

Behavior Intervention Support

Bloomfield School District

Special Education procedure for addressing student behavior

1. If law enforcement intervenes, the IEP team (Staff, LEA, Principal, Parent, and Student) will hold an IEP meeting the day the student is released from their custody to determine if the student's IEP and or BIP needs to be updated. If the IEP team (Staff, LEA, Principal, Parent, and Student) determines during the IEP meeting that the student may need a BIP, the IEP team (Staff, LEA, Principal, Parent, and Student) will obtain consent from the parent/guardian to conduct an FBA. (Staff, LEA, Principal, Parent, and Student).
 - a. Once observations for the FBA are completed, the IEP team (Staff, LEA, Principal, Parent, and Student) will meet to review the data and determine if the student will need additional support either through accommodations/modifications or BIP.
2. If the school intervenes, the student will be given the same consequences as non-disabled students in accordance with IDEA requirements, including conducting an MDR if a suspension over more than 10 cumulative days is contemplated.
3. If the student continues to violate school policy. In that case, the IEP team (Staff, LEA, Principal, Parent, and Student) will need to meet and review the following:
 - a. Review the student's behavior logs
 - b. If the student has a BIP, the IEP team (Staff, LEA, Principal, Parent, and Student) will need to review the BIP and as a team decides if the BIP will need to be adjusted.
 - c. The IEP team (Staff, LEA, Principal, Parent, and Student) may determine that the student's accommodations/modifications need to be changed.
 - d. If the IEP team (Staff, LEA, Principal, Parent, and Student) determines in the meeting that the student may need a BIP. IEP team (Staff, LEA, Principal, Parent, and Student) will need to obtain parental consent at the meeting to conduct an FBA.
 - i. Once observations for the FBA are completed, the IEP team (Staff, LEA, Principal, Parent, and Student) will meet to review the data and determine if the student will need additional support either through accommodations/modifications or BIP.
 - e. If the IEP team (Staff, LEA, Principal, Parent, and Student) adjusts the student's BIP, the team will need to decide when the IEP team (Staff, LEA, Principal, Parent, and Student) will meet to review the effectiveness of the BIP.
 - f. The IEP team (Staff, LEA, Principal, Parent, and Student) will also determine if the student will need behavior support in the regular education classroom and/or in a special education classroom. If the IEP decides the student will need behavior support, this will need to be reflected on their schedule of service page in their IEP.

Behavior Intervention Support (BIS)

Every student is unique and every BIP and IEP will be individualized based on each student's needs. The IEP team (Staff, LEA, Principal, Parent, and Student) will determine what behavior intervention support the student will need to be successful in their classroom. Below are some examples and resources the IEP team (Staff, LEA, Principal, Parent, and Student) may consider but other options will be brought up during the IEP meeting and the team will need to decide what is best for the student to be successful.

- The IEP team (Staff, LEA, Principal, Parent, and Student) can utilize the Behavior Intervention Manual, which was purchased from Hawthorne, for intervention strategies.
- The IEP team (Staff, LEA, Principal, Parent, and Student) may discuss where the student will receive behavior support. Behavior support will need to reflect the IEP team's decision on the schedule of service page.
- The IEP team (Staff, LEA, Principal, Parent, and Student) may discuss whether the student will need redirection, for a brief amount of time, in order to enable the student to regroup and return to the classroom setting. If the IEP decides this is what the student needs, the time and setting will be reflected on the schedule of service page and written into the BIP if the student requires one. Redirection is not punitive; instead, the focus is to provide the student with clear, logical alternatives, or choices, that can affect positive changes in the student's behavior.
 - Redirection could consist of taking the student for a walk, taking the student to another room to calm down, and completing a refocus form with the student so the student has a written plan when they return to their classroom. (Appendix A)
- The IEP team (Staff, LEA, Principal, Parent, and Student) may consider the student may need a shadow that supports the student in their regular education classroom. The adult shadow will support the teacher by providing immediate and consistent interventions to the student. If the IEP team (Staff, LEA, Principal, Parent, and Student) decides the student needs the additional support, the adult that will be shadowing the student will complete the ABC observation form to document when behavior arises in the regular education classroom. (Appendix B) The ABC form is data that will be reviewed any time the IEP team feels the student's BIP needs to be adjusted.
- The IEP team (Staff, LEA, Principal, Parent, and Student) may consider behavior supports that may include: token economy, prize box, board games, or breaks after completing assignments, etc. The IEP team's decision will need to be reflected either on the student's accommodation/modification page or BIP.

Appendix A

REFOCUS FORM

Student: _____ Grade: _____ Class Period _____

Classroom teacher Completes:

Today the student broke one or more of the following rules:

____ Do what the teacher asks

____ Use appropriate language

____ Stay in your own space

____ Turn in assignments

____ Follow classroom/school procedures

Student Completes with:

1. What did you want?

2. Write two better ways to solve the problem?

3. How could I have prevented the problem?

4. In the future I will?

Student Signature _____ Date _____

Teacher Signature _____ Date _____

Appendix B

ABC Observation Form

Student: _____ Grade: _____ School: _____

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