NEWPORT INDEPENDENT SCHOOLS
A Great Tradition. A Great Future.
Est. 1847

To: Mr. Middleton, Superintendent
    Ms. Malone, Chairperson of the Board
    Members of Newport Board of Education

September 25 – October 19, 2018

This month the department of Exceptional Children has focused on supporting staff with development of Individual Educational Plans, Behavior Intervention Plans, and Functional Behavior Assessments. Functional Behavior Assessments and Behavior Intervention Plans are developed and implemented specifically to address student behavior(s) that are inappropriate and impede social and academic success. Student Behavior Incident Reports, Attendance, KPREP Data, and Progress Reports were analyzed to develop student specific Behavior Intervention Plans. A review of district program modifications & supports and KDE resources were utilized when working with staff.

What is a Functional Behavior Assessment?

A functional behavior assessment is an approach in determining why a student exhibit's certain behaviors. A key part of a functional assessment is figuring out what *triggers* certain behaviors at home, in school and with friends. We use a variety of techniques to understand what's *behind* inappropriate behaviors. This includes looking at non-academic factors that might be contributing to the student's frustration in social and/or academic learning environments. The basic idea behind this approach is that the child's behavior serves a purpose. For example, the student has a difficult time showing his/her work when given a math assignment. In math class, he/she gets angry, crumples up the paper, is disruptive and refuses to complete the assignment. This behavior results in the student being sent to the principal's office. The behavior isn't appropriate, but it serves a purpose. The student found a way to deal with the issue causing them stress.

The Steps of a Functional Behavior Assessment

A functional behavior assessment is narrow in scope. It focuses on the why, how, where, when and what of the student's behavior.

Step #1: Defining the inappropriate behavior.

Describe the behavior in an objective, specific way. For example, the student walks out of the classroom when asked to work in groups.

Step #2: Collecting, comparing and analyzing information.

- Where is this behavior happening?

- Where is it not happening?

- How often is the behavior occurring? What time(s) of day? Day of the Week?

- Who is around when the inappropriate behavior occurs?

- What typically occurs prior to and after the inappropriate behavior?

- What is a more acceptable behavior that can be used as a replacement?

Step #3: Hypothesizing reasons for the behavior.

A hypothesis is a best guess based on information presented. The goal of this step is to determine what the student is getting from the behavior (power/control, escaping a situation or avoiding a situation).

Step #4: Developing a plan of action.

Once staff has an idea of the reason(s) behind the student's inappropriate behavior, they implement strategies to address the inappropriate behavior across educational settings. This means changing something in the environment or instructional format to increase the likelihood of reshaping student behavior. To do this, they create a Behavior Intervention Plan (BIP).

What is a Behavior Intervention Plan (BIP)?

 A behavior intervention plan is a plan that is based on the results of a functional behavioral assessment (FBA) and, at a minimum, includes a description of the problem behavior, specific hypotheses as to why the problem behavior occurs and intervention strategies to address inappropriate behavior. Before implementing the BIP, staff ensures the student understands the expectations. Success will only occur if the student can control the inappropriate target behavior and/or is motivated to change the inappropriate behavior.

Typically, a Behavioral Intervention Plan is designed and implemented for a student with a disability when:

- student is exhibiting persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- student's behavior places the student or others at risk of harm or injury;
- school is considering more restrictive programs or placements as a result of the student's behavior (suspension, expulsion, Phoenix Placement); and/or
- student is subject to disciplinary actions and a determination has been made that the behavior is related to the student's disability.

What information must a Behavior Intervention Plan include?

A behavior intervention plan must identify:

- o the baseline measure of the problem behavior, including the frequency, duration, intensity and/or latency of the targeted behaviors.
  - Such baseline must, to the extent practicable, include data taken across activities, settings, people and times of the day.
  - The baseline data must be used as a standard to establish performance criteria and against which to evaluate intervention effectiveness;
- o intervention strategies to be used to alter antecedent events to prevent the occurrence of the behavior, teach individual alternative and adaptive behaviors to the student, and provide consequences for the targeted inappropriate behavior(s) and alternative acceptable behavior(s); and
- o a schedule to measure the effectiveness of the interventions, including the frequency, duration and intensity of the targeted behaviors at scheduled intervals.

A student's need for a behavioral intervention plan must be documented in the Individualized Education Program (IEP). The IEP must indicate if a particular device or service, including an intervention, accommodation or other program modification is needed to address the student's behavior that impedes his or her learning or that of others. The IEP must be reviewed at least annually by Admission & Release Committee (ARC).

As of 10/19/2018 Exceptional Children Programming Rates:
- 504/ADA – 15 Students
- Special Education Services – 229 Students
- Phoenix Program – 5 Students
- Challenge Program – 2 Students
- Learning Academy-1 Student
- Home School Students – 3 Students

Respectfully Submitted,

Lisa Swanson