



Behavior Support
Policy and Procedure Manual
2023 - 2024

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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 Program Administrator, Behavior Specialist, and Behavior Technician.

The Behavior Program Administrator 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 Program Administrator 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 currently enrolled in a program leading to certification as a Behavior Analyst. . 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, remove or put a student from/into their car, walk 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. Behavior Technicians are not to be used as 1:1 support for students, reinforcement for students, ISS, substitutes, Restorative Practices, 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 classroom staff members who assist the behavior team with de-escalating student 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 data-driven practices and approaches that all staff and classrooms at Spectrum Academy implement for all students. Positive Behavior Interventions and Supports (PBIS) are vital to the entire continuum of interventions known as Multi-Tiered Systems of Support (MTSS). PBIS emphasizes prevention of problem behaviors, the development of socially functional behaviors, and the use of problem solving to address existing behavior challenges. PBIS 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. PBIS supports are explicit and deliberate in all settings.

SW-PBIS 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 (SW-PBIS). 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 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 Interventions and 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 Level 1 behavior." 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 the staff does nothing.
 - c. A student is asked to do something, they protest, and the staff backs off.

- d. A student is NOT asked to do something because staff is afraid they will protest.
- e. 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 lead, teacher coaches, school administration, and other related services personnel through direct observations and by specific request.

Sample Level System Visual

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

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

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.
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. The goal of this sheet is to help the student process what they can do to restore the situation and to teach the student skills to utilize in the next situation, including the consequences.

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 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.

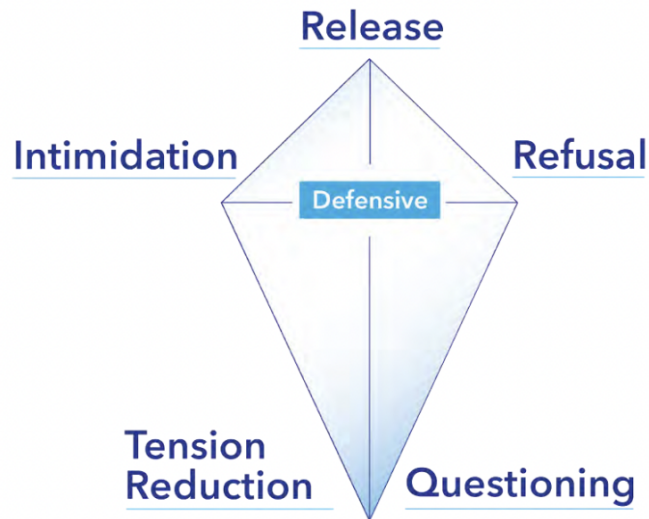
Reinforcement

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"> 1. Pajama day 2. Movie day, or movie with lunch in the classroom 3. Pizza party 4. Ice cream party 5. No homework for a day 6. Dance party, Lego party, Pokemon party, or similar interest party 7. Extra recess or outside games (kickball, Frisbee, etc.) 8. Special shirt day (team jersey, color, super heros, etc.) 9. Board games in class

	<ol style="list-style-type: none"> 10. Walking field trip 11. Lunch with special guest or lunch in the classroom 12. Bring a stuffed animal/toy from home for a day
<p>Principal's/ Panther Club Drawing</p>	<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>

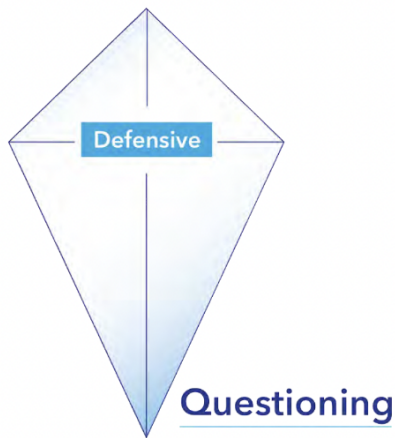
The Verbal Escalation Continuum

The Verbal Escalation ContinuumSM



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The Verbal Escalation ContinuumSM



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Questioning

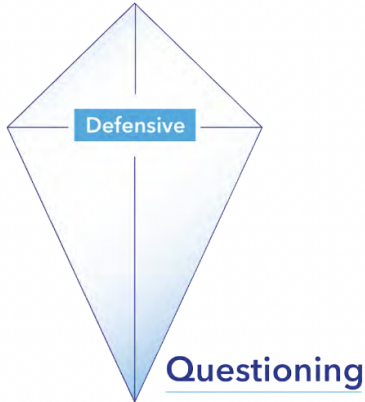
INFORMATION-SEEKING

A rational question seeking a rational response.

STAFF INTERVENTION

Give a rational response.

The Verbal Escalation ContinuumSM



Questioning

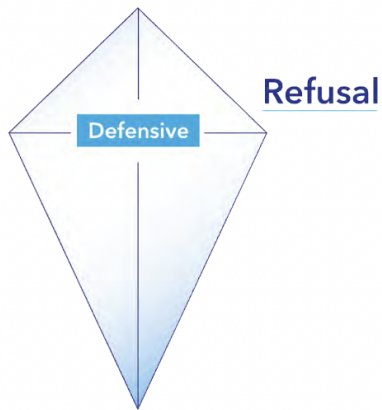
CHALLENGING

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

STAFF INTERVENTION

Downplay the challenge. Stick to the topic.

The Verbal Escalation ContinuumSM



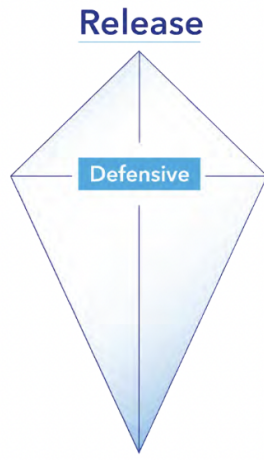
Refusal

Unwillingness to cooperate or follow instructions.

STAFF INTERVENTION

Limit setting.

The Verbal Escalation ContinuumSM



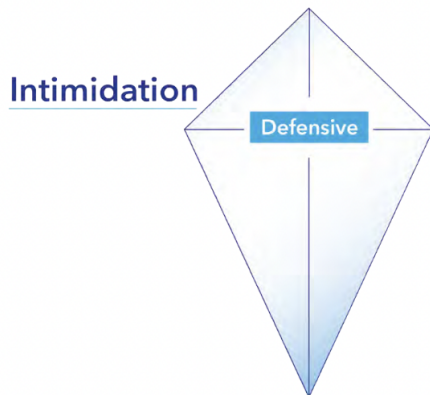
Release

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

STAFF INTERVENTION

Allow venting.

The Verbal Escalation ContinuumSM



Intimidation

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

STAFF INTERVENTION

Take all threats seriously. Seek assistance.

The Verbal Escalation ContinuumSM



Tension Reduction

Decrease in physical and emotional energy.

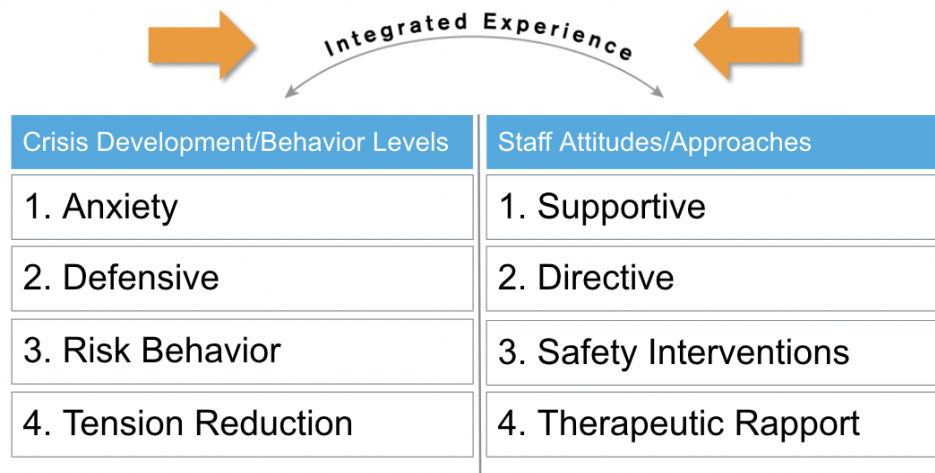
STAFF INTERVENTION

Establish Therapeutic Rapport.

Response to Behavior

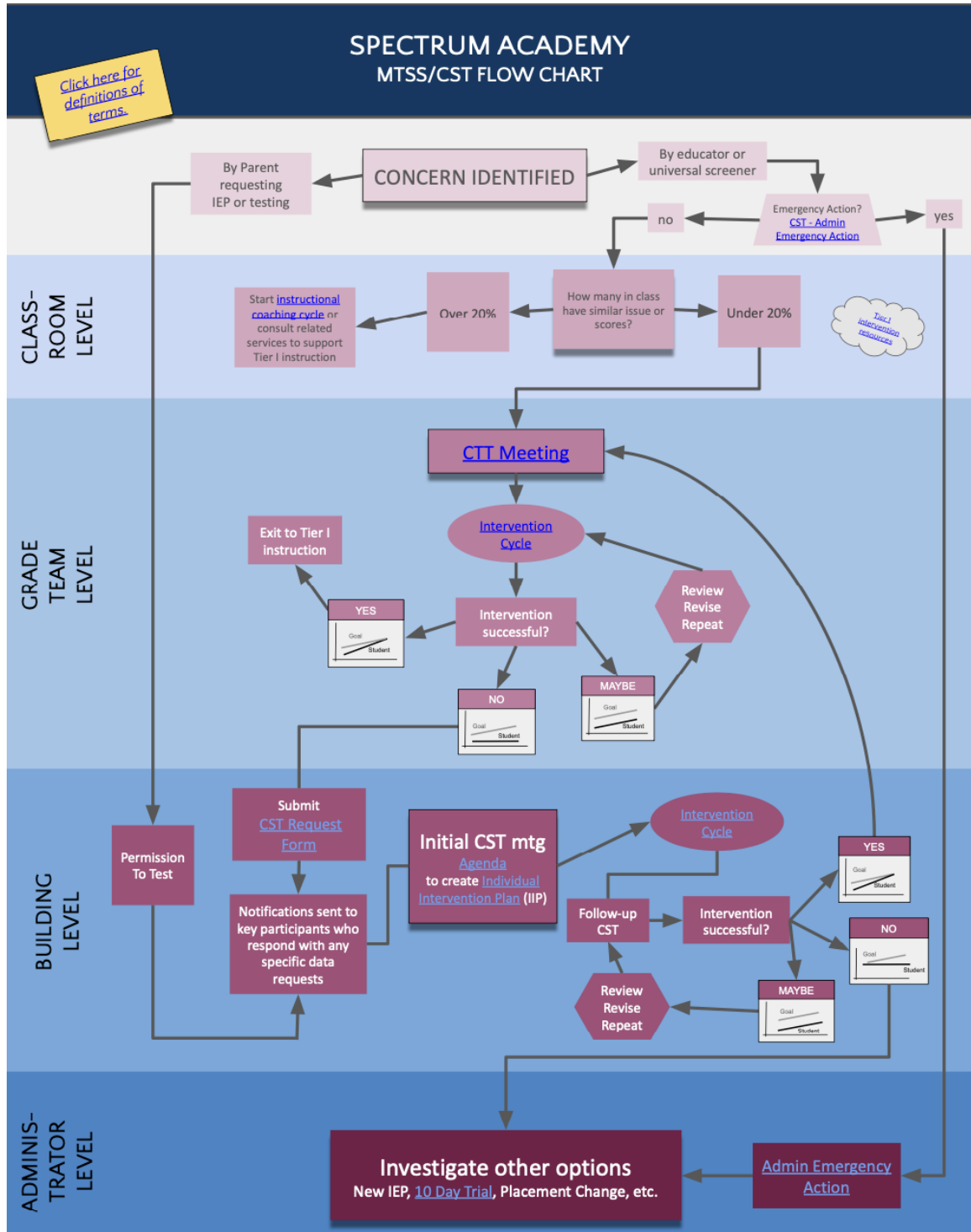
Level of Response when interacting with students

The CPI Crisis Development ModelSM



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"> 1. <u>Continuous</u> aggression or continuous self-harm <ol style="list-style-type: none"> a. Ex: Hitting, kicking, biting others or themselves that is continuous, spitting, threats of harm to self or others, racial slurs, hate speech, b. Non-Ex: 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 2. <u>Continuous</u> high magnitude disruptive behavior <ol style="list-style-type: none"> a. Ex: Yelling, swearing, throwing, tipping over table or large furniture, continuously throwing items at another person, charging another person, choking another person b. Non-Ex: repeated talk-outs, continuous crying, throwing a objects, tipping over chair or desk, breaking or ripping objects 3. Eloping <u>off school property</u> <ol style="list-style-type: none"> a. Ex: Leaving school property without permission from staff. Climbing over the fence while outside at recess. b. Non-Ex: Running out to the playground. Running to the library or office or other location within the school building 	<ol style="list-style-type: none"> 1. Continuous <u>low magnitude</u> aggression <ol style="list-style-type: none"> a. Ex: 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 b. Non-Ex: 1 and done aggressions, recess play, PE hitting/kicking ball 2. Low magnitude disruption behavior in the classroom for <u>more than 10 minutes</u> <ol style="list-style-type: none"> a. Ex: repeated talk-outs, name calling, continuous crying, throwing a objects (not at another person), tipping over chair or desk, breaking or ripping objects b. Non-Ex: 1 talk-out, out of seat for sensory or pacing, laying on the ground, refusing to move locations 3. Staying outside when recess is over for <u>more than 20 minutes</u> 4. Eloping from classroom but remaining in the building if classroom staff are unable to stay with them <ol style="list-style-type: none"> a. Ex: if you are alone in a room, running group or lessons b. Non Ex: if there are other staff in the classroom, you are not needed to run the group or lesson 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"> a. Ex: if you are alone in a room, running group or lessons b. Non Ex: if there are other staff in the classroom, you are not needed to run the group or lesson 6. Refusal to complete or participate in academic or IEP activities for <u>more than 20 min</u> <ol style="list-style-type: none"> a. Ex: 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 b. Non Ex: none or few Interventions have been attempted, Non-academic or IEP related activities (recess, lunch, freetime),

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

Calling for SST-Class Staff	Calling for Behavior Support Calls
<p>Step 1: Call the front office #</p> <p>Step 2: <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>Step 1: Call the front office #</p> <p>Step 2: <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
Level 2- Major Violation			
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
Level 3-Safe School Violation			
Offense	1st Offense	2nd Offense	3rd Offense
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 harassment 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.

Emergency Safety Intervention (ESI)

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 restraints 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, **compensatory services for any IEP special education or related services minutes that were missed during this time shall be provided.** 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 (USOE) 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>

Spectrum Academy uses the Nonviolent Crisis Intervention (see pages 17-20 for NCI interventions) method of crisis management. **When a student is an immediate physical threat to self or others**, classroom staff shall use non-intrusive NCI Level 1 interventions first to de-escalate and physically disengage with the student. If the student continues to pose an immediate physical threat to self or others, the classroom staff shall call for support from the SST and Behavior Team. Each school has a Behavior Team and a Student Support Team (SST) composed of staff trained in NCI Level 1 and 2 strategies. Level 2 strategies are activated by a behavior team member or SST member and include physical interventions that keep the student from hurting themselves or others and are used as a last resort. 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 procedures, individuals may contact the Behavior Program Administrator.

Restraint means restricting a student's ability to move his or her torso, arms, legs or head freely.

Transport means "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). This is not considered an ESI.

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

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."

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 shall meet quarterly. Each meeting shall consist of at least two administrators, one parent, and two certified educators with behavior training and knowledge of state rules and LEA discipline policies.

An ESI sub-committee shall meet monthly to:

1. review all incidents involving the restraint and seclusion of the schools' students to determine if the use of restraint or seclusion reflected an individualized determination based on the student's need and was consistent with Spectrum Academy policy and training;
2. analyze whether the behavior(s) that led to the restraint and/or seclusion of a student were part of a pattern of behavior(s) that should have led school staff to seek an evaluation or reevaluation of the student;
3. if applicable, assess if the student's IEP or Section 504 team considered whether

- the student's current regular or special education and disability-related aids and services provided the student with a FAPE; and whether the restraint and/or seclusion caused missed instruction and/or disability-related services resulting in the denial of a FAPE, and, if so, whether compensatory education and/or remedial services are necessary to address the denial of a FAPE; and
4. identify all concerns related to the schools' use of restraint and/or seclusion, propose recommendations to address any concerns, and develop timelines for implementation of the recommendations.

Seclusionary Time Out and Restraint (Immobilization) Policy

1. STO and restraint shall be 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.**
2. An STO Room, or any other location, shall 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. A restraint shall never be used for behaviors that do not pose an immediate physical risk to self or others.
4. Use of a Restraint or STO Room requires:
 - Before Seclusion and/or restraint
 - a. Approval of a Behavior Specialist, a Behavior Technician, or administrator; and
 - b. Documented unsuccessful attempts to use less intensive interventions.
 - During Seclusion and/or restraint
 - c. Only staff trained in NCI methods, through Spectrum Academy, with the assistance of the SST, shall use restraints and/or STO.
 - After Seclusion and/or restraint
 - d. A Seclusionary Time Out Room Log/Immobilization Log and an Incident Form shall be completed, regardless of the location of the seclusion or restraint.
 - e. The Seclusionary Time Out Room Log/Immobilization Log shall be attached to the Incident Form.
 - f. The Seclusionary Time Out Room Log/Immobilization Log and Incident Form shall be given to the Behavior Specialist.

- g. The Behavior Specialist shall proofread the forms, fix any errors, check for signatures and identify if any compensatory service minutes are required.
 - If compensatory minutes are required, the Behavior Specialist shall link the documents to the compensatory minutes log.
 - Behavior Specialists shall then notify administration and the student's case manager that compensatory service minutes are required.
 - h. The Behavior Specialist shall copy and dispense copies of the forms to parent or guardian.
 - i. Incident Forms and Seclusionary Time Out Room/Immobilization Logs, shall be given to parents of students subjected to seclusion/restraint, and to the director and executive director of academics in person or via email, by a behavior specialist or a member of administration within 24 hours of the incident.
5. Parent Notification:
- a. Parents shall be notified by behavior staff (or designee) immediately upon student entrance into a STO room or the initiation of a restraint.
 - b. Administration shall be notified by behavior staff immediately upon student entrance into a STO room and/or restraint.
 - c. Parents shall be notified at 15 minutes of seclusion or restraint . If the student is not likely to demonstrate physical safety within an additional 10 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 [USBEL 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 or restraint. STO or restraint 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 and/or restraint 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.*

6. The Spectrum Academy STO Room policy and procedures shall be visibly posted outside all STO Rooms.
7. Staff trained in Nonviolent Crisis Intervention (NCI) shall maintain constant visual supervision of a student in the STO Room to ensure safety.
8. Upon the third incident of restraint or seclusion for an individual student in a school year (and for every two incidents thereafter), the IEP or 504 team for that student shall reconvene for a meeting within two school days to determine whether the student should be reevaluated and if the student's current interventions and supports are sufficient or whether any changes are needed. If the student does not have an IEP or 504 plan, a referral for evaluation to determine special education eligibility must be initiated within two school days.
 - a. In the event that any of the incidents prior to the third are of a serious magnitude (serious bodily harm was inflicted or the STO lasted 30 minutes or longer), the IEP/504 team must meet within two school days of that incident and not wait until after the third incident.
 - b. In each meeting, the team shall take individualized measures to address any negative effects of restraint or seclusion on a student, including potential compensatory services or other remedial measures, and shall document such measures on the [IEP/504 STO/Restraint Meeting Form](#)
9. The ESI Committee shall meet monthly to determine whether additional or different interventions or supports and services may be needed to reduce the use of restraint and seclusion (e.g., positive behavioral interventions and supports (PBIS), de-escalation techniques, functional behavioral assessments (FBAs), behavioral intervention plans (BIPs), and a broad continuum of placements.
10. The Director of Special Education (or a qualified designee) shall review every restraint or seclusion of a Spectrum Academy student on a weekly basis.
11. Any individuals who have any questions, concerns, or desire information about Spectrum Academy's policies or use of restraint or seclusion with students may contact the following individuals via phone or email:



North Salt Lake ▪ Ph 801-936-0318 ▪ Pleasant Grove ▪ Ph 801-785-9019
www.spectrumcharter.org

North Salt Lake
Christina Guevara
Director of Academics
552 N. Cutler Drive
North Salt Lake, UT 84054
(801)936-0318 Ext.7020
cguevara@spectrumcharter.org

Pleasant Grove
Liz Banner
Director of Academics
867 S. 800 W.
Pleasant Grove, UT 84062
(801)785-9019
lbanner@spectrumcharter.org

The directors shall respond to any such inquiries within two school days via email or phone.

Emergency Safety Intervention Report-

IEP
 504
 None
 INCIDENT FORM
 ESI Report
 Suspension
 Class Evac

Student's Name: _____ Grade: _____ Date: _____
 Staff Involved and title: _____

A N T E C E D E N T	<p>Guardian Notification: Utah State LRBI (Least Restrictive Behavioral Interventions) requires notification to guardians within 24 hours of an incident. Spectrum Academy will make every effort to inform guardians the same day. Incidents occurring on a short-day, Friday, will be notified by at least the following Monday after the weekend.</p>	Incident Start Time: _____ Incident End Time: _____ Subject: _____ Out of Instruction duration:
	Contacted By: ___Teacher ___Behavior ___Admin ___Office Name of Guardian: _____ Date: _____ Time: _____ Method: _____ By: _____	
	<p>Antecedent (happened right before behavior):</p> _____ _____ _____ _____	
B E H A V I O R	<p>Behavior:</p> _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

Interventions Attempted

<input type="checkbox"/> Redirection	<input type="checkbox"/> Choices given	<input type="checkbox"/> Break (circle)	<input type="checkbox"/> Behavior Staff	<input type="checkbox"/> If, Then strategy
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		In class Out	support	
<input type="checkbox"/> Negotiated/ Alternate task	<input type="checkbox"/> Precision Request	<input type="checkbox"/> Mental Health support	<input type="checkbox"/> Sensory items provided	<input type="checkbox"/> Other

Consequences:

<input type="checkbox"/> Removal from class	<input type="checkbox"/> Inability to earn reinforcement	<input type="checkbox"/> Class Evacuation	<input type="checkbox"/> Lunch Detention	<input type="checkbox"/> Alternate Assignment/Activity
<input type="checkbox"/> Administration Referral	<input type="checkbox"/> Classroom management consequences	<input type="checkbox"/> Restorative Justice Strategy	<input type="checkbox"/> Out of School Suspension	<input type="checkbox"/> Work sent home
<input type="checkbox"/> Mental Health/Counselor Referral	<input type="checkbox"/> Alternate Recess given	<input type="checkbox"/> Police Involvement	<input type="checkbox"/> In School Suspension	<input type="checkbox"/> Electronics removed for a period of time

Other:

Behavior Staff or Administration ONLY

ESI	Chair Immobilization <input type="checkbox"/> 1P <input type="checkbox"/> P2 Vertical Immobilization <input type="checkbox"/> 1P <input type="checkbox"/> P2 <input type="checkbox"/> Child hold <input type="checkbox"/> Staff Control Hold Duration: _____ Staff involved and title: _____ _____	Transportation <input type="checkbox"/> P1 <input type="checkbox"/> P2 Transported from: _____ Transported to: _____ Staff involved and title: _____ _____
	STO Duration: _____ STO Location: STO Room Other: Staff involved and title: _____	
OCR	Classroom activity during STO or restraint : <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Social Skills <input type="checkbox"/> Recess <input type="checkbox"/> Other _____ Compensatory minutes needing to be made up for STO or restraint: _____ Disciplinary Action taken: <input type="checkbox"/> Out of School Suspension <input type="checkbox"/> Restorative Practices/ISS <input type="checkbox"/> None	
Injury	<input type="checkbox"/> Staff <input type="checkbox"/> Student	Targeted Student Guardian/Parent Notified Method: _____ By: _____ Date: _____ Staff injury form filled out on _____ (date)
Bx Spec	An IEP/Team Meeting shall be held within 2 school days of the students initial 3 STO's and/or restraints for the school year or serious bodily harm was inflicted, and/or the STO/Restraint was longer than 30 min. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO In addition, after the initial 3 STO's or restraints, an IEP/Team meeting shall be held for any additional 2 STO's and/or restraints thereafter. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO *For any "YES" answers contact your SpEd Tech and Admin to set up an IEP Team meeting and contact your Behavior Program Administrator.	

Signature of Behavior Specialist or Administrator

Date

Signature

Print Name

Seclusionary Time Out Log and Restraint Log-

Seclusionary Time Out Log

Student:			Date:
Teacher:			Grade:
Start Time	End Time	Total Time:	

Justification	Location
---------------	----------

Are compensatory services necessary? <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Social Skills <input type="checkbox"/> Recess <input type="checkbox"/> Other: _____	If yes, copy of this form was given to: _____ SpEd Case Manager Date
--	---

Parent Notification:		By:	Time:
Admin Notification:		By:	Time:
Start Time	Staff Observing	Observation	
Parent Notification:		By:	Time:
15 min mark	Staff Observing	Observation	
Released to (@ 30 min mark):			
Over 30 min (Justification)	Staff Involved	Observation	
*IEP Team meeting required after a 30 min Immobilization			
Bx Spec	An IEP/Team Meeting shall be held within 2 school days of the students initial 3 STO's and/or restraints for the school year. or serious bodily harm was inflicted, and/or the STO/Restraint was longer than 30 min. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO In addition, after the initial 3 STO's or restraints, an IEP/Team meeting shall be held for any additional 2 STO's and/or restraints thereafter. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO *For any "YES" answers contact your SpEd Tech and Admin to set up an IEP Team meeting and contact your Behavior Program Administrator.		

Signature of Behavior Specialist _____ Date: _____

Reviewed by Administrator: _____ Date: _____

Restraint/Immobilization Log

Student:			Date:
Teacher:			Grade:
Start Time		End Time	Total Time:

Justification	Location
---------------	----------

Are compensatory services necessary? <input type="checkbox"/> Math <input type="checkbox"/> Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Social Studies <input type="checkbox"/> Social Skills <input type="checkbox"/> Recess <input type="checkbox"/> Other _____	If yes, copy of this form was given to: _____ SpEd Case Manager Date
--	---

Parent Notification:		By:	Time:
Admin Notification:		By:	Time:
Start Time	Staff Observing	Observation	
Parent Notification:		By:	Time:
15 min mark	Staff Observing	Observation	
		Released to (@ 30 min mark):	
Over 30 min (Justification)	Staff Involved	Observation	
*IEP Team meeting required after a 30 min Immobilization			
Bx Spec	An IEP/Team Meeting shall be held within 2 school days of the students initial 3 STO's and/or restraints for the school year. or serious bodily harm was inflicted, and/or the STO/Restraint was longer than 30 min. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO In addition, after the initial 3 STO's or restraints, an IEP/Team meeting shall be held for any additional 2 STO's and/or restraints thereafter. Has the student met this criteria? <input type="checkbox"/> YES <input type="checkbox"/> NO		

	*For any “YES” answers contact your SpEd Tech and Admin to set up an IEP Team meeting and contact your Behavior Program Administrator.
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Signature of Behavior Specialist _____ Date: _____

Reviewed by Administrator: _____ Date: _____

Data Collection

When students engage in behavior that impedes their learning, or the learning of others, staff shall document the occurrence of the behavior on the schools Behavior Report. Data shall 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.

Staff will track daily data on all IEP goals and on the student’s Behavior Intervention Plan (BIP). Daily data shall 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 Program Administrator and the Academic Director.

Return from Home & Hospital Placement or Extended Treatment

Students who have been placed in Home & Hospital or are returning from an extended treatment shall have a re-entry meeting before attending school. The re-entry meeting should include the IEP Team as well as an outside provider who can update the team on how treatment went and any recommendations for the returning student.

FBA/BIP Form

Functional Behavior Assessment

Assessment Type: Initial Assessment Re-Evaluation

Student:		Date(s) of Assessment	
Evaluator(s):		Grade	
Teacher:		Current Placement	
Classification:		Diagnosis	

FBA Requested by:		Date of Initial FBA/BIP			
Date of FBA Request:		Date(s) of Review/Update			
Date of Completed FBA:		Special Education	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Referral Initiated
		504 Plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

Date student was referred to CST:		Does the student have a medical plan:	
Date of Behavior Screener:		Has the student been suspended?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Has the student been restrained?		Number of suspensions to date	
Has the student been secluded?		Reason for suspensions	
Related Service supports provided:	<input type="checkbox"/> Speech Therapy <input type="checkbox"/> OT	<input type="checkbox"/> Mental Health <input type="checkbox"/> Physical Therapy	<input type="checkbox"/> Adaptive PE

Reason for Assessment (choose at least 1)

Adaptive from the Montgomery School District FBA/BIP Form	
<input type="checkbox"/> Documented pattern of repeated and frequent challenging behavior that interferes with learning (e.g. aggression, elopement, prolonged off-task behavior, etc.).	Narrative:
<input type="checkbox"/> Student's behavior has potential for imminent, serious, physical harm to self/others.	Narrative
<input type="checkbox"/> An analysis of the data has found a significant change in trend (e.g., duration/frequency), level, or variability requiring a review of the functions of the behavior.	Narrative
<input type="checkbox"/> The behavior is significantly impacting: <ul style="list-style-type: none"> <input type="checkbox"/> Safety <input type="checkbox"/> Learning Environment <input type="checkbox"/> Student Learning <input type="checkbox"/> Peer Learning <input type="checkbox"/> Relationships 	Narrative
<input type="checkbox"/> The student has received repeated, short-term suspensions.	Narrative
<input type="checkbox"/> The student has a disability and has been suspended for 10 or more days. <ul style="list-style-type: none"> <input type="checkbox"/> Cumulative <input type="checkbox"/> Consecutive 	Narrative
<input type="checkbox"/> The student is not responding to other least restrictive tiered interventions <ul style="list-style-type: none"> <input type="checkbox"/> Academic <input type="checkbox"/> Behavioral 	Narrative
<input type="checkbox"/> Other:	Narrative

Indirect Assessment

Background Information

Summarize data concerning the student's attendance, discipline referrals, academic history:

Summarize the students strengths concerning academics and social skills.

Summarize all previous interventions (tier 1 and 2) interventions including type, duration, and overall effectiveness:

Target Behavior(s) and Operational Definition(s)

Behavior #1

Data Analysis

File Review

Date of File Review	FSIQ	
YTD ABC Reports	Working Memory	
YTD Incident Reports	Processing Speed	
Adaptive Score	Fluid Reasoning	

Stakeholder Interview

Parent	Description:
Teachers	Description:
Student	Description:

Direct Observation (Minimum of 2 observations)

Date/Teacher	Description:
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Indirect Assessment Analysis

FAST	Description:
IISCA	Description:
FBAAT	Description:
ALSUP	Description:

Skills Assessment

PEAK

PCA-Direct Training	Baseline Score	Current Score	Typical Age Score	Percentage
FLS				
PLS				
VCS				
VMS				
Total Score				

PEAK Summary of Scores and Behavioral Observations

Social Interaction		Communication		Restricted Repetitive Behavior	
Frequency	Intensity	Frequency	Intensity	Frequency	Intensity

PEAK SUMMARY OF SCORES FOR CHALLENGING BEHAVIOR INDEX

ATTENTION	ESCAPE	NON-SOCIAL	PHYSICAL	TANGIBLE

VB-MAPP

	Baseline Score	Current Score
Milestones		
Barriers		
Transitions		

BRIEF2

Index/Scale	Baseline Score/Percentile	Current Score/Percentile

Inhibit		
Self-Monitor		
Behavior Regulation		
Shift		
Emotional Control		
Emotional Regulation		
Initiate		
Working Memory		
Plan/Organize		
Task-Monitor		
Organization of Materials		
Cognitive Regulation		
Global Executive Composite		

Baseline Data

Insert Graph Here	Analysis of graph with description of variability, trend, and level.
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ABC's

Antecedents	Description:
Consequences	Description:

Hypothesis of Function

- Socially-Mediated Access
 Socially-Mediated Attention
 Socially-Mediated Escape
 Automatic

Recommendations

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

Behavior Intervention Plan

BIP Type: Initial BIP Update

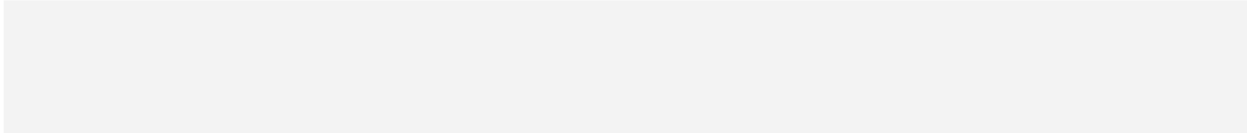
Student:		Date(s) of Assessment	
Evaluator(s):		Grade	
Teacher:		Current Placement	
Classification:		Diagnosis	
Date of Initial BIP:		Date(s) of Review/Update	

Present Levels of Academic Achievement and Functional Performance statement (PLAAFP)

Present Levels

Behavior Skills Development Plan

Behavior/IEP Goal #1



Minutes of Intervention

Total Minutes:

- Day
- Week
- Month

Teaching Strategy

- Discrete Trial
- Direct Instruction
- Natural Environment
- Skills-based treatment
- Pivotal Response Training

- Conditional Discrimination
- PEAK
- ACT
- Precision Teaching
- Other_____

Teaching Environment

- Small-group instruction (out of class)
- Small-group instruction (in class)

- 1:1 (in class)
- 1:1 (out of class)
- other_____

Who's responsible for Teaching

- Classroom Staff
- Other_____

- Behavior Team

Method of measuring progress:

- Direct Observation
- Daily Classroom Tracking

- Check-in/Check-out Sheet
- Self-monitoring/reporting
- Weekly Behavior sheet

Who's responsible for Data collection

- Classroom Staff
- Other_____

- Behavior Team

Classroom Plan

<p>Triggers (Antecedents)</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Peer Interaction <input type="checkbox"/> Work Demand <input type="checkbox"/> Transition <input type="checkbox"/> Loud Noises <input type="checkbox"/> Denied access <input type="checkbox"/> Routine change 	<ul style="list-style-type: none"> <input type="checkbox"/> Staff Interaction <input type="checkbox"/> Entering Class <input type="checkbox"/> Free Time <input type="checkbox"/> Infringement of personal space <input type="checkbox"/> Lunch 	<ul style="list-style-type: none"> <input type="checkbox"/> Recess <input type="checkbox"/> Unexpected events (i.e. getting a problem wrong) <input type="checkbox"/> Fire Drill <input type="checkbox"/> Other_____
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Classroom Replacement Behaviors

Behavior	Antecedent	Intervention

Precursor Behaviors

Behavior	Antecedent	Intervention

Escalated/Risk Behaviors

Behavior	Antecedent	Intervention

Supplies needed to implement BIP:

Supplied by:

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Staff to be trained:

Date of training:

--	--

Signature

Date:

(Parent)

Date:

(Gen Ed Teacher)



Date:

(SpEd Teacher)

Date:

(Administration)

Date:

(Behavior Specialist)

Adjustable Interventions

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. DO NOT REMOVE THIS SECTION PER OCR.	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
9/6/23	<ol style="list-style-type: none"> 1. Updated Mission Statement P.4 2. Updated requirements for a Behavior Specialist P. 5 3. Changed name of Behaviour Coordinator to Behavior Program Administrator throughout the document 4. Updated Section on Crisis Management and Emergency Safety Interventions P. 28 5. Updated section on STO and Restraint Policy P. 30 6. Added Immobilization Log P. 33 7. Updated Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) P.38 	J Dixon, S Munk
9/11/23	<ol style="list-style-type: none"> 1. Updated STO and Restraint Log 	S Munk

	Form 2. Updated Incident Form	
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