


Functional Assessment of Behavior
EDS 240
Emergency Interventions

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SACRAMENTO STATE

Behavior Emergencies

✦ Situations that requires immediate, intrusive, or restrictive interventions to ...

1. protect student and/or others from serious injury.
2. safeguard physical property.
3. deal with acute disturbance of teaching/learning process.

Source: Center for Effective Collaboration and Practice

Behavior Emergencies

✦ A “Behavior Emergency” is the demonstration of a *serious behavior problem*: (1) which has not previously been observed and for which a behavioral intervention plan has not been developed; or (2) for which a previously designed behavioral intervention is not effective [§3001(c)] [emphasis added].

Source: Title 5, CCR

Serious Behavior Problem

❖ “Serious behavior problems” are defined as the individual’s behaviors which are *self-injurious, assaultive, or cause serious property damage* and other *severe behavior problems that are pervasive and maladaptive for which instructional/behavioral approaches specified in the student’s IEP are found to be ineffective* [§3001(aa)] [emphasis added].

Source: Title 5, CCR

Which of the following are behavioral emergencies?

❖ Banging head against and breaking a window

❖ Banging head on the floor, but the behavior stops as soon as attention is withdrawn.

❖ Throwing a pencil in the general direction of a staff member.

❖ In small groups discuss these situations and from just mentioned definitions determine which of these are behavior emergencies.

Which of the following are behavioral emergencies?

❖ Banging head against and breaking a window

- Definitely a behavior emergency

❖ Banging head on the floor, but the behavior stops as soon as attention is withdrawn.

- Possibly a behavior emergency (especially if the behavior is new and planned ignoring is not part of a behavior plan)

❖ Throwing a pencil in the general direction of a staff member

- Possible a behavior emergency (especially if the behavior was judged to be a potential threat to staff)

❖ **BOTTOM LINE:** *Professional Judgment is involved.*

Behavior Emergency Interventions

**Source: California Code of Regulations (CCR).
Title 5. Education**

- ✘ Division 1. California Department of Education
 - Chapter 3. Handicapped Children
 - Subchapter 1. Special Education
 - Article 5. Implementation (Program Components)
 - §3052. Designated Positive Behavioral Interventions

Behavior Emergency Interventions

- ✘ May not be used in lieu of a BIP
- ✘ May only be “used to control unpredictable, spontaneous behavior that poses clear and present danger of serious harm” to the student with a disability or others and that “cannot be immediately prevented” by a lesser restrictive response
- ✘ Emergency Interventions. Emergency interventions may only be used to control *unpredictable, spontaneous behavior* which poses *clear and present danger of serious physical harm to the individual or others* and which *cannot be immediately prevented by a response less restrictive* than the temporary application of a technique used to contain the behavior. [§3052(i)] [emphasis added]

Source: Title 5, CCR

Behavior Emergency Interventions

- ✘ Whenever a behavioral emergency occurs, *only behavioral emergency interventions approved by the special education local planning area (SELPA) may be used.* [3052(i)(2)] [emphasis added].
- ✘ *No emergency intervention shall be employed for longer than is necessary* to contain the behavior. Any situation which requires *prolonged use of an emergency intervention shall require staff to seek assistance of the school site administrator or law enforcement* agency, as applicable to the situation. [3052(i)(3)] [emphasis added].
 - What does “prolonged” mean

Source: Title 5, CCR

Behavior Emergency Interventions

- ❖ Emergency interventions may not include:
 - ◆ **Locked seclusion**, unless it is in a facility otherwise licensed or permitted by state law to use a locked room;
 - ◆ Employment of a device or material or objects which simultaneously **immobilize all four extremities**, except that techniques such as prone containment may be used as an emergency intervention by staff trained in such procedures; and
 - ◆ An **amount of force that exceeds that which is reasonable and necessary** under the circumstances. [3052(i)(4)(A)(B)(C)] [emphasis added]

Source: Title 5, CCR

Behavior Emergency Interventions

- ❖ Conditions for use must be spelled out in advance by BIP team.
- ❖ May include severe interventions (e.g., seclusion).
- ❖ Typically involve the use of physical restraint.
- ❖ Procedures need to be agreed upon by the BIP team (including parents).
- ❖ Use of requires a written report, parental notification, and **consideration** of BIP modifications.

Source: Center for Effective Collaboration and Practice

Behavioral Emergency Reports

- ❖ To prevent emergency interventions from being used in lieu of planned, systematic behavioral interventions, the parent and residential care provider, if appropriate, **shall be notified within one school day whenever an emergency intervention is used or serious property damage occurs**. A “behavior emergency report” shall immediately be completed and maintained in the individual’s file [§3052(i)] [emphasis added]

Source: Title 5, CCR

Behavioral Emergency Reports

- ❖ The report shall include all of the following:
 - ◆ The name and age of the individual;
 - ◆ The setting and location of the incident;
 - ◆ The name of the staff or other persons involved;
 - ◆ A description of the incident and the emergency interventions used, and whether the individual is currently engaged in any systematic behavioral intervention plan; and
 - ◆ Details of any injuries sustained by the individual or others, including staff, as a result of the incident. [§3052(i)]

Source: Title 5, CCR

Sample Incident Report

Michigan: 001/006 - 001 Administration/Behavior - Training/Plan - CCR/04/04/04 - 00001/01/01/01

Parental Reports and IEP Meetings

- ❖ Any time a "Behavioral Emergency Report" is written regarding an individual *who does not have a behavioral intervention plan*, the designated responsible administrator shall, within two days, *schedule* an IEP team meeting to review the emergency report, to determine the necessity for a functional analysis assessment, and to determine the necessity for an interim behavior intervention plan. The IEP team shall document the reasons for not conducting the assessment and/or not developing an interim plan [§3052(i)] [emphasis added].

Source: Title 5, CCR

Parental Reports and IEP Meetings

✳ Anytime a “Behavior Emergency Report” is written regarding an individual *who has a behavior intervention plan*, any incident involving a previously unseen behavior problem or where a previously designed intervention is not effective should be referred to the IEP team to review and determine if the incident constitutes a need to modify the plan [§3052(i)] [emphasis added].

Source: Title 5, CCR

Do all behavior emergencies result in IEPs and BIPs?

1. Give examples of a behavior emergency that would definitely require an IEP and FAA/BIP?
2. When might it be questionable that a given behavior emergency requires an IEP and FAA/BIP?
3. When it is clear that an IEP and/or FAA/BIP is not needed following a behavior emergency?

✳ Regardless, an emergency behavior report and caregiver notification is always required.

Determining the need for an FAA/BIP: Questions to ask.

1. Is the student eligible for special education?
2. If the student is eligible, is the behavior a “serious behavior problem” as defined by Education Code?
3. If the behavior is a “serious behavior problem”
 - a) Are existing consequences/changes likely to solve the problem and as a result the behavior is unlikely to recur?
 - b) Are existing instructional/behavioral approaches effective (as determined by the IEP team/BIP)?
 - c) Achievement of IEP goals are not affected by the behavior?

Source: Browning-Wright et al. (2001)

Behavior Interventions: Preventing Escalation

- ✦ Planned ignoring
- ✦ Signal interference
- ✦ Proximity control
- ✦ Interest boosting
- ✦ Tension reduction through humor
- ✦ Hurdle help
- ✦ Restructuring routine
- ✦ Direct appeal to values
- ✦ Antiseptic bounce
- ✦ Distraction
- ✦ Infusion with affection
- ✦ Interpretation as interference
- ✦ Regrouping
- ✦ Limitation of supplies and tools
- ✦ Role modeling
- ✦ Pacing indicator

Source: San Joaquin County Office of Education

Coming up next ...

November 9	Behavioral Intervention: <ul style="list-style-type: none"> • Writing the BIP • Case Conferences 	Required Readings <ul style="list-style-type: none"> • Beroung-Wright & Caffarella (2007), Section 11 • O'Neill et al. (2015), Chapter 5 Recommended Readings <ul style="list-style-type: none"> • Chandler & Dahlquist (2015), Chapter 11 • Dixon et al. (2009) • Stoenig & Watson (2009), Chapter 12
November 16	Behavioral Interventions <ul style="list-style-type: none"> • Case Conferences 	
November 23	Behavioral Intervention: <ul style="list-style-type: none"> • Review 	First Draft of BIP due to brock@csan.edu <ul style="list-style-type: none"> • Identify specific course related content that you have had a difficult time understanding
November 30	Behavioral Intervention: <ul style="list-style-type: none"> • Manifestation Determinations 	Required Reading <ul style="list-style-type: none"> • U.S. Dept. of Education (2006). §300.530 Recommended Reading <ul style="list-style-type: none"> • Stoenig & Watson (2009), Chapter 2
December 7	Legal and Ethical Issues Quiz	<ul style="list-style-type: none"> • U.S. Dept. of Education (2006). §300.24, §300.170, §300.226, §300.304, §300.310-311, §300.324, §300.534-536 • CA Education Code, §56520-56525 • CA Code of Regulations, §3065(d)(e)
