

**POLICY 15**

**POSITIVE BEHAVIORAL  
SUPPORTS AND INTERVENTIONS**

*Adopted by Superintendents' Council 12/4/00*

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## SONOMA COUNTY SELPA

### POSITIVE BEHAVIORAL SUPPORTS AND INTERVENTIONS

Schools are required to both provide a safe environment for students and to address and support the needs of students who may challenge school rules of behavior and conduct. In order to do both, research and best practice dictate that certain approaches to supporting children with challenging behavior are more successful than others. IDEA '97 requires the IEP team to consider positive behavioral interventions and supports as well as positive behavioral goals and objectives for any student whose behavior impedes his or her learning or the learning of others. Key elements are described in the Positive Behavioral Support Continuum.

IDEA '97 also requires a Functional Analysis Assessment for any student who is suspended for 10 or more days in a school year or who has committed an expellable offense that may require a change in placement. As a Functional Analysis Assessment has the same components as those required in the Positive Behavioral Interventions Implementation Guidelines (Hughes Bill), please refer to that policy for information.

The Sonoma County SELPA supports the implementation of the components of the Positive Behavioral Support Continuum to help guide educators in developing effective interventions. The Sonoma County SELPA also recognizes that students who are not in special education exhibit challenging behaviors and may benefit from a positive behavioral support plan. Level 1 of the Continuum focuses on school-wide behavioral support systems to help all students and to prevent challenging behaviors from occurring. Level 2 moves from a focus on all students to the identification of students in either general or special education with challenging behaviors and the development of Positive Behavioral Support Plans for these individual students. Level 3 addresses guidelines for developing plans for students with IEPs and 504 plans with behaviors that are challenging but not at the level of the Hughes Bill. Level 4 addresses students with IEPs and severe enough behaviors to warrant a Functional Analysis Assessment (FAA), or Hughes Bill.

Sonoma County Special Education Local Plan Area

**Positive Behavioral Support Continuum For Students in Regular Education/Special Education**

Response Continuum	Implementation	Implementation Activities	Documentation
<p><b>Level 1 - School/ Classroom Wide - All Students</b></p> <p><b>A.</b> Determine behavioral expectations for all students</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To inform parents and students of behavioral standards and expectations</li> </ul> <p><b>B.</b> Identify Behavior Support Team , if requested</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To provide behavior intervention and planning for all students and to support teachers and staff</li> </ul>	<p><b>A. When:</b> Beginning of school year</p> <p><b>By Whom:</b> Teachers and school site administrators, with input from students and parents</p> <p><b>B. When:</b> Beginning of school year</p> <p><b>Who:</b> Administrator, regular/special education teachers, psychologist or counselor, classified person</p>	<ul style="list-style-type: none"> <li>• Describe school/classroom management system               <ul style="list-style-type: none"> <li>• Specify school/classroom rules for all students</li> <li>• Specify reinforcers and consequences</li> <li>• Describe parent/teacher communication system</li> </ul> </li> <li>• Distribute school handbook</li> <li>• Encourage parent/teacher conferences               <ul style="list-style-type: none"> <li>• Obtain parents’/students’ signed statement that handbook has been received, and rules have been discussed and understood</li> </ul> </li> <li>• Train all staff in Positive Behavioral Supports practices</li> <li>• Develop and train Behavior Support Team, if requested</li> <li>• Develop and implement referral process for individual students</li> </ul>	<ul style="list-style-type: none"> <li>• Signed statements from families/students from handboo</li> <li>• Evaluations of behavior suppo training, including who provided the training and what was presented, for all staff or for Behavior Support Team</li> <li>• Written process for referring students to Behavioral Support Team</li> </ul>
<p><b>Level 2 - Individual Student Programs/Plans - For All Students</b></p> <p><b>Stage 1</b></p> <p>Identify <b>all students</b> with challenging behaviors</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To identify students who could benefit from individualized attention or</li> </ul>	<p><b>When:</b> Parent or school staff identifies concerns about the child’s behavior</p> <p><b>By Whom:</b> Teacher, and/or support staff (including psychologist, principal,</p>	<ul style="list-style-type: none"> <li>• Identify troublesome behaviors</li> <li>• Identify environmental contributors at school (Use Positive Behavior Support checklist)</li> <li>• Identify environmental contributors at home</li> <li>• Implement Student Study Team (SST)</li> <li>• Determine the underlying function and communication of the behavior; write the</li> </ul>	<ul style="list-style-type: none"> <li>• Note in cumulative folder or in confidential IEP folder</li> <li>• SST notes</li> <li>• Completed FACTS, Motivatic Assessment Scale or similar forr</li> </ul>

## Positive Behavioral Support Continuum

Response Continuum	Implementation	Implementation Activities	Documentation
<p>plans</p> <ul style="list-style-type: none"> <li>• To identify behaviors that are inconsistent with classroom expectations</li> <li>• To identify behaviors that interfere with the student's ability to learn and socialize</li> <li>• To determine the possible function and possible communication that underlies the behavior</li> </ul>	<p>behavior specialist), and/or parents or Behavior Support Team</p>	<p>communication in one sentence (use forms such as the Functional Assessment Checklist for Teachers or FACTS or the Motivation Assessment Scale)</p>	
<p><b>Stage 2</b> Design a Positive Behavior Support Plan for <b>any identified child</b>, regular or special education. Write IEP goals and objectives related to behavior for identified special education students</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To support the child's use of coping skills in the classroom/home</li> <li>• To design a plan that enhances cooperation</li> </ul>	<p><u>When:</u> Once the function of the behavior and underlying communication is understood</p> <p><u>By Whom:</u> Teacher, with possible assistance from psychologist, other support staff, parents or Behavior Support or Student Study Team</p>	<p>HIERARCHY OF INTERVENTIONS</p> <ol style="list-style-type: none"> <li>1. Prevention Interventions (examples) <ul style="list-style-type: none"> <li>• Evaluate teacher expectations</li> <li>• Modify classroom environment <ul style="list-style-type: none"> <li>change seats</li> <li>reposition desks</li> <li>increase proximity to teacher</li> </ul> </li> <li>• Modify teaching strategies <ul style="list-style-type: none"> <li>increase individual attention</li> <li>provide longer/shorter transition times</li> <li>use fewer words</li> <li>compliment more often</li> </ul> </li> <li>• Evaluate modifications</li> </ul> </li> <li>2. Develop replacement skills to teach to child <ul style="list-style-type: none"> <li>• Develop contingency plan with child (as</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• Completed Positive Behavior Support Plan (PBS- attached).</li> <li>• Behavioral Goals and Objectives in student's IEP</li> </ul>

## Positive Behavioral Support Continuum

Response Continuum	Implementation	Implementation Activities	Documentation
<ul style="list-style-type: none"> <li>• To design a plan that increases a child’s functional ability to communicate</li> <li>• To alter the environment and design a plan and intervention strategies that increase the child’s sense of mastery</li> </ul>		<p style="text-align: center;">appropriate)</p> <ul style="list-style-type: none"> <li>• Design contract</li> </ul> <p>3. Change response to target behavior (as appropriate)</p> <ul style="list-style-type: none"> <li>• Stop reinforcing target behavior</li> <li>• Cue replacement/coping skills</li> </ul> <p>4. Evaluate success of intervention</p> <ul style="list-style-type: none"> <li>• Determine if positive behaviors have increased</li> <li>• Determine if target behaviors have been reduced</li> <li>• Determine if function/communication has been accurately identified</li> <li>• Determine appropriateness of goals and objectives</li> </ul>	
<p><b>Level 3- For Students with IEPs or 504 Plans</b></p>	<p><u>When:</u> Intervention requires</p>	<ul style="list-style-type: none"> <li>• Describe behavior to team</li> </ul>	<ul style="list-style-type: none"> <li>• Completed PBS plan or other</li> </ul>

## Positive Behavioral Support Continuum

Response Continuum	Implementation	Implementation Activities	Documentation
<p>Develop an Individualized Behavior Plan, formalized through IEP or 504 Accommodation Plan</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To document increased level of concern</li> <li>• To ensure consistent intervention</li> <li>• To enlist parental support</li> </ul>	<p>additional support, when classroom interventions have been ineffective, when goals and objectives have not been met</p> <p><u>By Whom:</u> IEP team, or 504 Accommodation Team or Behavior Support Team</p>	<ul style="list-style-type: none"> <li>• Describe environmental stressors</li> <li>• Postulate possible underlying communication</li> <li>• Evaluate behavioral goals and objectives</li> <li>• Revise behavioral goals and objectives as needed</li> <li>• Describe previous interventions and relative success or failure</li> <li>• Discuss behavior and communication from a new perspective if needed</li> <li>• Design a new intervention if old intervention is found to be inadequate</li> </ul>	<p>functional assessment planning document.</p> <ul style="list-style-type: none"> <li>• Attached or referenced in IEP or 504 plan</li> </ul>
<p><b>Level 4- For Students With IEPs only</b></p> <p>Develop Functional Analysis Assessment and Hughes Bill plan</p> <p><u>Purpose:</u></p> <ul style="list-style-type: none"> <li>• To address behaviors that have not responded to interventions in Individualized Behavioral Plan</li> <li>• To address severely disruptive behaviors for children with IEPs as defined in the Hughes Bill (severe assaultive, self-injurious, property destructive behavior or behavior that is so pervasive</li> </ul>	<p><u>When:</u> Individualized Positive Behavioral Support Plan has been ineffective and child meets the criteria for severe behavior <b>OR</b> a student has been suspended for more than 10 days <b>OR</b> a student has been removed to an Alternative Educational Setting</p> <p><u>By Whom:</u> IEP team, designated Functional Analysis Assessor, and Behavior Intervention Case Manager (BICM)</p>	<ul style="list-style-type: none"> <li>• Conduct Functional Analysis Assessment</li> <li>• Design Interim Behavior Plan</li> <li>• Review Functional Analysis</li> <li>• Finalize Behavior Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Hughes Bill plan or Functional Analysis Assessment</li> </ul>

## Positive Behavioral Support Continuum

Response Continuum	Implementation	Implementation Activities	Documentation
and maladaptive that the previous plan and IEP goals and objectives are not adequate) See Local Plan appendix on Hughes Bill			

### Definitions

**1. Behavioral Support Team (also called Behavioral Intervention Team):** A team designed for the purpose of assisting teachers in developing effective positive behavioral support plans for any student, either in general or special education. The team is typically made up of an administrator, one (or more) general education teachers, one special education teacher, the school psychologist or counselor, and one classified staff person. The make up of the team can vary, however an administrator is essential.