inclusion matters!

SECTION 12

Developing Positive Behavior Support

Developing Positive Behavior Support

All behavior serves a function and communicate **something**. It is important to remember when you see challenging behaviors, students may be using the only way they know, or the only way that works, to get their needs met. If a student consistently displays behaviors that interfere with their learning or someone else's learning, the team should develop a plan to address the behaviors through proactive measures such as teaching replacement behaviors, sensory supports, direct instruction, etc. so the student can achieve success.

Remember:

Always maintain the student's dignity and respect

Behaviors are learned; therefore they can be taught

Behaviors are the student's way to communicate needs and feelings

When a student displays challenging behaviors, look at the context, provide supports and take it to the team

Model appropriate behavior

Take data - talk to the family, talk to the student, collection ABC (Antecedent, Behavior, Consequence) data to determine communicative function

For more information please visit the SSD PBIS Compendium http://pbiscompendium.ssd.k12.mo.us/

Develop Positive Support Plan For Student Success

Multi-Tiered System of Support
SSD supports behavioral and social intervention through multi-tiered Systems of Support. Among the services offered through SSD are Positive Behavioral Interventions and Supports (PBIS). PBIS is a systematic, three tiered, data-driven approach designed to reduce problem behaviors that can impede classroom success for students with and without disabilities. Schools who choose to use School-wide PBIS structure the learning environment to actively teach and recognize appropriate behaviors (including social skills) and discourage inappropriate behaviors across the day. School-wide Universal Supports are present across settings and address academic, behavioral, and social goals. Students who continue to have difficulty despite the Universal Supports can receive more targeted interventions in a second tier of strategies. Still other students require a third tier of interventions which are specially designed, individualized and documented in a Behavior Intervention Plan.

More information regarding School-Wide Positive Behavior Supports can be found through the Missouri School-Wide Positive Support website http://pbismissouri.org/about and the SSD PBIS Compendium http://pbiscompendium.ssd.k12.mo.us/

Behavior Intervention Plan
A Behavior Intervention Plan (also called Positive Behavior Support Plan or Function Based Intervention Plan) is developed with input from a team and provides specific instructions to educational staff as to what supports must be in place for the student to be successful; how to respond to behaviors and teach alternatives consistently; and how to take and analyze data to determine effectiveness of the plan. The BIP procedure begins by conducting a Functional Behavioral Assessment (FBA) focused on specific

targeted behaviors to determine what function, or purpose, the behaviors are serving and under what conditions the behavior is observed. The Functional Behavior Assessment includes:

- Parent permission and involvement
- Specific definition of the problem behavior
- Indirect data gathering including Teacher, student and parent interviews
- Student Records Review
- Direct observations of the student
- Analysis of all data gained to identify environmental conditions (antecedents) which exist both when the behavior occurs and when it does not occur; events which occur after the behavior and impact the likelihood that it will recur (consequences); and a hypothesis as to the function of the behavior.
- Identification of an appropriate replacement behavior serving the same function as the problem behavior to teach the student (Umbreit, 2007)

Information from the FBA is used to write a Behavior Intervention Plan (BIP) which outlines procedures to teach the alternative behavior and addresses any changes needed in the environment (antecedent or consequences) to prevent the behavior. BIPs include:

- Definition of behaviors being monitored
- List of precursory behaviors which might indicate escalation to problem behavior:
- Hypothesis of the function of behavior:
- Progress monitoring goal: (based on baseline data)
- Intervention Strategies, to include
    - Alternative replacement behaviors
    - Strategies to teach replacement behavior:
    - Strategies to prevent problem behavior:
    - Strategies to reduce reinforcement for problem behaviors
    - Strategies to reinforce alternative behaviors
- Crisis Plan, if needed. Crisis procedures will comply with board policy (SSD and Partner District)
- System for monitoring and evaluating the plan
- Data to be collected
- Schedule for regular meetings to review progress
- Schedule for Staff training (All staff will be trained on this plan prior to implementation).

Intervention strategies used in the BIP may include changes such as:
- Modifying the learning environment to prevent behaviors
- Modifying the student's daily schedule/routine
- Offering the student choices and input over his/her learning

Developing Positive Behavior Support

- Providing supports for difficult or anxiety provoking activities
- Teaching coping skills and emotional regulation
- Using clear and multisensory cues/prompts for transitions
- Allowing for the need for physical movement
- Analyzing physiological needs (hunger, medication, seizures, pain, other health concerns) and making adjustments if possible
- Supporting positive peer relationships
- Teaching social skills
- Use of positive reinforcement strategies based on student preferences
- Incorporating PBIS to support teaching the replacement behaviors

A combination of these approaches is often necessary for an effective support plan, and everyone involved with the student should be involved in the implementation of the plan. Plans are individualized for students and their settings, but all plans are updated regularly based on data indicating whether or not they are effective.

Trained Facilitators are prepared to guide a team in developing the positive support plan for a particular student and have publications documenting its use and effectiveness. These facilitators include PBIS coaches, Effective Practices Specialists, ABA associates, district facilitators, and others. Contact your Area Coordinator for further assistance.

Resources:
Umbreit, John (2007). Functional behavioral assessment and function-based intervention: an effective, practical approach. Upper Saddle River, NJ: Merrill/Prentice Hall.

Links
SSD PBIS Tertiary Tools:
http://pbiscompendium.ssd.k12.mo.us/tertiary-system-tools

Missouri School-Wide PBIS:
http://pbismissouri.org/about

Glossary of behavioral terms:
Behavior Analysis Association of Michigan
http://www.baam.emich.edu/baammoviepages/BAAMdttmoviesbasics.htm

Research and review of the evolution of Positive Behavioral Supports:
http://www.apbs.org/new_apbs/files/PBSevolutions.pdf

Positive Behavior Support: Evolution of an Applied Science
Carr, E.G., Dunlap, G., Horner, R.H., Koegel, R.L., Turnbull, A., Sailor, W., Anderson, J., Albin, R., Koegel, L.K., & Fox, L. (2002). *Journal of Positive Behavior Interventions, 4*(1), 4-16. Copyright (2002) by PRO-ED, Inc.

Universal Checklist

Teacher:
School/District:
Date:
Rationale of Use: The purpose of this document is to support teachers and administrators in developing an enriched and engaging classroom learning environment that meets the needs of all students.

		In Place	Needs Assistance	Comments
		Environmental Supports		
Rules, Routines, Schedules (Visual Supports)				
1	Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.			
2	Rules are measurable and observable, are positively stated, and include student voice.			
3	There is evidence that rules have been taught and practiced.			
4	Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.			
5	Adult and student routines exist and include student voice.			
6	There is evidence that routines have been taught and practiced.			
7	There is an effective attention signal, both verbal and visual, used in the classroom.			
8	Class schedule is posted and referred to often.			
9	Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.			
10	Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.			

Universal Checklist

		In Place	Needs Assistance	Comments
Physical Environment				
11	Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.			
12	The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.			
13	There are opportunities for movement within the room.			
14	Accommodations are provided to meet individual student needs.			
Teacher/Student Interactions				
15	Positive to negative/corrective teacher to student interaction ratio is at least 4:1.			
16	Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior-specific praise and incentives).			
17	There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.			
18	Appropriate behaviors are taught to replace inappropriate behaviors.			
19	Teacher actively supervises students (scan, interact, move).			
20	Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.			
Instructional Strategies				
21	There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.			
22	Evidence-based strategies are used to increase student engagement and opportunities to respond.			
23	Student choice is embedded into instruction.			
24	Instruction is skillfully differentiated for a variety of learners.			

		In Place	Needs Assistance	Comments
25	Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.			
26	There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.			
27	Downtime is minimized or used to improve age-appropriate leisure and social skills.			
28	The pace of instruction is appropriate to promote active student engagement.			
29	There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.			
30	Assistive technology and augmentative communication are utilized based on individual student needs.			
Systems Supports				
Communication System				
31	There is an effective communication system for students, staff and families.			
32	There is evidence of regularly scheduled team meetings with the use of agendas and minutes.			
33	If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.			
Data/Learning Outcomes				
34	There is evidence of both formative and summative assessments to guide curriculum planning.			
35	Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.			
36	There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)			
37	Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.			

* Online resources (videos, references, documents) will be available to support the researched based practices outlined

* During the year the SSD Behavior Committee will actively seek input from staff. Based on feedback, the Universal Checklist, will be reviewed and revised annually in the spring.

Behavior Intervention Plan

Student:

Meeting Date:

Initiation Date:

Summary
Definition of behaviors being monitored for reduction include: (clear, concise, observable, measurable)

List of precursory behavior: (behavior showing likelihood of escalation to problem behavior)

Summary of Functional Assessment: (Summarize results of functional assessment includes date(s), tools used, direct/indirect data)

Hypothesis of the function of behavior: (Identify triggers/antecedents, problem behavior, and maintaining consequences that suggests function: escape, attention, access to tangibles, pain alleviation, sensory, etc.)

Progress monitoring goal: (based on baseline data)

Intervention Strategies
Alternative replacement behaviors: (specific behavior to be increased or taught)

Strategies to teach replacement behavior: (what, when, and how)

Strategies to prevent problem behavior: (Setting event/antecedent events relative to function of behavior; refer to Level I & II CPI crisis prevention & de-escalation techniques)

Strategies to reduce reinforcement for problem behaviors: (Consequence relative to function of behavior)

Strategies to reinforce alternative behaviors: (specify frequency or amount of reinforcement based on student preference to be implemented or monitored by staff)

Crisis Plan (reexamine after seclusion restraint committee is finished)
Strategies to prevent physical harm to self or others when intervention strategies breakdown: (define crisis – any physical danger to self or others; use of seclusion or restraint as last resort)

Crisis procedures will comply with board policy (SSD and Partner District)

Monitoring and Evaluation
Data collection: Data should be collected daily on all behaviors in this plan, physical interventions must be monitored as indicated by Special School District's Board Policy.

Review meetings: Implementation fidelity data, team consensus plan addresses problem and is effective, and student outcome data should be reviewed twice monthly.

Staff training and fidelity: All staff will be trained on this plan prior to implementation.

Behavior Intervention Plan (BIP) Supplemental Information Guide

The purpose of this form is to supplement the Behavior Intervention Plan (BIP) template provided in EXCEED. Each section contains a definition of the heading and Examples and Non-Examples when appropriate. Recognizing that each student is unique and each situation is different, the examples herein are not meant to be comprehensive of all behaviors one teacher may encounter, rather a guide to help facilitate your understanding of each heading.

SUMMARY

1. Definition of behaviors being monitored for reduction includes:
This section should include a clear, observable, measurable definition of the behavior targeted for reduction. The behavior targeted for reduction is considered observable and measurable if can be seen, counted, and repeated. A generalized label such as "Non-Compliance" or "Aggression" is only appropriate when followed by a description of what that behavior looks like and when appropriate, non-examples of that behavior.

Examples:
- Hitting - Defined as any attempt or success at using one's arm or hand to strike another and does not include giving high-fives and handshakes.
- Non-compliance – Defined as verbally stating "no" or putting head down within 30 seconds of a directive and does not include asking clarifying questions.
- Verbal Outburst – Defined as any verbal statement that is shouted loud enough to be heard across a classroom; which may include screaming, obscenities, and words that are generally inappropriate in a school environment. It can be directed toward an adult or peer but may just be a generalized outburst about work. It may include ripping up papers, pounding fist, or pushing work away but does not include any physical contact with any other person.

Non-Examples:
- Aggression – Refusing to complete work. *(Feedback: Label does not match definition.)*
- Wants control *(Feedback: Label is not a measurable or observable behavior, does not include definition.)*
- Off-Task – Student does not focus on her work and daydreams often. *(Feedback: Label could be appropriate with observable definition. In this case however, definition is not observable or measurable behavior.)*

2. List of precursory behaviors:
These are student behaviors that typically occur prior to the problem behavior.

Examples:
- Pacing
- Crying
- Stomping fist on desk/wall. Stomping feet.
- Destroying property such as tearing paper and breaking pencils
- Screaming

Non-Examples:
- Anxious *(Feedback: Label not observable and measureable by others.)*
- Angry *(Feedback: Label not observable and measureable by others.)*
- Frustrated *(Feedback: Label not observable and measureable by others.)*

- Uncomfortable *(Feedback: Label not observable and measureable by others.)*
- Upset *(Feedback: Label not observable and measureable by others.)*

3. Hypothesis of the function of behavior:
The hypothesis of the function of the behavior is a summary statement that provides information regarding what the student is "getting out" of the problem behavior. It is based on information collected during the Functional Behavior Assessment and consists of:
- an objective description of the problem behavior
- the hypothesized function of the behavior:
  - Attain something (positive reinforcement) such as attention, sensory input, tangible items/activities/environments/person
  - Avoid something (negative reinforcement) such as attention, sensory input, tangible items/activities/environments/person)
- may include possible antecedents or setting events that trigger the problem behavior

!Caution! Keep in mind that one behavior may have multiple functions. For example, a student may scream in order to gain access to food (tangible item) but he may also scream to escape teacher demands. Further, a student may exhibit multiple behaviors that serve the same function. For example, she may tap on her desk loudly and scream out both in order to gain attention from her teacher.

Examples:
- When [setting events/antecedents], student does [behavior] in order to [function of behavior].
- Functional Behavior Assessment data indicates that behaviors targeted for reduction are maintained by [function].
- Based on the Functional Behavior Assessment, the hypothesis of the function of the [student's behavior] is that he/she [function].
- Based on data from the Functional Behavior Assessment it is hypothesized that the function of the student's behavior is/are [function].

Non-Examples:
- Attention: The student wants to escape. *(Feedback: The problem behavior is not identified, the function is identified however the definition does not match the label.)*
- Student wants to communicate. *(Feedback: With the assumption that all behavior is communicative, this statement lacks a specific function.)*
- Escape, non-social, physical and tangible. *(Feedback: This statement is not descriptive enough to guide intervention planning.)*

4. Progress monitoring goal:
A progress monitoring goal is a specific and measureable goal that is based on baseline data.

Examples:
- Student will decrease instances of [problem behavior] by [numerical data] over baseline.
- Student will increase instances of [replacement behavior] by [numerical data] over baseline.

Non-Examples:
- Student will communicate his wants and needs. *(Feedback: Goal not specific or measureable.)*
- Student will use coping strategies to calm down when frustrated. *(Feedback: Goal not measureable.)*

INTERVENTION STRATEGIES

1. **Alternative replacement behaviors:**
An alternative replacement behavior is one that can be taught to the student and serves the same function as the problem behavior. It allows the student to communicate the same need in a more acceptable manner. It should positively state a new behavior and be one that a student can perform or learn to perform.
!Caution! An alternative replacement behavior is not simply the absence of the problem behavior! For example, if the student engages in a problem behavior to escape the lunchroom, the alternative replacement behavior is not simply eating in the lunchroom without engaging in the problem behavior. In this example, the alternative replacement behavior would be one that teaches the student a more appropriate method for escaping the lunchroom because it achieves the same outcome (function) of the problem behavior.

Examples:
- Student will indicate his/her need for a break either by exchanging a break card, verbalizing "break", or pointing to break area.
- Student will increase the amount of time he/she can wait for a preferred item/activity.
- Student will raise his/her hand and wait to be called on during group discussion.

Non-Examples:
- Student will be prompted to use alternative replacement behaviors. *(Feedback: Statement not descriptive and does not provide a specific skill to be taught.)*
- Student will complete assigned tasks. *(Feedback: This is simply the absence of the problem behavior.)*
- Student will not engage in problem behavior. *(Feedback: Statement not descriptive and does not provide a specific skill to be taught.)*

2. **Strategies to teach alternative replacement behavior:**
Strategies to teach an alternative replacement behavior include defining what will be taught, how it will be taught and may include when it will be taught.

Examples:
- [Student name] will participate in direct social skills instruction focusing on conflict resolution. A strategy [may want to expand/individualize] will be devised, modeled, coached and practiced with the student whereby he practices how to work through frustrating conditions (i.e. a fight with a peer, an assignment he is struggling with, etc.). A visual reminder of the strategy will be placed in his daily folder and will be utilized as necessary during times of escalation.
- [Student name] will be introduced and taught to utilize a picture communication choice board. This choice board will be introduced systematically first in 1:1 sessions then generalized to multiple staff members across multiple settings and activities. Items to be initially targeted will include food and tangible items (toys) that have served as reinforcing and motivating to the student in previous settings. Reinforcement assessments will be conducted frequently to assess the motivating conditions of the items.
- [Student name] will be introduced and taught to use an area in the school designated for her to "cool down". Staff members will teach [student name] to utilize this area to engage in strategies that have previously been identified to help calm [student name] when she is escalating which in the past, has led to property destruction. [Student name] will be introduced to this area when she is calm and not in a state of escalation. She will be reminded to use this area once she has practiced it with staff support. [Student name] will only need to verbally indicate her need to use this area to "cool down" in order to access it. She will not be prevented from using it based on escalating behaviors.

Non-Examples:
- [Student name] will be taught to use a coping strategy to calm down. *(Feedback: Description should be more detailed and provide more specific information regarding the strategy.)*
- [Student name] will be taught to use a communication system. *(Feedback: Description should be more detailed and provide more specific information regarding the strategy.)*
- [Student name] will be given a chance in the room to take a break. *(Feedback: Description should be more detailed. Does not specify what student will have to do to engage in "break".)*

3. Strategies to prevent problem behavior:
Summarize what specific actions will be taken in the environment or to the academic material to prevent the occurrence of the problem behavior. These antecedent or preventative strategies may include what behaviors staff members will employ as well as specific environmental or academic strategies (i.e. preferential seating, use of sound blocking headphones, timers etc.) that will be used to prevent the problem behavior.

Examples:
- [Student name] will be introduced to a visual schedule. A combination of words and pictures will be utilized. Staff will reference the schedule daily reminding [student name] of what activity comes next and what the expectations are for that activity. An element of choice making will be incorporated for free choice time and/or break times as well as student will be introduced to a
- If [student name] is demonstrating behaviors of escalation, staff members will be supportive and remind student to use their strategy to calm down. If the student becomes non-compliant staff members will offer choices and time to de-escalate and make a choice. Staff will not physically assist student at this time as this has been shown in the past, to escalate student's behavior. Intermittently, staff will check with [student name] and remind him of his choices. Staff members will use a calm voice, and remind [student name] what he is working for (i.e. rewarding item/activity/etc.) Once student engages in appropriate task, staff members will proceed with normal classroom activities. Staff members will not immediately remind [student name] that he has lost privileges or activities based on his behavior. Staff members will wait until it is determined that [student name] has had sufficient time to cool down and re-engage in curricular activities. It should be noted that this may take a significant amount of time (i.e. 1 hour, all morning, etc.)
- Staff members will remind student often (i.e. several times per day, sometimes more) of the classroom rules and expectations. This will be especially important when [student name] is transitioning to a new environment such as PE, recess, or Music.

Non-Examples:
- Student will be prompted to take a "break" if her behaviors begin to escalate. *(Feedback: Strategy does not involve what environmental or academic strategy will be in place prior to the occurrence of the problem behavior.)*
- If student exhibits [problem behavior], staff member will escort student to a different location in the building. *(Feedback: Strategy does not involve what environmental or academic strategy will be in place prior to the occurrence of the problem behavior.)*

4. Strategies to reduce reinforcement of problem behaviors:
These are the steps that will be taken to reduce the likelihood that the problem behavior will be reinforced. These consequence strategies outline what steps will be taken when the problem behavior occurs.
!Caution! It is important to consider the previously identified function of the behavior in this section! For example, if the function of the problem behavior has been identified as escape, then the strategies to reduce reinforcement of the problem behavior cannot allow the student to escape the task/environment/activity once he/she has engaged in the problem behavior. The task/environment/activity must be continued until the alternative replacement behavior has been demonstrated by the student, even if it requires prompting. If the function of the behavior has been identified as attention, then the strategies to reduce reinforcement of the

problem behavior should not include one that will provide attention to the problem behavior such as "talking it out" with the student when he/she has engaged in the problem behavior. It should include strategies to reduce providing attention to the student until he/she has engaged in the alternative replacement behavior, even if it requires prompting.

Examples:
- If student engages in [problem behavior] staff members will ignore the behavior, block as necessary while prompting the previously identified alternative replacement behavior [specify this behavior such as "break" or "strategy"].
- Staff will block access to preferred item if [student] demonstrates [problem behavior]. Student will be prompted to use [alternative replacement behavior] to ask for item.

Non-Examples:
- If student engages in [problem behavior] student will be taken to the break area and asked to take a break. She will be asked if she "ready to come back" after she is calm. If she says, "No" her break will be extended until she says she is ready. *(Feedback: Assuming the function of this student's behavior is escape, this procedure will reinforce the problem behavior because it allows direct access to a break upon the occurrence of the problem behavior.)*
- If student engages in [problem behavior] a bucket of previously identified preferred items will be given to him so that he may choose one to calm down. *(Feedback: Assuming the function of this student's behavior is escape, this procedure will reinforce the problem behavior because it allows direct access to a break upon the occurrence of the problem behavior.)*

5. Strategies to reinforce alternative replacement behaviors:
Specify what rewards or incentives can be used to reinforce the alternative replacement behavior. These can be both tangible items (e.g. game) or non-tangible (e.g. verbal praise) and should be based on student preference, consider the developmental needs of the student and the social implications of the reward. Specify the frequency or amount as necessary.

Examples:
- A token economy will be utilized with the student. The student will be reinforced for appropriate work behaviors such as verbalizing an answer or writing answers, following the rules posted on his schedule and desk, and keeping his hands to himself. While he will first be reinforced with actual items and activities, he will transition to a token such as school money.
- Student will be acknowledged verbally (a previously identified reinforcer) when he follows classroom and school rules. Approximately once per day then fading to once per week, the student will be publicly acknowledged by favored staff members in the building such as the PE teacher, secretary, custodian, and asst./school principal for following classroom rules. Congratulatory certificates will be sent home at the end of every week acknowledging his efforts so that this may be carried over in the home.
- Student will participate in a points program whereby she earns points for engaging in appropriate behaviors. At the end of each period a review will be conducted noting her appropriate behaviors and documenting the corresponding points earned. At the end of each day she will be able to turn those points in for favored items such as break time, listening to music or playing on the computer. She will also have the opportunity to "bank" those points and save them for a larger item/activity.

Non-Examples:
- Staff will block [problem behavior] and continue presenting demand. *(Feedback: Strategy does not explain how alternative replacement behavior will be reinforced.)*
- Staff will remind student of what he is working for. *(Feedback: Strategy does not explain how alternative replacement behavior will be reinforced.)*

CRISIS PLAN

1. Strategies to prevent physical harm to self or others when intervention strategies breakdown:
These are the procedures that will be employed by staff in cases in which crisis intervention is needed in order to protect the safety, health and welfare of students, staff and others in the school setting and to maintain a safe and orderly environment for learning. This section should include what crisis behaviors look like as well as a brief description of the crisis strategy.
!Note! It is appropriate to place an N/A in this section if a crisis strategy is not necessary for a particular student or plan.

Example:
- [Student] has exhibited behaviors [describe behaviors] which have escalated despite the use of verbal strategies, non-verbal de-escalation techniques, verbal de-escalation techniques, and non-physical strategies. In addition, there have been occasions when [Student's] behavior has escalated before the non-crisis intervention strategies have had a chance to be effective. In such situations, the use of crisis intervention strategies [have proven/may prove] to be effective, and staff may use the following interventions, as appropriate and in accordance with Board Policy, even before exhausting the interventions contemplated by this plan: (choose only those that apply)
    - Physical strategies: [Provide description]
    - Physical restraint: [Provide description such as children's control or team control]
    - Isolation: [Provide description]
    - Secure Observation Room: [Provide description]
    - Other: [Provide description]
        The purpose of using such crisis interventions is to protect the safety of [Student] and others. Once [Student's] behavior has de-escalated to where [Student] no longer poses a risk to himself/herself or others, staff will return to employing the positive behavior supports in this plan.

Non-Examples:
- [Student] has exhibited out of control behaviors that require staff to physically intervene. *(Feedback: Lacking description of "out of control" behaviors and physical intervention not specific.)*
- [Student] will be isolated from peers in order to maintain his safety and others. *(Feedback: Lacking description of isolation and lacking description of behaviors.)*

MONITORING AND EVALUATION

1. Data collection: Data should be collected [time interval such as daily/weekly/etc.**] on all behaviors in this plan, physical interventions must be monitored as indicated by Special School District's Board Policy.**
Specify how often data will be collected on the student's behavior. Specify what type of data will be taken to monitor student's behavior.

2. Review meetings: Implementation fidelity data, team consensus plan addresses problem and is effective, and student outcome data should be reviewed [time interval such as weekly/monthly/etc.**]**
Specify how often staff members will meet to review the data, and make adjustments to the plan as necessary.

3. Staff training and fidelity: All staff will be trained on this plan prior to implementation.
Specify who is responsible for training staff on this plan. As necessary, specify who may be responsible for fidelity checks and related fidelity data.