

Greenburgh North Castle, UFSD

March 2011

DISTRICT PROCEDURES

Functional Behavioral Assessment and Behavioral Intervention Plans

A BEHAVIORAL PLAN

(FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN)

Greenburgh North Castle, UFSD educates children with emotional and behavioral problems that, at times, impede the student's ability to learn or interfere with the ability of other student's ability to learn. At such times, it is required that the school determines the causes of these behaviors and develops a plan for modifying/improving the behaviors.

This Plan is divided into two main components:

1. The initiation of a *Functional Behavioral Assessment (FBA)* and *Behavioral Intervention Plan* anytime following a student's enrollment to Greenburgh North Castle, when deemed appropriate.
2. Behavioral Intervention Plans (BIP) that have been received as part of the students referral to Greenburgh North Castle

The FBA provides a formal way of examining the specific behaviors in question, what actions come before these behaviors are manifested (antecedent behaviors), consequences that occur after the behaviors and what purpose the behavior serves to the student. It is a structured way of observing what actually occurs and why. The FBA is the process of determining why a student engages in challenging behavior and how the student's behavior impacts the school environment. The FBA collates the data that drives the development of the BIP.

The BIP is the action plan to remediate impeding behaviors that have been observed and codified during the FBA process. This component contains the specific goals, the proposed intervention(s), the personnel responsible, the timeline for implementation and evaluation plan to review the outcome of the process. Its purpose is to maximize the student's ability to participate in the learning environment.

These FBA/BIP procedures apply to all GNC students regardless of placing agency.

The initiation of a *Functional Behavioral Assessment (FBA)* and *Behavioral Intervention Plan (BIP)* anytime following a student's enrollment to Greenburgh-North Castle, when deemed appropriate

The FBA/BIP shall be developed for students who receive 5 or more critical incident reports over a 2 month period of time. Exceptions will arise (e.g., a singular egregious act or a strong recommendation of a teacher, counselor, or administrator) and FBA/BIP will be developed under these conditions, as well. A one to one request will initiate the FBA/BIP process. Also all DSS/OCFS students require a FBA/BIP.

1. A FBA/BIP will only be initiated contingent upon notification to the community school district of the student and upon securing consent from the parent or legal guardian of the student. The clinician, in concert with the CSE office, will be responsible for contacting the parent or legal guardian to obtain consent.
2. The clinician assigned to the student shall convene a multidisciplinary team consisting of the student's teachers, related service providers, guidance counselor and any other personnel deemed knowledgeable of the student to consider the development of the Functional Behavioral Assessment (FBA) and the Behavioral Intervention Plan (BIP). The student should participate in this meeting, as well.
3. The assigned clinician will be responsible for the completion of Form A – Form L of the Greenburgh-North Castle FBA/BIP process.
4. The clinician will hand deliver a copy of the completed FBA/BIP to the CSE office.
5. The CSE office will send these documents to the Community CSE in preparation for Annual review.
6. Copies of the BIP will be sent to guardians twice annually (2nd and 4th quarter).

Behavioral Intervention Plans (BIP) that have been received as part of the students referral to Greenburgh-North Castle

Greenburgh-North Castle UFSD provides educational services to students referred from community school districts. At times, a student's community school will provide a Behavior Intervention Plan for the student. It is incumbent upon the GNC staff to ensure appropriateness of the information and to request supporting documentation. The following is the procedural guidelines to ensure compliance:

1. The receipt of a newly received Behavior Intervention Plan will be logged and dated by the CSE office.
2. Upon arrival of a new student the CSE office will e-mail all school clinicians of an existing BIP. If a BIP for a new student does not have a FBA, the CSE office will send a letter to the district requesting the FBA.
3. The assigned clinician will review the BIP to determine the appropriateness for the student's current level of functioning. Within 30 days the assigned clinician will determine the appropriateness of the student's BIP.
4. BIP modifications/updates will be completed by the school. The clinician will be responsible for convening the BIP multidisciplinary team quarterly.
5. The clinician will modify the BIP to reflect the student's current level of functioning, including consideration of the use of Time Out. The assigned clinician will hand deliver the modified BIP to the CSE office. A copy of the modified BIP will be placed in the student's file. The CSE office will send the modified BIP, along with a letter to the community CSE.
6. The assigned clinician (within 30 days) will be responsible for the dissemination and necessary explanations of the BIP to building staff (or any other staff who come into contact with the student).
7. Modifications to and Progress Monitoring of the BIP will be tracked by the clinician on a **quarterly basis**. The BIP will be collected by the designated clinician and forwarded **quarterly to the CSE office** with a top sheet specifying the status of the BIP.