[York County School Division]

BEHAVIOR...

...MATTERS

YCSD

A COMPREHENSIVE MANUAL OF BEHAVIORAL SERVICES OFFERED IN THE YORK COUNTY SCHOOL DIVISION

Acknowledgements

An undertaking of such magnitude as this manual is accomplished only through the efforts of many people and organizations. The Office of Student Services would like to take this opportunity to express our gratitude and appreciation to all of the individuals and organizations whose work graces these pages.

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Organizations

- Office of Special Education Programs

- U. S. Department of Education

- Virginia Department of Education

- Center for Evidence-Based Practice

- Collection of Evidence-Based Treatment Modalities for Children and Adolescents with Mental Health Treatment Needs 2003 House Document #9

- Merrimac Detention Center—Williamsburg, Virginia

- Newport Academy—Newport News, Virginia

- William & Mary Training and Technical Assistance Center

Individuals

Jack Forbes   Susan Grainer   Bob Sulzberger
Sandy Ford   Rei Flores   Tina McCormick
Valerie Wilson   Patricia Grant   Liz Crockett
Angie Meade   Kevin Goetz   Cynthia Fields

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Behavior Matters

The York County School Division has established itself as a community of learners in a great community. While community may be defined in a number of ways; at a minimum, a sense of community exists when people; know one another in multi-dimensional ways (that is, more than just a job title, ethnicity, disability category, etc.), feel that they belong and are welcomed, care for one another in times of need, look forward to a future together, freely express hopes and feelings and trust one another . These are the pillars of all strong communities. To establish and maintain a strong educational community we must address one of the most fundamental aspects of any successful program, a system of ensuring that all members are safe and operating under a clearly articulated set of principals that everyone adheres to and understands. While the academic aspects of our program are often clearly delineated in a multitude of venues, the behavioral expectations, supports and consequences are often vague and ill-defined. The purpose of this manual is to provide a clear and consistent framework within which all members of our educational community can operate and in which children can be successful.

Young children exhibit challenging behavior for a variety of reasons. They may experience difficulty in their initial transition, with communication, or from a convergence of delays and environmental factors (i.e., family and community violence, poverty, etc.). First-time transitions from home to preschool can be very difficult for young children and their families (Hanline, 1993; Rosenkoetter, Hains, & Fowler, 1994) preschool presents a new setting with new adults, unfamiliar routines, new materials, and a significant separation from the family. For some children, language and communication delays result in frustration from an inability to express desires, confusion, and/or challenges. Other children experience not only developmental delays, but live in challenging environments that may include living in poverty, situations that involve domestic and community violence, and drug and alcohol abuse. As a result of these many contributing factors, young children with challenging behavior may pose significant disruptions for the entire classroom. Challenging behaviors may increase at the time of transition or may become persistent across multiple activities and settings. These behaviors may compromise the learning and/or safety of other children. Often these challenging behaviors disrupt classrooms damaging peer and teacher relationships (Tudge, Odero, Hogan, & Etz, 2003; Hamre & Pianta, 2001) [Center for Evidence-Based Practice]. Regardless of the rationale behind the behavior, the significant challenges imposed by such a student can distract from the learning environment and lead to loss of productive educational progress for both the individual student and the school program. In an effort to provide building administrators and teaching staff with tools to address these concerns, the student services department has created this manual to organize and define all of the options available to educational teams to help a child and school-based support team manage challenging behaviors. First and foremost, an article by Dr. Smith of the University of Colorado that establishes through empirically-based research the effects of unaddressed behavioral challenges on the academic success of children.

There is mounting evidence showing that young children with challenging behavior are more likely to experience early and persistent peer rejection, mostly punitive contacts with teachers, family interaction patterns that are unpleasant for all participants, and school failure (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2003). Conversely, children who are emotionally well-adjusted have a greater chance of early school success (Raver, 2002). Social and behavioral competence in young children predicts their academic performance in the first grade over and above their cognitive skills and family backgrounds (Raver & Knitzer, 2002).

"From the last two decades of research, it is unequivocally clear that children's emotional and behavioral adjustment is important for their chances of early school success." (Raver, 2002)

Science has established a compelling link between social/emotional development and behavior and school success (Raver, 2002; Zins, Bloodworth, Weissberg, & Walberg, 2004). Indeed, longitudinal studies suggest that the link may be causal…academic achievement in the first few years of schooling appears to be built on a foundation of children's emotional and social skills (Raver, 2002). Young children cannot learn to read if they have problems that distract them from educational activities, problems following directions, problems getting along with others and controlling negative emotions, and problems that interfere with relationships with peers, teachers, and parents. "Learning is a social process" (Zins et al., 2004).

The National Education Goals Panel (1996) recognized that a young child must be ready to learn, e.g., possess the pre-requisite skills for learning in order to meet the vision and accountability mandates of academic achievement and school success. Academic readiness includes the prosocial skills that are essential to school success. Research has demonstrated the link between social competence and positive intellectual outcomes as well as the link between antisocial conduct and poor academic performance (Zins et al., 2004). Programs that have a focus on social skills have been shown to have improved outcomes related to drop out and attendance, grade

retention, and special education referrals. They also have improved grades, test scores, and reading, math, and writing skills (Zins etal., 2004).

Social skills that have been identified as essential for academic success include:
- ☞ getting along with others (parents, teachers, and peers),
- ☞ following directions,
- ☞ identifying and regulating one's emotions and behavior,
- ☞ thinking of appropriate solutions to conflict,
- ☞ persisting on task,
- ☞ engaging in social conversation and cooperative play,
- ☞ correctly interpreting other's behavior and emotions,
- ☞ feeling good about oneself and others.

And yet, many children are entering kindergarten and first grade without the social, emotional, and behavioral skills that are necessary for learning and success in school. One survey of over 3000 kindergarten teachers found that 30% claimed at least half of the children in their classes lacked academic skills, had difficulty following directions and working as part of a group; and 20% reported that at least half of the class had problems in social skills (Rimm-Kaufman, Pianta, & Cox, 2000).

Research indicates that children who display disruptive behavior in school receive less positive feedback from teachers, spend less time on tasks, and receive less instruction. They lose opportunities to learn from their classmates in group learning activities and receive less encouragement from their peers. Finally, children who are disliked by their teachers and peers grow to dislike school and eventually have lower school attendance (Raver, 2002).

Barbara J. Smith, Ph.D. – University of Colorado

The fundamental importance of establishing and maintaining a strong, functioning behavior management program within the school setting is obvious. The purpose of this manual is to provide a guide to the current structure of the behavior management program within YCSD and the resources available to school-based staff to provide assistance to children and families who are struggling with challenging behaviors. It does not represent a comprehensive listing of all possible resources, nor does it limit any individual from attempting approaches that are not found within these pages. The manual is designed to guide the reader through available services from least restrictive to the most restrictive. When available, entrance and exit criteria for set programs have been provided. In the majority of cases a student would progress through the continuum of services from least to most restrictive until an environment is successful in allowing the child to access the curriculum. There are individual cases where a child may require a more or less restrictive placement by virtue of individual need without having accessed all of the intermediate programs. Such a placement would require evidence in the form of objective data and justification by the team making the placement decision.

Finally, we encourage educational staff to make use of the resources contained herein as well as guidelines to pursuing individual solutions to unique problems. Each child represents a unique opportunity to create a successful program and increase our own capacity to serve other children exhibiting the same characteristics. The school board office staff is uniquely prepared to assist you in helping to shape and create a program that will meet individual programmatic needs. Please do not hesitate to contact anyone on our administrative staff to procure the resources needed to provide a successful learning environment for your student.

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Facts About Young Children with Challenging Behaviors

What is the SIGNIFICANCE of the issue?
- ✓ These children have a tremendous risk of school failure and adult lives characterized by violence, abuse, loneliness, and anxiety (McCord, 1978; Olweus, 1991).
- ✓ The developmental course is predictably negative for those who are "non-treated" or "poorly-treated" (Lipsey & Derzon, 1998; Patterson & Fleishman, 1979; Wahler & Dumas, 1986).
- ✓ Early appearing behavior problems in a child's preschool career are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration (Dishion, French, & Patterson, 1995; Reid, 1993).
- ✓ If challenging behaviors are not altered by the end of the third grade, it appears that they should be treated as a chronic condition, hopefully kept somewhat in check by continuing and ever more costly intervention (Dodge, 1993).
- ✓ The absence of one comprehensive service delivery system dictates the need for systems of care – weaving together multiple existing services or programs into a cohesive, collaborative system. Evidence exists to show that interlocking and interconnected systems of care have been effective with older children and adults (Smith & Fox, 2003).
- ✓ The database on service utilization is sparse making it difficult to compare and contrast different approaches to identification, screening, referral and access to service (Fixsen, Powell & Dunlap, 2003).

What are the COSTS of failing to address these challenging behaviors?
- ✓ Children who grow into adolescence with challenging behaviors are likely to drop out of school, be arrested, abuse drugs and alcohol, have marginalized adult lives, and die young (Lipsey & Derzon, 1998; Walker, Colvin, & Ramsey, 1995).
- ✓ There is evidence to show that young children with challenging behavior are more likely to experience:
  - early and persistent peer rejection (Coie & Dodge, 1998);
  - mostly punitive contacts with teachers (Strain et al., 1983);
  - family interaction patterns that are unpleasant for all participants (Patterson & Fleishman, 1979);
  - school failure (Tremblay, 2000; Kazdin, 1993), and;
  - high risk of fatal accidents, substance abuse, divorce, unemployment, psychiatric illness, and early death (Coie & Dodge, 1998; Kazdin, 1985).

What POSITIVE OUTCOMES can be expected from early intervention services that address these challenging behaviors?
- ✓ Decreased risk of withdrawal, aggression, non-compliance, and disruption (Strain & Timm, 2001).
- ✓ Treatment impact on fears, phobias, depression, anxiety, hyperactivity, conduct, and obsessive-compulsive disorders.
- ✓ Positive peer relationships including understanding of friendship, cooperation, and sharing (Denham & Burton, 1996).
- ✓ Increased self-control, self-monitoring, and self-correction and improved social-emotional health (Webster-Stratton, 1990).
- ✓ Academic success (Walker, et al., 1998).
- ✓ Reduced risk for teen pregnancy, juvenile delinquency, and special education placement (Strain & Timm, 2001)

First Steps

"An ounce of prevention is worth a pound of cure" Benjamin Franklin

The most effective program in dealing with challenging behavior from children is the one that precludes its occurrence. The most successful schools are those which engage in preventive practice as a matter of course and encompass all children in a program which promotes positive engagement in a respectful environment As noted in "Prevention Strategies That Work" by the U. S. Department of Education, prevention approaches in classrooms focus on what students need to be successful (Dodge & Bickert, 1996) and they extend the practitioner's reach in helping students before corrective measures are necessary (Henley, 1997).

Prevention has two important advantages over corrective, after-the-fact discipline. First, it tends to be cost effective— it is much easier to prevent inappropriate behaviors than it is to correct them. Second, there are no negative consequences for children who behave appropriately. In most classroom and school-wide prevention approaches, there is an emphasis on:

- ⓘ Behavior management systems that teach and reward appropriate behaviors.
- ⓘ Social skills instruction as an integral part of the curriculum.
- ⓘ Academic enrichment to ensure that students master key knowledge and skills.

These components may be delivered in a variety of venues. The most commonly acknowledged types in the research literature are classroom prevention programs, school-wide prevention programs and school-community prevention programs. The most successful of these programs are noted by the Office of Special Education Programs to contain the following components:

Classroom Prevention	Schoolwide Prevention	School-Family-Community Linkages
Positive behavior management	Unified discipline approach	Parent partnerships
Social skills instruction	Shared expectations for socially competent behavior.	Community services.
Academic enrichment	Academic enrichment	

Positive Behavior Management

One of the central components of any successful program is positive behavior management in the classroom. Prevention through classroom management typically focuses on developing appropriate student behaviors, accelerating classroom learning, and decreasing inappropriate behaviors. Features of positive classroom management include:

👍 **Clearly communicated expectations for student behavior**.
Teachers define acceptable behaviors in a concrete manner.
Acceptable and desired behaviors are within reach for the students.

👍 **Ongoing positive and corrective feedback**.
Teachers tell students what they are doing correctly and praise them for appropriate behavior. In addition, teachers redirect inappropriate behavior before more intensive interventions become necessary (Montague, Bergeron, & Lago-Delello, 1997).

👍   **Fair and consistent treatment of students**.
Rules, consequences, and enforcement procedures are clearly defined and articulated to all students (Henderson, 1997). There are no surprises; students know what is expected and what will happen if they deviate from the established system. The posted rules and mild consequences are fair and applied consistently to all students.

An important element of positive behavior management is teaching students to monitor their own behaviors. Self-monitoring provides students with a strategy for observing their own behavior, recording it, and evaluating progress. Typically, self-monitoring strategies consist of teacher cues, a student checklist of appropriate behaviors, and systematic reinforcement for progress. Self-monitoring helps students internalize their behavior and provides a visual reminder of what is expected of them.

Posted below are 6 behavioral intervention programs that were funded through the U.S. Department of Education and/or the federal Office of Special Education Programs. The programs contain various components that have been documented as achieving positive results in reducing negative or non-compliant behaviors in school aged children. Additionally, we have provided information on contacting the agencies responsible for administering these programs if you are interested in exploring implementation in your school.

Prevention Features — Projects At-a-Glance

	Achieving Behaving Caring Project	Conflict Resolution/Peer Mediation Project	Improving the Lives of Children	Linkages to Learning Program	Behavior Prevention Program	Project SUCCESS
Prevention in the Classroom						
Positive behavior management	✓				✓	✓
Social skills instruction	✓	✓	✓	✓	✓	✓
Academic enrichment			✓		✓	✓
Schoolwide Prevention						
Unified discipline approach		✓	✓			
Shared expectations for socially competent behavior		✓			✓	
Academic enrichment				✓	✓	
School-Family-Community Linkages						
Parent partnerships	✓		✓	✓	✓	
Community services				✓		✓

Achieving Behaving Caring (ABC) Project
Pam Kay
School Research Office
Department of Education
429 Waterman Building
University of Vermont
Burlington, VT 05405-0160
(802)656-8551
email: **pkay@zoo.uvm.edu**

Conflict Resolution/Peer Mediation Project
Ann Daunic
Department of Special Education
1313A Norman Hall
University of Florida
Gainesville, FL 32611-7050
(352)392-0701
email: **adaunic@coe.ufl.edu**

Improving the Lives of Children
Bob Algozzine
Department of Teaching Specialities
University of North Carolina-Charlotte
Charlotte, NC 28223
(704)547-2531
email: **rfalgozz@email.uncc.edu**

Linkages to Learning Program
Peter Leone
Department of Human Development
3304 Benjamin Building
University of Maryland
College Park, MD 20742
(301)405-0483
email: **pl11@umail.umd.edu**

Behavior Prevention Program
Debra Kamps
Juniper Gardens Children Project
650 Minnesota Avenue, 2nd Floor
University of Kansas-Kansas City
Kansas City, Kansas 66101
(913)321-3143
email: **kamps@kuhub.cc.ukans.edu**

Project SUCCESS
Marjorie Montague
University of Miami
P.O. BOX 248065
Coral Gables, FL 33124
(305)284-2891
email: **mmontague@miami.edu**

Preventing Challenging Behavior in Young Children: Effective Practices

The single best way to address challenging behaviors in young children today is to take steps to make sure that they never occur. While there is no universal panacea for preventing challenging behaviors, there are several broad-based early intervention strategies that researchers suggest to prevent challenging behaviors. These strategies include: (a) arranging of the classroom environment, (b) scheduling, and (c) implementing rules, rituals, and routines. In the following section, a brief overview of each of these prevention strategies is provided.

Effective Classroom Environments
Effective classroom environments begin with a well-organized and engaging classroom that includes developmentally appropriate practices (DAP), activities, and materials. For instance, if the children in a classroom are engaged with interesting activities and materials that are appropriate for their developmental levels, they will be less likely to engage in challenging behaviors. On the other hand, if the activities and materials are too difficult or too easy, challenging behavior is more likely to occur. Consider the following points when designing a well-organized and effective classroom environment.

Designing effective classroom environments includes structuring the physical arrangement of the classroom to increase appropriate behaviors, such as engagement, and decrease the probability of challenging behaviors. Several strategies for structuring the physical classroom include: arranging the classroom to ensure visual monitoring of children, arranging activity centers to support children's appropriate behaviors (e.g., limiting the number of children in a center) and facilitating smooth transitions among activities (e.g., organizing the location of materials on shelves), and arranging materials in the classroom to promote engagement, mastery, and independence. Increasing the accessibility, appropriateness, and availability of toys and materials can facilitate children's independence, thus, decreasing the likelihood of challenging behaviors. In addition, attending to details, such as the lighting, temperature, and noise levels, can reduce the probability of children who engage in problem behaviors due to sensitivity to these environmental factors (e.g., children with autism).

Designing effective classroom environments also includes structuring the interpersonal climate of the classroom. When teachers attend to children's appropriate behaviors and provide assistance as they need help, children are less likely to engage in challenging behaviors. Developing a positive interpersonal climate begins with implementing engaging activities that are developmentally and individually appropriate for all children. In addition, the use of positive attention and positive feedback with children who are engaging appropriately in activities and playing with their peers will increase appropriate behaviors. Remember, "catch them being good" and acknowledge them for it!

Scheduling
Children like predictability! Creating and teaching the daily schedule helps communicate to the children the organization of daily activities and events. Providing a predictable daily schedule helps prevent the occurrence of challenging behavior. Therefore, designing effective classroom environments involves implementing consistent daily schedules. When implementing a daily schedule, consider the following points. Young children in particular may benefit from the use of photographic or picture schedules that provide concrete, visual cues of the scheduled activities and routines. In fact, children who are just beginning to learn language may actually need to have real objects included in their schedules.

When organizing a daily schedule, teachers may want to consider rotating large and small group activities, varying active and quiet activities, structuring a transition time in the activity, and placing the most difficult activity at a time when the children are most alert and attentive. It can also help to include a schedule within activities as well as across activities. For instance, if the activity has several components, the teacher may want to communicate to the children what will come first, next, and so forth by showing the child a sequence of visual cues (e.g., photographs, line drawings) that represent the different components of the activity. Again, this will communicate to the child what to expect. Embedding choices within the schedule, in which children have an opportunity to decide between one activity and another (e.g., blocks center or dress up center) also will increase the rate of child engagement and decrease the likelihood of challenging behaviors.

Rules, Rituals, and Routines
A critical component of the environment that decreases the likelihood of challenging behaviors is providing rules, rituals, and routines. Rules are most appropriate for preschool age children; whereas, rituals and routines are more applicable to younger children. Providing rules, rituals, and routines helps provide structure for everyone in the classroom, including the adults. A ritual may be a song, a rhyme, a game, kinesthetic movement or any other activity that is used in a predictable and repeated pattern over time to communicate values, foster community, or remind children of behavioral expectations. When implementing rules, rituals, and routines, consider the following points.

- ☑ Rules provide preschoolers with the structure to teach them which behaviors are appropriate and which behaviors are not appropriate in the classroom setting.
- ☑ For younger children especially, rituals and routines provide verbal and non-verbal cues and prompts that help them learn appropriate behaviors. For example, a bell that signals the end of play time provides children with a cue about a schedule change and allows them to initiate the change without verbal prompting from the teacher.

☑ Rituals and routines may include songs, rhymes, games, and kinesthetic movement that can be used to foster community and serve as rule reminders. These activities taught over time and embedded as part of a daily schedule serve as reminders to children about appropriate behaviors in different classroom contexts.

☑ Rituals and routines provide stability and consistency and can communicate values such as friendship, caring, or responsibility. For instance, the teacher may teach a set of songs about these values that children sing at the end of circle time, or the class may always review the expectations when walking in a line to go from place to place.

☑ In addition, rituals can be an effective way to ease transitions, reducing the occurrence of challenging behavior that often happens when children transition from one activity to another. An example of a ritual that may help ease transitions and serve as a rule reminder when children are going to a place where they need to be quiet, such as the library, or when they are starting a quiet activity, such as naptime, is for the teacher to say to the class "Zip it, lock it, and put it in your pocket. " The actions that accompany this request is for the children to zip an imaginary zipper over their lips (zip it); act as though they are turning a key at the end of the zipper (lock it), and put the imaginary key in their pocket (put it in your pocket).

☑ When implementing rules, rituals, and routines, teachers will typically need to teach them to the children in their class using small steps, paired with positive, specific feedback and repeated over time until all the children understand and are able to engage in the appropriate behaviors. For some children, the use of picture schedules and/or social stories to reinforce rules and routines is helpful.

Peter J. Alter & Maureen A. Conroy

In summary, preventing challenging behaviors before they occur is part of an effective classroom. Creating a well-designed classroom that is engaging and developmentally appropriate and implementing schedules, rules, rituals, and routines can help create a positive classroom communicating to children how to act appropriately. When children understand what is expected and are provided the opportunity and support to engage in appropriate behaviors, they are more likely to choose this behavior, reducing the likelihood of using challenging behaviors.

3-5%
Targeted/ Intensive
(High-Risk)
Individual Interventions

- Intensive social skills teaching
- Individual Behavior Management Plans
- Parent Training and Collaboration
- Multi-agency collaboration (wrap-around)

7-10%
Selected
(At-Risk Students)
Classroom and Small Group Strategies

- Intensive social skills teaching
- Self Management Programs
- Adult mentors (checking in)
- Increased academic support

85-90%
Universal
(All Students)
School-Wide Systems of Support

- Social skills teaching
- Positive, proactive discipline
- Teaching social behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline

District Wide Programs

The York County School Division utilizes a comprehensive non-violent crisis intervention program as part of our district-wide approach to behavioral management within our school system. Nonviolent Crisis Intervention is a highly structured training program administered by the Crisis Prevention Institute (www.crisisprevention.com). CPI training is recognized internationally as a noninvasive and respectful approach to dealing with disruptive and assaultive behaviors in a variety of settings. CPI techniques and strategies are implemented in a variety of placements including public and private schools, residential facilities, and health care facilities. Since the CPI training module was developed in 1980, more than 5 million professionals have been completed the program.

CPI is based upon the foundation of providing "care", "welfare", "safety", and "security" for all individuals who are involved in a crisis situation. While CPI training is sometimes referred to as "self defense" or "restraint" training, the vast majority of the training experience focuses upon proactive, research based strategies designed to prevent physical and verbal confrontation. Participants are taught to both recognize the signs of anxiety and distress and to react appropriately to those signs so that difficult situations can be avoided. A significant portion of the training is designed to provide post-crisis intervention by utilizing strategies aimed at helping all parties involved in a crisis situation compensate and cope with the situation and prevent future similar situations from occurring.

York County School Division has a team of CPI endorsed trainers who lead a twelve hour training module for those staff members who work with students who are either verbally or physically aggressive with their peers or school staff members. Training is school, disability, and often student specific so that school division staff members can feel confident in working safely and appropriately with their students and their individual needs. Initial and "refresher" CPI training occurs both during the spring and summer professional development cycle and can be provided as necessary to schools throughout the school year. YCSD CPI training consistently focuses upon maintaining the care, welfare, safety, and security of both our students and our staff members.

Every school within the system has a cohort of staff who have been trained in non-violent crisis intervention utilizing the CPI methodology. The Office of Student Services maintains a list of individuals who are trained in each school and will provide that information upon request to any building administrator. Any building administrator interested in obtaining additional training for new or existing staff should contact the Director of Student Services.

Teachers matter

"What I am today is a reflection of what I have learned, not of my potential."
Virginia Satire

This quotation penned by Virginia Satire inspires countless thoughts pertaining to the quality of interactions we have, the beliefs we hold, the goals we strive toward, and the degree of success we can foster amongst one another. Each human being acts in accordance with his/her belief system, often discounting that acting in this manner impedes his/her own success and best interest if the belief system is dysfunctional. Changing the beliefs and values one holds is an active process, and one that often exposes the experiences and insecurities that have led to the development of our automatic responses. It is only when we are courageous enough to examine our own thinking that we can be taught new skills that will impact ,our behavior and our lives. The cycle of change, as well as change itself, is often an upsetting and extended process. While some changes can be accomplished quickly, we cannot assume that we can undo the accumulated beliefs of a lifetime within a school program that does not constitute a majority of a child's day. Conversely, we should always be embracing the potential for change that each of us possesses, looking for the smaller steps toward change that we can foster, and understanding that the impact we have on a child may go unspoken. Once we begin the process of change the bar for our potential rises. It is the experience of many who come through our doors that their potential is limited by the walls in their life. Some of these are actual obstacles while others are simply perceived and can be easily shattered.

The goal of all behavior programming in York County School Division is to modify behavior by encouraging students to examine the beliefs and thinking patterns that precede their problem behavior. In addition, it is crucial to assume that despite the age, cognitive ability, or the background of each person, he/she must be taught the skills necessary to successfully interact in society.

Effecting behavioral change is a dynamic process. As such there will not always be a concrete or "right" answer that is equally applicable to each situation. However, it is important to identify the basic parameters and theoretic principles of any program and be able to apply these to problematic situations as they arise. The intent of this behavioral manual is to clarify the core components of our program and to reinforce the principles that drive the operational applications. Since we so often function in an environment that is wrought with challenge, it is easy to alter the parameters of the program in an effort to ease our workloads. Although this is not done to cause harm or conflict, the practice or oral tradition can become misguided and actually hinder the progress we seek to gain. The goal of this section of the manual is to provide a comprehensive written guide upon which to make decisions regarding student behavior in the context of our behavior program. Additionally, we hope to provide a rationale for interventions of staff in each respective area and solidify the guidelines for staff in some of the more typical problem areas.

The Role of the Teacher

Any program can only be as good as the staff members who are responsible for delivering it. The quality of staff involvement is an indispensable ingredient through which behavioral change can be influenced. Physical building structures, budgets, research based programs, and technology may be a means to an end, but ultimately it is the involvement, initiative, responsiveness, integrity, sense of mission, and perseverance of staff that makes the difference.

It is important to recognize that the values one demonstrates are, at minimum, equally as important as the training, experience, or education one possesses. It is not the role of formal training or education to help us see the virtue in the calling in which we partake. These forums simply enhance our competency. Ultimately it is the continuous belief in the potential of others that motivates and perpetuates successful relationships. The following attributes are qualities staff members of the York County School Division should strive toward to best meet the needs of the students for whom we bear responsibility.

- **An optimistic person** who is always willing to see a real and worthwhile attribute in a person or situation, despite how buried it may be.

- **Someone who believes staunchly in the potential of human beings to chan**ge. To help children make positive decisions a staff must radiate a confidence and conviction that they have the potential to do so.

- **Someone who strives to deliver the highest quality of services to our students**. Despite the challenges that frequently present themselves, someone who consistently performs to the very best of their ability and encourages their peers to do so as well.

- **Respect for the sacredness of human life and potential**. People are not expendable and the shaping of someone's personality is a high calling. This is our legacy because we leave to the world the impact we have made on those with whom we have worked.

- **A person with high integrity**. Our commitment to the lives of others dictates that we be honest, compassionate, and fair toward one another and toward the children in our care.

- **Someone who embraces and understands change**. Change is constant in our line of work. Remaining flexible and open minded is important, but equally so is someone who recognizes change when it occurs. Often our kids have experienced years worth of damage. While we cannot expect to achieve major behavior changes in a short amount of time it is important to recognize and celebrate small areas of growth.

- **Someone who cares**. Care and role modeling are inextricably linked. We must care enough to promote growth, but must consistently remain cognizant of the manner in which we demonstrate caring so that we avoid enabling inappropriate behavior. To care means we must take the time to teach the behaviors we expect, consistently hold students to that standard and model those behaviors ourselves. Students who have been referred into our special education program for behavior problems are often dealing with a myriad of issues that extend far beyond school. Their behaviors, while inappropriate to us, have more often than not been used by them as coping mechanisms. Allowing a student to get away or slide by with an inappropriate behavior does them no favors because it permits them to manipulate as they have done in the past. The way we demonstrate caring is by consistently confronting inappropriate behavior, teaching appropriate alternatives, and modeling these new expected behaviors.

- **Someone who values the importance of the team**. While working with students with behavioral problems can be challenging, it is important to realize that no single person has all the answers. Nobody should undermine or devalue the style or actions of another staff member. For our program to meet the challenges presented by our students there must be a mix of various staff styles and backgrounds. Each child is reachable by someone at some point in time. Valuing diversity amongst the staff team increases the likelihood of a child connecting with a staff member. The importance of rapport with children can never be underestimated since connection often plays a significant role in change. It is crucial for school teams to pull together when dealing with disagreements amongst themselves or addressing challenging students. The best interest of the child should always be our focus. While we may have different ideas about what this "best interest" entails, we should always be modeling the values of respect and teamwork.

- **Someone who is knowledgeable of themselves and their own beliefs, feelings, strengths, and limitations**. We are here to shape behavior not to cast judgment or allow our perceptions to interfere with program delivery. Having an understanding of ourselves permits us to proactively understand what situations may prove problematic and highlight areas that would require a different approach.

The values, beliefs, and behavioral expectations articulated above are for the entire YCSD staff and students. We share these beliefs and work together to make them a reality.

Understanding Cognitive Behavioral framework from a teacher perspective

The _**cognitive behavioral**_ framework is a model for describing, understanding, and changing behavior. It operates on the fundamental assumption that thinking and attitudes influence our behavior, and therefore we can change behavior by changing thought patterns and attitudes. Simply put, the cognitive model states that prior to all human behaviors, a person is presented with an antecedent situation. Based on that situation, a person has certain selftalk (thoughts) that give rise to feelings and then to the behavior that they choose to exhibit. This behavior then results in consequences, which then introduces a new antecedent situation, and the cycle repeats itself ad infinitum. For the purposes of behavior modification, then, we seek to change individual thinking patterns and therefore behaviors by manipulating the antecedents to their thoughts and the consequences that result.

Research has shown that therapists have been successful in addressing mental health issues in children and adolescents resulting in violent behavior by changing thought patterns through cognitive behavioral frameworks. Therefore, we use the cognitive model because its goal is to change such thinking. It uses techniques to monitor thought patterns, recognize the connections between thinking and behavior, and replace distorted thinking with rational thinking in order to foster more appropriate behavior. We challenge our students to pay attention to the thought patterns they have and the behaviors and consequences that result from them. This further challenges students to reduce the "automatic" thinking they have to given situations and recognize the thoughts that they have that put them at risk to doing something hurtful or irresponsible.

We use the principles of _**behavior modification**_ to create an environment that manipulates and manages contingencies (consequences) to key behaviors. Using these principles the probability of more appropriate and pro-social behaviors can be increased, while the probability of inappropriate and anti-social behaviors can be decreased.

The goal of behavior modification is to either increase the probability of a desirable behavior or decrease the probability of an undesirable behavior. The particular behavior of interest is called the **target behavior**.

The probability of a behavior can be increased through the use of **REINFORCEMENT.** There are two kinds of reinforcement:

> _**POSITIVE REINFORCEMENT:**_ the presentation of a reward or desirable event after the target behavior.

> _**NEGATIVE REINFORCMENT:**_ the escape from, or the avoidance of, an undesirable event.

The probability of a behavior can be reduced through **PUNISHMENT or EXTINCTION.**

> _**PUNISHMENT**_ is the presentation of a noxious or unpleasant or undesirable event after the target behavior.

> _**EXTINCTION**_ is a non-response to a given behavior (no reinforcement; no punishment) Often an "extinction burst" will occur. This is an immediate rapid increase of the target behavior, followed by its reduction.

A formal structured use of positive reinforcement is called a _**"token economy."**_ In a token economy, a symbol or token is used to provide reinforcement for desirable behaviors. These tokens or symbols can then be used to obtain concrete reinforcers later. In the self-contained behavioral programs in YCSD, the token economy uses points (earned for specific behavioral skills) and a level system (recognition for achieving behavioral goals leading to increased independence and privileges). Shaping behavior means providing reinforcement to approximations of the desired behavior, gradually moving the individual to performance of the target behavior. It can be seen as enabling change through the individual taking small, "baby steps" to the desired behavior.

The use of these methodologies leads to a behavior management system that is focused on *discipline* rather than on *punishment.* While it may appear to be a matter of semantics that differentiates the two orientations, it is important to distinguish between these terms and consistently compare our interventions with philosophical frameworks in order to effectively manage behavior.

As described above, punishment is an undesirable event that is delivered upon the completion of an undesirable or inappropriate behavior. It can also have the connotation of retribution. In behavioral terms, punishment is a contingent event that reduces the probability of a target behavior. The problem with punishment is that the entire punishment situation, including persons and places, often pick up the strong feelings (fear/anger) that can be generated in the individual who is being punished. Thus, the punishment creates a conditioned emotional response which complicates the behavior change process. Further, while, punishment may reduce the probability of a given undesirable behavior, it does nothing to replace it with a more desirable behavior. Very likely, another undesirable behavior rises to take its place!

In contrast, discipline refers to using a system that teaches new behaviors through self-control and self-management of one's own behavior. Using cognitive behavior and behavior modification interventions, we focus on:

    a)   Generating and strengthening appropriate behaviors
    b)   Weakening or eliminating inappropriate behaviors
    c)   Generating self-control
    d)   Safeguarding the dignity and worth of our students as human beings
    e)   Developing pro-social attitudes and values
    f)   Providing children with the tools that will enable success within society

Modifying behavior within the context of a discipline-oriented system requires significant skill on the behalf of the staff. This process can be classified as considerably more active than simply delivering consequences under a punishment-style model. Staff must consistently focus on observing and measuring both appropriate and inappropriate student behavior.   In addition, it is crucial that staff respond immediately to behavior, even if that behavior is relatively minor. Doing so prevents further escalation of the inappropriate action and permits a response to the behavior prior to it necessitating a major intervention. Since our goal is to teach and promote more positive behavior rather than to condemn and punish actions, responses to misbehavior should be immediate so they may be directly tied to the misbehavior.

Delivering Interventions

To understand how to properly deliver effective cognitive behavioral and behavioral modification interventions, we need to practice *disinvolvement, encouragement,* and *logical consequences.*

Disinvolvement does not refer to lack of investment in or involvement with a student. Rather, the concept focuses on maintaining a sense of control over one's behavior and responses. When a student chooses to act in violation of expectations, it is often because they are expecting a certain response. Even the most well-intentioned response or reaction to an inappropriate behavior may serve to strengthen and perpetuate the undesirable act. Essentially, a staff acting in line with the disinvolvement principle would remain emotionally neutral, express his/her feedback impartially, and would focus on the behaviors a student is demonstrating rather than making a judgment about the person. It is always important to focus on the **DO** rather than **ARE.**

We want to consistently reinforce that *what someone does is not equal to who they are*. This permits us to focus on someone's behavior rather than making a subjective judgment about their worth as a person. Disinvolvement prevents the inadvertent reinforcement of inappropriate behavior. When the staff is not emotional or angry, it forces the students to either explain their own behavior or alter the manner in which they are responding. Remaining emotionally neutral is particularly effective in minimizing power strug-

gles between students and staff.

Encouragement is the cornerstone of our behavior program as it creates the foundation for rapport with students. It is important because it affirms the worth and potential to change that each person possesses. Encouragement allows staff to focus on the child as an individual. Children should be accepted and valued as they are. This does not infer that changes should not be made, but rather that the change process is unique to the needs and skills of each child. The encouragement process provides an environment for staff to specifically praise and reinforce the small steps that are taken toward larger behavioral goals and objectives. It is the process of change that should be most heavily reinforced, rather than the final product. While it is important to recognize the end result of a child's efforts, each successive step toward change should be rewarded to promote additional motivation to change. Praise and encouragement are critical factors in promoting long term positive change.

Logical consequences asserts that all behavior is followed by a consequence or outcome. Staff members deliver consequences for the purpose of shaping and changing behavior. The corollary of this is if you as a staff choose to refrain from providing an appropriate response for an inappropriate behavior then you leave the behavior open to a response from the student's peers. This response may hinder positive growth on behalf of the student and actually enhance the likelihood of the student continuing to demonstrate the undesirable behavior.

There are several different methods we utilize to attempt to change student behavior. Timeouts are used to help students think about inappropriate behavior they have engaged in and reduce the likelihood that they will exhibit that same behavior in the future. Points are tied to privileges and used in tandem with timeouts to reinforce positive behavior and extinguish negative behavior. Goals and thinking tools are used to help students focus on a particular inappropriate behavior, either over a period of time or a single instance, and help the student see more positive alternatives. Even with these various program tools, we would be hard-pressed to change behavior without effective praise and the positive reinforcement we offer to the students.

One of the purposes of our program is to teach appropriate behavior and the intrinsic reasons to engage in it. For many of our students, this is a very difficult task. Praise and behavioral program rewards offer extrinsic reasons for students to engage in appropriate behavior. As students become used to behaving appropriately for these extrinsic reasons, we hope to establish positive behavioral patterns that will start providing students with intrinsic motivation. Students need to feel like they are doing something right. They are constantly reminded of what they need to change through timeouts, thinking tools, and groups that tend to address what the student has done *wrong*. Praise and rewards point out to the student that they also do things *right*. The very nature of our work with students who are receiving behavioral services presupposes that they have done something wrong, and it would be easy to become wrapped up in this fact and forget that all of our students do many things that are right.

Praise

When praising a student, it is important to remember to identify exactly what you are praising the student for. We should be very cognizant of how specific we are when delivering praise because we want to be able to reinforce the exact positive behaviors we are noticing. It should also be noted that while you want to separate the behavior from the person when delivering a consequence or giving verbal feedback for an inappropriate behavior, it is okay to keep the behavior together with the person when delivering praise. If a student assists his or her peer with a task it is ok to say, "You are a very helpful person," rather than sticking with, "Your behavior was helpful in that situation." Personalizing praise is a good thing because it helps create an identity for the student that is a positive one, and creating a positive self-identity helps create an atmosphere for positive behaviors. In order to facilitate the praise process, it is important to keep in mind the identified steps to effective praise. Effective praise is a powerful teaching tool, increases the likelihood of future positive performance, increases recipient self-esteem, and builds positive relationships while decreasing inappropriate behavior.

The strategy of effective praise is actually a social skill. It is a foundation to the well researched Boys' Town Social Skills Training model. The steps of effective praise are as follows:

1. Praise and Identify the Skill
   - ~ Begin the interaction on a positive note by praising for appropriate behavior. ~ "Sarah, that was great! You did a great job of following instructions just then."

2. Description of Appropriate Behavior
   - ~ Specifically describe appropriate verbal and non-verbal behavior, including the antecedent event.
   - ~ "When I asked you to get started on your chore, the first thing you did was look at me and say 'Sure, I'll get on it' Then you did your tasks very quickly and let me know when you were done. That's a great job of following instructions."

3. Rationale
   - ~ Provide the youth with a personalized reason to continue behavior in future situations.
   - ~ "By following instructions right away, you will have more recreation time."

4. Request for Acknowledgement
   - ~ Takes the form of question to make the interaction a dialogue.
   - ~ "Do you understand what I mean, Sarah?"

5. Positive Consequence
   - ~ Staff gives a positive consequence as a reward, which can be privilege-based or point-based.
   - ~ "For following instructions so well, you have earned more points!"

6. General Praise and Encouragement
   - ~ Praise should be sincere and enthusiastic.
   - ~ "Thanks for all your effort today Sarah! Keep up the good work!"

Documentation

All formal and standard documentation is subject to court review should a parent decide to pursue a due process or a civil suit. Whenever you document something, imagine it being *viewed* **on** *overhead slide by* **a** *courtroom full* **of** *people.* Further, imagine your having to explain what you wrote to a jury, attorney or judge.

The language style of writing should be straightforward and grammatically correct. If the documentation is hand-written, it must be LEGIBLE (think of that overhead!). Don't use "fancy" or "plastic" terms. These are terms that are too "professionaleese," and vague, subject to various interpretations by the reader. Avoid lots of adjectives, adverbs, and obscure or cryptic terms. Documentation is not the place to show off the "A" you received in Psychology 100. Don't let your writing exceed your educational or experiential competency.

Always write in complete sentences, rather than sentence fragments. This, by itself, will improve the quality of documentation. Use active voice, first person, and avoid "substitution nouns." (*for example:* Use "I", not "reporting staff", avoid using third person (e.g. "this writer"). Use the student's name (including LAST NAME), not "student" or "above mentioned student".
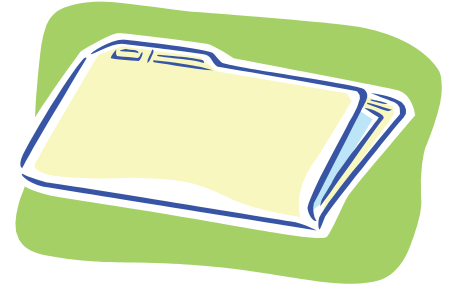
What you write should be as self-evident and as objective as possible. Avoid generalizations, and assessment of "unseen" or internal items such as attitude, motivation. Any statements about such things need to be supported by behavior. Be cautious about conclusions which have a "clinical" flavor. For example, use "sad" not "depressed", and make sure there is justification for such a summary term. For example, "The youth appeared sad, **as evidenced by** being tearful, making little eye contact, and speaking slowly in soft tones."

Effective documentation is *behavioral.* That is, the documentation focuses on observed and public behavior. Think of the "camera check" from the thinking report. Don't say "The student was oppositional" or The student had a bad attitude". Say instead, "The youth refused to answer questions with more than a few words, was slow to comply with simple directives, and said he was very angry at being here."

The use of a phrase **"as *evidenced by", or* "as *shown by"* or "as *demonstrated by"*** has to be integral to any broader statements about mood, attitude, and demeanor. Don't say "low self-esteem" unless you say: "Student has low self-esteem as demonstrated by his rumpled clothing, unkempt hair, and frequent negative comments about himself."

☒ Don't say "Poor impulse control" unless you say: "Student has poor impulse control as evidenced by constantly interrupting during the lesson, constantly wanting to leave his seat, and playing with items on the desk."

☒ Don't say "Disrespectful" unless you say: "Student was disrespectful as shown by her continually making negative comments about myself and others in the class, and spitting at my feet."

☒ Don't be afraid to quote. "The student said 'I am really going to raise hell here if you don't let me …....'" The quote does not have to be verbatim, and can be grammatically adjusted.

Carefully document the student's reactions to your intervention or your questions, but again be **"behavioral".** Don't say, "The student copped an attitude when confronted on his badmouthing peers". Say instead: "The student raised his voice, made several negative statements about the teacher, denied his behavior, and threw his book down on the table."

Never use statements such as "I hate when the student does this" or "This behavior made me lose my cool."

If you quote material from the student's record such as their medical, psychiatric or psychological status, make sure you give the source of the information, so that it does not appear to be your inference.

If litigation arises from actions by the student or toward the student, what is not documented did not happen. Document "sentinel events" (those which could put the staff, or YCSD at risk such as a physical assault, a restraint, a threat, etcetera) as soon as they are over; memory fades with time and details become fuzzy. Document these sentinel events using the A-B-C model (antecedents, behavior, consequences) .

When documenting assertive interventions, e.g. restraints, it is very important to document only behavioral terms.

Don't say: "The student was physically assaultive to staff." Say instead, "The youth refused to go to the office when requested, said 'You will have to take me, so come on and see how tough you are,' and started punching and kicking."

Avoid pejorative language, and especially avoid within intake documentation any "prognosis statements." These include wording like "This student is likely to be very problematic in the program and is not likely be successful." Or "She will be very difficult to handle."

Whenever possible documentation should be balanced with both the strengths and problems of the student noted.

No documentation whatsoever should appear related to a student's HIV or AIDS status. Any documentation of this is restricted to medical personnel (nurses), who must follow Federal Statutes governing the recording of information regarding HIV or AIDS.

The guidance provided in this section is intended to serve multiple purposes including; limiting the liability of the teacher, providing a common template for documentation, ensuring consistency for the understanding of the student and parent, and assisting staff in reaching objective and measurable conclusions regarding a student's behavior.

Functional Behavioral Assessment

The York County School Division utilizes the Virginia Department of Education forms and protocol for conducting Functional Behavioral Assessments (FBA) and implementing Behavior Intervention Plans (BIP). The federal law of IDEA '04 requires the completion of a functional behavioral assessment and a behavior intervention plan in instances where the child is removed from their current placement due to behavior or in cases where a behavior manifestation determination review determines that a behavior is a function of a child's disability. Best practice and York County School Division policy dictates that staff utilize the functional behavioral assessment and behavioral intervention plan as preventative measures to deal with behavioral problems before they necessitate a change in placement. While there is some variability among students, any student with special needs who has accumulated more than 2 separate suspensions should have a FBA and BIP completed.

The FBA/BIP process is intended to be preventive in nature and not function simply as a pre-requisite for placement in a more restrictive environment. It is intended to provide the educational team with a true and complete picture of a child's behavioral functioning in an environment utilizing proscribed methodologies.

Functional behavioral assessment is an approach that incorporates a variety of techniques and strategies to diagnose the causes and to identify likely interventions intended to address problem behaviors. In other words, functional behavioral assessment looks beyond the overt topography of the behavior, and focuses, instead, upon identifying biological, social, affective, and environmental factors that initiate, sustain, or end the behavior in question. This approach is important because it leads the observer beyond the "symptom" (the behavior) to the student's underlying motivation to escape, "avoid," or "get" something (which is, to the functional analyst, the root of all behavior). Research and experience has demonstrated that behavior intervention plans stemming from the knowledge of *why* a student misbehaves (i.e., based on a functional behavioral assessment) are extremely useful in addressing a wide range of problems.

The *functions* of behavior are not usually considered inappropriate. Rather, it is the behavior itself that is judged appropriate or inappropriate. For example, getting high grades and acting-out may serve the same function (i.e., getting attention from adults), yet, the behaviors that lead to good grades are judged to be more appropriate than those that make up acting-out behavior. For example, if the IEP team determines through a functional behavioral assessment that a student is seeking attention by acting-out, they can develop a plan to teach the student more appropriate ways to gain attention, thereby filling the student's need for attention with an alternative behavior that serves the *same function* as the inappropriate behavior.

By incorporating functional behavioral assessment into the IEP process, the IEP team can gain the information needed to develop a plan or include strategies in the IEP, and IEP team members can develop a plan that teaches and supports *replacement behaviors,* which serve the same function as the problem behavior, itself (e.g., teaching Maurice to calmly tell the teacher when he feels frustrated, and to ask for assistance when he finds a task too difficult to accomplish). At the same time, strategies may be developed to decrease or even eliminate *opportunities* for the student to engage in behavior that hinders positive academic results (e.g., making sure that Maurice's assignments are at his instructional level).

Steps to Conducting a Functional Behavioral Assessment

1.   Verify the Seriousness of the Problem

Experience has shown that many classroom problems can be eliminated by consistently applying standard strategies of proven effectiveness. In an effort to address minor problems so they do not grow into larger ones, school personnel usually introduce one or more of these strategies before initiating a functional behavioral assessment. When it is clear the behavior manifested by a student cannot be resolved through standard means as well as in response to situations for which the law requires a functional behavioral assessment and a behavioral intervention plan, then school personnel should consider initiating a FBA.

2. Define the Problem Behavior

Before determining the techniques to be used to conduct a functional behavioral assessment, the teacher and the IEP team should define the problem behavior in *observable and measura*ble terms. If descriptions of behaviors are vague, such as "Susan has a poor attitude," it will be difficult for the team to identify the function the behavior serves, decide on an appropriate intervention, or devise an appropriate way to evaluate its success. Later, after more information has been collected, the team can refine the definition of the behavior by including multiple examples of the behavior (e.g., Susan refuses teacher assistance, argues with the teacher, never offers to answer questions in class, never hands in homework).

3. Collect Information on the Reasons Behind the Problem

Once the IEP team has defined the problem behavior, team members can begin to observe the student and the school environment to determine the exact nature of the problem. The team generally collects information on the times, conditions, and individuals present when problem behavior is most versus least likely to occur; the events or conditions that typically occur before and after the behavior; and other relevant information regarding the problem behavior.

The team might begin the assessment process by conducting a series of classroom observations. An examination of these data may suggest times and settings in which to conduct further observations to document the variables that are most predictive of inappropriate student behavior. It also may be useful to observe situations in which the student performs successfully to compare conditions that evoke appropriate versus inappropriate behavior. For example, Jackie may perform successfully in science class but routinely disrupt the history class by calling out or teasing other students. Teams are always able to observe the events that precipitate student misbehavior. Depending on the behavior of concern, it is crucial that teams use indirect as well as direct means to identify the likely reasons behind the misbehavior. Indirect methods include a review of the student's cumulative records, such as health, medical, and educational records, as well as structured interviews with teachers, other school personnel (e.g., bus driver, cafeteria workers), or the student of concern. Gaining knowledge of the student's strengths and preferences is also useful. Teachers know that events affecting a student outside the classroom may increase the likelihood of classroom problems. Both past and present events can increase the chance that the student will pose a challenge in the classroom. These "setting events" can range from a longstanding pattern of negative classroom interactions to a fight with another child at the bus stop.

For these reasons, interviews conducted with the student and his or her parents or guardian can be an important source of information in understanding the function(s) of the misbehavior. In most cases, various persons collect multiple types of information, since a single source will not produce accurate information—especially if the problem behavior serves various functions under different circumstances. IEP teams have learned that since no two students misbehave for exactly the same reasons, no two functional assessments, are likely to produce the same kind or amount of information.

4. Analyze Information Collected on the Problem Behavior

Once the IEP team is satisfied that sufficient information has been collected, the next step is to determine what can be learned about the problem behavior and the context in which it occurs. Such an analysis helps the team to decide whether there are any specific patterns associated with the behavior. The team carefully reviews the information to look for any patterns of events that predict when and under what circumstances the behavior is most or least likely to occur, what is maintaining the behavior, and the likely function(s) of the behavior.

Upon review, the team may conclude that Charles disrupts class by shouting and cursing whenever the teacher calls on him to read material he feels is too difficult. In this example, Charles's behavior typically leads to his removal from class and the reading task. In collecting information on student behavior, teams understand that even an occasional event or unusual condition cannot be ruled out as a reason for the misbehavior.

5. Develop a Hypothesis About the Function of the Problem Behavior

Next, the IEP team formulates a hypothesis statement, or "best guess," regarding the likely function(s) of the problem behavior. The statement relates to what the student receives, avoids, or may be communicating with the misbehavior. The hypothesis can then be used to predict the social and/or academic environmental context under which the behavior is most likely to occur and the possible reason(s) why the student engages in the behavior.

6. Verify the Hypothesis About the Function of the Problem Behavior

Before proceeding with an intervention, it is usually a good idea to take time to modify various classroom conditions in an attempt to verify the IEP team's assumptions regarding the likely function(s) of the behavior. For instance, the team may hypothesize that during class discussions, Maurice makes rude remarks or calls out to get the attention of classmates. Thus, the teacher arranges for peer tutoring for Maurice to get the attention he seeks for appropriate rather than inappropriate behavior. If this strategy produces a positive change in Maurice's behavior, then the team can assume its hypothesis was correct and a behavioral intervention plan can be fully implemented; however, if Maurice's behavior is unchanged, then a new hypothesis needs to be formulated. In some instances, it may not be necessary or appropriate to manipulate classroom conditions to observe their effects on student behavior. For example, with severe acting-out behavior, the team should immediately implement an intervention and evaluate its impact against any available assessment information. Based on that evaluation, the team should be ready to make any necessary adjustments in the plan.

Inventory of Behavior Functions

The following table is adapted from Renée Fucilla at the Crisis Prevention Institute and conveys the relationship between a wide variety of behaviors and their possible underlying functions. The table covers behaviors from mild to severe and may be a good starting point for a team looking at analysis of a set of behaviors to determine their function.

Function: The behavior may be communicating a need for:	Outward Behaviors
Social Needs: Independence, quiet time, sanctuary, individuals space, escape from social pressure, sense of ownership, sense of control, predictability, positive reinforcement, attention, amusement, need for skill-building for social skills	**Outward Behaviors related to social needs:** Refusal to share, selfishness, resistance to social norms, inability to maintain joint attention, absence of gaze, lack of response to social cues, lack of social initiation, poor hygiene, unusual comments, inappropriate violation of others' space, physical aggression toward peers, hyperactivity, self-focused communication, attention-seeking behaviors, wandering, impatience, impulsive behaviors, inability to empathize, lack of interest in others, aggression or rejection of people (especially strangers)
Sensory Needs: Internal and external sensory stimulus, olfactory, auditory, tactile, visual senses, hypersensitivity to sensory stimulus, oral fixations, escape from sensory overload, sensitivity to proximity and touch, need for deep pressure, need for energy	**Outward Behaviors related to sensory needs:** Self-stimulating behaviors, pica, running, tantrums, biting, self-injurious behaviors, hair playing, chewing, throwing/playing with food, playing with feces, vocalizations, eating non-edibles, strong food preferences, covering ears, banging head, slapping/pounding head, seeking restraint
Communication Needs: Visual communication, clear/simple communication, desire to communicate need to others	**Outward Behaviors related to communication needs:** Confusion, task avoidance, physical aggression, literal interpretation of directives, hesitancy to initiate communication, repetitive verbalizations, vocalizations, seems like doesn't show emotion, absence of body language
Consistency Needs: Need for sameness and predictability in routines	**Outward Behaviors related to consistency needs:** Resistance to change, fixations, patterned behaviors, fixed interests, stubborn behavior, tantrums, non-compliance, confusion
Receptive Needs: Clear explanations, visual or augmentative communication	**Outward Behaviors related to receptive needs:** Difficulty answering questions, unresponsive to reprimands or consequences, confusion, seems withdrawn, echoing, repetitive vs. responsive, defiance, refusal to participate, avoidance, slow cognition, lack of feedback, response, seems lazy or unmotivated
Cognitive Needs: Prompting, visual or augmentative communication, individualized attention, clarification of tasks, comforting activities, work reflective of ability level	**Outward Behaviors related to cognitive needs:** Wait for prompts, overly dependent on others, doesn't always see cause and effect (repeats behavior despite negative consequences), doesn't understand punishment, generalization or transfer issues (skills learned in one setting do not appear in other settings), reluctant to initiate conversation, more focused on details than big picture, lack of organizational skills, preoccupation with minutiae

Functional Alternatives to Inappropriate Behaviors

The following chart provides teachers with resources to identify positive alternatives that can be taught to fulfill the function of negative behaviors. Many of these alternatives are geared towards children whose cognitive abilities may not make them ideal candidates for our more traditional behavioral management and cognitive behavioral approaches.

Function of Behavior	**Functional alternatives**
Social function	Providing sanctuary, tents, sleeping bags, private work areas, opportunities for breaks, organized activity schedules, a safe place to escape, personal space during social activities, and personalized work materials/toys. Providing opportunities for clients to give input during schedule-making, better ways to understand schedules, appealing to personal interests, practicing turn-taking and other social norms, positive reinforcement, individualized attention, short duration for activities, games/practice in understanding emotions and needs of others, gradual introduction of new people
	Resources: Social Stories (Gray & Garand, 1993), play therapy (Sigafoos & Littlewood, 1999), video modeling (LeBlanc, 2003), Joint-Attention training (Walen, 2003), social games http://www.do2Iearn.com
Sensory function	Providing hand toys, sensory games, sensory outlets, texture bags, weighted vests, swinging, dancing, chew rings, scented lotions, aromatherapy, music therapy, physical exercise, relaxation strategies, safe places to expend physical energy, headphones
	Resources: http://www.do2Iearn.com
Communicative function	Use of visual and experimental learning methods, simplified communication, augmentative communication Picture Exchange Communication system (PECS), vocal-output assistive devices, sound boards, visual prompts, help expressing emotions and feelings through cards, games, pictures, validating strengths and interests, encouraging use of words, positive reinforcement
	Resources: PECS www.pyramidproducts.com Behavior Chain Interruption Strategy (Goetz, Gee & Sailor, 1985), self-management procedures (Mancina, 2000), http://www.teacch.com, http://www.autismsociety-nc.org/, http://www.tasksgalore.com
Consistency needs	Providing visual schedules, structured time, structured predictable learning/home environments, repetitive activities, clear project areas, gradual changes, role playing new routines, using fixations to motivate (re., computers, dinosaurs, titanic)
	Resources: PECS www.pyramidproducts.com Categorization strategy training (Bock, 1999), http://www.teacch.com, http://www.autismsociety-nc.org
Receptive needs	Provide uncomplicated, doable tasks, allow time, don't force responses, reinforce communication with pictures, patience, repetition, active engagement
	Resources: Dalrymple (1980) Helping People with Autism Manage their Behavior, http://www.tasksgalore.com/ curriculum & assessment materials
Cognitive needs	Providing visual and experiential learning methods, frequent activity changes, regular breaks, method to request breaks, use of timers to clarify duration of tasks, teach rules, limits, and boundaries in advance, give adequate information in advance, immediate results and rewards without delay
	Resources: Dalrymple (1987) Helping People with Autism Manage their Behavior, http://www.teacch.com/ andPEC www.pyramidproducts.com

Behavior Intervention Plan

Upon completion of a functional behavioral assessment, the educational team utilizes the information to develop a behavior intervention plan. This plan is considered part of the student's Individualized Education Plan. Therefore, it is important that YCSD staff utilize the forms found on the special education website and follow the process outlined below. Questions regarding behavioral intervention plans should be directed to your school psychologist, always a good resource to invite to your FBA and BIP meeting, and/or your instructional specialist.

1. Develop and Implement a Behavioral Intervention Plan
After collecting enough information to identify the function(s) of the student behavior, the IEP team must develop or revise a behavioral intervention plan. The plan should include positive strategies, program modifications, and the supplementary aids and supports required to address the behavior, as well as any staff supports or training that may be needed. Many teams develop an intervention plan that includes one or more of the following strategies or procedures:

• Teach the student more acceptable behavior that serves the same function as the inappropriate behavior (e.g., ways to get peer attention through positive social initiations).
• Modify the classroom setting events (e.g., physical arrangements of the classroom, management strategies, seating arrangements).
• Modify the antecedent events (e.g., teacher instruction) and/or consequent events (e.g., precise praise, verbal/nonverbal feedback).
• Modify the consequent events (e.g., precise praise, verbal and nonverbal feedback).
• Modify aspects of the curriculum and/or the instruction (e.g., multilevel instruction).
• Introduce a reinforcement-based intervention (e.g., student contract).

For the majority of problem situations, there is more than one solution that can result in a positive outcome. Generally, a behavioral intervention plan includes steps to accomplish the following:

• Deal with any recurrent episodes of the problem behavior.
• Teach the student appropriate ways to get what he or she wants.
• Ensure frequent opportunities for the student to engage in and be reinforced for demonstrating acceptable behavior.

In developing behavioral intervention plans, IEP teams should take into account gender, ethnic, cultural, and linguistic differences among students. Most authorities agree that it is usually ineffective and often unethical to use punishment as the only means of addressing student misconduct. With functional assessment, the emphasis is on teaching students new skills with which to become more effective and efficient learners.

The success of an intervention plan rests on the student's engaging in the appropriate behavior without continued external support. Accordingly, teams may need to incorporate strategies to promote the maintenance, durability, and longevity of appropriate student behavior. One strategy is to structure positive peer interactions; another is to instruct the student to use self-talk, self-cueing, or self-reinforcement. In some cases, supplemental aids and supports may be necessary to help the student to maintain the appropriate behavior. For example, the student may need to work with classmates to satisfy a need for peer attention in appropriate ways. Supports may also include curricular modifications to decrease a student's avoidance of academic situations or instruction to increase the student's verbal skills and ability to respond appropriately to stressful situations.

2. Evaluate Fidelity in Implementing the Plan
It is good practice for the IEP team to monitor the accuracy and consistency with which the intervention plan is implemented. To do so, the team might spell out the various components of the intervention plan, along with the individual(s) responsible for its implementation. Then, a checklist of steps or a script a step-by-step description of the intervention and its application, can be developed for each person responsible for implementing the plan.

3. Evaluate the Effectiveness of the Intervention Plan

A second evaluation procedure should be developed to evaluate changes in the behavior itself. Initial or baseline information can serve as a standard against which to judge any changes in behavior. Evaluating the effects of the intervention will yield data upon which the team can judge future changes in the intervention plan. Subsequent review of the data or student behavior can help to determine the effects of the intervention across time.

4. Modify the Intervention Plan

IDEA states that a behavioral intervention plan must be reviewed and revised whenever the IEP team feels that an adjustment is necessary. The circumstances that may warrant such a review include the following:

• The student no longer exhibits problems in behavior, and the team terminates the plan.

• The situation has changed, and the plan no longer addresses the student's needs.

• The IEP team determines during a manifestation determination review that the behavior intervention strategies are inconsistent with the student's IEP or placement.

• The original plan is not producing positive changes in the student's behavior.

In the end, the process of functional behavioral assessment is not complete until we see meaningful changes in student behavior.

Summary and Conclusion

By following the steps involved in conducting a functional behavioral assessment, IEP teams can devise behavioral intervention plans and provide academic and behavioral supports to teach students how to achieve better results in school. The actual composition of the team responsible for conducting the functional behavioral assessment may vary from school to school and according to the severity of the problem behavior. With in-service training, experience, and technical support, IEP teams can successfully conduct functional behavioral assessments and develop sound behavioral intervention plans to address a range of problem behaviors.

As mentioned earlier, most student behavior problems reflect errors in learning or skill deficits that can be remediated through quality programs of instruction. The York County School Division in conjunction with the Virginia Department of Education fully supports a positive approach to addressing the disciplinary provisions of IDEA and its implementing regulations. Behavioral supports should be identified and developed in response to minor episodes of student misconduct to prevent their escalation into more serious behavior problems. Research and experience substantiate that incorporating functional behavioral assessment into a larger organizational framework of proactive school-wide and classroom-level academic and behavioral supports will make York County schools safer and more effective learning environments for all students. For that reason, York County School Division is committed to increasing the capacity of all schools to implement functional behavioral assessment and positive behavioral intervention plans and supports.

5 Basic assumptions about increasing student achievement

ⓘ Safety and security is maintained and mutual respect is nurtured.

ⓘ School-wide and classroom-level academic and behavioral supports are routinely available.

ⓘ Emphasis is on prevention of and early intervention for academic and behavioral problems.

ⓘ Administrators, faculty, and parents assume a collaborative relationship in addressing the teaching/learning process.

ⓘ A school/home partnership promotes positive academic and behavioral outcomes for all students.

The information provided in the preceding sections regarding functional behavioral assessment and behavior intervention plans was excerpted predominately from the guidelines posted by the Virginia Department of Education and written by the following individuals: Pat Abrams, Marissa Brown, Irene Walker-Bolton, Michael J. Friedman, Kim Yanek, Robert A. Gable, Elam W. Jarrells, Anne Malatchi, Carol Shumate and C. J. Butler.

External Resource Supports

Students with behavioral difficulties may require services that extend beyond the resources and capabilities of York County School Division staff. For such students, there are resources and programs available that we may access for services and financial support to provide services. As each student is a unique individual, no list of available services could be presumed to be exhaustive. The following guidelines are provided to give guidance on the steps necessary to procure outside resources.

The York County School Division has the capacity to contract with private vendors to provide behavioral support services that may not be available within the existing YCSD structure. These services may take the form of any of the following:

- Behavioral Aide / Paraprofessionals
- Medical evaluations for behavioral problems
- Specialized instructional materials
- Individualized assistive technology
- Alternative education programs
- GED expenses
- In-home counseling for student/family
- Independent living services
- Job coaching
- Respite care
- Student mentor
- Tutoring
- Mental health evaluations
- Transportation to provide services
- Tuition payments to another school system
- Tuition payments to a private facility

The primary venue for any of these services is via the administrative staff of the school board office. Services may be procured either by contract through YCSD or via the Comprehensive Services Act (CSA). The CSA is a program intended to assist localities in better meeting the needs of the children in the local communities. A multi-disciplinary team comprised of members from the Department of Social Services, The Court Services Unit, the Community Services Board, the Health Department and the school system meet regularly to develop a plan of care for students who meet the requirements for CSA funding.

Students applying for services beyond the current district offerings must have a Functional Behavioral Assessment and Behavior Intervention Plan in place. The Building Administrator (or designee) and the Instructional Specialist serving the student's serving school must make a recommendation to the Director of Student Services (or designee) regarding the need for services. Services which fall under the purview of the Comprehensive Services Act will require the additional step of application for CSA services by the parent or legal guardian.

The primary determinant for the provision of services above and beyond current programming is the necessity of such services to maintain the student in the least restrictive environment. Students will be placed in a more restrictive environment only when a less restrictive environment is not feasible (34 CFR § 300.114-6; 300.550-300.556).

Transition Behavior Program

A continuum of services is largely acknowledged in the research (Riehl, C., 2000; Bangert-Drowns, R., Hurley, M. and Wilkinson, B., 2004; deKock, A., Sleegers, P., and Voeten, M. 2004) as providing greater opportunities for positive outcomes for all students. For students with disabilities, the placement goal is full inclusion in a general education class with access to a general education curriculum. The Individuals with Disabilities Education Improvement Act of 2004 clearly stipulates that other placements along the continuum may only be considered if the student is unable to access the curriculum in the general education setting even with significant supports.

The reality is that there is a percentage of the population who do not possess sufficient academic or behavioral skills to benefit from their access to general education in the inclusion setting. These students require additional support in the form of a more restrictive placement to be successful. The level of support required is best incorporated in a continuum of services from minimal accommodation to full self-contained services. The preceding chapters have provided information on behavioral supports and programs that are available to be incorporated into a program of support that continues to place the child fully in the general education setting. In supporting the full continuum of services to meet unique student needs, the York County School Division has developed the Transition Behavior Program. This program is currently available only to elementary age students.

Target population: The target population for this program are students who meet the following criteria:

- District-wide: All elementary students who meet the criteria for this program regardless of their zoned school will be considered for entry into the program. Preference will be given to students zoned for the school housing the program.
- A measure of cognitive ability denotes average or above cognitive ability
- Academic performance indicates that the student is no more than 1 year behind grade level in any core academic subject area.
- Social skill deficits are noted in the present level of performance
- Student displays significant behavioral problems as noted in an FBA-BIP
- Student does not meet the criteria for a self-contained behavioral support class

Participation Criteria: A combination of standardized tests, behavioral assessments, and teacher observations will be used as indicators for participation in this program. The following criteria will be used and/or taken into consideration to identify potential candidates:

- Special Education Teacher / Related Service Provider Observations
- Results of a behavioral assessment administered by a school psychologist
- An assessment of cognitive ability within 3 years of referral date
- An implemented FBA-BIP
- Current discipline record
- Current academic performance as denoted by grade level assessment, report card grades, teacher record

This identified cohort of students would benefit from Intensive Behavioral Support Transition.

The Program

Intensive Core Instruction: This program consists of highly individualized and very small group (8 maximum) training and education of students who participate in core academic instruction in the general education/inclusion environment. Outside of core academic instruction, the students are scheduled for a pull-out of 1-3 class periods (during resource instruction) to participate in a self-contained program that emphasized a cognitive behavioral therapy (CBT) approach. This cognitive behavioral approach was described in early chapters on cognitive and behavioral management.

Research (Kuehn, BM (2007) - children with mental illness, Brunstein Klomek, A. & Stanley, B. (2006) -depression and suicide in adolescents, and Connolly, SD & Brunstein, GA 2006 - child and adolescent anxiety disorders) shows clearly that cognitive behavioral therapy (CBT) approaches show improvement in children with emotional disturbances. Cognitive and behavioral management

is based on the scientifically supported assumption that most emotional and behavioral reactions are learned. Therefore, the goal is to help students *unlearn* their unwanted reactions and to learn a new way of reacting to situations. When students understand how and why they are doing well, they can continue doing what they are doing to make themselves well. While our teachers are NOT cognitive behavioral therapists, the <u>approach</u> used in CBT is one which is feasible for use in the classroom.

A central component to this type of approach is a very structured program of discrete learned behaviors in which the instructor identifies unwanted behaviors to extinguish and identifies positive behaviors that we wish to replace the unwanted behaviors with. While eventually it is the goal for children to internalize these behaviors, they need an enormous amount of external assistance and structure to extinguish negative learned behaviors and replace them with positive behaviors.

Class structure: The program consists of a teacher, paraprofessional and no more than 3-8 students for each class period. Program utilizes the behavioral content identified in the behavioral curriculum currently under development as well as components of cognitive behavioral management. Students will be assisted in identifying behaviors that are inappropriate in the academic environment, exploring triggers for those behaviors, identifying positive behaviors with which to replace those unwanted behaviors and practicing those positive behaviors in a safe, nurturing and structured environment. The program will use a structured reward approach to build external buy in and eventually transfer the behaviors to an internal, intrinsic motivation.

The following manual provides insight into the tools utilized by the Transition Behavior Program staff. The concepts utilized within this manual are easily transferable to other settings. Teaching staff are strongly encouraged to utilize the concepts presented in the manual to guide their students through the process of identifying self-defeating thoughts, ideas and core values and systematically replacing them with more positive and self-advocating ones. These practices may be utilized by any teacher in any setting to assist their students with developing additional skills and expertise in the area of behavior control and positive self-advocacy.

Referral for Transitional Behavior Program

Student name: _____   Grade: _____
Zoned School: _____   Disability: _____
Referring case manager: _____   Date of referral: _____

_____

Threshold Criteria:

Cognitive ability within average range or above ……………….   ☐ Yes   ☐ No
No more than 1 year below grade level (reading and math)…...   ☐ Yes   ☐ No
Social Skills deficits noted in present level of performance…..   ☐ Yes   ☐ No
A completed FBA and BIP attached………………………..   ☐ Yes   ☐ No
Student does not meet the entrance criteria for self-contained
behavioral support class based on IEP team determination……   ☐ Yes   ☐ No

Referral documentation attached:

Special education/related services provider observation   ☐ Yes   ☐ No
Behavioral assessment by school psychologist   ☐ Yes   ☐ No
Eligibility w/cognitive within 3 years   ☐ Yes   ☐ No
Copy of current FBA/BIP   ☐ Yes   ☐ No
Discipline record   ☐ Yes   ☐ No
Academic reports (current report card)   ☐ Yes   ☐ No

Behaviors IEP team would like addressed in the intensive transition behavior program (please be specific as possible in describing the target behavior(s))

_____
_____
_____
_____
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_____
_____
_____
_____
_____

_____   _____
SIGNATURE OF PARENT/GUARDIAN   SIGNATURE OF REFERRING ADMINISTRATOR

* COMPLETED APPLICATIONS AND ACCOMPANYING DOCUMENTATION ARE SENT TO THE DIRECTOR OF STUDENT SERVICES FOR REVIEW

Cognitive Behavioral Theory and Technique

OVERVIEW

These guidelines explore some of the basic ideas and skills sets developed in cognitive behavioral theory and technique. These techniques are part of a comprehensive and internally consistent cognitive-behavioral management system. The ideas presented in these guidelines are addressed to the student and are in the format of a manual that can be printed/downloaded for student use. The content is written at a level that can typically be utilized by a middle to high school student independently and by elementary students with guided instruction. The guidelines contains tools that can be helpful by tying in student's current thinking and behavior with long term patterns. The tools are introduced to help you find ways to help students make changes in the way they think, feel and act. These tools include the following:

THINKING REPORT

The Thinking Report is the major RBT tool. It helps you focus on looking at how your beliefs about the world and thoughts affect your behavior.

TARGETED THINKING REPORT

This report helps you focus on patterns of thinking and behavior which consistently lead to problems and poor outcomes for you.

SCOPE OF CONSEQUENCES WORKSHEET

This tool helps you look at what has happened in your life and continues to happen when your thinking and behavior are inappropriate. With this tool, you can look at different things in your life (family, school, friends, etc.) and see the impact of what you have done on these people, and what may happen in the future if you don't make some changes.

PERSONAL SELF-CHANGE EXERCISE

This tool helps you identify a problem behavior and it's problem thinking. Next you can determine what would be new, more successful behaviors, and the kinds of thinking and core beliefs that support both of these.

The following information guides students and teachers through completion of the tools and how to approach the content of each aspect of cognitive behavioral management.

REVIEW OF THINKING, FEELING, BEHAVING

Since thinking, feelings, and behavior are so closely related, it's important to review the differences ...

THOUGHTS

These include self-talk, thinking, beliefs, attitudes, ideas. Thought statements usually include expectations about yourself and others. All of this goes on inside your head, and others cannot see or hear any of these. Sometimes, you may not even be aware of your thinking; some reactions for you have become so "automatic" that you fly from being in a situation to acting on it in an instant. Using RBT tools can help you stop this automatic responding behavior and take the time for think before you act!

"John is mad at me" is a thought; "John slammed his fist down on the table" is a behavior. ***Thinking is subjective or private (no one can tell what your thoughts are unless you tell them; behavior is objective or public--it is in the open and everyone can see it)***. We can all see and agree that John slammed his fist on the table. Only John can tell us if he is angry or if he has some other feeling.

FEELINGS

These are emotions or emotional states. Feelings are also PRIVATE events. You do not know what people are feeling unless they tell you. For example, people may cry when very sad or also when very happy. Unless you know what was happening, you cannot tell what the feeling is. While feelings lead to certain behaviors, which you can see, you don't know what the real feeling behind the behavior is until someone tells you. Words that describe feelings include the four general feelings: mad, sad, glad, scared. (from the feeling cloverleaf, which will be de-

scribed later). As you become more skilled in labeling your feelings, other feelings are easy to point out: anxious, envious, nervous, overwhelmed, etc.

It is important that you don't guess at what other people feel based just on what you see (their behavior). You can only know the other's feelings when he/she tells you!

BEHAVIOR
This is what people SAY OUT LOUD or DO. These are PUBLIC events, which everyone can see or hear. ***Behaviors are actions, acts, and involve doing something.*** Making an ugly face, pushing a chair, scratching my head, snoring, talking, fighting, yelling, are all behaviors. These are "OBJECTIVE" in that we can all agree when a behavior occurs.

All of the behaviors we engage in have consequences. In the end, these help you to make change in your behavior which can help to change your outcomes. Look at this table below:

Inappropriate Behavior Done in the Past	Things that happened to you as a consequence	What you could have done differently
1. Skipped school	Lost freedom, trust, failed math test	Gone to school in the first place
2. Used profanity at a teacher	Lost freedom and trust; suspended from school; other kids think I don't know how to behave	Asked to take a break, explained that I was angry and frustrated without using curse words
3. Got into a fight in school	Suspended from school; lost some friends	Found a way to handle my anger without hitting someone
4. Stole something from a store	Lost trust and respect, had to pay back for the item anyway	Found a responsible way to earn money; determined if I just wanted it or really needed it.
5. Skipped basketball practice	Kicked off team, lost respect of team mates and parents	Set priorities and go to practice

Can you do a similar table for behavior in your life?

Inappropriate Behavior Done in the Past	Things that happened to you as a consequence	What you could have done differently
1.		
2.		
3.		

Thinking Report

FACTS AND EVENTS
This is what started the whole thing! This is a statement of ***what you saw and experienced***. ***This is not an "objective" statement. It is personal and subjective.*** The Thinking Report can focus on something that happened to you here, on something that happened in your past life, or can even be a reaction (feeling) to something that happened in the past. For example, you may get a feeling of guilt over something, and this becomes the fact and events that triggers certain thinking, new feelings, and behaviors.

Events can be *external*, such as the behaviors of other people ("He laughed at me"), things in the physical environment (the air conditioning is off and it is 100 degrees in here"; or *internal* ("I have a bad pain in my stomach"; "I am just sitting around here feeling bored"; "I was thinking of my father's illness")

It is important to find the very first event . Avoid picking your "consequences" as situations (e.g. "suspension", "mom mad at me"). Instead, find the real "activating" event. You need to ask "What started this whole thing?" Events can be past, present or future. Using past events that were problematic or high risk for inappropriate behavior, you can project situations into the future, identify what may be irrational behavior and then project changes in thinking.

Make sure that your thinking, feelings, resulting behaviors don't get mixed into the Facts and Event ("He laughed at me, made me mad and I punched him out" would be putting all of these together, where "He laughed at me" is the real fact and event).

SELF-TALK
Self talk should not focus on just the "venting" or "initial thoughts of frustration and anger". Look for thoughts that really drove you to the behavior that happened. Certain wording is a tip-off that the thinking is irrational: ***All, Every, Each, Always; No one, Never, None; Should, Have To, Must, Can't, Would.***

SHOULDS, MUSTS, OUGHTS in your thinking make unrealistic demands on people or situations ("Everyone must always respect me!)". ***EVALUATION-OF-YOUR-WORTH STATEMENTS*** in your thinking, in which you say you have to do well and win approval or else you are useless ("If she doesn't want to go out with me, I am just a jerk."). ***NEEDS CONFUSED WITH WANTS*** cause trouble in thinking also*.*

 SAFER is useful to help clarify wants vs. needs.   Needs are essential for life; wants are ways of getting our needs which may be appropriate and useful or irrational an unobtainable. If our wants are unrealistic we will always be unhappy, and probably help others be unhappy also!
Let's review SAFER here:

S	Shelter	I need a roof over my head and my body clothed; Do I need a mansion? Do I need the latest room decoration? Do I need the latest shirt, blouse or jean? Nikes for $130? Corvette?
A	Air	I need to breathe; Does smoking cigarettes or not getting enough exercise help me to breathe?
F	Food	I need to eat; Do high fat/high sugar foods help my body? Does expensive fast food help my budget?
E	Elimination	I need to get rid of bodily wastes; Do I help my body by living healthy? By exercising?
R	Relation-ships	I need to know that someone cares about me and that I care about others; Do I have a jealous hold on my boyfriend/girlfriend? Am I trying to control relationships or be controlled by others? Do I do things even though I will get nothing in return, or is it "tit for tat?"

HOT THOUGHTS
Review each thought (self-talk). Make sure all thoughts have been identified. Some of these will stand out as contributing to the final inappropriate behavior more than others. ***THESE ARE HOT THOUGHTS.*** These hot thoughts, which will help the individual get to his/her *core beliefs*, include:

Is there self-talk (thoughts, beliefs, attitudes) that ***says it's ok to commit a crime or hurt someone*** else (e.g. self talk that comes from core beliefs which include: "I am a victim"; "No one can be unfair to me"; "I deserve to get or be what I want")

Is there self-talk that *rationalizes* (make sense inappropriate behavior) (e.g. "Everyone does it"; "It doesn't hurt anyone"; "If I don't do this, someone else will"; "He/she needs to learn a lesson"; "If I don't use violence, people will abuse, control or disrespect me"; I have to do something to take control of the situation.)

Is there self-talk that focuses on or builds up ***feelings of humiliation, of being disrespected, or of being controlled***. (e.g., "I can't stand being humiliated like this and feeling powerless about it")

Is there self-talk that cuts off the effort to be responsible and *gives permission* to do a criminal act or inappropriate behavior (e.g., "I've had enough of all this"; "What do they expect? I can only take so much?")

Does the behavior or what you did, *make you feel real good*? What kinds of thoughts, beliefs or attitudes help interpret the particular behavior in this way? ("All right! I showed him a thing or two! It was good to see him in pain!"; "No one should have to feel so bad, I need to hit someone right now")

Is there self-talk that *narrows your range of options*? (e.g. "I have no other choice"; "I can't let this happen"; "There is nothing else I can do"; "I'm trapped")

Is there self-talk that *makes someone to be less than human, or discounts and devalues* the other person? These are statements that are insulting, involve profanity, cursing, etc. ("You are useless"; "You suck!"; "That witch is out to get me. She doesn't care!")

Are there one or more "core" beliefs that *drives or supports the engaging in crime or other inappropriate behavior*? (e.g. "I have a right to always do what I want"; No one can ever tell me what do to"; "Women need to be kept in their place")

FEELINGS
Feelings need to be written in "I" statements: "I was very angry" not "He made me angry". *YOU ARE THE SOURCE OF YOUR FEELINGS!* Feelings come from your thinking or how you see a situation; soooo…. YOU need to take ownership of them! No one can "make you mad"; you choose to be "mad" because of how you see the situation. Sometimes, it is hard to really pin-point the feelings you have. One way to start is to use the "Feeling Cloverleaf".

Feelings DO NOT always have to be "positive". Life is not a happy "bowl of cherries". The result of using this thinking process is not that we are "happy" or "calm" or "chilled out". Some "negative" emotions are quite healthy. You cannot grow as a person unless you allow yourself to feel *healthy negative* emotions. It is not healthy nor realistic to think that you should never be sad, disappointed, angry or concerned.

These healthy negative feelings can serve as strong motivators. For example, if you have some **REASONABLE** expectations about a situation, and they are not met, **HEALTHY** anger pushes you to make changes in order to make the situation better. Seeing someone else succeed in something can get you going to succeed in your goals also. Seeing an injustice in society can lead to anger which enables you to work for justice. For example, frustration is a normal, ok feeling. Aggressive hostility and acting out are not. Can you explain the differences between the healthy and unhealthy negative feelings below?

HEALTHY NEGATIVE FEELINGS	UNHEALTHY NEGATIVE FEELINGS
Concern	Anxiety
Sadness	Depression
Remorse	Guilt
Sorrow	Hurt
Disappointment	Shame
Anger	Aggression
Commitment	Jealousy
Desire	Envy

This chart shows how certain thinking can lead to either HEALTHY or UNHEALTHY negative feelings about the same situation!

HOW IRRATIONAL BELIEFS LEAD TO UNHEALTHY NEGATIVE EMOTIONS

SITUATION	THOUGHTS/BELIEFS	TYPE OF BELIEF/ FEELING	FEELING	BEHAVIORS
Threat or danger to oneself, fear of outcomes	It's the end of the world; I can't deal with it.	Irrational/ Unhealthy	Anxiety	Withdraw physically or mentally, tranquilize feelings, seek reassurance
	This is going to be tough, but I can deal with it; I am not sure what will happen, but I will do ok.	Rational/ Healthy	Concern	Faces up to threat and deal constructively with it
Loss of any kind	Everything is bad; the future will get worse; it is just one more failure	Irrational/ Unhealthy	Depression	Withdraw into self, become self-destructive
	There are good points and bad points to what happened; things will get better in the future; it is not the end.	Rational/ Healthy	Sadness	Express feeling about loss; re-engage positive situations and people
Frustration, threat to self-esteem, fail to live up to self or other's standards	The guy was out for me; I was right; he/she wrong; I will take revenge	Irrational/ Unhealthy	Aggression	Attack the other physically or verbally, displace anger to other person, animal or object, recruit allies against the other
	He/she not out to get me, neither of us is completely right or completely wrong, can see his/her point of view	Rational/ Healthy	Anger	Assert one's ideas, express feeling appropriately, request but not demand the other to change his/her behavior
Violation of moral code, failure to live up to expectations, other experienced hurt	I am totally responsible, only takes "one to tango", I will never be forgiven, they will get even with me	Irrational/ Unhealthy	Guilt	Escape from guilt in self-defeating ways, beg forgiveness, promise to "always do right", make excuses, punish one self
	What happened took place in a context of others; I take responsibility for my part; no one will "get even" with me	Rational/ Healthy	Remorse	Face up to the pain of doing something wrong or hurting someone, ask but not beg forgiveness, understand the beliefs for the wrongdoing, make appropriate amends, avoid making excuses.
Something shameful has been revealed about self; other appear to look down at me	It's all over for me; everyone hates me, they will remember this forever; it is the worst thing they could find out	Irrational/ Unhealthy	Shame	Isolate self, save face by attacking others; ignore attempts by others to restore relationships
	I feel ok about myself; it won't make that much difference, it won't last forever	Rational/ Healthy	Disappointment	Continue in relationship with others, respond to attempts by others to restore relationship
Being treated badly by someone else	He/she is unfair and uncaring; no one understands me; this always happens—they hurt me; he/she has to fix this	Irrational/ Unhealthy	Hurt	Shut down communication with others, criticize the other person without disclosing hurt
	He/she acted inappropriately; this is just one incident; everyone can do something wrong once in a while	Rational/ Healthy	Sorrow	State my feelings directly; help the other person act appropriately and take responsibility
Someone is threatening my relationship to my partner	Someone is always after my girlfriend; she is talking to that guy over there because she likes him more than me; she is all mine	Irrational/ Unhealthy	Jealousy	Need constant reassurance that he is loved; has to monitor all actions and feelings of partner; always searching for evidence that partner is cheating
	My partner can talk to other people; she can find others attractive also and this will not hurt our relationship	Rational/ Healthy	Commitment	Allow partner to express love but not needing constant reassurance; partner has freedom from constant monitoring; does not set up "tests" for partner
Someone else possesses and enjoys something good that I don't have	It's not valuable; I can live without it (yeah, right); How can I get this for myself at any cost? How can I get it from him/her?	Irrational/ Unhealthy	Envy	Put down the person who has the desired item; put down the item; take away or break the item
	Admit I like the object; thinks about appropriate ways to obtain the desired possession; can allow the other person to enjoy it without putting down person or object	Rational/ Healthy	Desire	Obtain the desired possession in an appropriate way if it is truly what one wants

Adapted from: Dryden, W. (1999). *Rational Emotive Behavior Therapy: A Training Manual*. New York, NY: Springer Publishing Company.

BEHAVIOR
This is what people SAY OUT LOUD or DO. These are PUBLIC events, which everyone can see or hear. *Behaviors are actions and involve doing something.* Making an face, pushing a chair, scratching my head, snoring, talking, fighting, yelling, hitting, running away, crying, punching, writing something down, calling someone, talking to someone are all behaviors. These are "OBJECTIVE" in that we can all agree when a behavior occurs.

IRRATIONAL THINKING!

CONSEQUENCES
Consequences are what happens to you and to others as the result of your feelings/behavior in a given situation. They are OUTCOMES. These include feelings you have like disappointment and anger at yourself, loss of rewards, earning punishments, hurting others who love you.

It is important to make sure all consequences are identified, and not just the most immediate one (e.g. "my teacher put me in time out") Consequences are not just immediate, but are often long term (e.g. losing one's trust of peers and staff, others' perceptions of the individual). These can be physical (bloody knuckles, sick from running), physical and, emotional effects on others, long term consequences on yourself and others. Consequences affect both you **AND** others.

Make sure you list as many "consequences" as you can think of. Consequences from a behavior "ripple out" like the circles in the water when you throw a rock into the pond.   Think of consequences that would occur in other situations.
What if you did that behavior in school? At a job? With your girlfriend/boyfriend? Your mom and dad?

UNDERLYING CORE BELIEFS
Our core beliefs are like our game book for life. If you ever played on a sports team, you used a playbook which told the team what to do and when to do it. Our core beliefs are like the playbook, but for our lives, and help us interpret what happens to us, what other people say to us, and what we are to do in response to all of this. The most important source of our core beliefs is our self-talk or what we say to ourselves when something happens to us. We may have several hundred beliefs in our belief system. Some of these are not important and are not really core beliefs. You may believe that "Fords are ugly" or "I would never drive an Audi TT sports car". These beliefs have little impact on our long term goals or the world and people around us.

On the other hand, if you have a belief that says "Everyone is always out for him or herself", then if someone does something good for you, you will think that this person is just trying to use you or has some hidden purpose. This is a core belief: an important statement about how you see people and the world around you. Core beliefs are those beliefs that guide your relationships with other people, with yourself, and your future..

Core beliefs that are helpful to you getting your goals met are *HELPFUL* and *RATIONAL* core beliefs. Some examples of these are:

"Most people always try to do their best."
"Some times I succeed, and sometimes I fail, but I am ok all the time."
"Sharing my feelings to another person can be risky, but it is worth the chance."
"With some things it is better to just let go, and focus on the important things."
"Things are right and wrong, and I try to do the right thing, as best I can."
"Some people will do dumb things, but that is their problem, not mine."

These are *NOT HELPFUL* and *IRRATIONAL* core beliefs:

- ✓ "It's awful if others don't like me."
- ✓ "I'm bad if I make a mistake."
- ✓ "Everything should go my way; I should always get what I want."
- ✓ "Things should come easily to me."
- ✓ "The world should be fair; bad people must be punished."
- ✓ "I shouldn't show my feelings."
- ✓ "Adults should be perfect."

- ✓ "There's only one right answer."
- ✓ "I must win."
- ✓ "I shouldn't have to wait for something."
- ✓ "It would be awful if my peers didn't like me."
- ✓ "I can't be a 'social loser'."
- ✓ "It's my parents' fault that I'm in trouble."
- ✓ "I can't help it; that's the way I am, and I will always be this way."
- ✓ "The world should be fair."
- ✓ "It's awful when things just don't go my way."
- ✓ "It's better to avoid challenges than to risk failure."
- ✓ "I can't stand to be criticized."
- ✓ "It's always somebody else's fault."
- ✓ "Everyone else should always be responsible."

CAMERA CHECK

The purpose of the camera check is to get a more "objective" and thus "rational" view of what happened. The writing here should reflect what a "video camera" would have seen and heard . This is different from the "Facts and Events" which are written from your viewpoint only. This section is very important. Irrational thinking often results from very narrow and rigid views of situations. Since this is an *"objective"* view, it involves only behavior, not what we think were the person's reasons for doing or saying what they did . For example, "He dissed me!" is not appropriate. "He looked at me and laughed when I told him he did not do his homework correctly" is a camera view of the same situation. The information should be as specific as possible, and include as much about the situation as a camera would see.

RATIONAL CHALLENGE OF HOT THOUGHTS

This is one of the most crucial parts of the thinking report. Here is where your initial thinking is challenged for rationality. When doing this section, you should check which ones of the six major irrational beliefs are characterized by the irrational self-talk. These include ***NAMBY-PAMBY*** (I can't stand it anymore); ***FAIRY TALE*** ("Things should be different"); ***I STINK*** ("I'm no good"); ***YOU STINK*** ("He's no good"); ***DOOMSDAY*** ("It's terrible; we're doomed"); ***ROBOT*** ("He/she made me do it")

The acronym (set of letters that sound like a work) **"AFROG"** is used to test for rationality. *A thought or belief needs to be tested by a minimum of 3 AFROG statements to be considered rational.* In the table below is a clear explanation of AFROG criteria:

AFROG STATEMENTS	MEANING
A (Alive): Does my self-talk keep me alive?	Will this thinking protect my life and health? Is my physical well being going to better with this kind of thinking and the resulting feelings and behavior?
F (Feelings): Does my self-talk help me feel better?	Are the feelings that result from my self-talk healthy or unhealthy? Is this the way I want to feel most of the time? Some feelings like aggressive anger pump strong chemical throughout the body. Is that what I want?
R (Reality): Is my self-talk real?	Is my thinking based on fact and reality, or my own perceptions and fantasy? Did I see the situation objectively and logically, or did I really put a strange, personal interpretation on it? Did I act on judgments about others rather than their actual behaviors? Did I presume reasons for others' behavior rather than checking them out first? Can I find objective evidence to support my self-talk or how I saw the situation? Is there a big difference between my "situation" and the "camera check?"
O (Others): Does my self talk help me get along with others?	Will my self talk help to avoid unnecessary conflict with others? Will others trust me and respect me in the future with this self-talk? Does my self talk result in others feeling hurt, rejected?
G (Goals): Does my self-talk help me reach my goals?	Do I have goals that are positive, success oriented, and do not hurt others? Will my self-talk help me reach my immediate goals (today, this week, this month)? Will my self-talk help me reach my long term goals (in six months, in a year, in 5 years)? Will my self-talk help me get the things which are important to me, which are positive and not hurtful to myself and others?

RATIONAL ALTERNATIVE TO HOT THOUGHTS

These new thoughts should not just be created by just changing one word in the self talk; it is more helpful to create new self-talk that reflects changes in **core beliefs.** The new self talk should not be judgmental about others; it should be realistic. Liking someone may not be realistic, as our likes/dislikes are fairly complicated. Being respectful and cooperative to someone does not require liking. So the rational thinking needs to be realistic, not some wishful make believe.

You need to know that it can be difficult in letting go of your irrational self-talk and beliefs; new rational thinking may be, initially, a "difficult" fit. One can look at the six major irrational ideas and see if the ones reflective of the original irrational self-talk have been address by the new rational self talk. These include: *NAMBY-PAMBY* (I can't take this anymore; I can't handle this"); *FAIRY-TALE* ("Things should be different", "Why does this happen to me?"); *DOOMS-DAY* ("We're doomed"; "I can never change;" "Life will always suck"); *I STINK* ("I'm no good", "I have no confidence", "I'm a loser"); *YOU STINK* ("You're no good"); *ROBOT* ("He/she made me do it"; "I picked up the rope")

New thinking should reflect the following:

FLEXIBILITY: Phrase self talk with wishes, wants, and desires ("I'd like to..") instead of irrational demands, like musts, shoulds, oughts ("I have to…, they must…")

BE REAL. Do a realistic view of a bad situation ("It's not the best"; "It's unfortunate, but I can work with it") rather than **"awfulizing"** the situation ("It's awful, terrible, horrible; I can't go on")

PUT UP WITH IT. Aim for increased frustration tolerance ("I can deal with it") rather than low frustration tolerance ("I can't stand it";" I can't take it")

ACCEPT YOURSELF AND OTHERS. Accepting self and others (We are fallible but valuable, no one's perfect; "You must have had a bad day…") rather than discounting others ("I/you are totally bad, worthless, unworthy"; "You always hate me")

NEW CORE BELIEFS
These questions can help you with this section
- What new core beliefs would be more rational and get more success in the future?
- If I want more successful outcomes, what changes should I make in my "playbook"?
- What new ways of looking at what happens to me would be more useful? Which get me into trouble?
- How can new core beliefs help me do better in other situations?

MORE HEALTHY FEELINGS IN THE FUTURE

Remember:
HOW WE THINK DIRECTLY LEADS TO HOW WE FEEL.
IF WE CHANGE THE THINKING, WE CAN CHANGE THE FEELINGS, BEHAVIORS AND OUT-COMES!

New, rational self-talk should lead to feelings which are *quite different* from those that occur after irrational self-talk.   Feelings here should be what you would like to feel in future situations if you use rational thinking. The new feelings should be *positive feelings* or *healthy negative feelings*. They should not be something that cannot be done (e.g. "fairy tale") like "I will always be calm and happy".   Instead, how about "I will be frustrated but can manage it".

MORE APPROPRIATE BEHAVIOR IN THE FUTURE

New self-talk which leads to different feelings will produce new behavior. Remember:

IF YOU THINK DIFFERENTLY ABOUT A SITUATION,
YOU WILL FEEL DIFFERENTLY,
AND YOU WILL ACT DIFFERENTLY.

MORE SUCCESSFUL CONSEQUENCES IN THE FUTURE

If thinking, feeling, and behavior change, what should happen to you that is different from what happened in the past, or is happening now?

This section can provide reasons for making change by providing a concrete goal or some relief from problem patterns of the past and present.

What are new rewards or ways of eliminating unpleasant consequences? How will others look at you differently? How will you look at YOURSELF differently, by thinking and acting different? Will you be more confident, more positive about yourself?

PATTERNS

If you look at yourself and your problem behaviors, you will probably find that your problem behavior does not occur in isolation; often there are consistent problem patterns that have developed. These situations, which consistently lead to thinking, feelings and behavior that does not work, are **HIGH RISK**. Identifying these situations can help in the search for core beliefs which are causing problems in several areas of your life.

STOP-LOOK-LISTEN

By doing Thinking Reports, you can identify "high risk" situations, where there is automatic thinking and behavior that leads to long-term negative outcomes. This is where the **"STOP-LOOK-LISTEN"** -comes into play! By looking at your self-talk, you can interrupt the irrational sequence (sequence means a step-by-step pattern) and move to rational thinking!

If you are going to experience better consequences, you need to be able to intervene when a risky situation or target problem occurs. What kinds of things can the person use to stop and re-do his/her thinking before it leads to trouble? Things to say, or things to do?

- ⓘ What are the warning signs that signals trouble lies ahead?
- ⓘ How can one monitor his/her thinking and feeling so that he/she is in control?
- ⓘ How can one talk him/herself into new feelings and behavior in the future?
- ⓘ Change requires practice: patterns of many years don't change overnight; What can one do to practice making these changes right now?

TARGETED THINKING REPORT

TARGET PROBLEM

This is the pattern of situations which lead to a set of self-talk, feelings and behavior which does not help you reach your long term goals, and often "gets you into trouble." These are "high risk", "red flag" or "trigger" situations. These can be a consistent problem at home with your family, at school or in the community.

WHEN DOES THIS PATTERN COME UP IN YOUR LIFE AND WHAT HAPPENS?

Look beyond the detention center and draw connections with life outside of school. Go beyond a single thinking report or single event, see the bigger picture and look for consistent patterns. Has this pattern of thinking and behavior got you the goals you want? What happens as a result of this thinking? Does the pattern set you up for trouble? What kind of trouble?

TARGETED THINKING

What kinds of self-talk goes through your head when the target problem situation occurs. Focus on **"Hot Thoughts",** or those thoughts that really drive the feelings and behavior. "Hot thoughts" include the following:

- **JUSTIFY**--Thinking that justifies hurting someone, like feeling you're really the victim, you've been treated unfairly. ("What goes around is going to come around to you!")
- **RATIONALIZE**--Thinking that rationalizes hurting others ("Everyone does it"; "It doesn't hurt anyone"; "He needed to be taught a lesson;" "It's the only way I'll get respect.")
- **GET EVEN**--Thinking that focuses on or builds up feelings of humiliation, disrespect or being controlled, powerlessness [violence often stems (stems means comes from) from feelings of powerlessness and humiliation]. ("Everybody thinks they can run my life; I don't think so. I have had it.")
- **LEAVE THE SCENE**--Thinking that "cuts off" any chance of being responsible ("I've had enough.")
- **GOOD TIMES ROLL**--Thinking that interprets inappropriate behavior as "feeling good."
- **NO WAY OUT**--Thinking that narrows the range of options ("I have no choice;" "This can't happen to me.")

- **THEY SUCK**--Thinking that dehumanizes (dehumanizes: treat someone as less than a human being), discounts or devalues (devalues means thinking the person is worth nothing or has nothing of worth to say) the victim of the behavior. ("They're jerks: they deserve it!")
- **I'M #1**--Thinking that expresses attitudes and beliefs supportive of antisocial (antisocial means behavior which is totally self centered without regard to others, society, etc.) conduct. ("No one can tell me what to do;" "Women need to be kept in their place;" "All teachers suck.")

UNDERLYING CORE BELIEFS

There are many irrational core beliefs that children have. Core beliefs are basic stances (stance means how I look at something) , attitudes, expectations we have about ourselves and world around us. These core beliefs find their expression the self-talk that occurs in response to a situation. Some examples of irrational core beliefs include:

1. "It's awful if others don't like me"
2. "I'm bad if I make a mistake"
3. "Everything should go my way; I should always get what I want"
4. "Things should come easily to me"
5. "The world should be fair; bad people must be punished"
6. "I shouldn't show my feelings"
7. "Adults should be perfect"
8. "There's only one right answer"
9. "I must win"
10. "I shouldn't have to wait for something"
11. "It would be awful if my peers didn't like me"
12. "I can't lose face in front of my friends"
13. "It's my parents' fault that I'm in trouble"
14. "I can't help it; that's the way I am, and I will always be this way"
15. "It's awful when things just don't go my way"
16. "It's better to avoid challenges than to risk failure"
17. "I can't stand to be criticized"
18. "It's always somebody else's fault"
19. "Everyone else should always be responsible"
20. "Change is bad, why do I have to change?"
21. "If I tell people how I feel, they will see me as weak"
22. "It's just hurting me, not anyone else, so what does it matter?

Identify one to three major core beliefs that are reflected in the self-talk that consistently (consistently means happens most of the time) accompanies the problem situations.

DISTORTIONS/IRRATIONALITIES OF MY SELF TALK

You can use AFROG, The Six Irrational Ideas, SAFER or anything else to determine the distortions or irrationalities. In addition, watch out for :

IRRATIONAL WORDS--Certain wording is a tip-off that the thinking is irrational: *All, Every, Each, Always; No one, Never, None; Should, Have To, Must, Can't, Would.*

IRRATIONAL THOUGHTS--Certain forms of thinking can also show irrationality: *SHOULDS, MUSTS, OUGHTS*: unrealistic demands on people or situations; *EVALUATION OF PERSONAL WORTH*: having to do well and win approval to consider myself worthwhile; *NEED STATEMENTS*: what I think I need (but actually is a WANT) to have to be comfortable and free of frustration.

SAFER is useful to help clarify (clarify means making something clear) wants vs. needs. Needs are essential for life; wants are ways of getting our needs which may be appropriate and useful or irrational and impossible to get. If our wants are unrealistic we will always be unhappy, and probably help others be unhappy also!
- ☑ **Shelter**: I need a roof over my head and my body clothed;
- ☑ **Air:** I need to breathe; ?
- ☑ **Food:** I need to eat;
- ☑ **Elimination:** I need to get rid of bodily wastes;
- ☑ **Relationships:** I need to know that someone cares about me and that I care about others;

WHAT NEW CORE BELIEF OR ATTITUDE WOULD WORK BETTER FOR YOU?

What new beliefs about yourself, others, the world, would support new, positive and alternative thinking to your target thinking? What new attitudes would help me to reach my goals? What "risks" would be reduced?
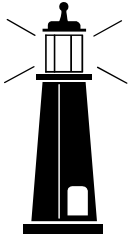
PATTERNS
What always happens when you think this way (using the target thinking). The outcomes should not be just immediate, but include long term effects. Use the "ripple chart" method: effects of thinking-behavior-feelings on self, future, family, friends, community, world.

HOW CAN YOU SEE THE TARGET PROBLEM COMING?
There are many risk factors that can pop in one's "radar". You need to start monitoring (monitoring means watching what is happening) your life and not simply be on "automatic pilot." Certain people, certain things that are said, certain things that are done, can be a trigger to the target thinking. How can you see a problem situation coming?

WHAT CAN YOU TELL YOURSELF (SELF-TALK) AND DO WHEN THE TARGET SITUATION HAPPENS?
Here are some ways to shift from auto-pilot to full control. Some useful thoughts include:

- **MY PART**—finding one part of the situation that you are responsible for. Tell yourself in words that you are responsible for this part of the situation. Don't put all the blame on someone else.
- **THEIR SHOES**—Imagine what the other person is thinking. Tell yourself "he/she is probably thinking…" , and fill in the blanks.
- **RESPECT**—If you are putting someone down, find a thought about them that makes them "valuable." Say this to yourself in words. Say something about them that you can respect.
- **CONSEQUENCES**—As you hear the self-talk start to play, identify and imagine a very negative consequence that has occurred in the past, and use this to motivate yourself.
- **NEW PERSON**—remind yourself of the new, changed person you want to become. Tell yourself in words how you want to be in situations like this one.
- **DECENT FEELINGS**—Train yourself to notice the good feelings toward others you may often ignore. Tell yourself in words one positive feeling you have toward this person or situation.

Some things you can do:
- *Get support or outside help: tell someone else what you are experiencing*
- *Distract yourself: do something unrelated to the current situation*
- *Leave or change the situation*
- *Take deep breaths (in through your nose, out through your mouth) to relax yourself*

Some things you can think:
- *Use imagery (e.g. visualize the craving or temptation as a wave that rises and falls, and you are riding it out)*
- *Listen to what you are saying to yourself.*
- *Use positive self-statements such as "I can cope with it. I can do it."*
- *Use thought stopping (picture a big STOP sign in your head)*
- *Think of the negative consequences of using the same old thinking*
- *Think of the benefits of making good choices and being in control of yourself, and the good things that can result*
- *Identify self-talk that you can you use to "talk yourself" into doing the right thing.*

Learn to relax:

- *Focus On Your Body*
    - Slowly scan your body, tighten and the and then relax each of your muscles, starting with your feet and moving slowly up to your face muscles
    - Tell yourself to let go of the tension as you focus on each area of your body
    - When you have finished, think of yourself as relaxed and comfortable

- *Focus On Your Breathing*
  - o Breathe out through your mouth
  - o Breathe in slowly—feel it all the way down into your abdomen as your lungs fill up with air
  - o Breathe out slowly through your mouth, feeling your abdomen deflating like a balloon.
  - o Try this with your hand on your upper abdomen to be more aware of your breathing

- *Focus On Images*
  - o Picture a calm, peaceful scene
  - o Imagine yourself sitting or lying on a beach feeling the warmth of the sun, in a forest, a place with a gentle breeze, watching clouds pass in the sky.
  - o Think of yourself as completely relaxed and enjoy the sensation

- *Do Some Other Things:*
  - o Say the word "relax" or "calm" to yourself as you breathe out; or count 1-2-3 to yourself as you slowly breathe out.
  - o Stretch
  - o Tense your muscles, then let go (e.g. shrug your shoulders up hold for a few seconds, then let go and notice the difference)
  - o Remember a time you felt relaxed and recall the feeling

Try some new beliefs:
- Everyone can have a bad day now and then
- Some people will never like or respect me and that's ok
- It's ok to be vulnerable and share my feelings
- The world is not always fair; need to use stage 4 decision making on occasion
- Everyone is basically good and trying to make it as best they can
- We all make mistakes; that does not make you bad! (to **MAKE** a mistake does not mean you **ARE** a mistake!)

HOW CAN YOU PRACTICE USING NEW SELF-TALK AND NEW BELIEFS?
What do you have to watch out for in the immediate future? How can you experiment with this new way of looking at things? How can you practice this so that you can really make a lasting change? How can others be helpful to this process? Who could these helpful people be? What is your plan to keep the changes going after you leave here?

SCOPE OF CONSEQUENCES WORKSHEET

The *Scope of Consequences Worksheet* let you look at a target behavior or pattern of thinking which has caused problems and will likely to continue to cause problems for you in the future. Along the far left column are various things in your life which have been, continue to be, and will likely be affected in the future by the inappropriate behavior and irrational thinking. Fill in the table with the consequences of your thinking and behavior, past , present and future (if the behavior/thinking is not changed). By seeing what may happen to you if you do not change, you may find some motivation to change your thinking and thus your behavior!

A. FACTS AND EVENTS *(Situation as you saw it; what happened before you felt or did anything)*

B2. HOT THOUGHTS. *Go back to B1 and circle or underline the hot thoughts.* *(2 or 3 thoughts that really pushed the feelings/behavior, and that will help you understand the underlying core beliefs)*

C1. FEELINGS *(What did you feel? Use "I" statements!)*

B1. SELF-TALK *(All the thoughts/thinking that went through your head right after the situation; don't focus on just the initial thoughts that include a lot of "venting" but look for thoughts that really empowered or drove the feelings and behavior that followed; list at least 5)*

C2. BEHAVIOR *(What did you do?)*

C3. CONSEQUENCES *(What happened to you? To Others? What did others do? How did they feel? How do you think they saw you? What happened in the past when you did this behavior? What may happen in the future if you continue to do this?)*

C4. UNDERLYING CORE BELIEFS *(These are basic ways of looking at what happens around you, your "game book" for life, your expectations, how you think you and other people should act)*

D1. CAMERA CHECK OF "A" *(What is the objective (rational/non-emotional) view of the situation? What would a video camera have seen and heard?)*

D2. RATIONAL CHALLENGE OF "B2" OR "HOT THOUGHTS" *(Use **AFROG** to check to see if your hot thoughts are rational, and select the general category of irrational thinking))*

A-*Does my self talk help keep me **ALIVE** and healthy?*
F-*Does my self talk help me **FEEL** better and have healthy feelings?*
R-*Is my self talk **REAL**, based on reality and FACT?*
O-*Does my self talk help me get along with **OTHERS**?*
G-*Does my self talk help me reach my **GOALS**?*

#1—**Alive** Y N   **Feel** Y N   **Real** Y N   **Others** Y N   **Goals** Y   N

#2—**Alive** Y N   **Feel** Y N   **Real** Y N   **Others** Y N   **Goals** Y   N

#3—**Alive** Y N   **Feel** Y N   **Real** Y N   **Others** Y N   **Goals** Y   N

Which irrational thinking category do your hot thoughts represent?

Namby-pamby   Doomsday   Fairy Tale   I stink   You stink   Robot

D3. RATIONAL ALTERNATIVE TO "B2" OR "HOT THOUGHTS" *(What are self-talk alternatives that are more rational and would lead to better consequences? In what way can you think differently about the situation?)*

D4. NEW CORE BELIEFS *(What new core beliefs would be more rational and get you more success in the future?)*

E1.MORE HEALTHY FEELINGS IN THE FUTURE *(What would your feelings be if you changed to more rational self-talk and core beliefs?)*

E2. MORE APPROPRIATE BEHAVIOR IN THE FUTURE *(What would you do in the future, with different thinking and feeling?)*

E3. MORE SUCCESSFUL CONSEQUENCES THE FUTURE *(What would happen to you? To others? What would others do? How would they feel? How would they see you? What happen in the future if you do not change your thinking and behavior?)*

E4. PATTERNS *(When does this irrational thinking and inappropriate behavior occur? What situations like this are risky for you (lead to this thinking, behavior and consequences)?)*

E5. STOP-LOOK-LISTEN *(How can you see this kind of situation coming? What are the warning signs? How can you talk yourself into doing something different in the future? What can you do differently right now? What can you do differently in the next few days to try this out?)* 46

SCOPE OF CONSEQUENCES WORKSHEET   Name:_____   Date:_____

Target Behavior/ Pattern of Thinking	

	PAST	PRESENT	FUTURE
Family			
Friends			
Legal			
School			
Job			
Health			
Money			

OLD TARGET BEHAVIOR	*NEW TARGET BEHAVIOR*
OLD THINKING/SELF TALK WHICH SUPPORTS THE OLD BEHAVIOR	*NEW THINKING/SELF TALK WHICH SUPPORTS THE NEW BEHAVIOR*
.	
OLD ATTITUDES/CORE BELIEFS/EXPECTATIONS/ MINDSETS THAT SUPPORT THE OLD THINKING/ SELF TALK	*NEW ATTITUDES/CORE BELIEFS/EXPECTATIONS/ MINDSETS THAT SUPPORT THE NEW THINKING/SELF TALK*

A. TARGET PROBLEM *(Pattern of similar situations which lead to consistent self talk, feelings and behavior that does not help you reach positive long term goals)*	**F. WHAT NEW CORE BELIEF OR ATTITUDE WOULD WORK BETTER FOR YOU?** *(Is there a different way of looking at things that would get you healthier feelings, more appropriate behavior and successful consequences?)*
B. WHEN DOES OR HAS THIS PATTERN COME UP IN YOUR LIFE AND WHAT HAPPENS? *(Where has this happened before? Has your thinking and behavior worked for you? How is it a source of risk for trouble to you?)*	**G. PATTERNS** *(When do you end up thinking and acting this way? What usually happens to you? To Others? Immediately? Long Term?)* *When people look at me or say things to me, or don't think I am super cool.*
C. TARGETED THINKING *(Usual self-talk in the problem situation)*	**H. HOW CAN YOU SEE THE TARGET PROBLEM COMING?** *(Places? Persons? Things? Other person's words? Other person's behavior?*
D. UNDERLYING CORE BELIEFS *(Beliefs and attitudes that are part of your "rule book" for life; expectations of yourself and how you react to others and how others are supposed to act to you)*	**I. WHAT CAN YOU TELL YOURSELF (SELF-TALK) AND DO WHEN THE TARGET SITUATION HAPPENS?** *(What could be some "new" self talk that would get you different feelings and behavior? What are some things you can DO?)*
E. DISTORTIONS/IRRATIONALITIES OF YOUR SELF-TALK AND BELIEFS *(What is unrealistic or irrational about your self talk or core beliefs? How is your interpretation of "reality" different from what someone more "objective and neutral" would see?*	**J. HOW CAN YOU PRACTICE USING NEW SELF-TALK AND NEW BELIEFS?** *(How can I talk myself into doing something different in the future? What can I do now or in the in the next few days to try this out? What can I do when I leave here?)*

The following references were utilized in the creation and editing of the cognitive behavioral section of this manual. For further information on enacting any of the programmatic exercises that are presented please contact our office or you may explore these references to gain additional insight.

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Self-Contained Behavioral Support Classrooms

The self-contained behavioral support programs are within York County School Division's continuum of services for students who require a separate classroom to benefit from educational programs provided in York County School Division (YCSD). The self-contained behavioral support classrooms (often referred to as BSC) are located in schools throughout the county and serve students at each level: elementary school, middle school, and high school. This design allows for consistency across grade levels and aids in providing ongoing support to students. The BSC are student-centered and based on each student's individual needs. These classrooms provide structured learning environments that focus on behavioral, academic, social, and adaptive needs of the student. Each student receives specialized instruction that is data driven. Programming for each student is individualized based on the goals and objectives set forth in the student's Individualized Education Plan (IEP) and their Behavior Intervention Plan (BIP). Since the program is individualized and data driven, there is no set length of time for student participation. However, there are guidelines for student entry into the program, progression through the program and program exit. These guidelines are based upon student achievement of behavioral goals.

YCSD maintains consistency across programs and engages in research based behavioral intervention by utilizing a cognitive behavioral management system that is designed to progress students through a tiered level system with a concurrent point system. Above and beyond the tiered level system, classroom personnel must plan, organize, and implement a system designed to provide support and control to effectively meet the needs of all students. The following elements are required to effectively manage the classroom environment for all students:

A. Classroom organization and management support student behavior change.
- There are predictable class routines.
- Transitions are planned and conducted effectively and efficiently.
- Student work samples are displayed in the class.
- Visual cues for practice of procedures are displayed in the room
- A system is in place for making and communicating assignments.

B. Resources are adequate and appropriate personnel to meet the instructional, behavioral, and emotional needs the students.
- Classes will utilize one assigned special education teacher supported by one (1) assistant.
- A variety of materials representing a range of ability levels will be used to support the diverse learning needs of students.
- Students in the BSC will be evaluated for consult services from the school psychologist.

C. Physical space/layout is used intentionally to support students' learning and emotional/behavioral needs.
- Physical space that is free of distracting stimuli is readily available.
- Students can remove themselves to a private space for personal regrouping. This space must be in close proximity to the classroom.
- Seating is arranged to optimize proximity control.
- The room is arranged to provide teachers and students clear lines of sight.

D. Scheduling is done intentionally to support students' learning and emotional/behavioral needs.
- Daily and class schedules are arranged to structure success for the student.
- Schedules are arranged to avoid problematic times and locations.

E. Communication systems are in place to support the student.
- There is a designated service coordinator that will serve as the primary point of contact for the student.
- Effective communication systems exist between special and general education staff to support the student.
- Effective communication systems exist between special education staff and parent to support the student.
- Effective communication systems exist with other agencies to support the student.

A systematic plan for behavior management which includes classroom management, individual management, expectations and procedures, and crisis management systems are in place to assist students in obtaining and maintaining prerequisite behaviors for learning and to assume increasing responsibility for his/her own behavior. The focus is on collecting and analyzing data to make decisions regarding the student's behavior plan.

A. Systems for classroom management facilitate appropriate behaviors.
- Rules and expectations are taught explicitly.
- Rules and expectations are stated positively.
- Classroom management plans reflect the need for individualization among a diverse population.
- Continuous and ongoing data is collected and analyzed to provide teachers with information needed to measure progress and make adjustments in the student's behavior plan.

B. Procedures and routines are utilized to assist students in meeting school expectations.
- There is a system of rewards for desired behavior.
- There are options for reinforcement.
- Goals are realistically attainable.
- The consequences for students' behavior choices are clearly stated. Consequences are consistently applied.
- Consequences are logical and based on the severity of behavior.

C. Management systems are developed for atypical and crisis situations.
- Management procedures are designed for atypical situations.
- Personnel involved in atypical management procedures are properly trained and their roles defined.
- All staff are trained in the use of CPI.

D. There is a system for individual behavior management to facilitate appropriate behavior. The system aligns with the students behavioral intervention plan (BIP).
- Systematic means are available to address problem behaviors that are individual to the student.
- Students help set their own behavior goals.
- Students are involved in monitoring their own behavior.
- The teacher modifies ineffective individual behavior plans to structure for success.

E. Effective strategies and interventions are taught to assist the student in learning and practicing more appropriate behaviors.
- The teacher uses prompts and cues to redirect student behavior.
- The teacher uses evidence based strategies to provide students with the skills needed to change behavior.
- Problem-solving and critical thinking strategies are taught to encourage responsibility.
- Replacement behaviors that serve the same function as the problem behavior are taught and reinforced.

An academic system is in place to utilize curriculum and instruction that is appropriate to meet the needs of the students. This is a crucial piece of behavioral management that must be addressed in each program.

A. A comprehensive academic curriculum is available for the student.
- Teaching essential/critical skills in reading, math, language arts, and communication (writing) is evidenced.
- Collaboration with content teachers is necessary to ensure the appropriate alignment of instruction with the SOL.
- Content subjects and practical arts classes are available to the student.
- Application to information and skills to post-school environments is intentionally taught.

B. Accommodations and modifications to the regular curriculum are provided as needed.
- Data driven accommodations and modifications are provided in daily instruction.
- Accommodations and modifications are measured to ensure they are appropriate to meet the student's needs.

C. Effective instruction is provided.
- Instruction is delivered in a manner that increases student success.
- Instructional strategies are used to decrease students' frustration level and help students achieve maximum success.
- Instructional strategies are used to increase students' motivation level and help students achieve maximum success.
- Ongoing assessment is utilized to make instructional decisions.

The following criteria apply for entrance into the self-contained behavioral support classroom….

Entrance Criteria:

I.   Chronic history of behavioral difficulties as measured by:
      a. Separate incidences of removal which accumulate to more then 10 school days in a given school year
      b. Unsuccessful BIP implementation w/ documentation of multiple appropriate revisions
      c. Intensive direct behavioral support
      d. Multiple behavioral measures administered with the support of the school psychologist (parental permission required)

II.   Extreme threat to person (self or others) as indicated by:
      a. Physical altercation – multiple altercations, over a prolonged period of time or a single incident provided it meets the criteria for seriously bodily injury per Virginia Code
      b. Completed threat assessment by school psychologist that denotes an elevated level of threat to self or others
      c. Pervasive psychiatrically associated behaviors that prohibit success in inclusive setting

III.   Case specific referral:
      a. Administrative consultation with Director of Student Services required

Documentation Criteria

I.   Chronic history of behavioral difficulties as measured by:
      a. Discipline record
      b. Completed Functional Behavior Assessment and Behavior Intervention Plan
      c. Record of implementation of FBA/BIP
      d. Behavioral assessment

IV.   Extreme threat to person (self or others) as indicated by:
      a. Discipline record
      b. Police report
      c. Threat assessment
      d. Psychiatric diagnosis

V.   Case specific referral:
      a. Admission transfer form signed by Director of Student Services

Admissions procedure

A student must meet the entrance criteria I, II or III as denoted above. Proof of eligibility may be documented using any of the noted documentation for the corresponding criteria. An Individualized Education Plan meeting must be held to determine placement. Invitees to that meeting must include:

- Special education case manager
- General education teacher
- Building administrator (or designee) of current placement
- Building administrator (or designee) of self-contained behavior support class placement
- Instructional specialist
- School Psychologist
- Parent of student
- Student (if appropriate)

Level System Description

The following pages are an in-depth description of the level system utilized in all self-contained behavior support programs in the York County School Division. The level system is classified into Elementary and Secondary programs. Each program consists of 4 levels which a student must progress through in order to complete the program and return to a less restrictive environment.

Each level contains the placement expectations, student behavioral expectations, points, privileges and requirements for advancement through the level. In addition the system outlines procedures if students fail to progress and actions which will result in demotion if they are displayed. The level of detail ensures consistent expectations of the students and allows a common rubric for determination of placement which all building staff and parents can agree on.

Elementary Behavior Support Levels

Orientation Level:

Baseline placement until behaviors for Level I are met. At this level students will have assigned seating and be monitored while staff obtains information on behavioral baselines. Students may earn points, but will not be allowed to make purchases from the school/classroom store until they achieve Level I. This level will encompass a student's first week and contain an orientation to the level system and expectations. Staff will handle/monitor the point sheets.

Privileges: none

Level I (Escort Level):

Full time academic placement in the Behavior Support Classroom. Acts of physical aggression will result in full resource self-contained placement. Student will interact with general education peers at recess and lunch. Staff will handle/monitor point sheets and students will have assigned seating.

Expectations:

> 1.) 4 or less Time Outs per week (not to include 5 minute breathers)
> 2.) No more then 2 bus referrals/week
> 3.) 3 out of 5 days – completed class work/homework as noted on personal behavior chart

Points:

> Student will earn a minimum of 10 points daily **OR** a total of 50 points per week.

Privileges/Rewards:

> ➢ Computer time
> ➢ Free time (games or toys option)
> ➢ Student may participate in weekly school store to purchase Level I items

Must maintain Level I criteria for 2 consecutive school weeks to move to Level II

* Students remaining at Level I without advancement to Level II for a 9 week grading period will require an Individualized Education Plan meeting to address lack of progress. The IEP meeting will address modifications to programming including consideration for a more restrictive placement.

Level II (Skills Level):

General education for one resource class including lunch in cafeteria, inclusion recess, and assemblies depending on structure of the event. Student may participate in more than 1 resource class at the discretion of staff. Direct supervision by special education staff with continued assigned seating. Staff will begin to orient students about the use of the point sheets.

Expectations:

      1.) Compliance with all previous Level expectations
      2.) 2 or less Time Outs per week (not to include 5 minute breathers)
      3.) No more then 1 bus referral/week.
      4.) 4 out of 5 days completed class work/homework

Points:

      Student will earn a minimum of 14 points daily **OR** a total of 70 points per week.

Privileges/Rewards:

- Privileges/Rewards from previous levels
- A single "no homework" pass may be issued per week
- Computer time
- Free time (games or toys option)
- Library time
- Lunch w/ favorite adult
- Student may participate in weekly school store to purchase level II items
- Students receive Point Bank Book Register
- Banking points for future big ticket purchases/auction (accounting system developed)

Must maintain Level II criteria for 2 consistent weeks to move to Level III. If student reaches this level and does not meet the requirements they will have the opportunity to repeat it. A level can only be repeated once before moving back to the previous level.

Level III (Trust Level):

Participation in one academic content area as determined by teacher, parent, and student input, in addition to Level II activities. Student maintains point sheet with teacher input. Some flexibility in choosing seats as appropriate. Students will receive one 20 point coupon upon entry into Level III.

Expectations:

1.) 1 or none Time Outs per week (not to include 5 minute breathers)
2.) No more then 1 bus referral in a 2 week period.
3.) 9 of 10 days – completed class work/homework w/ 70% accuracy as noted on personal behavior chart
4.) 4 weeks direct supervision (teacher /para educator) in content area
5.) 2 weeks consultative supervision in content area

Points:

Student will earn a minimum of 17 points daily **OR** a total of 85 points per week.

Privileges/Rewards:

➢ Privileges/Rewards from previous levels
➢ A single "no homework" pass may be issued per week
➢ Computer time
➢ Free time (games or toys option)
➢ Library time
➢ Lunch w/ favorite adult
➢ Special Friday event (movie, ball game, etc.)
➢ Student may participate in weekly school store to purchase level III items
➢ Banking points for future big ticket purchases/auction (accounting system developed)

Must maintain Level III criteria for period of 6 weeks (direct and consultative supervision) to move to Level IV. Students must complete Honors Level application and submit for review with building Administrator and BSC teacher.

Honors Level IV:

Participation in two or more academic content areas as determined by teacher, parent, and student input in addition to Level III activities. Student completes point sheet with teacher verification. Seating choices as applicable.

Expectations:

> 1.) 1 or none Time Out per 3 week period (not to include 5 minute breathers)
> 2.) No more then 1 bus referral in a 3 week period reports
> 3.) 14 out of 15 days – completed class work/homework in all content areas w/ 70% accuracy.

Points:

> Student will earn a minimum of 18 points daily **OR** a total of 90 points per week.

Privileges/Rewards:

> ➢ Privileges/Rewards from previous levels
> ➢ Book Time
> ➢ Puzzles Time
> ➢ CD player/CDs, DVDs
> ➢ Cool T-shirts
> ➢ Craft Kits
> ➢ Special Friday event (movie, ball game, etc.)
> ➢ Special Lunch (pizza, Wendy's, Subway) brought to school
> ➢ Contract towards field trip event (bowling, skating, museum, lunch out)

On Level IV for 5 weeks = begin IEP meeting discussions to prepare for transition out of BSC
On Level IV 9 weeks – Transition out of BSC program
As part of exit criteria - student will participate in an exit interview with Director of Student Services.

Demotions in Levels:

1. Any act of aggression towards staff or peer (e.g. hit, kick, bite, spit) results in automatic demotion to ***Level I.***
2. Verbal threats of violence towards others results in demotion of one level.
3. 1st written referral from General Education setting will require the student to complete a "Thinking Report" (see manual).
4. 2nd referral from General Education setting within 30 days of completion of Thinking Report will result in demotion of 1 level.

Secondary Behavior Support Levels

Orientation Level:

Baseline placement until behaviors for Escort Level are met. At this level students will have assigned seating and be monitored while staff obtains information on behavioral baselines. Students may earn points, but will not be allowed to make purchases from the school/classroom store until they achieve Escort Level. This level will encompass a student's first week and contain an orientation to the level system and expectations. Staff will handle/monitor the point sheets.

Privileges: None

Escort Level:

Student begins with no privileges. Students will be self-contained in the Behavior Support Classroom for all core classes and escorted to any location outside of their classroom. The curriculum will be presented by special educator and staff. Grades will transfer from the Behavior Support Classroom to general education teacher. Students do not attend any electives or leave the classroom at any point for any classes.

Expectations

> 1) 4 or less Time Outs per week (not to include 5 minute breathers)
> 2) No more then 2 bus referrals/week
> 3) 3 out of 5 days – completed class work/homework as noted on personal behavior chart

Points:

> Student will earn a minimum of 10 points daily **OR** a total of 50 points per week.

Privileges/Rewards:

> ➢ Computer time
> ➢ Free time (games/reading option)
> ➢ Student may participate in weekly school store to purchase Escort Level items

Must maintain Escort Level criteria for 2 consecutive school weeks to move to Skills Level.

* Students remaining at Escort without advancement to Skills Level for a 9 week grading period will require an Individualized Education Plan meeting to address lack of progress. The IEP meeting will address modifications to programming including consideration for a more restrictive placement.

<u>**Skills Level:**</u>

Student will keep up with the responsibilities of the Escort Level along with the new expectations of the Skills Level. Student will have modified staff escort. Students who have made it to this level will have the privilege of going to one of his/her core classes and one elective (at H.S. level elective of choice, at M.S. elective would be Life Skills class).

Expectations:

       1.) Compliance with all Escort Level Expectations
       2.) 2 or less Time Outs per week (not to include 5 minute breathers)
       3.) No more then 1 bus referral/week.
       4.) 4 out of 5 days completed class work/homework

Points:

       Student will earn a minimum of 14 points daily **OR** a total of 70 points per week.

Privileges/Rewards:

       ➤ Privileges/Rewards from previous levels
       ➤ Student will be permitted to contract for a reward of choice
       ➤ A single "no homework" pass may be issued per week
       ➤ Computer time
       ➤ Free time (games/reading option)
       ➤ Library time
       ➤ Lunch w/ favorite adult
       ➤ Student may participate in weekly school store
       ➤ Students receive Point Bank Book Register
       ➤ Banking points for future big ticket purchases/auction (accounting system developed)
       ➤ Use of refrigerator or microwave with permission
       ➤ Students can earn up to 10 minutes of computer time per class.
       ➤ Students can visit library as long as they are with a staff member.

Must maintain Skills Level criteria for 2 consistent weeks to move to Trust Level. If student reaches this level and does not meet the requirements they will have the opportunity to repeat it. A level can only be repeated once before moving back to the previous level.

Trust Level:

Students will have the opportunity to attend two of their core classes along with their electives. Students will receive one 20 point coupon upon entry into Trust Level.

Expectations:

1.) Compliance with all Skills Level Expectations
2.) 1 or none Time Outs per week (not to include 5 minute breather)
3.) No more then 1 bus referral in a 2 week period.
4.) 9 of 10 days – completed class work/homework w/ 70% accuracy as noted on personal behavior chart
5.) 4 weeks direct supervision (teacher /para educator) in content area
6.) 2 weeks consultative supervision in content area

Points:

Student will earn a minimum of 17 points daily **OR** a total of 85 points per week.

Privileges/Rewards:

➢ Privileges/Rewards from previous levels
➢ A single "no homework" pass may be issued per week
➢ Computer time
➢ Free time (games/reading option)
➢ Lunch w/ favorite adult
➢ Special Friday event (movie, ball game, etc.)
➢ Student may participate in weekly school store to purchase level III items
➢ Banking points for future big ticket purchases/auction (accounting system developed)
➢ Students will be able to use refrigerator and microwave after asking permission.
➢ Students can visit library without a staff member.

Must maintain Trust Level criteria for period of 6 weeks (direct and consultative supervision) to move to Leadership Level. Students must complete Leadership Level application and submit for review with building Administrator and BSC teacher.

Leadership Level:

By this time the student should be attending and participating in all general education academic classes. Upon successful completion of this level, it is expected the student will return to his/her base school.

Expectations:

       1.) Compliance with all previous Level Expectations
       2.) Student will be fully included in the general education classrooms.
       3.) Student will have no confrontations in the classroom, on the bus, or global school environment.

Points:

       Student will earn a minimum of 18 points daily **OR** 90 points per week.

Privileges/Rewards:

    ➢ Privileges/Rewards from previous levels
    ➢ Book Time
    ➢ CD player/CDs, DVDs
    ➢ Special Friday event (movie, ball game, etc.)
    ➢ Special Lunch (pizza, Wendy's, Subway) brought to school
    ➢ Contract towards field trip event (bowling, skating, museum, lunch out)
    ➢ Unrestricted movement and participation in school related activities as per general school population

Must maintain Leadership Level for a total of 9 weeks. At 5 weeks IEP meeting discussions should be initiated to prepare for transition out of BSC. As part of exit criteria the student will participate in an exit interview with Director of Student Services. In addition, the student will contract with the teacher to complete a Personal Bank Account training program.

Demotions in Levels:

1. Any act of aggression towards staff or peer (e.g. hit, kick, bite, spit) results in automatic demotion to ***Level I.***
2. Verbal threats of violence towards others results in demotion of one level.
3. 1st written referral from General Education setting will require the student to complete a "Thinking Report" (see manual).
4. 2nd referral from General Education setting within 30 days of completion of Thinking Report will result in demotion of 1 level.

Time out procedures

FIVE MINUTE "BREATHER"

The 5-minute breather is one of the basic and key components of the behavior program and can either be self initiated or teacher initiated. A breather is designed to be a cooling down period in an effort to keep poor behaviors from escalating and to extinguish inappropriate behaviors. It is designed to be a period of reflection on what s/he did to earn the breather and what might have been a better choice. **A breather is NOT a punishment.** It simply seeks to remove all possible reinforcers for the inappropriate behavior the student exhibited

When a student earns a consequence, it is vitally important that s/he be given the opportunity to serve the consequence immediately after the behavior is exhibited that the consequence was earned for. This is crucial for the learning process because in order for behavior modification to occur, students need to be able to temporarily associate a consequence with a behavior. It is the teacher's responsibility to ensure that the students are permitted to serve their consequences as quickly as possible in order to facilitate this change. Therefore, students who earn timeouts (or request a breather) should be given the opportunity to serve and complete their timeouts immediately upon earning or requesting them.

When a 5-minute breather is either earned or requested, the student is expected to adhere to the following rules:

1. Stand quietly facing the wall, approximately six inches away. The student is not allowed to speak, sing, or dance while in timeout

2. The student should ignore others in the area while the timeout is being served.

3. The student should remain in the assigned area until instructed to return to the group or activity.

4. The student needs to consistently face forward.

5. Feet need to stay flat on the floor.

6. If the student fails to comply with any breather expectations, this will result in the breather becoming a real timeout.

Students should not be asked to start over for trivial things like head scratching, stretching, shifting weight, etc. The important thing for the student while in a breather is that s/he is in a position where time can be spent ruminating over the displayed behavior.

Material Support

There are a plethora of materials that support our behavioral program and we have highlighted some of the forms and processes utilized to ensure consistency and to provide information to other classes/programs who may wish to incorporate some aspect of our cognitive behavioral programming into their classroom. If you are interested in incorporating any of the strategies, materials or program aspects outlined in this manual please feel free to contact your instructional specialist.

Elementary Daily Point Sheet

```
Student Name: _____   Date: _____
✓ = positive    ⊘ = negative   1 point per ✓ = maximum 20 per day / 100 per week
    1.   ___ ___ ___ ___   Getting along with others
    2.   ___ ___ ___ ___   Following directions
    3.   ___ ___ ___ ___   Finishing school work
    4.   ___ ___ ___ ___   Showing self-control
    5.   ___ ___ ___ ___   IEP Behavior Goal _____
         _____ Point Total              _____ Teacher Initials
    Comments: _____
              _____
```

POINT CARD AND BASIC BEHAVIOR EXPECTATIONS
ELEMENTARY LEVEL

Getting along with others
> Speak in a nice tone of voice to teachers and classmates.
> Use your inside voice.
> Do not talk back.
> Remember and use the Golden Rule: If you can't say something nice, don't say anything at all.

Following directions
> Do what your teacher or other adult in the room tells you to do.
> Do what needs to be done without being asked several times.
> Stay in your seat or where you are supposed to be.

Finishing school work
> Complete worksheets, book work, and homework.
> Ask for help if you need it.

Showing self-control
> Treat the things in the classroom and school nicely.
> Ignore others if they misbehave.
> Keep the room and your desk area clean and picked up.
> Behave responsibly outside your classroom also (cafeteria, bus, etc.).
> Use good manners and be a good sport.

IEP Behavior goal
> This will depend on your individual goal.

Secondary Daily Point Sheet

Student Name: _____   Date: _____
✓ = positive   ⊘ = negative   1 point per ✓ = maximum 20 per day / 100 per week
1. ___ ___ ___ ___ Appropriate interpersonal relationships
2. ___ ___ ___ ___ Following directions
3. ___ ___ ___ ___ Appropriate academic behaviors
4. ___ ___ ___ ___ Appropriate emotional responses to environment
5. ___ ___ ___ ___ IEP Behavior Goal _____
_____ Point Total   _____ Teacher Initials
Comments: _____
_____

POINT CARD AND BASIC BEHAVIOR EXPECTATIONS
SECONDARY LEVEL

Appropriate interpersonal relationships
Keep interactions with peers and adults positive.
Speak in a conversational tone with normal volume.
Encourage others when possible.
Refrain from "throw backs" and "put downs."
Remember and use the Golden Rule: If you can't say something nice, don't say anything at all.

Following directions
Do what needs to be done without being asked several times.
Participate in class discussions or group projects.
Remain in seat or assigned area.

Appropriate academic behaviors
Complete assigned tasks, including class work and homework.
Ask for help if you do not understand the directions or assigned work.

Appropriate emotional responses to environment
Respect property, your own and others.
Ignore others if they misbehave.
Keep the room and your desk area clean and picked up.
Behave responsibly in social situations (cafeteria, bus, etc.).
Demonstrate good manners and good sportsmanship.

IEP Behavior Goal
This will depend on each individual goal – to be determined with teacher

EFFECTIVE USE OF TIME-OUT

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Note:
The following guidelines are presented to help teachers, educators and other practitioners implement time-out procedures appropriately and effectively. These guidelines are not a comprehensive or a complete explanation of how to use time-out in a given setting. Those who are attempting to implement time-out procedures for the first time should have supervision and consultation by instructional specialists or school psychologists with expertise in behavioral intervention procedures, and who have knowledge of the research literature regarding time-out.

Time-out involves removing a student from all sources of positive reinforcement (events or situations that the student experiences as rewarding, such as attention from peers or the teacher, participation in an interesting activity), as a consequence of a specified undesired behavior. Time-out is only one option along a continuum of interventions supporting behavior change. Most teachers think that time-out involves placing the student in an isolated setting (a time-out area or room) for a period of time. Actually, time-out may be implemented on several alternative levels, ranging from the student taking time-out at his or her desk (contingent observation time-out) to removing the student to a separate area. Time-out is a relatively aversive and intrusive behavior reduction procedure, because it involves the removal of reinforcement and it interrupts the pupil's instructional program. However, its use may be required when the student's behavior impedes his or her learning or that of others.

Behavior problems will not be positively affected by use of time-out unless it is used in the context of an appropriate program (e.g., teaching replacement behaviors, high rate of teacher reinforcement for appropriate student behavior, etc.). The age of the student is also a key factor in any decision to use time-out. Professionals must consider whether timeout is appropriate for children and youth at both ends of the age continuum (2 - 21).
Other strategies or interventions may be more effective for these individuals in supporting appropriate behavior

Objectives
You should establish a set of procedures for using time-out in your classroom including:

1. A set of classroom rules that are clearly posted.
2. Procedures for teaching and practicing compliance with these rules until all students can state the rules and demonstrate what compliance with each rule looks like (e.g., respect others).
3. Strategies for systematically and frequently rewarding students for knowing and following the rules (e.g., praise).
4. A hierarchy of planned consequences for misbehavior that all students acknowledge and understand, with time-out as one of several alternatives for consequenting misbehavior.
5. A range of time-out locations that are suited to your classroom, your pupils, and your personal classroom management plan.
6. A set of personal guidelines for deciding when to use time-out and what level of time-out to employ.
7. Written procedures for applying time-out, including:
   - A warning signal, if appropriate.
   - What you say to pupils when giving them a time-out.
   - Decision rules regarding which level of time-out to impose (5 minute breather vs. full)
   - Specification of the duration of each time-out, how duration is monitored, and decision rules for varying the duration of time-out.
   - Specification of desired student behavior in time-out.
   - Procedures for releasing pupils from time-out.
   - A data sheet for recording instances of time-out.
   - Decision rules for evaluating the effectiveness of time-out with individual students.
   - Alternative interventions when it is concluded that time-out is not effective in a given instance, or in general.
   - Procedures for teaching students to take time-outs appropriately.

What factors are involved in using timeout?

1. A **warning signal** indicating that time-out is imminent if the pupil doesn't alter his/her behavior.
2. A brief **verbalized explanation** of why the student is being given a time-out if the student did not alter behavior after warning signal was given.
3. Provide **instruction** to the student in taking time-out.
4. The **location** in which time-out is taken
   - **Contingent observation** - requires the student to remain in a position to observe the group without participating or receiving reinforcement for a specified period
   - **Exclusionary** - denies access to reinforcement by removing a student from an ongoing activity
   - **Seclusionary** - removes the student from the instructional setting as a means of denying access to reinforcement
5. The **duration** of time-out
   - Brief (e.g., 1-5 minutes) timeouts are as effective as longer timeouts if the student hasn't been exposed to long timeouts first.
   - Durations longer than 15 minutes should not be employed.
   - A **nonverbal signal** indicating the beginning and end of time-out may be used if students have been taught to respond to it.
6. Requirements for **release from time-out**.
   - Completion of the specified duration of time-out.
   - Appropriate behavior during time-out.
   - End of 15 minute maximum duration of time-out (implement alternate intervention if timeout has not been effective at this point).

How should timeout be implemented?

1. Identify the predictable antecedents and consequences of undesired behavior.
2. Conduct a **functional assessment** to identify the function of the target (undesired) behavior
   - Behavior has two functions: to obtains something the student wants (e.g., teacher or peer attention), or to escape or avoid something he doesn't want (e.g., undesired task)
   - If time-out serves either of these functions, it will not have the desired effect on behavior (e.g., If the student is able to escape an undesired academic activity by going to timeout, behavior resulting in timeout will continue. Time-out also will not be effective if it provides an opportunity to engage in behavior that is self reinforcing such as self-stimulation).
   Note: In addition to a time-out contingency, a plan should be in place to support desired replacement behave iors [see earlier in Behavior Manual for instructions on completing a FBA/BIP).
3. Specify **in advance** the behaviors that will result in time-out.
4. Use less **intrusive behavior reduction procedures** first (i.e., differential reinforcement, extinction, verbal aversives, response cost).
5. These less intrusive procedures should have been **documented as ineffective before time-out is used**.
6. Develop a **written statement** of how time-out is to be implemented.
7. If **seclusionary time-out** is used, the following requirements should be met:
   - The time-out room should be at least 6' x 6' or larger and based upon the age and size of the student.
   - The room should be properly lighted and ventilated.
   - The room should be free of objects and fixtures with which the student could harm himself.
   - A staff person should be able to see and hear the student in time-out **at all times**.
   - The area should **never be locked**.
   - Use of a fully enclosed area limits staff observation and access to student.
   - Confinement in a small area may lead to an escalation of student behavior.
   - At no time shall a student be placed in a locked area alone.
8. Keep **written records** of each occasion when time-out is used including:
   - Student's name
   - Episode resulting in time-out
   - Time of entry into and release from time-out
   - The location of time-out (contingent observation, exclusion, or seculsionary)
   - The student's behavior in time-out

9. Always **differentially reinforce** desired student behavior in time-in environment (classroom or instructional setting).

10. Evaluate the effectiveness of the procedures if time-out is not having the desired impact on student behavior (collect and chart data on the frequency of the target behavior).

How may timeout be abused?

1. Time-out is overused due to lack of appropriate, proactive, instructional program.

2. The **time-in environment** (Classroom or instructional setting) is not sufficiently reinforcing.
   - Should give **four times** as much positive reinforcement as reductive consequences.
   - Should have a systematic behavior intervention plan for teaching and reinforcing a replacement behavior that serves the same function as the undesired behavior.

3. Time-out is **applied inappropriately**.
   - Time-out is the only, or nearly the only, behavior reduction procedure used.
   - Time-out is applied too late---when the student is out of control.
   - Teacher escalates student behavior by attending to the student (e.g., lecturing) when the student is in time-out.

4. The **teacher does not enforce time-out contingencies**.
   - Student is able to avoid time-out by arguing or refusing to take time-out.
   - Teacher is unable to direct physically mature students to use time-out if they refuse (Consider age appropriateness).
   - Teacher is inconsistent in following through with time-out after warning (i.e., Using time-out after three (3) warnings
   - Solution is to teach students to take time-out.
   - Use systematic teaching procedures (e.g., Model, role play/practice and feedback).
   - Hold timeout training sessions at other occasions than when time-out is needed: reinforce successive approximations.
   - If the teacher is unable or unwilling to enforce time-out, he/she should consider alternate behavior reduction procedures.

5. The effectiveness of **time-out is not evaluated**
   - Use the Time-out Record to monitor the use and results of time-out. If time-out is used excessively (for example, 3 or more times a day for several consecutive days with a single student) the effectiveness of time-out needs to be evaluated and the individual behavior intervention plan for that student needs to be adjusted.

RECOMMENDED READINGS

- Gast, D. L., and Nelson, C. M. (1977). Legal and ethical considerations for the use of timeout in special education settings. Journal of Special Education, 11, 457-467.

- Nelson, C. M., and Rutherford, R. B., Jr. (1983). Timeout revisited: Guidelines for its use in special education. Exceptional Education Quarterly, 3, 56-67.

- Rutherford, R. B., Jr., and Nelson, C. M. (1982). Analysis of the response-contingent timeout literature with behaviorally disordered students in classroom settings.

- Rutherford, R. B., Jr. (Ed.). Severe behavior disorders of children and youth (Vol. 5). Reston, Virginia: Council for Children with Behavioral Disorders.

- Twyman, J. S., Johnson, H. Buie, J. D., and Nelson, C. M. (1994). The use of a warning procedure to signal a more intrusive timeout contingency. Behavioral Disorders, 19, 243-253.

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Note: You should not assume that students will comply with directions to take a timeout if they have not been taught how to do so. This task analysis is a generic lesson for teaching students to take timeouts. Task steps should be altered according to the characteristics and needs of individual students. Steps should be practiced systematically several times a day until each is mastered. You may use individual or small group instruction.

STEP CRITERION

STEP	CRITERION
1. Imitate correct time out behavior (sitting or standing quietly in designated area), for 10 seconds following demonstration by the teacher.	3 consecutive correct trials over a period of 5 consecutive days
2. Demonstrate correct time out behavior for 10 seconds following teacher instruction without demonstration during practice sessions.	Same as above
3. Demonstrate correct time out behavior for 30 seconds following teacher instruction during practice sessions.	Same as above
4. Same as Step 3, but time out duration is 2 minutes	Same as above
5. Take a 5 minute time out within 10 seconds when directed to do so by the instructor in a real time situation	50% of assigned time outs taken correctly over a period of 5 consecutive days
6. Same as Step 5	100% of assigned time outs taken correctly over a period of 5 consecutive days
7. Take a 5 minute time out within 10 seconds when directed to do so by instructor in a real time situation	Any failure to comply with 100% results in a repeat of steps 1-5.

The above criterion are intended to give the instructor a methodology and a feedback mechanism to ensure that students understand what actions are being asked of them when a time out is required. Please note that adjustments should be made for individual learning styles and tolerances.

Day Treatment and Residential Facilities

The following section is a compilation of facilities providing services outside of YCSD. Students who are unsuccessful in accessing their education in our less restrictive programs or those requiring highly specialized care (substance abuse, sex offender, severely multiple disabilities, etcetera) may require the level of educational support that may be provided by these facilities. The criteria for entry into the facilities vary by facility. As they are licensed, private entities rather than public facilities they may accept or deny entrance to a student applicant. Regardless of the facility and the disabling condition that predicates the child's placement it is always the goal for the child to return to YCSD.

Students who are considered for entry into a day treatment facility [for behavioral reasons] should exhibit the following characteristics or have met the following criteria to be considered for a day treatment facility placement:

☑ A Functional Behavioral Assessment and Behavior Intervention Plan have been completed

☑ Behavioral/socialization deficits are noted in the present level of performance and goals address the deficits

☑ The student has been unsuccessful accessing their education in less restrictive placements. The following are examples of methodologies for documenting:
- Report card
- Discipline report
- IEP progress report
- Teacher record
- Behavioral data
- Educational assessment (pre and post)
- Independent psychiatric or psychological assessment

☑ The student has been offered supplementary aids and supports in the less restrictive environment such as
- Assistive technology
- Behavioral Aide
- Behavior management system (token economy, points, level, etcetera)
- Increased staffing
- Environmental modification
- Increased accommodation

☑ The student has a demonstrable history of behavioral problems that are exemplified in harm to self or others
- Suicidal ideation
- Documented physical aggression to self, peers or staff
- Extensive destruction to property

☑ The IEP team has considered less restrictive options (including a self-contained placement within the school system) and the student has either been unsuccessful in that placement or exhibits such extreme behaviors as to continue to represent a danger to himself and others in that placement.

☑ The Instructional Specialist for out-of-district placements is **required** to attend the IEP meeting at which any out of district placement is considered

For those students whom you believe may require a residential facility, please contact the Director of Student Services to discuss the parameters surrounding a residential facility placement. Fewer than 1/10 of 1% of our student body requires residential services. The facility list is included as a resource and informational item, but all residential referrals are issued only from the office of the Director of Student Services.

Virginia's Private Special Education Day Schools Directory

2006 - 2007

- Accotink Academy
- Accotink Academy Alternative Learning Center
- Achievement Center, The
- Alternative Paths Training
- Aurora School (The)
- Bermuda Run Educational Center
- Blue Ridge Autism Center
- Brook Road Academy
- Building Blocks
- Charterhouse School
- Chesapeake Bay Academy
- Commonwealth Academy
- Crawford Day School
- Cumberland Academy
- Dominion Academy
- Dominion School, The
- Dominion School for Autism
- Dooley School at Cherokee Road
- Dooley School at St. Joseph's Villa
- East End Academy
- Education Development Center
- Elk Hill – Harambee
- Elk Hill Farm – Varina
- Faison School for Autism, The
- Gladys Oberle School, The
- Gladys Oberle School, Northern Neck Campus
- Grafton School – Elm Street
- Grafton School–Richmond Region
- Grafton School – Ruth Birch
- Graydon Manor Day School
- High Road School
- Hope Haven Day School
- Hope Haven - South Boston
- Kellar School, The
- Keystone Academy
- Lafayette School & Treatment Center
- L.E.A.D. Center, The
- L.E.A.D. Center Poythress, The
- Leary School of Virginia
- Leary – Loudoun Job Site
- Life Coach Academy
- Linkhorn Academy

- Matthew's Center for Visual Learning
- Metropolitan Day School
- Minnick Education Center – Harrisonburg
- Minnick Education Center – Roanoke
- Minnick Education Center – Wytheville
- Morrison School
- New Community School, The
- New Life Learning Center
- New Vistas School
- Newhaven Academy
- Northstar Academy
- Oak Valley Center
- Oakwood School
- Oyster Point Academy
- Paladin Academy – Chantilly
- Paladin Academy – Sterling
- Phillips School

- Pygmalion School
- Rivermont School – Chase City
- Rivermont School – Chatham
- Rivermont – Hampton I & II
- Rivermont School – Lynchburg
- Rivermont School – Roanoke
- Rivermont School - Tidewater
- Riverside School, Inc.
- Sarah Dooley Center for Autism
- Shenandoah Academy
- Shenandoah Autism Center
- Snowden Academy
- SPEAK UP
- Spiritos School
- Tekoa
- Virginia Institute of Autism
- Webster School
- White Oak School - Blairs

Virginia Department of Education

101 North 14th Street
Richmond, Virginia 23219

1-800-292-3820 (VA Residents Only)

http://www.doe.virginia.gov

Division of Special Education & Student Services
Office of Federal Program Monitoring
Private Day Schools for Students with Disabilities

Carolyn White Hodgins
Specialist

(804) 225-4551

carolyn.hodgins@doe.virginia.gov

Regulations Governing the Operation of Private Day Schools for Students with Disabilities

http://www.doe.virginia.gov/VDOE/Accountability/dayschoolregs.pdf

Private Day Schools for Students with Disabilities – Application for Certificate to Operate:

http://www.doe.virginia.gov/VDOE/Accountability/fpmprivateapplication.pd

The Office of Student Services has abbreviated this listing to include only those day treatment facilities that are within a 1 hour transportation window from the York County School District and thus accessible to our students as day treatment facilities. A full listing of day treatment programs are available on the preceding cover page from the Virginia Department of Education as well as on the Virginia Department of Education's website at http://www.pen.k12.va.us/VDOE/Accountability/ fpmprivatedayschooldirectory.pdf

BROOK ROAD ACADEMY AT ST. JOSEPH'S VILLA

Susan Cumbia, Director of Children's
Educational Services
Elizabeth Rigsby, Head of Academy
8000 Brook Road
Richmond, Virginia 23227

(804) 553-5534
(804) 521-5568 (fax)
e-mail: scumbia@sjvmail.net
         erigsby@sjvmail.netg
Web site: http://www.stjosephsvilla.net

- Maximum Capacity: 45
- Grades: 6-12
- Ages: 12 - 21
- Summer Program: No
- Accreditation: VAISEF

- Emotional Disturbance
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

CHARTERHOUSE SCHOOL

Brendan Folmar, Principal
3900 West Broad Street
Richmond, Virginia 23230

(804) 353-4461 ext. 1269
(804) 353-3061 (Fax)

e-mail: bfolmar@umfs.org
Web site:
http://www.charterhouseschool.org

- Maximum Capacity: 75
- Grades: 6-12
- Ages: 12-18
- Summer Program: No
- Accreditation: VAISEF

- Emotional Disturbance
- Specific Learning Disability
- Mental Retardation

CHESAPEAKE BAY ACADEMY

MaryAnn Dukas, Head of School
821 Baker Road
Virginia Beach, Virginia 23462

(757) 497-6200
(757) 497-6304 (Fax)

- Maximum Capacity: 210
- Grades: K-12
- Ages: 5-21
- Summer Program: Yes
- Accreditation: VAIS

- Other Health Impairment
  (ADHD)
- Specific Learning Disability

CRAWFORD DAY SCHOOL

Mike Jarosinski, Academic Coordinator
Reggie Williams, Program Coordinator
825 Crawford Parkway
Portsmouth, Virginia 23704

(757) 391-6675
(757) 391-6651 (Fax)

e-mail: Mike.Jarosinski@absfirst.com
(Academic)
e-mail: Reggie.Williams@absfirst.com
(Program)
Web site: http://www.absfirst.com

- Maximum Capacity: 70
- Grades: K-12
- Ages: 4-21
- Summer Program: Yes
- Accreditation: SACS

- Autism
- Developmentally Delayed
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

CUMBERLAND ACADEMY

Darlene Ferguson, Educational Director
9407 Cumberland Road
New Kent, Virginia 23124

(804) 966-2242
(804) 966-5639 (Fax)

e-mail: Darlene.ferguson@psysolutions.com
Web site:
http://www.cumberlandhospital.com

- Maximum Capacity: 100
- Grades: K-12
- Ages: 2-22
- Summer Program: Yes
- Accreditation: None

- Autism
- Developmentally Delayed
- Emotional Disturbance
- Hearing Impairment
- Mental Retardation
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

DOMINION ACADEMY

Donnovan Miller, Principal
1002 Wilmer Avenue
Richmond, Virginia 23227

(804) 266-9012
(804) 266-9020 (Fax)
e-mail: donnovan@dominion-academy.com
Web site:
http://www.TheDominionSchool.com

- Maximum Capacity: 40
- Grades: K-12
- Ages: 5-21
- Summer Program: No
- Accreditation: None

- Autism
- Developmentally Delayed
- Emotional Disturbance
- Mental Retardation
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

DOMINION SCHOOL FOR AUTISM

Jennifer Brizel Wood, Director
4103 Monument Ave.
Richmond, Virginia 23230

(804) 355-1011
(804) 279-9720 (Fax)
e-mail:
Dominionschoolforautism@yahoo.com
Web site:
http://www.TheDominionSchool.com

- Maximum Capacity: 10
- Grades: Ungraded
- Ages: 2.5-13
- Summer Program: No
- Accreditation: None

- Autism
- Developmentally Delayed
- Emotional Disturbance
- Mental Retardation
- Multiple Disabilities
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment

DOOLEY SCHOOL AT CHEROKEE ROAD

Sybil Pernell, Head of School
7521 Comanche Drive
Richmond, VA 23225

(804) 782-1716
(804) 782-0074 (Fax)

e-mail: spernell@sjvmail.net
Web site: http://www.stjosephsvilla.net

- Maximum Capacity: 29
- Grades: 3-12
- Ages: 5-22
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Mental Retardation
- Autism

DOOLEY SCHOOL AT ST. JOSEPH'S VILLA

Susan S. Cumbia, Director
8000 Brook Road
Richmond, Virginia 23227

(804) 553-3222
(804) 553-3306 (Fax)

e-mail: scumbia@sjvmail.net
Web site: http://www.stjosephsvilla.net

- Maximum Capacity: 130
- Grades: K-12
- Ages: 6-22
- Summer Program: Yes
- Accreditation: VAISEF

- Autism
- Developmentally Delayed
- Mental Retardation
- Multiple Disabilities
- Other Health Impairment
- Seriously Emotionally Disturbed
- Specific Learning Disability
- Speech or Language Impairment

EAST END ACADEMY

Ruby Eley, CEO
2000 27th Street
Newport News, Virginia 23607

(757) 247-0039
(757) 247-0158 (Fax)

e-mail: contact@eastendacademy.com
Web site: n/a

- Maximum Capacity: 60
- Grades: K-12
- Ages: 7-22
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Mental Retardation
- Other Health Impairments
- Specific Learning Disability

EDUCATIONAL DEVELOPMENT CENTER

Etna G. Carr, Executive Director
Post Office Box 25517
Richmond, Virginia 23260

(804) 228-2600
(804) 228-1753 (Fax)

e-mail: gearag@aol.com
Web site: n/a

- Maximum Capacity: 125
- Grades: K-12
- Ages: 5-22
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Multiple Disabilities
- Other Health Impairments

ELK HILL FARM - VARINA

Wade Puryear, Director
8151 Warriner Road
Richmond, Virginia 23231

(804) 795-7392
(804) 795-1983 (Fax)

e-mail: wpuryear@skycasters.net
Web site: http://www.elkhill.org

- Maximum Capacity: 30
- Grades: 6-12
- Ages: 11-18
- Summer Program: Yes
- Accreditation: VAISEF

- Other Health Impairment
- Specific Learning Disability

FAISON SCHOOL FOR AUTISM (THE)

Shirley B. Wiley, Director of Operations
1325 Palmyra Avenue
Richmond, Virginia 23227

(804) 827-3801
(804) 827-3822 (Fax)

e-mail: autismcenter@vcu.org
Web site: http://www.thefaisonschool.org

- Maximum Capacity: 50
- Grades: Preschool-12
- Ages: 2-22
- Summer Program: Yes
- Accreditation: None

- Autism

KEYSTONE ACADEMY

Renatta G. Marble, Director
17579 Warwick Boulevard
Newport News, Virginia 23603

(757) 369-5304
(757) 887-1944 (Fax)

e-mail: renatta.marble@uhsinc.com
Web site:
http://www.keystonenewportnews.com

- Maximum Capacity: 40
- Grades: K-12
- Ages: 5-20
- Summer Program: No
- Accreditation: JCAHO
  VAISEF

- Emotional Disturbance
- Other Health Impairment
  (ADHD)
- Mental Retardation
- Learning Disability

LIFE COACH ACADEMY

Stephen Parson, ExecutiveDirector
201 West 19th Street
Richmond, VA 23224

(804) 310-2444
(804) n/a (Fax)
e-mail: sparson@yes4youth.org
Web site: http://www.yes4youth.org

- Maximum Capacity: 30
- Grades6-12:
- Ages:12-17
- Summer Program: No
- Accreditation: None

- Emotional Disturbance
- Specific Learning Disability

LINKHORN ACADEMY

Nancy Harris-Kroll, Director
909 First Colonial Road
Virginia Beach, VA 23454

(757) 428-3367
(757) 428-1630(Fax)
e-mail: educateme@earthlink.net
Web site: n/a

- Maximum Capacity: 4
- Grades: Ungraded
- Ages: 5-12
- Summer Program: No
- Accreditation: None

- Autism

METROPOLITAN DAY SCHOOL

Sheila Green, Director
2824 North Avenue
Richmond, Virginia 23222

(804) 321-2595
(804) 321-2598 (Fax)

e-mail: sgreen@metropolitandayschool.com
Web site:
http://www.metropolitandayschool.com

- Maximum Capacity: 80
- Grades: K-12
- Ages: 5-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Other Health Impairment
- Specific Learning Disability

NEW COMMUNITY SCHOOL (THE)

Julia Ann Greenwood, Head of School
4211 Hermitage Road
Richmond, Virginia 23227

(804) 266-2494
(804) 264-3281 (Fax)

e-mail: jagreenwood@tncs.org
Web site: http://www.tncs.org

- Maximum Capacity: 104
- Grades: 6-12
- Ages: 12-18
- Summer Program: Yes
- Accreditation: VAIS

- Specific Learning Disability

NEWHAVEN ACADEMY

William W. Marrow, Jr., Executive Director
2409 Bainbridge Street
Richmond, Virginia 23225

(804) 230-3057
(804) 230-3058 (Fax)

e-mail: wmarrow@newhavenacademy.com
Web site:
http://www.newhavenacademy.com

- Maximum Capacity: 10
- Grades: 6-8
- Ages: 11-15
- Summer Program: No
- Accreditation: None

- Other Health Impairment
- Specific Learning Disability
- Emotional Disturbance

NORTHSTAR ACADEMY

Dr. Patricia West, Head of School
8055 Shrader Road
Richmond, Virginia 23294

(804) 747-1003
(804) 747-1116 (Fax)

e-mail: pwest@northstaracademy.net
Web site: http://www.northstaracademy.net

- Maximum Capacity: 110
- Grades: K-12
- Ages: 5-20
- Summer Program: Yes
- Accreditation: VAISEF

- Other Health Impairment
- Specific Learning Disability

OYSTER POINT ACADEMY

Phil Alexander, Principal for Operations
766 J Clyde Morris Boulevard
Newport News, Virginia 23601

(757) 594-1580
(757) 594-1588 (Fax)

e-mail: ephila@cox.net
Web site: n/a

- Maximum Capacity: 60
- Grades: K-12
- Ages: 5-22
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Mental Retardation
- Other Health Impairment
- Specific Learning Disability
- Speech/Language Impairment

RIVERMONT SCHOOL - HAMPTON ROADS

Paula Spady, Principal
710 West Mercury Boulevard, Campus I
Hampton, Virginia 23666
 And
303 Butler Farm Road, Campus II
Suite 100
Hampton, Virginia 23666

(757) 825-1672
(757) 825-0462 (Fax)

e-mail: paula.spady@centrahealth.com
Web site: http://www.centrahealth.com

- Maximum Capacity: 90
- Grades: K-12, GED
- Ages: 5-19
- Summer Program: Yes
- Accreditation: VAISEF
                       SACS

- Emotional Disturbance
- Mental Retardation
- Other Health Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Autism

RIVERMONT SCHOOL - TIDEWATER

Daniel Morgan, Principal
5163 Cleveland Street
Virginia Beach, Virginia 23462
(757) 497-4703
(757) 497-4705
e-mail: Daniel.morgan@centrahelath.com
Web site: http://www.centrahealth.com

- Maximum Capacity: 40
- Grades: K-12
- Ages: 5-19
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Mental Retardation
- Other Health Impairment
- Specific Learning Disability
- Traumatic Brain Injury
- Autism

RIVERSIDE SCHOOL, INC.

Patricia DeOrio, Director
Julie Wingfield, Principal
2110 McRae Road
Richmond, Virginia 23235

(804) 320-3465
(804) 320-6146 (Fax)
e-mail: info@riversideschool.org
Web site: http://www.riversideschool.org

- Maximum Capacity: 65
- Grades: 1-8
- Ages: 6-14
- Summer Program: Yes
- Accreditation: AOGPE
                       VAISEF

- Specific Learning Disability

Susan Cumbia, Director of Children's
Educational Services
Melissa Shuletti, Head of School
8000 Brook Road
Richmond, Virginia 23227

(804) 553-3242
(804) 553-3259
e-mail: scumbia@sjvmail.net
Web site: http://www.stjosephsvilla.net

- Maximum Capacity: 28
- Grades: ungraded
- Ages: 5-22
- Summer Program: Yes
- Accreditation: VAISEF

- Autism
- Developmental Delay
- Mental Retardation
- Severe Disability
- Speech or Language Impairment

If you are interested in a school not listed or a parent requests an unlisted school, please check the following resources to determine whether the school is accredited.

PRIVATE SCHOOL ACCREDITING ORGANIZATIONS

VCPE   VIRGINIA COUNCIL FOR PRIVATE EDUCATION

1901 Huguenot Road — Suite 301
Richmond, Virginia 23235

(804) 423-6435

http://www.vcpe.org

VAIS   VIRGINIA ASSOCIATION OF INDEPENDENT SCHOOLS

6802 Paragon Place — Suite 525
Richmond, Virginia 23230

(804) 282-3592

http://www.vais.org

VAISEF   VIRGINIA ASSOCIATION OF INDEPENDENT SPECIALIZED EDUCATION FACILITIES

1011 East Main Street, Ste 400
Richmond, VA 23219

(804) 228-4513

http://www.vaisef.org/

SACS   SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

Virginia Elementary and Middle Schools Committee
101 North 14th Street, 18th Floor
Richmond, Virginia 23219

(804) 225-2814

http://www.sacscasi.org

- Barry Robinson Center, The
- Blandford Manor
- Boy's Home School
- Bridges Adolescent Treatment Center
- Childhelp East – Vienna
- Childhelp East – Village Elementary School
- Cornerstone – Kenbridge
- Deep Run Lodge – Girls
- Deep Run Lodge – Boys
- Discovery School of Virginia
- Elk Hill Farm – Alfred Blake School
- Fair Winds
- For Children's Sake Emergency Shelter
- Girls in Focus
- Grafton Berryville Campus
- Grafton – Elm Street Campus
- Grafton – Richmond Region
- Grafton – Ruth Birch Campus
- Graydon Manor
- Gus Mitchell School – Virginia Baptist Children's Home and Family Services
- Hallmark Youth Care – Richmond
- Hampton Roads Youth Center, Inc.
- Hope Haven School – Danville
- Jackson-Field Homes Gwaltney School
- John G. Wood School
- Keystone Marion
- Keystone Newport News Youth Center
- Kids in Focus
- Little Kewswick School, Inc.
- Little Kids in Focus
- New Dominion School – Boys
- New Dominion School – Girls
- New Hope Academy – Bedford County Group Homes
- Oakland School
- Pendleton Child Services Center
- Pines – Brighton Campus
- Pines – Crawford Campus
- Pines – Kempsville Campus
- Poplar Springs Learning Center
- Riverside Academy – Riverside Behavior Health Center
- Structures Youth Home
- Tekoa
- Timber Ridge School
- Virginia Wilderness Institute
- Woods Program, Camp on Craig – Boys
- Woods Program – Glory Road – Girls
- Whisper Ridge Behavioral Health System – Charlottesville
- Whisper Ridge Behavior at Leesburg
- Whisper Ridge at Staunton
- Youth for Tomorrow

Virginia's Special Education Children's Residential Facilities Directory

2005 – 2006

BARRY ROBINSON CENTER, THE

Cindy Mills, Education Director
443 Kempsville Road
Norfolk, Virginia 23502

(757) 455-6134
(757) 455-6290 (Fax)

Email: cmills@barryrobinson.org
Website: http://www.barryrobinson.org

- Maximum Capacity
  Residential: 72
- Grades: K-12
- Ages: 6-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

BLANDFORD MANOR

Warren Bull, Executive Director
Ron Vance, Education Director
230 South Crater Road
Petersburg, Virginia 23803

(804) 733-2180
(804) 733-8502 (Fax)

Email: blandmanor@aol.com
Website: http://www.sysva.com

- Maximum Capacity: 12
- Grades: 6-12
- Ages: 12-18
- Summer Program: No
- Accreditation: VAISEF

- Emotional Disturbance

BOY'S HOME SCHOOL

Joseph Carpenter, Education Director
306 Boy's Home Road
Covington, Virginia 24426

(540) 965-7737
(540) 965-7748 (Fax)

Email: jcarpenter@boyshomeinc.com
Website: http://www.boyshomeinc.com

- Maximum Capacity: 20
- Grades: 3-8
- Ages: 9-18
- Summer Program: Yes
- Accreditation: VAISEF

- Learning Disabilities
- Other Health Impairment

BRIDGES ADOLESCENT TREATMENT CENTER

William Gorman, Program Director
693 Leesville Road
Lynchburg, Virginia 24502

(434) 947-5700
(434) 947-5708 (Fax)

Email: bill.gorman@centrahealth.com
Website: http://www.centrahealth.com

- Maximum Capacity: 102
- Grades: K-12
- Ages: 6-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

CHILDHELP EAST - VIENNA

Ellise Vigilent, Acting Principal
8613 Janet Lane
Vienna, Virginia 22180

(703) 876-6227
(703) 876-0850 (Fax)

Email: EVigilent@childhelpusa.org
Website: http://www.childhelpusa.org

- Maximum Capacity: 8
- Grades: K-7
- Ages: 5-13
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

CHILDHELP EAST – VILLAGE ELEMENTARY SCHOOL

Ellise Vigilent, Principal
23164 Dragoon Road
Lignum, Virginia 22726

(540) 399-1926
(540) 399-1052 (Fax)

Email: EVigilent@childhelpusa.org
Website: http://www.childhelpusa.org

- Maximum Capacity: 57
- Grades: K-8
- Ages: 4-13
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

CORNERSTONE - KENBRIDGE

Eric Smith, Education Coordinator
215 Hickory Road
Kenbridge, Virginia 23944

(434) 676-9603
(434) 676-9608 (Fax)

Email: n/a
Website: http://www.cornerstoneprograms.com

- Maximum Capacity: 20
- Grades: 6-12
- Ages: 12-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

DEEP RUN LODGE - GIRLS

Kimberly Newman, Director
Donnie Dukes, Education Coordinator
13259 Blackwells Mill Road
Goldvein, Virginia 22720

(540) 752-4619
(540) 752-5128 (Fax)

Email: bulik@adelphia.net
Website:http://vanguardservices.org/DeepRunLodge.html

- Maximum Capacity: 10
- Grades: 6-12
- Ages: 13-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

DEEP RUN LODGE - BOYS

Kimberly Newman, Director
Donnie Dukes, Education Coordinator
Cindy Blanton, Admissions Manager
4181 Hidden Oak Lane
Bealeton, VA 22712

(540) 446-3929
(540) 752-5128 (Fax)

Email: bulik@adelphia.net
Website:http://vanguardservices.org/DeepRunLodge.html

- Maximum Capacity: 8
- Grades: 6-12
- Ages: 14-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

DISCOVERY SCHOOL OF VIRGINIA

Chris Yates, Director
Mark Mellusi, Principal
Post Office Box 1160
Dillwyn, Virginia 23936

(434) 983-5616
(434) 983-5617 (Fax)

Email: dsacademics@yahoo.com
Website: http://www.discoveryschool.org

- Maximum Capacity: 66
- Grades: 6-12
- Ages: 11-18
- Summer Program: No
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

ELK HILL FARM – ALFRED BLAKE SCHOOL

Michael Farley, Executive Director
Geoff Tubbs, Head of School
Post Office Box 99
Goochland, Virginia 23063

(804) 457-4866
(804) 457-2830 (Fax)

Email: gtubbs@elkhill.org
Website: http://www.elkhill.com

- Maximum Capacity: 50
- Grades: 6-12
- Ages: 12-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

FAIR WINDS

Edward J. Murphy, Executive Director
James Mathieson, Principal
1410 Dusty Road
Bumpass, Virginia 23024

(540) 872-4545
(540) 872-4546 (Fax)

Email: EJM50@aol.com
Website: FairWinds1410@aol.com

- Maximum Capacity: 10
- Grades: K-6
- Ages: 5-11
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

FOR CHILDREN'S SAKE EMERGENCY SHELTER

Carla Suarez, Program Director
Bridget Gorey, Education Director
5202 Winfield Road
Fairfax, Virginia 22030

(703) 815-8815
(703) 815-8286 (Fax)

Email: CSuarez@fcsvirginia.org
Website: http://www.fcsvirginia.org

- Maximum Capacity: 8
- Grades: K-5
- Ages: 5-11
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

GIRLS IN FOCUS

Richard Kingswell, Executive Director
Kate Caffrey, Lead Teacher
Post Office Box 34686
Richmond, Virginia 23234

(804) 714-1812
(804) 714-1824 (Fax)

Email: richardkingswell@msn.com
Website: http://www.kidsva.com

- Maximum Capacity: 8
- Grades: 6-12
- Ages: 12-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Mental Retardation (mild)
- Specific Learning Disability

GRAFTON – BERRYVILLE CAMPUS

Sandra Himelright, Executive Director
180 Grafton Lane
Post Office Box 112
Berryville, Virginia 22611

(540) 955-2400
(540) 955-3496 (Fax)

Email: shimelright@grafton.org
Website: http://www.grafton.org

- Maximum Capacity: 84
- Grades: 1-12
- Ages: 7-21
- Summer Program: Yes
- Accreditation: VAISEF
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- Autism
- Psychiatric Disorders
- Learning Disabilities
- Mental Retardation

GRAFTON – ELM STREET CAMPUS

Kim Sanders, Executive Director
Lynda Carscallen, Education Administrator
407 Elm Street
Winchester, Virginia 22601

(540) 542-0200
(540) 535-0241 (Fax)

Email: ksanders@grafton.org
Website: http://www.grafton.org

- Maximum Capacity: 36
- Grades: 1-12
- Ages: 5-22
- Summer Program: Yes
- Accreditation: VAISEF

- Autism
- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

GRAFTON –RICHMOND REGION

Missy R. Johns, M.A. - Executive Director
Stanley Harrison, Education Administrator
4100 Price Club Boulevard
Richmond, Virginia 23112

(804) 674-8888 ext 5147
(804) 276-3970 (Fax)

Email: mjohns@grafton.org (Exec. Director)
Email: sharrison@grafton.org (Ed. Administrator)
Website: http://www.grafton.org

- Maximum Capacity: 56
- Grades: 1-12
- Ages: 5 - 21
- Summer Program: Yes
- Accreditation: VAISEF

- Autism
- Emotional Disturbance
- Mental Retardation

GRAFTON – RUTH BIRCH CAMPUS

Kim Sanders, Executive Director
Lynda Carscallen, Education Administrator
120 Bellview Avenue
Winchester, Virginia 22601

(540) 542-0200
(540) 542-1722 (Fax)

Email: ksanders@grafton.org
Website: http://www.grafton.org

- Maximum Capacity: 42
- Grades: 1-12
- Ages: 5-22
- Summer Program: Yes
- Accreditation: VAISEF

- Autism
- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

GRAYDON MANOR

Bernard Haberlein, Executive Director
Lorraine Celestin, Education Director
801 Children's Center Road, S.W.
Leesburg, Virginia 20175

(703) 777-3485
(703) 777-4887 (Fax)

Email: schooldirector@earthlink.net
Website: http://www.graydonmanor.org

- Maximum Capacity: 61
- Grades: 1-12
- Ages: 7-18
- Summer Program: Yes
- Accreditation: VAISEF
                    JCAHO

- Emotional Disturbance
- Learning Disabilities

GUS MITCHELL SCHOOL – VIRGINIA BAPTIST CHILDREN'S HOME & FAMILY SERVICES

R. M. "Tommy" Barber, Education Director
860 Mt. Vernon Lane
Salem, Virginia 24153

(540) 389-4941
(540) 444-4680 (Fax)

Email: gusmitchell@vbchfs.org
Website:http://vbchfs.org/Gus_Mitchell_School.htm

- Maximum Capacity: 40
- Grades: 6-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

HALLMARK YOUTH CARE - RICHMOND

Lynn Williams, Educational Coordinator
12800 West Creek Parkway
Richmond, Virginia 23238

(804) 784-2200
(804) 784-5331 (Fax)

Email: info@hallmarksystems.com
Website: www.hallmarkyouthcare.org

- Maximum Capacity: 84
- Grades: 6-12
- Ages: 12-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

HAMPTON ROADS YOUTH CENTER, INC.

Leonard H. Fowler, Jr., Education Director
275 Kenyon Road
Suffolk, VA 23434-7450

(757) 923-4948
(757) 923-4949 (Fax)

Email: LFowler@hryc.org
Website: http://www.hryc.org

- Maximum Capacity: 20
- Grades: 6-12
- Ages: 12-17
- Summer Program: No
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

HOPE HAVEN SCHOOL - DANVILLE

Jeannette F. Price, Educational Director
811 North Main Street
Danville, VA 24540

Mailing Address:
PO Box 1281
Danville, VA 24543

(434) 792-8075
(434) 792-8070 (Fax)

Email: hopehaven@adelphia.net
Website: http://www.hopehavendayschool.com

- Maximum Capacity: 16
- Grades: K-12
- Ages: 5-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

JACKSON-FIELD HOMES – GWALTNEY SCHOOL

William Bowling, Education Director
546 Walnut Grove Drive
Jarratt, Virginia 23867

(434) 634-3217 ext 3026
(434) 634-6467 (Fax)

Email: jfheducdirector@aol.com
Website: http://www.jfhomes.org

- Maximum Capacity: 56
- Grades: 6-12
- Ages: 12-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

JOHN G. WOOD

Charles Shipp, Principal
8716 West Broad Street
Richmond, Virginia 23294

(804) 270-6566
(804) 935-7675 (Fax)

Email: cshipp@boyshome.org
Website: http:///www.boyshome.org

- Maximum Capacity: 48
- Grades: 6-12
- Ages: 12-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

KEYSTONE MARION

Jaylane Stanley, Educational Director
225 State Street
Marion, Virginia 24354

(276) 782-1990
(276) 782-1996 (Fax)

Email: jstanley@keystoneyouth.com
http://www.keystoneyouth.com

- Maximum Capacity: 48
- Grades: 6-12
- Ages: 11-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Specific Learning Disabilities
- Mental Retardation
- Other Health Impairment

KEYSTONE NEWPORT NEWS YOUTH CENTER

Renatta G. Marble, Director of Education
17579 Warwick Boulevard
Newport News, Virginia 23603

(757) 888-0400 ext 236
(757) 888-0359 (Fax)

Email: rmarble@keystoneyouth.com
Website: http://www.keystoneyouth.com

- Maximum Capacity: 66
- Grades: 6-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation
- Other Health Impairment

KIDS IN FOCUS

Richard Kingswell, Executive Director
Kate Caffrey, Lead Teacher
Post Office Box 34686
Richmond, Virginia 23234

(804) 714-1812
(804) 714-1824 (Fax)

Email: richardkingswell@msn.com (Director)
Email: katecaffrey@hotmail.com (Lead Teacher)
Website: http://www.kidsva.com

- Maximum Capacity: 8
- Grades: 6-12
- Ages: 12-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Mental Retardation (mild)
- Specific Learning Disability

LITTLE KESWICK SCHOOL, INC.

Terry Columbus, Director
Mark Kindler, Academic Coordinator
Post Office Box 24
Keswick, Virginia 22947

(434) 295-0457
(434) 977-1892 (Fax)

Email: lksinfo@littlekeswickschool.net
Email: TColumbus@littlekeswickschool.net (Director)
Website: http://www.littlekeswickschool.net

- Maximum Capacity: 31
- Grades: 4-10
- Ages: 10-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

LITTLE KIDS IN FOCUS

Richard Kingswell, Executive Director
Kate Caffrey, Educational Director
PO Box 34686
Richmond, Virginia 23234

(804) 714-1812
(804) 714-1824

Email: richardkingswell@msn.com (Exec. Director)
Email: katecaffrey@hotmail.com (Ed. Director)

- Maximum Capacity: 8
- Grades: K-12
- Ages: 6-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities (Specific)
- Mental Retardation (mild)

NEW DOMINION SCHOOL - BOYS

Ben Montano, Administrator
Bill Hyson, Principal
Post Office Box 540
Dillwyn, Virginia 23936

(434) 983-2051
(434) 983-2068 (Fax)

Email: bmontano@threesprings.com (Administrator)
Email: bhyson@threesprings.com (Principal)
Website: http://www.threesprings.com

- Maximum Capacity: 72
- Grades: 7-12
- Ages: 11-18
- Summer Program: No
- Accreditation: VAISEF
                     SACS

- Emotional Disturbance
- Learning Disabilities

NEW DOMINION SCHOOL - GIRLS

Ben Montano, Administrator
Bill Hyson, Principal
Post Office Box 876
Dillwyn, Virginia 23936

(434) 983-2811
(434) 983-3510 (Fax)

Email: bmontano@threesprings.com (Administrator)
Email: bhyson@threesprings.com (Principal)
Website: http://www.threesprings.com

- Maximum Capacity: 48
- Grades: 7-12
- Ages: 11-18
- Summer Program: No
- Accreditation: VAISEF
  SACS

- Emotional Disturbance
- Learning Disabilities

NEW HOPE ACADEMY – BEDFORD COUNTY GROUP HOMES

Paul Tessy, Executive Director
Kevin Cloran, Education Director
805 Ole Turnpike
Bedford, Virginia 24523

(540) 586-1978
(540) 586-5465 (Fax)

Email: kcloran@excite.com
Website: n/a

- Maximum Capacity: 10
- Grades: 5-12
- Ages: 10-19
- Summer Program: No
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

OAKLAND SCHOOL

Carol Smieciuch, Director
Boyd Tavern
Keswick, Virginia 22947

(434) 293-9059
(434) 296-8930 (Fax)

Email: csoakland@earthlink.net
Website: http://www.oaklandschool.net

- Maximum Capacity: 86
- Grades: 3-9
- Ages: 8-14
- Summer Program: Yes
- Accreditation: VAISEF

- Learning Disabilities

PENDLETON CHILD SERVICES CENTER

Susan Dye, Administrator
Matthew Donovan, Education Coordinator
2473 North Landing Road
Virginia Beach, Virginia 23456

(757) 427-4537
(757) 427-4533 (Fax)

Email: mdonovan@vbgov.com
Website: http://www.vbgov.com

- Maximum Capacity: 24
- Grades: K-8
- Ages: 5-12
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

PINES – BRIGHTON CAMPUS

John Williamson, Education Director
Carla Burton, Education Coordinator
1801 Portsmouth Boulevard
Portsmouth, Virginia 23704

(757) 398-0344 or 398-0361
(757) 398-0309 (Fax)

Email: john.williamson@absfirst.com
Website: http://www.absfirst.com

- Maximum Capacity: 156
- Grades: 5-12
- Ages: 10-21
- Summer Program: Yes
- Accreditation: VAISEF SACS

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

PINES – CRAWFORD CAMPUS

John Williamson, Education Director
Sonya Blount, Education Coordinator
825 Crawford Parkway
Portsmouth, Virginia 23704

(757) 391-6538
(757) 391-6731 (Fax)

Email: john.williamson@absfirst.com
Website: http://www.absfirst.com

- Maximum Capacity: 178
- Grades: 5-12
- Ages: 10-21
- Summer Program: Yes
- Accreditation: VAISEF SACS

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

PINES – KEMPSVILLE CAMPUS

John Williamson, Education Director
Jeff Gray, Education Coordinator
860 Kempsville Road
Norfolk, Virginia 23502

(757) 461-4565
(757) 455-0298 (Fax)

Email: john.williamson@absfirst.com
Website: http://www.absfirst.com

- Maximum Capacity: 82
- Grades: K-12
- Ages: 5-21
- Summer Program: Yes
- Accreditation: VAISEF SACS

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

POPLAR SPRINGS LEARNING CENTER

Bonnie English, Education Director
Valerie Gallop, Student Services Coordinator
350 Poplar Drive
Petersburg, Virginia 23805

(804) 733-0129
(804) 518-1340 (Fax)

Email: Bonnie.English@horizonhealth.com (Director)
Email: Valerie.Gallop@horizonhealth.com (Coordinator)
Website: http://www.poplarsprings.com

- Maximum Capacity: 70
- Grades: 6-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation
- Other Health Impairment

RIVERSIDE ACADEMY – RIVERSIDE BEHAVIOR HEALTH CENTER

Stella Quinn, Education Director
2244 Executive Drive
Hampton, Virginia 23666

(757) 827-1001 ext 683
(757) 827-9729 (Fax)

Email: stella.quinn@rivhs.com
Website: http://www.riversideonline.com

- Maximum Capacity: 50
- Grades: K-12
- Ages: 6-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

STRUCTURES YOUTH HOME

Kathy FitzSimmons, Executive Director
Susan Frankowski, Lead Teacher
76 Whispering Pine Lane
Stafford, Virginia 22554

(540) 752-0013
(540) 752-1147 (Fax)

Email: syouthh@aol.com
Website: n/a

- Maximum Capacity: 8
- Grades: 7-12
- Ages: 11-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

TEKOA GIRLS SCHOOL

Bob Sisk, Vice President
Art Ford, Educational Director
Post Office Box 90
Pilot, Virginia 24138

(540) 745-3887
(540) 745-7188 (Fax)

Email: artford8@yahoo.com
Website: http://www.tekoa.org

- Maximum Capacity: 16
- Grades: 7-12
- Ages: 12-21
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

TIMBER RIDGE SCHOOL

John Lamanna, Chief Operating Officer
Jennie Johnson, Director of Educational Services
1463 New Hope Road
Cross Junction, Virginia 22625

Mailing Address:
Post Office Box 3160
Winchester, Virginia 22604

(540) 888-3456
(540) 888-4511 (Fax)

Email: johnson@trschool.org
Website: http://www.timber-ridge-school.org

- Maximum Capacity: 96
- Grades: 6-12
- Ages: 10-21
- Summer Program: Yes
- Accreditation: VAISEF
                    NCASES

- Emotional Disturbance
- Learning Disabilities
- Other Health Impairment

VIRGINIA WILDERSNESS INSTITUTE*

James Culverhouse, Executive Director
Rebecca England, Lead Teacher
Post Office Box 613
Oakwood, Virginia 24631

(276) 498-7032
(276) 498-4863 (Fax)

Email: vwi-ct@vwi.ami-fl.org
Website: http://www.vwi.ami-fl.org

* Placements from DJJ only

- Maximum Capacity: 34
- Grades: 8-12
- Ages: 14-18
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities

WOODS PROGRAM, CAMP ON CRAIG - BOYS

R. M. "Tommy" Barber, Education Director
Mike Riddle, Lead Teacher
Post Office Box 307
New Castle, Virginia 24137

(540) 864-6640
(540) 864-5399 (Fax)

Email: n/a
Website: http://woods@rev.net

- Maximum Capacity: 24
- Grades: 6-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Other Health
Impairment

WOODS PROGRAM, GLORY ROAD - GIRLS

R. M. "Tommy" Barber, Education Director
312 Glory Road
Axton, Virginia 24054

(276) 650-7017
(276) 650-2003 (Fax)

Email: woods222@ntelos.net
Website: n/a

- Maximum Capacity: 24
- Grades: 6-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Other Health
Impairment

WHISPER RIDGE BEHAVIORAL HEALTH SYSTEM - CHARLOTTESVILLE

Erin Dennis, Education Coordinator
2101 Arlington Boulevard
Charlottesville, Virginia 22903

(434) 977-1523
(434) 977-3693 (Fax)

Email: edennis@psysolutions.com
Website: http://www.psysolutions.com

- Maximum Capacity: 60
- Grades: 6-12
- Ages: 13-18
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation
- Other Health
Impairment

WHISPER RIDGE BEHAVIOR AT LEESBURG

Connie Hartman
Interim Education Director
42009 Victory Lane
Leesburg, Virginia 20176

(703) 777-0800
(703) 777-0803 (Fax)

Email: conniehartman@psysolutions.com
Website: http://www.psysolutions.com

- Maximum Capacity: 77
- Grades: 6-9
- Ages: 9-17
- Summer Program: Yes
- Accreditation: None

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation

WHISPER RIDGE AT STAUNTON

Erin Lewis, Education Director
110 Montgomery Avenue
Staunton, VA 24401

(540) 213-0450 x125
(540) 213-0456 (Fax)

Email: erinlewis@psysolutions.com
Website: http://www.psysolutions.com

- Maximum Capacity: 42
- Grades: 6-12
- Ages: 13-22
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities
- Mental Retardation
- Other Health Impairment

YOUTH FOR TOMORROW

Ann Curtis, Principal
Joseph Perine, Director of Education Services &
Community Outreach
11835 Hazel Circle Drive
Bristow, Virginia 20136

(703) 631-3360
(703) 361-4335 (Fax)

Email: acurtis@yftva.com
Website: http://www.youthfortomorrow.org

- Maximum Capacity: 65
- Grades: 8-12
- Ages: 11-17
- Summer Program: Yes
- Accreditation: VAISEF

- Emotional Disturbance
- Learning Disabilities

Conclusion

The purpose of the behavioral program in YCSD mirrors the fuller purpose of the Office of Student Services, to ensure the success of all students in pursuit of their personal, educational and professional ambitions. While those ambitions take many forms among such a diverse population, they each represent a vital part of our greater community.

The program has been designed through a combination of research, observation and investigation to achieve the goal of moving students from an externally based system of positive reinforcement to an internally motivated thought process resulting in positive decision making. This is accomplished through careful planning, systematic implementation and ongoing supervision. Our expectation is that the programs outlined in this manual provide a framework to ensure consistency while allowing for individualization for student needs. In implementing these programs, the Office of Student Services continues to keep abreast of current behavioral research and to make modifications to the program as needed to ensure an appropriate educational program for all students. Should you have any questions, concerns or suggestions we invited you to contact the Director of Student Services at 757-898-0455.