

Behavior Collaboration Team Process and Procedure

All students are General Education students first and are entitled to the same services in the least restrictive environment. The Behavior Case Consultation Team's (BCT) purpose is to empower site based teams with evidence based strategies and interventions that will allow students to receive full educational benefit in their current placement.

What is the BCT?

The BCT is a Special Education internal process to support site-based teams with strategies and interventions to support students. BCT meetings are held weekly at Earlywood Education Center to discuss specific student needs.

When should a School Psychologist and Program Director consider a referral to BCT?

The referral should be triggered after the school site team (including the School Psychologist and Program Director) has met, defined the areas of concern, implemented strategies, collected data, evaluated the effectiveness of the strategies, and determined that the site requires additional consultation.

Who are the members on the BCT?

BCT Members:

EARLYWOOD Assistant Director
School Psychologists
Autism Coordinator
Social Worker

How are students referred to BCT?

The referral is generated by the School Psychologists

The BCT Referral includes:

Assessment of Lagging Skills & Unsolved Problems: To be completed by School Psychologist in collaboration with the site team BEFORE the meeting to determine the 3 questions of focus.

3 questions: The questions define where the school site team is "stuck" in helping their student. Questions need to be specific to the problem(s) that are to be addressed.

Appropriate Questions should use concrete terms and be focused around what variable can be manipulated within the setting for the student to be successful. (STOIC)

Inappropriate Questions are stated in a global and vague manner such as: *How do I support my student? Does this student need a change of placement?*

Current FBA/BIP with data reflecting 20 instructional days of implementation

Psych Report

Documentation of tiered support put in place and school based staffing

What can be expected at a BCT meeting?

The referring School Psychologist will review the student presenting problems, data and pertinent history. The remainder of the meeting will be spent consulting on the 3 submitted questions. The BCT recommendations will be documented on a *Behavior Consultation Team Summary Form*.

How will confidentiality be insured?

Referral on Google Drive: This file is only visible to School Psychologists and will be moved to a private confidential file once submitted.

Student Information Form: This is a confidential internal document for the BCT team use only and should NOT be attached to the IEP.

Behavior Consultation Team Summary Form: At the conclusion of the BCT meeting this document will be shared with referring School Psychologist. It is the responsibility of School Psychologist and the Program Director to share the information and recommendations with their site team. This document is not to be distributed to other members of the team or placed in the student's file.

Does the BCT determine Special Education placement?

No – Special Education program placements are a function of the Case Conference Committee. The BCT assists the site team with interventions in the student's current placement. The BCT will support the site team with strategies in the student's current placement. School Psychologist is responsible for reporting the findings to the school based team and help with implementation of the discussed strategies and measure the student's progress with the use of these strategies.

Does the BCT determine if additional services can be put into place?

Determination of services are a function of the Case Conference Committee.

Who should the referring team contact if they have any questions?

Assistant Director, Stephanie Lawless

BCT Scheduling procedures:

School Psychologist will email Nikki Rankin nrankin@earlywood.org requesting a time and date to bring student case to the BCT. The email will include the following attachments:

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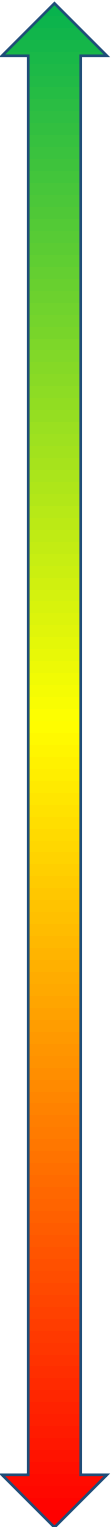
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A meeting date will be set once all required documentation has been submitted.

Continuum of supports for students with IEPs experiencing behavioral concerns:

At the onset of the first concern or suspension:

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- [Follow Three Tiered RtI Model for Behavior and Social/Emotional Support](#)
 - Tier 1 (85-90%): All Students- Culturally responsive environments, classroom strategies with accommodations planning
 - [PBIS](#)
 - [16 Proactive Classroom Management Strategies](#)
 - [Social Emotional Learning \(SEL\) Curriculum](#)
 - [Firm, fair, kind, consistent teaching \(Model, Safe and Civil Schools\)](#)
 - [Positive relationships with all students](#)
 - [Physiology for learning instruction](#) (diet, sleep, exercise, stress management)
 - [Tier 2](#) (7-10%): At-Risk Students- Intensified classroom and small group interventions
 - Consider **Requesting School Psychologists/Skills Specialists intervention**
 - [Self-monitoring](#)
 - [Structured adult mentor programs, \(Check in, Check out\)](#)
 - [Daily home/school communication](#)
 - Behavior contracts
 - Small group social skills or SEL training
 - Escape Card
 - [Positive peer reporting](#)
 - [Tier 3](#) (3-5%): High-risk, Individual Interventions
 - **Request School Psychologists/Skills Specialists intervention**
 - Cognitive Behavior Therapy/Counseling (CBT)
 - FBA/BIP with replacement behavior training
 - WRAP around and other parent focused assistance
 - Inter-agency services
 - **BCT**- School Psychologists referral, ALSUP [lagging skills](#) and strategy review
 - Strategy Implementation
 - **Data Collection (20 instructional days)**
 - Review data in follow up BCT
 - **CC** Consider more restrictive supports
 - Shortened day (if data supports)
 - New Connection
 - Home Bound
 - Residential
 - Addition of full time Skills Specialists support

Continuum Suggestions:

Contact School Psychologists for intervention at Tier 1 or 2, the earlier the better. Hold the MD between 5 or 7 days of suspension so you have more time to make decisions.

Before a student MD is held the school team should create an alternative support plan to provide service in current setting past the ten days. E.G. Home bound for additional suspensions.