BEHAVIOR INTERVENTIONS

A. Definition and Use

Behavior intervention is the systematic application of the principles of learning theory to change behavior. The purpose of these interventions is to teach skills as alternative strategies that will enable students to function as independently as possible. Behavior interventions should be used to assist students in acquiring, maintaining and generalizing appropriate behaviors in addition to reducing inappropriate behaviors as necessary. Interventions must emphasize positive behavior supports, effective/appropriate curriculum, program or curricular modifications.

B. Functional Behavior Assessment

Functional assessment of behavior is a systematic process for gathering information to identify the events that trigger and maintain problem behavior. A functional behavior assessment describes:

1. Specific problematic behaviors.
2. The frequency of the behaviors.
3. The environmental and setting conditions where the problematic behaviors occur.
4. The factors that are maintaining the behaviors over time.
5. Recommended pro-social behaviors to increase and problematic behaviors to decrease.

This assessment must be carried out by a person(s) knowledgeable about the student and trained to perform such an analysis.

C. Positive Behavior Support Plan

A positive behavior support plan is a written, individualized behavior support plan that is based on a functional assessment of a student’s behavior. A continuum of behavior interventions should be considered ranging from acquisition techniques to reduction programming. Positive behavior intervention techniques are always preferred over more intrusive techniques. A written positive behavior support plan should include:
1. An analysis of medical, environmental and instructional factors which may contribute to the student’s problematic behavior.

2. A representative sample of baseline data collected within the functional behavior assessment.

3. A systematic, objective and reliable method of data collection that allows for evaluation of the intervention.

4. A rationale for the selection of recommended behavior interventions including a description of the benefits and risks.

5. Clearly specified objectives and conditions under which the program is to be carried out, goals to be achieved and criteria for goal attainment.

6. Clear delineation of staff, parent/guardian, student and administrator roles and responsibilities for plan implementation.

7. Timelines for review of the intervention plan for effectiveness or continued appropriateness.

The development of a written positive behavior support plan should be a coordinated effort between special education and/or general education staff as appropriate, the program administrator and the parent(s)/guardian(s). If intrusive and/or reduction techniques are identified within a behavior intervention plan parent/guardian consent is required for plan implementation. Staff must have training in the behavior intervention techniques specified in a positive behavior support plan prior to implementation with a student.

ADMINISTRATIVE REGULATION

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