to (C-function)

**Skill deficits contributing to the engagement in the problem behavior:** (i.e. attending skills, reciprocal interaction, self-management, ALSUP, etc.)

**Skills to be taught so the student can access the function appropriately:** (i.e. asking for a break, using a visual to self regulate)

**The Behavior Specialist recommends:**

- 1) move forward with a Behavior Intervention Plan
- 2) dismiss the current Behavior Intervention Plan
- 3) this student does not require a Behavior Intervention Plan to access the general education curriculum

## Behavior Intervention Plan

**Date of Behavior Intervention Plan (BIP):**

**PLAAFP (for IEP):**

**Minutes for the IEP Services:**

**Behavior Intervention Goal (with benchmarks as needed):**

Function	Replacement Behavior (see Skills in FBA)

Skills Based: How will you teach the replacement behavior?	How to implement the teaching strategies: (Tiers, material, teaching strategy, etc.)

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Antecedent Interventions: How you will manage the maladaptive behavior	How to implement the intervention in the classroom: (technological)

Consequence Interventions: How you will manage the maladaptive behavior	How to implement the intervention in the classroom: (technological)

Data Collection:	Collected by:	Graphed and analyzed by:

Supplies needed to implement BIP:	Supplied by:
Staff to be trained:	Date of training:

Signature



_____	Date:
_____	
(Parent)	
_____	Date:
_____	
(Gen Ed Teacher)	
_____	Date:
_____	
(SpEd Teacher)	
_____	Date:
_____	
(Administration)	
_____	Date:
_____	
(Behavior Specialist)	

If (student) does: Topography	Then Staff does: (technological)
ex: screams at staff	Redirection “when you have identified the size of the problem and an appropriate reaction I will speak to you”, visual supports (size of the problem), space and time to calm down,

Revision History:

Date	Changes Made	Person
10/02/2020	Addition of narrative on the effects of seclusionary time out and updated procedure for compensatory services for time in seclusion- Pp.27-31	J. Christensen
9/9/22	Learning Skills Classroom P.34 Learning Skills Placement Procedures P.35 Home/Hospital/Treatment Procedures P.34 Removed Community Service Verbal Escalation Continuum and how to respond Pp.16-19 NCI Crisis Development Model pg 19 Level System and consequences (updated language and corrected typos, added current level system visual pg 10-11, updated structure of consequences pg 12-13) - pgs 7-13 Added Tier I Zones of Regulation P.6 Adjusted Tier I Antecedent Strategies P.5	J Dixon, S Munk, K Lewis