



Behavior Issues and Special Education

Behavior is complex. When children are struggling, there are often multiple reasons. Emotions and behavior can cause learning problems. Learning problems can cause behavior and emotional problems. Behavior can be a form of communication or a sign of temperament or neurological issues. What is the behavior telling us? Is the child trying to get or obtain something or protest, escape or avoid something? Is the child feeling anger, fear, sadness or confusion? What should we do to help? What is the school's role in addressing behavior concerns that arise at school?

This packet of information will provide you with an **Overview** of what difficult behaviors might be seen at school, how to understand the behavior, what help is available and print and internet **Resources** on the subject of behavior, behavior and special education, and children's mental health. Included is an article from the Center for Effective Collaboration and Practice on **developing good behavior intervention plans**, requirements for **addressing behavior in educational settings** in California, the **Communicative Function of Behavior**, **IDEA changes in understanding behavior**, **behavior interventions for students with specific disabilities**, as well as sample forms for a **Functional Behavioral Assessment Summary** and a **Behavior Support Plan**, both from the Californian Department of Education website Positive Environments, Network of Trainers (www.pent.ca.gov/home).

When a child receives special education services through an Individual Education Program (IEP), there are special requirements for addressing behavioral concerns. The IEP team should specifically state if a child's behavior is a concern and then address that behavior. When a behavioral difficulty results in school discipline, special considerations must be addressed (see the Matrix information packet on School Discipline).

Other Helpful Information Packets:

- ADHD/ADD
- Individual Education Plans (IEP)
- Emotional Difficulties
- Learning Disabilities
- School Discipline

Matrix Parent Network and Resource Center
Serving Marin, Napa, Solano and Sonoma Counties
Empowering families of children with special needs to understand and access the systems that serve them.

www.matrixparents.org

94 Galli Drive, Suite C, Novato, CA 94949

1615 West Texas Street, Suite 4, Fairfield, CA 94533

1 (800) 578-2592



BEHAVIOR and SCHOOLS Resources and Sources

Books

- *Educational Care, The Myth of Laziness*, Levine
- *The Explosive Child*, Greene
- *From Emotions to Advocacy*, Wright www.wrightslaw.com
- *Skills Training for Children with Behavior Disorders*, Bloomquist
- *Special Education Rights and Responsibilities*, CASE and PAI www.pai-ca.org
- *Straight Talk about Your Child's Mental Health*, Faraone
- *Taking Charge of ADHD*, Barkley
- *When Johnny Doesn't Behave: 20 Tips and Measurable BIPs*, Bateman & Golly
- *Your Defiant Child*, Barkley

Website Articles

- "Addressing Student Problem Behavior: An IEP Team's Intro to Functional Behavioral Assessment & Behavior Intervention Plans" www.air.org/cecip
- "Functional Behavioral Assessment and Positive Interventions: What Parents Need to Know" www.fape.org
- "Honorable Intentions: A Parent's Guide to Educational Planning for Children with Emotional or Behavioral Disorders" www.pacer.org
- "Life Success For Children with Learning Disabilities" Frostig Center, www.LDsuccess.org
- "Tools to Develop, Support & Score Behavior Support Plans" www.pent.ca.gov/home

Websites

- Center on Positive Behavioral Interventions & Supports www.pbis.org
- Council for Children with Behavioral Disorders www.ccbd.net
- Federation of Families for Children's Mental Health www.ffcmh.org
- Foundation for Children with Behavioral Challenges www.explosivekids.org
- National Alliance on Mental Illness www.nami.org

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Behavior and Special Education An Overview

When the behavior of a student with an IEP gets in the way of his or her learning or that of others, the IEP team must develop goals or a behavior support plan around those needs. Behavior plans are not meant to be punitive. Behavior plans identify frequency, duration and intensity of the behavior, the predictors of the behavior, what purpose the behavior may serve and what is needed to teach the student replacement behaviors that are positive.

Examples of Behavior That May Interfere with Learning

- not completing assignments or turning in work
- outbursts (talking out of turn, tapping pencils, screams, threats, swearing)
- not being able to pay attention
- poor attendance
- leaves classroom/school without permission
- aggression (pushing, shoving, kicking)
- using materials dangerously (putting chairs on tables, eating crayons)

What Can Behavior Be Saying

Understanding difficult behavior is difficult! Behaviors can stem from many sources: emotional problems (i.e. depression, anxiety), neurological issues (i.e. ADHD, Autism, Tourettes, Bi-Polar), environmental issues (i.e. academic work is too hard or too easy, atmosphere is over-stimulating or under-stimulating, bullying by others, peer pressure). Sorting out what may be the cause of the behavior can influence the interventions.

Levels of Support

The team may first develop an IEP goal for the behavior. If despite this goal, the behaviors continue, then a behavior support plan is written. If behavior is defined as serious or extreme (assaultive, self-injurious or pervasive and maladaptive) AND is interfering with mastery of IEP goals AND if behavior approaches already in the IEP have not been effective, an in-depth, comprehensive functional analysis must be performed by a professional trained in this area.

Link to Home

When students are struggling with behavior at school, it is not uncommon to have behavior issues at home. This can affect the whole family. Reach out to others who may be able to provide support and help – both from friends and professionals. There are books, articles and websites with helpful information for parents. Strategies from school may also work at home. Never worry alone.

School Discipline

The Matrix information packet on **School Discipline** describes when and how students can be disciplined for their difficult behaviors.

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HOW CAN PARENTS AND SCHOOLS WORK TOGETHER TO DEVELOP GOOD BEHAVIORAL INTERVENTION PLANS?

Jeff has been getting into trouble in school lately. He received in-school suspension twice last month and numerous discipline referrals. His teachers are getting frustrated with his repeated behavioral problem. His parents are getting frustrated with the school. Jeff usually gets into trouble in the hallway between classes. This has been going on for about two months. Everyone seems to be trying to get Jeff to understand that his behavior needs to improve, but nobody has been able to clearly define what is happening and what is expected of Jeff. His parents have been to the school to discuss the behavior, but he is still having problems following the rules in the hallway.

WHAT IS A POSITIVE BEHAVIORAL PLAN?

After collecting and analyzing enough information to identify the likely function of a student's behavior, the IEP team, of which parents are extremely important members, must develop a *positive behavioral intervention plan*. The behavioral plan will include, when appropriate, (1) strategies, including positive behavioral interventions and supports; (2) program modifications; and (3) supplementary aids and services that may be required to address the problem behavior.

When danger signals arise — for example, a child receives in-school suspensions, is sent out of the classroom frequently because of behaviors, or runs the risk of being punished in school — the student's behavior should be addressed with an in-depth behavioral assessment, known as a *functional behavioral assessment* (FBA). The FBA should yield a number of recommendations for the IEP team to study and act on. From this assessment, the team determines, on a very individual basis, when the behaviors happen, what triggers the behaviors, how to reduce the triggers, and what strategies will be used to help the student use more productive behaviors. This plan is the *behavioral intervention plan* (BIP).

The Individuals with Disabilities Education Act makes it clear that serious behavioral issues for students with disabilities require a behavioral assessment. All interventions must be documented, including which ones worked and which were not successful. This approach pinpoints common problems and starts a child on the road to behavioral competency. By documenting and systematically addressing behavioral issues, the IEP team can develop a relevant and useful plan to help the student achieve more competence with behaviors.

WHAT SHOULD BE DONE PRIOR TO A BEHAVIORAL PLANNING MEETING?

All members of the IEP team should be aware of the current state of the student's behavior, the specific problems with the behavior, and the issues the meeting will address. The reasons for the discipline referrals should be presented in objective terms before possible interventions are discussed. Parents are often shocked to find the number and magnitude of their child's problems.

WHAT SHOULD HAPPEN IN A BEHAVIORAL PLANNING MEETING?

During the behavioral planning meeting, team members should share information gathered from observations and from the functional behavioral assessment. Parents play an important role on the IEP team during this process. Parents know their child and, can offer invaluable information as the team develops the intervention plans.

During the behavioral planning meeting, the IEP team should consider the student's behavioral strengths and deficits. This meeting is not designed to blame the student. Rather, it is an opportunity for all team members to take responsibility for designing a remediation plan. Parents and educators should bring to this planning meeting as much information about the student as possible, including his or her likes and dislikes and any other information that will help the team design a plan that will support the student in choosing more appropriate behaviors.

During the meeting, the team should address the setting events or antecedents. These are the things that happen before the behavior occurs. For example, the problem behavior may occur only in the hallways but not in other places in the school. In addition, the IEP team should determine the consequences that are maintaining the problem behaviors and the possible reasons for (functions of) the behavior. After sharing this information, the team makes a "best guess" about what the function of the behavior is.

After identifying the reason for the behavior, the team should develop a plan to intervene. This plan should include positive supports to encourage the student to use more appropriate behaviors to meet the same need. For example, if the student is having problems only in the hallways and the team has determined that the reason for this behavior is an attempt to get attention from a certain teacher, then the intervention plan may include providing some of that teacher's time when the student displays appropriate behaviors. Team members must develop a very specific definition of the behaviors they want the student to perform and what the specific consequences are for the performance of these behaviors.

Team members need to keep in mind that a behavioral planning meeting is designed to implement supports to reduce the negative behaviors, not to place blame. Educators and parents should discuss the behaviors that have been observed, such as yelling or running in the hallways, in objective terms. That is, how often or how long does the behavior occur and in what context? The expected behaviors should be defined in clear and precise terms. Phrases such as "has to learn responsibility" or "does not act responsibly" do not describe behavior. Descriptions such as "turns in homework every morning" and "walks quietly in the halls without coming in contact with others" are more appropriate terms to use when discussing behaviors.

The team members should share all the information gathered and use that information to develop a plan. Each component of the plan should be discussed in detail, along with such questions as "what happens if he walks without touching others but is still yelling?" The plan should be very clear about what supports are offered to the student, what exactly is expected of the student and adults, and who is responsible for implementing the plan. This will ensure that all members of the team understand the expectations and the appropriate responses.

The functional behavioral assessment and the development of behavioral intervention plans involve a systematic problem-solving process that can be used at home or school. Sometimes the process is simple and quickly leads to a solution. At other times, the process is more involved, and developing a plan that works takes longer. The idea behind a behavioral intervention plan is to support the student by examining the reasons for his or her behaviors and supporting the student in choosing more appropriate behaviors. This responsibility falls to all members of the IEP team. A well thought out plan includes teaching new behaviors and positively reinforcing appropriate behaviors and other similar supports.

WHERE CAN I GET MORE INFORMATION?

Contact the Technical Assistance Center on Positive Behavioral Interventions and Supports at www.pbis.org

Addressing Student Problem Behavior: An IEP Team's Introduction to Functional Behavioral Assessment and Behavior Intervention Plans

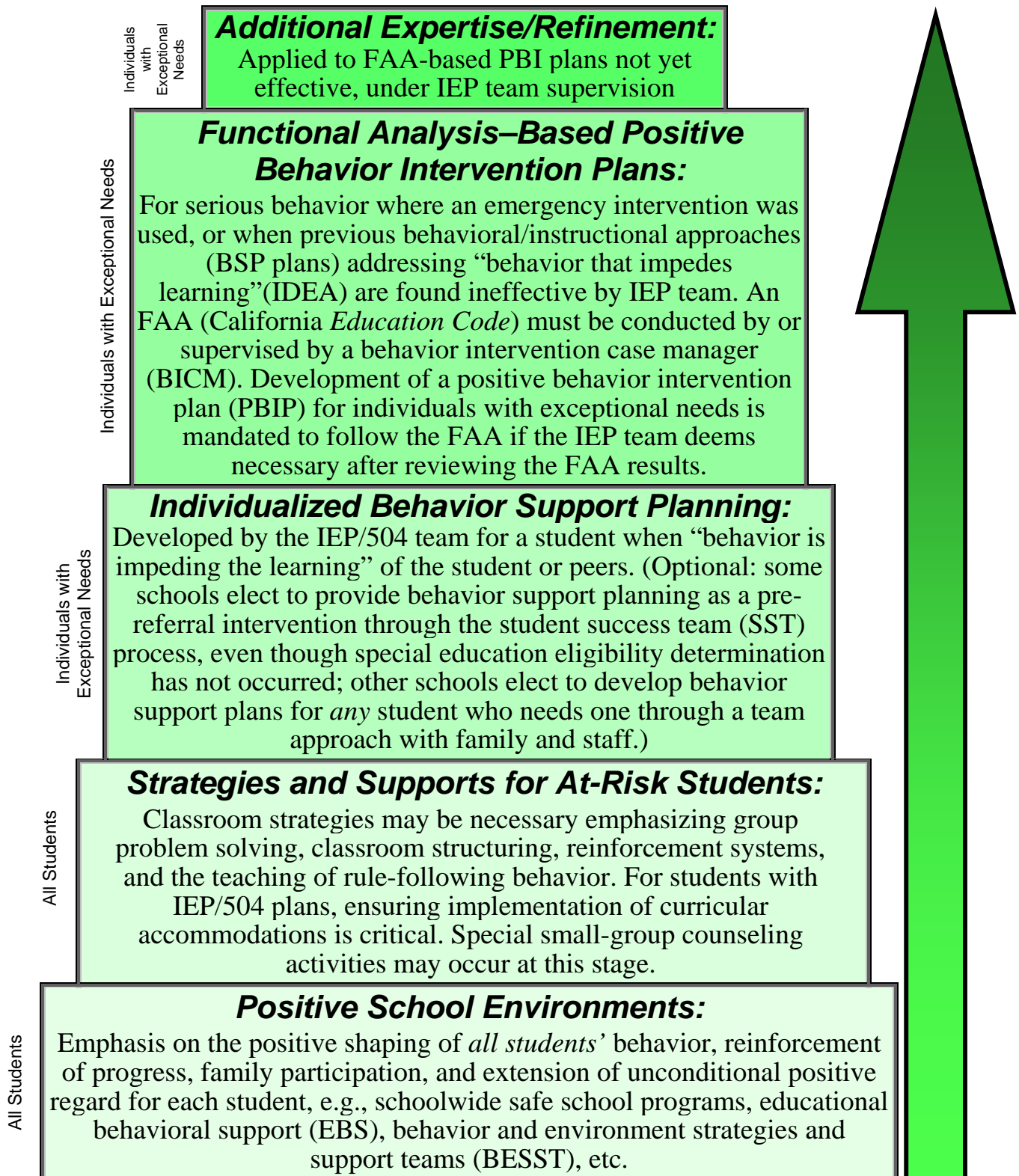
Addressing Student Problem Behavior Part II:

Conducting a Functional Behavior Assessment

Addressing Student Problem Behavior-Part III:

Creating Positive Behavioral Intervention Plans and Supports

Addressing Behavior in Educational Settings in California



Communicative Function of Behavior

Diana Browning Wright

Assessment Goal: Identify a better way for the individual to get the same function met through alternative acceptable methods, or: Identify methods of removing the need for student behavior by environmental changes.

Do not confuse the form of the behavior with the function of the behavior. The **form** of the behavior can be influenced by culture/subculture, experience, disability, group affiliation, sensory system (seeking and avoiding of input). Regardless of the topography/form of the behavior, what it looks like, analyze the behavior for the function it serves for the individual. Ask questions, observe, use data collection/interview forms. Consider antecedents, consequences and environmental features in your analysis.

Get/Obtain:	Protest/Escape/Avoid:
Choice	Tasks, a demand or request being made
Attention in the form of: social status in a group interaction with peer(s) interaction with adults	A specific person, a group of people
Objects, including \$	Objects, undesired
Internal events (e.g., brain chemical release/ on some occasions in self abusive behavior)	Internal events (e.g., upcoming seizure/migraine)
Make instructional material more meaningful	Lack of meaning/relevance of instructional material
Self-stimulation	Protest, a past action by a person (do not use “revenge, vengeance”)
Play, fun	Protest, a lack of choice (do not use “control”)
Replication of a chain of behavior	Avoidance of step one in an anticipated chain of behavior
Justice or fairness	Protest, a lack of fairness, justice (do not use “revenge, vengeance”)
Sensory input	Sensory input

DO NOT USE: POWER-----REVENGE-----CONTROL-----VENGEANCE

All behavior plans should subsequently be based on an analysis of the function of the behavior. We do not want to write a plan to help a youngster get better “revenge” but we *can* write a plan to help the student “protest the past action of others.”

I.D.E.A. Conceptual Underpinnings: Shifting Our Understanding of Behavior

Diana Browning Wright

CURRENT THINKING	PAST PRACTICE	THE DIFFERENCE
Students may require “ <i>Behavior Support</i> ”	Students may require “ <i>Behavior Management</i> ”	“ <i>Behavior Support</i> ” implies addressing Environment, Teaching Strategies, Teaching New Behaviors, and Using Positive Reinforcement Strategies;
		“ <i>Behavior Management</i> ” implies focus on consequences, whether positive or negative.
<i>Behavior Support Plans</i> should focus on understanding “why” the behavior occurred (i.e., the “function” or “communicative intent”) then focus on teaching/eliciting an alternative behavior that meets the student’s needs in alternative, more acceptable ways.	<i>Behavior Management Plans</i> focused on specifying the consequences of misbehavior, and to some extent, the consequences of acceptable behavior.	<i>Past practice</i> rarely attempted to understand the reasons a maladaptive behavior occurred;
		<i>Current practice</i> , by understanding the behavior and teaching alternatives or changing environmental conditions, plans to seek to permanently change the way a student seeks to get a need met.
<i>Antecedents</i> (the immediate and immediate past “triggers” or “predictors” for the behavior) are critical in changing behavior Focus: What we can actively do (e.g., teach, structure the environment) to change the behavior?	<i>Consequences</i> were attempted to be made so compelling that the student would stop a behavior (i.e., either so strongly aversive that the student didn’t want to choose the maladaptive behavior or so strongly positive that the student avoided the problem behavior to get the reinforcer) Focus: What the student must do to avoid or to get something we provide.	Consequence-based Plans: For many students, neither a strong enough punishment, nor a strong enough reinforcer can be found to change the behavior;
		Antecedent-based Plans: Can result in changing environmental conditions (e.g., time, space, materials, interactions), and student skills so that lasting change is possible.
Philosophy: Positive behavior needs to be taught, i.e., modeled, shaped, cued in a conducive environment.	Philosophy: Problem behavior needs to be controlled or eliminated. Positive behaviors are to be expected regardless of environment.	Controlling Behavior: Becoming increasingly more difficult in today’s classrooms;
		Teaching Behavior: Has potential for lasting change.

Designing Behavior Interventions to Address the Needs of Students with Disabilities or Characteristics

Diana Browning Wright

Consider these Factors¹:

- How the current environment supports the problem behavior, does not yet support alternative behavior(s)
- Purpose and function of problem behavior for the student
- Reason problem behavior continues
- Is there an alternative behavior to replace the problem behavior, meeting the same function; can the student do this yet?
- Are there skill deficits? Methods of teaching what is missing?
- Strategies and curricular components for teaching any new behaviors?
- Strategies for maintaining new behavior?
- Environmental changes necessary to remove students' need to use this behavior?

AD/HD

Behavior Support for Individuals with AD/HD

- often need strategies to maintain attention to task, inhibit impulsive responding, organize time, space, and materials
- often need environmental structuring to aid poor goal setting and flexible problem solving
- often missing necessary social skills, need instruction
- often punished by peers, need adult structuring to elicit on-going, appropriate peer reinforcement
- often need frequent reinforcement for rule following
- often need active, hands-on learning opportunities with tasks structured into small units to aid sense of accomplishment

AD/HD Potential Behaviors Impeding Learning to Consider in Support Planning

- Impulsivity
 - not raising hand
 - rushing through work
 - responding inappropriately to adult correction
- Distractibility/low "focused attending" skills
 - difficulty staying on task
 - low work completion rates
 - planning deficits
 - disturbing others

¹Although all behavior support must be individualized, experience has shown that certain features are especially important to consider when specific characteristics or disabilities are present

- Poor modulation of arousal system
 - falls asleep
 - struggles to maintain focus
- Poor strategy formation to complete complex tasks
 - poor ability to break up tasks in chunks
 - poor sequencing of actions to meet goal
 - poor selection of behavior alternatives/low flexibility
- Hyperactivity
 - difficulty staying in seat
 - bounces from task to task
 - body movements disturb others
- Feedback deficits
 - failure to take corrective actions/based on input from peers and adults
 - active resistance to rules/changing rules to fit personal desires rather than to enhance group cohesion
- Low frustration tolerance
- Difficulty with delaying gratification
- Low understanding of elapsed time

TOURETTE SYNDROME

Behavior Support for Individuals with Tourette Syndrome, Obsessive/Compulsive Disorders

- often need accommodations similar to AD/HD above
- often need opportunity for “time away” (student initiated) when in a disruptive, repetitive cycle
- often need output accommodations for frequently occurring written language difficulties (oral/projects, etc.)
- often need desensitization techniques to overcome fears, interventions for anxiety control and obsessive compulsive thinking and behavior
- often responds to “shared controls” and negotiations to obtain preferred activities in exchange for completing non-preferred activities.

Tourette Syndrome Potential Behaviors Impeding Learning

- All of AD/HD behaviors potentially present
- Exhibits cycles of repetitive, disruptive behaviors
 - sounds, words, body actions
- Written language task refusals/“Developmental Output Failure”
- Difficulty with “divided attention”/shifting attention
 - can’t stop task to get initial or further teacher direction
 - can’t attend to two things simultaneously
- Cycles of irrational fears
- Cycles of obsessive or compulsive behaviors
 - perseverates on topic/theme
- Resistance to non-preferred tasks

INDIVIDUALS SOCIALIZED TO GROUPS WHO VALUE AGGRESSION

Can include students with or without eligibility as emotionally disturbed

Behavior Support for Individuals Socialized to Groups Who Value Aggression

- often respond well to mentoring, unconditional positive regard
- need to achieve acclaim through alternative methods; alliances with teacher & successful, positive model peers (if available and highly regarded) to protect from humiliation and to offer an alternative world view and hope for the future
- need to be educated by authoritative teachers (not authoritarian, laissez faire or democratic)
- need “time away” options when frustration tolerance is low
- often need highly structured environments with contingent access to reinforcement for exhibiting social skills which are specifically taught

Potential Behaviors Impeding Learning for Individuals Socialized to Groups Who Value Aggression

- Dresses and acts like idealized group leader(s)
- Uses belligerent language or swearing in low-stress situations to communicate lack of commitment to school tasks/school personnel
- Fails to believe a teacher “likes me ok,” assumes teacher lack of commitment
- Failure to complete assignments or strive for success
- Overreacts to peers
- Strives to achieve social dominance or higher rungs in social ladder via “acting tough” to all
- Breaks rules to achieve peer group status
 - truancy, property destruction, aggression
- Breaks social mores to achieve status: unprovoked “meanness” toward younger, smaller, less dominant peers
- Fear of humiliation
- Low frustration tolerance/low coping skills

AUTISM

Behavior Support for Individuals with Autism

- need a functional communication system appropriate to developmental level (consider use of a picture exchange for desired objects and activities if non-verbal and developmentally 2 years or older)
- often need task (pacing), time (schedule instruction) space, interaction structuring
- often need adults to structure environments to modulate sensory arousal systems and alter conditions depending on the arousal level of the child at a specific time
- often need physical activity interspersed with other activity
- often requires “functional” curriculum, functional application of learned academic material
- often need help understanding social world
 - social story instruction
 - social script instruction
- often need “time away”, access to preferred activity interspersed throughout the day
- often need direct one-on-one instruction for a new skill, then carefully structured follow-through throughout activities of the day to assist with generalization
- often learns rules through visual prompts (icons, words) better than through verbal instruction
- often copies inappropriate behavior readily; needs access to good models

Potential Behaviors Impeding Learning in Individuals with Autism

- Difficulty shifting attention/shifting tasks
- Low understanding of elapsed time
- Resistance to non-preferred tasks
- Poor modulation of sensory input
 - under or over-responds to sight/smell/movement/sounds
- Communicates via behavior--uses no or few words functionally to express needs and words to negotiate
- Restricted range of interests/restricted behavior repertoire
- Upset over changes in environment
 - scheduling changes
 - the way other people act/speak
 - materials
 - changes of routines for performing familiar tasks
- Overlaps with Tourette's Syndrome:
 - fears, cycles, resistance

LEARNING DISABILITIES

Behavior Support for Individuals with Learning Disabilities

- often need protection from humiliation
- often need self-advocacy training
- often need supportive, rich, frequent reinforcement for real accomplishments
- often need instruction on what is/is NOT impeding academic progress (e.g., You are not "stupid.")
- often need extensive curriculum accommodations to facilitate "success"
- often respond well to mentoring, unconditional positive regard
- sometimes need social skill instruction

Potential Behaviors Impeding Learning in Individuals with Learning Disabilities

- "Global Deficits" belief system
- Low understanding of specific disability
- Low skills in explaining disability to others
- Low self-advocacy skills
 - resists asking for needed accommodations
- Gives up easily, fails to anticipate success
- Fails to organize materials and time
- Fear of humiliation
- Low time management skills

LOW SOCIAL COMPETENCE

Behavior Support for Individuals with “Low Social Competence”

(LD/ADHD/ED, etc)

- often benefit from specific social skills instruction to address the exact missing skill
- often benefit from peer “coaches” of high status who mentor the student through difficulties in work groups in class, in structured sports at recess
- often benefit from classroom meeting model in which difficulties are addressed in a manner that allows peer support to be evident
- often benefit from teacher helping peers understand the student and provide support through ‘circle of friends’, ‘pit crews’ who mentor the student
- often benefit from structured classrooms with specific posted rules on how to share materials
- often benefit from therapeutic debriefing using strategies such as “My Inappropriate Behavior”
- often benefit from techniques such as “Social Stories” (explaining others’ perspectives) and “Social Scripting” (what to say or do in specific situations)

Potential Behaviors Impeding Learning in Individuals with “Low Social Competence” (LD/ADHD/ED, etc)

- Uses inappropriate social interaction initiations
- Isolates self
- Fear of failure and/or peer feedback
- Withdraws from interactions
- Difficulty sharing materials
- Approaches socially distant groups for interaction resulting in rejection
- Fails to make validating comments to others or to take actions that support viewpoints of others
- Fails to negotiate for group consensus
- Failure to understand another’s perspective

Functional Behavioral Assessment Summary*

**A FBA Analysis is required for suspension past 10 days in a school year or when expulsion is being considered.
(An additional Manifestation Determination is required if expulsion is considered)*

Student _____ Date(s) of FBA data collection _____ Date of Incident _____

Staff conducting FBA _____

Behavior resulting in this FBA _____

Date of Manifestation Determination IEP meeting (required in addition to FBA if expulsion is considered): _____

Behavior frequency: behavior has occurred only one time behavior has occurred on multiple occasions

This behavior has now resulted in: Cumulative suspension beyond 10 days in a school year
 Recommendation for an involuntary placement change
 Recommendation for expulsion

Analysis of this behavior was based on:

interviews with _____

observations on _____ at _____

review of records, consisting of: health discipline other: _____

Hypothesis of function of this behavior for this student: _____

Analysis of why this is the probable function: _____

If unclear, state why: _____

FBA has identified these current predictors or triggers for this behavior and these consequences the student achieves by this behavior (antecedent and consequence analysis): _____

Estimate of need for behavior support: extreme serious moderate needing attention, early stage intervention
 monitoring of behavior needed only; no formal behavior plan is deemed necessary at this time.

Rationale: _____

What factors in the school environment and/or instruction and/or interactions should be altered to prevent the behavior from reoccurring (which will be presented to IEP team for inclusion in a behavior plan) _____

Any other recommended additional services to address the problem behavior?

goals & objectives to be developed in IEP (next IEP meeting date and goal area(s)) _____

in-school services for inclusion in IEP: (next IEP date and recommended services) _____

off-campus agencies and providers to be specified in IEP (next IEP meeting date and agencies/providers to discuss) _____

services for parents to be discussed at IEP meeting ((recommended services) and IEP meeting date) _____

other service or communication provision (recommended services or communication exchanges and IEP meeting date) _____

Recommended environments where a behavior plan should be used (to be presented to IEP team):

1. _____

Results of FBA

See IEP date _____ for the Behavior Support Plan which will be developed to address behavior analyzed in this Functional Behavioral Assessment. This plan describes what staff will do to support alternative behavior. If this behavior required an FAA (California Education Code for serious behavior: assaultive, self-injurious, severe property damage or other pervasive maladaptive behavior) and a Positive Behavioral Intervention Plan is recommended, see IEP dated _____ for full data analysis and PBIP or: if no plan is to be developed as established by the IEP team on: (date) _____, complete the following:

If a behavior support plan is NOT to be developed as a result of this assessment, the IEP team's final rationale

The IEP team has determined that if a behavior plan is NOT to be developed as a result of this assessment, a formal behavior support plan will be developed if:

Problem behavior continues or escalates _____

Date of IEP in which behavioral goals to monitor future behavior will be (or have been) developed: _____

CONFIDENTIAL – DO NOT DISPLAY

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: 504 plan date: Team meeting date:

Student Name Today's Date Next Review Date

1. The behavior impeding learning is (*describe what it looks like*)
2. It impedes learning because
3. The need for a Behavior Support Plan early stage intervention moderate serious extreme
4. Frequency or intensity or duration of behavior
 reported by and/or observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>5. What are the predictors for the behavior? (<i>Situations in which the behavior is likely to occur: people, time, place, subject, etc.</i>)</p> <p>6. What supports the student using the problem behavior? (<i>What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?</i>)</p>
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Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (<i>Changes in Time/Space/Materials/Interactions to remove likelihood of behavior</i>)</p> <p>Who will establish? Who will monitor? Frequency?</p>
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ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	<p>8. Team believes the behavior occurs because: (<i>Function of behavior in terms of getting, protest, or avoiding something</i>)</p> <p style="text-align: center;">Accept a replacement behavior that meets same need</p> <p>9. What team believes the student should do INSTEAD of the problem behavior? (<i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i>)</p>
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Intervention	<p>10. What teaching Strategies/Necessary Curriculum/Materials are needed? (<i>List successive teaching steps for student to learn replacement behavior(s)</i>)</p> <p>Who will establish? Who will monitor? Frequency?</p>
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Intervention	<p>11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</p> <p>Selection of reinforcer based on: <input type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? Frequency?</p>
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EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

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

12.

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences
Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior (line 9)	For the purpose of y (line 8)	Instead of Z behavior (line 1)	For the purpose of y (line 8)	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

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

Option 2: Increase General Positive or Decrease Problem Behavior

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

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:
 Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

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

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

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PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other

CHECKLIST FOR BEHAVIOR SUPPORT PLANS

What a Behavior Support Plan should include:	Questions to ask yourself and the IEP team:
<input type="checkbox"/> DESCRIPTION OF THE BEHAVIOR that is getting in the way of learning. [Note: if behavior considered serious or extreme - “assaultive, self-injurious or another pervasive maladaptive behavior” - it should be addressed through a Positive Behavior Intervention Plan which requires specifically trained staff.	Is the behavior described in a non-judgmental way? When reading the words, can you “see” what the student is doing? Ex: tantrum – screaming, jumping up and down, and prolonged crying for longer than 2 min. Aggressive behaviors – kicking, pushing, or hitting with an open hand, either students or adults.
<input type="checkbox"/> FREQUENCY, DURATION AND INTENSITY Statement of how often, how long and how intense the behavior is.	Do the words tell the reader how often the behavior happens, how long it lasts and how exaggerated or severe it is? Ex: 3-5 x/day for 10 min.
<input type="checkbox"/> PREDICTORS Description of what may predict or trigger the behavior, including situations and environmental factors such as time, place, people, activity, subject, etc.	What is it that triggers the behavior? Is the work too hard, does the assignment last too long, is the classroom too noisy, is it early or later in the day, does it occur just before or after a change or transition? Are the words describing the trigger specific and understandable?
<input type="checkbox"/> FUNCTION Statement of what the student is trying to accomplish with the behavior, what function is the behavior serving for the student: 1) get something he wants, or 2) get away from something she doesn’t like or want.	Is he attempting to get something such as an object; attention from peers or adults; an activity, self-stimulation, money, or desirable comments from other students? Is she attempting to avoid, escape or protest something such as an assignment that is “too long, too hard, too boring, not meaningful, or too easy? To get away from too much noise. Or to protest negative comments or interactions with students or teachers?
<input type="checkbox"/> REPLACEMENT BEHAVIOR Statement of what the student should do instead of the problem behavior. How should the student escape/protest/avoid or get his need met in an acceptable way?	What is a more appropriate way for the student to either get the desired attention, object or activity (Ex: ask for a break or use a “break card”) or to avoid the undesirable activity or situation (prompt to “use words” or walk away from a difficult peer)?
<input type="checkbox"/> ENVIRONMENTAL CHANGES, SUPPORTS AND TEACHING STRATEGIES needed to teach the replacement behavior. Include specifics: teaching steps involved, curriculum and materials.	How can lessons and materials be modified to reduce triggers? How will staff teach and re-direct student to use the more appropriate behavior? What changes are needed in the classroom set-up or schedule? Ex: use visual schedule, social stories, study buddy.
<input type="checkbox"/> REINFORCERS specific to this student that will be used to reinforce the desired behavior and how they will be provided—when, how often, by who, etc.	What activities, objects, or food items are motivating for the student and appropriate to be used in school to reinforce the replacement behavior? Ex: Token economy, special privileges, treasure chest.
<input type="checkbox"/> STRATEGIES TO BE USED IF PROBLEM BEHAVIOR OCCURS AGAIN , after teaching and redirecting have been attempted. Interventions should be positive and not punitive.	What prompts and reminders, verbal and visual, will be provided to help student use more appropriate behavior? What discussions or other feedback will be provided to help student learn the more appropriate behavior? What school-wide consequences will be used? Ex: use <i>Thinking About my Inappropriate Behavior</i> form (www.pent.ca.gov).
<input type="checkbox"/> DESCRIPTION OF HOW BSP WILL BE MONITORED including check-ins with staff, parents, and IEP meeting follow-up as needed.	How will we know if the plan is working and being followed as written? Ex: track frequency of problem behavior. Change reinforcers as needed. Set date to review plan.