

Marklund Day School utilizes the methodologies of applied behavioral analysis by embedding the basic principles throughout the program for every student. Embedding these research based strategies such as shaping, positive reinforcement, prompting, and differential reinforcement allows for the use of least restrictive interventions to teach, maintain, increase, and decrease behaviors. Marklund Day School individualizes each student's plan and uses least restrictive interventions to maintain the student's dignity, respect, and to provide their right to FAPE.

When a student exhibits a pattern of behavior that interferes with their ability to access the curriculum a Functional Behavior Analysis (FBA) will be completed and a Behavior Intervention Plan will be developed (BIP). The purpose of the Behavior Intervention Plan is to systematically reduce maladaptive behaviors and increase replacement behaviors through the use of applied behavioral analysis (ABA). The methodologies of applied behavioral analysis are embedded throughout the program at Marklund which incorporates a systematic approach to analyzing and changing behavior using procedures and strategies to teach, maintain, increase, and decrease behaviors. This plan is individualized and will identify maladaptive behaviors using an operational definition of the behavior, the hypothesized functions, specific procedures to proactively and reactively address the behavior as well as crisis intervention procedures. This plan will also ensure that behavior strategies are practiced consistently and comply with the 23 Illinois Administrative Code 401.10(a)(10). The main purpose of this document is to establish a policy (systematic approach) for the teachers, paraprofessionals, therapists, administrators, and Registered Behavior Technicians (RBT) to follow.

Hierarchy of Programmatic Behavior Interventions

Marklund Day School utilize a Multi-Tiered System of Support (MTSS) as a way to align academic, social, and behavior supports. The MTSS at Marklund is a data-driven, problem-solving framework to improve outcomes for all students. Outlined below are the three levels of behavioral support students receive based upon their unique individual needs.

Tier 1: Tier 1 supports are the foundation for behavior and academics. These supports are provided to all students attending Marklund Day School. For most students, the Tier 1 supports gives them what they need to be successful.

- **Reinforcement:** a stimulus followed immediately after a behavior that increases the future occurrence of that behavior. The behavior is strengthened through direct association of the stimulus. Adding a stimulus to the environment is known as positive reinforcement, while taking something away from the environment is known as negative reinforcement.
- **Premack Principle-** making the opportunity to engage in a behavior that occurs at a relatively high rate contingent on the occurrence of a low frequency behavior resulting in the individual more likely to engage in the low frequency behavior
- **Pairing:** the act of linking two stimuli in the environment, such that when one happens, it triggers you to expect the other one to happen. Pairing staff and preferred items with students is essential.
- **Choice as an Antecedent:** Choice-making opportunities implemented as an antecedent intervention. The purpose of choice-making interventions is to promote engagement by providing the opportunity for students decision-making with regards to assignment choice and/or order of completion.

- **Non-Contingent Reinforcement:** the presentation of a reinforce independent of the presence of a specific behavior. The learner receives reinforcement on a set schedule regardless of behavior.
- **Extinction:** The withholding of reinforcement for a previously reinforced behavior, resulting in the reduction of that behavior
- **Behavioral Momentum:** used to create a momentum of compliance to increase the likelihood that the student continues following subsequent instructions, especially more challenging ones
- **Token Economy:** is a behavior change system consisting of specified target behaviors, tokens or points that the individual earns for exhibiting those target behaviors, and a menu of backup reinforcer items for the individual to earn by exchanging tokens or points.
- **Functional Communication Training:** a support intervention used to teach the student more functional ways to communicate with others without engaging in target behaviors.
- **Prompting:** a form of assistance or cue given to help the learner to complete a task to increase accuracy in responding. Prompts in least to most order include gestural prompt, partial physical prompt, full physical prompt, verbal prompt
- **Shaping-**Reinforcing successive approximations of target behavior until the target behavior is exhibited. In order to be effective when reinforcing closer approximations, previous versions of the behavior will no longer be reinforced.
- **Planned Ignoring:** a conscious effort to no longer provide the attention that previously reinforced the behavior to reduce the future occurrence of that behavior.

Tier 2: Tier 2 supports focus on specific behavioral skill deficits students have. The Behavior Support Team at Marklund will begin to implement Tier 2 supports upon reflecting upon the student's individual data.

1. **Differential Reinforcement of Other Behaviors (DRO):** entails reinforcing any other behavior besides the target behavior we want to decrease
2. **Differential Reinforcement of Alternative Behaviors (DRA):** entails reinforcing a behavior that serves as a viable alternative for the problem behavior
3. **Differential Reinforcement of Incompatible Behaviors (DRI):** entails only reinforcing behaviors that are incompatible with the target behavior
4. **Response Interruption and Redirection (RIRD):** entails presenting demands or other types of distracters to interrupt an interfering behavior and redirect it to a more appropriate response
5. **Behavior Contract-** negotiated goals and procedures mutually agreed upon by the student and other involved persons by joint agreement. The plan includes a statement of target responses, consequences that follow different actions, and long term goals. The contract objectively states what is expected by each person and the consequences that follow.
6. **Self-Management:** the personal application of behavior change tactics that produces a desired change in behavior. Teaches a student to set goals, monitor behavior, and evaluate progress.
7. **Self-Monitoring:** a procedure where a person observes his/her own behavior systematically and records the occurrence or nonoccurrence
8. **Self-evaluation:** compares his/her performance with a predetermined goal or standard
9. **Group Contingency:** a behavior management technique where a single consequence (reward or consequence) is given based on either the behavior of an individual in a group, a particular set of people within the group, or the group as a whole.

Tier 3: Tier 3 supports are the most intensive supports implemented at Marklund Day School. These supports are implemented when the student is not responding positively to the Tier 1 and 2 supports that are in place.

1. **Natural Environment Training (NET):** learning occurs incidentally and often playfully and student directed in a natural environment
2. **Overcorrection:** a behavior reduction tactic in which, contingent on each occurrence of the problem behavior, the learner is required to engage in effortful behavior that is directly or logically related to the problem behavior
 - a. **Restitutional Overcorrection:** the student is required to correct the effects of their behavior by restoring the environment to its original condition
 - b. **Positive Practice Overcorrection:** the student is required to practice
3. **Response Cost:** a form of restriction in which the loss of a specific amount of reinforcement occurs, contingent on inappropriate behavior, and results in the decreased probability of the future occurrence of the behavior.
4. **One to One Programing:** Student works independent of the rest of the class; personalized schedule with 1:1 paraprofessional supports.

Hierarchy of interventions are incorporated and implemented through documentation as a result of the results of a Functional Behavior Assessment (FBA).

Behavioral Assessment Approval:

The BCBA must obtain the student, or student's parent/guardian approval in writing prior to conducting the Functional Behavior Assessment.

Functional Behavior Assessment:

- The BCBA conducts and supervises a functional behavior assessment, as defined below, to provide the necessary data to develop effective behavior change programs.
- Functional Behavior Assessment (FBA) includes a variety of systematic information gathering activities regarding factors influencing the occurrence of a behavior (e.g., antecedents, consequences, setting events, or motivating operations) including interview, direct observation, record review, data collection, and experimental analysis.
- A new FBA will be completed at least every 3 years when the team is re-evaluating the student for special education eligibility or upon IEP team request.
- In the event that a student does not enroll at Marklund with a FBA the team will follow the steps outlined below.

Steps for a Functional Behavior Assessment to be conducted:

- a. If the teacher, Registered Behavior Technician Paraprofessional (RBTP), or Board Certified Behavior Analyst (BCBA) identifies a need for a student to have a Behavior Intervention Plan who does not already have one they will inform the BCBA or Director of Education to request a domain meeting.

- b. At the domain meeting the BCBA will request consent to conduct a Functional Behavior Assessment.
- c. The BCBA and RBTP will create an operational definition of the behaviors that are impacting the student's ability to access the curriculum and that are social significant. They will then train and request staff to collect data on the behaviors.
- d. The BCBA and RBTP will conduct the FBA using a variety of tools and data collection measurements to include but not limited to; frequency data collection, observations, anecdotal data, crisis intervention data, functional analysis data, and ABC data.
- e. The BCBA will then analyze the data and write the FBA with a hypothesized function of the behaviors.
- f. The BCBA, RBTP, and teacher will then draft the Behavior Intervention Plan to share with the team at the IEP meeting.
- g. The IEP Team will make changes, as needed, during the IEP meeting. Once the team is in agreement the FBA and BIP will be implemented.

Examining Assessment Results:

- The BCBA will ensure that an explanation of the results is provided using language that is reasonably understandable to the person assessed and to the parent/guardian of the student. Regardless of whether the interpretation is done by the Registered Behavior Technician or classroom teacher take reasonable steps to ensure that appropriate explanation of results are given. The results obtained through the FBA will be utilized to develop and/or revised the students Behavior Intervention Plan (BIP).

Behavior Intervention Plan:

- Each Behavior Intervention Plan will be written using applied behavior analysis procedures and research based strategies to ensure that the least restrictive and most effective supports are put in place. The following will be considered:
 - a. Students strengths
 - b. Target behaviors are operationally defined and data reported
 - c. Crisis operationally defined and data reported (Time-Out and Physical Restraint Data)
 - d. Progress on behavior data
 - e. Hypothesis of behavioral function
 - f. Summary of pervious interventions attempted
 - g. Replacement behaviors
 - h. Environmental Considerations
 - i. Instruction and Curriculum Considerations
 - j. Post Supports- Hierarchy of Interventions
 - k. Motivators and Rewards
 - l. Restrictive Disciplinary measures
 - m. Crisis Plan (See Time Out and Physical Restraint Documents)
 - n. Data Collection Procedures and Methods
 - o. Provisions for coordination with caregivers.

Ethical Considerations Regarding the Use of Restrictive Interventions:

Ethical considerations revolve around three major issues: the students' right to safe and humane treatment, the professional's responsibility to use least restrictive procedures, and the student's right to effective treatment.

Any Behavior Intervention Plan must be physically safe for all involved and contain no elements that are degrading or disrespectful to the student.

Treatments are deemed safe when they put neither the staff nor the student at physical, psychological, or social risk (Favel & McGimsey, 1993). Although there exists no universally accepted definition of what constitutes humane treatment, a reasonable case could be made that humane treatments are:

- a. Designed for therapeutic effectiveness
- b. Delivered in a compassionate and caring manner
- c. Assessed formatively to determine effectiveness and terminated if effectiveness is not demonstrated.
- d. Sensitive and responsive to the overall physical, psychological, and social needs of the person.

The doctrine of least restrictive alternative holds that less intrusive procedures should be tried and found to be ineffective before more intrusive interventions are implemented. Interventions can be viewed as failing along a continuum of restrictiveness from least to most. The more an intervention affects a student's life or independence, such as their ability to go about daily activities in their normal environment, the greater its restrictiveness.

Restrictive Interventions, because of their inherent level of intrusiveness, should be used only as a last resort and after less restrictive interventions have failed. After less restrictive interventions have failed, restrictive interventions may be used to maintain safety as long as they:

- a. Do not involve the delivery of physical pain
- b. Do not produce effects that require medical attention
- c. Are subjectively judged to be within the typical norm of how people in our society should treat each other

Policy Requirements:

- a. Intervention must conform to all local, state, and federal statutes
- b. Intervention must conform to the policies and codes of ethical conduct of relevant professional organizations
- c. Intervention must include procedures for strengthen and teaching alternative behaviors whenever possible
- d. Informed consent must be obtained from the student, parent, or legal advocate before intervention begins.

Staff Training

Staff are trained annually on the tiered level interventions. RBTP's and the BCBA train staff on individual student BIP's. The training on BIP's occurs annually and as needed based upon classroom discretion and student needs. In regards to crisis management which includes timeout and physical restraint staff are

given at least 8 hours of training annually in crisis de-escalation, identifying signs of distress during physical restraint and timeout and relationship building. Staff are given simulation training to proficiency during their initial, recertification, and monthly meetings of Professional Crisis Management and timeout procedures.

Data Collection and Analysis

The staff at Marklund Day School ensure student progress through the use of data reflection.

The classroom teacher with the support of the Registered Behavior Technician Paraprofessional, and paraprofessionals track behavioral data daily. Behavioral data can include, but is not limited to, duration, interval, and frequency data.

Frequency data is gathered daily for all target behaviors listed on the students BIP. Crisis data is also reviewed on a weekly basis, for those who require physical restraint or time out. During the bi-monthly goal reflection meetings in Life Skills, the teacher and classroom paraprofessionals review the progress on IEP goals (current benchmark, current average, and data trend), crisis data (looking at the number of crisis each month and the number of minutes in crisis for each month), behavior data (analyze the number of instances per month), and build action plans when necessary to ensure the student is making progress.

Outside of the classroom team the BCBA and RBTP periodically conduct a review of the data (e.g., daily, weekly) to monitor the plans effectiveness and determine changes that may be needed.

- a. The RBTP will review data on a weekly and monthly basis.
- b. The RBTP will conduct a case study when needing more support to analyze data and review progress. They will present the case study to the BCBA and other RBT's to problem solve and make changes to the plan.
- c. The RBTP and classroom teacher will review data with the classroom on a bi-monthly basis.
- d. The BCBA will monitor all plans and routinely analyze data to monitor progress.

The BCBA also reports behavioral data during quarterly leadership meetings and provides an annual report specific to the use of time out and physical restraint. The annual report includes the following items:

1. Number of FBA's completed during the school year (new/revisions)
2. Number of incidents involving the use of these interventions
3. The location and duration of the crisis
4. Identification of staff members who were involved
5. A summary of injuries or property damage that occurred during crisis
6. The timeliness of parental notification, timeliness of ISBE notification, and administrative review.