

Behavior Support Services Guidelines and Procedures

for Behavior Support Services in Glenn County Schools

Glenn Co. SELPA

676 E. Walker St
Orland, CA 95963
(530) 865-1267

Jacki Campos SELPA Director

Contributing Staff:

Rylee Paschall, MA
Adriana Foell
Maria Jacobson-Cabrera
Ashley Niehues
Laura Romano, LMFT, BCBA
Tom Cox

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Website: www.glenncoe.org

Mission Statement

To provide and implement policies and procedures that will meet the Behavior Support Services needs of students in a uniform and consistent manner throughout Glenn County in compliance with federal regulations, state laws, and professional standards of practice.

Definition of Behavior Support Services

The Behavior Services team uses Applied Behavior Analysis (ABA) strategies and techniques when providing Behavior Support Services. ABA uses scientific discipline that applies evidence-based practices around behavior to enable a student with a disability to benefit from an individualized educational plan (IEP). Specifically, ABA therapy is designed to assist students with all disabilities to learn behaviors that will help the child succeed in their current educational setting.

Depending on the individual, Behavior Support Services may include improving maladaptive behavior, adapting environments, providing alternative ways of completing tasks, improving functional living skills, improving social integration/skills, and improving functional communication appropriate to the learning environment.

Education Codes for Behavior Support Services in Schools

CALIFORNIA ADMINISTRATIVE CODE/TITLE 5 (EDUCATION) 56520.

(a) The Legislature finds and declares all of the following:

- (1) That the state has continually sought to provide an appropriate and meaningful educational program in a safe and healthy environment for all children regardless of possible physical, mental, or emotionally disabling conditions.
- (2) That some school age individuals with exceptional needs have significant behavioral challenges that have an adverse impact on their learning or the learning of other pupils, or both.
- (3) That Section 1400(c)(5)(F) of Title 20 of the United States Code states that research and experience demonstrate that the education of children with disabilities can be made more effective by providing incentives for positive behavioral interventions and supports to address the learning and behavioral needs of those children.
- (4) That procedures for the elimination of maladaptive behaviors shall not include those deemed unacceptable under Section 49001 or those that cause pain or trauma.

(b) It is the intent of the Legislature:

- (1) That children exhibiting serious behavioral challenges receive timely and appropriate assessments and positive supports and interventions in accordance with the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.) and its implementing regulations.
- (2) That assessments and positive behavioral interventions and supports be developed and implemented in a manner informed by guidance from the United States Department of Education and technical assistance centers sponsored by the Office of Special Education Programs of the United States Department of Education.

(3) That when behavioral interventions, supports, and other strategies are used, they be used in consideration of the pupil's physical freedom and social interaction, be administered in a manner that respects human dignity and personal privacy, and that ensure a pupil's right to placement in the least restrictive educational environment.

(4) That behavioral intervention plans be developed and used, to the extent possible, in a consistent manner when the pupil is also the responsibility of another agency for residential care or related services.

(5) That training programs be developed and implemented in institutions of higher education that train teachers and that in-service training programs be made available as necessary in school districts and county offices of education to ensure that adequately trained staff are available to work effectively with the behavioral intervention needs of individuals with exceptional needs.

(Amended by Stats. 2013, Ch. 48, Sec. 41. Effective July 1, 2013.)

CALIFORNIA ADMINISTRATIVE CODE/TITLE 5 (EDUCATION)56525.

(a) A person recognized by the national Behavior Analyst Certification Board as a Board Certified Behavior Analyst may conduct behavior assessments and provide behavioral intervention services for individuals with exceptional needs.

(b) This section does not require a district, special education local plan area, or county office to use a Board Certified Behavior Analyst to conduct behavior assessments and provide behavioral intervention services for individuals with exceptional needs.

(Amended by Stats. 2013, Ch. 48, Sec. 45. Effective July 1, 2013.)

Behavior Support Services

Eligibility for Behavior Support Services

Behavior Support services are a related service and as special education instruction frequently can overlap behavior support activities in many skill areas, the IEP team needs to thoroughly consider the level of professional expertise needed to address educational goals and to assure that alternate special education resources have been explored before determining that behavior support services are required for a student to benefit from their special education program. Most children with special needs in these areas can and should be served by their teachers.

If the IEP team has exhausted the strategies, activities and resources available within the instructional program, including general education teacher, special education teacher, school psychologist, mental health clinician, etc, and has determined that the student is likely to benefit from Behavior Support Services, a referral for such services should be made.

Answers to the questions below will help the team arrive at the answer to the question of need:

Are Behavior Support Services necessary for the student to benefit from the special educational program?

Does the student have IEP goals that involve behavior management, self-management or coping skills?

Can these goals be addressed by adaptations or modifications to the classroom environment or curriculum?

Can these goals be addressed by classroom instructional staff using typical educational strategies with reasonable expectation of success?

Can these goals be addressed by classroom instructional staff with consultation and guidance or monitoring by a Behavior Support Specialist team member?

Can classroom instructional staff conduct a program of activities designed by the Behavior Support Specialist Team specifically for this student, with reasonable expectation of success?

Can activities designed to address educational goals be delivered to the student only by the Behavior Support Specialist team?

Note: There are a few children whose needs are so significant and unique that the child's special education teacher can better serve them.

In order to receive behavior support as a related service, a child must first be eligible for special education. This means that the child must be determined to be an "Individual with Exceptional Needs" as defined by the Education Code and local SELPA guidelines. All the requirements for eligibility must be met. The objective of Behavior Support Services is to have a child participate and function as independently as possible in the classroom setting.

Once a child has been found to be eligible for special education, a listing of all the needs which cannot be met by the regular education program must be made. These become the special education needs. Needs in the areas of behavior, self-help, self management, coping strategies or similar areas, which cannot be met by the general or special education teacher, despite previous documented interventions, adaptations and modifications within the existing educational program, raise the possibility of behavior support specialist involvement (consult, observe, direct service).

The **Behavior Support Services Student Referral Form** in **Appendix A** will assist the IEP team in determining if a Behavior Support Services referral is appropriate.

Accessing Behavior Support Services

If a student meets the above survey criteria, i.e. the IEP team has completed the **Behavior Support Specialist Student Referral Form** and deemed a referral is appropriate, a request for a **Behavior Support Specialist Observation** is made.

To schedule a Behavior Support Specialist Observation, the specialist must first have a signed ***Consent for Observation*** from the parent or guardian along with a completed ***Behavior Support Specialist Observation Survey*** from the teacher or referring staff. The Behavior Support Specialist then has 30 instructional days to perform the observation and discuss the outcome of this observation with parents to discuss the need for further assessment. This may include holding an IEP amendment meeting.

If a formal assessment is not warranted, the Behavior Support Specialist can take this opportunity to share ideas and activities for the classroom and/or parent/guardian that may benefit the student. If further assessment is indicated, then an Assessment Plan is signed by the parent or guardian and a

60 day timeline for evaluation begins. An IEP is held after the evaluation is completed to determine the level of services appropriate.

(A flowchart showing the Behavior Support Specialist referral process as well as all forms needed for an Behavior Support Referral are in Appendix A)

Service Delivery Models

In the educational setting, Behavior Support Specialist services may include ***Informal observation, assessment, direct service***, and several types of ***consultation/ collaboration between staff***. These intervention activities are mutually exclusive and may occur at the same time. It is important to remember that behavior intervention service delivery is dictated by the current and ongoing needs of the student and should be flexible, using various options across the continuum of service delivery.

Informal Observation -A request is made when the above criteria and Needs Survey indicate a behavior support specialist observation is appropriate. The behavior support specialist makes a visit(s) to the school site to observe the student's skills and behaviors in the academic setting. This is the first step in determining the need for behavior intervention services.

Assessment - Information is gathered by the following: teacher/parent interview, classroom observation, direct, personal contact with the child, structured informal assigned tasks, and/or administration of normed and standardized tests.

Direct Service - Employs different behavioral techniques, approaches, and strategies to remedy or prevent problem behaviors that are: 1) identified through observation/assessment process, 2) adversely affect educational performance for self and peers, 3) are required to meet educational goals, and 4) are based on program objectives developed by the multidisciplinary team.

Direct services may be delivered individually, in a "pull out" or "push in" model or may be done in small groups with students with similar needs and goals.

Direct services are provided for those students whose needs cannot be met by Behavior Support Specialist collaboration/consultation with class staff.

Consultation/ Collaboration is the collaboration among behavior support specialists, teachers, clinicians, psychologists, speech therapists, program specialists, general education administrators and other educational staff, parents and/or children to plan and implement strategies, supports, modifications and interventions, to meet the child's needs. It can also include monitoring or periodic rechecking of the child's progress.

Consultation services have proven as equally effective as direct services for some students as the interventions are: 1) set in natural environments, 2) embedded in class routines with familiar staff, 3) use functional skills to increase the efficacy of intervention, and 4) increase the student's motivation to participate and achieve their IEP goals. Consultation services also increase the opportunities for collaboration and skill building among team members along with practice opportunities for the child.

The nature of the consultation should be defined on the comments page of the IEP. All consultations should have a written progress on the present levels and or special factors and or behavior goal of the IEP document delineating what the consultation will encompass and the progress from the consultation.

Behavior Support Specialist’s Role in Goal Writing:

Behavior support specialists are responsible for creating and writing behavioral goals for students receiving direct behavior intervention services, and should be listed as one of the “person(s) responsible” along with teaching staff, on the goals page of the IEP. For student’s receiving consultation services, the behavior support specialist should be in the section labeled “other support for school personnel, or for the student, or on behalf of the student” that includes who the support is to, how frequent the support is given, and the location.

Functional Areas Addressed in Behavior Intervention Services

Intervention, as applied in the school, is typically divided into nine functional areas. The services provided in the school setting may differ somewhat from those provided in the clinical setting.

FUNCTIONAL AREA	SERVICES PROVIDED	RELATIONSHIP TO EDUCATION
Behavioral Management	an intervention that uses positive reinforcement/negative reinforcements to help the student develop/address/correct behaviors	To help the student integrate with peers displaying appropriate behaviors
Environmental	Recommend modifications of school’s or child’s equipment	To help the child access the educational environment
Functional Living Skills	Hygiene, preparing food, community safety	To help the child access their environment and educational setting, increase independence
Social Integration/Skills	Provide the PEERS curriculum & direct social skills instructions for individuals and groups	Access typical peers and find success in GE classes
Functional Communication	In coordination with speech therapists & augmentative communication professionals evaluate & recommend adaptive equipment & communication devices necessary for functional communication	To enable the child to communicate in school, at home and in the community

Services of Education Specialists (Case Manager) vs. Para-Professionals vs. Behavior Support Specialists

In general, Behavior support specialist’s focus on behavior specifically, but in order to coordinate the program all staff members in the class must play a role in supporting the student. There is some overlap between the roles of teachers, para-professionals, and behavior support specialists in the course of helping children learn, make progress and become independent with their behavioral skills. The following chart may help show who does what.

AREAS OF NEED	WHAT THE CASE MANAGER DOES	WHAT THE PARAPROFESSIONAL DOES	WHAT THE BEHAVIOR SUPPORT SPECIALIST DOES
Behavioral Management	Follows recommendations given by behavior support specialists, utilizes behavior strategies, and gather behavior data	Utilizes behavior strategies, gather behavior data, and implements reward systems	Addresses issues of oppositional behavior, immature social skills, different learning styles, decreased attention, impulsiveness and self-stimulatory behavior using behavioral/instructional strategies. These strategies include: posted schedules, transition supports, adapted curriculum, social skills training, self-monitoring programs, and systematic reinforcement of functionally equivalent replacement behaviors. Complete functional behavior assessments and positive behavior supports plan.
Environmental	Setting up the educational environment with the behavior support specialist	Monitoring educational environment	Setting up the physical learning environment for student success: this may include personal work stations, whole class strategies, seating preferences, presentation of materials, availability of items, noise level, recommendations for items to mitigate issues for students
Functional Living Skills	Provide opportunities to practice skills in the classroom environment	Provide opportunities to practice skills in the classroom environment	Teaching students with hygiene systems to increase skills, independence skills, community safety training, using money in stores, ...
Social Integration/Skills	Provides opportunities to practice learned skills in the natural environment	Provides opportunities to practice learned skills in the natural environment	Provide the PEERS curriculum & direct social skills instructions for individuals and groups. Access typical peers and find success in GE classes
Functional Communication	Providing opportunities to practice replacement communication behaviors	Providing opportunities to practice replacement communication behaviors	Teach replacement communication behaviors for maladaptive behaviors systematically over time

Exit Criteria for Behavior Intervention Services

Any or a combination of the following criteria may justify the dismissal of Behavior Support Services:

1. A student has accomplished their IEP behavior goals and is performing successfully within the educational environment.
2. Deficits are not interfering with a child's ability to function adequately within the school environment. As reported by the teacher, the student is now able to function within average range as compared to other children in the classroom.

3. Strategies can be effectively implemented by the current educational team and no longer require the training and expertise of a Behavior Support Specialist. The child has learned appropriate strategies to compensate for deficits and/or the environmental modifications are in place and are effective.
4. Formal reassessment indicates the child no longer requires the previous level of service and IEP team concurs/ The student continues to make progress in the areas that were being addressed by the Behavior Support Specialist areas despite the decrease in services.

APPENDIX A

Behavior Support Services Student Referral Form

Student: _____ School: _____

Case Manager: _____ Rm#: _____

Please indicate the areas below that influence your student's school performance and describe how the student's ability to gain from the educational program is affected. This information is needed for the occupational therapy referral process. Please check those boxes that apply. Circle student behaviors listed in each area you observe and write any additional comments on back.

1 Behavior Management: problems with maladaptive behaviors (biting, kicking, noncompliance, eloping, self injury, hitting, etc)

Describe Behavior(s):

How often: (circle one): hourly daily weekly monthly

How intense: (circle one): mild moderate serious extreme

How long have these behaviors persisted: over weeks, months, years? _____

2 Environmental: What is the student doing in the environment that is not functional for your classroom?

3 Social Integration/Skills: What social skills are you most concerned about? Ability to relate to peers, ability to relate to staff

4 Functional living skills: students requires maximum supports including a special circumstance instructional aide in order to engage in functional living skills.

5 Functional Communication: Student uses maladaptive behaviors to escape situations, initiate interactions with peers or to say "no" to an item or activity

Other comments:

SIGNATURE _____ DATE _____ Phone: _____

BEHAVIOR SUPPORT SERVICES OBSERVATION SURVEY

Student: _____ School: _____
Date: _____ Teacher: _____ Rm#: _____

Please check areas that apply.

Behavior Management

Becomes easily frustrated/gives up

Refuses to engage in tasks

Work Avoidance

Difficulty interacting with peers

Impulsive behaviors

Easily distracted

Difficulties with transitions or changes in routine

Strikes other students/adults

Throws Items

Self-Injury

Elopes from classroom or non-preferred activities

Uses inappropriate language for school

Environment

Visual Schedule in Use

Icons in Use

Visual Boundaries in Use

Expectations Posted Clearly

Behavior System in Place

Staff Trained to Intervene

Functional Living Skills

Toilet independently

Dress and undress independently

Feed themselves

Understand community safety signs

Understands road safety

Social Integration Skills

Interacting with Peers

Avoiding Peers

Odd interactions with peers

Negative interactions with staff

Attention seeking social behaviors

Reading social cues

States they have no friends

Functional Communication

Using non-verbal gestures to communicate

Using maladaptive behaviors to communicate

Screaming, attention seeking behaviors

Do not know how to get their needs met appropriately

Throws items, hit staff

Elope to say "no" to an activity

PERMISSION TO OBSERVE

Glenn County Office of Education
Student Services Department
676 East Walker St.
Orland, CA. 95963
Behavior Support Services

Child's Name: _____

Age: _____ Date of Birth: _____ Grade Level: _____

School: _____

Case Manager: _____

Parent's Name: _____

Phone: _____

Primary Language: _____

I give permission for my child to be observed by Glenn County Office of Education Student Services Behavior Support Specialist assigned to my students school district. I understand that the observation will be completed during my child's school day.

Parent/Guardian's Signature

Date:

Protocol for Behavior Support Services Referral

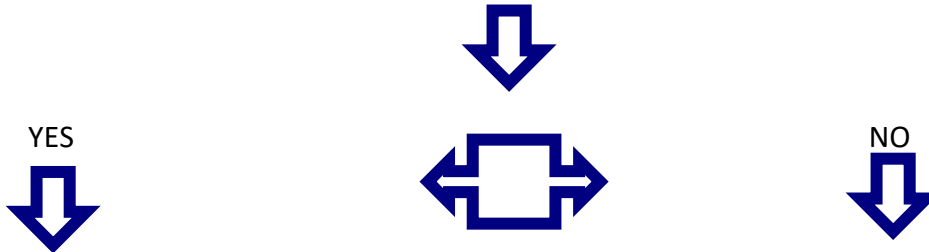
A Request For A BSS Observation Can Be Made By:

Program Specialist	Special Education Teacher	General Education Teacher
School Psychologist	School Counselor	D.I.S. Professional Staff
	Parent	

Step 1. BSS OBSERVATION

1. *BSS Observation Parent Consent Form*- must be signed by parent
2. *BSS Referral Checklist*- to be completed by Teacher/Parent
3. *30 Day Timeline begins*
4. *Hold IEP or Amendment/SST to discuss the need for further assessment*

Does the student need further assessment?



Step 2. Functional Behavior Assessment

1. Signed Assessment Plan
2. 60 Day Timeline begins
3. Data gathered during this time
4. Development of Behavior Intervention Plan/Goals/Services



Step 3. IEP

1. Implementation of services, plans, supports

FUNCTIONAL BEHAVIOR ASSESSMENT TOOLS

- An FBA is an analytical process based on observations, review of records, interviews, and data analysis to determine the function the behavior serves for the student, how that function can be met more appropriately and how the environment can be altered to better support general positive behaviors. [FBA Template](#)
- Behavior Intervention Plan: A BIP is a formal written plan that is developed to address individual behavioral needs that interferes with his/her learning or the learning of others. [BIP Template](#)
- Question about Behavioral Function: A QABF was designed for the functional assessment of behavioral problems. [QABF Template](#)
- Motivation Assessment Scale II: The MAS is a rating scale designed to help identify the motivation behind a target problem behavior. [MAS Template](#)
- Functional Analysis Screening Tool: A FAST was designed to identify factors that may influence problem behaviors. [FAST Template](#)
- Environmental Analysis Form: An environmental analysis gathers data and information about the student's environment, by interview and observation, with the intent of identifying factors that contribute to the demonstration of challenging behavior. [Environmental Analysis Form](#)
- Behavior Observation Form: An ABC data form is an assessment tool used to gather information that should evolve into a behavior implementation plan. [Behavior Observation Form](#)
- Behavior Pathways Chart: [Pathway Chart Template](#)