



# **SOUTHEAST AREA COOPERATIVE**

## **GUIDE**

## **TO**

## **Behavior Intervention Services**

*Rev. 8/17/22*

### **What is a Behavior Intervention Services Coordinator?**

Behavior Intervention Services Coordinator (BISC) provides leadership and support for member school staff serving students identified as demonstrating difficulty with behavior or social skills. BISC promotes effective and efficient, evidence-based behavioral intervention and support systems. When appropriate behavior supports are in place, the goal of continuous academic progress can be met.

### **What is the role of a BISC in my school district?**

The Behavior Intervention Service Coordinators will collaborate with school personnel to evaluate the functions of behaviors and help IEP teams develop and implement appropriate behavior intervention plans and appropriate positive behavior supports. Behavior Intervention Service Coordinators provide direct support and modeling of instruction to meet the behavior goals of the students. The Behavior Intervention Service Coordinators follow the regulations associated with IDEA, FAPE, procedural safeguards, and IEP development and adhere to the ethical code for Board Certified Behavior Analysts.

### **What is Applied Behavior Analysis?**

Applied Behavior Analysis (ABA) is the science of human behavior that helps us understand the motivation, function, and connection within an individual's environment. ABA enhances the learning and quality of life of students, families, educators, and related service providers through evidence-based practices.

### **What is a Board-Certified Behavior Analyst (BCBA)?**

A Board Certified Behavior Analyst, or BCBA, is a graduate-level professional who is certified in Applied Behavior Analysis (ABA) by the Behavior Analyst Certification Board. BCBAs apply the principles of ABA to help all children improve behaviors and reach optimal outcomes so that they can reach their true potential.

### **What is behavior and adaptive behavior?**

Behavior is an observable and measurable action that includes the interaction within the student's environment. Adaptive behavior is age-appropriate behavior needed to live independently and function in daily life. This may include grooming, toileting, feeding, and personal safety.

### **What does behavior impedes learning mean?**

Behavior impedes learning means the student's observable and measurable behaviors are inhibiting the learning of the student or other students in their school environment. Behavior that impedes learning is typically found under special considerations on a student's IEP. Within this section of the IEP the team specifies what positive behavioral interventions or strategies the student needs to be successful within their learning environment. If the behavior is impending for a learner who is not on an IEP, the school team needs to begin the behavioral referral process with the BISC.

### **What is a Functional Behavior Assessment?**

A Functional Behavior Assessment (FBA) is an assessment that provides further understanding of why a student is behaving in a particular way. An FBA is a team approach that includes both indirect and direct measures. Indirect measures consist of medical history, record review, interviews, checklists, and questionnaires. Direct measures include multiple observations of the student within their school environment by BISC, teachers, and paraprofessionals. After, the information has been gathered and reviewed the BISC develops a prediction of the behavior or behaviors displayed by the student and meets with the team. Next, the team determines if a Behavior Intervention Plan is necessary or if further support is needed for the student's learning environment to be successful.

### **What is a Behavior Intervention Plan (BIP)?**

A Behavior Intervention Plan is a document developed to address the individual behavioral needs of any student whose behavior impedes their learning and/or the learning of others. A BIP includes positive behavioral interventions and supports to address target behaviors throughout the student's school day. The student's BIP must include replacement behaviors to provide the student with a more socially acceptable way to meet their needs versus displaying unwanted target behavior. The BIP requires consistency between all team members to ensure the plan is implemented with fidelity.

## General Education Behavior Services Referral Process

### Tier 1

- Behavioral concerns are identified, and the teacher completes the digital BISC consultation form.
- BISC will email the administration a copy of the google form completed by the teacher.
- BISC will contact the teacher to schedule a consultation meeting.
  - ★ Establish a baseline data collection method for the behavior of concern. Teachers will collect data on the behavior of concern for 5 school days.
  - ★ BISC and the teacher will reconvene to determine intervention #1 based on baseline data.
  - ★ The teacher will collect data on intervention #1 for 10 school days. If intervention #1 is successful, then continue with intervention #1. If not successful, then move to tier 2.

### Tier 2

- Parent permission is obtained for direct student observation by primary BISC
- BISC will directly observe the student and schedule a follow-up meeting to discuss direct observation.
- The classroom teacher and BISC will collaborate to discuss intervention #2. Data will be collected by classroom teachers and BISC for 10 school days. If progress is not made after 10 school days, the classroom teacher and BISC will meet to discuss intervention #3 followed by data collection for 10 school days.
- If intervention #3 is successful, then continue with intervention #3. If not successful, then move to tier 3.

### Tier 3

- Obtain written parent consent for a Functional Behavior Assessment.
- After parental written consent is obtained by the BISC the FBA will be conducted over 25 school days. A meeting will be held within 30 calendar days to discuss the results of the FBA.
  - ★ The FBA process includes input from parents and classroom teachers. Data collection will be required by classroom teachers and BISC throughout the FBA process.

- The results of the FBA will determine if the student needs further intervention for a Behavior Intervention Plan.

## BEHAVIOR REFERRAL PROCESS



\*Consider if there are any suspected disabilities

## Behavior Services Referral Process for a student with an active IEP

### Tier 1

- Behavioral concerns are identified, and the case manager completes the digital BISC consultation form.
- Parents are contacted by the case manager to communicate the intent to include additional IEP members aka the BISC.
- BISC will contact the teacher to schedule a consultation meeting.
  - ★ Establish a baseline data collection method for the behavior of concern. Teachers will collect data on the behavior of concern for 5 school days.
  - ★ BISC and the teacher will reconvene to determine intervention #1 based on baseline data.
  - ★ The teacher will collect data on intervention #1 for 10 school days. If intervention #1 is successful, then continue with intervention #1. If not successful, then move to tier 2.

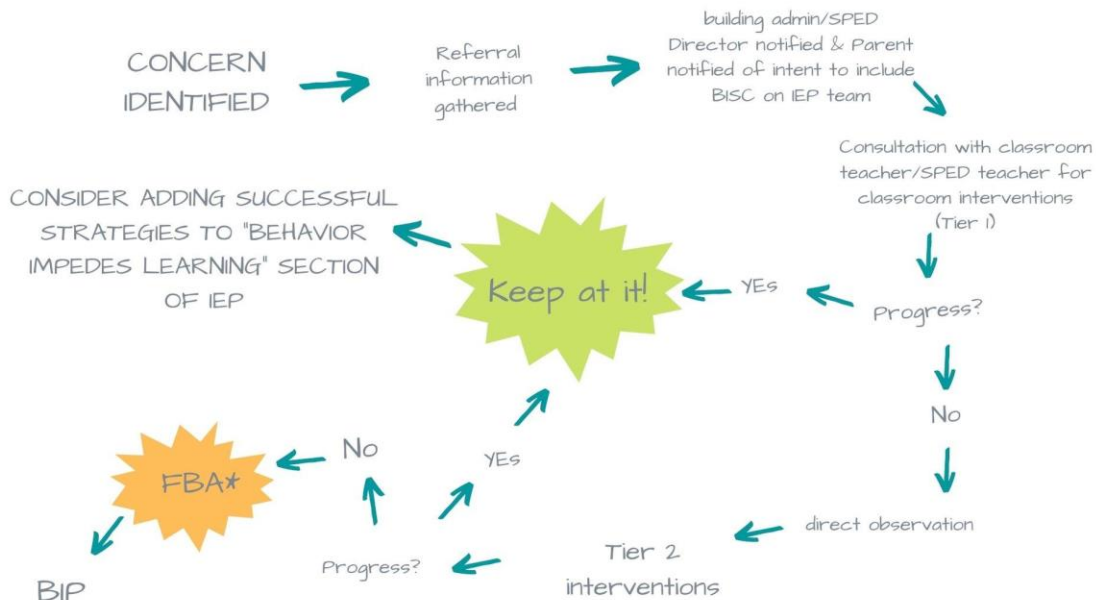
## Tier 2

- BISC will directly observe the student and schedule a follow-up meeting to discuss direct observation.
- The classroom teacher and BISC will collaborate to discuss intervention #2. Data will be collected by classroom teachers and BISC for 10 school days. If progress is not made after 10 school days, the classroom teacher and BISC will meet to discuss intervention #3 followed by data collection for 10 school days.
- If intervention #3 is successful, then continue with intervention #3. If not successful, then move to tier 3.

## Tier 3

- Complete a parental prior written notice for additional evaluation (check the FBA box). If the student is due for a reevaluation and the team determines that an FBA is needed, please check FBA.
- The FBA will be conducted by the BISC over 25 school days with results determined within 30 calendar days: the same as the evaluation process for an initial evaluation and 3-year reevaluation.

### BEHAVIOR REFERRAL PROCESS FOR STUDENT WITH IEP



\*Consider if there are any additional categories of suspected disability



The student is suspended in excess of 10 school days during a school year.
The student is recommended for expulsion.
The student is placed in a 45-school-day interim alternative educational placement.
A manifestation determination review is conducted and results in a finding of relatedness.
The IEP team recommends a more restrictive placement -- the BIP must be implemented prior to the change in placement.

**BISC Primary Point of Contact**

<b>Jenny Erickson, BCBA</b> Jennifer.Erickson@k12.sd.us	<b>Dez Parmenter, BCBA</b> Desiree.Parmenter@k12.sd.us
Alcester-Hudson	Beresford
Canton (MS/HS)	Canton (Elem)
Elk Point-Jefferson	Viborg-Hurley
Irene-Wakonda (Elem)	Irene-Wakonda (MS/HS)
<b>Google Form Links for all districts</b>	
<a href="#">Parent Consent for Direct Observation &amp; Consultation</a> <a href="#">BISC Staff Consultation</a>	

**\*The case management of students on BIPs will be determined on a case by case basis at the discretion of the BISCs. \***