

DOINGWHATWORKS



SAMPLE MATERIAL

Behavior Intervention Process

Pinnacle School No. 35, New York

Topic: Reducing Behavior Problems

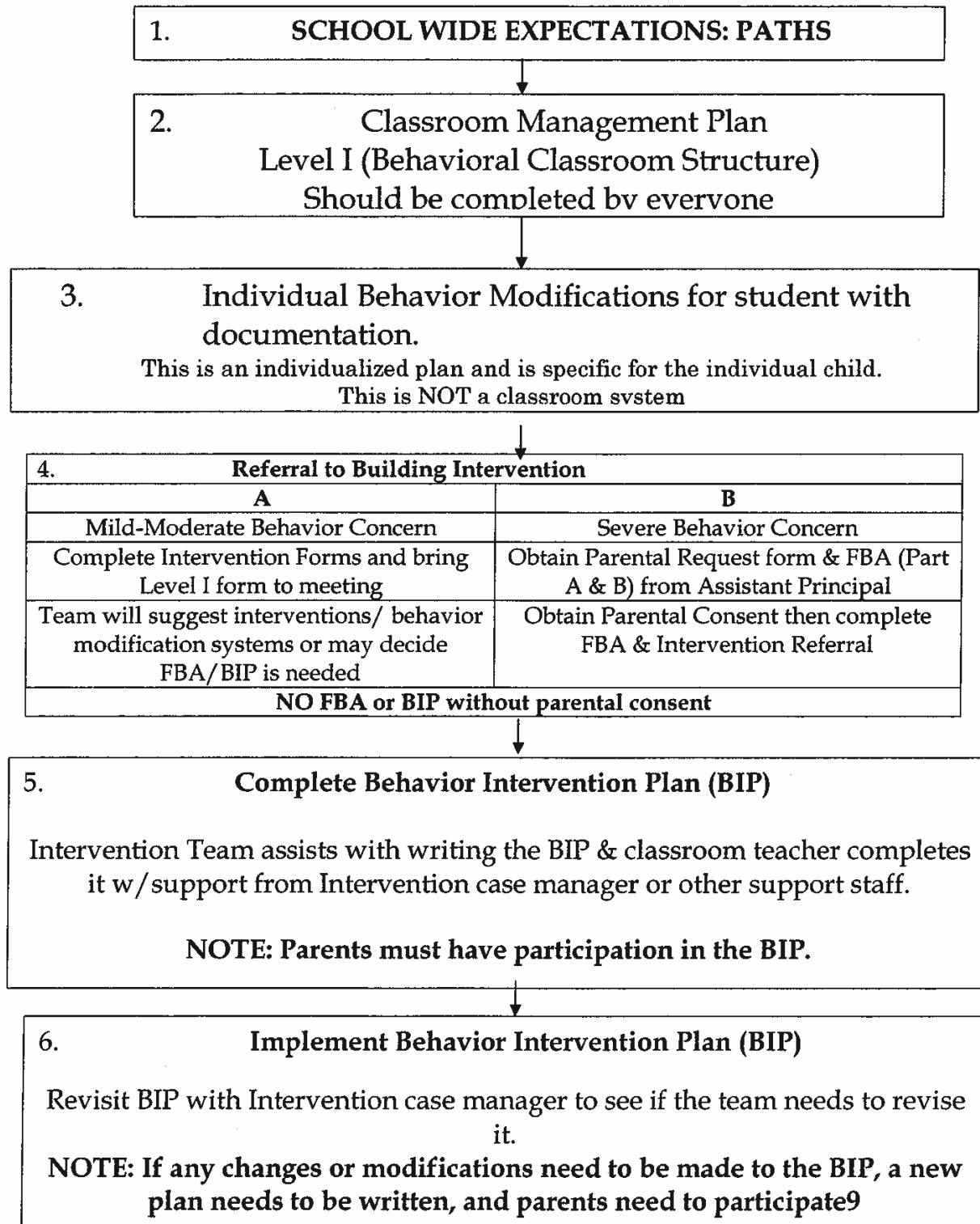
Practice: Schoolwide Approach

This flowchart is included in Pinnacle School No. 35's staff handbook and describes the Behavior Intervention Process and answers commonly asked questions about the process. Schools can use this flowchart as a model of an intervention process for their students. At the first level of intervention, School No. 35 implements a social-emotional curriculum at every grade level. This curriculum teaches students how to recognize their feelings, pay attention, calm down when upset, use problem-solving skills, and feel good about themselves. The curriculum forms the basis for schoolwide expectations of how students should behave in school.

At the second level of intervention, a classroom management plan is in place and on file for all classrooms. Students with a documented behavior problem receive an individual behavior modification plan at the third level of intervention. The fourth level of intervention and beyond involves a referral to building intervention rather than classroom intervention. At this point the school's Intervention Team becomes involved in the process. The Intervention Team is comprised of the assistant principal, specialists,

and teachers. Intervention Teams can be involved with students who need academic or behavioral referrals. They support any student who has more than three office referrals in a school year, or any student for whom a teacher has a behavioral or social-emotional concern. A teacher fills out a Behavior Intervention Plan (BIP), which describes the problem the teacher is having with the student and what strategies they have tried already. The Intervention Team suggests interventions or behavior modifications that the teacher may try to help reduce the behavior. The teacher implements this strategy for approximately six weeks, then meets with the Behavior Intervention Team to discuss if the strategy is working or if it might need to be modified. As the BIP is created and revised, parents are involved in the process and the team assigns a case manager to provide close support to the teacher and answer questions.

SCHOOL 35 Behavior Intervention process



STUDENT INTERVENTION PROCESS**Intervention Team****Who should be brought through the intervention process?**

Any child who has more than 3 office referrals should be seen by the intervention team. In addition, any child who you have academic, behavioral, social/emotional or physical concerns could be seen by the intervention team.

Why do we need to bring all these children through the process?

NCLB (No Child Left Behind) requires that academic assistance is documented for all children performing below grade level. Bringing a child through the intervention team is one way to incorporate additional strategies and assistance to these children. The Intervention Team allows for teachers to get suggestions from colleagues they might not otherwise get to collaborate with. Every one of us has an arsenal of techniques that work for various students and in a variety of situations. No one however, has all the answers. That is where the intervention team can help. Additionally, intervention team is a format in which you can fine tune the necessary documentation you might need if the student needs to go to committee in the future.

Where do I get the forms?

One copy of each form is included in the staff handbook. (Appendix 34 & 35) Additional forms are located in main office.

When will my meeting be scheduled?

Meetings are scheduled on Wednesday's from 8:15 – 8:45 or 8:45 – 9:15. Coverage will be provided for you in your room. This allows for all team members to be present. Occasionally a follow up may be scheduled during planning time with the AIS support person to fine tune a child's Intervention program.

I think my student needs a referral; can I just fill out an RSA (Request for Student assistance) or CSE (Committee for Special Education) form?

No, any child who eventually needs testing or an alternative placement requires the proper documentation before that process can begin. Intervention team helps to provide the teacher with detailed documentation that can lead to obtaining the services that each student needs.

My child has an attendance problem, what steps do I follow?

Call child's home and speak with parent and/or guardian.

Fill out the attendance letters to send home (form in handbook)

See Ms. Spraggins, the parent liaison, to make a home visit

If there is no improvement see administration about an attendance referral. Bring all documentation with you to this meeting.

I think the child might be ADHD (Attention Deficit with Hyperactivity Disorder) or ADD (Attention Deficit Disorder), what should I do?

During the intervention process, you will be directed to obtain consent forms and an ADHD rating scale from the school psychologist or Cadre.

How do I bring a child to intervention?

If the child needs intervention in ELA (English Language Arts):

1. Give and review DRA (Developmental reading assessment)
2. Fill out AIS paperwork
3. Select Five or less focus skill deficits indicated on DRA assessment form and/or AIS form
4. Fill out the intervention form located in the main office. Place the form in Kelle Little's mailbox. You will be scheduled for and notified of your appointment by the Intervention team.
5. Come to intervention with the 5 selected focus skill deficits you would like help addressing. The student may have more than 5 areas in need of improvement; select the 5 you would like to initially focus on. Examples of these areas would be: fluency,

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- letter identification, making inferences, developing 1 to 1 correspondence etc.
6. Bring the CUM and any other evidence you feel helps paint a clear picture of the student's needs.
 7. At the meeting, you will receive strategies you can use to address the targeted areas.
 8. When you come for a follow up, we will assess together how effective the strategies were, whether you need additional strategies for the same areas or new strategies for additional weaknesses.

If the child needs intervention in math:

1. Review Initial portfolio pieces and last years report card. Use last years work to help you get a clear picture of several areas of need. Any children receiving 1s or 2s may indicate a need for intervention.
2. Fill out AIS paperwork.
3. Come to intervention with the five or less selected focus skill deficits you would like help addressing. You may select these from the assessment booklet, the standards, the AIS plan or any additional source.
4. The student may have more than five areas in need of improvement; select the five you would like to initially focus on. An example of these areas would be acquiring basic addition facts, understanding place value, counting objects to 10, strategies to write a clear explanation, adding unlike coins etc.
5. Bring the CUM and any other evidence you feel helps paint a clear picture of the student's needs.
6. At the meeting, you will receive strategies you can use to address the targeted areas.
7. When you come for a follow up, if needed, we will assess how effective the strategies were, whether you need additional strategies for the same areas or new strategies for additional weaknesses.

The team can also address academic needs in the areas of social studies and science.

If the child needs behavioral intervention:

1. Fill out level 1 of the FBA (Functional Behavior Assessment). This is a general statement of your overall class behavioral system.
2. Begin to create a behavior log on the student. Date all entries. Try to write statements in the format: *when (blank) occurs student responds by doing (blank)* Ex. When a transition occurs NAME becomes agitated and begins to bang on desk. This will help you begin to assess the root causes of the students' behavior.
3. Please come to intervention with documentation that you have developed a behavior modification system for this student. This is an individualized plan and is specific for the individual child. This is NOT a classroom system. This may include an individual reward system including timed stickers or earned privileges.
4. For severe behavior concerns obtain an FBA consent form from the Assistant Principal and complete the FBA prior to attending the Intervention meeting. For mild-moderate behavior concerns, complete the Intervention form, and the team will decide whether or not an FBA/BIP is needed.
5. The intervention team will assist you in developing a BIP. **YOU WILL NEED TO HAVE THE PARENT SIGN A CONSENT FORM (see Assistant Principal) BEFORE AN FBA and BIP ARE DEVELOPED.**
6. It is necessary to have this documentation before any other step occurs.
7. When you come for a follow up, if needed, we will assess the effectiveness of the BIP and update it if needed.