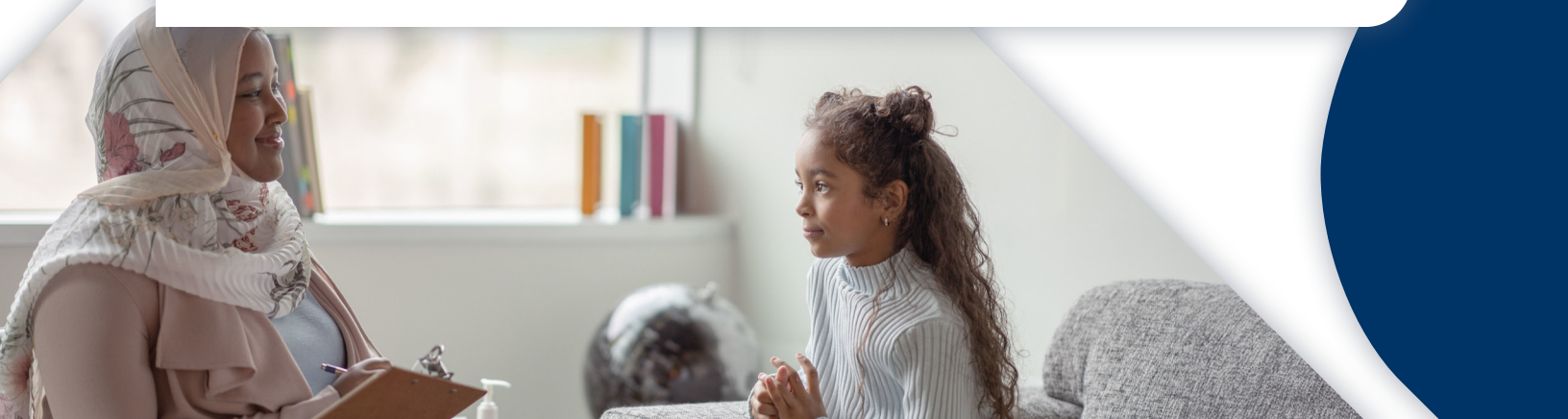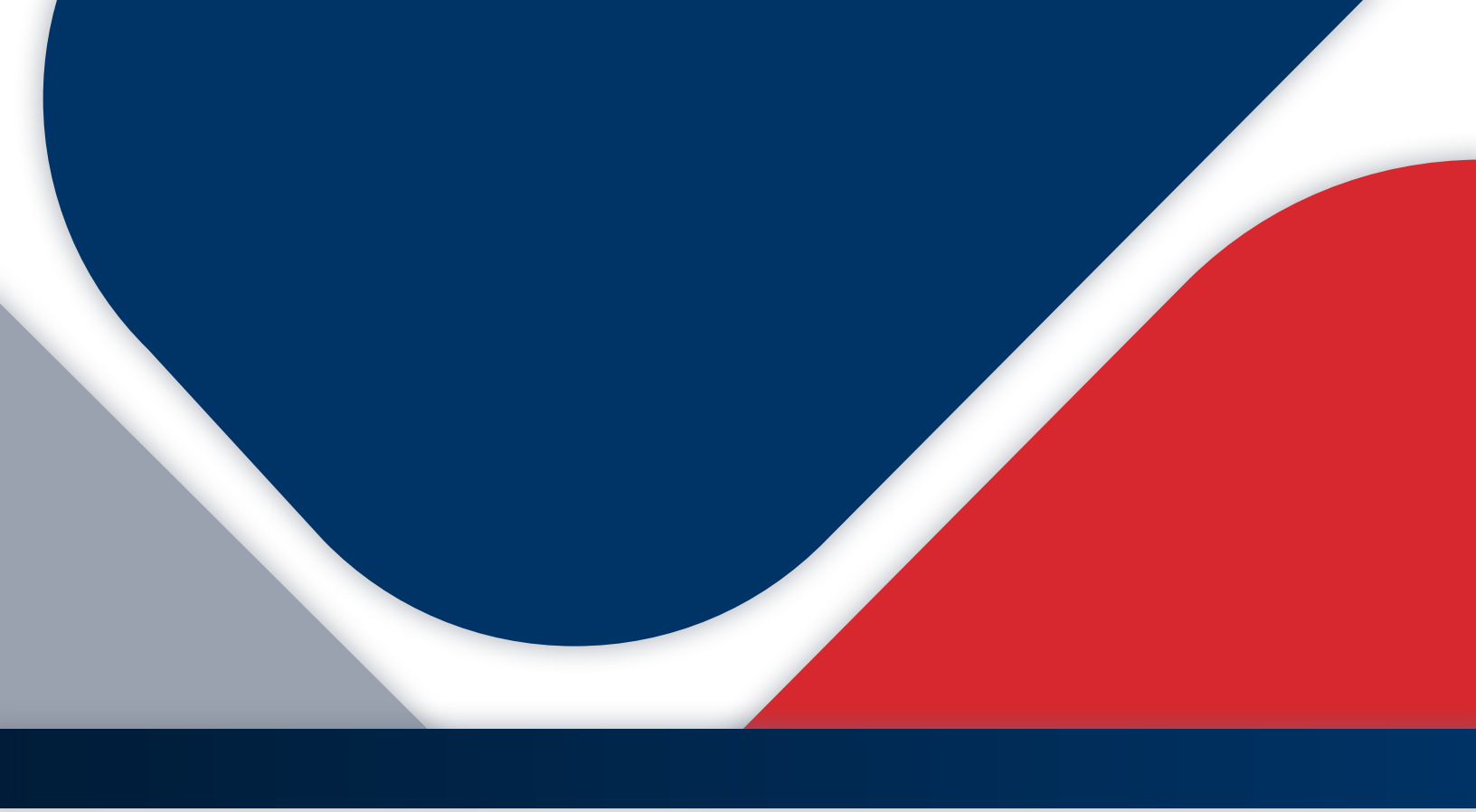# Behavior Interventionist Resource Packet

CROSS COUNTRY EDUCATION

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EMAIL: edusupportteam@crosscountry.com

Please visit www.crosscountryeducation.com
for additional resources, articles and FAQ's.

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Behavior Duration Chart	A behavior chart that tracks duration of target behavior
Target Behavior Tracking by Time	A behavior chart that tracks targeted behaviors by time interval

Want to be a BII Specialist? Here's what you should know.

Are you interested in taking on meaningful challenges in special education, making an impact on individual student success, immersing yourself in the classroom, and developing an expertise in behavior therapy? Then consider a career as a behavior intervention specialist!

As a behavioral intervention specialist, you'll be able to help students who have learning, emotional, mental, and/or physical disabilities build their confidence and make progress. Depending on the school system, behavior intervention specialists are also called behavior interventionists or behavior intervention implementation (BII) specialists. Vital members of the school support team, BIIs have at least an associate's degree and requisite training in behavioral intervention.

If you become a behavior intervention specialist, you'll attend to student behavior while addressing the emotional component of learning. You'll use evidence-based strategies designed by a team of experts to meet the needs of each student. The role of behavior intervention specialists is similar to that of paraprofessionals or special education aides, but with a focus on what makes students "tick."

8 Tips for Behavioral Intervention Specialists

1. **Inclusion is the law.**

   The behavior intervention specialist role exists so all students can access their right to education through the Individuals with Disabilities Education Act (IDEA). Regardless of ability, each student is entitled to the same level of inclusion, course participation, and respect as their peers. The job of a behavioral interventionist can be challenging, but it is immensely meaningful to those who find reward in supporting student progress and learning. In fact, the impact you can make as a BII is even measurable through data (more on that later)!

2. **You must presume competence.**

   Special education students can and will learn with the right support, and it's imperative you build off of their current knowledge and skill level while always offering positive supports. There is no typical student, but any student will perform better with a confidence boost. Always emphasize the student's strengths and accomplishments, as they want to be successful but may face unseen barriers. You must work just as hard as they do to account for these barriers.

3. **Rapport is key.**

   Building rapport with your students is essential because, without it, students can't perform to the best of their ability through your support. Building rapport takes genuine effort and entails having patience, exercising empathy, and letting the student lead you at times. Get to know each student, as well as their peers, teachers, administrators, and guardians. Many students are more comfortable with your presence if they feel you are part of the larger learning environment and not singling them out, which may draw attention to their disability.

4. **Communication makes it happen.**

   As a behavior interventionist, you should be in ongoing communication with your assigned BID, staff and teachers regarding how each student's needs are being addressed. In addition to building rapport, it's crucial to collaborate and share information as appropriate. Inform the classroom teacher of behavior plan specifics. It is not your responsibility to determine the behavior support plan, but your input is essential. Communicate to your supervisor/BID when new behaviors arise or when you have ideas that may help with the student's behavior support plan. If any noteworthy events occur at the school, please inform your BID so that they are aware.

5. You should follow the behavior support plan, yet be observant.

Behavior management is based on functional behavior analysis (formal observation) as well as your own interactions with the students in their regular environment (informal observation). Both formal and informal observation are critical to the student's success and to your ability to address the student's needs. As a BII, your role will be highly structured, even though part of the behavior plan may look like you are sitting near the student, not doing much. Sometimes not interfering is part of the structured plan!

6. There is significant data collection involved.

Behavior management uses evidence-based strategies, and that evidence comes in the form of data. You will observe, measure, and record any behavior frequencies, durations, successes, and unsuccessful attempts (to name a few). As a behavior intervention specialist, you will be responsible for collecting and submitting accurate data at all times.

7. It's important to know your acronyms.

If you're told to "seek IEP and BSP/BIP information based on ABA," you'll need to know the lingo. The IEP is the individualized education program or plan. This is the document that, among other things, defines the student's goals. The BSP/BIP, or behavior support/behavior intervention plan, spells out precisely how to manage behavior to meet those goals using ABA, or applied behavior analysis, therapy.

8. Learning is social and emotional.

You are there to support the behavioral, academic, social, and emotional needs of the student. It's important to value each student as a whole, focus on strengths, always remain calm, and never take anything personally. Students learn better when they feel safe and are having fun.

Suggested Behavior Interventionist Kit Contents

Being prepared is key to a successful day as a behavior interventionist. Having a kit of resources and supplies will ensure that you are ready to face the day's challenges. Below is a list of recommended resources that to include in a kit. The school's office manager may be able to provide you with some resources.

Extra pencils, pens, and paper

Getting students back on task is the easiest way to avoid further disruption. Loaning out a pen or pencil will save you time and energy when redirecting a student. Just make sure to note who you lend out supplies to in order to ensure they are returned.

Simple art materials

Art materials will help you make any assignment more engaging and can extend the work time of an assignment. This includes:

- Markers
- Colored Pencils
- Crayons

Rewards for *elementary students*

Include small stickers or stamps to provide incentives to students who do their best work. Let students know that you will only stamp or sticker papers that indicate a student did their best and followed directions.

Reports/Forms

Each student may have a unique data collection sheet created by the BID. If you do not have a BID assigned to you, please be prepared with copies of the following forms such as:

- ABC Chart
- Off Task Tally Chart
- Behavior Duration Chart
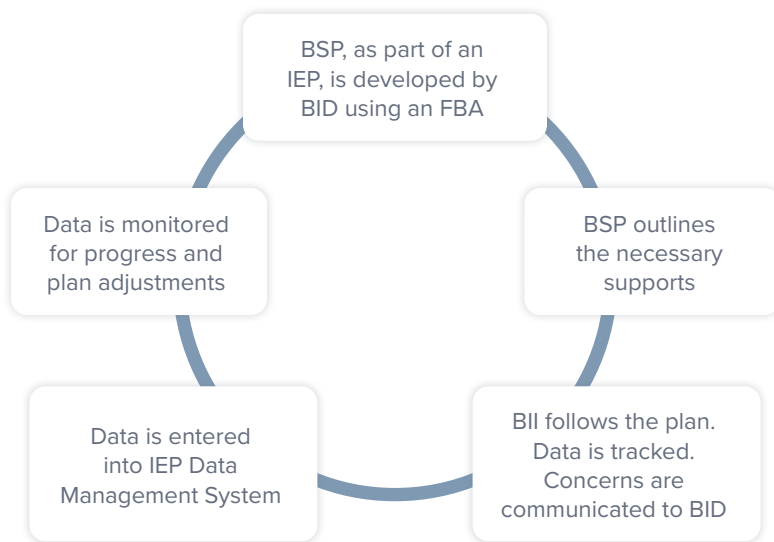- Target Behavior Tracking by Time

Clipboard

A clipboard is an essential tool to help with data collection

Behavior Basics

Behavior Intervention Implementation (BII)

Assist individual students who exhibit severe behavioral challenges under the supervision of a Behavior Intervention Developer (BID) and a classroom teacher to implement specific goals and objectives. Implement behavior support plans (BSP) and track data daily for the purposes of developing annual IEP goals and objectives.
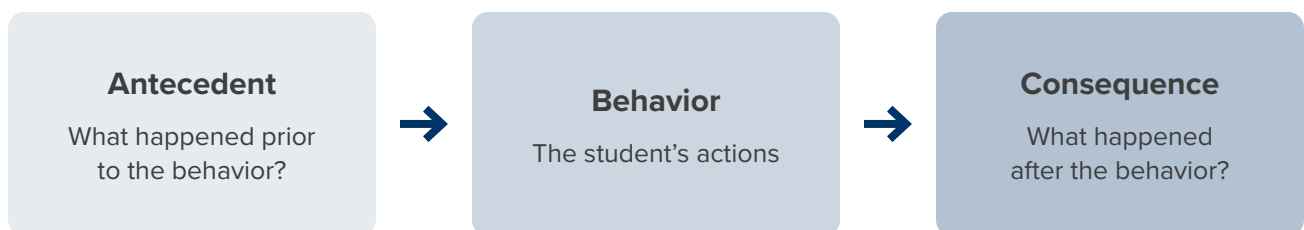
Behavior Support Plan (BSP) Process

- BSP, as part of an IEP, is developed by BID using an FBA
- BSP outlines the necessary supports
- BII follows the plan. Data is tracked. Concerns are communicated to BID
- Data is entered into IEP Data Management System
- Data is monitored for progress and plan adjustments

Functions of Behavior

Why do behaviors occur? Behavior is learned and problem behaviors occur because they are effective and efficient. As the BII, identify the function so you know what need this student is trying to meet.

Common Functions

- To obtain a preferred item or activity
- To gain attention
- Escape or avoidance from a setting or activity
- Sensory stimulation

All behavior is a form of communication. If the student is exhibiting a behavior, they are most likely trying to tell you something. In the event you are supporting a student, but do not have access to an IEP, a good starting point is to track the ABC data using this chart.

To understand why the behavior is occurring, identify the **ABC's:**

Antecedent		Behavior		Consequence
What happened prior to the behavior?	→	The student's actions	→	What happened after the behavior?

Once the function of the behavior is determined, the BID will determine how to replace the unwanted behavior, using a Functionally Equivalent Replacement Behavior (FERB).

BII Checklist

Prior to your Start Date

- Review your booking confirmation email. The booking confirmation will have all pertinent information regarding your assignment, including school address, parking information, etc.
- Call, email or text CCE at (818)737-2103 or edusupportteam@crosscountry.com if any questions or concerns arise.

First Day

- Dress professionally and in accordance with the school's dress code. To find this information, please refer to the school profile sheet provided in your booking confirmation email.
- Check in at the main office and with BID, if available on-site, to ensure you have the information needed to support the student(s) you are assigned to.
- Introduce yourself to the BID and know how to contact them directly if you have any follow up questions. If no BID is on site on your first day, ask a school administrator when the BID will be on site.
- Create a plan for continued communication with your BID/Supervisor.

By the Last day of the First week

- Ensure you have access to the resources needed for the job (like a laptop computer)
- If a badge was provided by Cross Country Education, then please wear it while on assignment.
- Log into the CCE provided email address (if applicable)
- The CCE email is to be used to email the school and/or BID with questions regarding your assignment.
- Please check your email daily and respond to all communications within 48 hours of receipt.
- If your assignment requires IEP data collection in a system like Welligent or SEIS, then your log-in is provided within the 1st week of your assignment by CCE.
- Watch the training videos and review the resources provided by CCE.
- Create a process to ensure that you will input minutes daily.
- If you need extra time for you to enter minutes, please contact CCE. Entering minutes outside of your scheduled hours is NOT permitted.
- Ensure that you have been provided with adequate resources (such as data collection sheets, behavioral notes, IEP plan, behavior reinforcements plans etc.) and any relevant information regarding the student so you know how to best assist them.

If you have any questions, comments or concerns, please contact edusupportteam@crosscountry.com or 818-737-2103.

Rapport Building Tips

Building rapport is a vital part of supporting a student through behavior intervention. Rapport building can create a positive relationship from the start of an assignment which can lead to both effective behavior intervention and behavioral growth in the student. Below are some ways to build rapport.

PRO TIP:

Effective behavior intervention begins with relationship building, not only with the student but the classroom teacher and other staff members as well.

1. Learn About Your Student.

- Spending time to enthusiastically engage your students is crucial. From these interactions you should be able to find out what interests them, whether it's related to academics or not.
- Strike up a conversation or start a game with them. Begin to inquire about their interests. Their interests guide their choices and behaviors.

2. Share Your Interests.

- Giving your students an opportunity to get to know you is equally as important in building rapport.
- Inform your student of what you like to do in your free time or, if possible, find commonalities between your interests initially or as they arise. Just be sure to maintain professional boundaries and do not over share.

3. Play.

- Using play to authentically interact with a student can build rapport from the beginning of an assignment. It is important to take into consideration the timing of this play and the age of the student.
- Simple games like rock, paper, scissors can help break the ice with a student. Whereas, games like two truths and a lie can help you get to know one another.

4. Listen and Observe.

- Listening to interactions and observing behaviors can help you gain incredibly important insight into your students.
- Give a student space during authentic social interactions like lunch or recess to understand how they interact with others.

5. Identify Reinforcers.

- Finding what motivates a student can not only help them to reach their goals but it can also help you to connect with them.
- This can be done by simply asking your student what they'd like to work towards. It can also be done through observation as you spend more time with your student.

Guide for Dealing with Confrontational Students

At times you may be faced with difficult to manage and/or confrontational students. While students may comply with your directions in some situations there may be times when students demonstrate defiant behavior. You may even experience students with little to no self-control, who may lash out at you and/or other students. This guide should be used to help you best deal with these scenarios.

What you should never do:

1. **Never enter a student's personal space and never let a confrontational student enter your personal space.**

   Always be aware of how close you are to a student and how close they are to you. If a student is visibly upset you should let them know that even when upset, they are not allowed to be disrespectful to you or peers. If the student seems to get even angrier, you can suggest that they step outside to cool off. All of this should be done in an even tone. If a student gets too close to your personal space, you should step away from the student and attempt to de-escalate the situation. The student should then be referred to the office.

2. **Never block the exit of a classroom or try to stop a student from leaving.**

   You cannot physically force a student to stay in the classroom. You can make it clear that the student does not have permission to leave and that there will be consequences for choosing to leave. Those consequences will be up to the school. If a student chooses to leave the class without permission, you should contact administration immediately.

3. **Never repeat obscenities that are directed to you or other students. Never use obscenities with students**.

   If a student curses at you, do not react or make it seem as if you are upset. Let the student know that cursing is unacceptable. Refer to the behavior support plan or BID for what directive you should provide to the student.

What you should always do:

1. **Always remain calm and give clear directives regarding your expectations for behavior.**

   Refer back to these expectations as needed. Use interventions that deescalate the behavior as much as possible.

2. **Always report any incident of confrontational behavior to the school and to Cross Country Education.**

   Your employee handbook requires that all safety concerns be reported to us as soon as possible. Don't assume that the school will make the report.

Procedures for Safety Concerns:

1. If you feel your safety or the safety of students is at risk, you should attempt to contact the school staff first.

2. If you are not able to reach the staff or do not feel the issue is being addressed properly you should contact CCE, 818-737-2103 or email edusupporteam@ crosscountry.com. If there is no answer you should leave a message. Our message system is monitored throughout the school day and we will take the actions necessary to resolve your issue and ensure your safety.

3. You may also send a responsible student to the office to seek assistance. You should always avoid leaving students unattended and if it is necessary to leave the class, you should have the students leave with you.

Remember, never take the behavior of a confrontational student personally. The student may be experiencing other difficulties, unrelated to you. While you may feel compelled to help, you should remember that there are people on campus trained to deal with difficult behavior. Make a referral to the staff if needed; however, you should never attempt to counsel a student on your own.

Intervention Strategy Cheat Sheet

Proactive Strategies

INTERVENTION STRATEGY NAME	DESCRIPTION
Positive praise	Staff should provide consistent verbal and gestural praise (e.g., thumbs up, pat on the back) to the student throughout the school day. The ratio should be 5:1.
Consistency with expectations	Boundaries and expectations should be clearly articulated to the student. Directives should be clear and concise.
Child choice	Seek student input when presenting various opportunities (e.g., "do you want to do 5 problems now or 10 problems?").
Self-Management	The student is taught to self-manage his/her own behavior. Specifically, staff will: (1) Explicitly define the target behavior, the behavioral expectations, and explain to the student how he/she can earn self-management points; (2) self-management sheet is out and available; and (3) when the student is engaged in appropriate behavior staff will ask the student indirect questions so that he/she can self-evaluate his own behavior. However, if the student exhibited disruptive behavior, provide him/her with an opportunity to "try" again.
Priming	Expectations of what is to occur should be thoroughly explained to the student ahead of time, especially during transitions or when there is a change of schedule/support staff. In addition, when engaged in an activity/ task, staff should prime the student about the duration of the task (e.g., "We have 10-minutes to play with blocks"). Staff should check-in with the student every few minutes and remind the student of the transition that is about to occur. Also, when transitioning to the next activity/task, prime the student of the behavioral expectations.
Schedules	The student's daily schedule should be provided and reviewed with the student throughout the school day. It can be written or visual.
Embedded natural reinforcers	Motivating reinforcers are incorporated into the activity/task. For example, right before being dismissed for recess the student can write, "play" in order to go outside. Or, during a writing activity, the student can write an essay about his favorite topic.
Visual Timer	A visual timer is provided to help the student understand how much time he/she has left in the activity.

Peer Training	Appropriate peer models will be identified and trained. These peers can then provide opportunities to the student to engage in various tasks. In addition, these peers can serve as ideal role models to the student.
Task Variation	A variety of different activities/task assignments should be presented to the student. The student should not be engaged in the same task/activity in a drill-type/over repetitive manner.
Intersperse Maintenance and Acquisition Tasks	In order to build behavioral momentum, academic tasks should be interspersed between motivational academics and "regular" schoolwork appropriate for the student. Initially the ratio should be 5:1 (for every 5 motivational academic task, 1 "regular" academic task). Eventually, the ratio can be thinned out so that the student is completing more of his/her "regular" academic curriculum.
Premack Principle	Staff will present to the student, "first _____.....then _____." This will help the student understand that once he/she completes the less preferred activity,/task a desirable activity/item will be available

Reactive Strategies

INTERVENTION STRATEGY NAME	DESCRIPTION
Reminder (e.g., verbal, gestural)	Using the prompt hierarchy, staff will prompt the student to engage in the FERB. Staff will also maintain shared control over the reinforcing stimulus item. In addition, using a positive framework staff will remind the student of the available reinforcers contingent upon exhibiting the desired behavior (e.g., " remember, when you finish your work, you can have a 10-minute break").
Redirection	Staff will redirect the student to the target task/activity (e.g., "lets finish our work") or prompt the student to appropriately communicate (e.g., "you can tell me you are all done with this work"). Staff will continue to maintain shared control over the reinforcing stimulus item.
Extinction	According to ABA practices, extinction refers to the fading away and eventual elimination of undesirable behaviors. Once a function of a behavior is identified, the access to that function is blocked following an instance of behavior. For example, if someone engages in crying to gain access to a toy, they would not receive access to the toy after they engage in crying
Offer a Break	If appropriate and other strategies have not been successful, staff can prompt the student to take a break; get a drink of water, take a few minutes away from desk in a safe space, allow for a pause to calm down, etc. After the break, staff will redirect the student to the previous task demand.

Behavior Support Plan

What is a Behavior Support Plan (BSP)?

A behavior support plan, or BSP for short, is a plan that supports students in building positive behaviors while reducing or replacing maladaptive, or unwanted, behaviors.

The BSP will have a record of the following information pertaining to the student's behavior:
- How it is impacting learning
- Frequency or intensity or duration
- Environmental factors
- Functions or reasons
- Alternatives to the behavior
- Skills or teaching needed to self regulate
- Reinforcement procedures
- Reactive strategies
- Goals
    – Incremental goals that serve as checkpoints for progress
- Communication plan with guardian(s)

As soon as possible, request to see the BSP. Your BID should be able to assist. If there is no BSP available, start by monitoring and tracking the students ABCs. If you are unsuccessful in reviewing the BSP and/or IEP, please reach out to Cross Country Education for support.

You should follow the BSP to the best of your ability, and communicate any concerns with your supervisor.

External Resources

SELECTED TRAINING:
Challenging Student Behavior

LINK TO THE WEBINAR COURSE:
https://getselected.com/courses/managing-challenging-student-behaviors

Challenging student behaviors can rattle even the most experienced teachers from time to time. We will help you resolve issues from minor day-to-day disruptions to extreme, problematic behaviors. We will share tried-and-true, highly effective, yet less invasive strategies that build relationships with students and won't interrupt valuable instructional time.

SELECTED TRAINING:
Using Mindfulness for Better Classroom Management

LINK TO THE WEBINAR COURSE:
https://getselected.com/courses/using-mindfulness-for-better-classroom-management

Mindfulness is all the rage in classrooms these days, so most teachers have at least some knowledge of the impact that mindfulness can have on our students. But what about ourselves? Learn practical mindfulness techniques designed for teachers that will change your brain, your behavior, and ultimately, your classroom.

These practices will help you:
1. Make better decisions during difficult times,
2. Create stronger relationships with students
3. Strengthen your classroom management skills.

PBIS Webinar

LINK TO VIDEO HERE:
https://www.youtube.com/watch?v=gOAcyZSdRYs

What is a PBIS? PBIS is an acronym for Positive Behavior Interventions and Supports. PBIS is a student-centered approach to education that focuses on leading with positivity, praise, and support.

PBIS Booklet

LINK TO FULL PDF HERE:
https://drive.google.com/file/d/1j0IIEkApBoZ7zJI0kR5JYPxy2Fg2Aagq/view?usp=sharing

This informative booklet is shared from the Crisis Prevention Institute and goes in depth about positive behavioral intervention.

Positive Incentive Token Board

What is a Positive Incentive Token Board? Essentially it is a way to track a student's positive behaviors so that they can earn a reward. To begin using this strategy it's always best to have discussion with the student about what reward they'd like to work towards and what desired behaviors will earn tokens.

I am working for _____

To-Do List for Students

What is a To-Do List for Students? This serves as a checklist to remind students of the tasks they are expected to complete and what they have already completed. It can help students remain focused and motivated as they complete their work.

Daily Schedule

To do	All Done

Data Collection Basics

Data is collected to measure and monitor IEP progress, but it is also important to identify when interventions and supports are not effective. Your BID or supervisor may request you to track specific data regarding the student you are assigned to. If so, a clipboard, pencil and data collection sheet will need to be accessible at all times. The person assigning you the data collection sheet will guide you for exactly what to look for and how to track the data. Be sure to ask questions and know how to use the data collection sheet before you begin.

Continue to collect the data requested, even when you are certain that the plan is not showing success. For more information about the data needed for a specific student you should:

- Speak with the BID, Case Manager and or Resource Teacher
- Review the IEP Goal Data sheet and Behavior Support Plan
- Log into the IEP data management system

The data collected about a student's behavior can play a critical role in decision making about their education, therefore it must be:

- Accurate
- Consistent
- Easy to record and measure
- Objective

Keep in mind that once an intervention is implemented, it can take long periods of time before it shows any level of success. In the meantime, continue to track the data so that the BID can analyze it. Additionally, you may be required to enter this data into an IEP Management system, such as Welligent. Please contact Cross Country Education if you have any questions regarding this, or are having any troubles logging in to enter the data. Data entry is part of your job duties so it is your responsibility to contact the organization if anything is preventing you from entering data.

ABC Chart

What are the ABC's? ABC is an acronym for antecedent, behavior, and consequence. Behavior interventionists and aides use the ABC's to track observable actions in order to help support their student in the future. If no student information, IEP, or passport is provided then an ABC Chart is where a BII/Behavior Aide should begin in terms of data collection.

Antecedent	**Behavior**	**Consequence**
The trigger or what happened right before the behavior	How the student behaved	What happens as a result of the behavior

ABC Analysis

Date: ____ /____ /____ Name of Person Observed: _____ Observer: _____

Behavior(s): _____

DATE	TIME	ANTECEDENT	BEHAVIOR	CONSEQUENCE	POSSIBLE FUNCTION

Off Task Tally Chart

What is off task behavior? Off Task Behavior is when a student is engaged in something other than the task currently assigned(example: talking to a peer about an unrelated subject instead of performing a task). The below chart allows you to track period/time frame, student name, number of times they are off task, and the actions taken to get them back on task.

PERIOD	NAME	TIMES OFF TASK	ACTION(S) TAKEN
		□ □ □ □ □ □ □ □ □ □	□ □ Warning □ □ Moved Seat □ □ Indivdual Work □ □ Private Conference □ □ Referral □ □ Other:
		□ □ □ □ □ □ □ □ □ □	□ □ Warning □ □ Moved Seat □ □ Indivdual Work □ □ Private Conference □ □ Referral □ □ Other:
		□ □ □ □ □ □ □ □ □ □	□ □ Warning □ □ Moved Seat □ □ Indivdual Work □ □ Private Conference □ □ Referral □ □ Other:
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		□ □ □ □ □ □ □ □ □ □	□ □ Warning □ □ Moved Seat □ □ Indivdual Work □ □ Private Conference □ □ Referral □ □ Other:

Behavior Duration Chart

What is a target behavior? A target behavior is a desired behavior that has been specifically selected as a goal for a particular student (example: asking for help if confused about directions/a task). This chart is designed to track the frequency and time in which these behaviors occur to help support the student and their behavioral plan.

Total Duration Per Occurence

SPECIFY TARGET BEHAVIOR: (record each time target behavior is observed)	SETTING / ACTIVITY:	START TIME: (begin stopwatch when behavior starts)	END TIME: (end stopwatch when behavior stops)
TOTAL OBSERVATION LENGTH:			

Target Behavior Tracking by Time

Similarly to the previous chart the interval behavior chart tracks specific target behaviors and the times in which they occur to help support the student and their behavioral plan.

8:00	:15	:30	:45
9:00	:15	:30	:45
10:00	:15	:30	:45
11:00	:15	:30	:45
12:00	:15	:30	:45
1:00	:15	:30	:45
2:00	:15	:30	:45
3:00	:15	:30	:45
4:00	:15	:30	:45

BEHAVIOR #1: Define the target behavior here

BEHAVIOR #2: Define the target behavior here

BEHAVIOR #3: Define the target behavior here

When a student exhibits the target behavior the staff member will demarcate this by writing the number in the box of the time in which the behavior was displayed.

Examples of when reinforcement was earned: