

2016

# Seclusion and Restraint Manual



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## **GUIDELINES FOR POSITIVE SUPPORT SYSTEMS: SECLUSION AND RESTRAINT**

### **Belief:**

An effective school-wide system provides a full continuum of methods to support appropriate behavior, to promote safety (FAPE). **Positive Behavior Supports (PBS)** is a flexible system that pinpoints interventions to support adaptive and pro-social behavior along with fostering dignity and self-esteem in students. (*Appendix A1, Positive Behavior Support Policy, MDE, 2006*)

### **Background:**

In our schools, discipline has traditionally been school-based reactive and targeted toward specific children with serious behavior problems. Positive Behavior Supports, or PBS as it is commonly known, is a proactive and positive approach to student behavior.

Many opponents to the procedures of seclusion timeout and physical restraint argue that they are used too often in school settings. Also, that many students suffer serious injuries when restraints are used inappropriately and that seclusion timeout unnecessarily removes students from the classroom and denies them a fundamental right to an education. This difference in opinion regarding the use of these procedures has resulted in a number of lawsuits and due process hearings.

Lawsuits pertaining to seclusion timeout have centered on the premise that it:

### **What are Positive Behavior Supports?**

PBS brings schools, parents, and the community together, to support the teaching and learning of successful student behavior for ALL students. When schools become learning communities and implement PBS on a school-wide basis, schools become safer and more productive. Quality of life improves for everyone engaged in the teaching and learning process.

PBS is a data-based effort that concentrates on adjusting the system that supports the student. PBS is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for pro-social behavior are clearly stated, promoted by learning, and referenced. New contacts, positive experiences and role models, along with appropriate relationships are developed in the student-centered system.

There are many signs of success in schools that are using Positive Behavior Support to respond to the needs of students who use inappropriate behaviors. Some of the successes include:

- students who improved their academic performance;
- students with fewer office referrals, suspensions, and expulsions;
- an improved school climate;
- higher graduation rates; and
- a process in place to allow ongoing evaluation and refinement of the educational system

In 1997, Congress amended the *Individuals with Disabilities Education Act (IDEA)* to require that students with disabilities who have behavioral challenges receive Positive Behavior Support that is based on the results of functional assessments of their behavior. However, IDEA did not include any guidelines or procedures that schools could follow to implement Positive Behavior Support. In February 2000, the Michigan Department of Education published the PBS document. The full document provides a framework to help schools, families, and communities understand the concept of Positive Behavior Support and guide the use of PBS in Michigan schools.

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Positive Behavior Supports (PBS), ([www.pbis.org](http://www.pbis.org)) applies a problem-solving approach to behavior concerns. This involves systematically looking at where, when, and why a student behaves the way she/he does. PBS is a team approach, which meets to decide on interventions that are most likely to create the kind of environment that the student can learn responsible behaviors and achieve academic success.

Learning and behavior problems are assessed comprehensively through PBS. Functional assessments of learning and/or behavior challenges are linked to a function that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Change efforts emphasize the use of positive interventions that support adaptive and pro-social behavior and build on the strengths of the student, leading to an improved quality of life.

### **Why Should Schools Use Positive Behavior Supports?**

Along with PBS effectively addressing academic and behavioral difficulties through Functional Assessment of Behavior, students benefit from modeling, system supports and comprehensive accommodations. Students become involved in efforts to change their behavior. Slowly, they begin to understand their behavior. PBS is supported by research and complements a variety of teaching approaches and classroom discipline models. Anticipated outcomes for Michigan students include:

- Increased educational achievement as students spend more time on learning and completing assignments.
- Students experience self-control and self-determination with fewer office referrals, suspensions, expulsions, and improved conflict resolution and better attendance.

Michigan schools benefit by:

- Improved school climate and interpersonal relationships
- Increased student independence and community involvement
- Higher graduation rates
- Safer environment
- Reduced dependence on public assistance and agencies
- Ongoing evaluation and refinement of the educational system and enhanced public confidence in education

### **Components of Positive Behavior Support:**

Student support teams guide parents, students, teachers, and other practitioners through a collaborative process to develop strategies to help students with learning and/or behavior problems. These teams represent a growing service delivery model including problem solving and intervention planning.

Historically, the study of behavior has included both the antecedents and consequences of behavior. The strengths of Functional Assessment of Behavior (FAB) and Positive Behavior of the “rediscovery” of the antecedents of behavior, which developed in reaction to practical applications of behavior intervention that too often, overemphasize consequences. Requiring a FAB and a BIP provides a reconsideration of the antecedent to challenging behavior.

**Functional Assessment of Behavior** is a process of gathering information to develop support plans. A comprehensive FAB identifies the consequences (what is done in response to the behavior) to maintaining behaviors and the contexts those behaviors reflect antecedents and setting events. A FAB selects interventions that are flexible and are linked to an informed hypothesis gathered from the team, not just one person. Data demonstrates the effectiveness of the intervention and the need to revise the behavior plan. This planning should be driven by members of the team working with the student. These

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members should all have a vested interest in observing and collaborating as documented in §300.530(1)(i)(ii).

The four goals of a FAB:

- Describe the behavior
- Predict where the behavior occurs (when and where are key) –
- Identify the possible reasons for the individual’s behavior across time and place
- Propose interventions that match the “best guess” about why the behavior occurs, ultimately leading to a resolution –

FAB is a tool used for all students including: general education students who are experiencing frequent detentions and suspensions, alternative education students, those with Section 504 plans, and students receiving special education services.

FAB’s are helpful in these situations:

- An IEP team can develop a FAB and design interventions into a written plan if a student’s behavior interferes with learning.
- If a student’s learning is not progress towards goals/objectives and/or behavior problems are affecting learning and/or progress a FAB can troubleshoot what is causing the difficulty.
- A FAB can help with disagreements between parents and a school district over issues of LRE, placement, and services needed for the student.
- A FAB is required when a student experiences change in educational placement, such as suspension over 10 days or placement in an interim or alternative setting.

A FAB supports student’s efforts towards academic success and development of self-regulation.

**Positive Behavior Support Intervention Plan (PBISP)** is a written individualized behavior support plan based in a functional assessment of a student’s. A PBISP is the Positive Behavior Support plan for student’s academic and behavior concerns.

A PBISP is:

- Based on the FAB
- Driven by the hypothesis
- Directed toward building skills and environmental changes
- Contains multiple intervention components
- Assessed for a comprehensive change in the targeted behavior, at the same time offering maintenance across time and generalization across settings.

The BIP addresses **replacement behaviors** and reinforcement for independent student work. The BIP can include: success-assured tasks for the student while learning to apply appropriate behavior and work independently, describes reinforcers for that student on a schedule of reinforcement, determine PBISP evaluation criteria, and set review and revision schedules.

### **Responding to Emergency Situations:**

Schools are among the safest for children across communities. However, although incidents of school violence decreased in the 1990’s, recent tragic, highly publicized incidents have left students and school staff feeling less safe. The reality of life in schools is that student behaviors sometimes conclude in infrequent but violent/dangerous situations. Emergencies can occur that require immediate staff

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response to a real threat of physical harm to the environment and schools. The *Revised School Code Act 451 of 1976, (Appendix A2)* states that schools must “provide for the safety and welfare of pupils at school or at a school sponsored activity or while en route from school or a school sponsored activity” (*Michigan Compiled Laws 380.11a(3)(b)*). Therefore, a foundation of rules, rule training, rule enforcement, consideration of antecedent events, consistent use of consequences, and a structured schedule with learned routines should be established to avoid emergency situations.

### **I. Framework for Training:**

All MAISD staff will be trained in positive behavior supports (PBS), along with non-violent crisis intervention from the Crisis Prevention Institute, Inc. (CPI) and instruction. These two models are suggested approaches to aid children with challenging behaviors and support the State Board of Education’s policy on *Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restrain/Nonviolent Crisis Intervention. (Appendix A3)* by using proactive strategies, ensuring the dignity of students, social skills training, de-escalation techniques, and identifying early signs in behavior that lead to potential crisis.

- Substitute MAISD teachers will attend awareness training yearly on emergency procedures, including the use of seclusion and restraint.
- Locals (LEA) may adopt this policy or choose to develop their own to meet the following requirements put forth by the State Board of Education which states:

#### ***Training Framework***

A comprehensive framework includes:

- awareness training for the broader educational community, including pre-service training for all teachers
- awareness training for substitute teachers: and
- comprehensive training for key identified personnel.

#### ***Training Component***

All Training for key identified personnel must include:

- proactive practices and strategies that ensure the dignity of students;
- conflict resolution;
- mediation;
- social skills training;
- de-escalation techniques;
- positive behavior support strategies;
- techniques to identify student behaviors that may trigger emergency safety situations;
- related safety considerations, including information regarding the increased risk of injury to students and staff when seclusion or restraint is used;
- instruction in the use of seclusion and restraint;
- identification of events and environmental factors that may trigger emergency safety situations; and
- instruction on the State Board of Education policy on *Supporting Student Behavior: The Emergency Use of Seclusion and Restraint.*

For more information on Crisis Prevention Institute, Inc. (CPI)

[www.crisisprevention.com](http://www.crisisprevention.com)

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## II. Intervention Strategies:

1. Assessment of the learning environment.
2. De-escalation Techniques are strategically employed verbal or non-verbal interventions used to reduce the intensity of threatening behavior before a crisis situation occurs. (Manual of Recommended Practice, Project REST, June 2004)
3. Timeout Definitions:

Timeout is a behavior intervention where a student, for a limited and specified time, is placed in an environment where access to positive reinforcement is not available. **Timeout should not be confused with seclusion because in a timeout setting a student's movement is not physically restricted. (See seclusion)**

- **Planned Ignoring** – is the systematic withdrawal of social attention for a predetermined time period upon the onset of mild levels of problem behavior.
- **Withdrawal of Materials** – are removed upon the occurrence of the inappropriate behavior.
- **Contingent Observation** – where student remains in a position to observe the group without participation or receiving reinforcement for a specified period of time.
- **Exclusionary Timeout** – where the student is removed from the immediate instructional setting in response to behavior that requires immediate and direct cessation. This form of timeout can take place within the same classroom or in a nearby location that can be supervised by an adult.

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## III. Seclusion:

Emergency seclusion is an emergency safety intervention that is used as a last resort to provide the student an opportunity to regain self-control. **Seclusion is the confinement of a student alone in a room or other space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student. The area used for seclusion:**

- must not be locked;
- must not prevent the student from leaving the area should staff become incapacitated or leave that area; and
- must provide for adequate space, lighting, ventilation, viewing, and the safety of the student.

### *Limitations in Use:*

Seclusion shall not be used:

- for the convenience of staff;
- as a substitute for an education program;
- as a form of discipline/punishment;
- as a substitute for less restrictive alternatives;
- as a substitute for adequate staffing; or
- as a substitute for staff training in positive behavior supports and crisis prevention and intervention.

Seclusion is inappropriate for students who are severely self-injurious or suicidal.

### *Use of Emergency Seclusion*

A behavior that requires immediate intervention constitutes an emergency. Emergency seclusion must be used only under emergency situations and if essential. An emergency that may require the use of seclusion includes behavior that:

- poses an imminent risk to the safety of an individual student; or
- poses an immediate risk to the safety of others.



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### ***General Procedures for Emergency Seclusion***

An emergency seclusion may not be used in place of appropriate less restrictive interventions and should follow a series of proactive attempts.

- **Emergency seclusion shall be performed in a manner that is:**
  - safe;
  - appropriate; and
  - proportionate to and sensitive to the student's: (See Time and Duration)
    - severity of behavior;
    - chronological and developmental age;
    - physical size;
    - gender;
    - physical condition;
    - medical condition;
    - psychiatric condition; and
    - personal history, including any history of physical or sexual abuse.
- **Staff shall immediately call for help from a key identified personnel trained in CPI.**
  - All LEA's must ensure that substitute teachers are informed of all local emergency procedures, including the emergency use of seclusion and restraint.
- **Time and Duration – Emergency seclusions should not be used any longer than necessary to allow a student to regain control of his/her behavior, but generally:**
  - Elementary school students – no longer than 15 minutes; and
  - Middle and high school students – no longer than 20 minutes.

If an emergency seclusion lasts longer than the suggested maximum time, the following are required:

- additional support (e.g., changes of staff, introducing a nurse or specialist, obtaining additional expertise); and
  - documentation to explain the extension beyond the time limit.
- **Staff Requirements – While using seclusion, staff must:**
    - involve appropriately-trained key identified personnel to protect the care, welfare, dignity, and safety of the student;
    - continually observe the student in seclusion for indications of physical distress and seek medical assistance if there is a concern; and
    - document observations.
  - **Documentation and Reporting – Each use of an emergency seclusion and the reason for each use shall be:**
    - documented in writing and reported to the building administration immediately including what occurred leading up to the seclusion, during seclusion, and after the use of seclusion; (*Appendix B1, Incident report*);
    - reported to the parent or guardian immediately or as soon as possible; and
    - documented in a written report for each use of seclusion (including multiple uses within a given day) and given to the parent or guardian within 24 hours.

- **Debrief** – After any use of an emergency seclusion, staff must debrief and consult with parents and students (as appropriate) regarding the determination of future actions. (*Appendix B2*)

Questions to address include:

- What precipitated the behavior that required emergency intervention?
  - Is there any anticipation that the behavior will occur again?
  - Is there a need for follow-up action?
  - What is the specific follow-up action?
- **Reoccurring Behavior** – School personnel must be cognizant of emerging patterns of behavior and anticipation of exhibited behaviors that would require emergency seclusion. (see §300.534.3)
    - conduct a functional behavioral assessment
    - develop or revise a positive behavioral support plan to facilitate the reduction/elimination of the use of seclusion
    - develop an assessment and planning to establish the team process working with the student, including:
      - the parent;
      - student (if appropriate);
      - people who are responsible and deliver services to the student;
      - people knowledgeable in PBS;
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- **It is essential to this policy that seclusion only be used in response to an emergency as defined in this document, and not as a planned response for the convenience of staff, discipline and punishment, or as a substitution for an appropriate educational program.**
  - **Emergency Intervention Plan** – In the case of anticipated reoccurrences of behavior as in the above mentioned **Reoccurring Behavior**, which requires a PBS plan. An emergency intervention plan should be developed by both parent and team member knowledgeable of seclusion.
    - The emergency intervention plan should be developed and implemented by taking the following documented steps:
      - describe in detail the emergency intervention procedure;
      - inquire with parent/medical personnel regarding any health contraindications for the use of seclusion;
      - conduct a peer review with student and inform of plan;
      - gain informed consent from the parent after providing the following:
        - an explanation of the emergency procedures to be followed and purpose of the emergency seclusion;
        - a description of possible discomforts or risks;
        - a discussion of possible alternative strategies with advantages of disadvantages;
        - answer any questions;
        - information on freedom to withdraw consent at any time;

When seclusion is included in an emergency intervention plan, the student should be told or shown the circumstances under which the emergency seclusion will be used. If concerns arise regarding humaneness or social acceptability, a human rights' committee should be convened to review the emergency intervention plan.

- As defined an emergency intervention plan includes:
  - periodic review of the plan and related data;
  - ensure that responsible staff are trained in specific techniques in the emergency intervention plan; and
  - maintain necessary staffing.
- **Data Collection** – The school district shall develop a data collection system regarding the use of seclusion.
  - The data should:
    - be analyzed to determine the effectiveness of the school’s school-wide system of behavioral support;
    - be analyzed in the context of suspension, expulsion, and dropout data;
    - be analyzed for the purpose of continuous improvement of training and technical assistance toward the reduction or elimination of seclusion;
    - be analyzed on a schedule to be determined by the MDE;
    - be reported to the MDE;
    - include a list of key trained personnel and their levels of education, training, and knowledge.
- **Prohibited Practices** - The following are prohibited under all circumstances, including emergency situations:
  - corporal punishment as defined in §380.1312(1) of The Revised School Code, 1976 PA 451; the deprivation of basic needs;
  - anything constituting child abuse;
  - seclusion of preschool children; and
  - the intentional application of any noxious substance(s) or stimuli which results in physical pain or extreme discomfort. A noxious substance or stimuli can either be generally acknowledged or specific to the student.

#### IV. Restraint:

There are three types of restraint: physical, chemical, and mechanical. For the purpose of this document only physical restraint will be talked about because chemical and mechanical restraints are not allowed (use of a protective devise or medication for the purpose of controlling).

- **Physical restraint** – is the direct physical contact that prevents or significantly restricts a student’s movement. Restraint is a last resort emergency safety intervention. Restraint is an opportunity for the student to regain self-control. This policy is not intended to forbid actions undertaken:
  - to break up a fight
  - to take a weapon away from a student
  - the brief holding to calm and comfort by an adult
  - minimum contact necessary to physically escort a student from one area to another
  - assisting a student in completing a task/response if the student does not resist or resistance is minimal in intensity or duration
  - to hold a student for a brief time in order to prevent an impulsive behavior that threatens the student’s immediate safety (e.g. running in front of a car).

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### ***Limitation of Use***

Same as seclusion

### ***Use of Emergency Restraint***

A behavior that requires immediate intervention constitutes an emergency. Emergency restraint must be used only under emergency situations and is essential. An emergency that may require the use of restraint includes behavior that:

- poses an imminent risk to the safety of an individual student;
- poses an imminent risk to the safety of others; or
- is otherwise governed by **The Revised School Code, 1976 PA 451, otherwise known as the Corporal Punishment Act.**

### ***General Procedures for Emergency Restraint***

Same as seclusion

- **Staff shall – (Same as seclusion)**
- **Time and Duration – Restraint should not be used:**
  - any longer than necessary to allow students to regain control of their behavior; and
  - generally no longer than ten minutes.

If an emergency restraint lasts longer than ten minutes, the following are required:

- additional support (e.g., change of staff, introducing a nurse or specialist, obtaining additional expertise); and
- documentation to explain the extension beyond the time limit.
  - **Staff Requirements – Same as seclusion**
  - **Documentation & Reporting – Same as seclusion**
  - **Debrief – Same as seclusion**
  - **Reoccurring Behavior – Same as seclusion**
  - **Emergency Intervention Plan – Same as seclusion**
  - **Data Collection – Same as seclusion**

### ***Prohibited Practices –***

The following procedures are prohibited under all circumstances, including emergency situations:

- mechanical restraint;
- chemical restraint;
- corporal punishment as defined in §380.1312(1) of The Revised School Code, 1976 PA 451, otherwise known as the Corporal Punishment Act;
- the deprivation of basic needs;
- anything constituting child abuse;
- any restraint that negatively impacts breathing;
- prone restraint (is the restraint of a person face down);
  - school personnel who find themselves involved in the use of a prone restraint as the result of responding to an emergency, must take immediate steps to end the prone restraint
    - the intentional application of any noxious substance(s) or stimuli which results in physical pain or extreme discomfort. A noxious substance or stimuli can either be generally acknowledged or specific to the student.

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## VII. References

Iowa Department of Education, "Using Timeout in an Effective and Ethical Manner", September 2003, Des Moines, IA

Family Resource Center for Disabilities and Special Needs, "Manual of Recommended Practice: Project REST, June 2004, South Carolina

Crisis Prevention Institute, Inc. "Alignment with Michigan State Board of Education – *Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint/Nonviolent Crisis Intervention Training Program*" 2007, Brookfield, WI.

Crisis Prevention Institute, Inc. "Risks of Restraints," 2002, Brookfield, WI

Freeman, R., "Building Inclusive School Cultures Using School-wide PBS: Designing Effective Individual Support Systems for Students with Significant Disabilities," *Research and Practice for Persons with Severe Disabilities*, 2006, vol. 31, no. 1, p.4-17.

Michigan Department of Education, "Positive Behavior Supports for all Michigan Students: Creating Environments that Assure Learning," 2000

### Websites

[www.cenmi.org](http://www.cenmi.org)

[www.crisisprevention.com](http://www.crisisprevention.com)

[www.pbis.org](http://www.pbis.org)

[www.challengingbehavior.org](http://www.challengingbehavior.org)

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## Appendix A

### *A-1 Positive Behavior Support Policy*

Michigan  
State Board of Education

#### **POSITIVE BEHAVIOR SUPPORT POLICY**

The vision of the State Board of Education is to create learning environments that prepare students to be successful citizens in the 21<sup>st</sup> Century. The educational community must provide a system that will support students' efforts to manage their own behavior and assure academic achievement. An effective behavior support system is a proactive, positive, skill-building approach for the teaching and learning of successful student behavior. Positive behavior support systems ensure effective strategies that promote pro-social behavior and respectful learning environments. Research-based positive behavior support systems are appropriate for all students, regardless of age.

The principles of Universal Education reflect the beliefs that each person deserves and needs a positive, concerned, accepting educational community that values diversity and provides a comprehensive system of individual supports from birth to adulthood. A positive behavior support policy incorporates the demonstration and teaching of positive, proactive social behaviors throughout the school environment.

A positive behavior support system is a data-based effort that concentrates on adjusting the system that supports the student. Such a system is implemented by collaborative, school-based teams using person-centered planning. School-wide expectations for behavior are clearly stated, widely promoted, and frequently referenced. Both individual and school-wide learning and behavior problems are assessed comprehensively. Functional assessment of learning and behavior challenges is linked to an intervention that focuses on skill building. The effectiveness of the selected intervention is evaluated and reviewed, leading to data-based revisions. Positive interventions that support adaptive and pro-social behavior and build on the strengths of the student lead to an improved learning environment. Students are offered a continuum of methods that help them learn and maintain appropriate behavior and discourage violation of codes of student conduct.

In keeping with this vision, it is the policy of the State Board of Education that each school district in Michigan implement a system of school-wide positive behavior support strategies.

Adopted September 12, 2006

**A-2 CPI Alignment**

Michigan State Board of Education—*Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint/Nonviolent Crisis Intervention*® Training Program

# Alignment

Michigan State Board of Education— <i>Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint</i> (Part IV-B) Requires:	<i>Nonviolent Crisis Intervention</i> ® Training Program
<ul style="list-style-type: none"> <li>• Proactive practices and strategies that ensure the dignity of students</li> </ul>	<p>The Crisis Prevention Institute's (CPI) <i>Nonviolent Crisis Intervention</i>® training program is based on the philosophy of providing the best <i>Care, Welfare, Safety, and Security</i>™ for all involved in a crisis situation—including staff and students. The program focuses on preventive techniques and teaches verbal intervention strategies. Physical restraint techniques are taught only as a last resort, when less restrictive interventions have failed. All verbal and physical techniques are designed to ensure the dignity of students and do not include pain compliance techniques.</p>
<ul style="list-style-type: none"> <li>• Conflict resolution</li> <li>• Mediation</li> <li>• Social skills training</li> <li>• De-escalation techniques</li> </ul>	<p>At the center of the <i>Nonviolent Crisis Intervention</i>® training program is the CPI <i>Crisis Development Model</i>™. This model teaches staff proper de-escalation techniques for the different levels of a crisis situation. Multiple strategies of de-escalation are shared with participants, including planned redirection and limit setting.</p>
<ul style="list-style-type: none"> <li>• Positive behavior support strategies</li> </ul>	<p>The <i>Nonviolent Crisis Intervention</i>® training program and positive behavior support (PBS) offer complementary strategies for providing the best <i>Care, Welfare, Safety, and Security</i>™ before, during, and after a crisis situation. Two concepts taught in <i>Nonviolent Crisis Intervention</i>® training, the Integrated Experience and the CPI <i>Crisis Development Model</i>™, are particularly compatible with PBS. * (See page 4)</p>
<ul style="list-style-type: none"> <li>• Techniques to identify student behaviors that may trigger emergency safety situations</li> </ul>	<p>The <i>Nonviolent Crisis Intervention</i>® program teaches participants to recognize and respond to early signs of a potential crisis. Participants are instructed to be aware of nonverbal, paraverbal, and verbal communication from students that might signal a potential crisis behavior.</p>



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Michigan State Board of Education— <i>Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint (Part IV-B) Requires:</i>	<b>Nonviolent Crisis Intervention® Training Program</b>
<ul style="list-style-type: none"> <li>• Related safety considerations, including information regarding the increased risk of injury to students and staff when seclusion or restraint is used</li> </ul>	<p>Because of the inherent danger in using any restraint, the <i>Nonviolent Crisis Intervention®</i> training program provides extensive information on safer restraint use. The program teaches participants which positions are most dangerous, how to monitor for injury or distress, and when to disengage from a physical restraint.</p>
<ul style="list-style-type: none"> <li>• Instruct on in the use of seclusion and restraint</li> </ul>	<p>The <i>Nonviolent Crisis Intervention®</i> training program provides instruction in the safe use of <i>CPI Personal Safety Techniques™</i> and restraint techniques. The restraint techniques taught are viewed as emergency procedures to be used only when an individual is a danger to self or others. In addition, the <i>CPI Transport Position™</i> may be used when applicable as a transition to seclusion.</p>
<ul style="list-style-type: none"> <li>• Identification of events and environmental factors that may trigger emergency safety situations</li> </ul>	<p>CPI uses the term <i>Precipitating Factors</i> when discussing this topic. This term is defined as "internal or external causes of an acting-out behavior over which a staff member has little or no control." Participants are encouraged to identify <i>Precipitating Factors</i> in their own setting that may trigger emergency safety situations. Examples are provided regarding common categories of <i>Precipitating Factors</i>.</p>
<ul style="list-style-type: none"> <li>• Instruction on the State Board of Education policy on <i>Supporting Student Behavior: The Emergency Use of Seclusion and Restraint</i></li> </ul>	<p>Certified Instructors are encouraged to incorporate the policies contained in this standard and other workplace-specific information when they train the <i>Nonviolent Crisis Intervention®</i> program.</p>
<ul style="list-style-type: none"> <li>• Description and identification of dangerous behaviors</li> </ul>	<p>The <i>CPI Crisis Development Model™</i> identifies different levels of a crisis situation and typical behaviors that correspond with each level. Examples of dangerous behaviors, specific to participants' setting, can be drawn out through discussion. Certified Instructors are able to customize this portion of the program to meet the needs of their participants.</p>
<ul style="list-style-type: none"> <li>• Methods for evaluating the risk of harm to determine whether the use of seclusion or restraint is warranted</li> </ul>	<p>CPI takes great care to emphasize the appropriate use of restraint. The <i>Nonviolent Crisis Intervention®</i> program teaches participants that restraint should only be used as a last resort, and only if the person's behavior is more dangerous than the danger of using restraints. CPI also encourages staff to evaluate and document when the use of restraint is acceptable within their setting through organizational level policies and procedures.</p>
<ul style="list-style-type: none"> <li>• Types of seclusion</li> <li>• Types of restraint</li> </ul>	<p>Through the <i>Nonviolent Crisis Intervention®</i> training program, participants learn several restraint techniques, as well as CPI's <i>Personal Safety Techniques™</i>. Additionally, the <i>CPI Transport Position™</i> may be used when applicable as a transition to seclusion.</p>



Michigan State Board of Education— <i>Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint</i> (Part IV-B) Requires:	<i>Nonviolent Crisis Intervention</i> ® Training Program
<ul style="list-style-type: none"> <li>• The risk of using seclusion and restraint in consideration of a student's known and unknown medical or psychological conditions</li> <li>• The effects of seclusion and restraint on ALL students</li> </ul>	<p>All physical restraints involve some possibility of injury to the person being restrained and to the staff. There is also a psychological danger in using restraints. Being restrained can be a frightening—even traumatic—experience. The <i>Nonviolent Crisis Intervention</i>® training program includes discussion on how to monitor for signs of physical or psychological distress while a person is being restrained. The use of restraint is an emergency procedure used only when the potential danger of intervening is surpassed by the imminent danger of the crisis moment. CPI advocates for making this determination based on several factors, including the student's medical and psychological conditions.</p>
<ul style="list-style-type: none"> <li>• How to monitor the physical signs of distress</li> </ul>	<p>The <i>Nonviolent Crisis Intervention</i>® Instructor Manual includes information on how to monitor for physical signs of distress. CPI also advocates that during any restraint a staff member not participating in the restraint should be available to monitor for signs of distress.</p>
<ul style="list-style-type: none"> <li>• How to obtain medical assistance</li> </ul>	<p>The program instructs participants to problem solve when and how to call for additional assistance. CPI further recommends that this be detailed in organizational level policy and procedure.</p>

<p>Michigan State Board of Education—<i>Supporting Student Behavior: Standards for the Emergency Use of Seclusion and Restraint</i> (Section III, Positive Behavior Support) PBS emphasizes behavior that encourages learning by:</p>	<p><i>Nonviolent Crisis Intervention®</i> Training Program</p>
<ul style="list-style-type: none"> <li>• Building relationships</li> </ul>	<p>In addition to the sections of <i>Nonviolent Crisis Intervention®</i> training that focus on communication, de-escalation, and supportive staff responses, Unit X, Postvention, also focuses on building a relationship with the person in crisis through the <i>CPI COPING Model™</i> for debriefing.</p>
<ul style="list-style-type: none"> <li>• Creating routines</li> </ul>	<p>Structure and routines are very important to individuals with special learning needs. This concept is taught in <i>Nonviolent Crisis Intervention®</i> training and is reinforced in the advanced programs <i>Enhancing Verbal Skills: Applications of Life Space Crisis Intervention™</i> and <i>Autism Spectrum Disorders: Applications of Nonviolent Crisis Intervention®</i> Training.</p>
<ul style="list-style-type: none"> <li>• Teaching skills/rules/expectations</li> </ul>	<p>Establishing clear, consistent, and enforceable rules and expectations to equip students with skill sets in an orderly school environment is taught in <i>Nonviolent Crisis Intervention®</i> training in the units related to setting limits.</p>
<ul style="list-style-type: none"> <li>• Identifying replacement behaviors that interfere with learning</li> </ul>	<p>Students with special learning needs often display behaviors that interrupt time on task and inhibit maximizing their learning potential. This concept is taught in <i>Nonviolent Crisis Intervention®</i> training through the <i>CPI COPING Model™</i> for debriefing. This process is reiterated and extended through aspects of <i>Enhancing Verbal Skills: Applications of Life Space Crisis Intervention™</i> and <i>Autism Spectrum Disorders: Applications of Nonviolent Crisis Intervention®</i> Training.</p>
<ul style="list-style-type: none"> <li>• Making problem behavior less effective, efficient, and relevant</li> </ul>	<p>After a student incurs a crisis moment, teaching more productive behavior is done in Unit X, Postvention, with students and staff through the <i>CPI COPING Model™</i> for debriefing. Identifying triggering or precipitating factors and teaching new behaviors students can use next time can reduce recurrence.</p>
<ul style="list-style-type: none"> <li>• Making the desired behavior more functional and adaptive</li> </ul>	<p>Positive Behavior Supports and Functional Behavior Assessment are benchmark content strands of the advanced training program <i>Autism Spectrum Disorders: Applications of Nonviolent Crisis Intervention®</i> training.</p>

The material contained in this alignment is provided for informational purposes only and is not intended to constitute legal advice. Legal counsel should be consulted regarding the specific application of this information to your organization. For more information on this rule, please contact the Michigan State Board of Education at 1-517-373-3324. For more information on the *Nonviolent Crisis Intervention®* training program, please contact CPI at 1-800-558-8976.

**THE REVISED SCHOOL CODE (EXCERPT)  
Act 451 of 1976**

**380.1312 "Corporal punishment" defined; infliction of corporal punishment by employee, volunteer, or contractor; exercise of necessary reasonable physical force; liability; violation; deference given to reasonable good-faith judgments; development, implementation, and enforcement of code of student conduct; model list of alternatives to use of corporal punishment; authority permitting corporal punishment void.**

Sec. 1312.

(1) As used in this section, "corporal punishment" means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline.

(2) Corporal punishment does not include physical pain caused by reasonable physical activities associated with athletic training.

(3) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy shall not inflict or cause to be inflicted corporal punishment upon any pupil under any circumstances.

(4) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy may use reasonable physical force upon a pupil as necessary to maintain order and control in a school or school-related setting for the purpose of providing an environment conducive to safety and learning. In maintaining that order and control, the person may use physical force upon a pupil as may be necessary for 1 or more of the following:

(a) To restrain or remove a pupil whose behavior is interfering with the orderly exercise and performance of school district or public school academy functions within a school or at a school-related activity, if that pupil has refused to comply with a request to refrain from further disruptive acts.

(b) For self-defense or the defense of another.

(c) To prevent a pupil from inflicting harm on himself or herself.

(d) To quell a disturbance that threatens physical injury to any person.

(e) To obtain possession of a weapon or other dangerous object upon or within the control of a pupil.

(f) To protect property.

(5) A person employed by or engaged as a volunteer or contractor by a local or intermediate school board or public school academy who exercises necessary reasonable physical force upon a pupil, or upon another person of

**Appendix B**

**B-1 Incident Report**

**Montcalm Area Intermediate School District  
Student Incident Form**

<b>Student Name:</b>	<b>Grade:</b>	<b>Teacher:</b>	<b>Date of Incident:</b> ____/____/____	<b>Time of Incident:</b> ____:____
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<b>Staff Members Involved</b>		
<small>Name, Title</small>	<small>Name, Title</small>	<small>Name, Title</small>
<small>Name, Title</small>	<small>Name, Title</small>	<small>Name, Title</small>

<b>Factors Leading to Incident</b>
<b>Setting/ Task</b>
<b>Antecedents/Possible Triggers</b>
<b>Positive Interventions Tried:</b>
<input type="checkbox"/> Empathetic Listening <input type="checkbox"/> Visual/Verbal Redirection <input type="checkbox"/> Clear Choices/Limits Set <input type="checkbox"/> Voluntary Break Area <input type="checkbox"/> Isolated the Situation <input type="checkbox"/> Other: _____

<b>Description of Incident:</b>
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Distribution Instructions: Initial Report Copy to be sent home at the end of the day (Parents should receive notification of seclusion and/or physical intervention within 24 hours). Incident report, along with debriefing form, should be submitted to supervisor within 2 days of incident.

FLIP OVER AND COMPLETE SECOND SIDE

Restraint/Seclusion	
Justification for Initiating Physical Restraint And/or Seclusion:	
<input type="checkbox"/> Danger to self <input type="checkbox"/> Danger to others <input type="checkbox"/> Destruction of Property <input type="checkbox"/> Other: _____	
<p style="text-align: center;"><u>Restraint:</u></p> CPI: <input type="checkbox"/> Child Control Hold <input type="checkbox"/> Team Control Hold <input type="checkbox"/> Holding <input type="checkbox"/> Personal Safety Techniques Time: Start: _____ End: _____ Trained Staff Involved (Initials): _____ Other information: _____	<p style="text-align: center;"><u>Seclusion:</u></p> Room Location: _____ Time: Start: _____ End: _____ Continuously Monitored by staff (Initials) _____ Other Information: _____

Incident Location:

- Classroom
- Playground
- Hallway
- Cafeteria
- Bathroom
- Gym
- Library
- Bus Loading Zone
- Parking Lot
- Bus
- Special Event/Field Trip
- Office
- General Education Classroom

Consequence:

- In-School Suspension  
# of days: \_\_\_\_\_ Start Date: \_\_\_\_\_
- Out-of-School Suspension  
# of days: \_\_\_\_\_ Start Date: \_\_\_\_\_
- Removal by Hearing Officer
- Unilateral Removal
- Exclusion
- Bus Conduct Slip
- Bus Suspension
- Time in Office
- Loss of Privileges
- Conference with Student
- Time In/Time Out
- Restitution
- Other Adm. Decision
- Unknown Decision

Incident Type (SID): Pick ONLY one  
*(If more than one occur, complete a separate incident report for each)*

- Vandalism/Property Damage  
Estimate: \_\_\_\_\_
- Larceny/Theft (if exceeds \$100.00)  
Amount: \_\_\_\_\_
- Criminal Sexual Conduct
- Use/Possession of Tobacco
- Use/Possession of Alcohol
- Use/Possession of Drugs
- Use/Possession of Weapons
- Bomb Threat (phone, email, internet, verbal or written)
- Arson
- Hostage
- Homicide
- Drive by Shooting
- Explosion
- Threats/Suicide Attempt
- Suicide
- Physical Assault (does not include charges filed)
- Trespassers/Intruders
- Illegal Drug Use (police/law enforcement called)
- Robbery
- Extortion

Others Involved:

- None
- Peers
- Staff
- Police
- Hearing Officer
- Substitute
- Unknown
- Teacher
- Other: \_\_\_\_\_

Injury To:

- Other Student
- Staff
- Both Students and Staff
- Police
- Self
- None

Seclusion and Restraint Duration:

- Seclusion \_\_\_\_\_ (Total)
- Restraint \_\_\_\_\_ (Total)
- Seclusion/Restraint \_\_\_\_\_ (Total)
- None

Parent/Guardian Communication:

Date Notified: \_\_\_\_\_

Staff: \_\_\_\_\_

- Phone
- Email
- Notebook/Point Sheet
- Other \_\_\_\_\_

Incident (Other): (Pick the most significant)

- Inappropriate Language
- Firearm Possession/Handgun
- Non-Compliance
- Lying/Cheating
- Harassment/Bullying
- Disruptive Behavior
- Technology Violation
- Inappropriate Display of Affection
- Physical Aggression
- Inappropriate Location/Out of Bounds/Equipment

Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Date Sent Home To Parent/Guardian: \_\_\_\_\_ Method: \_\_\_\_\_

**B-2 Debriefing Form**

**Debriefing Form**

Name \_\_\_\_\_

Incident began \_\_\_\_\_

Date \_\_\_\_\_

Incident ended \_\_\_\_\_

I needed to use the Break Area because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The problem that occurred prior to using the Break Area was:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

My plan for next time is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Further follow-up action needed: (Please list action plan)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_

Staff signature: \_\_\_\_\_

B-3 Ecobehavioral Observation

Ecobehavioral Observation

Student \_\_\_\_\_ Date \_\_\_\_\_ Class \_\_\_\_\_ Activity \_\_\_\_\_

# of Students \_\_\_\_\_ Start Time \_\_\_\_\_ Stop Time \_\_\_\_\_ Total Time \_\_\_\_\_

	Academic Talk	Answer ???	Ask ???	Attention	Task Participation	Read Aloud	Read Silent	Write	Other Academic Behavior	TOTAL	Off Task	Out of Seat	Noncompliant	Talk Out	Other Behavior Problem	GRAND TOTAL
Paper/Pencil																
Listen/Lecture																
Teacher/Pupil Discussion																
Manipulatives																
Games																
Worksheet/Book																
Textbook																
Student/Student Activity																
Media/Technology																
Transition																
Other																
<b>TOTAL</b>																

Gable, R., Hendrickson, J. M., and Scalander, K. (1998). Ecobehavioral Observation. *Beyond Behavior*, 8, 2, 25-27.

*B-4 Count Chart*

**How Many Times Count Chart**

Student: \_\_\_\_\_

Class or Time Period: \_\_\_\_\_

Describe behavior being monitored: \_\_\_\_\_

Cross out a number each time the behavior occurs on that day or during the particular class or time period.

25	25	25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1	1	1
0	0	0	0	0	0	0	0	0	0	0	0

Dates: \_\_\_\_\_

Adapted from Shae & Bauer (1986)



## **Scatter Plot Data Sheet**

Based on the work of P. Touchette, R. MacDonald, and S. Langer (1985)

A scatter plot can help to identify the patterns of responding in natural settings. Severe problems often occur in short bursts of responding alternating with periods of no responding. Line graphs illustrate this frequency well. The scatter plot will display not only a sense of frequency but also the periods during the day in which the behavior is emitted. Severe problem behavior presents only two important rates: zero and unacceptable. The scatter plot will display the presence and absence of the target behavior over the course of the day. The visual patterns of the scatter plot easily lend themselves to interpretation.

Problem behaviors may be highly correlated to a time of day, the presence or absence of certain people, a social setting, a class of activities, a contingency of reinforcement, a physical environment, and combinations of these and other variables. The scatter plot can assist in demonstrating the effects of altering variables as hypotheses regarding the student behavior are tested through changes of schedule, activities, instructors or other variables.

A grid needs to be designed that is practical for the purpose (see sample attached). The grid segments could be hours, half-hours, quarter hours, or any time unit appropriate to the duration of the student's schedule. Horizontal segments represent successive days. A blank cell represents a zero rate. The filled cell represents a problem behavior occurring during the time segment. If the target behavior needs to be divided into low and high frequency, a slash can represent the presence of the behavior in low frequency with a filled cell representing high frequency.

When the target behavior occurs in other settings or at other times, the chart may be extended to include all waking hours and can be used at home after school or on weekends. The important aspect of recording the frequency of the target behavior is to define or describe the behavior well. Different observers of the same behavior should be in agreement as to the occurrence of the behavior and if necessary, determining if the behavior was high or low frequency during the designated time period.

The scatter plot can be used as an assessment tool and as a means of documenting change in behavior. The scatter plot allows insights into patterns of responding not readily available in graphs of daily or weekly frequency. The tool has minimal demands on staff and the visible display has valuable dividends.

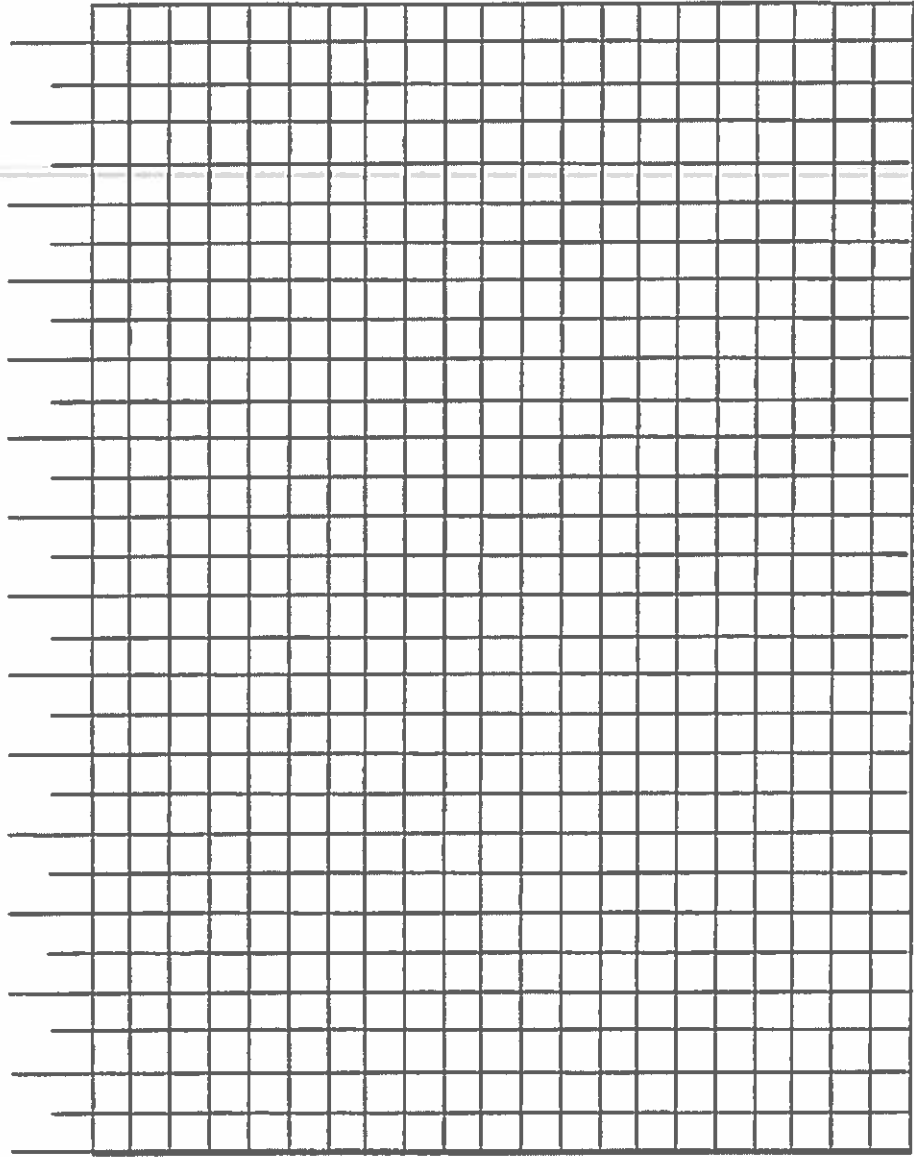
# Scatter Plot Data Sheet

Name: \_\_\_\_\_ Starting Date: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_ / \_\_\_\_ \_\_\_\_

Time of Day



Successive Days

*B-6 Student Functional Assessment Interview and Reinforcement Survey*

**Student Functional Assessment  
Interview and Reinforcement Survey**

Student: \_\_\_\_\_ School: \_\_\_\_\_  
Date of Birth: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
Interviewer: \_\_\_\_\_

**Section A**

	Always	Sometimes	Never
1. In general, is your work too hard for you?			
2. In general, is your work too easy for you?			
3. When you ask for help appropriately, do you get it?			
4. Do you think work periods for each subject are too long?			
5. Do you think work periods for each subject are too short?			
6. When you do seatwork, do you do better when someone work with you?			
7. Do you think people notice when you do a good job?			
8. Do you think you get the points or rewards you deserve when you do good work?			
9. Do you think you would do better in school if you received more rewards?			
10. In general, do you find your work interesting?			
11. Are there things in the classroom that distract you?			
12. Is your work challenging enough for you?			

Section B

1. When do you think you have the fewest problems with \_\_\_\_\_ in school?  
target behavior 1

Why do you not have problems during this these time(s)?

Why do you have problems during this these time(s)?

What changes could be made so that you have fewer problems with this behavior?

2. When do you think you have the fewest problems with \_\_\_\_\_ in school?  
target behavior 2

Why do you not have problems during this these time(s)?

Why do you have problems during this these time(s)?

What changes could be made so that you have fewer problems with this behavior?

3. When do you think you have the fewest problems with \_\_\_\_\_ in school?  
target behavior 3

Why do you not have problems during this these time(s)?

Why do you have problems during this these time(s)?

What changes could be made so that you have fewer problems with this behavior?

4. When do you think you have the fewest problems with \_\_\_\_\_ in school?  
target behavior 4

Why do you not have problems during this these time(s)?

Why do you have problems during this these time(s)?

What changes could be made so that you have fewer problems with this behavior?

5. When do you think you have the fewest problems with \_\_\_\_\_ in school?  
target behavior 5

Why do you not have problems during this these time(s)?

Why do you have problems during this these time(s)?

What changes could be made so that you have fewer problems with this behavior?

**Section C**

Rate how much you like the following subjects:

	Not at All	Fair	Very Much
Reading	1	2	3
Math	1	2	3
Spelling	1	2	3
Handwriting	1	2	3
Science	1	2	3
Social Studies	1	2	3
English Language	1	2	3
Music	1	2	3
Physical Education	1	2	3
Art	1	2	3
Other (specify: _____)	1	2	3

**Section D**

What do you like and dislike about:

	Like	Dislike
Reading		
Math		
Spelling		
Handwriting		
Science		
Social Studies		
English Language		
Music		
Physical Education		
Art		
Other (specify: _____)		

---

## Section E – Reinforcement Survey

**Directions:** To complete this survey, it is recommended that each question be read to the student in an informal manner. While you should guard against pressuring a student to complete each statement, please be sure to follow-up or clarify any vague responses.

For younger children, you may want to consider placing each item on cards and use them to play a game (using a generic game board). The items can be made less threatening in a game-like format because you will be completing the statements along with the student.

Your primary goal of this survey is to determine those reinforcers that have the greatest potential for use in a plan for behavior support.

### Part I: Sentence Completion

1. My favorite adult at school is:  
The things I like to do with this adult are:
2. My best friend at school is:  
Some things I like to do with my best friend at school are:
3. Some other friends I have at school are:  
Some things I like to do with them are:
4. When I do well in school, a person I'd like to know about it is:
5. When I do well in school, I wish my teacher would:
6. At school, I'd like to spend more time with:  
Some things I'd like to do with this person are:
7. One thing I'd really like to do more in school is:
8. When I have free time at school I like to:
9. I feel great in school when:
10. The person who likes me best at school is:  
I think this person likes me because:
11. I will do almost anything to keep from:
12. The kind of punishment at school that I hate most is:
13. I sure get mad at school when I can't:
14. The thing that upsets my teacher the most is:
15. The thing that upsets me the most is:

From Worthington & Garguilo, 1996

16. Some things I like are (check all that apply):

**Favorite Edible Reinforcers**

- candy (specify \_\_\_\_\_)
- fruit (specify \_\_\_\_\_)
- drinks (specify \_\_\_\_\_)
- cereal (specify \_\_\_\_\_)
- snacks (specify \_\_\_\_\_)
- nuts (specify \_\_\_\_\_)
- vegetables (specify \_\_\_\_\_)
- other (specify \_\_\_\_\_)

**Academic Reinforcers**

- going to library
- having good work displayed
- getting good grades
- having parents praise good school work
- giving reports
- making projects
- completing creative writing projects
- earning teacher praise
- helping grade papers
- getting a good note home
- earning stickers, points, etc.
- other (specify \_\_\_\_\_)

**Activity Reinforcers**

- coloring/drawing/painting
- making things (specify \_\_\_\_\_)
- going on field trips
- taking care of/playing with animals
- going shopping
- eating out in a restaurant
- going to movies
- spending time alone
- reading
- having free time in class
- having extra gym/recess time
- working on the computer
- other (specify \_\_\_\_\_)

**Favorite Tangible Items**

- stuffed animals
- pencils, pens, crayons
- paper (specify \_\_\_\_\_)
- trucks, tractors
- sports equipment (specify \_\_\_\_\_)
- toys (specify \_\_\_\_\_)
- books (specify \_\_\_\_\_)
- puzzles

**Social Reinforcers**

- teaching things to other people
- being the teacher's helper
- spending time with my friends
- spending time with the teacher
- spending time with the principal
- spending time with \_\_\_\_\_
- having class parties
- working with my friends in class
- being a tutor
- being a leader in the class
- other (specify \_\_\_\_\_)
- other (specify \_\_\_\_\_)

**Recreation/Leisure Reinforcers**

- listening to music
- singing
- playing a musical instrument
- watching TV
- cooking
- building models
- woodworking/carpentry
- favorite sports (specify \_\_\_\_\_)
- working with crafts
- other (specify \_\_\_\_\_)
- other (specify \_\_\_\_\_)
- other (specify \_\_\_\_\_)
- other (specify \_\_\_\_\_)

## Teacher Functional Assessment Interview

Teacher: \_\_\_\_\_  
Interviewer: \_\_\_\_\_ Date: \_\_\_\_\_  
Student: \_\_\_\_\_  
Target Behavior: \_\_\_\_\_

1. Can you describe for me in your own words what the problem behavior seems to be?
  
  
  
  
  
  
  
  
  
  
2. Could you be a little more specific? (For example, when you say that the student disrupts the class, what exactly does he/she do?)
  
  
  
  
  
  
  
  
  
  
3. Now I'm getting the picture. Tell me, does this behavior take place every day (period)?
  
  
  
  
  
  
  
  
  
  
4. (If no) Would you say it happens every week? Every other week?
  
  
  
  
  
  
  
  
  
  
5. Can you identify anything that seems to happen before this behavior?
  
  
  
  
  
  
  
  
  
  
6. Is there a pattern regarding when the behavior occurs (e.g., more often on Mondays, after lunch, during writing period)?
  
  
  
  
  
  
  
  
  
  
7. Let's try to figure out what the student gains from this behavior. Can you recall what happens to the student (i.e., what do you do) after this behavior occurs?
  
  
  
  
  
  
  
  
  
  
8. Have you been able to notice what other students in the room do when this behavior takes place?
  
  
  
  
  
  
  
  
  
  
9. Is there anything else you can tell me about this behavior or this student?



*B-8 School Situation Questionnaire*

### School Situation Questionnaire

Name of child: \_\_\_\_\_ Date: \_\_\_\_\_  
 Name of person completing this form: \_\_\_\_\_

Does this child present any behavior problems for you in any of these situations? If yes, please indicate how severe they are.

Situation	Yes/No (circle one)		If Yes, how severe (circle one)								
	Yes	No	Mild						Severe		
While Arriving at School	Yes	No	1	2	3	4	5	6	7	8	9
During Individual Desk Work	Yes	No	1	2	3	4	5	6	7	8	9
During Small Group Activities	Yes	No	1	2	3	4	5	6	7	8	9
During Free Play Time in Class	Yes	No	1	2	3	4	5	6	7	8	9
During Lectures to the Class	Yes	No	1	2	3	4	5	6	7	8	9
At Recess	Yes	No	1	2	3	4	5	6	7	8	9
At Lunch	Yes	No	1	2	3	4	5	6	7	8	9
In the Hallway	Yes	No	1	2	3	4	5	6	7	8	9
In the Bathroom	Yes	No	1	2	3	4	5	6	7	8	9
On Field Trips	Yes	No	1	2	3	4	5	6	7	8	9
During Special Assemblies	Yes	No	1	2	3	4	5	6	7	8	9
On the Bus	Yes	No	1	2	3	4	5	6	7	8	9

Barkley, R.A., & Edelbrock, C. (1987). Assessing Situational Variation in Children's Problem Behavior: The Home and School Situations Questionnaires. In R.J. Prinz (Ed.), *Advances in Behavioral Assessment of Children and Families*, Volume 3, pp. 157-176. JAI Press.

**B-9 Home Situation Questionnaire**

<b>Home Situation Questionnaire</b>											
Name of child: _____						Date: _____					
Name of person completing this form: _____											
Does this child present any behavior problems for you in any of these situations? If yes, please indicate how severe they are:											
Situation	Yes No		If Yes, how severe (circle one)								
	(circle one)		Mild								Severe
While Playing Alone	Yes	No	1	2	3	4	5	6	7	8	9
While Playing with Other Children	Yes	No	1	2	3	4	5	6	7	8	9
Mealtimes	Yes	No	1	2	3	4	5	6	7	8	9
Getting Dressed	Yes	No	1	2	3	4	5	6	7	8	9
Washing Bathing	Yes	No	1	2	3	4	5	6	7	8	9
While You Are on the Telephone	Yes	No	1	2	3	4	5	6	7	8	9
While Watching Television	Yes	No	1	2	3	4	5	6	7	8	9
When Visitors Are in Your Home	Yes	No	1	2	3	4	5	6	7	8	9
When You Are Visiting Someone Else	Yes	No	1	2	3	4	5	6	7	8	9
In Supermarkets, Stores, Churches, Restaurants, Other Public Places	Yes	No	1	2	3	4	5	6	7	8	9
When Asked to Do Chores at Home	Yes	No	1	2	3	4	5	6	7	8	9
At Bedtime	Yes	No	1	2	3	4	5	6	7	8	9
While in the Car	Yes	No	1	2	3	4	5	6	7	8	9
While with a Baby-sitter	Yes	No	1	2	3	4	5	6	7	8	9
When Father Is Home	Yes	No	1	2	3	4	5	6	7	8	9
When Asked to Do School Homework	Yes	No	1	2	3	4	5	6	7	8	9

Barkely, R.A., & Edelbrock, C. (1987). Assessing Situational Variation in Children's Problem Behaviors: The Home and School Situations Questionnaires in R. J. Prinz (Ed.) *Advances in Behavioral Assessment of Children and Families*, Volume 3, pp 157-176. JAI Press

**B-10 Hypothesis Building Worksheet**

## Hypothesis Building Worksheet

Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

Members Participating in the Assessment Data Review:


Target Behavior(s) (list in order of priority)	Target Behavior #1	Target Behavior #2	Target Behavior #3	Target Behavior #4	Target Behavior #5
1. What causes or motivates the behavior?					
2. When does the behavior occur?					
3. How often does the behavior occur (i.e., frequency)?					
4. How long does the behavior last (i.e., duration)?					
5. What does the behavior look like (i.e., topography)?					
6. How intense is the behavior (if applicable)?	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe	<input type="checkbox"/> Mild <input type="checkbox"/> Moderate <input type="checkbox"/> Severe
7. Approximately how long has the behavior been occurring?					

Target Behavior(s) (list in order of priority)	Target Behavior #1	Target Behavior #2	Target Behavior #3	Target Behavior #4	Target Behavior #5
6. Are there any circumstances in which this behavior usually/frequently occurs?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
9. Does this behavior occur more often during certain times of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
10. Does the behavior occur only with certain people in the environment?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
11. Does the behavior occur only during certain subjects?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
12. Could the behavior be related to any skill deficit(s)?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
13. Could the behavior be signaling some deprivation condition (e.g., thirst, hunger, lack of rest), any form of discomfort (e.g., headaches, stomach aches, hearing/vision difficulties), or be caused by medical conditions?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:

Target Behavior(s) (list in order of priority)	Target Behavior #1	Target Behavior #2	Target Behavior #3	Target Behavior #4	Target Behavior #5
14. Do any other behaviors occur along with the behavior?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
15. Are there any observable events that signal that the behavior is about to occur?	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:	<input type="checkbox"/> Yes <input type="checkbox"/> No Describe:
16. What are the consequences when the behavior occurs?					
17. What is the functional intent of the behavior (i.e., what does the student gain from engaging in the behavior)?					
18. Describe replacement behavior or functional alternatives to the behavior.					

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## Appendix C

### *C-1 Assess Assessment and Planning Tool for PBS Support for Young Children*

#### **Assessment and Planning Tool for Positive Behavior Support for Young Children**

The Assessment and planning Tool for Positive Behavior Support (PBS) for Young Children is designed to help childcare providers, early childhood personnel, and families evaluate the learning environment.

The tool has four areas:

- Environment
- Relationship
- Behavior and Learning
- Program

Each area contains indicators or recommended practices that may help identify areas of change needed to provide positive behavior support. The indicators are meant to stimulate discussion. After discussing the results, an action plan or change toward positive behavior support can be developed and implemented using the Summary and Action Plan pages.

---

<b>Instructions:</b>	<b>Read and rate each statement:</b>
Yes	= Consistently present
Sometimes	= Emerging or inconsistently present
Not Yet	= Not present

ENVIRONMENT

Maintain a safe and orderly environment		Yes	Sometimes	Not Yet
1	Equipment and materials are clean, sturdy, safe, age appropriate, and in good repair.			
2	Adult materials are out of reach of children.			
3	Room arrangement limits open space to discourage running.			
4	Traffic patterns allow child to move about without disruption to others.			
5	Individual interest areas are clearly defined (e.g., sensory area, art blocks).			
6	Environment is designed for clear view of all areas by adults.			
7	Shelves are uncluttered allowing easy viewing of choices.			
8	Materials are logically organized (e.g., drawing paper is near crayon and marker bins).			
9	Distracting stimuli is kept to a minimum.			
10	Environment includes a small quiet area.			
11	Children's art work is displayed.			
12	Air circulation, temperature, and lighting are comfortable.			
13	Sound levels are appropriate to the circumstances (e.g., room is quiet when children are listening and room may be louder when children are playing).			

<b>Plan an organized and predictable environment</b>		<b>Yes</b>	<b>Some- times</b>	<b>Not Yet</b>
1	Handbooks of policies and procedures are disseminated to parents and followed by staff.			
2	Daily schedule of all activities has visual cues (pictures) and is posted.			
3	Daily schedules are followed.			
4	Daily schedule reflects flexibility to meet individual child needs (e.g., rests, bathroom breaks, and snacks).			
5	Events are sequenced to alternate types of activities (e.g., active/quiet, teacher directed/child directed).			
6	Clear and predictable routines are established for arrival and dismissal.			
7	Behavior expectations (rules) are posted prominently and stated positively (e.g., walk slowly).			
8	Consequences for following and for not following the rules are discussed, clearly stated, taught and frequently reviewed.			
9	Consequences for following and not following rules are consistently applied.			
10	Sufficient time is provided for children to become actively engaged in learning experiences.			
11	A variety of developmentally appropriate techniques for transition are in place (e.g., using auditory signal that clean-up time is approaching, using an adult as a receiver at the next activity to get children engaged).			
12	Daily opportunities are planned for children to experience large group, small group, and individual learning situations.			
13	Changes in the routine are planned with staff and discussed with children.			
14	During group activity, length of time each child waits between his/her turn is kept to a minimum.			
15	Length of scheduled activity meets individual attention span and abilities.			
16	Toys are periodically rotated to maintain child interest.			



<b>Arrange environment to support independence</b>		<b>Yes</b>	<b>Some- times</b>	<b>Not Yet</b>
1	Many materials and activities are multi-sensory.			
2	Shelves have picture labels for location of toys and objects.			
3	Materials, equipment, and furniture are adapted for children with disabilities.			
4	Daily opportunities are scheduled to allow for child choice.			
5	Adults are visible and interactive for modeling, monitoring, facilitating, and supervising.			
6	Boundaries are clearly indicated (e.g., taped boundaries, furniture arrangement).			
7	An illustrated job chart is displayed, if children have a designated chore or task.			
8	Furniture and materials remain in the same pattern.			

<b>Relationship</b>		<b>Yes</b>	<b>Some- times</b>	<b>Not Yet</b>
1	Children who exhibit behavior concerns are not disenrolled.			
2	Individual and cultural differences of staff and children are shared and supported.			
3	Staff interactions reflect knowledge and understanding of individual history and personal situations.			
4	Materials reflect the culture of the child's home.			
5	Time is provided for children to interact and play with each other.			
6	Collaborative and cooperative activities are planned based on the appropriate developmental age.			
7	Adults are available for assistance and reassurance.			
8	Parents are encouraged and supported to participate in activities			
9	Adult vocal response is controlled and reflects caring and concern.			
10	Disappointment and/or dissatisfaction is expressed in a neutral tone of voice.			
11	Physical contact is used for comfort and guidance, not punishment.			
12	Encouragement and genuine praise are offered frequently throughout the day.			
13	Staff acknowledge individual children upon arrival and dismissal.			
14	Staff spends individual time with each child.			

<b>Behavior and Learning Support</b>		<b>Yes</b>	<b>Some- times</b>	<b>Not Yet</b>
1	Objectives for learning are written for each individual child.			
2	Progress on objectives is recorded and shared.			
3	A philosophy and procedures related to behavior concerns are described in the policy handbook.			
4	A system exists for documenting behavior concerns.			
5	When needed, functional assessment of a behavior is completed with staff and parents.			
6	Written behavior plans are reviewed often.			
7	Ongoing communication between parents and staff regarding child's progress on plan is recorded.			
8	Activities and materials are modified to meet learning differences.			
9	Problem solving and social skills are taught and modeled.			

<b>Program</b>		<b>Yes</b>	<b>Some- times</b>	<b>Not Yet</b>
1	Program is licensed and/or accredited.			
2	Staff employment pattern is stable.			
3	Staff accesses community resources for children as needed.			
4	Staff accesses Early On® and Project Find Coordinators as needed.			
5	Administrator, staff, and parents have knowledge and/or training about positive behavior support.			
6	Policy for transition to the next program or service is followed.			
7	Time and resources are allotted for staff and/or parent training.			

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## Assessment and Planning Tool Summary

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Date: \_\_\_\_\_

1. Cross out all the indicators that were "Yes." All remaining indicators are "Sometimes" or "Not Yet."

Safe & Orderly Environment	1	2	3	4	5	6	7	8	9	10	11	12	13			
Organized & Predictable Environment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Environment Supports Independence	1	2	3	4	5	6	7	8								
Relationships	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Behavior Learning Support	1	2	3	4	5	6	7	8								
Program	1	2	3	4	5	6	7	8	9							

2. From the remaining "Sometimes" and "Not Yet" indicators, pick one indicator in each learning environment area to work on.

Safe & Orderly Environment	_____
Organized & Predictable Environment	_____
Environment Supports Independence	_____
Relationships	_____
Behavior Learning Support	_____
Program	_____

*C-2 Assessment Checklist for Teachers and Staff*

**Assessment of the Learning Environment -  
Functional Assessment Checklist for Teachers and Staff  
(FACTS-Part A)**

**Step 1** Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

**Step 2** Student Profile: Please identify at least three strengths or contributions the student brings to school.  
\_\_\_\_\_  
\_\_\_\_\_

**Step 3** Problem Behavior(s): Identify problem behaviors

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	
Describe problem behavior: _____			

**Step 4** Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior			Specific Problem Behavior
		Low 1	2	High 3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	
		1	2	3	

**Step 5** Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr (2000)

## Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Step 1 Student/ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
 Interviewer: \_\_\_\_\_ Respondent(s): \_\_\_\_\_

Step 2 Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Provide more detail about the problem behavior(s):

Step 3 What does the problem behavior(s) look like?  
 How often does the problem behavior(s) occur?  
 How long does the problem behavior(s) last when it does occur?  
 What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features
___ illness ___ drug use ___ negative social ___ conflict at home ___ academic failure Other: _____	___ reprimand/correction ___ physical demands ___ socially isolated ___ with peers ___ Other _____ ___ structured activity ___ unstructured time ___ tasks too boring ___ activity too long ___ tasks too difficult

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
___ adult attention ___ peer attention ___ preferred activity ___ money/things Other: _____	___ hard tasks ___ reprimands ___ peer negatives ___ physical effort ___ adult attention Other: _____

### SUMMARY OF BEHAVIOR

Step 6 Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

How confident are you that the Summary of Behavior is accurate?

Not very confident	1	2	3	4	5	Very Confident	6
--------------------	---	---	---	---	---	----------------	---

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change ___ seating change ___ curriculum change Other: _____	___ reprimand ___ office referral ___ detention Other: _____

March, Horner, Lewis-Palmer, Brown, Crone, Todd, & Carr (2000)

4/24/00

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**The Functional Assessment Checklist for Teachers and Staff  
(FACTS):  
Instructions**

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

*How to Complete the FACTS-Part A*

**Step #1: Complete Demographic Information:**

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

**Step #2: Complete Student Profile**

Begin each assessment with a review of the positive and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

**Step #3: Identify Problem Behaviors**

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

**Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely**

A: List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

**C-3 Functional Behavioral Assessment**

**Functional Behavioral Assessment**

**Demographic Information**

Student's Name \_\_\_\_\_  
Age \_\_\_\_\_  
Grade \_\_\_\_\_  
Date of Birth \_\_\_\_\_  
Area of eligibility \_\_\_\_\_  
Attending building \_\_\_\_\_

**Participants**

Today's Date \_\_\_\_\_  
FBA Coordinator \_\_\_\_\_  
FBA Participants \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Presenting Concern**

What is the reason for this functional behavioral assessment?

\_\_\_\_\_  
\_\_\_\_\_

**Medical**

Are there any relevant medical conditions (e.g., diabetes, depression, Tourette's Syndrome, etc.)?

\_\_\_\_\_

Is the student seeing someone from an outside agency? \_\_\_\_\_

Is there a release on file? \_\_\_\_\_

What, if any, medication does the student take? \_\_\_\_\_

Please list the medication name, dosage, purpose, and length of time taking it. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Student Strengths/Interests**

What are the student's strengths and interests? \_\_\_\_\_

In what areas is the student successful? \_\_\_\_\_

What could be used as reinforcement for the student? \_\_\_\_\_  
\_\_\_\_\_

**Behavior**

Please list the problem behaviors. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please circle the one or two behaviors from your list that cause the most disruption to the student's educational success?

Please describe the one or two behaviors in measurable and observable terms (e.g., out of seat 60% of the time, length of time to get on task, number of times behaviors occur in an hour).

How long has this problem behavior been observed (e.g., 2 months, since the second marking period, etc.)? \_\_\_\_\_

How frequently does the behavior occur (e.g., 2 times per day, 5 times per hour)? \_\_\_\_\_

For what length of time does the behavior last (e.g., 2 minutes)? \_\_\_\_\_

Has anything outside of school occurred that may have affected the student's behavior (e.g., divorce, foster care placement, economic hardship)? \_\_\_\_\_

Antecedents

Where and when does this behavior occur most often (e.g., structured vs. unstructured settings, during a particular subject, morning vs. afternoon, etc.)? \_\_\_\_\_

Where and when does this behavior NOT occur? \_\_\_\_\_

What antecedents precipitate the behavior (e.g., specific subject area, peer conflict, transitions, request for work completion)? \_\_\_\_\_

Consequences

What are the consequences for the student's behavior (e.g., sent to the office, sent home from school, time out)? \_\_\_\_\_

Please provide documentation of any disciplinary action (e.g., point sheets, RTP documentation, office referrals)? \_\_\_\_\_

Has the student been suspended from school (e.g., provide documentation of total days, number of days suspended since last IEP, in-school suspensions, etc.) \_\_\_\_\_

What are the responses from the student, staff, and peers after the behavior occurs? \_\_\_\_\_

What has been attempted to remediate the problem and were the results? \_\_\_\_\_



What factors have been observed which have a tendency to reduce the behavior of concern in terms of frequency, intensity, or duration? \_\_\_\_\_

Hypothesis

What does the student gain from his/her behavior (e.g., goes home, avoids an activity, escapes the situation)? \_\_\_\_\_

Things to consider when developing the behavior intervention plan:

Replacement behaviors \_\_\_\_\_

Possible interventions \_\_\_\_\_

Positive behavior supports \_\_\_\_\_

Data collection strategies \_\_\_\_\_

If previously eligible for special education services, review MET and IEP.

## Initial Planning for Academic and Behavior Support: 30-Minute Collaboration

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Participants: \_\_\_\_\_

*Set timer for 10 minutes.*

**Step 1: Describe current state:**

- Behavioral descriptions of the student's functioning in area of concern. Ask, "What does the student do?" and "What is the student not doing?"

**Evaluate behaviors of concern:**

1. Yes No Does the behavior threaten the life of the student or others?
2. Yes No Does the behavior threaten the physical well being of the student or others?
3. Yes No Does the behavior interfere with the educational progress of the student?
4. Yes No Does the behavior interfere with the educational progress of others?
5. Yes No Does the behavior result in materials destruction or damage?
6. Yes No Will the behavior become more serious without intervention now?
7. Yes No Does the behavior interfere with acceptance by peers or adults?

**Behavior strength:**

Learn how often, how long, and how intense the behavior is. For example, ask, "How often does the student hit?" "How long does the episode last?" "How disruptive is the student's behavior?"

- a. Frequency (How often?)
- b. Duration (How long?)
- c. Intensity (How much?)
- d. Is this unique or typical behavior for the student?

**Location:**

Obtain a description of the setting. Ask, "Where does the student do this?" "Where else does the student do this?" "Where doesn't the student do this?"

- a. Specify examples of the behavior in the different settings.
- b. Prioritize by setting where the behavior occurs most frequently.

**Time:**

When, during the day, does the student exhibit this behavior? When does the student not engage in this behavior?

**Identify antecedent conditions:**

Identify events that immediately precede the target behavior. Ask, "What happens right before the student does this?" "What seems to trigger this behavior?"

**Identify simultaneous conditions:**

Consider situational or environmental events that may contribute to the behavior problem. Ask, "What else is happening at the same time that the behavior occurs?"

**Identify consequent conditions:**

Determine what events occur immediately after the behavior. Ask, "What happens after the problem behavior occurs?" "What seems to stop this behavior?"

**Tentative-definition-of-goal question:**

Determine what level or extent of the behavior, if any, is acceptable. For example, ask, "How often could the student leave his seat without causing problems?" "Is the behavior acceptable under any other circumstances?"

**Approach to teaching or using existing procedures:**

Explore procedures or rules. Ask, "Is there a rule associated with this behavior?" "Is there a routine associated with this behavior?" "Is there a replacement behavior to substitute for this maladaptive behavior?"

**Identify student strengths (examples:**

Peer social skills	Leader	Verbal Skills
Motivated to change	Cooperative	Academic skills
Engages adults	Positive attitude	Athletic skills
Sense of humor	Future plans	Fine arts skills
Seeks information	Interest areas	Hobbies

**Identify reinforcers for student:**

Ask, "What does the student like to do?"

**Identify strategies already tried (indicate duration/outcome:**

Private talk with student	Parent calls/conferences	Assignment sheets
Proximity control	Verbal reminders	Alternative testing
Study carrel	Charting & graphing progress	Assistive technology
Contracts	Planned ignoring	Ancillary staff contact
Planned time out	Positive reinforcement	Medication
Changed seating	Reduced day/schedule adjusted	Retention
Adjusted assignments	Progress reports	Other: _____
Tutoring	Mentorship	Other: _____

---

*Set timer for 2 minutes.*

**Step 2: Describe desired state.**

- In a sentence, describe desired state (goal) or identify replacement behavior.

*Set timer for 4 minutes.*

**Step 3: Identify influencing variables.**

- Review FAB model, Process Checklist, ABC sheets, or Scatter Plot. Consider any pattern of antecedent and consequent conditions: person, place, time, and events.
- 

*Set timer for 4 minutes.*

**Step 4: Generate one or more hypotheses from analysis of available data.**

- List possible hypotheses to explain function(s) of problem behavior (see FAB model for suggestions).

*Set timer for 3 minutes.*

**Step 5: Identify strategies to promote positive change.**

- Brainstorm ideas; consider all contributions.

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*Set timer for 3 minutes.*

**Step 6: Select Strategies to Implement.**

*Set timer for 4 minutes.*

**Step 7: Attend to final details.**

- **Assess:** How do you know if the plan is working? What data do you need?

**Plan Summary:** Identify how parents and other people or resources can support the plan. Identify responsibilities, actions, and deadlines and schedule follow-up meeting. Include who will obtain student input on the plan if the student did not participate in this meeting.

Who?

Does What?

By When?

**Schedule follow up meeting to review and revise:**

When?

Where?

Who should attend?

*C-5 Behavior Intervention Plan Worksheet*

**Behavior Intervention Plan Worksheet**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Age \_\_\_\_\_ Grade \_\_\_\_\_ Area of Eligibility \_\_\_\_\_

Attending Building \_\_\_\_\_ BIP Coordinator \_\_\_\_\_

Student behavior \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Settings in which the behavior occurs \_\_\_\_\_

\_\_\_\_\_

Times during which the behavior occurs \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Precipitating factors, internal and/or external \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Antecedent conditions \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Consequences of behavior \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Function of behavior \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Strategies tried previously and their outcome \_\_\_\_\_

Most likely hypothesis \_\_\_\_\_

Goal or replacement behavior \_\_\_\_\_

Preventative/proactive strategies \_\_\_\_\_

Reinforcement strategies \_\_\_\_\_

Procedures to follow if behavior occurs (including a crisis plan if necessary) \_\_\_\_\_

Action plan (appendix C-7, attach) for implementation, including date to start and date for review (plan must be given at least 10 school days of trial before review) \_\_\_\_\_

Data collection - describe how systematic, measurable data will be collected \_\_\_\_\_

Describe any changes made as a result of review on the BIP Addendum form.

**\*\* It is critical to attach any and all forms used in determining the BIP, including an Action Plan, BIP Addendum, Reinforcement schedule, Emergency Intervention Plan (what will happen if behavior reoccurs).**

**BIP Addendum**

Date plan was first written \_\_\_\_\_

First date of plan implementation \_\_\_\_\_

Date of revision(s) \_\_\_\_\_

Participants in writing revision

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Describe revision of plan

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date revised plan to be implemented \_\_\_\_\_

Parent aware of changes to the plan and agreed to implementation of revised plan.  
Parent unable to attend meeting but contact for plan approval was made.

	Staff	Date
By phone	_____	_____
Other (specify)	_____	_____
Copy of revisions sent home	_____	_____



C-7 BIP Action Plan Worksheet

**BIP Action Plan Worksheet**

Today's Date \_\_\_\_\_

Purpose of Action plan? \_\_\_\_\_

WHO	will do WHAT	by WHEN / Status

Next meeting: Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place: \_\_\_\_\_

