

**POSITIVE BEHAVIOR SUPPORT PROGRAM
STANDARDS AND PROCEDURES**

*Adopted by Superintendents' Council 11/4/02
Revised 6/2/03*

SONOMA COUNTY SELPA

POSITIVE BEHAVIOR SUPPORT PROGRAM

STANDARDS AND PROCEDURES

INTRODUCTION

The Sonoma County SELPA has established the Positive Behavior Support program to assist districts in developing effective long-term interventions for special education students with challenging behaviors. The program has two components.

1. The utilization of Behavior Specialists to support identified children and their families.
2. The provision of comprehensive staff development by the Sonoma County SELPA in support of the needs of district staff.

The Sonoma County SELPA's Positive Behavioral Supports and Interventions policy contains a continuum that describes recommended and required interventions based on current research. That policy will be referred to at times within this document.

DEFINITION OF POSITIVE BEHAVIOR SUPPORT

Positive behavior support (PBS) is the application of behavior analysis to achieve socially important behavior change. PBS was developed initially as an alternative to aversive interventions that were used with students with severe disabilities who engaged in extreme forms of self-injury and aggression (Durand & Carr, 1985; Meyer & Evans, 1989). More recently, the technology has been applied successfully with a wide range of students, in a wide range of contexts (Carr et al., in press; Horner, Albin, & O'Neill, 1991), and extended from an intervention approach for individual students to an intervention approach for entire schools (Colvin, Sugai, Good, & Lee, 1996; Colvin, Kame'enui & Sugai, 1993; Lewis, Colvin, & Sugai, in press; Lewis, Sugai & Colvin, 1998; Taylor-Greene, et al., 1997; Todd, Horner, Sugai, Sprague, 1999; Sugai, Sprague, Horner, Walker, in press).

PBS is not a new intervention package, nor a new theory of behavior. Instead, it is an application of a behaviorally based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the fit or link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school environments that improve lifestyle results (personal, health, social, family, work, recreation, etc.) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional. In addition, the use of culturally appropriate interventions is emphasized. Haring and De Vault (1996) indicate that PBS is comprised of (a) "interventions that consider the contexts within which the behavior occurs," (b)

“interventions that address the functionality of the problem behavior,” (c) “interventions that can be justified by the outcomes,” and (d) “outcomes that are acceptable to the individual, the family, and the supportive community” (p. 116).

PBS moves beyond simply reducing challenging or impeding behavior - to multiple approaches: changing systems, altering environments, teaching skills and focusing on positive behavior. PBS is based on understanding why challenging behavior occurs – the behavior’s function. PBS is first and foremost an ongoing problem-solving process that includes thorough assessment (specifically called functional behavioral assessment) to design effective interventions (to reduce impeding behavior(s) and/or teach new skills) and supports (describing what individual needs to maintain the positive changes with the effected behavior(s)).¹

PROGRAM STANDARDS

The goal of the PBS program is to enable schools to deliver socially acceptable, effective, and efficient interventions to ensure safe, productive environments where norm-violating behavior is minimized and prosocial behavior is promoted.² To achieve this goal, the following are program standards based on the PBS definition and the SELPA's Positive Behavioral Supports and Interventions policy.

1. School-wide behavioral support system that contains:
 - A. Clearly defined behavioral expectations for all students
 - B. Specified reinforcers and consequences
 - C. Clear and explicit systems for communication between all members of the school community
 - D. Positive behavioral support for other areas of the school campus where children gather
 - E. Implementation of best practices in classroom operation and structure
 - F. Methods of data collection on progress of positive behavioral support systems
2. Classroom behavioral support system that contains:
 - A. Clearly defined behavioral expectations for all students
 - B. Specified reinforcers and consequences
 - C. Implementation of best practices in classroom operation and structure
 - D. Methods of data collection on progress of positive behavioral support systems
3. Support system for individual students that includes:
 - A. Implementing Student Study (or Success) Teams (SSTs) and/or

¹ Applying Positive Behavior Support and Functional Behavioral Assessment in Schools, OSEP Center on Positive Behavioral Interventions and Supports, 2000

² Ibid

- B. Implementing a Behavior Support (or Intervention) Team
 - C. Utilizing a functional behavioral assessment to develop appropriate individual behavior support plans (BSP) for children identified as having a behavior that impedes his or her learning or the learning of others
 - D. Completion of the Temporary Support Assistant (TSA) forms (TSA Decision Making Flowchart and Supplementary Services Review for TSA) to determine the extent to which a TSA may be needed for the student
 - E. Assigning a case manager to each student with a BSP
4. A Behavior Specialist whose responsibilities include:
- A. Consultation services to the IEP team
 - B. Collaborative development of a Behavior Support Plan (BSP)
 - C. Collaborative Functional Analysis Assessment (FAA) and the development of a Behavioral Intervention Plan (BIP)
 - D. Local staff development
 - E. Collaboration with family and other agencies that provide services to students

These activities are specified in further detail in this document.

5. A Functional Analysis Assessment (FAA) and Behavior Intervention Plan (BIP) for students identified as having one of the following behaviors (Hughes Bill):
- A. Serious self-injurious behavior
 - B. Serious assaultive behavior
 - C. Serious property destruction
 - D. Other severe behavior problems that are pervasive and are maladaptive that require a systematic and frequent application of behavioral interventions
6. Local staff development activities may include:
- A. School-wide effective behavior support training (e.g. - BEST)
 - B. Behavior Intervention Teams (BIT)
 - C. Behavior Support Plan (BSP) development
 - D. Individual school team training
 - E. Effective classroom management
 - F. Parent training
7. In addition to standards 1-6, children who are eligible for Mental Health services through AB 3632 or Medi-Cal or from other agencies such as North Bay Regional Center, the student may receive the following family-centered training and support:
- A. Development and implementation of effective strategies in the home
 - B. Parent training
 - C. Wraparound support services to the family and child
 - D. Mental Health services

PROCEDURES

District Responsibilities

Pre-referral Process

Prior to referring a child for Positive Behavior Support Services, the district must hold an IEP meeting (in the child's classroom, if possible) and consider:

- Positive school-wide behavior support systems intended to maximize the child's positive behavior on a daily basis
- Positive classroom management systems and strategies intended to support the child's positive behavior throughout the school day
- Goals and objectives in the child's IEP that pertain to behavior change
- An implemented behavior intervention or support plan, including a functional behavioral assessment and replacement skills, and a statement of the relative effectiveness of the plan
- Descriptions of any previously attempted interventions and their relative effectiveness
- Information from the child's parent regarding behavioral and academic performance
- Description of the history of parent-school contact
- Current supports available for the teacher and student at the school site
- Observation data or report provided by the school's administrator, psychologist, or teacher

Referral Process

A Request for Positive Behavior Support Services form will be completed and submitted along with the following documents and information:

- The child's most recent IEP documenting parent approval of the referral
- All previous behavioral assessments and intervention plans
- Modifications and adaptations implemented to assist the child
- A referral for Mental Health services, or an AB 3632 referral, if appropriate
- The most recent psychological evaluation
- Other relevant assessments (speech and language, OT, PT, Mental Health, etc.)
- The child's daily schedule
- A current Individual Transition Plan (ITP) if appropriate
- The referral form must include the name of the child's case manager responsible for coordinating and monitoring the child's progress and services. This is the contact

person for the Behavior Specialist. This person may be a special education teacher, psychologist, DIS provider, or administrator.

- The referral form will include what particular service is being requested, e.g., IEP-based consultation, Functional Behavioral Assessment and Behavior Support Plan development, Functional Analysis Assessment and Hughes Bill development.
- The referral form will be submitted to the SELPA Program Specialist or district administrator responsible for overseeing the program for review. If the referral is approved, the case will be referred to the Behavior Specialist and to the appropriate district administrator. The district administrator will assign a case manager who will develop an assessment plan.

Behavior Specialist Responsibilities

Behavior specialists will be responsible for the following services in collaboration with district staff:

1. IEP-Driven Consultation Services

The Behavior Specialist will provide consultation services to the IEP team based on the team's request for positive behavioral support services. Features of the ongoing consultation will include direct observation, interactions with the student, determining staff training needs, ongoing discussion/training with all staff implementers, descriptive analysis (defining exhibited behaviors in the environment, examining frequency and duration), systematic data collection and analysis, adjustment of behavioral interventions to determine the influence of instructional level, antecedent and consequences, collaborative development of a behavior support plan as necessary, and ongoing progress updates. Written recommendations will be based on identified targeted behaviors and descriptive analysis and will include general behavioral considerations, consideration of services or the completion of a functional analysis assessment (FAA). A permission to assess form must be given to the parent by the case manager before this begins.

2. Collaborative Development of Behavior Support Plan (BSP)

Based on the data collected during the above activities, a plan to facilitate the use of alternative behaviors within the setting will be developed. The plan will consist of preventive and reactive methods for use in the setting that focuses on changing the environment in which the behavior occurs and teaching the use of alternative or replacement behaviors. Methods for use in the setting will be broken down into smaller units for staff and child instruction (i.e., a task analysis) and then given to the case manager for implementation. The BSP becomes part of the child's IEP. Plan development may also include completion of the SELPA Temporary Support Assistant forms (TSA Decision Making Flowchart and Supplementary Services Review for TSA) by the case manager to determine the extent to which a TSA is needed to support the student's behavioral needs.

3. Collaborative Functional Analysis Assessment (FAA) and Development of the Behavior Intervention Plan (BIP)

For Hughes Bill driven FAAs, the district must complete the assessment plan and the emergency behavior plan, if necessary (refer to the Sonoma County SELPA Local Plan). Components of the assessment include:

- Referral and record review
- Interviews of critical staff and parents
- Identification, definition and prioritization of 1-3 target behaviors with staff for analysis
- Development of a descriptive analysis of the target and replacement behaviors based on observation of the student across all impacted environments
- Systematic manipulation of variables in the setting to determine the function of the behavior to decrease or increase the likelihood of occurrence
- Development of recommendations for IEP team consideration. The FAA report, consisting of data analysis and recommendations consistent with Hughes Bill requirements, will be reviewed by the IEP team.
- Completion of the SELPA Temporary Support Assistant) forms (TSA Decision Making Flowchart and Supplementary Services Review for TSA) to determine the extent to which a TSA may be needed to support the student's behavioral needs. This form will be completed by the case manager and reviewed by the IEP team.

At the same IEP meeting, a review of the existing emergency behavior plan (if appropriate) will be reviewed, an interim intervention plan based on the function of the behaviors exhibited will be proposed and the development of the Behavior Intervention Plan (BIP) will be discussed.

4. Local Staff Development

The school or district may identify specific staff development needs for the Behavior Specialist to deliver. The intention is to use the specialist to build the school staff capacity to support positive behavior through implementation of best practices. Staff development options are based on the SELPA-wide options listed below.

5. Family-Centered Training and Support

Children who are found eligible for services from other agencies (such as Mental Health or North Bay Regional Center) may be eligible for family training and support provided by these agencies. This training may include parent training, therapy (as determined by the appropriate agency staff), and related services. For those children found eligible, the agency personnel will coordinate services with district and SELPA Behavior Specialists and their supervisors.

SELPA-WIDE STAFF DEVELOPMENT TRAINING

The Sonoma County SELPA will provide staff development to staff to facilitate the support of positive behavior. The trainings may include the following for school teams:

- School-wide Effective Behavior Support Training (e.g.- BEST)

The focus of this type of training is on developing capacity in a school team to assess the site for appropriate practices, determine rules, methods of acknowledging positive behavior, methods of correcting behavioral mistakes, developing effective school-wide, classroom and individual support strategies, and determining an action plan for implementing a comprehensive program. An example is Building Effective Schools Together (BEST), a training provided through the State by the Institute on Violence and Destructive Behavior at the University of Oregon.

- Behavior Intervention Teams (BIT).

This training is provided by the Sonoma County SELPA and focuses on developing a school team's capacity to develop effective individual behavior support plans (BSP) for children with challenging behaviors. Teams learn how to conduct a functional behavioral assessment (FBA) and to develop a BSP in a student study team model.

- Behavior Support Plan (BSP) development.

This training is provided either by the Sonoma County SELPA or by Diana Browning Wright of the Southern California Diagnostic Center and focuses on building capacity in educational staff and administrators to develop effective BSPs. The participants learn how to develop a 1-2 page BSP that meets the requirements of IDEA.

- Individual School Team training.

The Sonoma County SELPA Program Specialist provides training to staff at an individual school to address needs unique to that school.

- Effective Classroom Management.

The Sonoma County SELPA provides training in research-based and validated classroom techniques and strategies. Trainings are geared towards classroom teachers and administrators.

ROLES AND RESPONSIBILITIES OF STAFF BASED ON TYPE OF SERVICE

IEP-Driven Consultation Services

SELPA Program Specialist (for districts contracting with the SELPA) or District Administrator (for districts who employ their own Behavior Specialist):

1. Processes Request for Positive Behavior Support Services referral forms, assigns Behavior Specialist, if accepted. If denied, the forms are returned to district administrator
2. Sends notice to special education case manager of start of service
3. Sends notice to Behavior Specialist
4. Conducts preliminary observation, as warranted
5. Provides ongoing support to Behavior Specialist and case manager

Behavior Specialist:

1. Contacts case manager to set up on-going services
2. Observes student in critical educational environments
3. Develops written consultation summary and recommendations. These will be provided to the general and special education teacher(s), appropriate support staff, the case manager and SELPA Program Specialist or district administrator.
4. Assists in the development and monitoring of data collection systems and suggests program adjustments as a result of the monitoring
5. Provides services to child and teachers
6. Trains staff as needed

Case Manager:

1. Coordinates consultation between appropriate staff (psychologist, general and/or special education teacher, speech, OT/PT and Behavior Specialist)
2. Coordinate meeting, if necessary, to review consultation report and recommendations
3. Sends written notification regarding progress to SELPA Program Specialist or District Administrator and child's family
4. Coordinates attainment of items needed to implement plan
5. Sends copy of IEP service pages to SELPA Program Specialist or District Administrator upon any change in behavior services, including termination
6. Develops assessment plan and sends it to parent

Site Administrator:

1. Discusses with parent about Positive Behavior Support services
2. Reviews previous disciplinary actions and their results
3. Participates in IEP meetings
4. Conducts or coordinates observation, if necessary

Special/General Education Staff (teacher, instructional assistant, psychologist, etc.):

1. Provides additional information to Behavior Specialist
2. Implements suggestions
3. Collects data as requested by Behavior Specialist
4. Completes a variety of assessment forms as requested by Behavior Specialist
5. Collaborates in on-going plan development

Collaborative Development of Behavior Support Plan (BSP)

SELPA Program Specialist (for districts contracting with the SELPA) or District Administrator (for districts who employ their own Behavior Specialist):

1. Processes Request for Positive Behavior Support Services referral forms, assigns Behavior Specialist, if accepted. If denied, the forms are returned to the district administrator
2. Sends notice to special education case manager and Behavior Specialist of assignment and start of service including need to obtain signed Assessment Plan
3. Provides ongoing support to Behavior Specialist and case manager
4. Contacts Mental Health manager to assign clinician and/or case management specialist if applicable

Behavior Specialist:

1. Contacts case manager to set up on-going services
2. Observes student in critical educational environments
3. Develops and implements data collection systems
4. Analyzes data
5. Co-develops a prevention plan, task analysis for teaching new skills, and reaction plan to target behaviors
6. Continues data collection development and ongoing analysis
7. Consults with classroom staff and DIS providers
8. Coordinates behavior plan with Mental Health staff and treatment plan

Case Manager:

1. Coordinates consultation between appropriate staff (psychologist, general and/or special education teacher, speech, OT/PT and Behavior Specialist)
2. Coordinate meeting, if necessary, to review consultation report and recommendations
3. Sends written notification regarding progress to SELPA Program Specialist or District Administrator and child's family
4. Coordinates attainment of items needed to implement plan
5. Sends copy of IEP service pages to SELPA Program Specialist or District Administrator upon any change in behavior services, including termination
6. Develops assessment plan and sends it to parent

Site Administrator:

1. Discusses with parent about Positive Behavior Support services
2. Reviews previous disciplinary actions and their results
3. Participates in IEP meetings
4. Conducts or coordinates observation, if necessary

Special/General Education Staff (teacher, instructional assistant, psychologist, etc.):

- Psychologist
 - a. Provides consultation to site staff
 - b. Provides consultation to Behavior Specialist
 - c. Observes student
 - d. Consults with other special education staff on site
 - e. Conducts assessments as needed
- Teacher/Staff
 - a. Implements strategies for prevention, teaching alternative skills, and reaction to target behaviors
 - b. Collects data
 - c. Develops materials for use in school
- All Special Education staff
 - a. Provides additional information to Behavior Specialist
 - b. Implements suggestions
 - c. Collects frequency data as requested
 - d. Completes assessment forms as requested
 - e. Participates in consultation with Behavior Specialist

Collaborative Functional Analysis Assessment (FAA) and Development of the Behavior Intervention Plan (BIP)

SELPA Program Specialist (for districts contracting with the SELPA) or District Administrator (for districts who employ their own Behavior Specialist):

1. Processes Request for Behavior Support Services referral forms, assigns Behavior Specialist, if accepted
2. Sends notice to special education case manager and Behavior Specialist of assignment and start of service including need to obtain signed Assessment Plan
3. Provides ongoing support to behavior specialist and case manager
4. Contacts Mental Health manager to assign clinician and/or case management specialist

Behavior Specialist:

1. Contacts case manager to set up initial consultation/ observation
2. Observes student in critical education environments
3. Conducts assessment and develops assessment report
4. Develops written consultation services and BIP recommendations outlined by Hughes Bill and gives them to the case manager
5. Trains staff
6. Adjusts plan as necessary
7. Coordinates behavior plan with Mental Health staff and treatment plan

Case Manager:

1. Coordinates consultation between appropriate staff (psychologist, general and/or special education teacher, speech, OT/PT and Behavior Specialist)
2. Coordinate meeting, if necessary, to review consultation report and recommendations.
3. Sends written notification regarding progress to SELPA Program Specialist or District Administrator and child's family
4. Coordinates attainment of items needed to implement plan
5. Sends copy of IEP service pages to SELPA Program Specialist or District Administrator upon any change in behavior services, including termination
6. Develops assessment plan and sends it to parent

Site Administrator:

1. Discusses with parent about Positive Behavior Support services
2. Reviews previous disciplinary actions and their results
3. Participates in IEP meetings
4. Conducts or coordinates observation, if necessary

Special/General Education Staff (teacher, instructional assistant, psychologist, etc.):

1. Provides additional information to Behavior Specialist regarding the 1-3 target behaviors
2. Implements suggestions and behavior intervention plan
3. Collects frequency data as requested (for 10 days during every 90 day period after FAA completed until goals are met or changed) and completes 10 days of assessment forms as requested
4. Participates in consultation, plan development, assessment, data collection, and systematic manipulation of the environment to determine function of behavior and effective interventions
5. Assists in identifying the 1-3 target behaviors and replacement behaviors

Local Staff Development:

SELPA Program Specialist or District Administrator:

1. Receives and processes request for local staff development (for specific site or district)
2. Organizes training with Behavior Specialist
3. Provides ongoing support to Behavior Specialist in implementation of staff development

Behavior Specialist:

1. Conducts consultation with district staff to determine type and extent of staff development needed
2. Conducts training

Case Manager:

1. Contacts SELPA Program Specialist or District Administrator with request for staff development
2. Determines with Behavior Specialist how many hours will be spent in preparing for and delivering staff development
3. Notifies SELPA Program Specialist or District Administrator of agreed upon hours
4. Assists in implementing staff development logistics
5. Conducts service evaluation and submit results to SELPA Program Specialist or District Administrator

Special/General Education Staff (teacher, site administrator, instructional assistant, psychologist, etc.):

1. Participates in staff development
2. Implements suggestions from training

SELPA-wide Staff Development Training

SELPA Program Specialist or district administrator:

1. Processes, creates and disperses information regarding trainings
2. Participates in or conduct trainings
3. Coordinates provision of materials needed for training

Behavior Specialist:

1. Attends trainings
2. Disseminates information from trainings to district(s)

Case Manager/District Special Education Coordinator:

1. Disseminates information to others (teachers, families, etc.) concerning trainings and gather information regarding individuals targeted to attend training
2. Notifies individuals currently receiving behavior services about trainings
3. Informs SELPA concerning number of individuals to attend training

Special/General Education Staff (teacher, instructional assistant, psychologist, etc.):

1. Informs Special Education Director of desire to attend trainings
2. Completes registration process as indicated.
3. Participates in training

4. Implements suggestions

The Sonoma County SELPA Behavior Specialist will become the Supervising Behavioral Specialist for any case to which s/he is assigned, whether or not a Non-Public Agency (NPA) is also assigned to the case. Within the district, the Behavior Specialist will work under the supervision of district administration.

Relationship of Behavior Specialist to Non Public Agency Staff

The Supervising Behavior Specialist will be responsible to:

- Coordinate the implementation, development and revision of the student's Behavior Support Plan or Behavior Intervention Plan;
- Manage behavioral services to students and coordinate efforts with Non-Public Agencies (NPA), should any be involved in a specific student's case;
- Provide appropriate behavioral assessment, including the taking and reporting of data;
- Develop positive behavior strategies;
- Develop fading plans for the Temporary Support Assistants (TSA);
- Provide training and support for district and classroom staff;
- Implement appropriate instructional and behavioral strategies and procedures including utilization of TSA;
- Communicate with district, school, parents and agencies regarding behavioral issues and student progress;
- Determine and recommend to the NPA, the necessary level of training for the TSA in order to meet the needs of the student;
- Work collaboratively with NPA staff in all of the areas listed above.

It is expected that the NPA will provide TSAs trained to the requirements of the student needs. The district will make the final determination in all behaviorally related matters, except for employer-employee relationship issues between the NPA supervisors and their NPA staff.

It is further suggested that IEP teams identify the Supervising Behavior Specialist at the time of the IEP to avoid confusion.