AN EARLY COLLEGE DISTRICT

BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT

Special Services Department

Secondary
Behavior Intervention
Handbook

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OVERVIEW

DEFINITION of EMOTIONAL DISTRUBANCE

IDEA includes a definition of Emotional Disturbance with criteria that must be met if students are to be served in this category. This definition is a useful guideline for all teachers who are interested in understanding the nature of students' emotional and behavioral problems. It describes the term emotional disturbances in this way:

The term means a condition exhibiting one or more of the following characteristics <u>over a</u> <u>long period of time and to a marked degree</u>, which adversely affects the educational performance:

a. An inability to learn which cannot be explained by intellectual, sensory, or health factors

b. An inability to build or maintain satisfactory relationships with peers and teachers

c. Inappropriate types of behaviors or feelings under normal circumstances

d. A General pervasive mood of unhappiness or depression

e. A tendency to develop physical symptoms or fears associated with personal or school problems

The term includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they are emotionally disturbed. (Federal Register)

NOTE: If a student meets the criteria for the emotional disturbed category and the disability interferes with performance in school, he/she may qualify for special education services **through the ARD committee**.

CRITERIA FOR PLACEMENT OF STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS IN BEHAVIOR INTERVENTION CLASSROOMS

Prior to recommending placement for special education students with behavioral concerns, the ARD committee should determine that all of the following requirements have been met:

- Student has had a Full Individual Evaluation and a Psychological Evaluation that is recommending placement in a structured setting with a low pupil teacher ratio and a structured management system.

- Student has had a functional behavioral assessment and a Behavior Management Plan has been in place for at least 6 weeks. Documentation should be collected as to the effectiveness or lack of effectiveness of the plan.

- Student's behavior is a danger to himself or herself or to others in the school environment. There should also be a long-term history of behavior, which interferes with the learning of self and others.

- Five-year-old students will not be accepted in self-contained Behavior Intervention classes. If all of the above conditions have been documented, the ARD Committee MUST consider appropriate placement in the least restrictive environment. Consider inclusion with Special Education support.

- **The identification of Emotional Disturbance does not determine placement in the Behavior Intervention Unit. The ARD committee determines placement.**

NOTE: If it appears that an ARD committee believes that a situation is unusual enough that these guidelines could not be followed, then guidance should be sought from the Special Services Office.

SERVICES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL PROBLEMS

Many students in public schools experience emotional and/or behavioral problems. When students' emotional and behavioral problems are long-term and have a negative impact on educational performance, these students may be evaluated and qualify for services under Section 504 of the Individuals with Disabilities Education Act (IDEA).

If after evaluation, students meet the IDEA criteria for the emotional disturbance(ED) category, then they qualify for special education services. Each student in special education has an Individualized Education Plan (IEP), which describes the students' academic or social goals and objectives, any related services for which the student qualifies, and the instructional arrangement for the student throughout his/her school day. Many students in special education also have a Functional Behavioral Assessment (FBA) from which data is gathered to determine if a student needs a Behavioral Intervention Plan (BIP) included in his or her IEP. The purpose of the BIP is to clearly articulate behavioral goals for the student, positive teaching strategies that will be used to teach those behaviors, negative consequences for misbehavior, and methods and procedures for evaluating progress. The IEP for each student in the ED category should include a BIP.

EDUCATIONAL PLACEMENT OPTIONS FOR STUDENTS WITH EMOTIONAL/BEHAVIORAL DISORDERS

In accordance with the IDEA all students in the Brownsville Independent School District who qualify for Special Education are served in the least restrictive environment with their non- disabled peers. Placement decisions are made on an individual, case-by-case basis. Students who are classified as ED and/or other students whose needs warrant special programming may be educated in any combination of instructional placements.

The continuum of services are:

Least Restrictive

- General education
- o Academic support provided by General Ed. Teacher and/or Inclusion teacher.

- General Education Classes.
- o Behavioral Support provided by BI Redirection Staff.

- Resource Room for specific subjects.
- o Academic support provided by the resource room teacher.

Most Restrictive

- Behavior Intervention Classroom
- o Support provided by BI Redirection Staff

Academic support provided by classroom teacher

Behavior support provided by Redirection Staff

Goals of the Behavior Intervention (BI) Program

All teachers and families want their students to succeed in school, both behaviorally and academically. Because their behavior often interferes with learning, students with serious emotional/behavioral problems require IEP goals that address both of these areas. BISD's Behavior Intervention Program has several goals. These goals apply to all students in the program and are most critical for students whose needs require placement in Behavior Intervention Classes and the Redirection Program.
They include:

- **To improve student behavior.**

- **To develop self-awareness, self-monitoring, and self-control.**

- **To maximize academic achievement, including instruction at enrolled grade level.**

- **To maximize integration into general education environments.**

BEHAVIOR INTERVENTION SECONDARY
CRITICAL ELEMENTS

1. WALL DISPLAYS
- ☐ Classroom rules
- ☐ Intensive Redirection Rules
- ☐ Continuum of Positive and Negative Consequences
- ☐ Consequence Flow Charts
- ☐ Continuum of reinforcement
  - Daily reinforcement
  - Friday Reinforcement
  - Store
- ☐ Social Skills
- ☐ Crisis management plan(s)
  - Risky behavior
  - Outcry/Medical emergency-(see district/campus policy)

> **Special Services expects all of these critical elements to be visibly present.**
>
> **This is non-negotiable!**

2. ROOM ARRANGEMENT
- ☐ Classroom is clean and neatly arranged
- ☐ Areas for individual, small group, and large group instruction
- ☐ Area designated for redirection
- ☐ Cool down area
- ☐ Area designed for reinforcement
- ☐ Class Store

3. STUDENT/STAFF GROUPINGS
- ☐ Monitoring Log for Students/Staff
  - Maintained by ALL staff including teachers e.g. (binder, clipboard, folder)
  - Use of Monitoring Log Schedule that includes staff rotation
- ☐ All students have opportunity to work with all staff e.g.(Rotation Schedule)

4. INSTRUCTIONAL MANAGEMENT
- ☐ Scheduled Social Skills period
- ☐ Social Skills Lesson Plans/correlated to individual student IEP's
- ☐ Documentation of classroom observations
- ☐ Data Collection

5. STUDENT MANAGEMENT
- ☐ Evidence of:
  - Daily Monitoring
  - Redirections
  - Debriefings
  - Reinforcements/Consequences
  - Conferences
  - Staffings
  - Monitoring of Grades
  - Co-Planning/Coordination

6. STUDENT PORTFOLIO
- ☐ Binder with dividers/tabs:
  - Student data/ Communication logs/Class schedule
  - Accommodations/Modifications/Progress reports
  - Incident log/Reinforcement log/Office referrals/debriefing forms
  - Conference forms (students/parents/teachers)
  - ARD information = IEP/FBA Questionnaire Forms/FBA/BIP
  - Coordination Day Documentation
  - Point sheet/contract

Things to Be Done by Day One

□ Acquire class roster/Student schedules

□ Create Instructional aide Schedule

□ Review psychological recommendations
- Academic
- Behavioral

□ Ensure that campus administration has online access to the IEP/BIP.

□ Review IEP's/FBA's/BIP's Note:
- Goals
- Objectives
- Daily student schedule / Schedule of Services
- Related services
- Accommodations/ Modifications

□ Campus Orientation
- Inform all staff about Redirection Program
- Inform teachers of students they will serve
- Inform faculty and staff of procedures for contacting a redirector, crisis procedures, point sheet procedures
- Train BI paraprofessionals on procedures for redirecting students

□ Create and organize student portfolios

□ Develop Monitoring Schedules

□ Arrange classroom
- Carrels/Desks
- Student materials
- Reinforcement area
- Cooling off area
- Independent work
- Store-Inventory Items
- Sensory area

□ Decide on online/paper based organizational systems for student work folders asynchronous and synchronous (if applicable)
- Interactive notebooks
- Educational platforms

□ Copy Observation Logs
□ Copy Redirection Forms
- Debriefing/Discussion Sheets
- Intensive Redirection
- Contracts
- Point Sheets
- Incident Log

□ Design/Customize student point sheet

□ Determine/post point percentages
- Friday Reinforcement

□ Post management system
- Class rules
- Positive consequences
- Negative consequences
- Crisis plan
- Instructional groups/staff rotation
- Prepare point sheet

□ Prepare interest inventory

Summary of the Redirection Program

Redirection is a campus behavior management system designed to empower students to take responsibility for their own behaviors.

Students receive instructional/behavioral support in:
- General education classes
- Resource
- CMC/In Class Support
- Unstructured time
  - Lunch
  - Hallways
  - Transition
  - Before and after school

The system is designed to:
- Keep students in their scheduled classes
- Address the student's social or performance skill deficits
- Teach problem solving skills
- Provide the students with the skills to cope/deal with stressful or negative situations (development of a plan of action)
- Build self esteem
- Provide students the opportunity to learn alongside their peers while practicing appropriate social skills
- Allow access to programs such as ROTC, Art, Music, etc.
- Prepare students to function independently in society

REDIRECTION IS 😀	REDIRECTION IS NOT 🙁
Positive behavior support	*A Punishment*
A consequence	*Negative Consequences*
Non-Confrontational	*Confrontational*
Quick	*Content Mastery Services*
In the Mainstream	*In-School Suspension*
A Safe Place for Learning Replacement Behaviors	*Student Hangout*

Behavior Intervention Redirection Program
=
Building Integrity

The design of the BI program fosters building and maintaining strong ties between students, teachers, administration and redirectors. The program is set up so that all students (whether enrolled in social skills or not) receive redirection, social skills, reinforcement and support provided by the Redirectors. Enrolling students in the BI social skills course facilitates this process. Students that are not enrolled are contacted through other means such as, redirection, between classes, during the lunch hour, after school or with approved passes.

It is strongly recommended to complete both a staff orientation and a student orientation at the beginning of the year. The purpose of the orientations is to:

- Ensure that all faculty/staff understand the BI Redirection Program.
  - Staff may be informed through presentations and/or information letters.
- Arrange introductions between students, Redirectors, Administrators, Counselors, Security, and
- hall monitors.
- Provide a copy of student BIP's to teachers and administration.
- Present and explain the BI Redirection Program.
- Begin the process of building rapport.
- Introduce students to other peers in the program so they can recognize they are not being singled out.

Inform all teachers/administrators working with students about student orientation by requesting special permission for students to be released at a designated time on a specific day. Students will need a pass to attend.

The BI population is transient throughout the day, therefore meetings between students and staff need to be arranged to address reinforcement, contracts, progress, or other program related issues. If the student is unable to meet with the staff during non-instructional time, then special requests can be made for the student to be released a few minutes before the end of a class period. This should only be allowed if a student has completed his or her work and the teacher is in agreement.

Campus Management System

Students:
- Must take courses in general education or resource settings, as per IEP.
- Follow class and campus requirements
- Maintain a point sheet to aid in monitoring behavior until behavior goals have been mastered
- Cooperate with the redirection team
- Complete debriefings (forms are filed in the portfolio)
- Aid in the development of an action plan that addresses problem areas
- Utilize social skills

Redirection Staff:
- Follow guidelines for redirection program

> **The Redirector must establish and preserve a "Team Approach".**

General Ed. /Special Ed. Teachers:
- Implement classroom management plan
- Provide direct instruction and grades
- Maintain open communication lines with Redirectors
- Contact Redirectors as needed
- Complete student point sheets
- Follow Behavior Intervention Plan
- Implement accommodations/modifications
- Follow crisis management plan
- Address the reason for redirection
- Attend co-planning

Administration:
- Implement discipline as closely as possible to the student code of conduct
- Coordinate with Redirector in attending to disciplinary issues
- Follow crisis management plan in accordance with Senate Bill 1196 (Refer to modules 1-7)

Security:
- Notifies Redirectors of any concerns
- Responds to requests for assistance
- Follow crisis management plan
- Maintains open communication line with Redirectors

Office Staff:
- Follows crisis management plan for contacting Redirectors
- Alerts administration in the event of a crisis

Campus Counselors:
- Assists in developing schedules for BI students.
- Attends to BI students during crisis.

Nurse:
- Maintains open line of communication with Redirectors
- Follows crisis management plan
- Provides consultations concerning medical history

Redirector Responsibilities

- **Provide campus wide training/in-service to ensure that all staff have an understanding of:**
  - the redirection program
  - point sheet procedures/behavior card/behavior monitoring systems
  - when to contact a redirector
  - how to contact the redirector

- **Provide administrators with student information packet:**
  - Behavior Intervention Student Form
  - Student schedule
  - FBA/BIP/Contract
  - Review psychological

- **Provide teachers with copies of IEP's/BIP's/Accommodations and Modifications**

- **Coordinate with teachers:(Coordination Form)**
  - Progress reports every three weeks
  - Behavioral concerns/documentation every six weeks
  - Review IEP/BIP/Accommodations and Modifications every six weeks

- **Attend, pass and maintain CPI certification**
  - Monthly team practice
  - Documentation of practice sessions

- **Develop/implement/practice crisis management plan(s)/Follow District Policy**
  - Risk Behavior
  - Outcry
  - Medical emergency

- **Develop lesson plans and teach a social skills period daily**

- **Follow a daily schedule that monitors students:**
  - Behavior
  - Grades
  - Attendance

- **Setup account through district grade monitoring system**
  - Monitor grades

- **Provide behavioral support in the general ed. classroom, resource, or CMC as needed.**

- **Maintain ongoing documentation**

- **Maintain observation log for each student (Observation Forms)**

- **Maintain student portfolio**
  - □ **Binder with dividers/tabs:**
    - ○ Student data/ Communication logs/Class schedule/ Force Choice Form
    - ○ Modifications/Progress reports
    - ○ Incident log/Reinforcement log/Office referrals/debrief
    - ○ Conference forms (students/parents/teachers)
    - ○ ARD information = IEP/FBA/BIP/FBA questionnaire
    - ○ Daily Observation Logs
    - ○ Coordination Day
    - ○ Point sheet/contract
    - ○ Miscellaneous
    - ○ Attendance/Tardies
    - ○ Point sheets
    - ○ Redirection
    - ○ Intensive Redirection
    - ○ ISS/OSS
    - ○ Referrals

- Monitors student point sheets/behavior cards
- Reinforce appropriate behaviors
- Maintain BI Store
- Provide rewards/reinforcers
- Coordinate with Redirectors on a daily basis
- Responds to request for redirector
- Follows CPI de-escalation continuum when addressing behavior
- Responsible for receiving and/or escorting students to BI room
- Coordinates with administration concerning disciplinary actions
- Implements consequences
- Maintains home/school connection
- Conducts parent conferences/home visits
- Conducts staffings
- Obtain consent for FBA
- Conducts functional behavioral assessments
- Drafts behavior intervention plans
- Monitors and evaluates behavior intervention plans
- Documents behavior intervention plan implementation
- Coordinates with Sp. Ed./Gen. Ed. Counselors
- Coordinates with Behavior Specialists
- Communicates with outside agencies

Staff Orientation

1. Select a time to meet with the campus staff. (staff development, faculty meeting, department meetings)
2. Present the "Redirection Program" basics.

Sample Agenda

- Introduction of BI program/staff
- Teacher responsibilities
- Redirector responsibilities/Teacher support
- Contacting BI staff

Student Orientation

1. Select a day and time during the first week of school.
2. Inform and invite the special education administrator.
3. Inform all teachers working with students about the orientation day and ensure they are in agreement to permit the student to attend.
4. Prepare student passes.
5. Distribute passes on the day of the orientation.

Agenda

- Introduction of staff
- Icebreaker to identify students names
- Distribute information sheet, to be completed by students (Name, nickname, address, phone #, etc.)
- Conduct interest inventory with students
- Complete student orientation packet
- Discuss the following:
    - How the staff guides and supports students
    - Monitoring procedures
    - How to contact/request help from BI staff
    - Redirection procedures
    - Reinforcement systems (example: tickets, point sheets)
    - Address student questions

Student orientation must be completed with each incoming student throughout the year.

Student Portfolio

The Redirection teacher will maintain a student portfolio for each student.

Divide as follows:

Tab 1: Student Data/Communication Log/Class Schedule/ Force Choice Form

Tab 2: Accommodations/Progress Reports

Tab 3: Incident Log/Reinforcement Log/Office Referrals/Debriefing Forms

Tab 4: Conference Forms (students/parents/teachers)

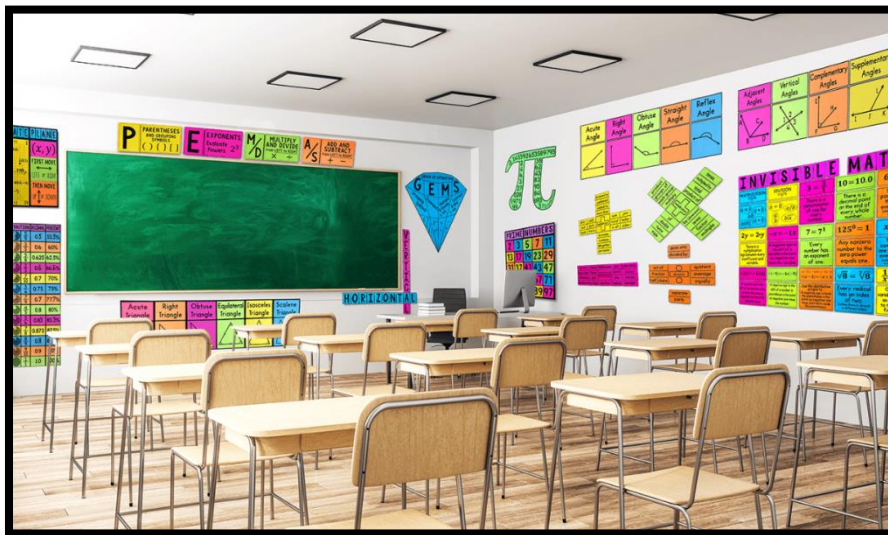**Tab 5:** ARD Information=IEP/FBA/BIP/FBA Questionnaire

Tab 6: Coordination Day

Tab 7: Point Sheet/Contract

Tab 8: Miscellaneous

CLASSROOM ELEMENTS

Point Sheet / Behavior Card Systems

Monitoring systems are the foundation of the BI program. It provides student's feedback on their behavior, documents progress, determines reinforcement and is a daily line of communication between the home and school.

Secondary BI units will implement the Point Sheet System or the Behavior Card System.

Point Sheet

Students begin on a daily point sheet monitoring system and earn the opportunity to progress to a 6 week monitoring system.

This system allows the student to take responsibility for their own behavior and gives them control over the amount of monitoring they receive.

Behavioral Progress Report Continuum

- Daily point sheet   Most Restrictive
- Weekly behavior progress report
- Three week behavioral progress report
- Six week behavioral progress report   Least Restrictive

Incoming 6th grade students must begin on a daily point sheet and closely monitored.

Incoming 9th grade students will resume on the continuum where they ended the 8th grade school year.

Students new to the district must begin on a daily point sheet.

Steps to Independence

Daily Point Sheet/Behavior Card
Met % for 3 consecutive weeks
No office referrals
No more than 1 intensive redirection

Not met →

Remains on **Daily Point Sheet/Behavior Card** until criteria is met.

↓ Met   ↑ Not met

Weekly Behavioral Report
Met % for 3 consecutive weeks
No office referrals
No more than 1 intensive redirection

Progressions are designed to empower the students and are not intended to be punitive.

↓ Met   ↑ Not met

Three Week Behavioral Report
Met % for 2 consecutive three week cycles
No office referrals
No more than 2 intensive redirection

↓ Met   ↑ Not met

Six Week Behavioral Report
Meets % for six week cycle
No office referrals
No intensive redirection

Met →

KEEP UP THE GOOD WORK!

Point Sheet Procedures

- **Daily point sheet** (See Toolbox)
  - ○ Redirector provides students with a point sheet each day at a designated time and place.
  - ○ Student transports point sheet to each class
  - ○ Classroom teacher completes and initials point sheet
  - ○ Student meets with Redirector at a designated time and place to review points
  - ○ Redirector provides student feedback and documents points
  - ○ Student turns in completed point sheet to the Redirector the following morning
  - ○ Redirector files point sheet in portfolio

- **Three Week Progress Report** (See Toolbox)
  - ○ Redirector e-mails classroom teacher the Three Week Progress Report
  - ○ Classroom teachers complete and return the progress report
  - ○ Redirector meets with the student on a designated date, time and place to review progress report, provide feedback, and reinforce student and document progress.
  - ○ Redirector files report in portfolio

- **Six Week Progress Report** (See Toolbox)
  - ○ Redirector e-mails classroom teacher the Six Week Progress Report
  - ○ Classroom teachers complete and return the progress report
  - ○ Redirector meets with the student on a designated date, time and place to review progress report, provide feedback, and reinforce student and document progress.
  - ○ Redirector files report in portfolio

Procedures for Completing Point Sheets

For appropriate behaviors:
- A (√) is placed in the appropriate slot at the end of the period.

For inappropriate behaviors:
- Students are given a verbal warning paired with a circle warning.
- If the student does not comply or correct the behavior within 30-60 seconds an (x) is placed within the circle warning.
- If the student does comply a (√) is placed within the circle warning.

Attach to point sheets at the beginning of the school year and as needed.

Troubleshooting the Point Sheet

Student is refusing to carry point sheet:
- Problem solve with student to determine reason for noncompliance
- Develop a discrete system of delivery
- Ensure that the student understands the reason for and the importance of the point sheet
- Maintain a structured system where students know exactly:
  - The # of points required to qualify for reinforcement
  - The # of points that will earn them a negative consequence
  - The requirements needed to progress through point sheet phases
- Entice students with creative/interesting reinforcers or activities
- Implement structured consequences for not complying with the point sheet, such as:
  - Phone call home
  - Parent conference
  - Lunch detention
  - After school detention
  - Intensive redirection in BI room

If point sheet is not completely filled out:

- Ensure that classroom teachers understand the point sheet procedures
- The designated Redirector and student will meet for problem solving with the teachers that did not complete the point sheet
- Contract with student
- Implement consequences for point sheet noncompliance

If student does not return point sheet:
- Conference with student and/or parent
- Implement consequences

Remember… All Point Sheets Should Be Individualized

Behavior Card Procedures

- Behavior cards are used to monitor Behavior Intervention Plan goals. Each behavior card is individualized and includes the behavior goals from the students BIP.

- While in the classroom, teachers monitor the targeted behavior/s. The classroom teacher will initial the behavior card at the end of the class period when the student performs the behavior/s indicated on the card. If the student does not display the behavior/s indicated, the classroom teacher will **place an "X"** and *initial* the card.

- The designated Redirector and student will meet with the teachers and discuss the inappropriate behavior.

- Redirectors meet with students at the end of each day to evaluate the behavior card and implement structured reinforcers or consequences.

- Guidelines for using behavior cards:
    - Develop a delivery system or a "pick up" station for distributing behavior cards on a daily basis
    - Review/check the behavior card throughout the day
    - Develop requirements for earning reinforcement/consequences on an individual basis
    - Ensure teachers understand the procedures for the behavior card
    - Maintain a behavior card file
    - Update behavior card after each annual ARD.

Remember Point Sheet are intended to be a positive teaching tool.

A Monitoring Schedule

The Redirection teacher will develop and post a schedule that monitors:
- student arrival
- breakfast
- transitions
- instructional periods (resource, CMC, PE)
- assemblies
- passes (restroom breaks, library, office, nurse)
- lunch (campuses with multiple lunch periods will have schedules that reflect different lunch hours for Redirectors)
- lunch detention
- dismissal/pick up

❖ A monitoring schedule is based on individual student needs. Some students require more monitoring time than others. (See *monitoring continuum*)

❖ A schedule is designed so that every member of the BI Team has contact with each student. Schedules are rotated among teachers and Instructional Aide on a daily or weekly basis to maintain teacher-student connections.

❖ Teachers and Instructional Aide monitor and work with students in their scheduled classrooms. At no time are staff scheduled to remain in the BI room with the exception of social skills.

Students are monitored in ISS by redirection staff.

SAMPLE SCHEDULE
REDIRECTION
**Schedule may change due to student class changes*
* Lunch periods for each Redirector will vary weekly *

Name	1st Period	2nd Period	3rd Period	4th Period	5th Period	6th Period	7th Period	8th Period
Juan	O.C.C. 313 Solis	English 319 Hinojosa	P.E. Gym Martinez	Lunch	History 205 J.Mancillas	Science 206 Avalos	Math 219 Resendez	Reading 317 Garcia
David	O.C.C. 313 I.Solis	Science 103 Rocha	Math 219 Resendez	LUNCH	Reading 317 Y.Garcia	P.E. Gym Martinez	English 319 Hinojosa	History 102 J.Sauceda
Delfino	O.C.C. 313 Solis	Math 219 Resendez	Gym Alaniz	Reading 317 Garcia	Lunch	English 319 Hinojosa	Math 219 Resendez	Reading 317 Garcia
Fernando	P.E. GYM Martinez	ESL III 200 E.Rodriguez	Math 219 Resendez	Lunch	History 205 Mancillas	Science Avalos 206	Reading 301 Schrock	Art 205 Hernandez
Carmen	O.C.C. 313 I.Solis	Science 324 P.Rudnik	History 217 Hesseling	Math 321 Guerra	LUNCH	English 319 Hinojosa	Choir Fabela	Reading 317 Y.Garcia
Celeste	O.C.C. 313 Solis	Math 219 Resendez	History 221 Showalter	Science 203 Myers	Reading 317 Garcia	LUNCH	LOTC 317 Hinojosa	English 319 Hinojosa
David	O.C.C. 313 Solis	ESL III 320 Pinales	Reading 218 Vacancy	Science 324 Rudnik	LUNCH	History 217 Hesseling	Math 327 Rodriguez	P.E. Alaniz
Alvaro	O.C.C. 313 Solis	LOTC 316 Hinojosa	Science 324 P.Rudnik	ESL III 320 Pinales	LUNCH	Reading 218 Anzaldua	Math 327 Rodriguez	History 322 J.Lopez

Monitoring Continuum

In Class Monitoring

Most Restrictive

Monitored full period
Monitored 75% of period
Monitored 50% of period
Monitored 25% of period
Check 2 times during period
Check once during period
Spot check
Weekly conference as needed
3 week conference
6 week conference

Least Restrictive

Monitoring Transitions

Most Restrictive

Escort 5 minutes before the bell
Escort during transition
Shadow during transition
Check 5 minutes after the bell
Check during instructional period
Check at the end of the period
Spot check
Weekly conference as needed
3 week conference
6 week conference

Least Restrictive

> Remember:
> Some students may need to be monitored from the moment they arrive at designated drop off point to the moment they are picked up at the end of the day.

Observation Logs

Observation logs are maintained for each student on a daily basis. The Redirectors are responsible for completing the observation log for each student on their monitoring schedule. The log is used to document:

- Monitoring times
- Student behavior
- Student behavioral/academic progress
- Teacher concerns

Monitoring schedules are designed so that Redirectors have contact with all students throughout the day. Because schedules are rotated periodically, observation logs are rotated as well. A system for rotating/handling the observation logs needs to be in place. The system for handling this documentation may be as follows:

- A designated area/time to drop off and pick up observation logs
- A filing system to drop off and pick up the observation logs
- A designated meeting place for exchanging observation logs in between classes or rotation schedules.

Address each time slot on the observation log. Provide written explanations for incomplete time slots on the observation log.

Procedures for Contacting a Redirector

1. Classroom teacher signals the office through the intercom/ Classroom phones and   requests a Redirector.

2. The office staff notifies the Redirector as to where they are needed through a 2-way radio or other means of communication. (It is the Redirector's responsibility to train the office staff on the contact procedures.)

3. The redirection team responds by promptly reporting to the crisis.

4. The redirection teacher assesses the situation, while the redirection teams remains in the background on alert.

5. If necessary, the Redirection Team will request additional support from administration and/or security.

In the event of a crisis, follow CPI procedures and the campus crisis management plan.
Review the BIP after each crisis. If necessary, update FBA and draft a new BIP.

Redirection Format
Continuum of Steps

Step 1: Eye contact/visual cue

Step 2: Verbal directive
If compliant:
- Praise (Verbal, Non-verbal & Immediate reinforcement)

If non-compliant:
Set limits
- State what the inappropriate behavior is
- State the desired/appropriate behavior
- State the positive and negative consequences
- Allow the student time to make a choice

If compliant:
- Praise

If non-compliant:
- Continue on to step 3

Step 3: Redirection in the hall
- Set Limits (see above)
- Provide/review/practice skill
- Offer choices/Cool down time

If compliant:
- Praise
- Return to classroom to implement skill

If non-compliant:
- Continue on to step 4

Step 4: Escort to BI room
- ***Begin Intensive Redirection***

Intensive Redirection Format
Continuum of Steps

Intensive redirection takes place in the redirection room and occurs when the student is in the anxiety or defensive stage of the crisis development escalation model.

Steps for Intensive Redirection

Step 1:   Escort to BI room "cool down area" requesting assistance when necessary

Step 2:   Prompt student to use cool down steps

Step 3:   Set timer for 5 minutes of compliance
- Document on Intensive Redirection Taking Control Chart

Step 4:   Check for compliance at the end of the 5 minute period
(Give a simple directive to assess compliance)
If compliant:
- Continue to Step 5

If non-compliant:
- Continue in 5 minute intervals until student has gained composure and is compliant.

Step 5:   Guide the student in the completion of the Debriefing Form
(Therapeutic Rapport/CPI Coping Model)
This step CAN NOT be skipped.

Step 6:   Develop a plan of action with the student
(Contract, plan of apology, a negotiation process, etc.)

Step 7:   Provide, review or practice appropriate behaviors/social skills

Step 8:   Implement consequence

Step 9: Return student to general schedule to implement the plan of action.
(The goal is for the student to return to their general schedule within one class period.)

Intensive redirection is complete as soon as the student is compliant and a new plan of action has been developed.

Intensive redirection is <u>not</u> ISS.

The Redirector is responsible for documentation that supports the implementation of each of these steps.

DO NOT require student to do ANYTHING while 'cooling off'

Procedures for Debriefing

The redirection debriefing form needs to be completed whenever a student:
- has been verbally or physically aggressive
- receives an office referral
- requires intensive redirection

The purpose of the form is to allow the student to:
- reflect on their actions/decisions
- take responsibility for their behavior
- acknowledge and accept the consequences for their actions
- gain the knowledge and skills needed to make better decisions in the future

The debriefing form correlates with the Crisis Prevention and Intervention (CPI) model for therapeutic rapport.

> The debriefing should generate quality student/teacher conversations that are reflected on the debriefing form.

Responsibilities of the
ARD Teacher/Para-Professionals

RESPONSIBILITIES OF THE ARD TEACHER
<u>Yearly Responsibilities</u>

I. **Beginning of the Year**

A. Senate Bill 1196
   1. **CPI Non-Violent Crisis Intervention.**
   2. **Must maintain yearly certification**
   3. **Follow district approved CPI techniques**
B. Review student's IEP
C. Ensure that the student has appropriate goals and objectives for all instructional and related services and services commence on the first day of school. If necessary, an ARD or ARD Amendment should be held for revisions.
D. Print copies of the schedule of services for all assigned students.
   1. Compare eSchools schedule with IEP Schedule of Services and address discrepancies that require an ARD or ARD amendment.
E. The accommodation/modification page, BIP and the IEP are available through the Teacher Access Center (TAC). Ensure all general education teachers and all pertinent personnel know how to access this information prior to the first day of school. (Explain and discuss plan with pertinent personnel) If required by campus administration, hard copies of the accommodations/modification page, BIP and the IEP may be provided to pertinent staff.
   1. Secure teacher signature of the IEP and accommodations (via TAC and/or Hard Copy) using the Acknowledgement Receipt Form (included in this Handbook).
F. It is strongly recommended that the ARD teacher make an initial contact with parent(s) during the first two weeks of the school year in order to establish a positive relationship with the parent(s).
G. Within the first week, review and confirm the student's IEP, schedule of services, and deliberations to ensure that all services are in place.
   1. Includes related services, modifications, adaptive P.E., assistive technology support, training for staff, or any other support or service addressed in the ARD.
   2. Notify the service provider, campus special education administrator, and the cluster supervisor if services have not been provided.

II. During the Year

A. Monitor each student's progress on a consistent basis.
   1. Areas to be checked:
      a. Grades
      b. Behavior
      c. Attendance
   2. Monitor student progress once each three-week period.
   3. If a student is failing then monitor one time a week and collaborate with the student's teachers and parents.
   4. Assure that Progress Reports for instructional and related services are collected and emailed or sent home every six (6) weeks.
   5. Progress must be documented for every goal and objective each grading period.
   6. Notify Administration, Supervisor, and Lead Teacher/Department Head if IEP report cards cannot be emailed or sent home due to another teacher or related service personnel's failure to complete their portion of the progress report.

B. The ARD teacher is responsible for checking the ARD schedule.
   1. All annual ARDs must be held before the annual due date to comply with state and federal guidelines.
   2. The ARD teacher is responsible for inviting related/instructional services personnel at least two weeks before the ARD. Related/Instructional services personnel need enough time to plan for the ARD and prepare the IEP related to their area.
   3. The ARD teacher is responsible for ensuring that all individuals involved in the preparation of the IEP have completed their area of the IEP.
   4. The ARD teacher is responsible for finalizing all ARD meetings.
   5. The ARD documents should be finalized immediately following the ARD and emailed or copies given to the parents. If the parent is not provided a copy at the end of the meeting, this must be noted in the deliberations with the date of delivery.

C. Be aware of the need for a BIP or to revise a BIP for any student whose behavior interferes with their learning or the learning of others.
   1. Collect pertinent information for the functional behavioral assessment.
   2. Present a draft of the FBA/BIP to the ARD Committee for revision/approval.
   3. Update FBA/BIP as new behaviors arise.

III. End of the Year
   1. Complete the Teacher Clearance Forms with campus administrator.
   2. Complete all end of year clearance procedures as per assigned campus.
   3. Make sure that all ARDs and Amendments held during the year are finalized and filed in the eligibility folder.
   4. Complete all progress reports for the year.
   5. When applicable complete and submit all assurance logs to your cluster supervisor.

SPECIAL EDUCATION ACCOMMODATION RECEIPT
20___ - 20___

Student Name: _____   Student ID#: _____

Grade: _____   Date: _____

Student named above is receiving special education services and has an accommodation & testing sheet in his/her IEP. A copy of these accommodations should be kept in your IDEA binder for your records. It should be referred to regularly, in order for you to work more effectively with your student. If you have any questions concerning the student's IEP/instructional accommodations/testing info, please contact me at your convenience.

☐ ____ **Check & initial if <mark>you have received a copy</mark> of the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP (if applicable) for the student identified by name & ID above.**

☐ ____ **Check & initial if <mark>you accessed via TAC</mark> the student's classroom accommodations, state testing accommodations (if applicable) & behavior intervention plan BIP) if applicable.**

Your signature also indicates that you have been advised to contact the Special education teacher if you need clarification regarding accommodations.

<mark>**Please maintain confidentiality on this student.**</mark>

Class period	Subject	Teacher Name	Teacher Signature	Date
1				
2				
3				
4				
5				
6				
7				
8				
9				
INC				
INC				
INC				

Thank you!   SE Teacher Name (print): _____ Room or Contact #: _____

ARD Meeting Responsibilities of the Teacher

I.   **Prior to an ARD Meeting**

    A. The ARD teacher is responsible for collecting data to determine the student's strengths and weaknesses to write an appropriate PLAAFP (Present levels of academic achievement and functional performance). Data that may be used include, but not limited to: progress reports from previous IEP, report card, state testing reports, information from Samegoal, work samples, test samples, information provided by the General education teacher, discipline referrals, absence reports and information provided by the parents. If appropriate, administer or update a criterion referenced test (Brigance) one month prior to the annual ARD. All the data is used to write an appropriate PLAAFP and draft IEP goals and objectives.

    B. Contact related services/instructional staff who provide services two (2) weeks prior to scheduled ARD.

    C. Draft goals and objectives prior to the ARD meeting.

    D. Collect information that is needed to assist the ARD Committee.

- Attendance information
- Discipline referrals
- Copies of report cards
- Most recent progress reports from all general and special education teachers.
- Information results for last state assessment
- Transcript (H.S. Only)

    E. Determine if staffing is needed

    F. Complete **all** pages to the ARD document.

1. Review and change: - PLAAFP. The PLAAFP must include all areas in which the student receives services i.e. speech, OT, PT, counseling, Bilingual, etc.
2. The special education teacher must contact the related services personnel at least two weeks before the ARD so they can enter the PLAAFP, goals and objectives (if appropriate), and schedule of services.
3. "Draft" appropriate goals and objectives for all areas of need.
4. "Draft" Schedule of Services of the ARD document. It is important to receive input from all teachers working directly with the student (General education, speech, VI, AI teachers, etc.)
5. Related Services personnel are responsible for entering the frequency and duration of services on the schedule of services. Teachers must not change or delete these services.
6. Determine appropriate State and Local Assessments for all grade levels.
7. Review the results of the previous state assessments.

G. Best practice is to end home a **"Draft"** copy of the suggested IEP before the ARD meeting.

1. Parents should receive a copy of the proposed IEP which is clearly marked as **"Draft"**
2. Inform parent that goals and objectives may be added or deleted upon their recommendation at the ARD meeting. Parent input is highly encouraged.
3. Meet with the parent(s) if necessary.

II. ARD Meeting Responsibilities

A. Follow the ARD agenda provided in this manual or other agenda as needed.
B. Present all information collected: competencies, attendance, review IEP, current progress, discipline, referrals, and recommendations for appropriate services.
C. Teacher should be prepared for an active role during the meeting.
D. Strive to involve the parent in all decisions.
E. Decisions should be made in the best interest of the student.
F. ARDs should be finalized and a copy of the ARD document emailed or provided to the parent at the end of the ARD.
G. Inform pertinent staff that a new IEP is found on TAC. If required by campus administration, provide hard copies of the IEP goals, objectives and accommodations to all staff working with the student.
H. The special education teacher is responsible to turn in the original ARD forms to the diagnostician or clerk for filing in the eligibility folder. ARD documents must be filed in the eligibility folder within 5 days of the meeting.

III. Amendment to the ARD

A. Teachers, Speech Pathologist, and Diagnosticians need to review ARD documents for accuracy before the meeting is finalized.
B. If corrections are needed, the ARD teacher will need to prepare an ARD amendment, with parent consent, or hold another ARD meeting.

IV. Graduating Students (High School Only)

A. Summary of Performance (SOP) needs to be drafted prior to and fully developed at the graduation ARD. This document needs to include recommendations on how to assist the child with a disability in meeting the child's academic achievement and functional performance. This document will include recommendations on how to assist the child with a disability in meeting the child's postsecondary goals and must consider the views of the student/parent and recommendations from adult service agencies as appropriate

Paraprofessional Duties and Responsibilities

Classroom Organization and Duties

- Creating and maintaining filing systems for materials and students.
- Preparing displays, schedules, and bulletin boards
- Duplicating materials
- Typing instructional materials
- Creating seating arrangements for various small group activities
- Locating instructional materials

Student Assessment:

- Observing and recording academic behavior and progress
- Checking student work
- Keeping anecdotal records on student performance
- Completing informal observation of student performance
- Administering teacher – made tests
- Becoming familiar with the student's I.E.P.

Direct Instruction:

- Reinforcing subjects which have been taught by the teacher such as reading, math, spelling, vocabulary, P.E., and Adapted P.E.
- Assisting small groups of students
- Working one-to-one with students
- Providing appropriate feedback to students
- Listening to students read
- Modifying written materials
- Helping students work on projects or assignments
- Helping students select library books
- Actively participate in instruction and monitoring of students.

Personal Care Management:

- Assisting students with tasks such as mobility, feeding, dressing, toileting, etc.
- Providing specialized care for students under a school health plan.
- Maintain an inventory of supplies and initiate requests for supplies
- Ensure that all required health, hygiene, and dietary needs are available for on-campus and off campus activities.
- For one to one paraprofessionals, ensure you are submitting SHARS billing in a timley manner.

Behavior Management:

- Monitoring and supervising students in P. E., recess, lunchroom, etc.
- Monitoring student behavior with tracking charts, contracts, BIPs.
- Monitoring small and large groups
- Assisting teachers with strategies to reinforce appropriate behavior
- Ensuring that students complete tasks and meet deadlines
- Helping build self-esteem in students by providing positive feedback.

Crisis Prevention Institute:
- **CPI Non-Violent Crisis Intervention**
- **Unit Staff Must maintain yearly certification**

Working with Parents:

- Directing parents to appropriate resources and personnel
- Directing parent concerns to classroom teachers

Working with staff:

- Co-Planning with supervising teacher
- Working with assigned teacher(s) and colleagues in a positive manner.
- Providing on-going communication regarding students
- Following the chain of command (teacher, administrator, special education supervisor, special education director)
- Student safety concerns must be reported immediately.

Miscellaneous Duties:

- Completing professional leave paperwork as needed.
- Appropriate professional attire
- Performing other duties as assigned by administration such as monitoring the lunchroom, assisting with bus duties and supervising students in community setting

SOCIAL SKILLS

Social Skills

Today our young people are faced with an increasing difficult world. Substance abuse, economic pressures, family problems and the lure of gangs and delinquency threaten our students both emotionally and physically. In order to deal with these issues, students must have sufficient tools and skills. Social skills instruction helps students learn the skills that are required so that they can successfully cope with these pressures and interact with others in socially acceptable ways. Social skills also help the students to be able to make healthy, safe choices in a variety of social situations. And to learn that actions have consequences, positive and/or negative.

Typically, students in the behavior intervention unit lack appropriate social skills.
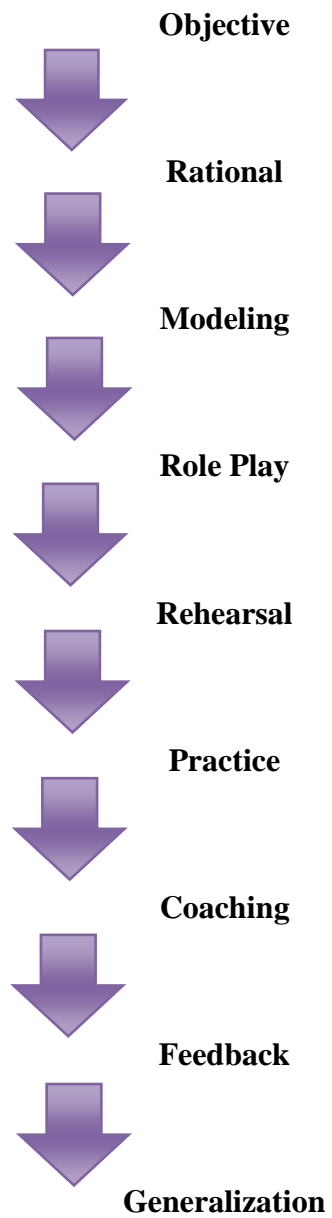
Social skills are a planned lesson and must be taught on a daily basis.

Lesson plans should correlate with the student's behavior intervention plans and needs.

Children with social skill deficits may develop the following behaviors:

1. Aggressive / anti- social behavior
2. Juvenile delinquency
3. Abusive behaviors
4. Mental health disorders
5. Loneliness and despondency
6. School failure/dropout
7. Drug and alcohol abuse
8. Unemployment

Social Skills Lesson Components

Objective

Rational

Modeling

Role Play

Rehearsal

Practice

Coaching

Feedback

Generalization

Social Skills Lesson Components

Objective – A social skill lesson is much like any other lesson. The objective is stated and written on the board at the beginning of the lessons.

Rationale – Here the teacher explains to the students the importance of learning the skill. The personal benefits and relevance are made clear.

Modeling – First, demonstrate and ask for the students to help you. Emphasis must be on the skill steps. Have students state how the steps were demonstrated.

Role Play - To start with an indirect approach, the teacher could start with lessons such as having the students write a true story or a movie about themselves at school or at home, with other kids. The story or movie should incorporate the skill of the week.

Role Play and Rehearsal – Follow these steps to role play and rehearse with the students: (The more you follow all the components that have been outlined for you, the easier the lessons will become. It will seem awkward for the students at first. Keep rehearsing and it will soon become a routine for them.)

SAMPLE ROLE PLAY

1. Select a volunteer or encourage a student to help you

2. Student must state:
   - Who is involved in the situation
   - What is happening
   - What he/she will say or do

3. Select another student to role play with the first
   Student and follow step # 2

4. Instruct the other students (observers) to carefully
   Watch the role play. Pay close attention to skill steps.

5. Begin role play with a quick phrase such as, "Action"

6. Watch carefully to make sure students respond appropriately

Do not allow any physical contact or verbal abuse.

If problems occur: see Coaching Step #1 – 4

Practice – Continue selecting volunteers and follow the same procedures until all students have had an opportunity to role play.

Coaching – Watch the role play carefully to make sure that students respond appropriately and effectively, allow him/her to complete the role play.
If he/she fails to use the appropriate skill steps: (that is, if he/she begins to use inappropriate or ineffective behavior)

1. Discuss the importance of being good observers of each other's behavior. This can be done by reminding students that they can learn a lot from each other, and that they can help each other learn new ways of getting along.
   Instruct group members that an important part of the social skills group is being able to give each other ideas about what they are doing well (behaviors that other kids like), and ideas about what they are not doing well (actions that other students may not like, or that could be changed).

2. Teach students five steps for giving feedback:
   - Use a nice voice.
   - Look at the person.
   - Wait for an appropriate time.
   - Start by saying something positive
     (something that the person is doing well).
   - Provide a suggestion for changing a particular behavior.

3. Encourage students to use statements that are common in their vocabulary. This increases the chance that they will use similar statements in other situations. It also increases the chance that the receiver of the feedback will take it seriously. For example, a statement such as "That was great the way you kept your cool when Rex tried to get into a fight!"
   - Model what giving feedback looks like, using several examples.
   - Have students practice by giving feedback to leaders following modeling examples.
   - Suggest that students provide feedback during discussions, role plays, and other times during group.
   - Discuss opportunities that students have outside of the group when they give feedback using the techniques learned in group.
   - Throughout all group sessions, provide ample opportunities for students to give each other appropriate feedback.

Generalization - There are five basic steps to promoting generalization with the use of reinforcement, prompting, and modeling:

1. Recognize opportunities for students to use the positive social skills that were taught in social skills training.
2. Reinforce all attempts that students make to use skills with a statement such as, "Nice Job for using (or trying to use) the steps of joining in!"
3. If students fail to attempt a skill, prompt them with a statement such as, "This is a good time for you to try the steps of problem solving."

Next:
- If students fail to attempt the steps after the prompt, reinforce them with a statement such as, "I like the way you tried using the steps of self-control!"
- If students use the steps appropriately, reinforce them with statement such as, "Great job using the steps of problem solving!"

4. If students fail to attempt the skill or perform it inappropriately, model it by acting out the steps.

Next:
- If students respond positively (attempt the skill steps), reinforce their attempts with a statement such as, "I like the way you tried to use the steps of accepting 'no'!" If students' attempts are successful, reinforce that with a statement such as, "Great job using the steps of self-control!"
- If students attempt the skill but are unsuccessful, provide feedback and instruction on how to use the skill.
- A statement such as, "The next time Jeff teases you, you can stop, count to five, and think about your choices."
- Prompt the student again to engage in the skill with a statement such as, "Try the steps of problem-solving again."

5. If students fail to attempt the skill, or their attempts are unsuccessful, provide feedback and instruction on how to use the skill with a statement such as
- "When you lose a game, first stop and count to five. Then think about your choices and the consequences."
- Prompt students to use skills at a later date with a statement such as, "Why don't you try to use the steps of self-control later when you have the problem again?"

Suggested Social Skills Topics

Orientation – Why you are here / How you are special
Being Responsible
Mainstreaming
Following Directions
Team Building
Task Completion
Bus Behavior
Cafeteria Behavior
Setting Goals, Long Term/Short Term
Building Self-Esteem / Self – Confidence
Impulse Control (Self-Control / Failure / Disappointment)
Coping Skills (Relaxation / Stress Reduction)
Coping Skills (Dealing with Feelings)
Coping Skills (Family Violence / Holiday Stress)
Telling the Truth / Fact and Fantasy
Positive Peer Relationships
Communication Skills (Verbal and Non-verbal)
Communication Skills (Accepting Negative and Positive Feedback)
Accepting Responsibility
Interpersonal Relations (Conflict Resolution)
Interpersonal Relations (Attitude and Getting Along with Others)
Personal Hygiene
Peer Pressure (Positive and Negative)
Peer Pressure (Refusal Skills)
Being Assertive (Passive, Aggressive, Assertive)
Being Assertive (Verbal Requests)
Classroom Behaviors Necessary for Mainstreaming
Decision Making / Problem Solving
Building Violence Prevention Skills
Drug Awareness (Vaping, Under the Influence, Possession)
Bullying
Safety Awareness
Social Media Etiquette

Social Skills

- Social skills are incorporated into the SE Health Quest course on a daily basis.

- A new social skill is introduced at the beginning of every week.

- The social skill is taught, practiced and reinforced throughout the week.

- Students are tested on the social skill at the end of the week.

- The social skills are posted in a designated area of the classroom as they are presented.

- Social skills are reviewed and re-emphasized throughout the year whenever a student exhibits a skill or performance deficit.

Room Structure

The redirection room is a structured environment where:
- Students receive social skills instruction
- Behaviors are redirected
- Students are reinforced
- Students cool down

The redirection room is NOT:
- ISS
- Content mastery center
- A place to socialize

The following items must be posted:

- BI Room Hours
- Classroom Rules
- Continuum of Positive and Negative Consequences
- Intensive Redirection Rules
- Continuum of Reinforcement
- Social Skills
- Crisis Management Plan
- Consequence Flow Charts

The BI Room should only be open for social skills, scheduled reinforcement and redirection.

CLASSROOM
RULES

Follow Directions

Be Prepared/On Time

Respect Others

Complete Assignments

Intensive Redirection Rules
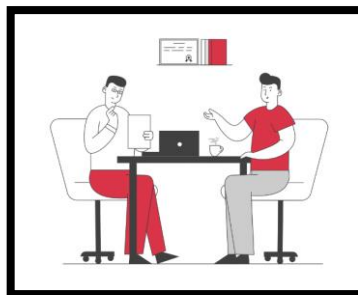
Remain Seated

Remain Quiet

Raise Your Hand

Complete Debriefing

Positive & Negative Consequences

Consequence charts need to be posted. It is essential that all students have a clear understanding of the consequences associated with particular behaviors. The posting and implementation of consequence charts will also assist Redirectors in maintaining a fair and consistent BI program.

Positive Consequences:
1. Earn positive reactions from others
2. Earn points
3. Earn privileges
4. Earn tickets
5. Purchase store merchandise
6. Friday rewards
7. Reduced monitoring

Negative Consequences:
1. Warning
2. Points are not earned
3. Not eligible for privileges
4. Not eligible for Friday reward
5. Increased monitoring
6. Parent notification
7. Office referral
8. Designated discipline procedures

Reinforcement

One of the most important and effective strategies in changing behavior is the use of positive reinforcement. When positive reinforcement is used **consistently** positive behaviors increase.
As the student progresses through the program, the goal is to decrease the amount of tangible reinforcers earned and increase non-tangible reinforcers.
By decreasing extrinsic motivation and increasing intrinsic motivation, students will have a smoother transition to post-secondary life

The reinforcement system needs to be comprised of systematic reinforcement schedules that include hourly, daily, weekly and long term reinforcers. Some students may require an individualized reinforcement system. If this is the case, the reinforcement plan needs to be outlined in the BIP.

Visible evidence of reinforcement strategies is essential. Reinforcement schedules should be presented visually to ensure a clear understanding of the system and because not all students process information that is presented verbally. The posting of visual reinforcement schedules also contributes to an overall classroom climate that is pleasant and motivating.

Required Reinforcement

BI Store

Immediate Positive Reinforcement

Friday Reinforcement

Reinforcement Procedures

Students earn tickets/points/school bucks, throughout the day when they demonstrate appropriate behaviors.

<u>**Example:**</u>
- In class on time
- Prepared for class
- On task
- Completed assignments
- Good participation
- Being polite
- Helping others
- Good grades
- Demonstrating social skills
- Complying with directives
- Cooling down appropriately
- Initialed behavior card
- Accepting consequences

There are three ways tickets/points/school bucks may be disbursed:
- Redirectors initial and hand **tickets/points/school bucks** out and students are responsible for saving them
- Redirectors hand **tickets/points/school bucks** out, students sign and return to redirectors who then save them
- Redirectors verbally gives **tickets/points/school bucks** and documents on daily observation log

Students should be earning tickets/points/school bucks per class period.

Students who are spot checked receive tickets/points/school bucks between periods.

The tickets/points/school bucks are exchanged for tangibles from the _Class Store_ on a weekly basis.

Tickets/points/school bucks may also, in coordination with the store, be used for: Raffles, Privileges, or access to computers.

> **Tickets are always earned. Never taken away.**

Store Procedures

The Redirection teacher will maintain a class store. The students will have the opportunity to trade **tickets/points/school bucks** for tangible items a minimum of once a week.

1. Post Store Schedule
   Example:

Lion's Pride
Open
Friday
12 – 1 pm

2. Stock store/Price items (garage sale dots work well)
   Example:
- Pens
- Pencils
- Notebooks
- Folders
- Highlighters
- Post its
- Bottled water
- Key chains
- Nutritional snacks
- Hygiene items
- Flash drives
- Phone accessories
- Earbuds
- Backpacks
- Basketball, Football, Soccer Ball, Volleyball

3. At the predetermined time the students are allowed to go to the BI room and exchange their **tickets/points/school bucks** to receive their reinforcement items.

Network with community businesses to receive coupons, free items, and discounts for BI Store.

Don't forget to conduct an Interest Inventory!!

BI STORE

Open Friday's
12:00-1:00

Playing Cards	Phone Accessories	Hygiene Items

Tickets/Points/School Bucks will be earned daily and may be used to be store merchandise.

Friday Reward Procedures

One of the most important and effective strategies in changing student behavior is the use of positive reinforcement. Friday Reward is a key element in a class-wide management system.

The steps for implementing the Friday Reward are:

- Create and post a Friday Reward chart.

- Determine the criteria for earning Friday Reward. The criteria should be based on the students' IEP.

- On the first day of the week, inform the students what the Friday Reward will be or you may allow the students to vote on a reward of their choice or from the reward menu.

- Remember to change the reward choices often to maintain high student interest.

- Discuss with the students the criteria for earning Friday Reward.

- Post the reward choice (include a picture if possible) to serve as a reminder of what they are working for throughout the week.

- Post or tally daily points on the Friday Reward chart list so the students may monitor their progress.

- On Friday total the points on the chart to determine which students have met the criteria for the reward.

Friday Reward
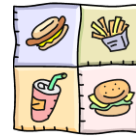
Friday Reward Criteria:

- Students on daily point sheets/behavior cards qualify for Friday Reward when they have met the criteria.
- Students on three or six progress reports qualify for Friday Reward if they do not receive any office referrals for the week.

Post required criteria to qualify for Friday Reward.
(See reinforcement schedules)

Friday reward activities include, but are not limited to:
- Celebrations
- Video game tournaments
- Luncheons/Breakfasts
- Pizza
- Movies
- Desserts

Friday Reward takes place on Fridays during social skills class. Students who are not scheduled for social skills, participate in Friday Reward before/after school or during lunch.

Post Friday Reward Activity

Reinforcement Schedule
Students on Point Sheets/ Behavior Cards
SAMPLE

150 POINTS

=

Participation in Friday Reward

Movies	Video Games	Celebrations	Food
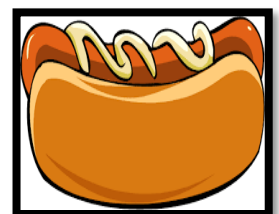
Reinforcement Schedule
Students on Progress Reports

NO OFFICE REFERRALS

=

Participation in Friday Reward

Movies	Video Games	Celebrations	Food

This is only for students monitored by progress reports.

Reinforcement Schedule
Behavior Cards

5 Behavior Cards

With a minimum of 6 initials per card

=

Participation in Friday Reward

| Movies | Video Games | Celebrations | Food |

Student Contract Criteria

The contracting equation is: **Behavior = Reinforcement**

Behavior contracts will include the following:

- The **dates** the agreement begins and ends.
- **Behaviors** targeted for change (measurable).
- Amount and/or kind of **reward/reinforcer** to be earned.
- Schedule of reinforcers delivery.
- Signatures of all those involved (student, teacher, parent).
- Schedule for review of progress (daily is best).

Contracts will be closed out every 3 weeks-as per student's expectations.

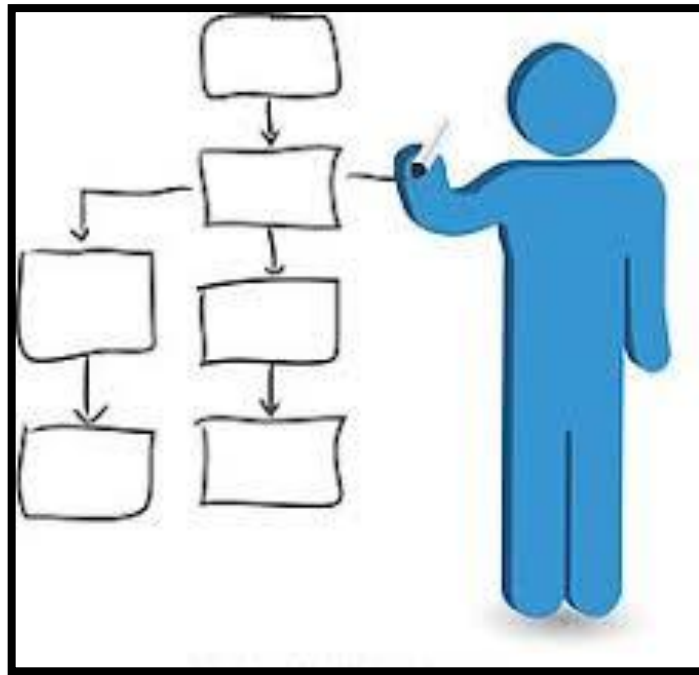Contracts will be reviewed on Fridays.

Long Term Incentive

1st Semester
Teacher buys lunch combo, prizes or tangible items

Perfect Attendance

By Semester

Consequence Flow Charts

Tardy

1st Offense
Warning

2nd-5th Offense
Lunch Detention

6th Offense
Shadow for 3 Days

7th Offense
Escort for 3 Days

8 or More
Escort 5 minutes
before the bell

Profanity

1st Offense
Lunch Detention

2nd-3rd Offense
2 days lunch detention
Call parents

4th Offense
Office referral
1 day ISS
3 days monitoring in class
Teacher/ parent conference

5th Offense
Office referral
3 days ISS
3 days monitoring in class
Parent/administrator
conference

6 or More
Office referral
ISS
Call parents
Increased monitoring

Walking out of class

1st Offense
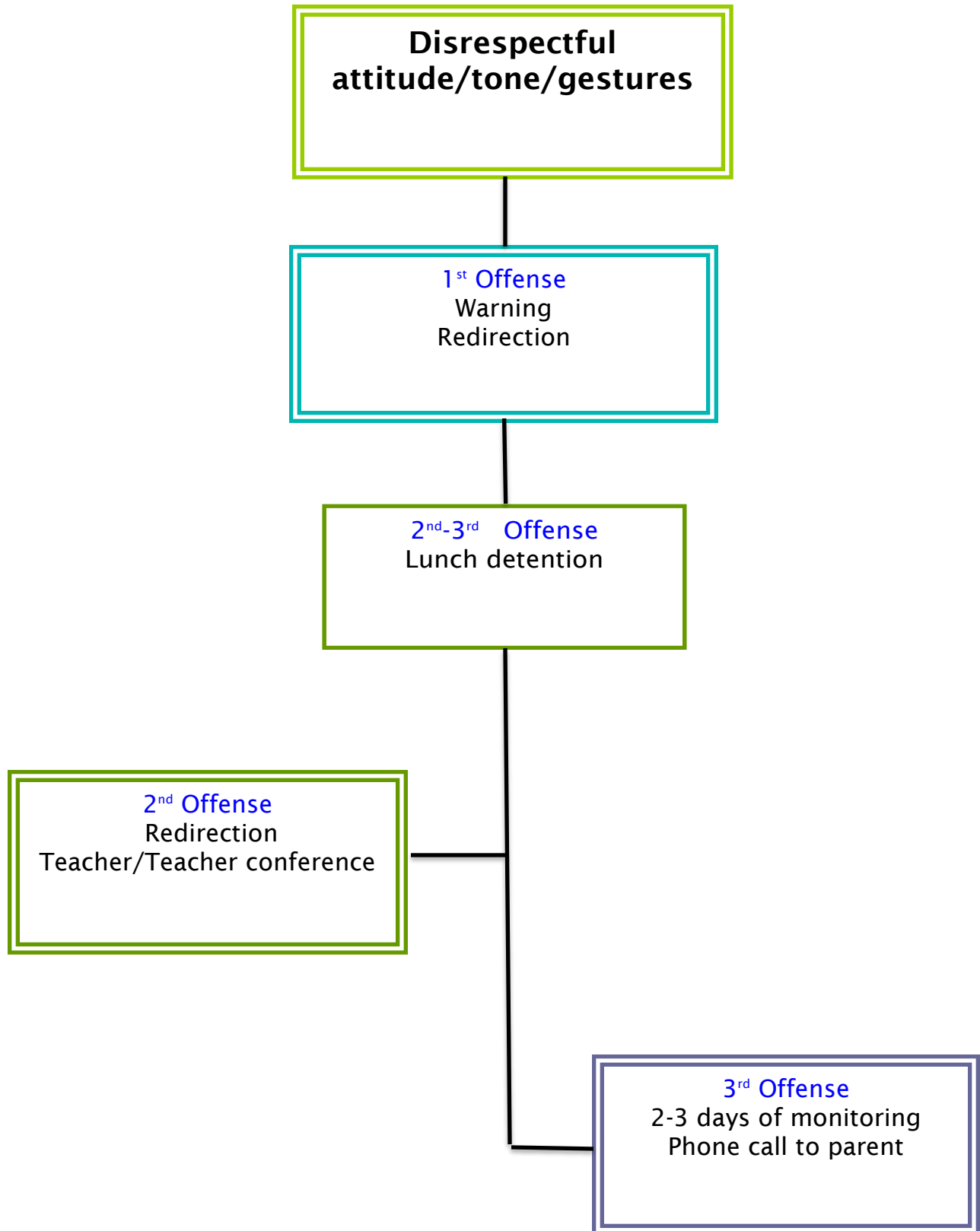Warning / Redirection

2nd Offense
Redirection
Teacher/Teacher conference

3rd Offense
2-3 days of monitoring
Phone call to parent

Disrespectful attitude/tone/gestures

1st Offense
Warning
Redirection

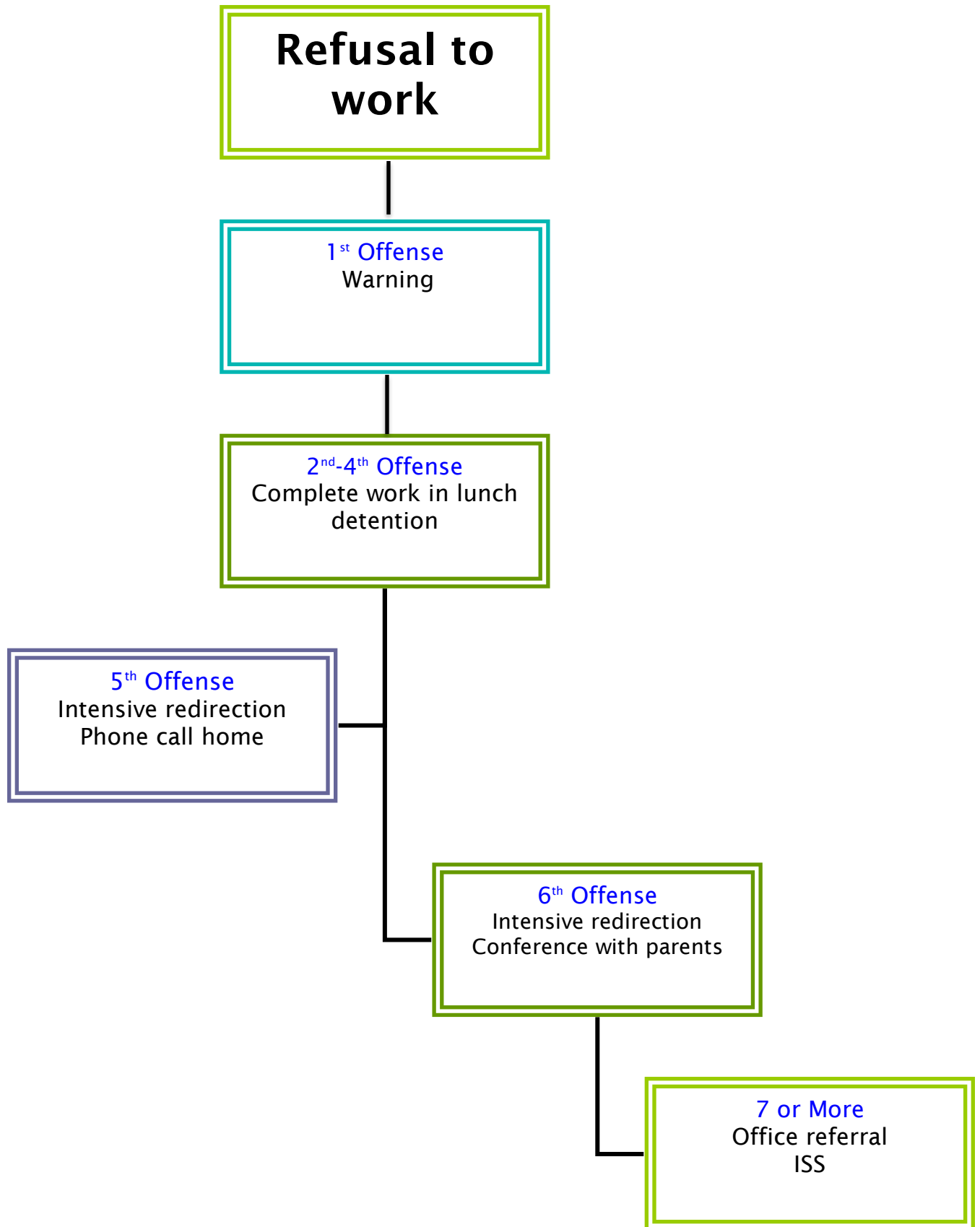**2nd-3rd Offense**
Lunch detention

2nd Offense
Redirection
Teacher/Teacher conference

3rd Offense
2-3 days of monitoring
Phone call to parent

Refusal to work

1st Offense
Warning

2nd-4th Offense
Complete work in lunch detention

5th Offense
Intensive redirection
Phone call home

6th Offense
Intensive redirection
Conference with parents

7 or More
Office referral
ISS

Refusal to follow directions

1st Offense
Warning

2nd Offense
Student/Teacher Conference

3rd Offense
Call Home
Lunch Detention

4th Offense
Warning
Increased monitoring

5 or More
Administrator/parent/ teacher/student conference

Physical Aggression
Verbal Aggression
Threats
Stealing
Drugs
Weapons
Inappropriate use of
Technology/Social Media

Individualized
Behavior Plan

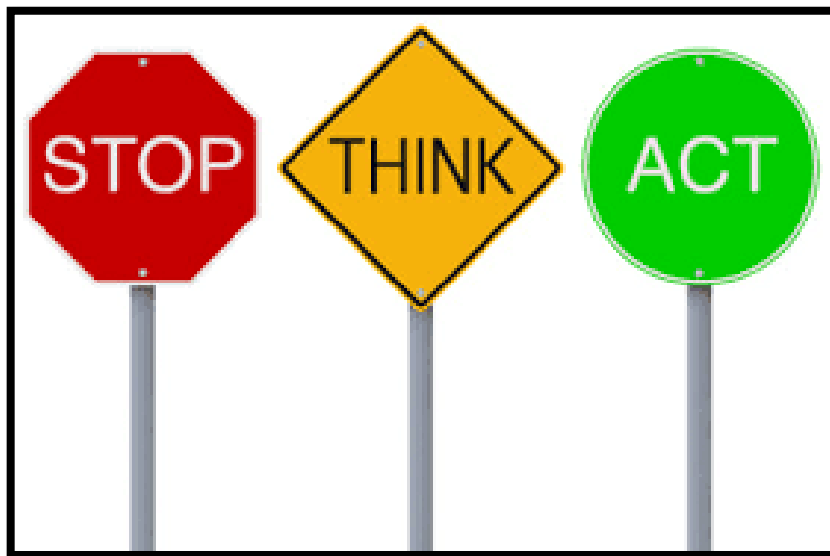**Student Code**
of Conduct

PROCEDURES FOR ADDRESSING CHALLENGING BEHAVIORS

Challenging Misbehavior

In the event that a student displays challenging misbehavior:

- Review the psychological
- Ensure that modifications are being implemented appropriately
- Conference with student
- Conference with parent
- Teacher/parent/administrator conference
- Review the FBA (revise if necessary)
- Review the BIP and its implementation (revise if necessary)
- Develop a teacher/student contract
- Increase monitoring
- Increase/change reinforcers
- Change consequences
- Contact outside agencies (Probation officer, Tropical Texas, etc.)
- Refer family to outside agencies
- Consult with Sp. Ed. counselor
- Consult with Behavior Specialist
- Consult with Sp. Ed. Supervisor
- Staffing

Alternative placement should never be considered until the above actions have been taken and documented

Staffings

Staffings are held when BI students are experiencing considerable difficulty.

The purpose of a staffing is to review all pertinent information and develop a specific plan of action.

Staffings should include the following:
- Redirector
- Sp. Ed. Administrator
- Sp. Ed. Counselor
- Behavior Specialist
- Regular Ed. Teacher(s)

Staffings may also include but are not limited to the following:
- Nurse
- Sp. Ed. Supervisor
- Regular Ed. Counselor
- Parent
- Outside agencies

Prior to consideration of placement at BAC for persistent misbehavior, a staffing **must** be held.

Staffing Agenda

- □ Introductions
- □ Review data:
- □ Psychological
- □ FIE
- □ Functional Behavioral Assessment Questionnaires
- □ Office referrals/Consequences
- □ Functional Behavioral Assessment
- □ Behavior Intervention Plan/Documentation
- □ Point sheets/Behavior Cards/Incident logs/Observation logs
- □ Implementation of Modifications
- □ Miscellaneous
- □ Target behavior(s)
- □ Develop a plan of action

Student:_____

Date:_____

Attendance: **Targeted Behaviors:**
  1. _____   1. _____
  2. _____   _____
  3. _____   _____
  4. _____   2. _____
  5. _____   _____
  6. _____   _____
  7. _____   3. _____
                                     _____
                                     _____

Brief description of plan of action:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
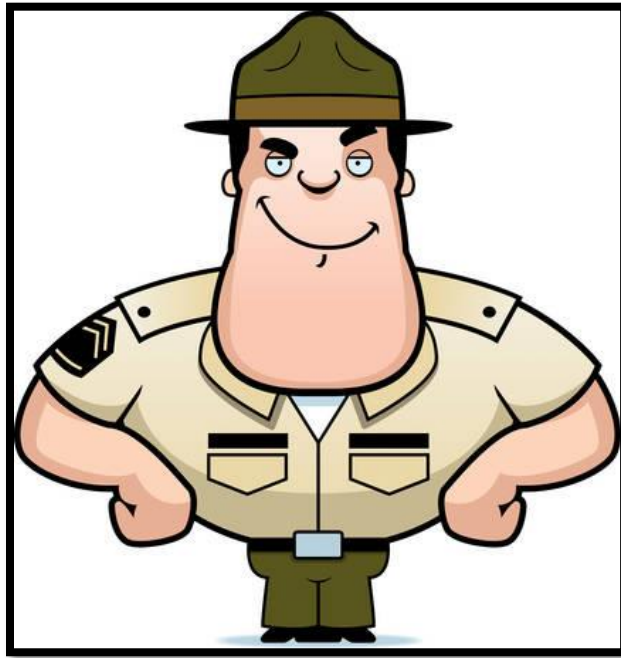
PLACEMENT PROCEDURES FOR BROWNSVILLE ACADEMIC CENTER (BAC)

Brownsville Independent School District
Brownsville Academic Center
3308 Robindale Rd. Brownsville, TX 78526
(956) 504-6305 Fax (956) 831-0959
STAFFING CHECKLIST
(PRIOR TO HEARING)

Student's Name: _____   Student ID#: _____   Grade : _____

Staffing Date:_____   Hearing Date:_____   MDR Date:_____

Campus:_____   FIE Date:_____   Disability:_____   Instructional Program:_____

Infraction Infraction Date:_____	What triggered the behavior?	First Time (For this Specific Infraction) Yes/No	If no, attach previous related discipline referrals.
B.I.P. Date of Last Revision (Attach if applicable)	Did it address this behavior?	If yes, how successful was it?	If a Behavior Specialist conducted observations, attach recommendations.

Transitional
Recommendations: _____

_____

_____

Staffing Participants:

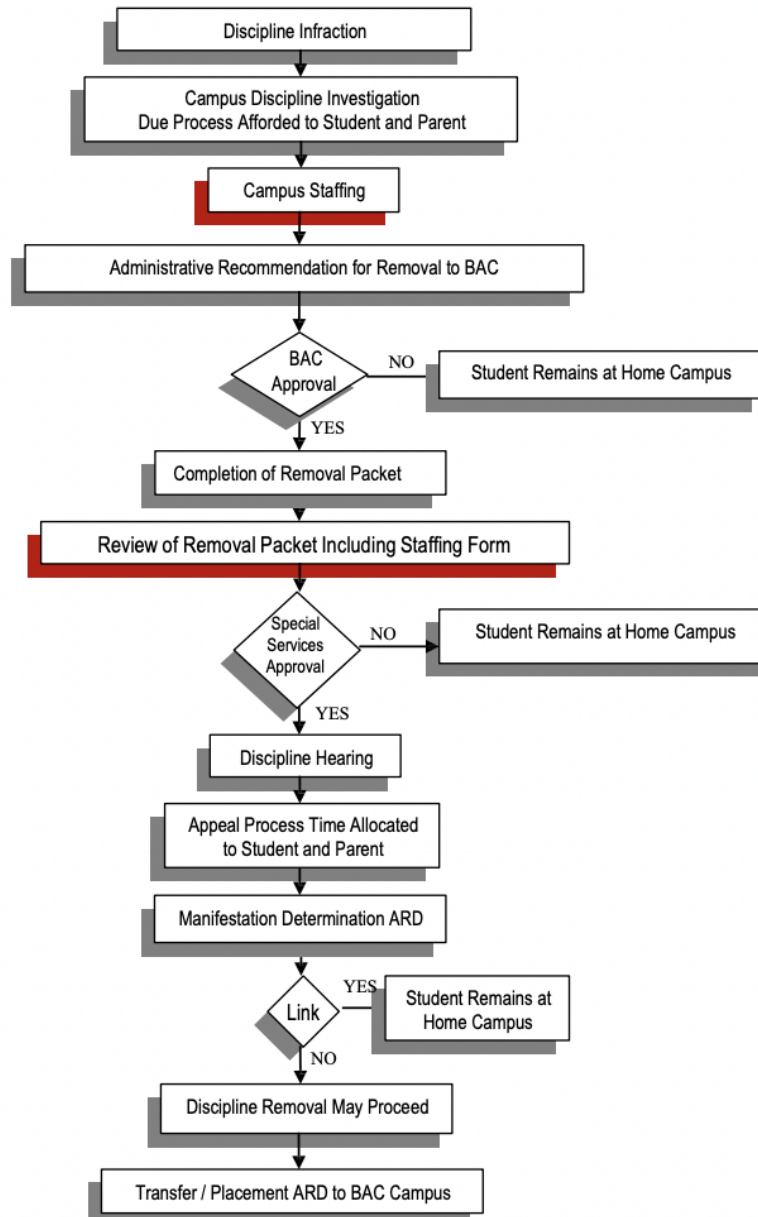| _____	_____	_____
Name	Position	Date
_____	_____	_____
Name	Position	Date
_____	_____	_____
Name	Position	Date
_____	_____	_____
Name	Position	Date

Brownsville Independent School District

Special Services Department 2467 Price Road, Brownsville, TX 78521 (956) 548-8400

Dr. Rene Gutierrez
Superintendent of Schools

Discipline Removal Procedural Flowchart

Special Education Students

Discipline Infraction

↓

Campus Discipline Investigation
Due Process Afforded to Student and Parent

↓

Campus Staffing

↓

Administrative Recommendation for Removal to BAC

↓

BAC Approval — NO → Student Remains at Home Campus

↓ YES

Completion of Removal Packet

↓

Review of Removal Packet Including Staffing Form

↓

Special Services Approval — NO → Student Remains at Home Campus

↓ YES

Discipline Hearing

↓

Appeal Process Time Allocated to Student and Parent

↓

Manifestation Determination ARD

↓

Link — YES → Student Remains at Home Campus

↓ NO

Discipline Removal May Proceed

↓

Transfer / Placement ARD to BAC Campus

Major points to follow as per Special Services Guidelines:

Please be advised that the decision to proceed with removals will be made by home campus administration, but, it is highly recommended that first time discretionary offenders not be sent to BAC.

Instead:

- *Review IEP Schedule of Services*
- *Review and/or revise FBA and/or BIP*
- *Campus Administrator(s) should give the ARD Teacher, classroom teachers, and other school staff an opportunity to implement interventions and strategies.*
- *Campus administrator may consider other campus-based disciplinary options.*
- *Refer to BI Handbook for procedures relating to removal of students in the BI Program.*

Note: Any timeline exceeding 7 days from Infraction date to Hearing date and MDR without an approved extension letter signed by BAC Administrator will be referred to Special Services for review.

STEP 1- Staffing- "Staffing Checklist"

STEP 2 – Home campus will submit preliminary packet following BAC packet checklist for Special Services approval and then BAC approval to continue with hearing process.

STEP 3 – The Placement ARD will be collaboratively scheduled by home campus and BAC. Please ensure that all items below are addressed prior to the ARD:

*Needed immediately after Placement ARD***:**

Placement ARD Requirements	
Schedule of Services (SOS)	8 BAC 45 minute courses
Instruction Accommodations	Must match SOS and State Testing Page
Individual Education Plan	Current dates of implementation needed
State Testing Worksheet	Must match Instructional Accommodations
FBA	Revised draft to be presented at Placement ARD
BIP	Revised draft to be presented at Placement ARD
BAC Staffing Form	Must be sent with Discipline Packet

- Rewards/Incentives (Tangibles) as stated in student Behavior Intervention Plan
- Summary of ARD Assessment Decision Form
- Provide eschools intervention documentation to BAC packet
- Provide Staffing Checklist to the BAC packet

Additional Notes:

ARDs and Amendments while the student is at BAC:

For all ARDS and Amendments, BAC representative will assist home campuses in providing invitation to parents.

Home Campus:
- Annual ARD
- 8th Grade Transition ARD
- Promotion/Graduation ARD
- Special ARD *(State Testing or Change of Instructional Placement)*
- Amendments to Schedule of Services and State Testing*

*(Home campus will collaborate with BAC to ensure that appropriate courses correlate with student's Graduation plan and campus course availability)

BAC:
- Failure ARD
- Special "Return" ARD
- MDR/Placement ARD to JJAEP (if necessary)
- Amendments (other than those listed above)

Note: *BAC Case Manager will collaborate with Home Campus SE Case Manager and will participate along with the student via phone. Failure to notify DAEP of amendments addressing changes to Schedule of Services and state testing within reasonable time may jeopardize graduation requirements and accurate testing for SE students.*

Re-evaluations at BAC:
The Home Campus Diagnostician will be responsible for administering all re-evaluations.

Special Education Transportation:
Special Education Transportation will continue if it is already a related service at the home campus. No other type of transportation is provided while the student is at BAC.

Crisis Management

GUIDELINES FOR THE PREVENTION OF A CRISIS

1. Establish an atmosphere of trust.

2. Teach the rules.

3. Consequences for rule infractions should be known ahead of time and consistently enforced.

4. Rule infractions should be dealt with unemotionally.

5. Students should be allowed to save face: not lose self-respect.

6. Do not make threats. Power struggles should be avoided.

7. Expectations should be clearly defined, and teachers should check to see if they are understood by the students.

8. Model calm, composed behavior. (Especially in stressful situations)

9. Avoid fault finding. The "What" of behavior should be discussed (not the "Why"). Questions such as "What are you doing?" are preferable to "Why are you doing that?"

10. Do not argue with students. Remember, it is not always necessary to have the last word to be right.

11. Attempts should be made to intervene with the behavior before conflict develops.

12. Use Common Sense!

BI CRISIS MANAGEMENT PLAN

Definition of Crisis: A Crisis exists when a student poses a serious threat to the safety of themselves/other students/faculty/staff/property.

The CRISIS MANAGEMENT PLAN will be implemented using the BISD approved model- CPI (Crisis Prevention Institute) when the BI staff or the administration deems it an emergency situation. The plan will be implemented quickly, quietly and efficiently. Disruption of the school schedule should be kept to a minimum.

The plan will be practiced with the BI students before a crisis occurs and reviewed as necessary.

1. Safety of student in crisis is aided by removing other students, furniture and school items from immediate area.
   At least two CPI trained adults will remain with the student in crisis. If additional assistance is needed, the administration will assist in bringing in other members of the Crisis Team. Office staff will receive advanced instruction in what to do when BI staff calls for immediate assistance.
2. Other BI students will be led from the classroom in an orderly manner with the staff member assigned by the BI Teacher or the administration. The BI students will never be sent from the room without a staff member.
3. Places for other BI students to go during a crisis (examples of possible choices):

   I.   Content Mastery Center
   II.   Nurses office
   III.   Room # ____
   IV.   Library
   V.   Cafeteria

4. A box with independent level activities, pencils, crayons, etc. will be prepared in advance and left ready to take with the students going to the new location.
5. When student in crisis is back in control, one of the staff members helping with the crisis will go get the rest of the class.
6. If the student coming out of a crisis requires a change of scenery or a quiet place, the regular education counselor's office may be used.(or any other area deemed appropriate by the administration or the BI teacher)
7. If more than one BI student is in serious crisis simultaneously, additional help will be required from other CPI trained staff members. The administration/BI teacher will direct these requests.
8. Responsibilities

BI Staff:

- Exhaust all CPI techniques. Implement Crisis Plan as practiced.
- Follow BI teacher directions quietly and efficiently. Remain calm and neutral.
  - **If student is restrained, all appropriate forms must be completed.**
- Written Summary of Restraint Use form must be completed and shared with campus Administrator, PEIMS Clerk and Diagnostician.
- On the day of the restraint, an attempt must be made to verbally notify parents.
- Parents must receive written notification within one school day of the event.

Office Staff:

- When BI staff calls asking for immediate assistance, an administrator must be located and sent immediately.
- BI Crisis situations and information should not be discussed with anyone other than the Administration.
- If a parent call the office for more information, only the BI teacher or Administrator should answer their questions.
- Remain calm and neutral.

Nurse:

- Respond to calls from BI staff in a timely manner.
- Staff will advise if it is urgent.
- Document checking the student after CPI safety intervention

General Education/Special Education Counselor:

- Will be advised of the crisis situation and called in only if needed.
- Counselor's office will be used only if needed.
- Follow up discussion between the student who was in crisis and the counselor may be recommended

Behavior Specialist:

- Behavior Specialists are available to assist and can provide behavior recommendations that can assist in the educational setting

Other CPI trained staff:

- Campus Core Team will be utilized as needed.

Administration:

- Implement their duties in the crisis plan as necessary.

I have read and understand my roles and responsibilities in the (CPI) Crisis Management Plan. Please complete it at the beginning of the year.

Signatures:

BI Staff:

_____
_____
_____

Office Staff:

_____
_____
_____

Nurse:

_____
_____
_____

General Education Counselor:

_____
_____
_____

Behavior Specialist:

_____
_____
_____

Other CPI trained staff:

_____
_____
_____

Administration:

_____

Written Notification of Use of Restraint:

Select your student

Select Create New

Select Written Summary of Restraint

TOOLBOX

INCIDENT LOG

Student _____

Date	Refusal to Work	Disruptive	Left Class	Disrespectful	Profanity	Physical Aggression	Time	Duration	Action Taken

A=Redirection   G= Office Referral
B= Intensive Redirection   H= ISS
C= Contract   I= Suspension
D= Phone Call Home   J= Restraint
E= Parent Conference   K= Counselor
F= Charges or Police Report   L= Nurse

Updated 2023

REINFORCEMENT LOG

Student _____
Campus_____

Date	Type	Period/Time	For

A= Computer Time
B=Board Games
C= Card Games
D= Listening to Music
E= Extra tickets/points

F= Other
G=Trading in BI store
H= Food Item
I= Friday Fun Time
J=Token/Mascot money

Updated 2023

Tangible Incentives Receipt Log

School: _____   **Room:** _____

Teacher: _____

Include tangible behavioral incentive items with the value of over $1.00 given to students purchased using Special Education funds (earbuds, cologne, perfume, nail polish, etc.).

	Item Name	Name of Student/ID#	Student's Signature	Distribution Date
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				

Teacher's Signature: _____   **Date:** _____

Parent/Teacher Conference

School Name: Date:

Student: Grade:

Parent/Guardian: Language:

Parent Contact Information (telephone #):
_____

Teacher(s) participating in conference (name and subject taught):

1)
_____

2)

- ❑ Asks for help
- ❑ Attends class every day
- ❑ Comes prepared with materials
- ❑ Comes to class on time
- ❑ Completes homework
- ❑ Does well on tests
- ❑ Gets along with other students
- ❑ Has positive attitude
- ❑ Is respectful towards adults
- ❑ Listens well
- ❑ Participates in class
- ❑ Solves problems
- ❑ Thinks creatively
- ❑ Other:

Student needs to:
- ❑ Attend school every day
- ❑ Be on time to class
- ❑ Bring all materials
- ❑ Remain seated during class
- ❑ Complete class work
- ❑ Participate appropriately
- ❑ Communicate respectfully
- ❑ Help others as needed
- ❑ Be positive towards learning
- ❑ Pay attention, focus
- ❑ Complete homework
- ❑ Other:

- ❑ 8-10 hrs. of sleep; alarm clock
- ❑ Attend After-School tutorials
- ❑ Check homework log daily
- ❑ Clean up backpack
- ❑ Daily Progress Report
- ❑ Enroll in an after-school program
- ❑ Get health check-up & follow up
- ❑ Get phone #s of study buddies
- ❑ Healthy breakfast & lunch daily
- ❑ Obtain counseling: academic/social/emotional
- ❑ Obtain/meet with adult mentor
- ❑ Reward small improvements
- ❑ Attendance Review
- ❑ Weekly Progress Report
- ❑ Other:

Comments/Notes

Signatures

Parent/Guardian:_____ Teacher(s):_____

Updated 2023

Strategies Interrupting Crisis Behavior:
Pre-Correcting Problem Behavior

Pre-Correction is a proactive strategy designed to prevent or interrupt predictable problem behavior from occurring and increase the likelihood of expected behavior taking place. Essentially, the teacher **anticipates** problem behavior based on the student(s) previous behavior patterns or knowledge of student behavior in general. Given this information, the teacher takes measures to disrupt this behavior pattern.
For example, the teacher knows that when the students come back from an assembly, they are likely to be noisy and unruly. So the teacher meets them at the door and has a task ready for them as soon as they enter the room.

In general, pre-correction strategies require knowing what sets off the behavior (triggers) and the likely problem behavior. Given this information, the teacher can develop strategies to offset the problem behavior and facilitate acceptable behavior.

Pre-correction procedures, used in conjunction with correction procedures, provide educators with a very effective and efficient method for preventing and managing a wide range of problem behavior that occurs in classroom and school settings. The combined uses of these two procedures involve seven basic steps:

1. Identifying the Context (trigger) and the Predictable Problem Behavior
2. Specifying Expected Behaviors
3. Modifying the Context
4. Conducting Behavior Rehearsals
5. Providing Strong Reinforcement for Expected Behaviors
6. Prompting Expected Behaviors
7. Monitoring the Plan

Case Study
The complete seven-step, pre-correction procedure is illustrated in an example involving a student who comes in from recess shouting, laughing, and pushing other students. Every day the teacher spends a considerable amount of time trying to get him settled so she can hand out materials and explain the math class. It often takes 5-7 minutes to gain control of him and have the class engaged with the math activity. The teacher examined the situation closely and developed the following pre-correction plan.

Strategies Interrupting Crisis Behavior:
Pre-Correcting Problem Behavior

Pre-Correction Checklist and Plan
Teacher: *S. Endow* **Student:** *Dominic*
Date: *4/2/01* **Class:** *Grade 3*

1. Context *Transition from recess to the classroom*

Problem Behavior Shouting, laughing, pushing; down time before he complies with directions and becomes on task.

2. *Expected Behavior Enter room quietly, hands to self, go straight to desk and begin entry task on chalkboard.*

3. *Context Modification Teacher meets students at door, has them wait a few seconds until everyone is in line, reminds them to go straight to their desks and begin the math puzzle that is on the chalkboard.*

4. *Behavior Rehearsal Teacher reminds Dominic just before recess to come into the room quietly, go to his desk and start the math activity and Dominic was asked to repeat the expectations.*

5. *Strong Reinforcement Dominic was told that if he could follow the rules coming into class after recess, the teacher would be very pleased and that he could earn some free time on the computer (one of his favorite choice activities).*

6. *Prompts The teacher meets the class at the door and gestures for everyone to be quiet and points to the math activity on the board. She catches Dominic and says, "Let's get started real quickly on the math puzzle."*

7. *Monitoring Plan The teacher uses her watch to measure how long it takes Dominic to reach his des and begin work after he passes through the door.*
Walker, Colvin & Ramsey (1995) pp. 176-183.

Strategies Interrupting Crisis Behavior:
Utilizing Effective Correction Procedures for
Attention-Getting Behavior

The need for attention has been identified as one of the most common explanations for problem behavior in the classroom, such as student talk-outs, interruptions, off task behavior, clowning around behavior, and repeated requests for assistance. However, a relatively common experience for teachers is that when they address these relatively minor problem behaviors, the students react and exhibit worse behavior. Then the teacher has to deal with the more serious behavior which could possibly lead to crisis behavior. To prevent this kind of escalation it is critical for teachers to have simple, efficient and non-inflammatory procedures for correcting minor attention-getting behavior. The goal of these strategies is to interrupt the chain of behavior and assist the student to engage in the present activities in the classroom.

Use a correction plan that contains a series of steps in which the least intrusive step is used first and more intrusive measures come into play only if the problem behavior persists. For example:

1. Remove attention from the student who is displaying inappropriate attention getting behavior, and acknowledge other students nearby who are exhibiting the expected behavior.
2. Redirect the student to the expected behavior with a gesture or verbal prompt, and be sure to acknowledge subsequent cooperation and displays of expected behavior by the student.
3. Secure the student's attention and clearly inform him or her of the expected behavior, provide immediate opportunities for practice, and acknowledge the changed behavior when it occurs.
4. Deliver a brief warning by providing an opportunity for the student to choose between displaying the expected behavior and experiencing a penalty or loss of privilege.
5. Deliver the penalty or loss of privilege in a matter-of-fact matter (for example, timeout or loss of some recess time) and do not argue with the student about details of the penalty.

CAUTION: Do not become engaged in a power struggle with the student in using these procedures. If the student begins to escalate delay responding and utilize the procedures suggested in the topic, *Managing Agitation*.
Colvin & Lazar (1997) p.79. Colvin, (1999), *Defusing Anger and Aggression* Video (Vignette # 1).

Strategies Interrupting Crisis Behavior:
Managing Off-Task Behavior

Off-task behavior is one of the most common minor problem behaviors teachers have to deal with in the classroom. This behavior can readily escalate to more serious behavior if it is not managed carefully. There are two broad reasons for students to display off-task behavior; (a) to obtain attention from the teacher or other students, and (b) to avoid the task because they cannot do the work or are bored with it. If the teacher believes that the off-task behavior is motivated by attention needs then follow the procedures listed in utilizing *Effective Correction Procedures*
for Attention-Getting Behavior. If the motivation is avoidance then the teacher needs to assess the student's skill level and proceed accordingly. For example, if the student can demonstrate mastery of the topic, new or more challenging work needs to be provided. However, if the student does not have the skills for the task then more instruction is needed such as more explanations or easier practice examples need to be provided.

Note: In trying to determine the motivation for off-task behavior, whether it is attention-getting or avoidance, it is better to start with the hypothesis that the explanation is avoidance, that is assess the student's skill level. The student's subsequent behavior will provide the necessary feedback.

Colvin & Lazar (1997) pp.57-61.
Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #1).
Colvin, Ainge & Nelson (1997),pp.47-51.

Strategies Interrupting Crisis Behavior:
Managing Agitation

Sometimes students are already agitated when they enter a situation and as soon as a demand is placed on them or their behavior is corrected, they can escalate to quite serious explosive behavior. For example, Jamie's body language and tone of voice indicate he is upset. The teacher asks him to sit down and begin his work. He then uses profanities and storms out of the classroom. However, this escalation may have been defused if the teacher had used techniques to settle the student down before the direction to begin work was given.

There are two basic steps for addressing agitation; (a) identify the signs of agitation and, (b) utilize techniques for defusing agitation.

Signs of Agitation
Students show agitation by either increasing distracting behavior or decreasing active, engaged behavior. Here are some examples of increases in distracting behavior: darting eyes, non-conversational language, "busy" hands, moving in and out of groups, frequent off-task and on-task behavior, starting and stopping activities and moving around the room.

On the other hand, students may be agitated and not show it. These students display agitation by displaying decreases in behavior and less engagement in activities such as: staring into space, subdued language, contained hands, lack of interaction and involvement in activities, withdrawal from groups, lack of responding in general and avoidance of eye contact.

Techniques for Defusing Agitation
Once the teacher recognizes that the student is agitated, the primary goal is to use strategies to calm the student down and carefully assist him or her to become engaged in the class activity. Because these strategies are essentially supportive in nature, it is very important to use them early, (before the behavior becomes serious), otherwise the teacher may reinforce the serious behavior. The key is **timing.** Use the following techniques at the earliest indications of agitation:

1. *Teacher support***:** Communicate concern to the student.
2. *Space***:** Provide the student with an opportunity to have some isolation from the rest of the class.
3. *Choices***:** Give the student some choices or options.
4. *Preferred activities***:** Allow the student to engage in a preferred activity for a
short period of time to help regain focus.

Strategies Interrupting Crisis Behavior:
Managing Agitation

5. *Teacher proximity:* Move near or stand near the student.

6. *Independent activities***:** Engage the student in independent activities to provide isolation.

7. *Movement activities:* Use activities or tasks that require movement, such as running errands, cleaning the chalkboard, or distributing papers.

8. *Involvement of the student***:** Where possible involve the student in the plan. In this way there is more chance of ownership and generalization to other settings.

9. *Relaxation activities***:** Use audiotapes, drawing activities, breathing and relaxation techniques.

10. *Use passive activities***:** Use activities that have low demand on the students such as reading to the class, or have them watch an instructional video tape. Since agitation is a very common predictor of serious or crisis behavior, it is very important for teachers to develop a sharp eye in identifying agitation as early as possible and implement strategies that are designed to calm the student down and reorient the student to the current class activity.

Walker, Colvin & Ramsey (1995), pp. 72-119.
Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #3).
Colvin, Ainge & Nelson (1997),pp.47-51.

Strategies Interrupting Crisis Behavior:
Managing Provocative or Challenging Behavior

Sometimes a student will break a rule deliberately to challenge the teacher. Quite often the teacher will address the problem and give the student a direction, which the student will refuse to follow. In this way the student sets the stage for confrontation. For example, a student wears a T-shirt that has a rude message on it. The teacher addresses the issue telling the student that the shirt is a violation of the school dress code and that he needs to go to the restroom and turn it inside out. The student refuses to follow the direction and a confrontation scene is established. In other words the stage is set for escalation. The student's behavior will escalate or become defused depending for the most part on how the teacher addresses the problem. There are three clear steps for defusing this kind of challenging behavior.

1. State the rule or expectation that is being challenged in a calm yet firm manner.
2. Request explicitly for the student to take care of the problem.
3. Lead the student to consider options or present options on how to take care of the problem.

For example, in the case of the student with the offensive T-shirt, the teacher would take him aside and say, "Joe, that T-shirt is not acceptable in a public school. It has a rude message." (*State the Rule*). "I need you to take care of it please." *(Ask the student to take charge of the problem).* "What is your plan?" If the student does not come up with a plan the teacher could say something like, "You can turn it inside out, get a shirt from the gym or wear a jacket. I don't care but I need you to take care of it please." *(Review options).*

Colvin, Ainge & Nelson (1997),pp.47-51.
Colvin (1999), *Defusing Anger and Aggression* Video (Vignette #2).

Strategies Interrupting Crisis Behavior:
Responding to Disrespectful Behavior

Another common strategy students use to engage staff is to use disrespectful behavior. These behaviors include negative comments towards staff, insults, profanity, and verbal abuse. If the teacher takes these behaviors personally and reacts strongly then the student could likely react as well and exhibit even more serious behavior such as serious threats or even assault. Again the question arises, "Could this situation have been defused versus escalated." The key in managing these behaviors is to realize that the student is trying to control the situation by "pressing buttons" to obtain an emotional reaction from the teacher. Four steps are suggested for defusing these situations and avoiding escalation to crisis behavior:

1. ***Delay responding:*** Clearly the student is setting up the teacher for a reaction. By delaying responding, pausing slightly, the teacher communicates to the student that he or she is in control of his or her behavior and will not simply react.
2. ***Studiously avoid using escalating prompts***: These are reactive teacher behaviors that are likely to escalate the student such as agitation, frustration, cornering the student, touching, grabbing, nagging, discrediting remarks and challenging the student.
3. ***Calmly respond to the problem behavior in a firm but controlled tone:*** For example, the teacher might say, "Michael, that language is unacceptable and I am going to follow-up on this shortly."
4. ***Deliver an appropriate negative consequence:*** Provide independent task for the class to perform. Approach the student privately. Deliver a negative consequence that has been preplanned and specified within the class rules. Such consequences may include response cost techniques, loss of privileges, detention, etc.

Here are some additional guidelines for approaching a student who is being disrespectful or possibly dangerous: Move slowly and deliberately toward the problem situation, speak privately, calmly and respectfully, minimize body language, keep a reasonable distance, establish eye-level position where possible, be brief, focus on expected behavior, withdraw if the problem escalates and acknowledge cooperation where appropriate.

In general, effective management of disrespect is largely determined by how we respond. If we are controlled and respectful we are more likely to defuse the situation and avoid escalation to crisis behavior.

Colvin (1999), Defusing *Anger and Aggression* Video (Vignette # 3).
Colvin (In Preparation), Classroom Management Systems, p.13.

Strategies Interrupting Crisis Behavior:
Establishing Limits and Defusing Defiance

One of the most troublesome behaviors that teachers face in a classrooms is noncompliance, defiance or insubordination. This behavior of refusing to follow
directions is problematic for three important reasons; (a) teachers need cooperation from students in order to teach and (b) non-compliance quickly disrupts the teaching/learning process and (c) non-compliance can easily escalate to serious or crisis behavior. Teachers need strategies that can help them establish limits with their students (i.e., break-up sustained non-compliance), establish cooperation and to avoid escalation to serious behavior. Three main steps are involved in defusing non-compliance and establishing cooperation: (a) pre-teach, (b) deliver the choices to the student in a non-confrontational manner, and (c) follow-through based on the student response.

1. *Pre-teach the procedures*: The purpose of this step is to make sure that the student understands the procedures. Carefully rehearse and explain the procedures to the class or individual students. For younger students it is important to model the procedures. The pre-teaching should occur at a neutral time or time when the student is relatively calm.
2. *Present choices in a non-confrontational manner by*:
(a) Present the expected behavior and a negative consequence as a decision (place responsibility on the student).
(b) Allow a few seconds for the student to decide (to allow the student to calm down, process the choices and to save face).
(c) Withdraw from the student and attend to other students. This also helps the student to save face, leaves them with the decision and helps the teacher to disengage and manage the rest of the class.
3. *Follow through*: If the student chooses the expected behavior, briefly acknowledge the choice and continue with the class activity. If the student does not choose the expected behavior follow through with the negative consequence.
Example
Students are engaged in working on some math problems except for Sarah who is wandering the room. The teacher followed the usual procedures of attending to the students on task and providing some prompts for Sarah to sit down and begin her work. The teacher then said, "Sarah. Look it really is time for get started on you math." Sarah says, "No way. I am not doing any dumb math." The teacher pauses, acknowledges a student on task then approaches Sarah and says as privately as possible, "Sarah, you are asked to start your math (*expected behavior)* or you are going to have to do it at recess (*negative consequence).* You have a few seconds to decide." The teacher leaves Sarah and moves to assist or check on the work of some other students. When the teacher returns to Sarah she has moved to her desk and opened a book mumbling that she still doesn't like math. The teacher, approaches her says very quietly, "Thank you Sarah for getting started on your math." The teacher then leaves Sarah.
In general the key to managing non-compliance and for setting limits lies in the teacher's delivery. Present the expected behavior and a negative consequence as a choice, give the student some time to decide and then withdraw for a few seconds.

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Strategies Interrupting Crisis Behavior:
Managing Threats and Intimidating Behavior

Students may escalate to a point of serious confrontational behavior involving threats and intimidation. The teacher may follow the procedures for establishing limits and the student reacts instantly by delivering a serious threat to the teacher. At this point imminent danger is a critical consideration. The primary concern here is to avoid escalating the student or putting the student in a position that he or she feels compelled to follow-through with the threat. The key here is to **disengage and get assistance.** Teachers should not feel compelled or pressured to manage this situation by themselves. Their safety is the controlling variable, which means that the teacher's response is designed to disengage. There are three critical steps for the teacher to follow in response to a threat:

1. *Pause:* Look at the student, look down. Communicate that you are thinking. It is very important to delay responding.
2. *Disengage:* Look at the student and say something like, "Just a second," and pull away. Keep in mind that when a student makes a threat they give you some time to respond.
3. *Seek assistance:* Withdraw from the student and seek assistance from another teacher and follow your school procedures.

The most important consideration in defusing this situation is to prevent further escalation. The student threat will be followed up, typically through an office referral.

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Colvin, Ainge & Nelson (1997),pp.47-51.
Colvin (1999), *Defusing Anger and Aggression* Video (Vignette # 6).
Colvin (2000), *Managing Threats* Video.
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