


Omaha Public Schools Behavior Consultation Team Program

Supporting Children with Challenging Behaviors

Kylee Starmer – Behavior Consultant

Omaha Public Schools

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- Approximately 46,549 students
- Approximately 9,000 students receiving Special Education Services
- 63 Elementary Schools
- 11 Middle Schools
- 7 High Schools
- 6 Alternative Schools
- Career Center
- 18 Elementary Self-Contained Behavior Disordered Classrooms
- 4 Attendance Zones

Behavior Consultation Team Guidelines

- What:
 - Consultation and technical support for building teams
 - Direct behavior support for students who are already receiving special education services and are having behavioral difficulties

Behavior Consultation Team Guidelines (cont.)

- Who:
 - Each Behavior Consultation Team (BCT) consists of a special education supervisor (s), a special education school psychologist (s) and a behavior consultant (s)
 - Any member of the BCT may be assigned to work directly with a student and his/her building team

Behavior Consultation Team Guidelines (cont.)

- When:
 - The BCT will provide services to a student after the building has utilized all resources available to them at the building level. For example, school psychologist, student assistance team, school counselor, Student Personnel Assistant (SPA), special education supervisor, instructional facilitator and school nurse

Behavior Consultation Team Guidelines (cont.)

- Where:
 - The BCT member may work directly with the student in the general education and/or special education classroom as well as hallways, playground, bus, van, or cafeteria

Behavior Consultation Team Guidelines (cont.)

- How:
 - The BCT member will join the building team and support the team in designing and implementing strategies to intervene with student behaviors

Why implement a Behavior Consultation Team?

- During the 2000-01 school year, the Behavior Consultation Team was created to support 31 students being transitioned from elementary self-contained behavior disordered classrooms to regular classrooms with resource support. These transitions were due in part to Special Education teacher vacancies.
- Provide support to teachers, administrators and building staff
- Help build school wide support and understanding of the child's behavior

Accessing the Behavior Consultation Team

- Refer to Accessing the Behavior Consultation Team flowchart

Roles of Behavior Consultation Team Members

- Special Education Supervisor
 - Monitors students with behavior issues in assigned buildings
 - Completes behavior consultation referral form and provides a copy to the assigned BCT member
 - Keeps a list of active and inactive students served in the respective zones, updating the list bi-monthly for BCT meetings

Roles of Behavior Consultation Team Members

- Special Education Supervisor (cont.)
 - Evaluates at least every thirty days the effectiveness of intervention, services, and appropriateness of placement with Behavior Consultation Team members
 - Reviews student placement with Director of Special Education when interventions have been unsuccessful

Roles of Behavior Consultation Team Members

- Special Education Supervisors (cont.)
 - Assists behavior consultants and special education psychologists with student observations, Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), Individual Education Plans (IEP), training of building staff, reinforcement of behavior plans, and parent concerns

Roles of Behavior Consultation Team Members

- Special Education School Psychologist
 - Provides direct services to designated students through observation, designing FBA's/BIP's, meeting with parents, participating in IEP meetings, and developing effective intervention plans
 - Assists in providing requested in-service training on behavior management, FBA/BIP, and behavior intervention to building staff and parents

Roles of Behavior Consultation Team Members

- Special Education School Psychologist (cont)
 - Communicates current research and best practices in behavior intervention strategies to consultation team members
 - Provides expertise in wrap-around services for designated students receiving behavior consultation services

Roles of Behavior Consultation Team Members

- Behavior Consultant
 - Provides direct service to designated students through the referral process
 - Meets with regular education teachers, resource teachers, administration and other relevant staff to discuss needs and concerns
 - Observes and documents student behaviors
 - Designs and implements intervention plans

Roles of Behavior Consultation Team Members

- Behavior Consultant (cont.)
 - Updates/revises Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP)
 - Assures correlation occurs between FBA, BIP, and IEP
 - Monitors student progress and makes modifications as needed

Behavior Consultation Team Process

- Receive Referral
 - Receive written copy of referral from building supervisor
 - Contact referral source
 - Check for good time to visit
 - Set up meeting with staff
 - Get names of all staff involved

Behavior Consultation Team Process

- Initiate First Visit
 - Visit school within 2-5 working days after referral is received
 - Introduce yourself to building staff
 - Review student cum and red folder (record any pertinent information)
 - Observe student (assess any immediate needs)

Behavior Consultation Team Process

- Initiate First Visit (cont.)
 - Observe teacher and peer interactions
 - Ask any questions you have
 - Complete data collection forms and fill out BCT contact form
 - Distribute copy of observation to teacher and provide feedback

Behavior Consultation Team Process

- Follow-Up Visits
 - Meet with teachers and discuss their specific concerns
 - Collect data on behavior (time on task, aggression, environmental analysis)
 - Introduce yourself to student and explain your role
 - Develop new FBA with as many staff as possible
 - Design behavior interventions and offer needed materials

Behavior Consultation Team Process

- Follow-Up Visits (cont.)
 - Develop a new BIP and help implement interventions as needs
 - Gradually transfer responsibility back to teachers
 - Establish a contact person for building staff to report progress and concerns
 - Monitor and change BIP as needed
 - Keep the supervisor updated on progress/concerns

Behavior Consultation Team Process

- Discharging Student
 - Make sure all staff understand the Behavior Intervention Plan and can continue without support
 - Complete summary form

Behavior Consultation Team Process

- Reminders for the BCT
 - Always check building resources such as school nurse, PAC facilitator, last year's teacher, school psychologist, security, bus/van driver, counselor, Student Assistant Personnel, and Assistant Principal for behavior input and/or support
 - Look for triggers
 - Bell work
 - Transitions
 - Written work
 - Unstructured activities (lunch, recess, Art)
 - Low interest activities or those perceived as difficult
 - Medication issues

Behavior Consultation Team Process

- Reminders (cont.)
 - Try to observe in various settings
 - Consult with other BCT members often
 - Refer to Special Education Handbook as needed
 - We do not decide placement. Our job is to collect data and provide interventions that will assist the child in the least restrictive environment

Outcomes

- 2000-2001
 - 91 students were referred to the BCT
 - 79 students were maintained in their current placement
 - 12 students were placed in self-contained behavior disordered rooms
 - 1,371.95 hours of service were provided

Outcomes

- 2003-2004
 - 92 students were referred to the BCT
 - 76 were maintained in current placement
 - 15 were placed in self-contained behavior disordered classrooms
 - 1, 852 hours of service were provided

Behavior Consultation Team Meetings

- Meet Bi-monthly
 - Discuss concerns and new developments
 - An individual zone or team member presents a case study or material on current trends
 - Zone members meet to update lists and discuss concerns/progress

Future Planning for the Behavior Consultation Team

- Gradual continuation of services into a middle school setting
- Counseling students in a regular classroom/resource setting
- Follow up on students verified behavior disordered

Professional Development Opportunities for the BCT

- MANDT
- Options to Anger
- Ross Greene
- Structured Teaching (TEACCH)
- Essential Facilitation for IEP Meetings

What to do before the BCT gets involved

- Document all behaviors
- Collect data
- Write down all interventions already implemented or tried
- Know what the child likes and dislikes
- Identify any antecedents or when the child seems to have the most difficult times

What to do once the BCT is involved

- Observe how the consultant interacts with child (we are modeling for you)
- Be open to all ideas and interventions
- Ask questions if you are unsure of what is happening or need clarification

After the BCT has discharged the student

- Continue with the behavior intervention plan that is established
- Continue documenting
- Never hesitate to call and ask questions or for further support

What I've learned from working on the BCT

- Talk privately to staff about a child
- If you have concerns go directly to the IEP holder or teacher in charge of the student
- Always provide positive feedback
- Remember every day is a NEW day
- Reinforce consequences immediately
- Ask the student what is going on
- Model appropriate behaviors for the student
- Teach the child the skills they need to be successful
- Build a relationship with the child

Case Example

- Refer to the case example on Jane Smith

Kylee Starmer
Behavior Consultant
Omaha Public Schools

3215 Cuming Street
Omaha, NE 68131
kylee.starmer@ops.org
