



Behavioral Academic Triaging:

Where Academic and Clinical approaches can either collide or synchronize!

Petal BAT Team Members

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A longitudinal approach to a better district wide behavioral management process.

TEAAM Autism and Petal School District

FBAAs and BSPs..... Solution or Liability?

The FBA, in itself, is not the solution

The BSP (BIP), in itself, is not the solution


Either can be a liability!!



The Litigious World We Live In!

- ▶ Lawsuits used to be directed at only District Leadership: Superintendent, Special Education Director, Principal, etc.
- ▶ More recently everyone is included: Sped Teacher, Gen Ed Teacher, Teaching Assistants, Behavior Specialist and everyone else.
- ▶ If you have a role in the implementation of an IEP or BSP/BIP and you DO NOT fulfill your role, you will be held liable in Federal Court.
- ▶ Old, outdated plans are a huge liability. If there is no implementation then it needs to be documented that it is no longer in effect.
- ▶ **Purge your plan files!!!!!!**

Trigger Happy FBA?



If you start it you have to see
it through!!!

Dying on the Data Collection Hill!

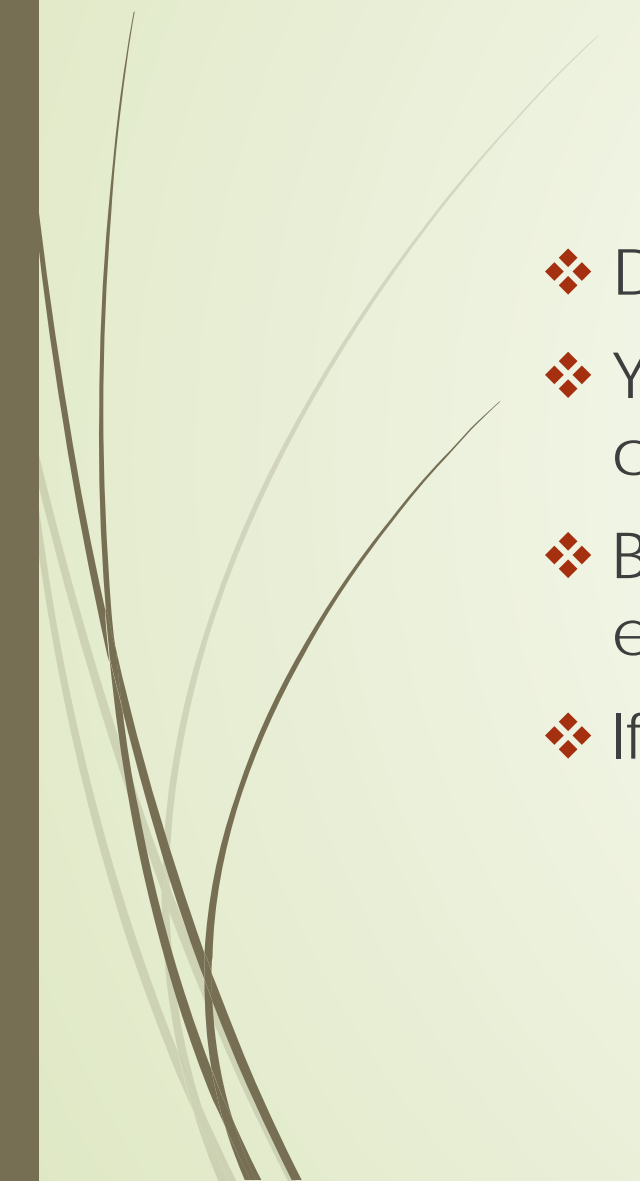



The most common failure of behavior plans is the unwillingness to collect the data.

The most common source of data collection failures is the person that requests the FBA.



It's not about you.....or is it?

- ❖ Don't make it about you.....
 - ❖ You need to understand the whole picture that contributes to behavior.....
 - ❖ Behavior is a language, listen with your eyes and ears.....
 - ❖ If it is about you, then you made it that way.....
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Behavior Triaging is about Understanding, not just Analytics

- ▶ Physiology, Psychology, Proximity, Personality
- ▶ Antecedent, Behavior, Consequence (Charts and Observations)
- ▶ Escape/Avoidance, Access, Attention Seeking, Self-Stimulating
- ▶ Effective interests assessment or inventory

- ▶ A plan can happen without an FBA if you know the function of the behavior.

- ▶ ***“Referral to FBA to BSP to implementation”*** is too long of a response for situational emerging behaviors.



Triaging works because.....

- ▶ It creates a method rather than just a process....
- ▶ It established common discussion points.....
- ▶ It encourages collaboration.....
- ▶ It ensure continuity.....
- ▶ It isn't bound my meaningless paperwork guidelines.....
- ▶ BECAUSE IT USES BOTH SCIENCE AND COMMON SENSE!!!!!!



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Our Processes & Procedures

Tier 1- support as needed for classroom teachers

Tier 2- Point sheets, check-in/out, social skills groups, check lists

When students do not respond at tier 2, we consider the Triage Document

Tier 3-More intense interventions which may include more detailed point sheets, more frequent check -ins/outs, Functional Behavior Assessment is requested

SPED-Other procedures

Petal Middle



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Behavior Academic Triage (BAT) Team~#the Middle

When the student doesn't respond to behavior goal and/or the TSP (Targeted Support Plan), extra help is needed.

We use the BAT Team.



Success Story: A female student: Disruption/ Defiance


This student had six office discipline referrals(July- October) before using BAT. The student had no office referrals from October through January.

Success Story: A male student: Incomplete Assignments/ Lack of Self Advocacy

This student is passing all classes with the exception of a computer class. (He feels like it's busy work). This student also met his behavior goal that was on his TSP (Targeted Support Plan) in most of his subjects.



Closing

- Student Centered
 - Trust Built
 - Consistently Maintained
 - Consequence Driven
 - Outcome Measured
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Behavior Triage Form

Personal Information

Name:		Date:	
Date of Birth:	Age:	Race:	Sex: M F

Current Diagnosis:	Ruling:
MSIS:	

Referring Teacher:	Date:
Summary of behaviors:	
Person determining triage:	

Preliminary Questions

Is there a plan? Explain	
Are there clear demands? Explain	
Are there clear consequences? Explain	
Faculty and staff involved with student.	

Considering the 4 P's

The 4 P's	Notes and Observations
Physiological: are there any medical reasons or medication changes that explain this behavior?(Add examples)	
Psychology: are there any other psychological issues that have arisen?(Add examples)	
Physicality: are there environmental factors, including people, that may be contributing to this behavior? (Add examples)	
Personality: can this behavior be attributed to personal choice, preference, or learning style?(Add examples)	

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Further Consideration of Behaviors

Behavioral Motivation	Notes and Observations
Escape Avoidance: Does the function of the behavior seem to be to get away from something or someone or to avoid performing certain tasks?	
Attention Seeking: Does the function of the behavior seem to be to gain attention(either negative or positive) of someone else?	
Access to Tangibles: Does the function of the behavior seem to be to gain access to something like food, a person, a place, an object or other preference?	
Self- Stimulatory: Does the function of the behavior seem to be to gain self satisfaction? (stimming behaviors, SIB, sensory in nature, etc.)	

Rewards and Reinforcements (Include parents and other caregivers)
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Additional Notes(Parent Contacts, notes, or interactions with administrators, teachers and peers):