



I. FBA/BIP SECLUSION/RESTRAINT

PRE-MEETING

- Team meets in order to identify:
 - Rationale/reason for completing an FBA/BIP – Why was the FBA/BIP initiated (suggested rationales are found on the Pre-meeting Worksheet).
 - One target behavior that will be the focus of the FBA/BIP. Target behavior needs to be defined in observable and measurable terms.
 - Team members and each member's role and responsibility in the FBA/BIP process. Include records review, interview (parent and student) and observations.
 - Data collection methods and who will collect the data.
- Review Brief BIP if available.
- Document all of the above on the internal KUSD Pre-meeting Worksheet.

FUNCTIONAL BEHAVIORAL ASSESSMENT

Introductory Information

- FBA/BIP is completed as part of an IEP meeting. Follow the IEP or IEP Review and Invitation guidelines.
- Describe student strengths including strengths related to behavior.
- Copy the Target Behavior from the internal KUSD worksheet.

Step I: Data Collection

- Collect data for at least two weeks.
- Document the data in the FBA, STEP I.
- All data gathered is entered into the FBA/BIP before the IEP meeting. It is summarized by the case manager to include identifiable patterns in the time, place or person(s) with the students when the target behavior occurs.
- Student's perceptions/beliefs
 - Document how the student sees the problem and his/her reasoning behind it.

Step II: Data Analysis

- The data is analyzed in two different ways:
 - Each variable is specifically addressed (with whom, where, when, frequency, duration). Include the student's perception or belief about his/her behavior. The student interview is used to gain this information.
 - Identify and describe what the behavior looks like at each level.
 - (I) Low-level behaviors that indicate behavior may escalate
 - (II) Escalated behaviors
 - (III) The student is no longer safe, danger to self/others

Step III: Function of the Behavior

- Function/purpose/need being met by the target behavior.
 - Based on the analysis of information gathered, team members speculate the possible function of the target behavior.
 - Consider and choose one function listed under Step III.

Step IV: Hypothesis Statement

- The Hypothesis Statement includes the following components:
 - Antecedents/triggers that occur prior to the behavior
 - Student's name
 - The target behavior
 - Function/purpose/need that the behavior is meeting for the student.

BEHAVIOR INTERVENTION PLAN

- Identify key contact information for the student. This information can be copied from the FBA. List the support team members of the Behavior Intervention Plan. These should be staff members that work with the student on a regular basis. These members might not match the FBA team members. Remember the student (depending on age) should be a part of the BIP team.
- Copy the description of the target behavior, as well as the working hypothesis of the function of the target behavior from the FBA.

Replacement Behavior/Goal

- Identify the replacement behavior: (Example: Elementary and Secondary)
 - What skills/behavior does the student need to substitute for the target behavior?
 - This behavior is **not** the opposite of the target behavior.
 - It meets the function or need the student is displaying by the behavior.
 - It does not have to be the perfect behavior, but an approximation of the desired or the replacement behavior.
- A review date is scheduled. This should be no later than 30 school days after the initial meeting.
 - At the review meeting the IEP team will review the frequency of the target behavior or replacement behavior to determine if the BIP is effective.
- If BIP is deemed ineffective, a review of the data and hypothesis should be conducted.
- Goal - An IEP goal should be created to either increase the replacement behavior or decrease the target behavior.

Domains

- Consideration of the following domains can be helpful for identifying specific needs and skills associated with the behavior in question.
- These questions are meant to help teams begin thoughtful discussions related to the needs associated with child's behavior
 - Academic
 - Physical
 - Cognitive
 - Communication
 - Social/emotional
 - Adaptive/Advocacy
- Consider if there are skill deficits or performance deficits.
 - **Skill deficits** are addressed by teaching the skill to the student.
 - **Performance deficits** are addressed by providing:
 - Positive behavioral supports
 - Positive responses by the staff to the target behavior (teacher's tone of voice)
 - Positive reinforcements that motivate the student
 - Positive modifications to the environment (i.e. number of students, seat location in classroom, how work is presented, visual supports, etc.)
 - In each domain identify the staff person responsible.

Hierarchy of Positive Staff Responses

- Refer to the hierarchy of behaviors identified in the FBA.
- At each level of behavior choose three to four positive responses to the behavior that were identified in one or more of the six domains.
- Also identify specific positive reinforcements and modifications to the environment that need to be made at each level of the plan.

SECLUSION AND RESTRAINT

- Seclusion and restraint are consequential methods to be used with a student as a last resort, and only if the behavior displayed is an imminent danger to the student and/or others.

- Team determines whether or not there is a potential need for the use of seclusion and/or restraint. If yes, complete the Seclusion/Restraint form.
- All incidents of seclusion and/or physical restraint must be documented on the Seclusion/Physical Restraint Incident Report form located on Advisor. (Refer to the Guidelines for the Implementation of Seclusion and Physical Restraint).
- As a team answer the questions on the potential need for seclusion and for physical restraint.

Crisis Intervention and Communication Plan

- List the steps for intervening with the student if danger to self or others is imminent. The steps should be with the least restrictive; proceed in a logical sequence and be positive steps (i.e. visual/verbal cueing; redirection; choices; breaks; removal of audience).
- This part of the plan includes:
 - The people to be notified and by whom
 - The members of the crisis team. (Staff trained in nonviolent crisis intervention.)
 - The specific plan for seclusion including place
 - The specific plan for restraint including the hold that is used