

**What Every Administrator Needs to Know About
Managing Programs for Emotionally or Behaviorally
Disordered Students in Their School**

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**1) Support the Development of Research
Based Programs for Students with EBD**

- No Child Left Behind is focusing in on students with the greatest needs including students that qualify for special education services.
- Students with EBD are five times more likely to drop out than students with other disabilities.
- The academic performance of students with EBD is significantly below that of students without disabilities.
- Social skills deficiency in childhood single best predictor of significant problems in adulthood.
- Emotional intelligence more important in predicting life success than IQ.

**2) Prevent Burnout of Teachers That
Serve EBD Students**

- Consistently found to be among the highest ranked needs areas
- As a group, significantly fewer years of teaching experience than other special educators
- Greater percentage uncertified and/or entered teaching through a alternative certification program than other special educators
- Uncertified teachers more likely to leave the profession
- Consistently report high rates of stress and burn out

Ways to Prevent Burnout

- Make teachers, paras, and students feel like a welcome part of the school community
- Visit the program daily
- Get to know the students and their families
- Meet regularly with the team Support staff professional development opportunities in their specialty area
- Provide adequate materials and curriculum (including social skills curriculum)
- Make sure all staff gets adequate (and legally required!) breaks, plan time, lunch time

**3) Require The Program To Focus on
Positive Behavior Supports and Interventions**

- IDEA creates a presumption in favor of positive behavior supports and interventions (sometimes called PBS or PBIS)
- Four Components of PBIS
 - 1) Systems Change
 - 2) Environmental Alterations
 - 3) Skill Instruction
 - 4) Behavioral Consequences
- Focus on prevention, early intervention, building skills, and positive reinforcement of appropriate behavior

What is PBIS?

- IDEA does not specifically define PBIS. However, a multi-university consortium that provides technical assistance related to PBIS does provide a definition.
- Behaviorally based
 - Enhance capacity of schools, families and communities to provide effective environments
 - Based on research-validated practices
 - Improve lifestyle results
 - Make problem behavior less effective, efficient, and relevant
 - Make desired behavior more functional

(OSEP Center for Positive Behavioral Supports, 2000)

4) Understand the FBA/BIP Process

- IDEA required that a functional behavior assessment (FBA) is conducted any time behavior negatively impacts learning
- A behavior intervention plan (BIP) must be included in the IEP based on the functional behavioral assessment
- Current case law indicates that the BIP must
 - 1) based on assessment data
 - 2) individualized
 - 3) include positive behavior support
 - 4) be implemented as planned and effectively monitored

What is Functional Behavioral Assessment?

- A process for understanding problem behavior and factors that contribute to its occurrence and maintenance.
- Main purpose to guide the development of effective, efficient, and relevant behavior intervention plans.
- Intensity and complexity of individual functional behavior assessment activities will vary as not all problem behaviors and situations require the same level of assessment.
- There is no one way to correctly do a functional behavior assessment or behavior intervention plan.
- It is a process, not a checklist

Conducting a Functional Behavioral Assessment: Essential Components

- 1) Assessment data sources
- 2) Student strengths/interests
- 3) Problem behavior(s) in observable terms
- 4) Setting events or things that exaggerate the likelihood of the defined problem behaviors.
- 5) Triggering antecedents or things that happen immediately before the problem behavior
- 6) Maintaining consequences or things that happen immediately after that reinforce the behavior.
- 7) Hypothesized function(s) of the behavior(s)

Behavior Intervention Plans: Essential Components

- 1) Desired replacement behavior(s)
- 2) Plan for direct instruction of replacement behavior(s)
- 3) Prevention (manipulating setting and antecedents)
- 4) Consequences (positive and logical undesirable)
- 5) Crisis plan (if needed)
- 6) Plan for confirming hypothesis and monitoring plan effectiveness

5) Require the Program to Focus Equally on Behavior AND Academics

- The academic performance of students with EBD is significantly below that of students without disabilities.
- Emerging research that academic interventions may have the collateral effect of reducing problem behavior
- Frustration with academics often an antecedent to problem behavior
- Social-behavioral difficulties co-occur with language difficulties 40-80% of the time

6) Consider Alternatives to In and Out of School Suspension

- Safe school laws do not override IDEA
- Sometimes suspension is actually reinforcing the behavior and may cause it to increase
- Discipline plans can be individualized based on the FBA and included in the BIP
- Make sure everyone who works with the student clearly understands the plan

7) Invest and Participate In Crisis Prevention and Intervention Training

- All staff should be trained in early crisis prevention and deescalation
- Several programs are available nationally (see handout)
- This can be a significant investment but may prevent future safety and legal problems
- Can greatly reduce the need for physical management
- Staff working directly with students with EBD should receive training in ethical and effective physical management used only as a last resort if someone is in danger

8) Know the Law and Best Practice Concerning Controversial Interventions Such as Seclusion Timeout

- 1998 Hartford Courant ran series of articles on patient injury and death due to medication, restraint, and seclusion combinations
- Increased public awareness and sparked a move toward drastic reduction if not zero tolerance of restraint and seclusion
- May 2003 Charles Curie (Administrator of Substance Abuse and Mental Health Services) issued national call to reduce and eventually eliminate restraint and seclusion
- April 2004 APRAIS founded (Alliance to Prevent Restraint, Aversive Interventions, and Seclusion)
- Increase in due process in school districts involving seclusion timeout use issues

Important Information to Consider Regarding the Seclusion Timeout Debate

- 1) Not one incident reported by the Hartford Courant
 - Occurred in a school setting
 - Involved the use of seclusion timeout exclusively
- 2) Many leaders in the field believe that the proper use of seclusion timeout can reduce the need for physical restraint and more restrictive out of district placements although there is currently no research to support this hypothesis.
- 3) Most (if not all) out of district (contractual) placements for students with emotional and behavioral challenges use seclusion timeout and physical restraint.

Ethical Seclusion Timeout Use Guidelines

- The student's IEP must have a current functional behavioral assessment/behavioral intervention plan that is monitored by a data collection system
- Data must be reviewed regularly and the behavior intervention plan must be modified if progress is not being made
- This behavioral intervention plan must include a plan for the direct instruction of replacement behavior and the use of other positive behavioral supports (i.e. visual supports, point and level system, social stories, consequence maps, etc.).
- Seclusion timeout should not be used for simple non-compliance. Other logical consequences such as a "think time", "safe seat", "time out", etc. should be available

Ethical Seclusion Timeout Use Guidelines

- Students must be directly taught how to go to seclusion timeout appropriately and highly reinforced for doing so. This should be reviewed and practiced often when the student is calm.
- Students in seclusion timeout must be continuously monitored.
- Following the use of the seclusion timeout, the student should process with an adult including a review of appropriate replacement behaviors and the connection between behavior choices and natural/logical consequences.
- Detailed documentation regarding each use of seclusion timeout must be kept and reviewed regularly to guide decision making

9) Commit to Providing the Least Restrictive Environment

- Hold general education teachers accountable for using modifications and accommodations
- Provide a full continuum of services-diagnosis does not drive placement!
 - 1) Regular classroom
 - 2) Regular classroom with consultation
 - 3) Regular classroom with supplementary instruction and services
 - 4) Separate classroom with clear guidelines for gradual reentry into regular classroom

10) Base Decisions About More Restrictive Placements on Adequate Data

- Target behavior sheet graphs, seclusion timeout logs, anecdotal records, physical management documentation
- Should have consistent data for at least two months
- Could needed services/accommodations/modifications be added
- Remember students in contractual placements are still the school district's legal and financial responsibility

Non-Public Alternative Schools

- For-profit alternative schools are a multi-billion-dollar industry
- Reported to be expanding at an annual rate of 25% in 1994
- Tuition can run as high as \$40,000-\$60,000 a year

(Council for Exceptional Children, 1998)

Placement Cost Comparisons

Program	Adult/Student Ratio	Annual Cost per student
Marchus School, Day Classroom (Public)	2 adults per 8 to 10 students	\$18,000
1261 Project (Public; also offered more intensive therapy)	4 adults per 8 to 10 students	\$23,000
Nonpublic Day Program	4 adults per 8 to 10 students	\$44,000

(MacMillan, 1999)

In Your Handout

1) Examples from Lee's Summit R-7 School District

- Functional Behavior Assessment Form
- Behavior Intervention Plan Form
- Positive Behavior Support Plan Form
- Safe Room Documentation Form
- Physical Management Documentation Form
- Target Behavior Sheets and Graphs (Time Interval Data)
- Antecedent/Behavior/Consequence/Function Chart (Frequency/FBA Data)

2) Case Law on Behavior Intervention Plans Journal Article

3) In the Name of Treatment Article

4) Crisis Prevention and Intervention Contact Information