

Chapter 9:

Behavioral Interventions

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In this chapter you will -

- learn what a functional behavioral assessment (FBA) is and how it is used
- find out what a behavioral intervention plan (BIP) is and what it should include
- learn what behavioral interventions are permissible during instances of imminent danger to a student or others

If a student's behavior keeps interrupting his or her learning or the learning of other students, the school district and parents should work together to understand the reason for the behavior and plan ways to help the student learn more appropriate ways of behaving. One way of doing this is for the IEP team to develop a Behavioral Intervention Plan (BIP). A BIP is a tool that can help to -

- understand the meaning, or function, of behavior.
- understand what may be causing the behavior to happen.
- understand ways to change the environment to support the student's needs.
- plan how to teach the student appropriate behavior.

Functional Behavioral Assessment (FBA)

The first step in developing a good behavioral plan is to conduct a Functional Behavioral Assessment (FBA). The FBA is a process to improve understanding of problem or unwanted behavior in order to identify what skills need to be taught and how to develop an effective behavioral plan. The process includes observation, interviews, and data collection to identify when, where, and why the behavior is occurring.

The FBA is used to answer the question, "What function does this behavior provide for this student?" The answer to that question is typically either to get something such as attention, rewards, or sensory stimulation or to avoid or escape something like a difficult task, anxiety, or boredom. Identifying the function guides the development of a plan which can help the school teach missing skills and make changes so that the need for the behavior no longer exists.

A good FBA should include a hypothesis about the function of the behavior based on the following information:

- An objective description of the behavior
- The places or situations where the behavior happens
- The places or situations where the behavior does not

happen

- Events that happen just before the behavior
- Events that happen just after the behavior
- Additional information, including the student's health, medication, and strengths

Behavioral Intervention Plans (BIP)

The IEP team uses the information from the FBA to develop a plan to -

- teach replacement behaviors which have the same function as the problem behavior.
- make changes to the situations that contribute to the behavior.
- teach other missing skills which increase the likelihood of the appropriate behavior happening.

It is important to remember that the purpose of a BIP is not to outline punishments, but to define what **adults** will do differently to support the needs of the student.

A BIP should include the following information:

- A summary of the FBA, identifying the function(s) of the behavior(s)
- A summary of prior interventions implemented
- The strengths of the student
- What replacement behavior will be taught, including:
 - » how the new behavior will be taught
 - » who will be responsible for teaching the replacement behavior
 - » how long it will take to teach
 - » how staff will reinforce the appropriate behavior
- Additional supports that will be provided, including any schedule changes, additional services, tutoring for

Worth a Look

The rule that addresses the requirements for a BIP when it is included in an IEP for students who require behavioral interventions can be found at 23 IAC 226.230(b).

missing skills, etc.

- What measurable behavioral changes are expected
- What data will be used to decide if the plan is succeeding
- A schedule for a review of effectiveness
- How the school will communicate with the student's family

Physical Restraint and Time Out

Sometimes an extreme behavioral situation can occur in schools during which a student may pose a threat to self or to others, and school staff may need to engage physical management holds and/or initiate time out protocols, aligned with staff training, to defuse a potentially harmful and dangerous situation of imminent danger to the student or others. These extreme measures are to be used only in the most threatening situations to prevent harm to a student or another person.

The use of these measures in some public and nonpublic school settings to address matters of disobedience and poor conduct has prompted ISBE to revise the Illinois Administrative Rules. The State has moved to ban the use of physical restraint and time out as **a form of punishment** at any time, in any school setting. These measures were never intended to be used for disciplinary purposes or in place of appropriate academic or behavioral support.

The use of a time out, in which a student is not fully secluded unless the student poses a threat to staff, as a behavior management technique for the purpose of calming or de-escalation is permitted in extremely limited situations. A time out involves the monitored involuntary separation of a student from classmates with a trained adult for part of the school day, only for a brief time, in a non-locked setting. The application of physical restraints is likewise permitted if the student poses a physical risk to himself, herself, or others; there is no possibility of a medical consequence to its use; and the staff applying the restraint has been trained in its safe application. Please see 23 IAC 1.285 for more specific information.