



Behavior Support
Policy and Procedure Manual
2019 - 2020

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Purpose of this Manual

The purpose of this staff manual is to define Positive Behavior Supports (PBS) for all students, as well as, the continuum of increasing interventions that Spectrum Academy will use to address negative behaviors and emergency behaviors. This system of supports is consistent with the Utah State Board of Education, Least Restrictive Intervention practices, Spectrum Academy Mission and Vision Statement, and best practices. Necessary forms for referrals, documentation, and assessments are included at the end of this manual.

Non-Discrimination Statement

Spectrum Academy prohibits discrimination in employment, educational programs, and activities on the basis of race, national origin, color, creed, religion, sex, age, disability, veteran status, sexual orientation, gender identity, or associational preference.

Spectrum Academy Mission Statement

Spectrum Academy is the premier charter school in Utah for students with high-functioning Autism and others who would benefit from our unique learning environment. We provide small class sizes, with individualized instruction and innovative social skills curriculum. We help students reach their fullest potential academically, socially, and emotionally, leading to productive and successful futures.

Spectrum Academy Vision Statement

Spectrum Academy is the premier research-based model for inclusive education for children with Autism Spectrum Disorders.

We operate Pre-K through 12th grade in state-of-the-art, centrally located facilities spread throughout the nation. Spectrum Academy offers quality public classes and opportunities for students in technology, arts, recreation, vocational, and academics.

Thanks to generous contributions of corporate and individual sponsors, we are able to maintain small teacher-student ratios, quality related services, and the best life skills program in the nation.

Parents are fully engaged, invested, and empowered to create the maximum impact for their children. Our teachers are highly qualified with dual certification and training in social-cognitive deficits, and are actively contributing to making a difference for our students. Our graduates are contributing members of society. Our faculty and staff are some of the most compensated in the nation, and we have a large pool of applicants.

Behavior Staff

Spectrum Academy has staff who are specifically trained professionals to support behavior interventions in the school setting. These staff members are the Behavior Service Coordinator, Behavior Specialists, and Behavior Assistants.

The Behavior Service Coordinator is a Board Certified Behavior Analyst (BCBA). They update the school's behavioral policies and procedures to be as up-to-date as possible with evidence based-practices in the field of Applied Behavior Analysis. They share the information with the Administration and the behavior staff who in turn disseminate the information to the teachers and paraprofessionals for implementation in the school setting. The Behavior Services Coordinator is a support for Behavior Specialists and administration when needed.

Behavior Specialists are either Board Certified Behavior Analysts (BCBA), Board Certified Assistant Behavior Analysts (BCaBA) or Behavior Analysts in training. They are the experts on the students in their building/s who are in need of behavior supports. Behavior Specialists collaborate with administrators, teachers, related service providers, and parents to create Behavior Intervention Plans (BIP) through a Functional Behavior Assessments (FA) to help students be successful in accessing their education. They lead out the Behavior Escalation Support Team (BEST) in their building that assists students who are struggling with problem behavior in helping to de-escalate the behavior and give the student the support necessary to return to a stable state. They are responsible for taking data, and turning in reports on that data in order to make accurate decisions for each individual student. Behavior Specialists are not to be used as 1:1 support for students, substitutes, or any other service that would take them away from their primary duties.

Behavior Assistants are Registered Behavior Technicians (RBT) who work under a BCBA, BCaBA, or Behavior Analyst in Training and assist them in the many responsibilities that they have including data collection and observations. They are part of the Behavior Escalation Support Team (BEST). Behavior Assistants are not to be used as 1:1 support for students, substitutes, or any other service that would take them away from their primary duties.

Behavior Escalation Support Team (BEST)

The Behavior Escalation Support Team (BEST) consists of the Behavior Specialist, Behavior Assistants, and other staff members who assist students who are struggling with problem behavior in helping to de-escalate the behavior and give the student the support necessary to return to a stable state. De-escalation techniques from NCI training and other Behavior trainings done by the Behavior Team should be used. Data should be taken concerning each incident that the BEST supports, parents should be notified by the appropriate means, and the appropriate report needs to be filled out depending on the behavior.

School Wide Positive Behavior Supports (SWPBS)

School Wide Positive Behavior Supports (SWPBS) are universal and proactive practices and approaches that all staff and classrooms at Spectrum Academy implement for all students. Positive Behavior Supports (PBS) are vital to the entire continuum of interventions known as Response to Intervention (RTI). PBS emphasizes prevention of problem behaviors, the development of socially functional behaviors, and the use of data driven-based problem solving to address existing behavior challenges. These PBS supports are explicit and deliberate in all settings.

PBS is not a curriculum or a script, but a prevention-oriented framework for establishing and teaching behavioral expectations that allow students to have the best access to their education.

In the classroom PBS should include:

1. Creating a physical environment that is simple and calm, only posting the most important information.
2. Developmentally appropriate with motivating curriculum.
3. Appropriate pacing of academics.
4. High and continuous rates of positive reinforcement - verbally, written, and with a token economy.
5. Simple and clear positively stated rules and expectations.
6. A posted visual schedule.
7. Classroom procedures that are clearly defined, modeled, practiced and reinforced.
8. Close proximity; with the teacher and paraprofessional moving about the classroom all during the school day.
9. Simple and specific positively worded directions.
10. Working to help students express their needs and helping them to receive those needs in socially appropriate ways through negotiation with staff and peers.
11. Students are continuously being given opportunities to try again when making mistakes either academically or behaviorall

SWPBS Tier 1 Interventions

PRIDE and PACK Behavior Expectations

Students are taught school-wide expected behaviors through repetition beginning at the first day of school. PRIDE or PACK expectations are displayed in classrooms and throughout the school and reviewed routinely, so that they are not just being referred to when there is problem behavior. Students are taught these expectations from the first day on

Elementary School

P - Practice listening body
R - Respect for all
I - I am accountable
D - Do at first request
E - Everybody safe

High School

P - Perseverance
A - Accountability
C - Cooperation
K - Kindness

Intermediate School

P - Practice appropriate listening
R - Respect for all
I - Incorporate accountability
D - Demonstrate cooperation
E - Embody safety

Tier 1 - Antecedent Strategies

Taking time daily to talk to and show genuine care about the students on a personal level (pairing). Getting to know them outside of “work” time. Sharing part of yourself and finding common interests. Letting them know that you care. If they are not being the best version of themselves, staff ask “why”, instead of correcting the student.

Addressing skill deficits is the focus. Teaching skills, both behavior and academic all throughout the day.

Always tell them what you want them to do. In Learning Skills, we don’t say “Stop running”, because what they hear is “running”. In Learning Skills, we say “Walk please”, “Quiet voice”, and “Raise hand”.

Be consistent in expectations, praise, reinforcement, and consequences. Always let students know that they can be successful when they are trying. Consistently help them to achieve.

Use visual supports to help with Executive Functioning deficits that are common for those students with Autism, ADHD, and with other needs. Use pictures, visual schedules, reinforcement charts, and choice boards to help students be successful.

Use “If, Then” to help students earn the things they want. Students are helped to reach what they feel like they can do. For example, “What do you feel like you can do?” “I can do half.” “Okay let’s break the work in half with 7 and then 8; what would you like to do for your break time in between? Would you like to draw or read for 4 minutes?” “I would like to draw.” “Great, if you will do 7 problems, then you can draw for 4 minutes”. After they do the 7 and have drawn for 4 minutes, they can go back and do the other 8 to be able to draw again. If possible, make drawing something more than

they can do on their own. Maybe let them use markers, colored pencils, or a ruler that they would prefer. This helps the student to feel that task demands are not beyond their capabilities and can be given in bite-sized pieces.

Consistently show a **high frequency of positive and supportive** interactions with students. **Behavior specific praise** should consistently be used to help students know that their behavior is expected. Example: “Thanks for doing 10 problems, what would you like to do now during your free time?” Non-example: “Good job!”

Anticipate student’s difficulties. Watch for both verbal and non-verbal communication from students to head off problem behavior. This is a skill that will grow over time and will help other antecedent strategies be identified to help students become more successful.

Invite, then ignore refusal behavior. A reminder may be given, and negotiation should be encouraged and utilized, but if a student still chooses to refuse to do work or negotiate, ignore the behavior. Do NOT begin to remind more than once. Simply let the consequences follow. When the student realizes that they have dropped a level due to work refusal, let them know they can easily earn back up, and that they can still negotiate for what they feel like they can do.

Teach and reinforce communication – Students should be taught communication alternatives to their problem behaviors. Communication and negotiation should be modeled frequently, and promptings supports given as needed, and then slowly pulled back as students show their abilities to ask without supports. When students provide communication letting staff know that they need a break, need less work, or to break the work into parts with reinforcement between parts accomplished, they should be reinforced by honoring their requests.

Social skills training – Students are taught **social skills daily** and the lesson or strategy taught will be focused on during class time. Use of the strategy should be reinforced both verbally and with the token economy.

Tier 1 - Level System

A Level system is part of Spectrum Academy’s School-Wide Positive Behavior Supports (SWPBS). The framework for the Level system is standard across all campuses. The level system help students understand the benefits of making expected choices and behaviors, and that THEY are in control of their consequences. The goal of a level system is to:

1. Remove antecedent factors that may lead to problem behavior
2. Contribute to antecedent factors that may lead to expected behavior
3. Remove consequences that maintain problem behavior
4. Contribute to consequences that maintain expected behavior

Components of the Level System

Spectrum Academy uses 5 numbered levels to communicate expectations:

5/Bonus = A student who earns a level 5 goes above and beyond to show respect to peers and adults, to encourage others, and to enhance the learning environment. They also continually follow the PRIDE/PACK rules, and student works on assignments to the best of their ability.

Level 5's should be awarded when earned appropriately and should reflect truly exceptional behavior/performance for the individual student to preserve the excellence of the level.

"Above and Beyond" is defined according to a student's typical, baseline behavior. Thus, it will look different for every student.

Expectations should be clearly communicated to parents and students in order to set expectations.

4/Exemplary = A student is respectful to others, follows directions as requested, and strives to stay on task to complete assignments. The student does not drop levels and continually exhibits expected behaviors throughout their time in the classroom and throughout the day. They show excellent citizenship towards staff and peers, and go out of their way to help others.

3/Satisfactory = Student is respectful to others, follows directions as requested, and strives to stay on task to complete assignments. Level 3 is the default that all students begin the day on and this reflects the standard of expected behaviors and performance.

2/Needs Improvement= The student knowingly and having had a warning makes a poor choice. Level drops should be considered in the context of a student's cognitive, sensory, communicative, and developmental function. Each student receives 1 to 2 warnings before dropping a level depending on the seriousness of the problem behavior.

1/Unsatisfactory= The student with disregard for warnings given has made an unsafe choice; for example: school safety violation, threats, theft, deliberate destruction of property, or sexualized behavior.

- Level drops should be considered in the context of a student's cognitive, sensory, communicative, and developmental function. Each student receives 1 to 2 warnings before dropping a level depending on the seriousness of the problem behavior.
- Students may drop directly to a Level 1 for more serious infractions. They can also move level back up by showing expected behavior for at least 20 minutes, and earn each level progressively.

All classrooms should:

1. **Have the level system posted visually in classroom, near the front of the room so expectations are clear.**
2. For younger students or those who need additional support, a teacher may consider using smaller visuals at each student's desk to support their continued focus on earning up with tokens such as tallies, stars, coins, etc. Tokens, etc. that are earned can not be taken away.
3. May use visuals on lanyards for support.

Level System Implementation

1. The intent of the Level system is **recovery and learning**. An apology is not required and pressure to perform these behavior is not part of the system.
2. **Factors to be considered:**
 - (1) the student's developmental functioning,
 - (2) the context in which the behavior is occurring and
 - (3) the frequency of the behavior.
3. When deciding to implement a level change, teacher should consider if the behavior is a skill deficit or a performance deficit? Implementing a level change for a deficit in skill is not effective or ethical.
4. Protest should be anticipated. Protest is natural, expected, and a student's protest should not be given attention. Let the consequences as given in the Level system follow.
5. Students **MUST** be able to earn the opportunity to level up if they have had a level drop. If not, they will have no incentive to improve their behavior for the rest of the day. A student's level resets to a Level 3 automatically at the beginning of each day.
6. Students should **show expected behavior for at least 20 minutes before moving up a level**. A student who drops to a Level 1, should show expected behavior for 20 minutes, then move to a Level 2. Then they will show expected behavior for another 20 minutes to move to a Level 3.
7. Reminders or statements about previous levels or behaviors should **not** be brought up after they have been resolved . (i.e. - *"I don't want to see that behavior again today, remember what happened yesterday?"*)
8. When discussing a student's level, use language such as: *"Your behavior of _____ is a Level 1 behavior."* **Do not say:** *"You are a Level 1!"* or *"If that happens again you will be on a Level 1!"* Educators using language and a script that communicates the behavior is student's choice rather than simply a staff's commanding a rule or punishment will reinforce that a student is in control and accountable for their behavior.

9. Educators should use a **5:1 ratio** in communication with a student. 5 positive to 1 negative. The more attention you provide to a behavior the more likely you will see that behavior again if it is an attention based behavior.

Level System Common Problems

Remember that the Level system is just one part of Positive Behavior Supports offered to students. Misuse or overuse of the Level System may result in unintended consequences. These may include:

1. Resentment in students if the student doesn't feel that the teacher cares about them.
2. A desire for retaliation if the student doesn't feel that the teacher cares about them.
3. If done inappropriately, shame and humiliation of the student.
4. Motivation for students to avoid a teacher or to be more secretive.
5. A focus on the student rather than the behavior, "I am a One." Instead of "My behavior was one." Students will begin to identify themselves as a Level, rather than a person.

Other common problems:

1. Inconsistent follow through -
 - a. A student is asked to do something, they don't do it, staff does nothing.
 - b. A student is asked to do something, they do it, and staff does nothing.
 - c. A student is asked to do something, they protest, and staff backs off.
 - d. A student is NOT asked do something because staff is afraid they will protest.
2. A student is asked to do something more than twice—usually rapid fire, and the student shuts down, often due to feeling overwhelmed by the task demand.

Educators are supported in implementing and evaluating the use of the Level system in the classroom by the teacher mentor, school administration, Behavior Specialists, the Behavior Coordinator, and other related services personnel through direct observations and specific request.

Sample Level System Visual

Expectations	Level	Consequences
<ul style="list-style-type: none"> · Going far above and beyond my regular behavior as recognized by my teacher. 	<p><u>Level 5</u> BONUS</p>	<ul style="list-style-type: none"> · Principals Club Ticket at the office.
<ul style="list-style-type: none"> · I follow all directions. · I finish my work. · I respect my peers and teachers. · I help others. · I am patient. 	<p>Level 4</p>	<ul style="list-style-type: none"> · I go out for recess/class breaks. · I eat lunch in the lunchroom with my friends. · I can earn rewards. · I earn a bonus prize at the end of my time at school.
<ul style="list-style-type: none"> · I participate in class. · I have expected behavior. · I use expected voice levels. · I do my work during work time. 	<p>Level 3</p>	<ul style="list-style-type: none"> · I go out for recess/class breaks. · I eat lunch in the lunchroom with my friends. · I can earn rewards.
<ul style="list-style-type: none"> · Use unexpected voice levels. · Said mean things to others or called them names. · Sit or lay on tables. · Touch the lights without permission. · Refuse to work without negotiating for more than 2 minutes. · Cry or whine (unless I am hurt) 	<p>Level 2</p>	<ul style="list-style-type: none"> · I can go outside for recess. · I eat lunch in the lunchroom. · Earning rewards is on hold.

<ul style="list-style-type: none"> · Leave class without asking · Destroy things · Swear or threaten others · Don't come in from recess · Take off clothes · Stand on furniture or counters · Throw things or tip things over · Refuse to work for more than 10 minutes without negotiating. · Spit on, hit, kick, or hurt others. 	<p>Level 1</p>	<ul style="list-style-type: none"> · I stay in from recess because I am being unsafe. · I stay at my area (cubicle) until I earn up to a level 2. · Earning rewards is on hold.
<ul style="list-style-type: none"> · What can I do to Level up? 		<ul style="list-style-type: none"> · Fix what is broken. · Have expected behavior. · Participate in class. · Be respectful to others.

Recovery

The Level System is a Recovery-Based system, meaning:

1. Students have a continual opportunity to earn up throughout the day.
2. If a student is removed from class for related service intervention, their level stays at the current position, and they can earn up while with related services upon returning with communication between the related service staff and the teacher. Communication can be verbal or a simple hand gesture to indicate if the student displayed expected behavior during their time away from the classroom.
3. Staff's use of the Level system should always be to support recovery, and never be used to punish mistakes.
4. Each teacher is responsible for implementing consequences earned immediately in his/her class. If community Service is needed **for a community problem behavior**, it will be arranged with the student for **the same day, preferably immediately following** the problem behavior.

Community Service - A task or job that is designed to assist a student in accounting for their poor choice/error in judgment involving a community setting. (i.e. - property destruction, destroying a classroom, etc.)

Structure of Consequences

Elementary School

1	2	3	4	5
		Activity of choice	Activity of choice	Activity of choice
Restroom use with staff escort	Restroom independently	Restroom independently	Restroom independently	Restroom independently
Alternative assignment during preferred/special classroom activities	Participates in classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities
In-class reward on hold	In-class reward on hold	Earns in-class reward	Earns in-class reward	Earns in-class reward
Earning is on hold	Earning is on hold	Earns Caught-ya dollars	Earns Caught-ya dollars	Earns Caught-ya dollars
Caught-ya store on hold	Caught-ya store on hold	Access to Caught-ya store	Access to Caught-ya store	Access to Caught-ya store
				Earned ticket for Fantastic 5 drawing - office

Intermediate School

1	2	3	4	5
		Activity of choice	Activity of choice	Activity of choice
Restroom use with staff escort	Restroom independently	Restroom independently	Restroom Independently	Restroom Independently
Alternative assignment given during preferred/special classroom activities	Participates in classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities
In-class reward on hold	In-class reward on hold	Earns in-class reward	Earns in-class reward	Earns in-class reward
Earning is on hold	Earning is on hold	Earns caught-ya dollars	Earns caught-ya dollars	Earns caught-ya dollars
				Earns a ticket for Principal's club drawing - office

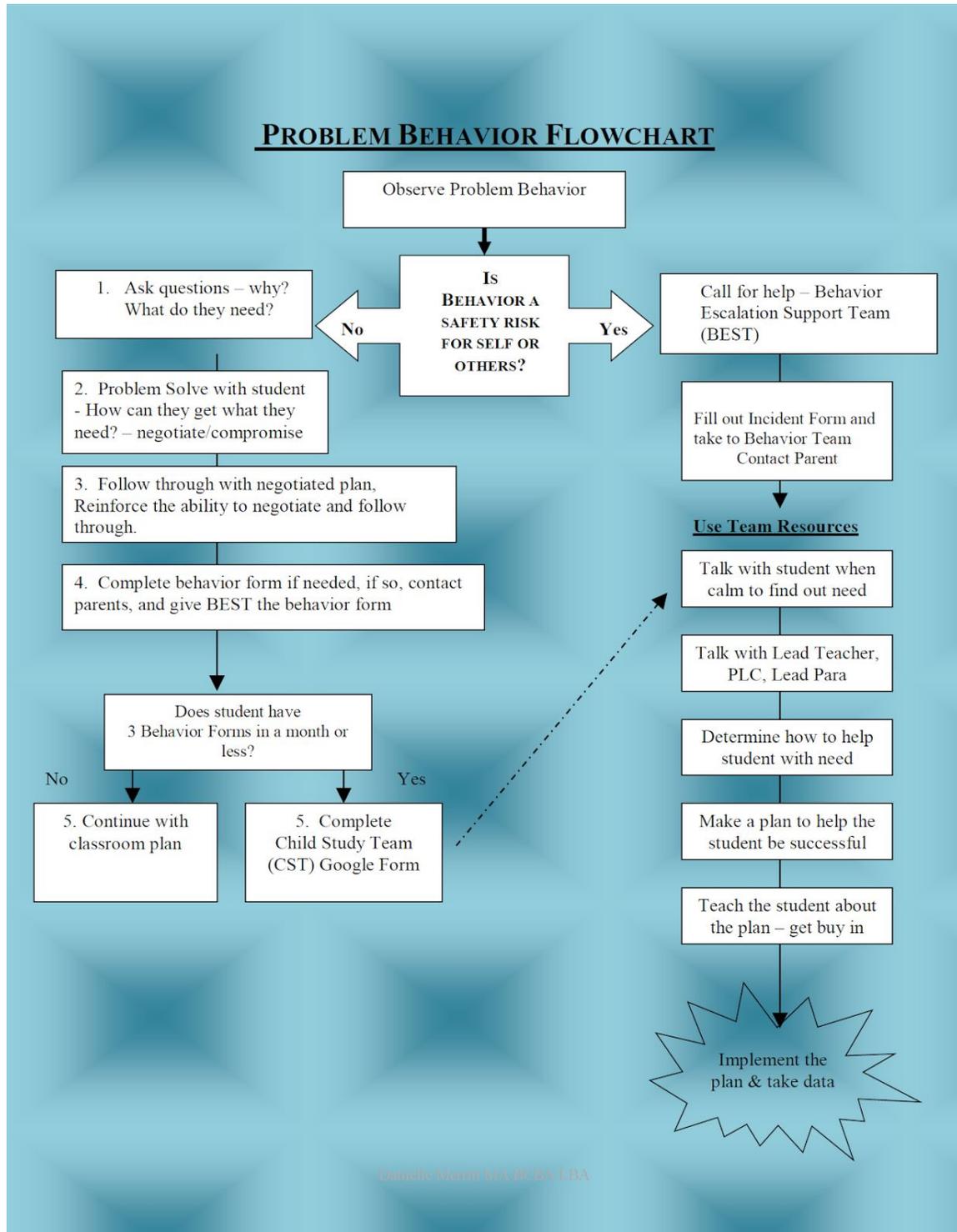
High School

1	2	3	4	5
		Activity of choice	Activity of choice	Activity of choice
Restroom use with staff escort	Restroom independently	Restroom independently	Restroom independently	Restroom independently
Alternative assignment during preferred/special classroom activities	Alternative assignment during preferred/special classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities	Participates with peers during all classroom activities
Loss of group work time	Restricted group work time	Full access to group work time	Full access to group work time	Full access to group work time
Chaperoned breaks	Independent breaks	Independent breaks	Independent breaks	Independent breaks
Classroom incentive on hold	Classroom incentive on hold	Student earns classroom incentive	Student earns classroom incentive	Student earns classroom incentive
				Earned Principal's club drawing - office

Off-Limits Consequences

1. Requiring parents to follow through with a consequence.
2. Delaying or removing lunch or pre-arranged snack time.
3. Removal of recess unless on Level 1.
4. Public or private humiliation (announcing misbehavior in front of other students or staff or requiring the student to do so, posting misbehavior in a public location, etc.).
5. No signs/announcements of level drops (other than common or individualized classroom visuals).
6. Loss of ability to attend regularly scheduled classes including PE, library, art, etc. unless they are unsafe to do so.

Problem Behavior Flow Chart - Problem Behavior Flow Chart is intended to help teachers understand how to constructively attend to problem behaviors.



Reinforcement

Caught-Ya Store Students are reinforced for good behavior in caught-ya dollars that can be exchanged for prizes in the Caught-ya Store.

Group Contingency A reward that an entire class earns together.
Each class works toward its own group contingency.
The teacher determines what must happen to earn the group contingency (i.e. - students must have less than 5 shout-outs for a subject.).
The teacher determines the number of “credits/points” before the reward is earned (for example, the class must earn 20 credits in order to earn a movie day).
Group Contingency credits/points are tracked via a visual in each class (for example: marbles in a jar, petals on a flower, marks on a thermometer).

Examples of Group Contingency Rewards:

1. Pajama day
2. Movie day, or movie with lunch in the classroom
3. Pizza party
4. Ice cream party
5. No homework for a day
6. Dance party, Lego party, Pokemon party, or similar interest party
7. Extra recess or outside games (kickball, Frisbee, etc.)
8. Special shirt day (team jersey, color, super heros, etc.)
9. Board games in class
10. Walking field trip
11. Lunch with special guest or lunch in the classroom
12. Bring a stuffed animal/toy from home for a day

Fantastic 5/Principal’s Club Drawing . Every student that earns a 5 receives a ticket at the office that they can enter into a drawing.
. The drawing is held at the end of each term.
. Names are announced over the intercom at the end of term and names are posted at the front of the school.
. Teachers should contact parents when students earn a 5.

The Crisis Cycle

During the Crisis Cycle, a person goes through 5 different stages. They are Stimulation, Escalation, Crisis, De-escalation, and Stabilization. It is important to remember that each stage of the Crisis Cycle is like a wave that follows one after another. Each wave will eventually give way for the next.

During the Stimulation stage, the person has something that “triggers” them and takes them from being stable to beginning to be upset. Typically, they begin to show signs of agitation either verbally or physically.

In the next stage, Escalation, the person will typically express their frustration or anger with increasing volume.

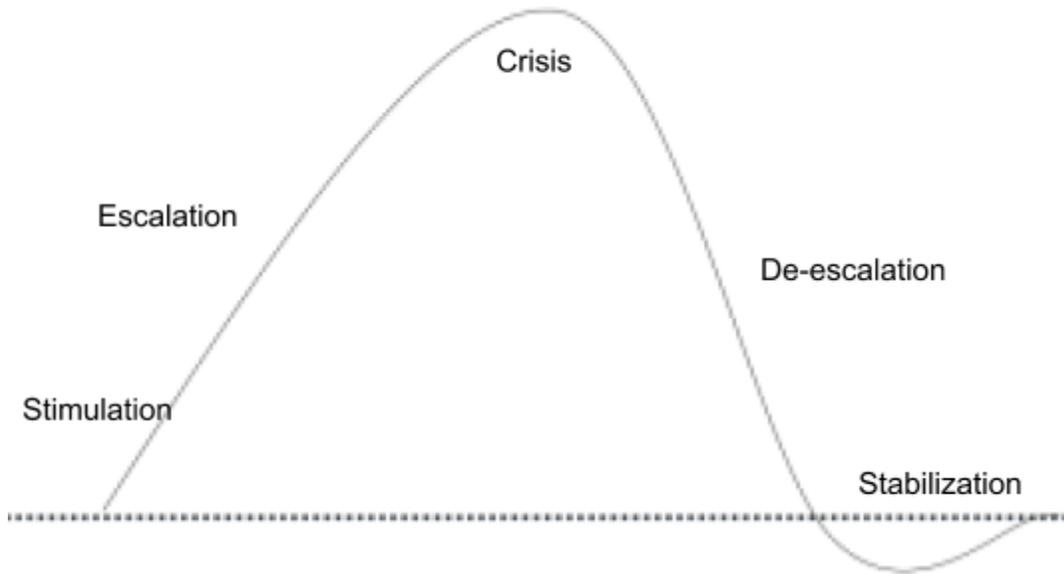
The next stage, Crisis, the person is out of control. They often become violent verbally and/or physically towards people and/or things. Some people will not remember what they did during this stage.

The next stage, De-escalation, the person begins to calm down. Time and space often need to be given to allow the person to recover from the emotional and physical energy that they have just released. Caution should be given in this stage. If a person is approached or returned to the environment too quickly, they will often re-escalate. If they are given what they need to recover, they may even cry or sleep. The last stage is Stabilization in which the person returns to their normal baseline level of behavior.

The Crisis Cycle looks different for each person. It can look different on how long it takes the person to get to or go through each stage, and what behaviors they display during each stage.

In each BIP, the crisis cycle will be outlined with how it looks for the student. This will give staff an understanding of how their cycle looks and they will be given direct instructions on strategies that work best for that student.

Crisis Cycle Model



Sample crisis cycle outline –

Phase	Topography	Responses
Stimulation	Billy expresses that he doesn't want to do something. He will often raise his voice.	Restate what Billy has said to make sure you understand him. Ignore any inappropriate comments and/or gestures. Answer with making the problem external. For example, "It sounds like we have a problem; what do you think we should do?" Offer Billy choices, including the option of taking a break.

<p>Escalation – Can go through this stage within seconds.</p>	<p>Billy will yell and express what he is upset about. He will often talk about other perceived problems as well, sometimes that are unrelated to the original problem.</p>	<p>Stay calm. Do not argue or get into a power struggle. Offer Billy a 5-minute break. Allow Billy to engage in another activity to help him think about other things than the unresolved problem (i.e. – draw, listen to music, etc.) After break, allow Billy to choose the task he would like to do. Allow Billy to do an activity or to read for 10 minutes to calm down. If Billy demands to talk, let him know that you will talk with him when he is calm and has an expected level for his voice for at least 5 minutes.</p>
<p>Crisis</p>	<p>Billy will yell, hit, kick, push or throw things, and/or destroy property. Billy may elope out of the classroom or school.</p>	<p>Safety first – Decrease communication, Increase the distance between self and Billy. Remove self and others from the immediate area. Allow Billy to express his opinions and feelings. DO NOT ATTEMPT COMMUNICATION! Wait for Billy to calm down. If Billy demands to talk, let him know that you will talk to him when he is calm and not yelling for at least 5 minutes. If Billy escalates to the point of hurting himself or others, call 911 for police assistance and administration. Then call Billy’s parents. If Billy elopes out of the classroom, follow at a distance, but stay quiet and do not engage with him in any way. If Billy elopes out of the building, but stays on school property, keep your distance, but just watch discreetly. If Billy elopes out of the building and leaves school property, call 911 for police assistance and administration. Then call Billy’s parents.</p>

<p>De-escalation</p>	<p>Billy will quiet down verbally and physically. Billy will engage in another activity. Billy may fall asleep.</p>	<p>Give Billy time and space to calm down. – He may need 15 minutes to a full hour. Approach him quietly after he has been quiet for at least 15 minutes, and ask him once if he would like to do a preferred activity (i.e. – drawing, reading, etc.) If Billy says “No”, do NOT ask again. Let him know that you’re ready to talk when he is.</p>
<p>Stabilization</p>	<p>Billy is talkative and often makes jokes. Billy may ask to do a preferred activity.</p>	<p>Let Billy choose the order of his activities. Speak softly and kindly. Keep a positive relationship. Always let him try again.</p>

Approach to Problem Behavior

Spectrum Academy supports a positive approach to behavior that uses proactive and preventative strategies. Seclusion and restraint are not teaching strategies nor are they discipline techniques. There may be problem behaviors that disrupt or create an unsafe learning environment and these may require a safety response. Problem behaviors can be bothersome, annoying, or disruptive behaviors, as well as emergency behaviors that can be considered as “safe school violations”.

The following matrix is a guideline for responding to negative behaviors. Remember that how behavior is handled is always determined on a case-by-case basis with consideration given to the student’s cognitive/developmental level, intent, accommodations, the context in which the behavior occurs, and anecdotal information. Factors to first consider are offered here before choosing how to respond to a behavior. The menu of discipline below is not a hierarchy, is not exhaustive, and should not be implemented in such a way as to provoke, humiliate, or shame a student. Denial of lunch or a regularly scheduled snack should not be used as a consequence or discipline. Evaluation of intervention can include these elements.

1. The student’s age, development, and maturity?
2. The student’s disciplinary record?
3. The severity and scope of the behavior (injury)?
4. The circumstances/context in which the behavior occurred?
5. The frequency and duration of the behavior?
6. The number of people impacted by the behavior?
7. The student’s IEP, BIP, or accommodations.

Response to Behavior

Level of Response when interacting with students

1 - Level one – Playful Engagement – This is used for a low-level challenge, such as verbal-disrespect or a student talking back. Example: “Give me the pencil!” Staff responds playfully: “Are you asking or telling?” This allows the student to have an opportunity to self-correct with another chance to respond.

2 - Level two – Structured Engagement – This is used with a slightly elevated challenge in response to the playful response. In this case, staff may offer choices such as, “You can either ask in an expected voice, or wait. Your choice.” If the student doesn’t respond after a few seconds, tell them to let you know when they are ready, and begin working on other things. This will invite the student to try again.

3 - Level three – Calming Engagement – This is used when there is a risk of escalation. Staff can help the student recognize that they sound like they are upset, and they offer the student a break for a few minutes (usually 3 -5) to calm themselves, before talking about what they need. After their break time is done, they should be asked if they are ready to talk about what they need. Staff should express that they would like to help them, and that they just need the student to tell them, so they can help them.

4 - Level four – Protective Engagement – This is used when there is a significant threat of violence or harm by the student, either to self or another person. Staff should **remain calm and keep distance** from the escalated student. They should **NOT speak or attempt to communicate**. They should wait to communicate until the student has calmed down for several minutes. When the student lets staff know, staff should help the student feel safe and accepted without excusing the behavior. Help the student realize what they could do better to get the result that they wanted.

IDEAL Response – Used during problem behavior

I – Respond Immediately – Respond immediately to behavior, don’t wait to finish something.

D- Respond Directly – Respond directly, giving eye contact, undivided attention, and being in close proximity. Get on the student’s level – sitting, standing, on the floor, etc. within safety parameters. Using a kind voice and keeping expectations.

E – Respond Efficiently – Use the most efficient and measured way of responding. Use the least amount of firmness that is required to correct the situation.

A – Response is Action-based – Redirect the student to the expected behavior by telling them what you want them to do. Respond simply, with as few words as possible.

Example: “Hands to self.” Non-example: “Alexis, you know you’re not supposed to be touching others. Stop hitting her.”

L – Respond to Level - Respond to the Level of the behavior, not the child. Always let the student know that they are accepted, but the behavior is not.

Guidelines for Responding to Unexpected Behaviors

Severity	Offense	Consequences
Bothersome: Classroom interventions	Talking out Interrupting Misuse of materials Taking things belonging to others Wandering Mocking Growling Complaining Work refusal for more than > 2 mins. Push/throw work down Destroy worksheet Not Following Directions Back talk/arguing	<ul style="list-style-type: none"> Investigation with student to find out why the behavior occurred. Find alternate ways to have the student get what they need that are socially appropriate. Reinforce approximations to desired behavior. Tier 1 - Positive Behavior Supports
Disruptive: Classroom interventions, unless the frequency is more than 3x a week, then turn to Team Lead, PLC, or Lead para for more support. After working with the team, if behaviors are still frequent, then fill out request to consultation with CST.	Defiance Cheating/lying Running/disruptive in hallway Inappropriate laughing/sneering Derogatory notes/pictures Teasing/put downs Inappropriate language (ignored/redirected) Profanity (Ignored/redirected) Name calling Inappropriate dress (upper class) Taunting Stealing (one time) Work refusal for < 10 mins.	Contact parent <ul style="list-style-type: none"> Level System Investigation with student to find out why the behavior occurred. Find alternate ways to have the student get what they need that are socially appropriate. Reinforce approximations to desired behavior. Tier 1 - Positive Behavior Supports
Emergency Behaviors: Disruptive behaviors to the degree that the environment is unsafe.*	Open defiance/disrespect to authority Cheating/lying Throwing object with intent to harm Hitting others Fighting Ethnic slurs/racial oriented put downs Profanity Obscene gestures Inappropriate touching over clothing Exposing self to others Property damage Bullying Threats to harm Stealing (repeated) Pulling a fire alarm Harassment, including sexual Targeted aggression Leaving school without permission	<ul style="list-style-type: none"> Level System Investigation with student to find out why the behavior occurred. Find alternate ways to have the student get what they need that are socially appropriate. Reinforce approximations to desired behavior. Tier 1 - Positive Behavior Supports In School Suspension (ISS) Out of School Suspension

	Sexual perpetration Aggression with intentional injury Intent or plot to fight or injure others	
Zero Tolerance/ Safe School	Drug use Gang related activity, threats or violence Weapons/facsimile of weapon or dangerous implement	<ul style="list-style-type: none"> • Suspension

Consequences are always determined on a case-by-case basis with consideration given to the student’s cognitive/developmental level, intent, accommodations, the context in which the behavior occurs, and anecdotal information.

Crisis Management

There may be times when a student’s behavior escalated to the degree that they are unsafe to themselves or others. In these cases the use of **Emergency Safety Interventions (ESI)** is necessary. ESI are not teaching or disciplinary strategies, they are **only used when a student is considered to be at imminent risk to self or others**. ESI, such as seclusionary time out and physical restraint are considered highly intrusive interventions and are only used when a student is considered at imminent risk, and are **only used by staff trained by Spectrum Academy in Nonviolent Crisis Intervention (NCI)**. Violations of ESI may result in employee discipline or action.

Spectrum Academy’s Policy and Procedure for use of these interventions is in compliance with the Utah State Board of Education (USOE) policy on “Least Restrictive Behavioral Interventions Guidelines” (LRBI). The LRBI Technical Assistance Manual can be found at: <http://www.schools.utah.gov/sars/Behavior/LRBIManual.aspx>

School laws can be found at:

<http://www.schools.utah.gov/law/Administrative-Rules.aspx>

<http://www.utah.gov/government/utahlaws.html>

Parent Communication

Parent communication is a valuable part of the Level system including both negative and positive levels. When communicating a student’s negative level to a parent, the focus should be on the student’s recovery rather than the behavior. Teachers should not suggest or require that parents follow up with further consequences at home for levels that occur at school as this will likely suppress student communication with parents about their behaviors occurring in school. With the exception of an incident form for more serious behaviors, the method of parent communication should be determined by the teacher, either electronic or written.

Daily Communication: This occurs through the student planner.

1. If a student level ends on a Level 1, parent contact by the teacher is required through:

1. Email
 2. Phone call or text message (parent permission required).
 3. Short note in the planner.
 4. Incident form.
2. If a student level ends on a Level Two, the type of parent communication is determined by the teacher and the expressed needs of the parent.

Citizenship

1. Students' Citizenship grades are determined solely on their behaviors as tracked through Level Up.
2. Students' levels are tracked through COMPASS, in each class at the elementary school, and in advisory at the secondary school.
3. Grades:
 1. Honors – 4 Level 4s or 5s earned during term
 2. Satisfactory – Consistent Level 3s and 1-2 4s earned during term
 3. Needs Improvement – 4 Level 2's earned during term
 4. Unsatisfactory – more than 4 Level 1's

Emergency Safety Intervention (ESI) Committee

In compliance with R277-609-4 Standards for LEA Discipline Plans and Emergency Safety Interventions Spectrum Academy schools have established a school committee to monitor the use of emergency safety interventions at all schools in the Spectrum Academy continuum.

The ESI Committee will meet quarterly. Each meeting will consist of at least two administrators, one parent, two certified educators with behavior training and knowledge of state rules and LEA discipline policies.

Emergency Safety Interventions (ESI)

Spectrum Academy uses the Nonviolent Crisis Intervention (NCI) method of crisis management. Employees may use, after an effort to verbally deescalate a student, some level of physical containment when the student is an imminent threat to themselves or others. Each school has a Behavior Escalation Support Team (BEST) comprised of staff trained in NCI. An ESI is activated by a staff in the context of a student's imminent danger to self or others by calling the front office and having the BEST team paged to the area where the student is. The focus of this team is de-escalation and safety, while maintaining a therapeutic rapport and preserving the dignity of the student. If there are questions regarding NCI or BEST procedures, please contact the Behavior Services Coordinator.

Seclusionary Time Out (STO) includes any time a student is placed in an enclosed area by staff, purposefully isolated from adults and peers, and the student is prevented from leaving or reasonably believes that they would be prevented from leaving the enclosed

area. STO is only used with a student who is at imminent risk of harm to self or others, and is only used by staff trained in NCI.

The purpose of STO is safety. This section provides school staff with specific guidelines for the use of STO.

Each school in Spectrum Academy has a specific and designated room for STO. These rooms should not be used for anything other than STO and are not to be used for any other purpose other than safety.

Seclusionary Time Out (STO) Policy

1. Seclusionary Time Out (STO) is used only for safety, in the following circumstances:
 1. **Continuous physical aggression toward others** (punching, hitting, kicking, biting, etc.) with intent to cause harm and/or using an item to cause physical harm or injury to others.
 2. **Continuous physical aggression towards self**, including, but not limited to, biting, head banging, running away off campus.
 3. **Physical abuse of property that may result in injury to self and others.**
2. The STO Room or other location must never be used for behaviors that do not pose a serious risk to self or others, such as work refusal, off-task behavior, talking out, non-compliance, or minor physical aggression towards others.
3. Use of the STO Room requires:
 1. A decision from the BEST to use the intervention.
 2. Documented attempts to use less intensive interventions and the results of those interventions.
 3. Only staff trained in Nonviolent Crisis Intervention (NCI) method through Spectrum Academy should use STO.
 4. A Seclusionary Time Out Room Log must be kept for each use of a STO regardless of location and must be attached to an Incident Form.
 5. The Seclusionary Time Out Room Logs and Incident Forms are given to the Behavior Specialist who will check for errors and signature and will then copy and dispense to the appropriate persons.
 6. Incident Forms, Seclusionary Time Out Room Logs, and Suspension Forms are given to parents by the Behavior Specialist or Administration.
4. Parent Notification:
 1. Parents are to be notified immediately of the use of STO.
 2. Administration is to be notified immediately of the use of upon use of the STO.
 3. Parents are to be notified at 15 minutes of duration and if the student is not likely to demonstrate safety within an additional 15 minutes,

- parents should be advised to pick-up or arrange for the student's pick up.
4. By law and USOE Rule R277-609 Standards for LEA Discipline Plans and Emergency Safety Interventions, a ***“public education employee may not place a student in a seclusionary time out for more than 30 minutes...except when the student presents an immediate danger of serious physical harm to self or others.”*** If a student continues to be at risk after thirty minutes, seclusionary time out should continue to be used until student can safely be released to guardian or Emergency Services. In this instance, continued use must be justified in writing.
 5. STO duration will be the minimum time necessary to ensure safety and not longer than 30 minutes, unless student continues to be at risk.
 6. The Spectrum Academy STO Room policy and procedures must be visibly posted outside the STO Room.
 7. Staff trained in Nonviolent Crisis Intervention (NCI) must maintain constant visual supervision of the student in the STO Room to ensure safety.

Seclusionary Time Out Room Procedures

Entering the Room

1. Only NCI trained members of the BEST will transport a student to the STO Room. Any clothing that may pose a safety risk (belt, shoelaces, drawstrings, etc.) may be removed before placing the student in the STO Room, at the discretion of the BEST. Once the student is secure in the room, the student will be observed at all times.
2. Documentation of observations will be noted in 15-minute increments, on the Seclusionary Time Out Room Log.
3. During the episode staff will:
 - a. NOT ENGAGE IN A CONVERSATION WITH THE STUDENT.
 - b. Ignore any and all questions or statements the student may make. This is not the time for processing.

After Exiting the Room

1. Once the STO has ended and the student safety is ensured, BEST staff may wish to process with a student as developmentally appropriate. The student should have a minimum of 10-15 minutes of de-escalation/stable behavior before returning to the classroom.
2. The Spectrum Academy Seclusionary Time Out Room Log must be completed for each episode including:
 1. Location of the STO.

2. Staff involved.
 3. Time in, time out and total time.
 4. Justification for use of ESI (clearly state the imminent risk).
 5. Student's behavior in the room (in 15 minute increments).
3. A Spectrum Academy Incident Form must be filled out and signed by the Teacher and Behavior Specialist. In absence of the Behavior Specialist, an administrator may sign the incident form.

Requirements

1. *Data related to STO Room must be reviewed frequently by the Behavior Specialist, Behavior Services Coordinator, and the Emergency Safety Intervention (ESI) Team to identify students with high use, address risk concerns, and plan to reduce the likelihood of future incidents.*
2. *In the event of an emergency (Fire alarm, lock-down) staff must abort the STO procedure and follow the Spectrum Academy Emergency Procedure.*
3. *Parents may access the Spectrum Academy STO Policy and Procedure on the website at www.spectrumcharter.org or request a copy from the front office.*



Seclusionary Time Out Log -

Seclusionary Time-Out Log

Student Name:		Date:	
Teacher:		Grade:	
Time In	Time Out	Total Time:	

Imminent Safety Risk	
----------------------	--

Parent Notification:		By:	Time:
Admin Notification:		By:	Time:
Start Time	Staff Observing	Observation	
Parent Notification:		By:	Time:
15 min mark	Staff Observing	Observation	
Released to (@ 30 min mark):			
Over 30 min (Justification)	Staff Involved	Observation	

Signature and title of Behavior Specialist

Date

8/1/2017

Time Out Procedures should no longer be used other than for STO. If the student needs time to calm down, then break times should be utilized instead of time out procedures.

Return from Behavior Home & Hospital Placement

Students who have been placed on Home & Hospital due to concerns with behavior will be acclimated back to school on a progressive time basis. According to the needs for the student, the team will determine the timing of the return. Example: Student will return to school for 2 hours a day for 2 weeks, then depending on the ability of the student to engage successfully in their education, time will be increased to 3 or 4 hours a day. Acclimation ideally begins with the students most preferred class/es. Non-example: Student returns on a full time schedule.

FBA Form



Functional Behavior Assessment

Student: _____ Date: _____

Assessor: _____

Teacher: _____ Grade: _____

Current placement: _____

Diagnosis: _____

Academic Challenges/Learning Disabilities: _____

3 Data Sources for FBA (3 minimum, with at least 1 being a direct source):

1. _____
2. _____
3. _____
4. _____

Problem Behavior: _____

Operation Definition: _____

Environmental Contributions – medical, sleep, medication, etc.: _____

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Antecedents to problem Bx: _____

Consequences of problem Bx: _____

Hypothesized Functions: Sensory Escape Attention Tangible

Explanation: _____

Hypothesized Reinforcement Statement – (Antecedent, Behavior, Consequence):

Possible replacement behaviors that will easily serve the same function:

1. _____
2. _____
3. _____

What skills need to be taught in order to do the replacement behavior?

1. _____
2. _____
3. _____

What does the student find reinforcing? What do they like?

What environmental accommodations or antecedent interventions can be implemented into the environment to reduce the likelihood of problem bx?

What consequence interventions can be implemented to help change the problem bx?

BIP Form



BEHAVIOR INTERVENTION PLAN

Student: _____ Grade: _____

Assessor: _____ Teacher: _____

Date of Functional Behavior Assessment (FBA): _____

Date of Behavior Intervention Plan (BIP): _____

Review of Records: _____

Assessment Instruments: _____

Medications: _____

Behavior History:

Medical & Environmental Considerations: _____

Problem Behavior: _____

Operational Definition: _____

Hypothesis of Function: _____



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REPLACEMENT BEHAVIOR	IMPLEMENTATION

DATA COLLECTION PROCEDURES	DONE BY

Problem Behavior: _____

Operational Definition: _____

Hypothesis of Function: _____

ANTECEDENT INTERVENTIONS	IMPLEMENTATION

CRISIS CYCLE

PHASES	TOPOGRAPHY	RESPONSES
STIMULATION		
ESCALATION		
CRISIS		
DE-ESCALATION		
STABILIZATION		

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