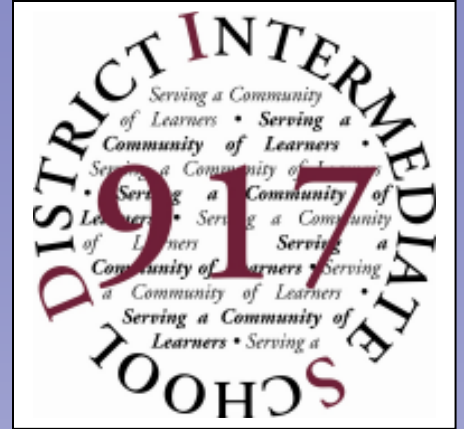


Functional Behavior Assessment and Behavior Intervention Plan Manual



“Serving a Community of Learners”

Functional Behavior Assessment and Behavior Intervention Plan Manual

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Functional Behavioral Assessment Questions & Answers

- **What is a Functional Behavioral Assessment?**
 - A Functional Behavioral Assessment is a combination of techniques that have the same purpose: *to identify the variables that control a behavior and to use that knowledge to design individualized interventions* (Watson & Steege, 2003).
 - A Functional Behavioral Assessment is conducted through the process of observations (at least three by at least two different observers), interviews (with parents, teachers, the student, and others who know the child well), and a file review. Other tools, such as behavioral checklists, may be used to gather more information.
- **Why do we conduct Functional Behavioral Assessments?**
 - Functional Behavioral Assessments help to increase the understanding of the cause of behavior(s).
 - Functional Behavioral Assessments increase the chance of positive student outcomes.
 - Functional Behavioral Assessments emphasize skill building, not punishment.
 - Functional Behavioral Assessments assist in gathering information which drives the development of Behavior Intervention Plans (BIPs).
- **When do we conduct Functional Behavioral Assessments?**
 - Functional Behavioral Assessments are required, by law, when conducting an evaluation which addresses the categorical area of Emotional/Behavioral Disorders.
 - A Functional Behavioral Assessment (FBA) must be conducted, by law, in response to disciplinary actions by school personnel. The individualized education program (IEP) team must, within 10 days, meet to develop an FBA plan to collect information; this information should be used for developing or reviewing and revising an existing BIP to address such behaviors.
- **What is the rationale for conducting Functional Behavioral Assessments?**
 - The majority of student behavior is purposeful.
 - Behavior (appropriate and inappropriate) is related to the context in which it occurs.
 - Behavior is influenced by past to present events.
 - Behavior serves a predictive function. (MDE)

- **When is a Functional Behavioral Assessment complete?**
 - The behavior is defined operationally.
 - The behavior can be predicted to occur.
 - The function of the behavior is defined. (Watson & Steege, 2003)

- **What are the methods and materials for completing Functional Behavioral Assessments?**
 - **Indirect Methods**
 - File Review
 - A review of the child's cumulative file is necessary during completion of an FBA.
 - FBA Planning Checklist and Worksheet
 - This worksheet may be used in order to be sure that all necessary historical data is obtained and all the necessary steps are completed in the FBA process (*Appendix A*).
 - Interviews
 - Generally, attempt to interview relevant individuals who are knowledgeable of the student's functioning across settings.
 - Functional Behavioral Assessment Worksheet (*Appendix B*).
 - Student Interview Form (*Appendix C*).
 - Functional Assessment Worksheet Parent (*Appendix D*)
 - Functional Assessment Worksheet Staff (*Appendix E*).
 - **Direct Methods**
 - Observations
 - Observations must be systematic, but there is not one specified method to use. Examples of types of methods and what types are used for specific behaviors include the following:
 - *A-B-C Analysis*
 - Collects information on the Antecedent events, the Behavior, and the Consequences of the behavior. (*Appendix F*)
 - *Interval Recording*
 - This breaks the observation period into equal, smaller time periods. Recording consists of indicating whether or not a behavior occurred during the time interval. One may keep track of whether or not a target behavior has occurred and/or whether or not a student is on or off-task. It is also beneficial to keep track of the student's peers' behaviors for a comparison. The size of the intervals may range from

5-30 seconds with the total observation period typically ranging from 10-60 seconds. Examples of target behavior include: time on-task/off-task, time in seat, time participating. (*Appendix G*)

- *Duration Recording*
 - Collects data on the duration or length of a behavior. This is useful in determining the amount of time a student carries out a specific behavior. Examples include: temper tantrums or avoiding work. (*Appendix H*)

- **What is an example of a report format, including hypothesis statements, for Functional Behavioral Assessments?**

- Methods used:
 - Interviews and checklists including a summary of results
 - Observations and data collected including a summary of results
- Setting events:
 - A summary of the events that lead up to the behavior (e.g. bus ride, negative interactions with other students on the bus, lack of sleep the previous night, teasing from other peers)
- Antecedents:
 - A summary of what happens before the behavior occurs (e.g. negative peer interactions, transition from one setting/activity to one that is less preferred)
- Behaviors:
 - A summary of specific behavior that occurs to include:
 - Warning signs (e.g. voice changes in volume, noncompliance with teacher directions)
 - Intensity of the behavior (e.g. mostly raises voice and yells at other students and at times will hit other children)
 - Duration of the behavior (e.g. will engage in the avoidance of completing work at the end of the class period for approximately 8-10 minutes by asking to go the bathroom or briefly visiting the nurse)
 - Frequency of the behavior (e.g. hits peers on the playground and during lunch on average two times a week)
 - Location of the behavior (e.g. Observation and interview results conclude that 97% of occurrences, Sue avoids work during reading period.)
 - Person(s) the behavior occurs most or least often around (e.g. Observation and interview results have indicated that James

usually engages in disrespectful verbal interactions when a teacher or other adult attempts to re-direct him by telling him to sit down or stop talking to his neighbor.)

- Consequence:
 - A summary of what happens after the behavior occurs (e.g. Consistent adult attention immediately following the behavior provides positive reinforcement of the positive behavior.)
- Possible function(s) of the behavior:
 - This statement should follow the format: When (identify setting events) (student) will (behavior), which results in (intended outcome/function). (E.g. When Tracey has difficulty with a reading assignment, she will put her head down, refuse to respond, and put her books in her desk, which results in not completing her assignment.)
 - The behaviors should be observable and measurable (e.g. Trish hits with open or closed fist, with intention to harm other students during recess when she does not get her way, such as being line leader).
- Suggestions for intervention:
 - At the end of the Functional Behavioral Assessment section it is useful to provide suggestions for interventions for the Behavior Intervention Plan.



Functional Behavioral Assessment Planning Checklist and Worksheet

Student's Name _____

Date of Birth _____ Grade _____

✓	Component	Person Responsible
	<i>File Review</i>	
	Background Information	
	Attendance	
	Health History	
	Academic Review	
	Behavioral Review, including review of discipline record	
	Outside Agency Involvement	
	ELL Questionnaire, if applicable	
	<i>Interviews</i>	
	Student	
	Parent(s)	
	Teacher(s)/Staff	
	Other	
	<i>Observations</i>	
	Observation #1 (location) _____	
	Observation #2 (location) _____	
	Observation #3 (location) _____	
	<i>Functional Behavioral Assessment Report</i>	
	<i>Behavioral Intervention and Support Plan</i>	



Functional Behavioral Assessment Worksheet

Page 1 of 3

StudentName _____ Grade _____ Teacher _____
 Date _____

Identifying Problem Behavior: Please review the following common behaviors and rank order from 1 to 3 (one being most severe) the behaviors that concern you for this student. Then CIRCLE the one single behavior of the three that you would most like changed.

Passive/Internalizing Behaviors:	Verbal Behaviors:	Physical acting out:
___ Tardy ___ Off-task ___ Inattentive ___ Frustrated ___ Withdrawn ___ Not completing work ___ Not following directions ___ Sleeping in class ___ Other _____	___ Talking out ___ Talking back to teacher ___ Arguing ___ Foul language ___ Verbal threat to teacher ___ Verbal threat to classmate ___ Verbal sexual harassment ___ Other _____	___ Excess movement or fidgeting ___ Leaving seat unnecessarily ___ Leaving classroom without permission ___ Damaging or destroying property ___ Throwing objects ___ Hitting or physical fighting ___ Self-injury ___ Other _____

Setting / Frequency: For the circled behavior (most concerning behavior), describe the setting and frequency below:

Where does the behavior most commonly occur? (circle) Classroom hallway lunchroom bathroom recess Library commons other location _____	When does the behavior most often occur? (circle) morning afternoon particular subject _____ before/after school other time _____
Who is typically involved? classroom teacher: _____ particular student: N/A or Who? _____	How many times per: Day ___ Week ___ Month ___ How severe? Mild Moderate Severe Crisis How long does it last? _____

What strategies have you employed to address the problem behavior? Prior to office referral or completing this FBA, what things have you tried to deescalate or reduce the problem behavior?

Modify Environment	Teach Desired Behaviors	Consequences Implemented	Behavior Plan Strategies (if applicable)
___ Change seating ___ Quiet work space ___ Work breaks ___ Change schedule ___ Modify assignments ___ Academic interventions ___ Change of location (take a walk, go to another class, etc.)	___ Gave reminders about expected behaviors ___ Reinforced those around students who were behaving appropriately ___ Clarified rules and expectations for whole class ___ Practiced rules as a class ___ Brief conference to help problem solve	___ Reprimand ___ Loss of privilege ___ Time out ___ Recess detention ___ After- school detention ___ Move pin, card, mark planner, etc. ___ Parent phone call ___ Parent conference ___ Increased reinforcement for desired behaviors	Implemented the following strategies from the BIP: _____ _____ _____ _____ _____ _____ _____

Functional Behavioral Assessment Worksheet

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Identifying Antecedents: Identify factors that commonly occur prior to the circled behavior or factors that make the behavior of concern more likely to occur:

Teacher Behavior	Instructional Conditions	Student Factors	Environment
<input type="checkbox"/> Teacher making a request <input type="checkbox"/> Teacher-directed lesson or lecture <input type="checkbox"/> Teacher working with another student <input type="checkbox"/> Teacher telling student "no" <input type="checkbox"/> Teacher correcting student <input type="checkbox"/> Teacher praising student <input type="checkbox"/> Teacher providing one-on-one instruction to student <input type="checkbox"/> Teacher ignoring student	<input type="checkbox"/> Seat work <input type="checkbox"/> Small group <input type="checkbox"/> Large group lesson <input type="checkbox"/> Problematic subject <hr/> <input type="checkbox"/> Written assignment <input type="checkbox"/> Difficult task <input type="checkbox"/> Lack of interest/bonding <input type="checkbox"/> Misunderstood directions	<input type="checkbox"/> Agitated <input type="checkbox"/> Tired <input type="checkbox"/> Sad <input type="checkbox"/> Hungry <input type="checkbox"/> Ill/complains of being sick <input type="checkbox"/> Confused <input type="checkbox"/> Active from PE/Recess <input type="checkbox"/> Peer provocation	<input type="checkbox"/> Low-structure setting <input type="checkbox"/> Change in routine <input type="checkbox"/> Change in schedule <input type="checkbox"/> Substitute teacher <input type="checkbox"/> Return from absence <input type="checkbox"/> Late to school <input type="checkbox"/> Family stress <input type="checkbox"/> Noisy environment <input type="checkbox"/> Personal space issue <input type="checkbox"/> Ending of desired activity (leaving PE, lunch, etc.)

Identifying Consequences: Identify those responses that follow the behavior immediately, as well as consequences imposed as a result of the behavior:

Teacher Responses	Student Responses	Consequences
<input type="checkbox"/> Ignored behavior <input type="checkbox"/> Restated request <input type="checkbox"/> Redirected to another task <input type="checkbox"/> Removed task <input type="checkbox"/> Praised and encouraged <input type="checkbox"/> Issued a reprimand or verbal warning <input type="checkbox"/> Issued a consequence (moved pin, etc.) Describe: _____ _____ _____	<input type="checkbox"/> Peer positive attention (laugh, etc.) <input type="checkbox"/> Peer negative attention (pick on, correct) <input type="checkbox"/> Peers ignore <input type="checkbox"/> Peers isolate student <input type="checkbox"/> Peers copy student <hr/> <hr/>	<input type="checkbox"/> Time-out <input type="checkbox"/> Loss of privilege (recess, etc.) <input type="checkbox"/> Loss of points or move pin <input type="checkbox"/> Behavior journal <input type="checkbox"/> Note home <input type="checkbox"/> Phone parents <input type="checkbox"/> Detention <input type="checkbox"/> In-school suspension <input type="checkbox"/> Out-of-school suspension <input type="checkbox"/> Office time-out <input type="checkbox"/> Sent to counselor <input type="checkbox"/> Sent to school disciplinarian

Identifying Function of Behavior: (What is your best educated guess as to what function the behavior is serving and why it continues to occur?)

<input type="checkbox"/>	Escape/Avoidance/Delay: (circle all that apply) <ul style="list-style-type: none"> • Escape class work • Removal from class • Avoid undesirable task • Escape certain teacher/peer • Escape the school setting (home preferable) • Other _____ 	<input type="checkbox"/>	Access to Tangible: (circle all that apply) <ul style="list-style-type: none"> • To gain access to desirable situation (Principal's office, guidance office, etc.) • Reaction when something is denied or taken away
<input type="checkbox"/>	Social Attention: (circle all that apply) <ul style="list-style-type: none"> • Peer attention • Teacher attention (positive or negative) • Draw attention to self • Effort to get parent's attention 	<input type="checkbox"/>	Non-Social/Internal Stimulation: (circle all that apply) <ul style="list-style-type: none"> • As a form of self-stimulation • When there is nothing else to do • Highly repetitive or stereotypical behavior • Unable to control impulses
<input type="checkbox"/>	Power/Control: (circle all that apply) <ul style="list-style-type: none"> • Effort to control environment • Effort to control teachers (gain power) • Effort to get home and control factors there • Demonstrate power to teachers and peers 	<input type="checkbox"/>	Physiological: (circle all that apply) <ul style="list-style-type: none"> • Student is ill • Student appears overly tired • Mental health concerns (ex: depression, schizophrenia, bipolar, etc.)

Functional Behavioral Assessment Worksheet

Page 3 of 3

Now that we have information about the problem behavior, please describe the student's STRENGTHS – academic and non-academic or interpersonal:

- ☐ Academic areas (list): _____
- ☐ Sports
- ☐ Dance/Music/Art/Drama or other _____
- ☐ Works well with others
- ☐ Likes to be a helper
- ☐ Works well with computers
- ☐ Works well with hands
- ☐ Able to fix things; mechanically inclined
- ☐ Supportive family
- ☐ Follows directions well
- ☐ Attends school regularly

- ☐ Good sense of humor
- ☐ Speaks his/her mind
- ☐ Good memory
- ☐ Kind and/or compassionate
- ☐ Respectful toward authority
- ☐ Respectful toward peers
- ☐ Works well with animals
- ☐ Works well with children
- ☐ Good leadership skills
- ☐ Completes class assignments
- ☐ Other : _____

Lastly, please describe briefly what it is you would LIKE the student to do in your class instead of the problem behavior (what are your expectations for this student?)

Thank you very much for taking the time to share this crucial information.

Teacher Signature

Date

Student Interview Form
Page 1 of 2

Student Name: _____ Interviewer: _____
Referring Teacher: _____ Date: _____

I. Opening. *"We are meeting today to find ways to change school so that you like it more. This interview will take about 30 minutes. I can help you best if you answer honestly. You will not be asked anything that might get you in trouble."*

Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify his or her ideas. You should have a list of behaviors nominated by the referring teacher.

II. Define the behaviors of concern. *"What are the things you do that get you in trouble or are a problem?" (Prompts: Late to class? Talk out in class? Don't get work done? Fighting?)*

Behavior	Comment
1.	
2.	
3.	

Student Interview Form

Page 2 of 2

III. Complete student schedule. Use the “Student Daily Schedule” matrix to identify the times and classes in which the student performs problem behavior. Focus the interview on those times that are most likely to result in problem behavior.

You will use the numbers from section II of page 1 on the interview form as codes for the identified behaviors as you complete the rest of the interview.

Enter the subjects in the student’s daily schedule. *“Place an “X” in each column to show the times and subjects where you have difficulty with the behaviors we talked about. If you have a lot of difficulty during a period, place an “X” on or near the 6. If you have little difficulty during the subject or time, please the “X” on or near the 1. We can practice a couple together before we start.”*

Subject	Bus/Before School										After School/Bus
Most Difficult 6											
5											
4											
3											
2											
Least Difficult 1											



Functional Assessment Parent Worksheet

Page 1 of 2

Child: _____ Age: _____
Respondent: _____ Interviewer: _____
Dates of Assessment: _____

The Context for Problem Behavior (Be specific as to which behaviors are influenced by which context factors).

1. Medical Information

Diagnosis _____

Illnesses _____

Medications/dosages/times _____

Do you feel the medications prescribed are affecting your child's behavior? If so, explain how you feel the medication is impacting your child's behavior.

2. Other therapy (Does the child receive any outside therapies, and if so how is behavior affected? Are problem behaviors seen? Are problem behaviors reduced or increased as a result?):
3. Are there any problems related to the sleeping patterns and eating habits of your child?
If yes, please explain.
4. Have there been any recent significant changes in your child's life or in the home setting? (Divorce/separation, death/loss, financial crisis, job loss, health issues?) If any, please describe how this may be impacting your child.

Triggers for Problem Behaviors (Be specific as to which behaviors are influenced by which triggers.)

1. What one thing could you do to most likely make problem behaviors occur?
2. How would behavior be affected if you:
 - a. Asked the student to perform a difficult task?
 - b. Interrupted a fun activity?
 - c. Unexpectedly change routine / schedule?
 - d. Denied a request?
 - e. Didn't pay attention to the child for several minutes?
3. Other triggers for problem behaviors that I didn't ask you about?

Functional Assessment Parent Worksheet

Page 2 of 2

Problem Behaviors: Descriptions and Typical Consequences

1. Behavior 1: _____

- a. What typically happens immediately after your child engages in problem behavior? (I.e., What do you and others around your child do? What does your child do? Does your child seem to be gaining or avoiding anything as a result of the behavior?)
- b. Past attempts to stop or decrease the behavior:

2. Behavior 2: _____

- a. What typically happens immediately after your child engages in problem behavior? (I.e., What do you and others around your child do? What does your child do? Does your child seem to be gaining or avoiding anything as a result of the behavior?)
- b. Past attempts to stop or decrease the behavior:

Are there any disciplinary techniques that helped improve the situation?

Are there any disciplinary techniques you have tried that have made the problem worse?

What have you found to be the most satisfactory ways of helping your child?

Independent Skills

List the skills in which your child has demonstrated independence (and note also whether or not they actually display independence on a daily basis) in each of the following categories:

- a. Leisure:
- b. Self-care:
- c. Household/domestic activities:
- d. Community:

Potential Reinforcers (favorite edibles, items, and activities):

- a. Foods:
- b. Toys and objects:
- c. Activities at home:
- d. Activities in the community:
- e. Special people:



Functional Assessment Staff Worksheet

(To be done as a team with the cumulative file)

Page 1 of 3

Student: _____ Age: _____
 Respondent: _____ Staff Names: _____
 Dates of Assessment: _____

Do the problem behaviors ever seem to occur in some sort of sequence or “chain,” from less intense to more intense? Do they occur about the same time? Or in response to the same type of situation?

A. Define ecological events (setting events) that predict or set up the problem behaviors. Be specific as to which behaviors are influenced by which setting events.

1. What medications is the student taking (if any), and how do you believe these may affect his or her behavior?
2. What medical or physical conditions (if any) does the student experience that may affect his or her behavior (e.g., asthma, rashes, sinus infections, seizures,)?
3. Describe if you are aware of any sleep patterns or eating routines and diet of the student and the extent to which these may affect his or her behavior.
4. Briefly list below the student’s typical daily schedule. Check those activities the student enjoys and those activities most associated with problems.

<i>Enjoys</i>	<i>Problems</i>	<i>Time</i>	<i>Scheduled Activity</i>

<i>Enjoys</i>	<i>Problems</i>	<i>Time</i>	<i>Scheduled Activity</i>

4a. How predictable is the schedule?

4b. How much choice does the student have within the schedule?

5. Times of day: When are problem behaviors most and least likely to happen?

a. Most likely:

b. Least likely:

6. Settings: Where are problem behaviors most and least likely to happen?

a. Most likely:

b. Least likely:

Functional Assessment Staff Worksheet

Page 2 of 3

7. People: With whom are problem behaviors most and least likely to happen?

a. Most likely:

b. Least likely:

8. Activities: What activities are most and least likely to produce problem behaviors?

a. Most likely:

b. Least likely:

B. Problem Behaviors: Typical Consequences

1. Behavior 1: _____

a. What typically happens immediately after the student engages in problem behavior? (I.e., how do you and others around the student respond? What does the student do? Does the student seem to be gaining or avoiding anything as a result of the behavior?)

b. Past interventions and effectiveness:

2. Behavior 2: _____

a. What typically happens immediately after the student engages in problem behavior? (I.e., how do you and others around the student respond? What does the student do? Does the student seem to be gaining or avoiding anything as a result of the behavior?)

b. Past interventions and effectiveness:

3. Behavior 3: _____

a. What typically happens immediately after the student engages in problem behavior? (I.e., how do you and others around the student respond? What does the student do? Does the student seem to be gaining or avoiding anything as a result of the behavior?)

b. Past interventions and effectiveness:

C. What functional alternative behaviors does the student already know how to do?

1. What socially appropriate behaviors or skills can the student already perform that may generate the same outcomes or reinforcers produced by the problem behaviors?

Functional Assessment Staff Worksheet
Page 3 of 3

D. What are the primary ways the student communicates with others?

1. What are the general expressive communication strategies used by or available to the student?
How consistently are these strategies used?
2. With regard to the student's receptive communication, or ability to understand other person:
 - a. Does the student follow spoken requests?
 - b. Does the student respond to gesture requests?
 - c. Does the student imitate you if you provide physical models of activities?
 - d. Does the student indicate yes / no reliably?

E. What are things you SHOULD DO and things you SHOULD AVOID in working with and supporting this student?

1. What things can you do to improve the likelihood that a teaching session or other activity will go well with this student?
2. What things should you avoid that might interfere with or disrupt a teaching session or activity with this student?

Antecedents, Behaviors and Consequences (A-B-Cs)

Categories of Problem Behaviors:

Verbal Disruption/Inappropriate Vocalizations

This behavior consists of vocalizations or verbal behavior that exceeds the volume or content appropriate in the educational environment. It consists of the use of words or phrases that exceed the norm of acceptable verbal behavior for age and/or environment.

Examples: yelling/shouting, name-calling or teasing, swearing, verbal threats to harm self or others.

Socially Unacceptable Behaviors

This behavior consists of social activities and interactions that exceed the norm of acceptable behavior for age and/or the environment.

Examples: burping in others faces, giving other "the finger" gesture, making loud farting noises, spitting, making faces at others, urinating in places other than a toilet, crawling through the halls, or laying on tables.

Noncompliance/Refusals

This behavior is generally described as refusal or a lack of follow-through of requests made of the student.

Examples: refusals to complete educational tasks, simple requests or instructions or refusals to follow school rules or schedules.

Truancy/Elopement

This behavior is generally described as leaving the environment or presence of others without requesting or having their expressed permission.

Examples: leaving the classroom, leaving the school building or leaving school grounds without permission.

Aggression

This behavior consists of physical actions directed towards others that causes or has the potential to cause injury to them.

Examples: kicking, hitting, biting, pulling hair, striking one with an object, throwing an object towards someone or grabbing glasses from one's face.

Property Destruction

This behavior consists of using objects in a manner other than intended that causes or could cause damage to the object or the environment.

Examples: throwing objects that are not intended to be thrown, flipping over furniture, running a bike into lockers, kicking walls, tearing objects off the wall, ripping papers.

Self-Injurious Behaviors

Physical actions directed at self that cause or could cause injury.

Examples: student hits his head with an open hand, student hits his head on surfaces, student bites his hand, student kicks his shin or student pulls his own hair.

Personal Characteristics:

Variables that are specific to the person and reflect personal needs, wants and nuances. Students often present with a number of personal characteristics that can influence their behaviors and performance in educational tasks and activities.

Communication Skills Deficits

It is important to consider both a child's expressive and receptive communication skills. Be careful to consider that a child may demonstrate an expansive verbal repertoire, however, is unable to functionally express his/her needs and wants.

Social Skills Deficits

Consider the ability of the student to recognize and respond to the social nuances of various social situations.

Behavioral Rigidity

This condition refers to the degree to which the student demonstrates social or environmental rules. Social rules might include requiring that things be said in a certain way and requiring specific responses from other people. Environmental rules include having to have the environment to occur in a certain way, for example, when a student wants placement of furniture or objects in specific locations or orders. This variable might also include cognitive inflexibility. The student might demonstrate the need for perfectionism or have difficulty with various interpretations of a given concept and may be noted to correct or interrupt staff during instruction.

Lack of Motivation

These students demonstrate a lack of motivation to participate in the educational environment or complete tasks asked of them. Consider both extrinsic reinforcers (those that are external to the person and can be extraneous to the outcome of the task) and intrinsic reinforcers (those that are originating or due to causes within the person and aligned with the natural outcome or consequence of the behavior(s)) as sources of motivation.

Lack of Role Responsibility

This variable describes the inability of the student to identify their action or role of responsibility in a given situation. When describing their actions, it is always in response to what others did, either peers or staff. For example, when a student is directly asked of their behavior, the student is often unable to state their action, but rather what the other person involved did to evoke the behavior. Often these students are unable to successfully process through the events of a given situation.

Self-Determination

The personal characteristic is the degree to which the student needs to govern his or her own actions, and sometimes the actions of others. These students appear to be “on a mission” that is consistent with their intended actions. Given this characteristic, these students often demonstrate a higher rate of refusals, even if the request made of them is a preferred activity.

Compromised Self-Esteem

This condition refers to the self-image or self-esteem either readily expressed by or demonstrated by the student. A low self-esteem or self-worth can have a negative influence on participation and performance in the educational setting, impact social relationships and contribute to the problem behaviors of the student.

Internally Motivated Variables:

These variables are specific to the person and are non-social. The behaviors often occur without regard for their effect on others in the environment. The behaviors engaged in by students are, to some extent, internally motivated. A number of these variables are described here:

Mental Health and Wellness

This variable identifies any mental health considerations that might influence the behavioral profile. These might include any identified cognitive skill deficits, characteristics of Autism Spectrum Disorder, the inattentiveness and impulsivity associated with Attention Deficit/Hyperactivity Disorder, and multi-faceted characteristics that can present with such diagnoses such as Tourettes Syndrome or Fetal Alcohol Syndrome or Effects. If a student has a diagnosis, consider the influence of the characteristics of that diagnosis on the behavioral profile.

Physical Health Needs and Wellness

Consider any health needs that might influence the behavioral profile of the student.

Medications

While the intent of medications is to adequately address the behavioral profile of a student, there can be instances in which the medication has no effect or, might exacerbate the problem behaviors.

Sensory Processing Deficits

Some students present with sensory processing deficits that can influence their behavioral profile.

Difficulty Regulating Internal Status

Internal status refers to the physical being of the student relative to the tasks, activities and the environment around them. When engaged in a quiet task, the body often quiets to a lower level of activity and in contrast, when engaged in a busy task, the body is often escalated to a higher level of activity. Some students might have difficulty regulating their internal status.

Lack of Sleep

A lack of adequate sleep is a variable that can influence the behavioral profile of a student. This can include irritability, greater frequency of refusals, more difficulty with tardiness and truancy, and sleeping in class.

Drug and Alcohol Use/Addiction

The use and abuse of drugs and dependency is an internal variable that will influence the behavioral profile. This can include irritability, absenteeism/truancy, and leaving class/school grounds.

Externally Motivated Variables (Antecedents):

These are the variables that serve a social function, either to have an effect on others in the environment or change the condition or expectation presented to the student. These variables are listed and briefly described here:

Denial/Delay

It is likely that some students can experience various sources of denial or delay. These sources of denial can include when requests made by the student are not honored or are not honored immediately, access to a desired item or activity has been delayed or canceled, or the intended actions of the student are redirected from access to a desired item or activity. Under this condition, the behaviors are in protest of the denial/delay and serve to gain access to the desired item or activity.

Instructions/Task Demands/Requests

Often in the educational environment, the requests made of a student are a prominent condition that evokes the behaviors of concern. Different variables of this condition might differentially influence the behavioral profile of a student. These include the type of tasks, duration of tasks, difficulty of tasks and concrete/rote vs. abstract/conceptual. Often, under this condition, the behaviors serve to avoid, delay or end participation in the task that was requested or presented.

Lack of Structure

Unstructured environments or a lack of structure in the educational environment can be associated with a greater rate of problematic behaviors. Under this condition, the behaviors may serve to gain predictability.

Transitioning

Transitioning from one environment to another or from one activity to another is a condition that can adversely affect the behavioral profile of students. These students might have difficulty ending a task or activity to move on or transition to the next area or activity or, once the transition is made, may have difficulty getting started on the next task/activity. The act of transitioning from one activity or environment to another is typically less structured or predictable than structured classroom activities.

Problem behaviors may serve to gain predictability of expectation or necessary routines that promote processing of the change.

Presence or Close Proximity and Interactions of Others

The presence of others is a social variable that can influence the behavioral profile of the student. There are a number of considerations when assessing for this variable: the presence/proximity of peers, the presence/proximity of staff and the number of people in the environment. In the presence of others, the behaviors may serve to gain social attention and interaction, or to end the presence of those who are less desired.

Change of Routine or Expectation

Changes of routine and planned or expected tasks and activities can be difficult for students. These students can have more difficulty when working with a substitute or new teacher, when class schedules change, when an activity or practice drill changes the schedule of the day, or when inclement weather changes the school day.

Lack of Active Engagement/Reduced Attention

If not engaged in presented tasks and activities or if some sort of attention from staff/peers is not being given, students can often default to problem behaviors as a source of engagement.

Consequent-Induced Counter-Behaviors

Often these students can have more difficulty when their actions are corrected, redirected or punished. The behaviors of concern likely serve to protest the actions of the educational staff. For example, a student is given the direction to take a time-out as a consequence for engaging in inappropriate verbal interactions. In protest to this direction, the student engages in property destruction (i.e., knocks over a table and throws materials) on his way to the time-out area.

Common Functions of Behavior:

There are four prominent functions that motivate behaviors. These are listed and briefly described here:

Gain/Access Tangible

The behaviors the student engages in serve to gain a desired item, food or activity. Also, the behaviors might serve to *maintain* access to desired activities, items or foods, or difficulty leaving from a preferred activity.

Escape/Avoid/End Task Demand

The behaviors demonstrated by the student serve to avoid or end participation in a task or activity/situation or to avoid interaction with a certain person. Avoidance is indicated by those behaviors that occur when prompted to do the task or while in transition to the task/activity, the student is avoiding participation. Once the student is engaged in the task/activity, the behaviors serve to end participation.

Internal or Automatic

The behaviors demonstrated by the student serve to gain desired sources of internal input or to end pain or less desired sources of internal input, “internal” meaning that the sources of input are ‘inside’ the person. These can be associated with sensory processing (getting desired input/ending aversive input), pain attenuation (getting rid of pain), mental health symptoms (impulsivity, inattentiveness, anxiety, motor/vocal tics), or the need for justice/revenge.

Social/Attention (or Acceptance/Affiliation)

The behaviors demonstrated by the student serve to gain social attention, interaction and intervention. The student engages in behaviors to gain the social attention [positive or negative] of others. i.e. peers or staff. This attention can be verbal or non-verbal (e.g. giving the student a look or shaking ones head meaning “no.”).



Functional Behavioral Assessment **A-B-C Analysis**

Student _____
 Description of Target Behavior(s) _____

Date	Time	Antecedent (what happened before the behavior occurred)	Behavior	Consequences (what happened after the behavior occurred)



Appendix G

Functional Behavioral Assessment Interval Recording

Student _____ Observer _____ Date _____

Target Behavior _____ Start Time: _____ Stop Time _____

Mark a "+" in the interval if the target behavior occurred; mark a "-" in the interval if it did not occur.
_____ minute observation period _____ second intervals

Target Student

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Total number of intervals _____
Intervals target behavior occurred _____
Percentage of intervals behavior occurred _____
Intervals target behavior did not occur _____
Percentage of interval behavior did not occur _____

Random Peers

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Total number of intervals _____
Intervals target behavior occurred _____
Percentage of intervals behavior occurred _____
Intervals target behavior did not occur _____
Percentage of interval behavior did not occur _____

Target Student

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Total number of intervals _____
Intervals target behavior occurred _____
Percentage of intervals behavior occurred _____
Intervals target behavior did not occur _____
Percentage of interval behavior did not occur _____

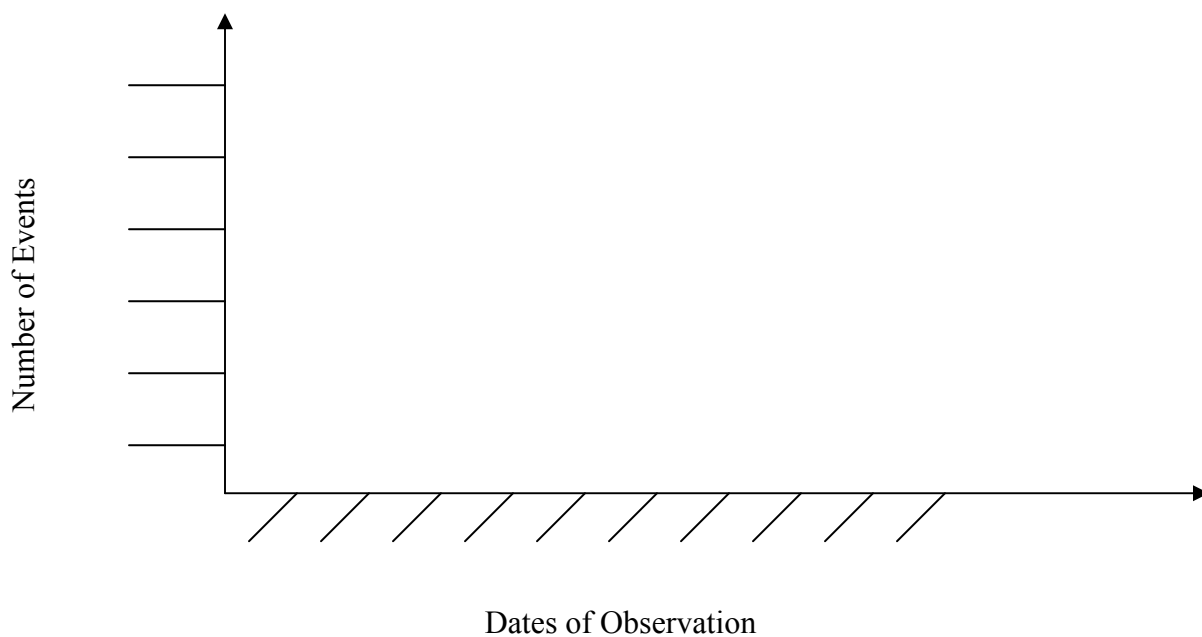


Functional Behavioral Assessment *Duration Recording*

Student: _____ Observer: _____

Behavior: _____

	Date	Time		Notations of Occurrences	Totals
		Start	Stop		
1					
2					
3					
4					
5					
Weekly total					
1					
2					
3					
4					
5					
Weekly total					



School Name School Address	FUNCTIONAL BEHAVIORAL ASSESSMENT
---	---

Student Name:	Student ID:	Date:
School:	Grade:	Birthdate:

Reason for functional assessment:

Evaluation data (if this FBA is not incorporated into a comprehensive evaluation, the following evaluation data is required)
Conditional

Information reported by parent, teacher, and student:

Review of records:

Observations:

Other formal or informal measures (i.e., behavior checklist/charting, interventions attempted):

Student strengths:

Examples:

- Student displays good visual spatial skills and likes to work with his hands.
- Student likes to help other students in class.
- Student enjoys discussing current events.
- Student likes work related activities and tasks.
- Student enjoys working in groups.

Behavior(s) of Concern:

Behavior 1:
Description of the behavior:

Example:

- Work refusal

Frequency (how often per day, hour or week):

Example:

- Two times a day.

Duration (how long the behavior lasts):

Example:

- 20 to 40 minutes

Intensity (high, medium, or low):

Example:

- Low in intensity (puts head down on desk)

Triggers/Antecedents	Consequences	Functions/Reinforcers
What is most likely to be happening before the behavior occurs <i>(Example: unstructured time, transition task/ setting, difficult task, demand/request, interruption of routine, negative interaction with adult/peer, crowded setting, independent seat work, etc.)</i>	What happens after the behavior occurs <i>(consider adult/peer/student response)</i> <i>(Example: behavior ignored, reprimand/ warning, time out, teacher attention, peer attention environmental changes, student emotional state, etc.)</i>	What does the student seem to be getting from the behaviors <i>(Example: avoidance of activity/request/ person, escape of classroom/schoolwork, get desired attention from adult/peer, vengeance, intimidation, relief of fear/ boredom, etc.)</i>
Examples: -Situations that are new or unfamiliar -When experiencing anxiety or emotional distress -Change in routine -When asked to do something s/he perceives as difficult	Examples: -Verbal warning -Environmental change -Teacher attention -Peer attention -Time out	Example: -Avoidance of activity -Escape stressful situation -Attention from adult -Attention from peer

EXAMPLES ONLY ON THE ENTRY PAGE**Hypothesis:****Example:** When (triggers) happens, (student) does (problem behavior) in order to (function). (EXAMPLE ONLY ON ENTRY PAGE)**Example:**

When student is given an assignment or task that they perceive as difficult, student will put his head on his desk and refuse to work in order to get staff attention.

Replacement behaviors (description of desired behaviors):**Example:**

When student is given an assignment or task that they perceive as difficult, the student will raise his hand and ask for staff assistance.

Behavior 2:**Description of the behavior:****Frequency (how often per day, hour or week):****Duration (how long the behavior lasts):****Intensity (high, medium, or low):**

Triggers/Antecedents What is most likely to be happening before the behavior occurs	Consequences What happens after the behavior occurs (consider adult/peer/student response.)	Functions/Reinforcers What does the student seem to be getting from the behaviors
(Example: unstructured time, transition task/ setting, difficult task, demand/request, interruption of routine, negative interaction with adult/peer, crowded setting, independent seat work, etc.)	(Example: behavior ignored, reprimand/ warning, time out, teacher attention, peer attention environmental changes, student emotional state, etc.)	(Example: avoidance of activity/request/ person, escape of classroom/schoolwork, get desired attention from adult/peer, vengeance, intimidation, relief of fear/ boredom, etc.)

EXAMPLES ONLY ON THE ENTRY PAGE**Hypothesis:****Example:** When (triggers) happens, (student) does (problem behavior) in order to (function). (EXAMPLE ONLY ON ENTRY PAGE)**Replacement behaviors (description of desired behaviors):****ABILITY TO ADD/DELETE ADDITIONAL BEHAVIORS.**

Team Recommendations:

Possible reinforcers:

Examples:

- Choice of preferred staff to work with
- Task broken down into steps to reduce anxiety
- Incentives for asking for help/starting on time

Ideas to consider (skills needed, changes to the environment, positive behaviors and supports):

Examples:

- Special work area
- Sound reduction headphones
- Provide sensory items/fidgets to use during academic times.

School Name School Address	BEHAVIOR INTERVENTION PLAN
---	-----------------------------------

Student Name:	Student ID:	Date:
School:	Grade:	Birthdate:

Student strengths:

Copy from the FBA

Possible reinforcers:

Copy from the FBA

Behavior(s) of Concern:

Behavior 1:
Describe the behavior that you would like to see changed:

Copy from the FBA

Triggers/Antecedents What is most likely to be happening before the behavior occurs	Consequences What happens after the behavior occurs (consider adult/peer/student responses)	Functions/Reinforcers What does the student seem to be getting from the behaviors
(Example: unstructured time, transition task/ setting, difficult task, demand/request, interruption of routine, negative interaction with adult/peer, crowded setting, independent seat work, etc.)	(Example: behavior ignored, reprimand/ warning, time out, teacher attention, peer attention environmental changes, student emotional state, etc.)	(Example: avoidance of activity/request/ person, escape of classroom/schoolwork, get desired attention from adult/peer, vengeance, intimidation, relief of fear/ boredom, etc.)
Copy from FBA	Copy from FBA	Copy from FBA

EXAMPLES ONLY ON THE ENTRY PAGE.

Replacement behaviors (description of desired behaviors):

Copy from FBA

Interventions (description of the interventions that will be used including who will be involved, specific procedures that will be followed and an explanation of how data will be collected):

Examples of Interventions:

- Student will be given a consistent and predictable written schedule
- A study carrel or quiet area will be available in his home room for individual work time or for a quiet area in the classroom to de-escalate
- Changes to schedule will be discussed in advance
- Allow extra transition time
- Student will have built in sensory breaks throughout the day. Student will be given a laminated card that says "I need a break". Student will present the card to staff when needing a break.
- Provide student with physical activity
- Limit verbal input with student when he becomes upset or agitated. One staff person giving cues
- Give student the opportunity to verbalize feelings during a time out or after a classroom behavior incident.
- IEP Manager is to be kept informed of all behavior issues and the IEP manager will maintain regular home/school contact.

People Involved:

- Special Education Teacher
- Support Staff
- Lead Teacher

Collection of Data:

- Incident reports
- Daily point sheets
- Time-out room data sheet

Amount of improvement expected (description of the behavior changes you expect to see):**Example:**

-According to Goal #2 in Student's IEP, on-task behavior will increase from 65% to 75%. When confronted with an assignment that the student feels is difficult, instead of putting head on desk, refusing to work or ripping up the assignment, the student will raise her hand and ask staff for help on the assignment.

Behavior 2:**Describe the behavior that you would like to see changed:**

Copy from the FBA

Triggers/Antecedents What is most likely to be happening before the behavior occurs <i>(Example: unstructured time, transition task/ setting, difficult task, demand/request, interruption of routine, negative interaction with adult/peer, crowded setting, independent seat work, etc.)</i>	Consequences What happens after the behavior occurs <i>(consider adult/peer/student responses)</i> <i>(Example: behavior ignored, reprimand/ warning, time out, teacher attention, peer attention environmental changes, student emotional state, etc.)</i>	Functions/Reinforcers What does the student seem to be getting from the behaviors <i>(Example: avoidance of activity/request/ person, escape of classroom/schoolwork, get desired attention from adult/peer, vengeance, intimidation, relief of fear/ boredom, etc.)</i>
Copy from FBA	Copy from FBA	Copy from FBA

EXAMPLES ONLY ON THE ENTRY PAGE.**Replacement behaviors (description of desired behaviors):**

Copy from FBA

Interventions (description of the interventions that will be used including who will be involved, specific procedures that will be followed and an explanation of how data will be collected):**Amount of improvement expected (description of the behavior changes you expect to see):****ABILITY TO ADD/DELETE ADDITIONAL BEHAVIORS.****Crisis Plan:****Crisis Plan (description of how the student's behavior will be handled should it reach a crisis proportion):**

(Note: The Crisis Plan, in the case of an emergency, may include use of restrictive procedures. If restrictive procedures are listed in the Crisis Plan, how parents are notified must be checked below.) (Note, this is only displayed on the entry page)

Example of Crisis Plan:

Reduction Strategies: When student is in violation to the Intermediate School District 917's Code of Student Conduct, please follow steps 1-11.

- Student will be given two requests to follow the directions (space of time between requests to allow for information processing).
 - The teacher re-states goal or scheduled event and reminds student of what s/he is earning or working towards (preferred activity or tangible reinforcer).
 - The teacher gives student two choices when the behavior continues. One choice will be generally easier and routine; the other choice will require a longer amount of time and require more formal discipline procedures.
 - Student will be given a time period to think about his choice (2-5 minutes).
 - When giving directions, keep it simple i.e. two to three words, and one-step. Explain the assignment very carefully so s/he understands it. The more s/he understands it and the less anxiety s/he has, the better chance to reduce problem behavior.
- If a break is needed, a quiet place in the classroom will be offered.
- If student becomes disruptive and is interfering with classmate's ability to learn, s/he will be assigned by staff to his/her work space.
- If student refuses to follow direction to move to his/her work space, the staff member will enforce choices given in #1 (after a 2-5 minute time period to allow student to think) or give new choices with consequences that will be less acceptable to the student.

5. When giving a direction, staff will use three-step prompting. Staff will give a direction, if the student does not follow direction after sufficient wait time, staff will show him/her how to do the task. If the student still does not follow the direction, staff will help him/her (hand-over-hand or physical prompting) complete the task. For example, "Student, stand up" (wait time, no response). "Student, stand up like me" (staff stands up, wait time, no response). "I'm going to help you stand up" (staff uses physical prompting with Student to help him complete the task, give verbal praise when task is complete).
6. If the student refuses to follow direction to move to his/her work space the teacher, lead teacher, or the assistant director will be asked to assist in brainstorming choices and consequences consistent with step #2.
7. If the student is hitting his/her head with his/her hand or hitting his/her head on a hard surface, staff will try to put a soft helmet on his/her head. Staff will try to put the helmet on as soon as student starts hitting his/her head. Staff should judge the situation and whether or not it is safe for them to get close enough to put the helmet on. If the student is hitting his/her head so hard that s/he is causing injury to him/herself staff will use crisis intervention techniques to keep the student safe.
8. A pro re nata (PRN) (medication given as needed) may be used if the student has repeated short periods of agitation and continued high level of anxiety, intervention is required, and/or displays aggression towards others or property and resistant to programmatic interventions (for 30 min after aggression). The PRN may be passed only after other less intrusive programmatic interventions have been attempted, such as sensory intervention, redirection to a calmer environment/activity. A PRN can only be given after the IEP manager or licensed staff calls the designated group home staff and it is approved first. All programmatic interventions must be documented on the PRN Criteria Form. Medication administration must be documented in the PRN med sheet, in Health Plan Notes (HPNs), in daily notes, incident reports, and the PRN Criteria Form.
9. Police will be called when the student is endangering staff, students, or him/herself, the assistant director, school social worker, or lead teacher will make the decision on calling the police.
10. 917 staff are trained in crisis intervention techniques. Crisis intervention techniques will be utilized throughout the reduction strategy process. Trained staff may utilize restrictive procedures if the staff believes there is continuous aggression and/or continuous self injury.
11. All restrictive procedures will be documented on an incident report and reported to the assistant director.

School Practices to ensure Safety

Personal Property: It is the practice of Alliance Education Center to ask students to turn over personal property, which is not needed during the school day. This typically may include, but is not limited to, the following items: hats, coats, games, headphones, and any other items deemed to be a distraction to the learning environment or adverse to the student's participation in a safe and proactive learning atmosphere.

These items will be locked up and kept safe until the end of the school day. As a school students are discouraged from bringing personal property. Often these items end up lost, stolen, or damaged and create distraction to the learning environment. The school district is not responsible for any personal property, which is lost, stolen or damaged.

Walking Out of School Without Permission: [The student may not be allowed to ride their home district transportation. Upon returning to school the next day, the student will be assigned a partial day of In-School Suspension or other comparable behavioral intervention, such as students daily point sheets will be affected and/or detention lunch may be assigned. The parent or guardian will be notified and asked to pick their child up from school. The school may take the following additional action:]

- Truancy may be filed with Dakota County.
- The local police may be notified.
- The student may be searched if h/she is allowed to re-enter the school (this is done for the safety of the students and staff in the building).

This procedure may be adapted at the discretion of the administrative designee depending on weather conditions and other extenuating circumstances.

Students will be encouraged to stay in school to process any difficulties and not be encouraged to leave the building.

Use of Restrictive Procedures Notice

As the parent of a student enrolling in Intermediate School District 917, you should be aware that the school district utilizes restrictive procedures with some students in accordance with MN statute. Our restrictive procedures plan is posted on the school district website: www.isd917.k12.mn.us. It details staff training and reporting procedures. Further, prohibited actions or procedures are never used with students at ISD 917.

125A.094 RESTRICTIVE PROCEDURES FOR CHILDREN WITH DISABILITIES.

The use of restrictive procedures for children with disabilities is governed by sections [125A.0941](#) and [125A.0942](#).

125A.0941 DEFINITIONS.

- (a) The following terms have the meanings given them.
- (b) "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- (c) "Physical holding" means physical intervention intended to hold a child immobile or limit a child's movement and where

body contact is the only source of physical restraint. The term physical holding does not mean physical contact that:

- (1) helps a child respond or complete a task;
 - (2) assists a child without restricting the child's movement;
 - (3) is needed to administer an authorized health-related service or procedure; or
 - (4) is needed to physically escort a child when the child does not resist or the child's resistance is minimal.
- (d) "Positive behavioral interventions and supports" means interventions and strategies to improve the school environment and teach children the skills to behave appropriately.
- (e) "Restrictive procedures" means the use of physical holding or seclusion in an emergency.
- (f) "Seclusion" means confining a child alone in a room from which egress is barred. Removing a child from an activity to a location where the child cannot participate in or observe the activity is not seclusion.

125A.0942 STANDARDS FOR RESTRICTIVE PROCEDURES.

Subdivision 1. **Restrictive procedures plan.** Schools that intend to use restrictive procedures shall maintain and make publicly accessible a restrictive procedures plan for children that includes at least the following:

- (1) the list of restrictive procedures the school intends to use;
- (2) how the school will monitor and review the use of restrictive procedures, including conducting post-use debriefings and convening an oversight committee; and
- (3) a written description and documentation of the training staff completed under subdivision 5.

Subd. 2. Restrictive procedures.

(a) Restrictive procedures may be used only by a licensed special education teacher, school social worker, school psychologist, behavior analyst certified by the National Behavior Analyst Certification Board, a person with a master's degree in behavior analysis, other licensed education professional, paraprofessional under section 120B.363, or mental health professional under section 245.4871, subdivision 27, who has completed the training program under subdivision 5.

(b) A school shall make reasonable efforts to notify the parent on the same day a restrictive procedure is used on the child, or if the school is unable to provide same-day notice, notice is sent within two days by written or electronic means or as otherwise indicated by the child's parent under paragraph (d).

(c) When restrictive procedures are used twice in 30 days or when a pattern emerges and restrictive procedures are not included in a child's individualized education program or behavior intervention plan, the district must hold a meeting of the individualized education plan team, conduct or review a functional behavioral analysis, review data, consider developing additional or revised positive behavioral interventions and supports, consider actions to reduce the use of restrictive procedures, and modify the individualized education plan or behavior intervention plan as appropriate. At the meeting, the team must review any known medical or psychological limitations that contraindicate the use of a restrictive procedure, consider whether to prohibit that restrictive procedure, and document any prohibition in the individualized education program or behavior intervention plan.

(d) An individualized education plan team may plan for using restrictive procedures and may include these procedures in a child's individualized education program or behavior intervention plan; however, the restrictive procedures may be used only in response to behavior that constitutes an emergency, consistent with this section. The individualized education program or behavior intervention plan shall indicate how the parent wants to be notified when a restrictive procedure is used.

Subd. 3. **Physical holding or seclusion.** Physical holding or seclusion may be used only in an emergency. A school that uses physical holding or seclusion shall meet the following requirements:

- (1) the physical holding or seclusion must be the least intrusive intervention that effectively responds to the emergency;
- (2) physical holding or seclusion must end when the threat of harm ends and the staff determines that the child can safely return to the classroom or activity;
- (3) staff must directly observe the child while physical holding or seclusion is being used;
- (4) each time physical holding or seclusion is used, the staff person who implements or oversees the physical holding or seclusion shall document, as soon as possible after the incident concludes, the following information:
 - (i) a description of the incident that led to the physical holding or seclusion;
 - (ii) why a less restrictive measure failed or was determined by staff to be inappropriate or impractical;
 - (iii) the time the physical holding or seclusion began and the time the child was released; and
 - (iv) a brief record of the child's behavioral and physical status;
- (5) the room used for seclusion must:
 - (i) be at least six feet by five feet;
 - (ii) be well lit, well ventilated, adequately heated, and clean;
 - (iii) have a window that allows staff to directly observe a child in seclusion;
 - (iv) have tamperproof fixtures, electrical switches located immediately outside the door, and secure ceilings;
 - (v) have doors that open out and are unlocked, locked with keyless locks that have immediate release mechanisms, or locked with locks that have immediate release mechanisms connected with a fire and emergency system; and
 - (vi) not contain objects that a child may use to injure the child or others; and
- (6) before using a room for seclusion, a school must:
 - (i) receive written notice from local authorities that the room and the locking mechanisms comply with applicable building, fire, and safety codes; and
 - (ii) register the room with the commissioner, who may view that room.

Subd. 4. **Prohibitions.** The following actions or procedures are prohibited:

- (1) engaging in conduct prohibited under section 121A.58;
- (2) requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;
- (3) totally or partially restricting a child's senses as punishment;
- (4) presenting an intense sound, light, or other sensory stimuli using smell, taste, substance, or spray as punishment;
- (5) denying or restricting a child's access to equipment and devices such as walkers, wheelchairs, hearing aids, and communication boards that facilitate the child's functioning, except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
- (6) interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under section 626.556;
- (7) withholding regularly scheduled meals or water;
- (8) denying access to bathroom facilities; and
- (9) physical holding that restricts or impairs a child's ability to breathe.

Subd. 5. Training for staff.

(a) To meet the requirements of subdivision 1, staff who use restrictive procedures shall complete training in the following

skills and knowledge areas:

- (1) positive behavioral interventions;
 - (2) communicative intent of behaviors;
 - (3) relationship building;
 - (4) alternatives to restrictive procedures, including techniques to identify events and environmental factors that may escalate behavior;
 - (5) de-escalation methods;
 - (6) standards for using restrictive procedures;
 - (7) obtaining emergency medical assistance;
 - (8) the physiological and psychological impact of physical holding and seclusion;
 - (9) monitoring and responding to a child's physical signs of distress when physical holding is being used; and
 - (10) recognizing the symptoms of and interventions that may cause positional asphyxia when physical holding is used.
- (b) The commissioner, after consulting with the commissioner of human services, must develop and maintain a list of training programs that satisfy the requirements of paragraph
- (a). The district shall maintain records of staff who have been trained and the organization or professional that conducted the training. The district may collaborate with children's community mental health providers to coordinate trainings.
- Subd. 6. **Behavior supports.** School districts are encouraged to establish effective schoolwide systems of positive behavior interventions and supports. Nothing in this section or section 125A.0941 precludes the use of reasonable force under sections 121A.582; 609.06, subdivision 1; and 609.379.

If you have any questions about the use of restrictive procedures, please feel free to contact Melissa Schaller, Director of Special Education at 651-423-8204.

The school district intends to provide appropriate education services to all of its students, consistent with state and federal law. For more information about your procedural rights, including the right to initiate a complaint with the Department of Education, please refer to the Notice of Procedural Safeguards brochure, or contact the Department of Compliance and Assistance at www.education.state.mn.us, via telephone at 651-582-8247 or at the Minnesota Department of Education, 1500 Highway 36 West, Roseville, MN 55113.

Parents will be notified within 48 hours if restrictive procedures are used. Parents would prefer to be notified through:

- ☐ Phone
☐ Writing (CONDITIONAL)
☐ Email

Monitoring of Behavior Intervention Plan (description of when and how information will be shared between the home and school):

Example:

-Two times a year. (Same as review of IEP)

Team Signatures:

List team members from the Plan/Team Meeting Notice, including name and title.

Glossary of Terms

Functional Behavior Assessment:

The process of gathering data to help identify the purpose for the student's behavior by investigating how the events in the student's environment are related to the challenging behavior. The data gathered will assist the team in developing a hypothesis as to the purpose for the challenging behavior and in identifying positive replacement behaviors.

Setting Events (Context):

Context involves all the conditions that can influence how a person deals with the world around them, including internal and environmental events. Context impacts how a person reacts to antecedents (see below) and can determine how motivating (or un-motivating) an upcoming activity will be. There are internal and external contexts:

Internal Context Examples: Student didn't get much sleep the night before and is feeling tired. Student did not eat breakfast this morning. Student has a headache and his allergies are acting up.

External Context Examples: Student missed the bus and had to walk to school. Student's parents were fighting before school. The student has been bullied by a peer at recess.

*Context events are not the cause of the problem behavior, but they are the larger context in which a child is living, which can have an impact on their behaviors.

Personal Characteristics:

Specific to the person and reflect personal needs, wants and nuances (e.g. lack of motivation, self-determination, communication or social skills deficits, behavioral rigidity, lack of role responsibility).

Internally Motivated Variables:

Specific to the student and non-social. Often occur without regard for the effect on others in the environment (e.g. mental health, medications, lack of sleep, physical health, drug/alcohol use/addiction).

Externally Motivated Variables (antecedents):

What happens just before the problem behavior occurs. Antecedents serve a social function-to have an effect on others in the environment or change the condition or expectation presented to the student (e.g. denial/delay of requests or preferred items, requests made of the student/task demand, lack of structure, transitioning, punishment induced, presence or interactions of others, change of routine or expectation).

Behavior:

The problematic behavior itself. What exactly is the child doing too much of or not enough of?

Target Behaviors:

1-3 of the most problematic/concerning behaviors that are interfering with learning.

Operational Definition:

The definition target problem behaviors should be observable and measurable. Include: What does it look like (topography)? How frequently does it occur? How long does the behavior or behavioral episode last (duration)? How intense is the behavior?

Consequence:

Any event that happens immediately following a behavior.

Reinforcement:

Consequences that make any behavior occur more often. There are three main types of reinforcement:

Positive Reinforcement: The process of adding things to your child's life that they find pleasing after a behavior happens, which results in that behavior happening more often.

Negative Reinforcement: The process of taking things away from your child's life that they don't really like after a behavior happens, which results in that behavior happening more often.

Automatic Reinforcement: Does not require the presence of another person. The child may just engage in the behavior because it feels good.

Punishment:

Consequences that will make behaviors occur less often.

Replacement Behavior:

For every problem behavior that we want to decrease, we need to teach a replacement behavior-an appropriate alternative behavior. If we somehow are able to make a problem behavior go away, but don't teach a skill to take its place, a student is very likely to choose their own replacement behavior which is itself likely to be problematic.

** What can the child already do, or learn to do, that he/she could do more of to replace the problem behavior?*

Summary Statements/Hypothesized Function of Problem Behaviors:

Describe three components 1) a situation-setting events and immediate antecedents-in which problem behaviors occur; 2) the behaviors that are occurring; and 3) the function the behaviors serve, or the reinforcing outcomes they produce, in that situation. Summary statements should be developed for each behavior or class of behaviors that appears to serve a particular function and for each type of particular situation in which that behavior or class of behaviors occurs.

Examples: When (antecedent) occurs, student will (behavior) in order to (function). This is most likely to occur if (setting event).

When John is getting little attention (antecedent), he is likely to engage in self-injurious behaviors (problem behavior) to get staff attention (maintaining function). This is most likely to occur during free-time (setting event).

When Sarah is asked to do her Math assignments (situation), she is likely to engage in inappropriate verbalizations (behavior) to delay or avoid her work (maintaining function).