

# BEHAVIOR INTERVENTION SUPPORT

Bloomfield School District

2022-23

### Special Education procedure for addressing student behavior

1. If law enforcement intervenes, the IEP team will hold an IEP meeting before the student is released from their custody to update IEP and BIP. If the student does not have a BIP, the team will obtain consent to conduct an FBA.
2. If the school intervenes, the student will be given the same consequences as non-disabled students
3. If the student continues to violate school policy, the IEP team will need to meet and review the following
  - a. BIP, if the student does not have one, then the team will need to start an FBA and obtain parent permission at the meeting
    - i. Once the FBA is completed, another meeting will need to be held to determine if the student will need a BIP.
  - b. If the student has a BIP, the team will review it and make adjustments so the student can be successful in their classes.
  - c. The team will need to meet again in 2 weeks to determine if the BIP is working.
    - i. **Option 1-** If BIP is not working, the team will need to modify the student's BIP to help them succeed.
    - ii. **Option 2-** The team will need to decide if the student will need assistance in all or some of their classes. The student will be escorted to their classes. The adult will stay with them to support their behavior if it arises and also document their behavior. The team will meet again in 2 weeks to review their BIP and Appendix A documentation. The team will review the student's BIP, and determine if the student will need adult supervision in all of his/her classes. The team will need to adjust the schedule of service pages to reflect the amount of special education support in the regular education classroom.
      - a. The supervising adult will document the student's behavior in the regular education class. The adult will complete a daily record of the student's behavior in the classes they are supervising the student. *Appendix A*
      - b. If the student continues to be disruptive in class, after the teacher addresses the behavior, the adult that is supervising, will take the student out of class and have them complete a refocus form. *Appendix B*
      - c. Once the student has completed their refocus form and has strategies for the future, the student will go back to the classroom teacher and discuss their actions and their plan for the future.

## **Behavior Intervention Support (BIS)**

### **Behavior Intervention Plan**

-Each student's Behavior Intervention Plan (BIP) will be the guide for that student.

-Once the Behavior Intervention Plan is in place, it will need to be reviewed in 2 weeks for effectiveness.

-After 2 weeks, if the plan is ineffective, the BIP and the Service Schedule of the IEP will need to be adjusted.

-After 2 weeks, if the plan is effective, the BIP and IEP can remain in place until a change needs to be made.

-Each time the BIP is adjusted, it will need to be reviewed in 2 weeks for effectiveness.

### **Progress Documentation**

The ABC Observation Form (Appendix A) and the Refocus Form (Appendix B) should be used to determine the effectiveness of the BIP and for IEP Behavior Goal Progress Reports.

### **Behavior Rules**

1. Do as the teacher asks.
2. Use appropriate language.
3. Stay in your own space.
4. Turn in your assignments.
5. Follow classroom/school procedures.

## **Behavior Incentives**

Based on Behavior Intervention Plan (BIP):

- behavior supports, such as token economy, prize box, and motivational game and reward systems, and 5 minute breaks can be used.
- praises can be given by Behavior Intervention Support staff.

## **Behavior Correction**

- The BIS escort documents behavior only and does not correct behavior. The ABC Observation Form will be used to document behavior. Maintain copies for Progress Documentation. The BIS escort can encourage good behavior choices.
- The general education teacher will assign the Refocus Form by checking the rule(s) that the student is having difficulty following.
- The BIS escort will take the student from the general education class to complete the Refocus Form. When complete, the student will return the Refocus Form to the general education teacher. Save a copy for Progress Documentation.
- If the student does not complete the Refocus Form, an office referral can be written and consequences given per BIP. (In School Suspension, Lunch Detention in the BIS classroom, Suspension, etc.)

## **Service Schedule**

-If a student has a BIS escort, the Service Schedule of the IEP should reflect that with XXXX minutes per week of behavior in regular education setting. Time should match the amount of time the BIS escort is with the student.

-If a student does not have a BIS escort, the Service Schedule should have 15 minutes per week in the regular education setting. Prior Written Notice should have a statement that the special education teacher will consult weekly with the general education teacher.

-Students can have additional time on the Service Schedules for other areas such as academics and/or ancillary services as usual.

## **Students Who Have No Escort**

-General education teacher will be given five dated Teacher Report Forms, one for each day, at the beginning of the week.

-Teacher Report Forms will be used as Progress Documentation to determine effectiveness of the BIP and for IEP Behavior Goal Progress Reports.

## **BIS Compared to BBI (Prior to 2022-23)**

-No Point Sheets

-No Level System

-No Redirection Continuum (Please, Need, Seat Away, Redirection)

-No Home Notes

-No Weekly Reports.

### ABC Observation Form

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Behavior of Concern: \_\_\_\_\_

	Date: _____ Time: _____ Period _____	Date: _____ Time: _____ Period _____	Date: _____ Time: _____ Period _____
Context or Circumstances			
Antecedent (what happens just prior)			
Behavior			
Consequence (what happens right after)			
Comments or other observations			
Broke the following Rules 1. Do with the teacher asked 2. Use appropriate language 3. Stay in your own space 4. Turn in your assignments 5. Follow classroom/school procedures	Put the # of the rule(s) broken.	Put the # of the rule(s) broken.	Put the # of the rule(s) broken.

# REFOCUS FORM

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Class: \_\_\_\_\_

## Classroom Teacher Completes:

Today the student had difficulty complying with one or more of the following rules:

- \_\_\_\_\_ 1. Do what the teacher asks.
- \_\_\_\_\_ 2. Use appropriate language.
- \_\_\_\_\_ 3. Stay in your own space.
- \_\_\_\_\_ 4. Turn in assignments.
- \_\_\_\_\_ 5. Follow classroom/school procedures.

## Student Completes:

1. What did you want?

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2. Write two better ways to solve the problem.

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3. How could I have prevented the problem?

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4. In the future, I will...

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

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_