Utah State Board of Education

LEAST RESTRICTIVE BEHAVIORAL INTERVENTIONS

Technical Assistance Manual

Updates Reflecting R277-608, HB347(2024), R277-609 Changes

Submitted to the Law and Licensing Committee

December 2024

FOREWORD

This edition of the Least Restrictive Behavioral Interventions (LRBI) Technical Assistance Manual was written with a *whole-child* focus in mind. This manual's guidance, interventions, and best practices reflect this focus in alignment with the Utah State Board of Education's (USBE) commitment toequal opportunity in education.

In that context, this manual is intended as a resource for families and school teams in their support of ***all*** students, including each student served in general education classrooms as well as the portion of those students also receiving support through special education.

What is a Whole-Child Focus?

Utah schools support students and families in ways that extend far beyond subject matter instruction. Our students learn skills that prepare them to succeed in college, the workplace, and the community. Our families teach children their values, act to meet their needs to the best of their ability, and advocate for their best interests in school settings. Our educators build authentic connections with students to create supportive, safe, and personalized learning environments. Our schools provide necessary resources for underprivileged and at-risk students so that each student enters their classroom healthy, prepared, and ready to learn. By acknowledging that meaningful, equitable learning requires more than just a textbook and an instructor, and that all students are capable of learning when their fundamental needs are supported, we adopt a *whole-child perspective* to education.

The whole-child perspective recognizes the potential for multi-disciplinary school systems to benefit learning. For example:

- Providing free and reduced-rate meals at school can prevent students from missing instruction due to hunger

- Providing access to mental health support at school can equip students with the skills and resources needed to overcome barriers and stay engaged with learning
- Providing instruction to students in essential life skills, such as social awareness and responsible decision-making, can prepare students to succeed in higher education and the workplace
- Providing safe and supportive learning environments where each student feels welcomed and included can set the stage for students' readiness to learn

Why is This Focus Necessary for Behavior?

Student problem behavior does not arise in a vacuum. Applied behavior analysis, the branch of behavioral science focused on behavior in everyday environments, offers a helpful framework to explain why some students misbehave at school. Students typically engage in problem behavior when there is a mismatch between their needs and their environment, and/or when they have experienced more reinforcement overall for the problem behavior than for appropriate alternative behaviors. Behavior support from a whole-child perspective acknowledges the many factors that may influence a student's behavior for one of those two reasons. This can help teams determine when a student may need support in ways that might seem unrelated to behavior at first glance. For example:

- For a student whose behavior is significantly worse when she is hungry, whole-child behavior support may involve help accessing breakfast and lunch at school
- For a student who refuses to attend class due to anxiety, whole-child behavior support could include evidence-based interventions to reduce anxiety, instruction to build positive coping skills, and increased contact with school-based mental health personnel
- For a student who frequently argues with classmates and struggles to make friends, whole-child behavior support could include social skills training, self-monitoring to build awareness of socially expected behaviors, and participation in the school's Lunch Bunch program

- For a student who has experienced numerous disciplinary removals for disruptive behavior and now appears disinterested in school, whole-child behavior support might involve intentional efforts to build relationships and ensure the student is included in school activities, and a safe place at school for the student to go to when frustrated

This edition of the LRBI Technical Assistance Manual is a comprehensive resource for best practice and technical assistance to support student behavior in the context of the whole child. The student with behavior support needs is a whole person first, not merely a collection of their toughest moments. Teams that address student needs within that rich context can engage in strengths-focused problem-solving, provide high-quality behavior support, and ensure better outcomes for all.

CHAPTER 1: INTRODUCTION TO THE LRBI MANUAL

PURPOSE OF THE LRBI GUIDELINES

Schools face a growing challenge in meeting both the academic and behavioral needs of all students. To be effective and demonstrate positive educational outcomes with diverse student populations, schools need to implement tiered models of evidence-based academic and behavioral supports and interventions.[1]

OUR VISION

Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

MISSION

The Utah State Board of Education leads by creating equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

The vision of the USBE is ”Academic and organizational excellence in Utah education."

- Participate in civic responsibilities
- Uphold and strengthen our constitutional republic
- Provide for themselves and their families
- Engage in post-secondary opportunities
- Pursue personal goals
- Embody strong moral and social values

The USBE has also established four goals as part of the Board Strategic Plan, of which the following two relate to the LRBI:

- Support districts and schools in creating and maintaining conditions for safe and healthy learning environments

- Build capacity of educators and other stakeholders to meet students' mental, emotional, and social needs

To support these goals, the USBE specifies in Utah State Board of Education Administrative Rules (after this referred to as "Board Rules") r277-609[2] that the purpose of the LRBI Technical Assistance Manual is to provide "guidance and information in creating successful behavioral systems and supports within Utah's public schools that: (a) promote positive behaviors while preventing negative or risky behaviors; and (b) create a safe learning environment that enhances all student outcomes."[3]

This edition of the LRBI Technical Assistance Manual provides effective, ethical, and evidence-based practice and technical assistance to support schools in this twofold mandate: creating safe and healthy learning conditions for every student, and addressing the behavioral, mental, emotional, and social needs of each student. For each student to be prepared to succeed and lead, schools must stand ready to offer meaningful, personalized learning and equitable support to every student. In alignment with the USBE's vision and strategic plan, this manual outlines the behavioral concepts, skills, and strategies that educators can utilize to encourage and prepare students to build the knowledge and skills they need to succeed and lead throughout their lives.

Guiding Principles in the LRBI Technical Assistance Manual

- All students can achieve positive outcomes when provided opportunities to develop skills as a result of effective teaching
- Prevention and intervention at the earliest indication of both behavioral and academic needs is necessary for student success
- A comprehensive system of tiered interventions is essential for addressing the full range of student needs
- Student outcomes improve when ongoing behavioral and academic data collection informs instructional decisions
- All school personnel share responsibility for equitable and evidence-based instructional practices, behavior support practices, and progress monitoring

- Effective leadership at all levels is crucial for the maximum achievement of student outcomes

Goals of the 2023 Edition

This edition of the LRBI manual provides:

- Updated information about effective and ethical school-based behavior support practices, delivered in an approachable and practical way to school staff, families, and the Utah community
- A focus on the "whole-child" perspective on education and how student behavior support can be addressed from that perspective
- Updated guidance on compliance with state and federal legislation, state statute, and USBE rule in relation to student behavior
- Model processes, forms, and other resources to the field to support the delivery of evidence-based practice in behavior support
- Strategies to support the behavior needs of ***all*** students, with specific considerations applicable to supporting students with disabilities in compliance with the Individuals with Disabilities Education Act (IDEA)

Intended Audience

This manual is written to be accessible to *each person involved in teaching and supporting Utah students*. Our students are tasked with the important behavioral work of staying engaged in their own learning, following school norms and expectations, getting along with their classmates and teachers, and developing the behavioral, social, and emotional skills necessary to be prepared for adulthood. To

accomplish these things, our students may be supported by many different adults with different roles. This manual was developed with the following audiences in mind:

- Parents, guardians, and other family members
- General education and special education teachers
- Paraeducators
- Student support specialists
- School administrators
- Local education agency (LEA) staff
- State education agency (SEA) staff
- Community partners

Learning Intentions Addressed in the LRBI Technical Assistance Manual

After accessing the LRBI Technical Assistance Manual, the reader will be able to:

- Describe the factors that may influence student behavior and identify ways to proactively address those factors (see Chapter 2)
- Identify existing school programs and resources that can be utilized for behavior support from a "whole-child" lens (see Chapter 3)
- Identify evidence-based practices in school discipline, and describe how those practices can help minimize the use of exclusionary disciplinary practices and lower the risk of student drop-out (see Chapter 3)
- Understand how to structure school- and classroom-level learning environments to support student engagement and success (see Chapter 3 and Chapter 4)
- Engage in tiered problem solving in collaboration with a team to determine how to support at-risk students (see Chapter 5)
- Select and implement evidence-based behavior intervention practices tailored to the needs of individual students or groups of students (see Chapter 5 and Chapter 6)
- Assess the behavioral needs of individual students and develop appropriate individualized intervention plans (see Chapter 6)

- Evaluate ongoing intervention efforts using data collection strategies to measure both behavior change and implementation fidelity (see Chapter 5 and Chapter 6)
- Ensure that learning environments facilitate the successful inclusion of students with behavior support needs so they can acquire the academic and social skills necessary for success (see Chapter 5, Chapter 6, and Chapter 8)
- Understand legal requirements and ethical guidelines related to crisis de-escalation practices and the use of emergency safety interventions (see Chapter 7)
- Develop Individualized Education Programs (IEP) and 504 Plans that address behavior needs for students with disabilities (see Chapter 8)

How to Use the Manual

This manual discusses student behavior in the context of the various school systems, environments and interactions that influence it. However, this manual is not intended to serve as a comprehensive guide to all school factors that may play a role in student behavior. Additional USBE resources in these areas have been provided through the manual as links and/or companion documents.

Information about specific evidence-based behavior interventions (previously made available as a chapter in the body of the manual) will be provided in a separate resource. This allows the USBE to provide more frequent updates to this resource as new information about behavior interventions and supporting evidence becomes available.

This manual does not, and is not intended to, constitute legal advice. Content in this manual is presented for general information purposes only. Information about some federal and state statutes and rules relevant to school-based behavior support is presented alongside relevant content in each chapter. This allows the reader to understand how these statutes and rules align with best practice in behavior support. However, this manual should not be considered an exhaustive resource for these legal citations. School personnel are responsible for knowing and following the legal requirements associated with school-based behavior support.

Notes on Chapter 1

[1] U.S. Department of Education, Office of Special Education and Rehabilitative Services (2021). *Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs.* Washington, DC. Retrieved from https://www2.ed.gov/documents/students/supporting-child-student-social-emotional-behavioral-mental-health.pdf

[2] N.B.: Board Rules are part of the larger Utah Administrative Code and deal with section 277. These rules can be found in two places: the USBE Administrative Rules webpage or the Utah Office Administrative Rules webpage. Therefore, Board Rule r277-609 refers to the same rule as Utah Admin. Code r277-609. Additionally, it should be noted that the Utah State Board of Education Special Education Rules (SpEd Rules) are part of but distinguished from Board Rules. Though separate, these Rules are incorporated into Board Rule by reference (see Board Rule r277-750).

[3] Board Rule r277-609. Retrieved from: https://www.schools.utah.gov/File/5cee27f2-66b0-4a03-baf7-bf51ff3a65fa.

Chapter 2: Behavior Basics

Mark is a student in Mr. Johnson's third grade class. Mark loves to play basketball, has lots of friends, and his mind seems to go 200 miles an hour. He has always had difficulty sitting still to focus on his work. His first and second grade teachers observed that he did well in math when he could provide verbal answers to questions, but when asked to provide written answers he would usually complain or put his head down on his desk. Since the start of third grade, Mark's behavior has become more intense and erratic, and he has begun yelling when asked to provide written answers. Last week, Mark's behavior escalated even further. He pushed over a desk, was reprimanded by his teacher, and ended up being escorted to the principal's office. Mr. Johnson brought his concerns about Mark's escalating problem behavior to the school-based behavior support team to problem-solve how best to support him.

Why Teach Behavior?

Academic learning is not the sole benefit that students access in Utah schools. For students to be prepared for life beyond childhood and adolescence, they must develop additional skills to allow them to communicate and collaborate with others, solve problems, make responsible decisions, and act with integrity. Educators are well-prepared to meet students where they are academically by providing personalized learning experiences that take student strengths and needs into account. However, beyond academic content, it is equally important that educators meet students where they are in terms of these additional skills. To do this, it is

essential that educators understand the behavioral learning needs of their students.

Some students, for a variety of reasons, may demonstrate problem behavior that inhibits their learning and/or the learning of other students. Just as we would not expect students to teach themselves academic content on their own, we would not leave students to correct their own behavior without support. Without intervention or teaching, many students will continue to engage in problem behavior, and may even develop patterns of behavior that increase in frequency and intensity.

Behavior problems often lead to academic challenges, difficulty with relationships, and diminished postsecondary readiness. In addition, unchecked student behavior problems can lead to burnout for educators.[1] In response, many schools rely on reactive disciplinary measures such as reprimands, zero tolerance policies, suspension, and expulsion. These responses are ineffective—and can even be harmful to students.[2]

Rather than waiting for these negative outcomes to occur, best practice indicates that educators should proactively prepare to teach behavior in schools. Being proactive about behavior means investing time in strategies that involve preventing problem behavior and teaching appropriate behavior. Understanding key concepts in behavioral science can help school teams select the best ways to teach appropriate behavior to students.

Key Concepts in Behavior

When considering student problem behavior, educators and parents may fear that it's impossible to understand the student's reasons for engaging in the behaviors observed at school and/or home. This can be an intimidating feeling. However, the truth is that all humans engage in learned behavior following the same behavioral

principles. By understanding these principles, it is possible to understand student problem behavior, no matter how unusual or concerning those behaviors appear—and when we take the time to understand a person's behavior, we have taken the first step in helping that person to change their behavior.

Applied Behavior Analysis

Applied behavior analysis (ABA) is "the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change."[3] This means applying what we understand about human behavior to teach students to improve their behavior in ways that are meaningful for those students and their families. Applied behavior analysis is based on the following assumptions:

- Behavior is learned, so appropriate behavior should be taught
- Problem behavior is addressed by preventing those behaviors from occurring, and by reinforcing the behaviors we want to see instead
- Punishment does not teach new behavior
- Behavior change efforts must be data-driven to determine effectiveness

School-based behavior support follows these core ideas, and so do the resources presented in this manual. Throughout this manual, the reader may recognize links to other disciplines which are often related to student behavior. It's certainly true that student behavior is often complex, and support efforts may connect to many other areas of practice. This manual maintains a focus on supporting the efforts of school-based teams to provide a Multi-Tiered System of Supports (MTSS) for behavior at the school, classroom, and individual student levels, and provides the behavioral processes and resources needed to be in compliance with education law and policy (for more information on MTSS, see Chapter 3 and Chapter 5). Areas of practice that may be related to behavior for some students—such as social emotional learning, student mental health, and trauma-informed practice, to name just a few—will be addressed but are not the focus of this manual. Links to the USBE website in these areas will be provided when possible.

Principles of Reinforcement and Punishment

Behavioral learning involves finding the most efficient path to the greatest reward. As humans, we excel at spotting behaviors that have a better pay off than others. We develop preferences for many everyday things—the places we shop for groceries, the paths we use to commute to work or school, and the people with whom we spend our time—based on a history of learning which of those things paid off for us in the ways we care about and which did not. This is an example of how behavior is learned based on the principles of reinforcement and punishment, and student behavior follows these principles as well.

Reinforcement

The term reinforcement refers to *a stimulus change that follows a behavior and increases the likelihood of that behavior occurring again in the future*. The term "stimulus change" can refer to anything that occurs to the individual. Usually this means something is added to the student's environment or taken away from their environment. A misconception about reinforcement is that it is synonymous with the term "reward." Generally speaking, teachers and caregivers would probably not say that they offer rewards for problem behavior. However, when a problem behavior is increasing or continuing to occur, it is always maintained by some form of reinforcement that follows it.

Positive reinforcement refers to situations in which a pleasant stimulus is presented after a behavior, and that behavior then increases or stays the same in the future. For example, when Gina makes an inappropriate joke and her friends laugh, and over time the behavior of inappropriate joking increases, we could say that laughter from her friends is positively reinforcing that behavior.

Negative reinforcement refers to situations in which an unpleasant stimulus is taken away after a behavior, and that behavior then increases or stays the same in the future. If Max throws school supplies at a classmate during an exam and is immediately sent out into the hall, and over time Max's throwing behavior increases, we could conclude that sending Max out into the hall (and away from their exam) negatively reinforced that behavior.

Reinforcement is the way that all humans learn new behaviors and refine existing behaviors.[4] Many things can function as reinforcement for students, and different students will be reinforced by different things. Because of this, it is important to measure behavior and look at whether the behavior is staying the same or increasing over time. If that is the case, then there is some form of reinforcement following that behavior. However, that reinforcement may not be obvious at first glance. For example, Tony is reinforced by attention of any kind, including teacher reprimands—but because Tony's teachers are not likely to view their reprimands as reinforcing, the role of teacher reprimands in maintaining Tony's problem behaviors might go unnoticed.

Punishment

The term punishment refers to *a stimulus change that follows a behavior and decreases the likelihood of that behavior occurring again in the future*. If we measure how often a behavior occurs each day, and see that it is rapidly decreasing over time, it is likely that punishment is occurring immediately after that behavior. Positive punishment refers to situations in which an unpleasant stimulus is administered after a behavior, and that behavior then decreases in the future. For example, each time Blake runs in the hallway he is asked to go back and practice walking appropriately instead, and over time Blake's hallway running decreases; this decrease suggests that asking Blake to practice walking after he runs in the hall functions as positive punishment for that behavior. Negative punishment refers to

situations in which a pleasant stimulus is taken away after a behavior occurs, and that behavior then decreases in the future. For instance, if Paola loses a classroom point each time she talks while the teacher is talking, and over time she talks during instruction less frequently, that the loss of points suggests it is acting as negative punishment for the behavior of talking out.

Punishment may feel like the fastest way to stop a student from engaging in a problem behavior. However, punishment cannot teach new behavior and thus does not lead to positive long-term behavioral change.[5] It's important for all adults engaged in supporting students to understand that the effects of punishment are short-lived. If students are not taught the appropriate behaviors to use instead, and if those appropriate behaviors are not reinforced, student behavior will not improve over the long term.

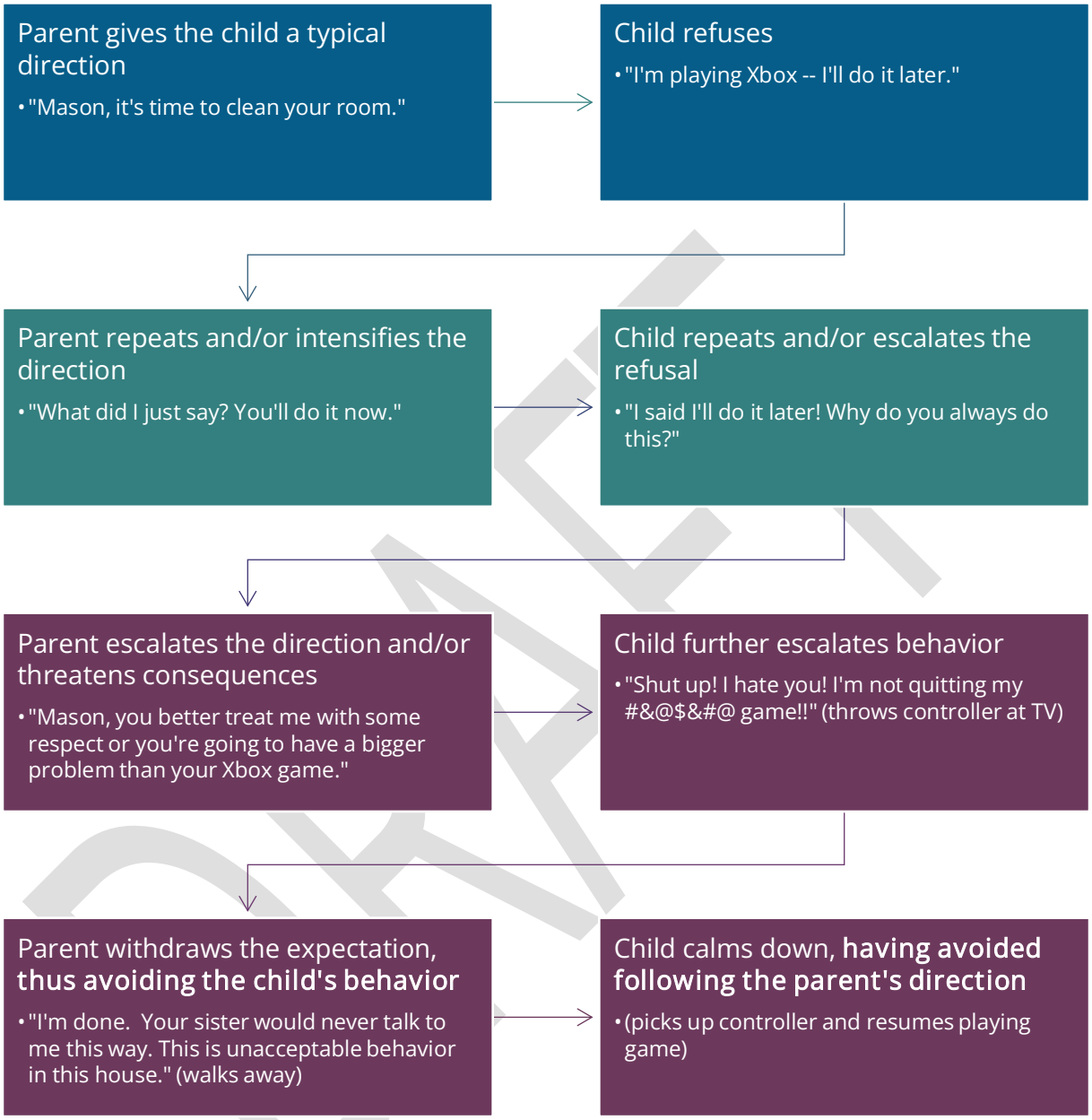
FIGURE 2-1: STUDENT BEHAVIOR AND STIMULUS CHANGE

	The student likes the stimulus	The student dislikes the stimulus
The stimulus is added/given (+) to the student after the behavior	IF the behavior maintains or increases over time, **positive reinforcement** is occurring	IF the behavior decreases over time, **positive punishment** is occurring
The stimulus is removed (-) from the student after the behavior	IF the behavior decreases over time, **negative punishment** is occurring	IF the behavior maintains or increases over time, **negative reinforcement** is occurring

COERCION CYCLE

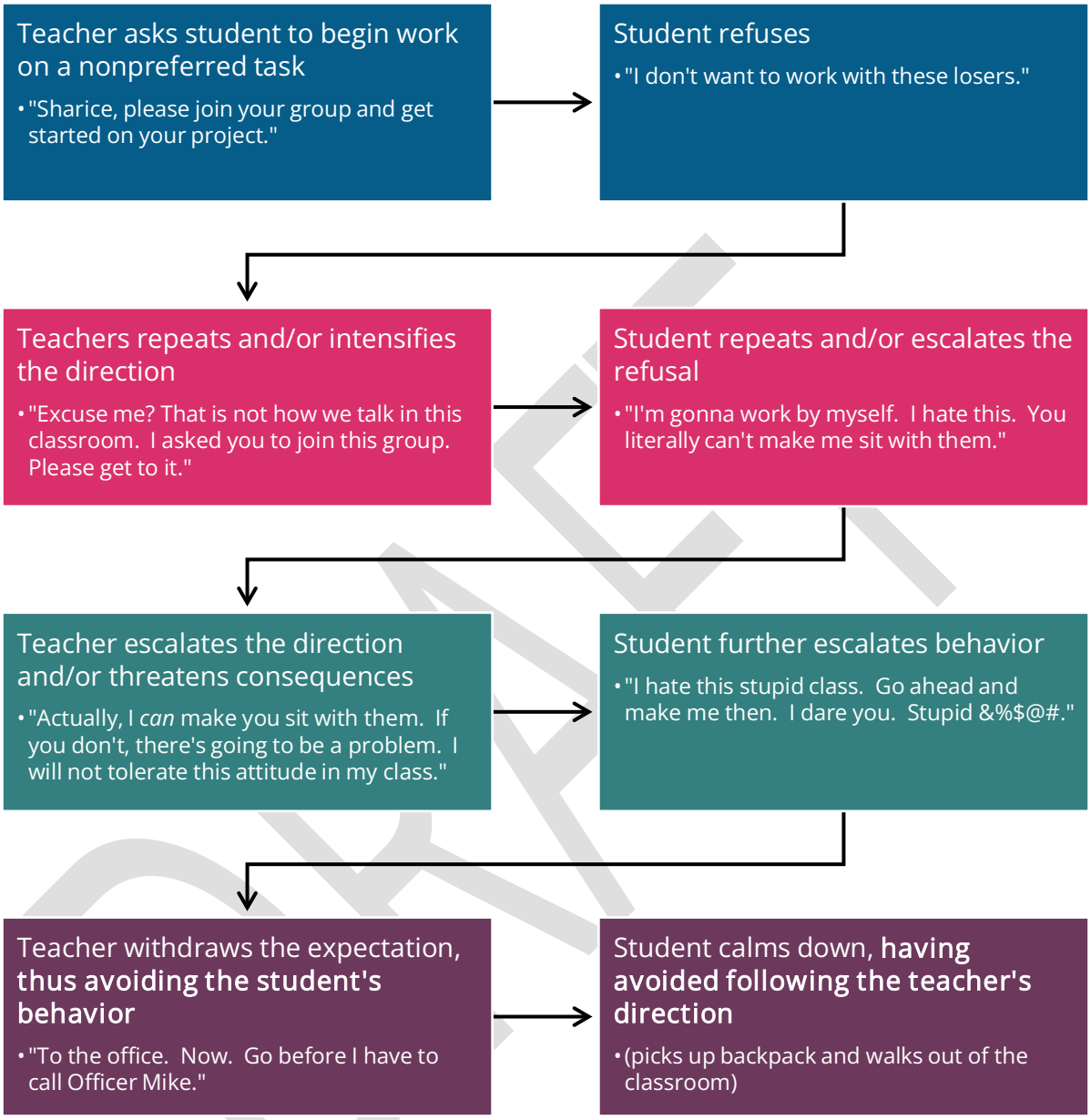
Most parents and teachers alike are familiar with the concept of the *power struggle,* meaning an escalating dynamic between two people in which neither wants to back down or relinquish control of the situation. Power struggles can arise when the parent or teacher has not proactively established appropriately firm responses to routine misbehavior and must resort to repeated directions and empty threats. Sometimes the power struggle ends in the parent or teacher giving in and the student getting out of the original request. This is referred to as the *coercion cycle*.

FIGURE 2-2: EXAMPLE ONE OF COERCION CYCLE



The coercion cycle can also play out in school settings. When teachers are accustomed to relying on exclusionary forms of discipline, the coercion cycle may be more likely to occur.

FIGURE 2-3: EXAMPLE TWO OF COERCION CYCLE



The coercion cycle operates using negative reinforcement. The student wants to avoid the teacher's request, and the teacher wants the student to follow directions politely. When the student escalates their behavior, the teacher feels the need to escalate their demands as well. Finally, once the student's behavior reaches an unacceptable peak, the teacher throws their hands up and gives up on the demand. Both parties avoid the immediate discomfort facing them. The student avoids the demand, and the teacher avoids the escalating conflict. When this dynamic establishes itself, it is much more likely to occur in the future.

The coercion cycle can be avoided by planning for behavior concerns ahead of time, setting appropriate limits with students, and developing responses to problem behavior that are both feasible and sustainable.

ABCs of Behavior

Learned behavior follows a predictable pattern. This is known as the ABC model of behavior. First, something in the environment (the antecedent or "A") creates the conditions for a person to respond in a certain way. Then the person responds (the behavior or "B,"), and that response creates its own impact on the environment (the consequence or "C"). By breaking this pattern down, educators and parents can gain an increased understanding of student behavior.

Antecedents

In his discussion with the behavior support team, Mr. Johnson was asked to describe the events surrounding Mark's yelling and desk flipping. Mr. Johnson initially could not pinpoint a reason, so the team asked him to take notes over the next week focusing on what happened prior to Mark's disruptive behavior. He discovered that Mark's problem behavior occurred each time the class was asked to work on math worksheets independently. During whole group math instruction, Mark was quiet and appeared to be paying attention, but rarely offered any comments or answered any questions. However, he often engaged in problem behavior following whole group instruction and prior to independent work. With the team's support, Mr. Johnson proposed a plan in which he would place Mark's worksheet upside down on his desk when passing out papers until he had the opportunity to provide Mark with one-on-one instruction. He would also place a colored paper on Mark's desk that Mark could use to indicate when he had questions, needed support, or had an answer that he could verbally provide to Mr. Johnson.

A behavior's antecedent is an event or condition that reliably precedes a behavior. Antecedent conditions set the stage for the behaviors we observe and can be found by recording the factors in the individual's environment immediately before that behavior occurs. While it's possible to compare this concept to the notion of "triggers," it's helpful to remember that antecedents can involve 1) something

happening to the student before the behavior, and/or 2) something important that is not happening to the individual before the behavior. For instance, the following could both be antecedents for a particular behavior:

TABLE 2-1: EXAMPLES OF ANTECEDENTS TO A BEHAVIOR

Antecedent (trigger)	Behavior
Katie raised her hand but was not acknowledged by the teacher for a full minute.	Katie stood up, knocked her chair over, said "I don't need this," and ran out of the classroom.

To observe antecedents, ask "What happened immediately before the behavior?" Take note of ongoing factors in the student's environment, and then note any that typically occur right before the problem behavior begins.

The following are some common antecedents observed in school settings. While this is not an exhaustive list, it can illustrate what sorts of antecedent conditions to watch for.

- Lack of adult and/or peer attention
- Rude comments from peers to the student (or others)
- Teacher reprimands to the student (or others)
- Being asked to complete certain types of schoolwork (certain content areas, types of activities, etc.)
- Being asked to stop doing something preferred
- Being expected to stay on task for long periods of time, relative to the student's current skill
- Unclear expectations about tasks, activities, and/or behavior expectations
- Long transitions between activities and/or extended wait time

BEHAVIOR

Behavior can be defined as "an observable and measurable act of an individual."[6] In behavior intervention, the "B" in the ABC model is typically the problem behavior. A problem behavior is a behavior that we wish to change. Problem behaviors are

generally unhealthy in some way for the person engaging in it. A student's problem behavior may interfere with the student's ability to access instruction, engage with classmates, and/or stay safe in their environment.

It's important for school teams to keep in mind that not all unusual behaviors are problem behaviors. For instance, a student with autism may engage in hand flapping to self-regulate during class. While some may view this behavior as atypical, the behavior poses no safety risk and likely aids the person engaging in it to regulate their sensory needs and stay engaged with their environment. It would not be appropriate for a school team to attempt to change this behavior simply because others in the student's environment find the behavior unusual.

Consequences

Many people use the word "consequence" to mean "disciplinary action." However, in behavior terms, a consequence is any event or condition (e.g., a stimulus change) that immediately follows the behavior. Consequences can be pleasant, unpleasant, or neutral for the person experiencing it. The purpose of observing a behavior's usual consequences is to determine what might be reinforcing the behavior. For instance, consider the consequence of the behavior below. What might be functioning as reinforcement for this student in this incident?

TABLE 2-2: EXAMPLE OF ANTECEDENTS, BEHAVIOR, AND THE CONSEQUENCE

Antecedent (trigger)	Behavior	Consequence (outcome)
Katie raised her hand but was not acknowledged by the teacher for a full minute.	Katie stood up, knocked her chair over, said "I don't need this," and ran out of the classroom.	Katie sat in the hallway for a few seconds alone. Then her teacher came outside, consoled her, and asked her to come back to class.

To observe consequences, ask "What happened immediately after the behavior?" Take note of anything that changed in the student's environment right after the problem behavior occurred. Remember that consequences can be pleasant, unpleasant, or neutral—the purpose is *not* to just look for disciplinary actions, but to note *anything* that happened to the student following their behavior.

The following are some common consequences observed in school settings. While this is not an exhaustive list, it can illustrate what sorts of consequences to look for.

- Reaction (verbal or nonverbal) from peers and/or adults
- Attention or one-on-one time with a particular person
- Delaying or avoiding schoolwork
- Getting away from an overwhelming situation
- Getting access to a desired item or activity
- Getting a basic need met (e.g., food, water, sleep)
- Getting or avoiding a particular type of sensory input

FUNCTIONS OF BEHAVIOR

Once we have observed the ABCs of problem behavior (the antecedent, the problem behavior itself, and the consequence) enough times to detect patterns of behavior, we can develop a hypothesis—a best guess—about the function of the behavior. The behavior's function is the type of underlying need that it meets for the individual.

Behavioral science holds that there are four functions of learned behavior:

- Escape: The behavior enables the person to delay or avoid doing something they find unpleasant or difficult
- Attention: The behavior gets an immediate reaction of some kind from others
- Tangible: The behavior allows the person to access a specific item or activity that they want
- Sensory/automatic: The behavior helps the person meet a basic physical need

All behavior, whether perceived as appropriate or inappropriate by others, serves a function. All people have behavioral habits they engage in to get attention, to escape undesired things, to access tangible things they like, and to meet sensory needs. However, as stated previously, some behaviors people engage in may meet those functions in unhealthy ways, and this is when behaviors become problem behaviors. When this happens, the focus should be on determining the function of the problem behavior to understand what the individual is unconsciously trying to obtain or avoid with their behavior. Only once we understand the function of the problem behavior, can we help them meet that need in a healthier way.

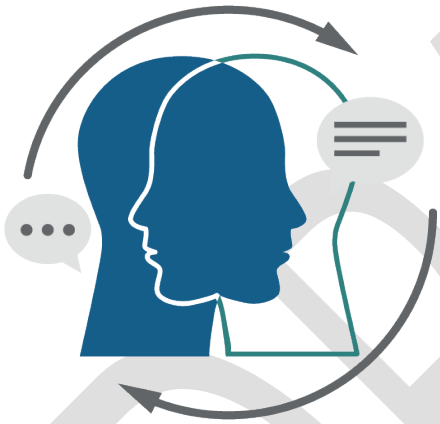


TABLE 2-3: EXAMPLE OF ANTECEDENTS, BEHAVIOR, CONSEQUENCE, AND POSSIBLE FUNCTION

Antecedent (trigger)	Behavior	Consequence (outcome)	Possible Function
Katie raised her hand but was not acknowledged by the teacher for a full minute.	Katie stood up, knocked her chair over, said "I don't need this," and ran out of the classroom.	Katie sat in the hallway for a few seconds alone. Then her teacher came outside, consoled her, and asked her to come back to class.	Attention

BEHAVIOR AND THE WHOLE CHILD

When supporting a student with behavior needs, it's important to consider their behavior in the larger context of the whole child. There is often more to the story than the observable behavior alone. Usually, problem behavior occurs for two reasons:

1. There is a mismatch between the student's needs and their environment
2. The student has accumulated learning experiences in which their problem behavior was more heavily reinforced than the appropriate alternative behavior

Behavioral science holds that the environment maintains the behavior. In school environments, this means that things such as teacher/peer response to behavior, physical features and organization of the classroom, and other factors in the environment can have a large impact on student behavior. In addition, the student's individual needs may be driven by additional factors (like a disability, communication barrier, or poor sleep schedule), leading to a greater risk for problem behavior if the environment isn't set up to respond to their needs. Finally, student learning experiences play a significant role in shaping their behavior before they ever set foot inside a classroom. Understanding each of these factors can

enhance educators' understanding of the behavior of their students, and drive efforts to support students to behave their best at school.

Risk Factors and Protective Factors

Each student may experience different risk factors that can increase the likelihood of poor outcomes. These risk factors might include experiencing unsafe situations in the home, school, or community; lacking food, safe shelter, or supportive social relationships; and/or experiencing bullying, discrimination, or abuse.

Actively building specific protective factors can prevent or reduce the negative impact of risk factors and improve health outcomes.[7] To do this, teams can highlight the existing strengths and skills of a student, then note where support can be provided to build the student's connection to these protective factors. Most protective factors can be grouped under one of the following concepts listed below in Table 2-4.

Table 2-4: Protective Factors Grouped By Concept

Protective Factor	Student Needs Include	Schools Support By
Concrete Supports	Students have access to quality services that meet their basic needs to help them feel safe and regulated (nutrition, clothing, housing, healthcare, sleep). Students also know how to ask for help and advocate for themselves.	Schools have ways to help students and families access concrete supports when needed. Schools are deliberate about teaching skills to support student self-advocacy, and seeking help is viewed as a strength.
Knowledge of Development	Students understand important aspects of human development, including the effects of trauma on brain development.	Schools implement policies and practices that reflect a deep understanding of child and adolescent development and trauma-sensitive practices.

Protective Factor	Student Needs Include	Schools Support By
Social Connections	Students have healthy, sustained relationships with peers and adults that promote a sense of trust, belonging, safety, and a sense that they matter.	Schools help students develop social skills necessary for forming and sustaining healthy relationships and facilitate ways for students to develop those relationships with both adults and peers.
Resilience	Students have the ability and skills to manage stress and function well when faced with stressors, challenges, or adversity.	Schools integrate a strength-based approach into their culture and climate in order to help students develop a resilient mindset.
Cognitive, Social and Emotional Learning	Students acquire the skills that are essential to self-regulation and relationship building, such as communication skills, character strengths, executive functioning skills, and positive coping skills.	Schools understand the importance of social and emotional learning, communication, and problem-solving, and incorporate those principles into the curriculum.

For further information about utilizing school systems to address student behavior and build protective factors, see Chapter 3.

Behavior Support and Inclusion

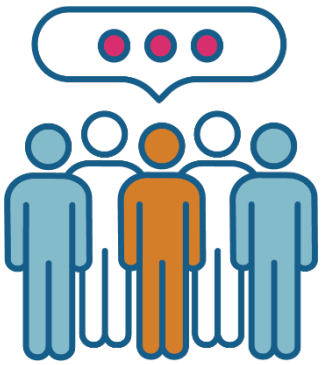
Some students share characteristics with a teacher which may make their behavior more relatable or easier for that teacher to understand, while other students may have individual differences between themselves and their teacher. This can lead to unintended friction. Regardless of these differences, educators have a responsibility to make sure that ***all*** students are included and educated equitably in their classrooms. "Inclusion" is defined by the Utah State Board of Education as "ensuring that students are accepted and valued as members of the school community with equal opportunities to contribute to meaningful participation, including students with disabilities."[8] For students with disabilities, inclusion supports student access to a free an appropriate public education.

Principles of inclusion and equal opportunity in education also apply to students who engage in problem behavior. In addition, some students in marginalized groups may face specific barriers that inclusive learning environments can address. If the classroom environment and teaching practices are not designed to address these needs, problem behavior may be the natural result of this mismatch as illustrated in the examples below.

Example 1:
Culturally and Linguistically Diverse Learners

Students who are culturally or linguistically diverse tend to be over-referred for behavior support. Students in this group may sometimes behave in a way that is perceived as problem behavior by some educators. Often, these behaviors are related to language learning, and are expressions of a lack of understanding or misunderstanding of instructions/expectations. In addition, students may come from a variety of cultural backgrounds where their norms and traditions may be different from the school or classroom culture. For example, cultural norms can guide communication and body language (such as respectful types of eye contact or language when speaking to an elder or authority figure) which may create differences in how students address and interact with teachers. An intermingling of cultures may lead to inadvertent misinterpretation of behavior.

Example 2:
Students with Disabilities



Each student with a disability is different, and each of these students requires different supports to be successful at school. Problem behavior can sometimes indicate that existing supports are not adequate to help that student navigate their environment. Some students may communicate their needs in ways that might be unusual to an unfamiliar person or may have difficulty with instructions conveyed in ways that are not adequately accessible. Students with disabilities may encounter barriers in various aspects of the school environment or content, social expectations, or regulating their emotions, all of which may lead to problem behavior. In addition, they may face difficulties with handling the various social and academic demands of a classroom environment, and may have difficulty navigating different routines, procedures, and expectations across multiple classroom settings. This difficulty may be heightened if the student has not been appropriately included in general education settings.

Example 3:
Students Who Have Experienced Trauma

As part of the problem-solving process, Mark's teacher, Mr. Johnson, contacted Mark's mother to discuss the escalating behavior occurring during class. In this conversation, Mark's mother revealed that she and Mark's father got a divorce over the summer and that Mark had begun engaging in some problem behaviors at home as well. Mark's mother and Mr. Johnson formulated a plan to communicate more frequently with one another. Mr. Johnson also determined he would make a concerted effort to build a trusting relationship with Mark by greeting him every day at the door and asking him about his basketball game each week. Lastly, he set up an area in his classroom where all students could go to take a break if they became overwhelmed throughout the day. He took time to teach students how to use that space and spent time discussing the use of this space with Mark.

Most students have faced at least one experience that was traumatic for them. When a child has been exposed to significant trauma, especially across multiple or continuous experiences, they may learn new behavior patterns to protect themselves in these challenging situations. However, in school settings, the same behaviors a student learned to use for their own protection can be disruptive to the classroom environment and thus viewed as a problem behavior. Students who have learned to cope with turbulent environments and

relationships outside of school may initially appear disoriented and dysregulated in a calm, well-structured classroom.

Example 4: Students with Mental Health Concerns

For students with support needs related to mental health, daily activities and responsibilities can sometimes feel overwhelming. Many students are aware of the unfortunate stigma associated with mental health concerns, so seeking support for these concerns can be embarrassing or frightening. The costs of health care and associated mental health services can present additional barriers for families and students in accessing treatment. When students in this position are not able to get the help they need, they may experience a variety of symptoms, including difficulty concentrating, lack of energy, depressed mood and/or mood swings, heightened emotions, and/or intrusive thoughts. These symptoms may lead to behavior changes, such as withdrawing from others, refusing to attend class or school, engaging in self-harm, and demonstrating emotional or physical outbursts. Teams that focus their efforts solely on containing these problem behaviors may be overlooking the larger support needs of these students.

Not every student that is learning English, has a disability, has been exposed to traumatic experiences, or who experiences mental health concerns will demonstrate behavior that is viewed as inappropriate by others. Each student is unique and there are many other parts to the picture. However, teams must consider these student characteristics when evaluating a student's behavior, to ensure that support provided aligns with the student's needs and circumstances. We must emphasize that students should never have to "earn" the ability to participate in general education settings by demonstrating appropriate behavior. Accessing those settings, and the many opportunities those settings hold, is how students learn the skills and behaviors they will need to be successful at school.

Link Between Academics and Behavior

Mr. Johnson and the behavior support team worked together to gather additional information from Mark's previous teachers regarding his behavior and academic performance in previous school years. Mr. Johnson learned that Mark had appeared to enjoy some math activities in Kindergarten, but also showed some early indicators of difficulty in math, especially when asked to provide written answers. In light of Mark's escalating problem behavior during math this year, Mr. Johnson and the team determined they would provide some additional supports for Mark in math (such as allowing him to provide verbal or typed answers) and would continue to collect data to determine if Mark's behaviors improved as a result. They also agreed to use assessment data to evaluate whether Mark was making increased progress in math alongside any improvements in behavior.

Behavior concerns and academic concerns are tightly intertwined in a vicious cycle. Students who experience academic difficulties are at greater risk for developing behavior difficulties, and vice versa. It can be extremely difficult to tolerate the distress and discomfort of being behind one's peers in academic learning. Some students may escape these negative feelings through problem behavior, especially when that behavior is addressed by removing the student from the situation. Conversely, students who engage in problem behavior for any number of reasons tend to miss academic instruction while their behavior is addressed. That lost instructional time can contribute to the student falling behind academically, leading to further behavior problems.

School teams can work together to determine how best to support students who are caught in this cycle of academic and behavior difficulty. For more information on multi-disciplinary teaming and tiered problem-solving, see Chapter 5.

Outcomes of Effective Behavior Intervention

To establish a safe, healthy school environment, it is essential that school teams support students in learning appropriate and healthy behaviors at school. Some students' learning needs are straightforward, and others are complex; however, educators must be prepared to include all students in their schools and classrooms. For students with individual support needs, it's critical that teams take the time to understand the contexts and reasons for the problem behavior and develop an intervention that addresses those factors. Creating an effective intervention is a process of evaluating, reflecting, and revising (for a detailed description of this process, see Chapter 6). When behavior interventions are effective, they result in an increase in specific appropriate behavior(s), decreases in identified problem behavior(s), and often social and academic growth overall.

After a month of intervention, Mr. Johnson had another opportunity to meet with the behavior support team and review Mark's progress. He shared that things appeared to be headed in a more positive direction. The last time Mark yelled in class was about two weeks ago, and he hadn't had any more incidents of knocking over desks. Mark still occasionally complained at the start of math, but his complaints seemed to be decreasing over time. He had also started using the break area in the classroom when needed, and other students were beginning to use it as well. Mr. Johnson also shared with the team that Mark seemed to be more relaxed in class overall, and even looked a little more engaged during math. This isn't the end of the story for Mark, and he may need more support in the future—but Mr. Johnson and the rest of the team have taken some important first steps to learning about Mark and what he needs to be successful and happy at school.

Notes on Chapter 2

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[2] LiCalsi, C., Osher, D., & Bailey, P. (2021). *An Empirical Examination of the Effects of Suspension and Suspension Severity on Behavioral and Academic Outcomes*. American Institutes for Research.

[3] Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis.* New York: Pearson, p.19.

[4] Cooper, J., et al., *Applied Behavior Analysis.*

[5] Ibid.

[6] Freeman, J., Briere, D., & Simonsen, B. (2019). *Module 1: Behavioral Theory I* [PowerPoint slides], Slide 34. National Center on Intensive Intervention: American Institutes for Research.

[7] Harper Browne, C. (2014, September). *The Strengthening Families Approach and Protective Factors Framework: Branching Out and Reaching Deeper.* Washington, DC: Center for the Study of Social Policy.

[8] Board Rule r277-328. Retrieved from: https://www.schools.utah.gov/file/722ef396-b45a-4dbb-a974-00a9d9dbcac0.

CHAPTER 3: SCHOOL SYSTEMS AND PRACTICES THAT SUPPORT THE WHOLE CHILD

School environments are complex, with many connected and overlapping systems to advance student learning. Many of these systems and practices address student behavior. The reader picking up this manual as a resource to support an individual student may be tempted to skip this chapter. However, schoolwide factors have a significant and powerful impact on the behavior of students overall—and having these pre-existing school systems in place can lead to more efficient and effective support for individual students who need it.

The following schoolwide factors are associated with lower rates of student problem behaviors, and align with the whole child perspective on behavior support described in Chapter 1 and Chapter 2:[1]

- Educators build positive relationships with and hold high expectations for all students
- Students experience school as a safe place where the rules are clear and fairly applied
- Educators focus on preventing student behavior problems rather than reacting to them

- School staff identify and support individual students with needs in academic, social, and emotional learning
- School staff cultivate positive, productive partnerships with families (including families of students at risk for increasing problem behavior)
- Schools utilize restorative practices
- Teachers have access to professional learning opportunities and other support related to student behavior, such as coaching and consultation
- Teachers create positive classroom climates with clear structure, norms, and pathways for student recognition

In addition, supportive schoolwide systems can improve the school's climate for all involved. School climate refers to the nature of the school experience felt by students, parents, school personnel, and other individuals who spend time in the school. A positive school climate involves building strong relationships that leads to a high level of engagement, creates a sense of safety, and ensures the environment supports the physical, mental, emotional, and behavioral health of students.[2] Since environmental factors often influence student behavior, understanding school climate can be an important part of understanding student behavior. Schools that establish a positive school climate see improvements in student behavior and academic achievement as well as teacher satisfaction.[3] Teachers who cultivate a supportive mindset with regard to discipline are more likely to see improvements in student behavior, stronger relationships with students, and lower rates of suspensions when compared to teachers with a punitive mindset.[4] All students, even those with significant behavior needs, deserve to feel safe, supported, connected, and included.

For further information and resources on state requirements related to measuring school climate, see the USBE School Climate Survey webpage.

This chapter will briefly discuss a variety of interconnected school systems and practices that can support better outcomes for student behavior. These practices will be covered very briefly, with links to related areas of the USBE website throughout. This chapter may provide opportunities for school team members to reflect on their individual and shared role(s) in implementing these practices. Each person on a student's team has a part to play in supporting the development of these systems. No matter the individual role or how a given team member is

involved in supporting students in Utah schools, it is helpful for each member of the team to understand the basics of these school practices and how they link together to support student learning and behavior.

School Systems and Practices that Support the Whole Child

Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is a framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior and deliver rapid additional support to students who need it. MTSS is not a specific curriculum or intervention on its own—instead, it is a team-driven process designed to respond quickly to the changing needs of individual students. MTSS activities include implementing accessible schoolwide practices to benefit all students' learning, regularly reviewing, and evaluating student success, and identifying and intervening early with students at risk of poor outcomes.

The MTSS model includes three tiers of support. Tier 1 (Universal) encompasses all the evidence-based learning supports provided to all students, such as high-quality instruction and classroom management practices. Tier 2 (Targeted) involves additional support for students who are not fully successful with the support in Tier 1, and often involves small group instruction. Tier 3 (Intensive/Individualized) includes individually designed supports developed for the needs of an individual student who requires more support than Tier 2 interventions provide. Tier 1 strategies should be implemented consistently prior to addressing practices for Tiers 2 or 3. Tier 2 and 3 supports are provided in addition to—not instead of—Tier 1 instruction, and do not necessarily equate to special education services. School MTSS teams meet regularly to review student data and determine when a student needs to access a higher tier of support (in addition to Tier 1).

Within the MTSS team, staff should evaluate ways to increase student access and reduce barriers preventing some students from experiencing success in school. MTSS teams are advised to regularly consider school efforts in the prevention of absenteeism, bullying, child abuse, gang affiliation, human trafficking, substance

abuse, and suicide. Tier 1 of MTSS is especially helpful in adopting practices that address these areas that may impact students. Other universal practices which can align with MTSS tiers include educational equity and cultural responsiveness, trauma-informed practices, and restorative practices. These areas are discussed later in this chapter.

For further information and resources on state requirements related to school prevention efforts, see the USBE's Prevention webpage.

Schools implementing MTSS consistently and correctly see significant improvement in academic and behavioral outcomes for students.[5] Students with behavior support needs are more likely to miss instruction while their behavior needs are addressed, and often benefit from the increased academic support that the MTSS framework facilitates. In addition, behavior support efforts within MTSS are referred to as Positive Behavioral Interventions and Supports (PBIS). MTSS and PBIS processes have many overlapping features. Read on for more about PBIS and how it relates to tiered behavior support within MTSS.

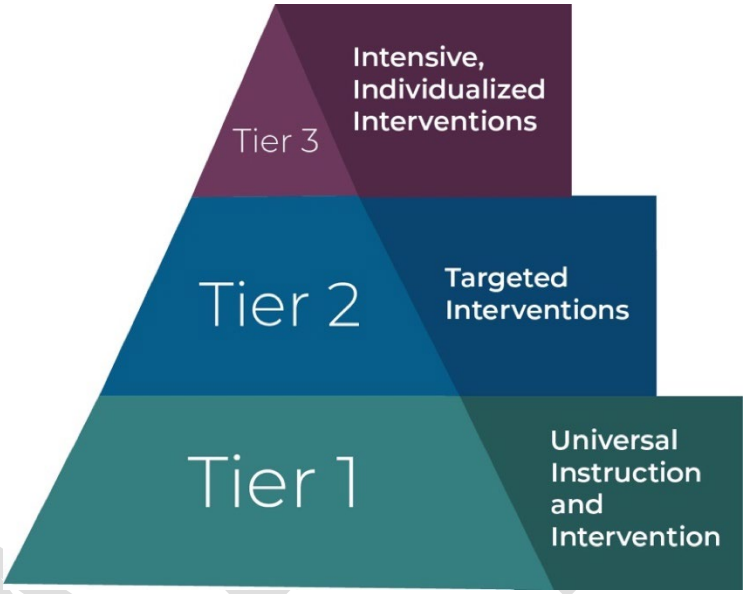
Positive Behavioral Interventions and Supports

Positive Behavioral Interventions and Supports (PBIS) is a framework that helps schools to support social and behavioral learning for all students through evidence-based teaching and prevention, with processes built in to efficiently get more support to the students who need it. PBIS is an essential part of the MTSS framework discussed above. When implemented together, these systems support all students in a school to achieve both social and academic success, leading to better outcomes for students and lower stress for teachers. PBIS can promote the development of several important protective factors for students, including supporting students in developing social connections, adopting a strengths-based approach that facilitates student resilience, and teaching key behaviors related to cognitive, social, and emotional learning.

In the same fashion as the MTSS model, behavior support in PBIS is provided across three tiers of intensity and individualization. All tiers must be designed in such a way that allows all students to be included. In particular, teams must incorporate

the needs of students with disabilities and students participating in remote learning when designing PBIS tiers.

- **Tier 1** (Universal): Preventive schoolwide teaching and reinforcement of behavioral expectations provided equally to all students attending the school. A robust Tier 1, implemented with consistency, is the most efficient use of school resources by far. When Tier 1 is insufficient or inconsistent, more students (who would likely have responded to better Tier 1 prevention) may develop patterns of problem behavior and then require the resources and support of a higher tier.



- **Tier 2** (Targeted): Rapid, efficient, and minimally individualized behavior interventions delivered to any students who regularly engage in problem behavior and who don't respond to consistent implementation of Tier 1 supports. Students supported in Tier 2 must still participate in Tier 1 to the same extent as all other students.

- **Tier 3** (Intensive): Specialized behavior support designed for an individual student who does not respond to Tier 2 intervention. A student may also require Tier 3 support immediately if their behavior presents a safety risk to themselves or others. Best practice at this tier involves completing a Functional Behavior Assessment (FBA) and using the results to develop a Behavior Intervention Plan (BIP) (for more on this process, see Chapter 6). Students supported in Tier 3 must still participate in Tier 1 to the same extent as all other students.

PBIS requires teaming and data monitoring to evaluate student needs within and across tiers, so that students who need more help can get it quickly—before small behavior problems become major concerns.

In schools where PBIS is implemented consistently and correctly, students are excluded from the classroom less frequently,[6] achieve better outcomes in terms of academics and behavior,[7] and are less likely to engage in substance abuse.[8] Teachers in schools that implement PBIS effectively are significantly more likely to feel effective and prepared to meet their students' needs, and less likely to report feelings of burnout.[9,10] In addition, schools consistently implementing PBIS are following the LEA requirements outlined by USBE.[11]

For further information and resources on PBIS within an MTSS framework in Utah schools, see the USBE MTSS webpage.

Family Engagement

Family engagement is a mutually beneficial, two-way relationship between school staff and a student's family members and/or caregivers. Family engagement in school settings involves making positive connections with families, engaging family members with clear communication and a variety of opportunities to get involved at school, and addressing barriers that make it hard for family members to participate.[12] Without intentional work in family engagement, many families are only contacted by the school when there is a problem with their student, which can build a sense of friction between the family and the school. However, family engagement practices can establish a positive and authentic relationship between schools and families, leading to better collaboration in supporting students.

Family engagement practices vary based on the needs of families in the school community. School staff should provide a range of activities, opportunities, and methods of participation, and should also address any barriers that might prevent family members and caregivers from being involved. Examples of school-based family engagement efforts include:

- Scheduling flexible parent-teacher conferences with varied options for days, times, and virtual/in-person format

- Hosting parent training events related to the needs/interests of the school community
- Coordinating home visits for families who are interested
- Connecting with families of incoming new students prior to the start of school
- Providing opportunities for parents and other caregivers to volunteer in the classroom
- Designating or hiring qualified staff to serve as outreach liaison(s) to connect with and support families of students from historically underrepresented communities
- Sharing information about the school PTA and how to join
- Collecting parent/caregiver feedback about school decisions and policies
- Encouraging and facilitating family participation in school councils or committees

The benefits of family engagement in schools are enormous for all involved. Family engagement improves individual student outcomes in behavior, academics, school attendance, and participation in healthy activities.[13,14] For students with behavior support needs, increased family engagement can benefit families by establishing constructive two-way communication, sharing efforts to address similar behaviors at home and at school, and ensuring that any supports that benefit the student at home can be considered for school settings. Schools with strong family engagement efforts see dramatic gains in schoolwide student achievement

compared to schools that do not.[15] For schools implementing MTSS, family engagement is an essential component for Tier 1 and beyond.

For further information and resources on family engagement, see the USBE Family and Community webpage.

Social Emotional Learning

Social emotional learning (SEL) is defined as the "process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to: understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and self-advocate."[16] In other words, SEL is a way to intentionally support students in their social and emotional development and prepare them for success in school and beyond. The skills addressed in SEL, such as communication, teamwork, and self-management, provide a foundation for students to thrive in their future work and community environments. Additionally, fostering social and emotional development in the school setting promotes several protective factors including youth resilience, social connections, and cognitive and social-emotional competencies.

SEL works best when social emotional learning opportunities are embedded in all school settings and intentionally designed for all students (including students with disabilities) to access. SEL supports students in practicing skills, changing attitudes,

and learning patterns of behavior that contribute to social success and emotional well-being. SEL is most effective for students when it is taught cohesively across the entire school rather than in isolated lessons. Best practice suggests integrating SEL support into classroom instruction and interactions, school-wide expectations, and nonacademic activities. For example, SEL could involve:

- Educators providing students opportunities to engage in problem-solving and decision making in the classroom
- School teams integrating SEL into school-wide expectations and routines
- School faculty making an intentional effort to build relationships with each other and with students
- Teachers providing explicit instruction on social and emotional development
- Teachers integrating SEL into their content instruction
- Teachers/school personnel leading small groups incorporating SEL into their instructional practices
- Student support personnel (e.g., school counselors, school psychologists) leading small groups to teach SEL
- School personnel building strong connections with families and engaging families in decision making
- School personnel focusing on their own social and emotional development
- School personnel working with out-of-school time personnel and other community organizations serving youth to align SEL language and lessons

Schools that integrate SEL in the school setting see numerous benefits for all students. Many students with behavior support needs have skill gaps in SEL; teaching skills like communication, emotional awareness, and relationship-building can give these students important tools they need to prevent the use of problem behavior. Providing SEL support in the school setting is consistently shown to significantly improve student mental health, increase prosocial behaviors, reduce conduct problems, and improve academic outcomes such as grades and scores on standardized achievement tests.[17,18] Additionally, when social emotional learning is embedded into schoolwide preventative approaches, an inviting school culture is created. When social emotional learning becomes a part of the culture, that culture fosters understanding and connection with individuals from a variety of

backgrounds and perspectives, leading to equitable conditions and supporting student growth.

For further information and resources on SEL, see the USBE Social Emotional Learning webpage.

Cultural Responsiveness

In 2021, the USBE adopted the resolution "Denouncing Racism and Embracing Equity in Utah Schools,"[19] stating, "Disparities in educational programs and outcomes for underserved groups, including students of color, exist under our current education system . . . We will show respect by acknowledging differences, looking for the good in everyone, and showing due regard for others' feelings, rights, cultures and traditions. Our actions will demonstrate our belief that we are better when we are together."

These statements reflect culturally responsive educational practices. Culturally responsive educators and school leaders[20] understand that each student is capable of achieving at a high level when supported equitably. They view student differences as assets rather than barriers to learning, and intentionally incorporate knowledge of students' personal identities, prior experiences, and sociocultural

background to create personalized learning experiences that are relevant, engaging, and effective.

Culturally responsive schools are characterized by:

- An inclusive climate and visual environment
- Multicultural and culturally responsive teaching methods and instructional materials
- A wide variety of instructional strategies to meet differing learning styles and backgrounds
- Use of student knowledge and outside resources to provide diverse tools, strategies, and role models
- Extracurricular activities designed to enrich the curriculum and provide multicultural experiences
- Outreach to and meaningful involvement of families from all groups in varied aspects of the educational program, both planning and instructional
- Recognition of multiple intelligences and student strengths through academic opportunities, honors, leadership roles, and creative options

To implement school-based supports for student wellness, behavior, and social and emotional development equitably, it is important to embed principles of cultural responsiveness into these areas. Utah Leading through Effective, Actionable and Dynamic (ULEAD) Education recommends[21] that principals are prepared and able to educate school staff and other stakeholders on how student identities, backgrounds, and life experiences can impact student development in social and emotional skills and behavior. School administrators are also advised to lead staff in evaluating how perceptions of student identities, backgrounds, and life experiences influence how they interpret student behaviors and form relationships with students. These factors are necessary to ensure equity in social and emotional development and school discipline for all students.

For further information and resources on educational equity and other related topics, see theUSBE Student and Family Rights webpage.

For further information on school discipline as it relates to students in historically marginalized groups, see "Disciplinary Removals: A note of Caution" section of this chapter.

Restorative Practices

Restorative practices are defined as "the building and sustaining of relationships among students, school personnel, families and community members to build and strengthen social connections within communities and hold individuals accountable to restore relationships when harm has occurred."[22] Using restorative practices, educators proactively support students to build relationships with adults and peers, increase social awareness and empathy, and strengthen their connection to the school community. In addition, when a student acts in a way that causes harm, educators guide the student to understand their actions and reactions, accept accountability, and identify ways to repair the harm caused. Through these practices, students gain an understanding of the role they play in their communities' safety, climate, and culture. Implementation of restorative practices should direct 80% of staff efforts towards proactive work and 20% of efforts towards repairing harm after an incident has occurred.[23]

To implement restorative practices across a school, school staff may need to shift their perspectives on student behavior. Restorative practices focus on teaching students to remain part of a community even after they have done something that

caused harm, rather than isolating and disengaging from their community. The following perspective shifts are necessary for successful implementation:

1. Misbehavior is an opportunity for student learning, not evidence of a student failing
2. After an incident, it's best for everyone involved to come together to find solutions, instead of singling out the student who misbehaved
3. After an incident, helpful responses include understanding why the behavior occurred, restoring relationships, and repairing harm; it is unhelpful to attempt to control the student's misbehavior through punishment and exclusion

Schools that implement restorative practices effectively see a variety of positive outcomes. Use of restorative practices is shown to result in schoolwide improvements in climate, decreases in overall suspension rates, and reduced inequities in discipline for minoritized student groups.[24] Schools may also see improvements in student behavior, attendance, and social and emotional skills after implementing restorative practices.[25] Like many of the practices in this chapter, restorative practices can be implemented within the MTSS framework for student support.

For further information and resources on restorative practices, see the USBE Restorative Practices webpage.

Trauma-Informed Practices

Trauma is defined as "an event, series of events, or set of circumstances that is experienced by an individual as physically harmful, emotionally harmful, or life threatening and that poses a threat to the individual's functioning in one or more areas of mental, social, emotional, or spiritual well-being."[26] Some individuals experiencing traumatic stress may engage in disruptive behavior, adopt a tough persona, or otherwise act in ways that are inconsistent with popular media depictions of trauma. Trauma-informed educators are aware of behavioral indicators of stress, including social withdrawal, emotional outbursts, hypervigilance (or always being "on guard"), conflict with authority figures, health complaints, and unusual reactions to noise or movement.[27] However, there is no

single behavior that conclusively indicates that a student has experienced traumatic stress. In addition, school dynamics can create additional trauma or cause the student to relive a past trauma. Because indicators of traumatic stress are complex and varied, school staff should ensure that all environments and practices across the school create a sense of safety and security for students.

Trauma-informed practices in schools align with many of the other practices discussed in this chapter, including PBIS, family engagement, social emotional learning, and restorative practices. Educators can help the student who has experienced traumatic stress by:

- Building a positive, stable relationship with the student individually
- Listening to the student empathetically without dismissing their feelings or concerns
- Supporting the student in developing positive relationships with other adults across the school (e.g., cafeteria staff, custodians, bus drivers, and office staff)
- Connecting the student with school-based specialists with training in trauma, such as a school counselor, social worker, or school psychologist
- Collaborating with the student's family and/or other supportive adults
- Providing opportunities for the student to make choices resulting in success
- Taking opportunities to spotlight the student's strengths, and giving frequent and authentic praise about what the student is doing well
- Ensuring that school efforts in behavior support and discipline are positive and evidence-based

While research indicates that over two thirds of children report at least one traumatic experience by age 16, trauma-informed support can assist students in recovering without developing long-term traumatic stress.[28] Students who have experienced trauma must continue to be treated as a whole and capable person, rather as a "problem kid" or a "trauma kid." Providing a safe and supportive learning environment

can reduce the chances of a student experiencing trauma in our schools and increases the likelihood that the student will recover from past trauma.

For further information and training on trauma-informed practices, see the USBE Trauma Sensitive Schools Professional Development webpage.

School Responses to Behavioral Incidents

From time to time, school staff may need to respond to incidents of behavior that warrant a team approach. This section will discuss considerations and practices that apply to all students when addressing incidents of significant behavior. Students with disabilities also have additional considerations under federal law with regard to disciplinary removals and other related areas (for more information on this, see Chapter 8). Crisis de-escalation is not included in this section; for more on information on this, see Chapter 7.

Schools are responsible for providing learning environments that are safe and that are free from the predictable threat of substantial disruption, serious bodily injury, or repeated sexual harassment (Utah Code § 53E-2-304[1]). A predictable threat means a significant risk to the health and safety of others that cannot be eliminated by a modification of policies, practices, or procedures, or by the provision of auxiliary aids and services (28 CFR § 35.104[2]) that can be anticipated or expected based on established patterns or conditions. Serious bodily injury means bodily injury that creates or causes serious permanent disfigurement, protracted loss or impairment of the function of any bodily member or organ, or creates a substantial risk of death (UCA § 76-1-101.5(17)[3].

[1] Utah Code § 53E-2-304. Retrieved from: https://le.utah.gov/xcode/Title53E/Chapter2/53E-2-S304.html

[2] Federal Regulation 28CFR § 35-104. Retrieved from: https://www.ecfr.gov/current/title-28/chapter-I/part-35/subpart-A/section-35.104

[3] Utah Code § 76-1-101.5. Retrieved from https://le.utah.gov/xcode/Title76/Chapter1/76-1-S101.5.html#:~:text=%22Serious%20bodily%20injury%22%20means%20bodily,a%20substantial%20risk%20of%20death.

Disciplinary Removals: General Requirements

Disciplinary removals, such as suspension and expulsion, are at one end of a continuum of responses to behavior incidents in schools. Some schools may also conduct disciplinary removals that staff refer to using terms other than suspension and expulsion. Utah LEAs must follow state requirements related to school discipline. Some of those requirements are outlined below. However, this list is not exhaustive and may change as the law does. LEAs are also required to adhere to additional disciplinary protections and processes for students with disabilities (see Chapter 8). School administrators have a responsibility to be aware of current legal requirements related to school discipline.

- The Utah State Board of Education has established requirements for all Utah LEAs to "develop and implement a board approved LEA policy for school discipline," and specifies requirements in detail.
- The Utah legislature has established laws[29] related to school discipline, including but not limited to:
    - The authority of school boards to delegate the ability to issue suspensions up to 10 days to certain school administrators, including principals and assistant principals
    - The authority of school boards to issue suspensions exceeding 10 days and expulsions for fixed or indefinite periods
    - The types of incidents that **may** result in suspension or expulsion as well as those that **shall** result in suspension or expulsion
    - Specific penalties for certain incidents
    - Required procedures for suspensions, expulsions, and readmission

- Requirement for LEAs to create remedial discipline plans for students "prior to suspending or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not of such a violent or extreme nature that immediate removal is required"[30]
- Requirement for LEAs to establish alternatives to suspension and expulsion
- Options for moving students who demonstrate significant behaviors to more supportive settings

When a school administrator decides to select removal as a disciplinary response to an incident, the following conditions should be met:

- The LEA has developed and implemented a policy for school discipline and related plans that is compliant with all state requirements[31]
- That plan or policy is implemented at the school, and the student in question has access to the supports/interventions outlined in the plan or policy
- If applicable, the school has implemented a remedial discipline plan for the student in question[32]
- The LEA has established alternatives to suspension, which have been given full consideration for the student in question
- Removal from school is the appropriate action for the incident
- The penalty is consistent with LEA policy and is similar to what has been issued for other students in the past
- Any mitigating circumstances surrounding the incident have been considered

When a student demonstrates a pattern of significant behaviors, they may be moved to a more supportive setting. Schools have a responsibility to provide education to all students in the least restrictive environment possible that does not predictably threaten serious bodily injury, does not result in a pattern of behavior that interferes substantially and materially with the instruction of other students in the classroom, and that does not allow for repeated sexual harassment or sexual

assault (Utah Code § 53E-7-207[4]). Prior to moving a student, schools should consider conducting a threat assessment utilizing an evidence-based threat assessment program, such as Comprehensive School Threat Assessment Guidelines (CSTAG). For more information related to threat assessments, see the "Threat Assessment" section (page 61).

Prior to moving a student, schools should consider Least Restrictive Environment requirements and additional protections for students with disabilities (see Chapter 8 and Utah State Board of Education Special Education Rules). If it is determined that the student should be removed from the classroom, an action plan should be developed with the child's team, including parents and the student, when appropriate, according to the LEA's policy that could include:

- Conducting a Functional Behavior Assessment (FBA)
- Developing a Behavior Intervention Plan (BIP), or revising the BIP if one is already in place
- Reviewing academic, special education/504 (if applicable), and disciplinary records
- A plan to complete additional assessments, if needed
- Additional support needs (personnel, accommodations, etc.)
- Immediate safety measures
- Process for data collection and a review of the action plan
- Review of the IEP or 504 Plan, if applicable
- Timely follow up with the team (including parents) that includes a reintegration plan

School administrators are obligated to uphold the rights of all students they serve, including the rights of students involved in behavior-related incidents or other forms of misconduct. Consistent with state law, all students have the right to due process.[33]

For further information on the legal requirements associated with student discipline, student rights, and an LEA's responsibilities under state law, see Utah

[4] Utah Code § 53E-7-207. Retrieved from: https://le.utah.gov/xcode/Title53e/Chapter7/53e-7-S207.html

Code § 53E-2-304: "School District and Individual School Powers – Plan for College and Career Readiness Definition"[5], Utah Code § 53E-7-207: "Local Education Agency Special Education Duty and Authority"[6], and Utah Code § 53G-8-2: "School Discipline and Conduct Plans."[34]

If a student is suspended the parent shall be notified immediately:

- "that the student has been suspended;
- the grounds for the suspension;
- the period of time for which the student is suspended; and
- the time and place for the parent to meet with a designated school official to review the suspension."[35]

If the suspension extends beyond 10 days, in addition to the latter, the student and the parent must be given a reasonable opportunity to meet with a designated school official and respond to the allegations and proposed disciplinary action.

As noted above, LEAs are required to establish alternatives to suspension. Evidence-based alternatives to suspension have been discussed in this chapter, including:

- Positive Behavioral Interventions and Supports (PBIS) framework and prevention lens to decrease the likelihood of disruptive or unhealthy behaviors and teach/reward expected behaviors (see "Positive Behavioral Interventions and Supports" section of this chapter)
- Restorative practices, including mentoring, reflection, and repair of harm done (see "Restorative Practices" section of this chapter)
- Instruction in social emotional learning (SEL) skills such as emotional awareness, self-management, communication, and empathy (see "Social Emotional Learning" section of this chapter)

[5] Utah Code § 53E-2-304. Retrieved from: https://le.utah.gov/xcode/Title53E/Chapter2/53E-2-S304.html
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"Informal" Disciplinary Removals

Some LEAs may have a practice of addressing student misbehavior through less formal methods of removal than suspension or expulsion. These methods might include a pattern of office referrals, extended time excluded from instruction (e.g., time out), extended restrictions in privileges, or repeatedly giving a student a "day off" or shortened school day. According to the Office of Special Education and Rehabilitative Services (OSERS), "informal removals are subject to IDEA's requirements to the same extent as disciplinary removals by school personnel using the school's disciplinary procedures."[36] When implemented repeatedly or as part of a pattern of responses to a student's problem behavior, these exclusionary discipline practices may constitute suspension and be subject to the same requirements under the law.[37] In addition, if a student's behavior is impacting their ability to learn, the team may have cause to suspect the student may have a disability.

For further information on school discipline for students with disabilities, see Chapter 8.

Disciplinary Removals: A Note of Caution

Disciplinary removals are not generally effective at changing a student's behavior, and so they should not be viewed as a substitute for an evidence-based behavior intervention. For some students, disciplinary removals may lead to continued behavior problems and other poor outcomes.[38] Exclusionary discipline prevents students from accessing learning, limits access to opportunities that prepare them for life after high school, and can inhibit students' academic, social, and emotional growth.[39] Utah law reflects best practice and directs LEAs to create a

support plan for a student prior to suspending or expelling them for repeated misbehavior.[40]

For further information on creating a behavior intervention plan for an individual student, see Chapter 6.

Disciplinary removals may also be implemented in disproportionate ways across student populations. In Utah, male students and students of color continue to be suspended and expelled from schools in disproportionate numbers compared to other students who engage in the same behaviors, and schools are far more likely to involve law enforcement in disciplinary actions for male students and students of color.[41] In addition, Utah students with disabilities are twice as likely to be suspended for behavior concerns compared to their peers without disabilities[42] These trends mirror the national data. Overall, students with disabilities, black students, and boys are suspended, expelled, referred to law enforcement, and subjected to physical restraint and seclusion many times more often than other students relative to enrollment.[43,44] To avoid unfairly excluding students (particularly boys, students with disabilities, and students of color), educators and administrators must be aware of the many factors that influence student behavior in school settings, as well as the diverse and developmentally appropriate ways that behavior can be expected to differ from one student to the next.

For further information on disproportionate implementation of disciplinary removals, see Chapter 2.

Threat Assessment

In a school environment, moments of friction amongst adults and students at the school—such as ultimatums, warnings, and demands—are all too common. However, occasionally these moments escalate into a threat to harm others. When a student makes a threat, school staff must be able to objectively evaluate the threat and determine the likelihood that it will be carried out. A behavioral threat assessment "is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way."[45] By gathering information about the intent of the student and the context of the behavior and maintaining a focus on connecting the student with the help they

need; threat assessment provides an evidence-based alternative to ineffective zero tolerance policies. Schools with threat assessment teams and processes can prevent students from acting on their threats.

In Utah, the Comprehensive School Threat Assessment Guidelines (CSTAG) process is recognized as the model threat assessment process. When employing CSTAG, a multi-disciplinary team uses a decision tree to determine the seriousness of the threat and what steps need to be taken to prevent the threat from being carried out. This process emphasizes mitigating threats and connecting the person who made the threat to the support they need, rather than punishing the person who made the threat. The unambiguous decision-making that CSTAG facilitates helps teams respond appropriately to threats and prevents both over- and underreactions to threats that have been made.

Threat assessment is an evidence-based approach to crisis and violence prevention. Schools using the CSTAG model see reductions in disciplinary referrals for students who have made threats in the past,[46] and the longer schools utilize CSTAG, the lower their reported rates of student aggressive behavior.[47] Schools using this model are also far less likely to use disciplinary removals or request law enforcement involvement with students who have made a threat.[48]

For further information on CSTAG or training on CSTAG, contact the USBE School Safety Center at theschoolsafetycenter@schools.utah.gov.

Implementing School Systems and Practices that Support the Whole Child

This chapter provided a brief overview of key school systems and practices to support student wellness and teach appropriate behavior. Moving these concepts into practice can feel challenging or overwhelming. For school staff interested in adopting or refining one of the practices discussed in this chapter, taking a step-by-step approach—in partnership with students and families—can help teams align their efforts to the needs of their community. Teams may consider using the following framework (adapted from the Strategic Prevention Framework[49]). The five stages outlined below can help teams navigate what systems and practices are the best fit:

1. **Assessment of Needs:** Identify local needs of students and their families based on data, examining current practices and gaps (e.g., What is the problem?)
2. **Building Capacity:** Build local resources and readiness to address student needs (e.g., What do you have to work with?)
3. **Planning:** Find out what works to address student needs and how to do it well (e.g., What should you do and how should you do it?)
4. **Implementation:** Deliver evidence-based programs and practices as intended (e.g., How can you put your plan into action?)
5. **Evaluation:** Examine the process and outcomes of programs and practices (e.g., Is your plan succeeding?)

In addition, it's important to consider how any new practice will be integrated, measured, and sustained meaningfully for better student outcomes. Be sure to consider the following four guiding principles so that any implementation efforts don't fall flat:

1. **Culture:** An environment that fosters effective interactions with diverse student populations and where services are individualized to meet the needs of each student
2. **Data:** Facts or information (qualitative and quantitative) used to guide all decisions regarding your system overall and services for individual students
3. **Collaboration**: Individual or organizational efforts to increase or enhance services through participation of diverse community partnerships
4. **Sustainability**: The process of building an adaptive and effective system that achieves and maintains desired long-term results

These steps can be used both for implementing new practices and adjusting the practices that are already in place. By taking a systematic approach, teams can build and integrate practices efficiently.

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CHAPTER 7: BEHAVIORAL/EMOTIONAL CRISIS PREVENTION AND MANAGEMENT

One of the most challenging situations related to student behavior is that of the behavioral/emotional crisis. Even with comprehensive efforts to prevent problem behavior and teach behavioral, social, and emotional (BSE) skills, all LEAs can realistically expect this sort of crisis to occur from time-to-time. While these situations typically occur infrequently, it's essential to be prepared to ensure the best possible outcome for all involved. The response of school personnel to a student in crisis—particularly with respect to the use of the emergency safety interventions (ESIs) of physical restraint and seclusionary time out—can create significant additional safety risks for all involved and may have lasting negative impact on the student. This chapter will cover core concepts in behavioral/emotional crisis prevention and management, preparation of schools and teams for crisis de-escalation, and the use of ESIs.

Core Concepts

Behavioral/Emotional Crisis

A behavioral/emotional crisis is a situation in which a person's repertoire of coping skills and/or capacity is overwhelmed, leading to less control of their actions and escalation to a state in which their behavior poses a significant safety risk to themselves and/or others. Behavioral/emotional crises are different from other types of emergency situations, such as an environmental hazard, natural disaster, medical emergency, or school shooting. One element that distinguishes these crises from other emergencies is a concept known as the *crisis cycle*—distinct and

observable phases of escalation and de-escalation that provide specific opportunities to intervene for safety.

For more on this topic, see "Crisis Cycle" section in this chapter.

Behavioral/emotional crises are, by their nature, hard to predict. No student is immune to experiencing this type of crisis at school; it may be brought about by stress, trauma, pressure to perform well, unmet mental health needs, social conflict, or even as an adverse reaction to an ordinary medication or supplement. The ideal outcome of any behavioral/emotional crisis is safe de-escalation, and this outcome is only possible through preparation. LEAs should not make the mistake of dismissing this type of crisis as something "only certain students experience" or that "doesn't happen at our school." Instead, LEAs should plan ahead for the eventuality that a crisis will occur at some point and be prepared to provide compassionate support to the student in crisis so they can return to their classroom ready to learn.

Crisis Cycle

The crisis cycle is a model of how an individual responds to acute distress. Acute distress may be caused by many different sorts of circumstances, such as one highly stressful event, one or more moderately stressful events, one or more ongoing stressful events, or some combination of these circumstances. Each phase in the crisis cycle is distinct and predictable, although the exact behaviors present in each phase will vary from one individual to the next. The appropriate response from staff will change based on the individual's phase, so it's critical that staff involved in supporting a student in a crisis are all trained in the crisis cycle and can recognize each phase when it occurs.

The crisis cycle is depicted in Figure 7-1 below. It involves phases of escalation (shown on the left side), a peak, and phases of de-escalation (shown on the right side). Escalation can be successfully interrupted with the right response from staff, causing the individual to move across to the de-escalation side of the cycle. Interfering with the process of de-escalation can cause the individual to move back to the escalation side of the cycle and begin re-escalating. The crisis cycle does not end until the individual has fully de-escalated—a process which takes time and patience even under ideal circumstances. An individual in the crisis cycle should

never be pressured to de-escalate quickly as this will lead to re-escalation. More information about each phase of the crisis cycle, as well as recommended adult responses in each phase, is included in Table 7-1 below.

FIGURE 7-4: PHASES OF THE CRISIS CYCLE

TABLE 7-5: DESCRIPTION OF CRISIS CYCLE PHASES AND ADULT RESPONSES

Phase	Intensity	Description	Adult Responses
1	**Baseline**	The student is behaving and responding to others in a way that shows they are comfortable and content.	• Continue classroom management plan. • Remember to maintain engaging and positive interactions with the student.
2	**Catalyst**	Something has occurred to generate distress and/or anxiety for the student.	• Acknowledge the stressor. • Remove or minimize the stressor if possible/beneficial for the student.

Phase	Intensity	Description	Adult Responses
3	**Escalation Begins**	The student begins to show signs of distress through increased internalizing behavior (e.g., withdrawing or appearing to shut down) or externalizing behavior (e.g., arguing or engaging in what appears to be attention-seeking or conflict-seeking behavior, etc.)	• Support the student in problem-solving to address the stressor. • Provide the student with two to three concrete choices to manage or move away from the stressor.
4	**Escalation Intensifies**	The student's behaviors and/or emotional response continues to escalate in frequency and intensity. The student may begin to direct their behaviors towards others or self or appear to try to provoke a response from others.	• Neutrally set and hold expectations for the student. • Use language that is concrete rather than emotional. • Avoid being drawn into a negotiation or argument with the student.
5	**Crisis Peak**	The student's behaviors and/or emotional responses have reached their peak. The student has far less control over their behavior than in other phases. Injury to the student or another person is more likely during this phase than any other. Safety is the highest priority.	• Interact with the student only as needed to maintain safety and refrain from unnecessary interactions. • Keep any interactions as brief as possible. • Ensure enough staff are present to maintain safety and all staff know their roles.

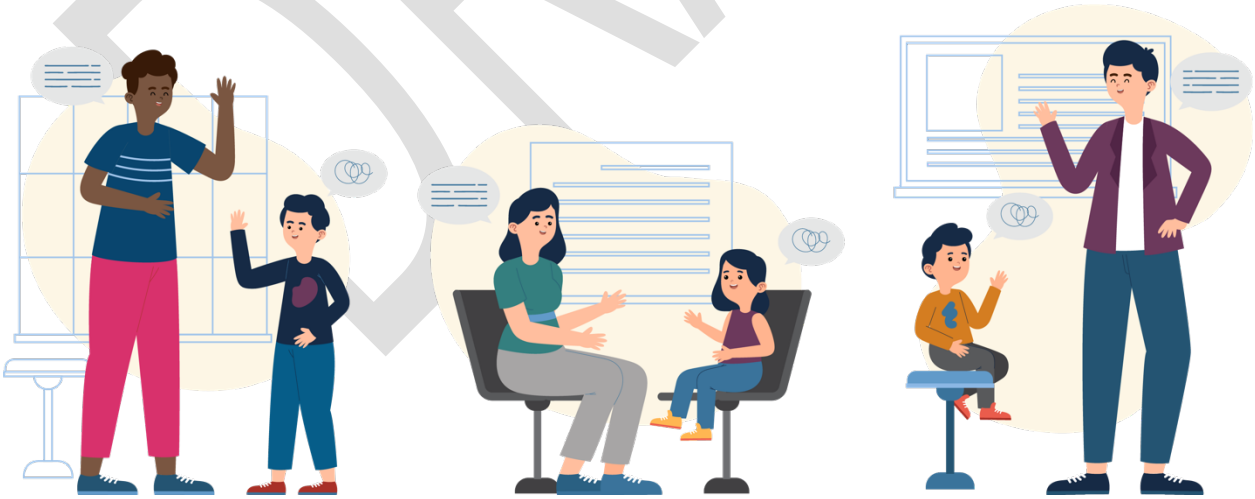
Phase	Intensity	Description	Adult Responses
6	De-Escalation	The student begins the slow process of calming down and regaining control over their behavior.	• Give the student the space and support needed for de-escalation to progress safely. • A student can easily re-escalate from this phase. Avoid making demands, discussing the incident, or asking the student to take any actions to repair harm until they have fully de-escalated.
7	Exhaustion	The student is physically, mentally, and emotionally drained from their crisis experience and may need time and/or rest before they return to their baseline state.	• Be understanding of the student's need for rest. • Invite the student to return to the expectations of their day when they are ready.
8	Recovery	The student has finished the process of de-escalating and is at reduced risk of re-escalating.	• Support the student in re-entering their daily routine. • If the student will be expected to take actions to repair harm or otherwise address their behavior following the crisis, determine when they will be expected to do those things. • Expectations may be presented during this phase or after this phase has ended. • Present any such expectations in a matter-of-fact manner without shame or guilt.

To support a student who enters the crisis cycle frequently, it may be helpful for school teams to develop a shared understanding of what each phase of the crisis cycle looks like for that student. For a sample planning form to capture this information, see "Form F: Crisis Cycle Worksheet" in Appendix D. (The school team should also consider developing a behavior intervention plan (BIP) to teach this student healthier patterns of behavior.)

The crisis cycle is a response to stress that all people experience to different degrees and in different ways. As school staff work to support a student through the crisis cycle, it's important to remember that each person involved is also in a phase of the crisis cycle themselves. The most effective staff response incorporates intentional self-awareness and self-management of one's own stress response.

Principles for Safe De-Escalation

The ideal outcome of any behavioral/emotional crisis is safe de-escalation. When a student experiences this sort of crisis at school, their immediate environment—including staff and other students—can determine whether the crisis escalates or de-escalates. Staff who understand the crisis cycle can respond more appropriately to the student and increase the likelihood of de-escalation. The following principles support safety and de-escalation across all points of the crisis cycle.



Principle 1: Understand Students' Baseline

When things are going smoothly, it's easy to pay less attention to students' behavior. However, engaging with students and learning their usual patterns of behavior is an important aspect of crisis prevention. Understanding a student's baseline behavior allows for quick recognition when the student's behavior begins to escalate. This is important because intervening early may prevent the student from progressing further into the crisis cycle. Getting to know each student can also help educators identify antecedents that may lead a student to escalate and can help staff redirect a student away from the source of their frustration and towards something that may help them de-escalate. This can allow staff to limit the student's exposure to the antecedent or prepare the student for when the antecedent occurs, reducing the likelihood of escalating behavior.

Principle 2: Honor Students' Need for Safety, Dignity, and Respect

Staff who establish positive relationships with students provide a foundation to prevent behavioral/emotional crises and support de-escalation. During a crisis, staff who project a sense of compassion and patience may help create a space of safety and alleviate some of the student's stress. As paradoxical as it may seem, many students in crisis feel an intense lack of physical and/or emotional safety during the situation. De-escalation involves honoring the student's need for safety by actively listening to the student, seeking to understand what the student's behavior might be communicating, responding in ways that fit the current phase of the crisis cycle, and refraining from discussing the student's behavior in front of them or other students.

Principle 3: Manage One's Own Emotions and Stress in Response to the Student

When engaging with a student in crisis, staff must keep in mind that the crisis state temporarily changes the student's abilities to reason, communicate, and comprehend. Staff interacting with a familiar student in a crisis for the first time may be alarmed to see how differently the student behaves in certain respects (or

how their behavior appears unchanged in other respects). It's important to understand that this is not the student's "true nature" revealing itself, but rather a temporary change in behavior due to physiological responses to acute distress. If a student says or does hurtful things in a crisis state, staff should be mindful not to personalize those behaviors. In many cases, the student may not be fully aware of their actions and may not clearly recall them once the crisis has ended. Broadcasting a sense of calm unhurriedness (instead of shock, dismay, tension, or urgency) can support the student in de-escalating, so staff must maintain self-awareness and self-control over their own emotional responses to the situation.

Principle 4: Less is Often More

In the stress of a crisis, staff may feel pressure to be seen taking action. However, there are many moments in a crisis in which less action results in more effective de-escalation. Staff must be trained to recognize when the situation calls for minimal (or no) interaction with the student. A trained school team can often help a student de-escalate without ever physically engaging with the student or placing a team member or student at risk of injury. Since the student's reasoning is increasingly inhibited the closer they are to the peak of the crisis, communication with the student should also be limited as the student moves through the crisis cycle. At the peak of the crisis, communication should be limited to only to what is essential for safety. A student in crisis can be quickly re-escalated by a well-intentioned team member pressuring or prompting the student. Staff members must keep in mind that the ideal outcome of any behavioral/emotional crisis is safe de-escalation—not compliance or adherence to a behavior plan. Once the crisis has resolved, those expectations can resume.

Principle 5: Emergency Safety Interventions are a Last Resort

The use of physical restraint and seclusionary time out is limited to situations in which a student's behavior poses an immediate danger to themselves and/or others. Teams should remember that, in many circumstances, it is safer to wait and allow the student to de-escalate in place than to initiate physical restraint or

seclusionary time out. These measures should only be used as a last resort when other measures to establish safety are not possible or have not been successful.

For more information about the use of ESIs, see "Emergency Safety Interventions" section of this chapter.

Preparing Schools and Teams for Safe Crisis De-Escalation

Crisis Prevention, Preparedness, Response, and Recovery

Maintaining school safety during a behavioral/emotional crisis involves a four-stage continuum: prevention, preparedness, response, and recovery. Not all parts of the school will be in the same stage at the same time. This continuum should enable school staff and systems to provide a stable environment with the capacity to respond quickly and effectively when needed. Each stage of the continuum contributes to reducing the likelihood of a crisis occurring and/or reducing the impact of a crisis on those directly and indirectly involved.

Prevention

Effective prevention work involves building the skills of students and staff to create the sort of learning environment in which a crisis is unlikely. Previous chapters have discussed several important preventive strategies that reduce the likelihood of a crisis, including social and emotional learning practices, restorative practices, and trauma-informed practices. To build students' skills, teachers should use awareness

of student characteristics (e.g., strengths, needs, behavioral antecedents, home environment) to design instruction and other elements of classroom management; to build staff skills, administrators should use awareness of staff needs to inform professional learning. Teachers should also consider proactively teaching students skills they may benefit from using in a stressful situation (e.g., deep breathing). This allows teachers to remind students to use their skills during times of stress, which may prevent a student from escalating to higher phases of the crisis cycle or even prevent them from entering the crisis cycle in the first place.

Classroom management is also a vital part of crisis prevention. Teaching and reteaching expectations, rules, and procedures can help students feel a sense of safety and mastery in their learning environment.

For more information on practical strategies that create a safe and welcoming learning environment, see Chapter 4.

Preparedness

Preparation for a behavioral/emotional crisis must begin long before the crisis does. For a school to maintain safety during a crisis, the entire school team should share an understanding of how to respond to behavior support needs and crisis situations. This can ensure that, in the event of a crisis, staff know their role and the procedures to follow in order to manage the situation safely. In contrast, the situation is more likely to become unsafe if the team is unprepared and does not clearly understand what to do.

One often-overlooked aspect of crisis preparation is supporting educators and students in continuing their daily routine while a behavioral/emotional crisis is occurring nearby. This is especially important if the school team is aware of a particular student who is likely to experience a behavioral/emotional crisis at some point during the school year. Teachers can ensure their students experience minimal disruption to their learning by preparing them in advance for what they might see or hear, teaching them what to expect for continuing with their routines and classroom work, reassuring them that school staff will be working hard to make sure that everyone involved is safe, and demonstrating compassion for the student

in crisis. Establishing procedures for this in advance will help these students quickly and confidently move on with their day if a crisis does occur nearby.

Response

A safe and successful crisis response is one that is thoughtful, predictable, and emotionally steady. Staff responding to a behavioral/emotional crisis should project the same sense of safety and calm as they do when responding to a student injury or medical need. It's important that staff are able to set aside emotions or stress from past experiences with a student when responding to a crisis with that student. The crisis response should allow the student to maintain and build trust in the adults at their school, and should never cause harm, shame, embarrassment, or loss of dignity for the student.

Staff who are not directly involved in the crisis response have important roles to play as well. Continuing to follow classroom procedures can signal to students that the situation is under control. Staff can also ensure they are actively setting an example of compassion and respect for students to follow. It's critical that staff refrain from passively spectating or making negative comments about the student experiencing the crisis. Instead, staff responses should reflect empathy, patience, and understanding. This helps support the student in crisis and the staff managing the crisis. It also provides critical information for other students about the level of emotional safety and empathy created by the adults in the school environment.

Recovery

Effective prevention efforts should continue past the end of the behavioral/emotional crisis. School leaders should consider adopting a post-crisis debriefing process that all staff are aware of and expect will occur. Staff debriefing is an important process involving emotionally processing the event, reflecting on what went well, and considering what to do differently in the future. Staff debriefing has been shown to be an effective way to use a crisis to create learning and improve practice.[1] In addition, staff debriefing is a critical component of self-care and an important strategy used to reduce secondary trauma, compassion fatigue, burnout, and post-traumatic stress.

Students should also be able to debrief with a trusted and trained adult. All students should be made aware of the adults in the building who they can approach to talk with about the crisis and process their feelings about what they heard, saw, and/or experienced. Student debriefing should be available to any student, including the student who experienced the behavioral/emotional crisis. The purpose of student debriefing is for the student to share their perspective on what happened during the crisis, what they expected to happen, and what concerns they still have. The process should feel neutral rather than adult-directed, and it should focus on the student's experience rather than the adult's reaction to their experience. Allowing students to process what may be a traumatic event for them may help to reduce stress caused by the event and reduce any long-term negative impact.

Foundational Behavior Support Training Needs

Sometimes adult responses to a behavioral/emotional crisis inadvertently lead to behavior escalation. Training in behavioral/emotional crisis management including nonphysical de-escalation strategies can lead to better management and response to behavioral crises. Although the USBE does not prescribe specific foundational behavior support training, it does require that all school employees are trained and that the training is based on research- and evidence-based practices. All school employees must be trained within three weeks of employment and bi-annually, thereafter.

An evidence-based program or practice is defined by the Utah Code[2] as one that has:

"(i) had multiple randomized control studies or a meta-analysis demonstrating that the program or practice is effective for a specific population;

(ii) been rated as effective by a standardized program evaluation tool; or

(ii) been approved by the state board."

In addition to the above requirements, it is important that the training is aligned with Board Rule r277-608,[3] SpEd Rules,[4] and the information provided in this manual. LEAs seeking training on foundational behavior support should evaluate its coverage of the following topics:

- Crisis prevention
    - Integrating ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery
    - Understanding the brain's response to traumatic events
- De-escalation
    - Communication skills, including problem solving and conflict resolution
    - Behavioral/emotional crisis management, including de-escalation techniques and appropriate adult responses
    - Use of proactive and preventative behavior supports across all tiers of support based in research- and evidence-based practices, including effective strategies for evaluation of the efficiency and effectiveness of interventions
    - Balancing physical and emotional safety to avoid overly restrictive measures that can undermine the learning environment
- ESI Policies
    - LEA policies related to ESIs consistent with research- and evidence-based practice

Comprehensive Emergency Safety Intervention (ESI) Training Needs

In addition to foundational behavior support training, LEAs are required to provide comprehensive ESI training for key identified school employees. LEAs are responsible for defining who the key identified school employees are within their

LEA. The comprehensive emergency safety intervention training must be completed before a school employee is authorized to use an emergency safety intervention with a student, and annually thereafter. It should cover the following topics, in addition to the topics covered in the foundational behavior support training:

- The appropriate, safe, and effective use of ESIs
- Physical restraint including appropriate use, prohibited practices, and timing
- Risks associated with using ESIs
  Federal, state, and local requirements related to appropriate use of physical restraint and seclusionary time out, and possible consequences of inappropriate useMonitoring, documentation, reporting, and parental and school administration notification after the use of an ESI

School leadership should consider having multiple multi-disciplinary team members complete a comprehensive ESI training and certification. This improves the response to crisis situations and alleviates the pressure on a single individual to respond. Additional information about training requirements for the use of ESIs (physical restraint and seclusionary time out) can be found on in the "Emergency Safety Interventions" section of this chapter. Staff must be trained and certified to implement physical restraint or seclusionary time out. Under no circumstances should an untrained staff member be expected or asked to implement physical restraint or seclusionary time out with a student.

Roles in Crisis Situations

In a behavioral/emotional crisis, there are many responsibilities that require more than one person to address. In some cases, this can create confusion about how many school staff are needed to respond to the crisis or what they should do to help. It's important that each person present knows why they are involved and what their role is. When each person intervenes individually rather than cohesively, the likelihood of a poor outcome increases dramatically. It's also important that the number of staff present is carefully managed. A disproportionately large response (and/or any number of onlookers) can escalate a situation unnecessarily, so it is essential that the size of the team responding to the student in crisis is well-matched to the student's present phase of the crisis cycle, and that any onlookers are asked to move along.

To support a coordinated response to the student in crisis, staff should understand the actions involved in crisis response and share a common language for the roles engaged in those actions. The most typical roles in a crisis are listed below. Staff involved will likely play multiple roles and may switch or share roles as the crisis unfolds. Additionally, the closer the crisis is to its peak, the more important it is to coordinate the roles below.

Leader

The leader is often the individual with the most experience handling crisis situations. This person coordinates the immediate crisis response and may direct others to take on roles as needed. The leader should set an example of calmness and presence of mind for others.

Communicator

The person in the communicator role is the only one who should interact with the student in crisis. While not always possible, it is best if this person is trained in crisis de-escalation practices related to verbal communication and body language. A crisis will typically escalate if a staff member is unaware of these practices and engages in inappropriate communication for the situation (e.g., giving reminders, lecturing, and/or placing demands on the student), or if multiple people interact with the student in crisis simultaneously. Designating one person as the communicator can prevent these mistakes and support the student in safe de-escalation. As with all

other roles, the individual in the communicator role can change depending on the needs of the student and situation.

Observer

The observer supports multiple aspects of the crisis situation. First, the observer monitors the student for indicators of physical distress. Second, the observer monitors the adults interacting with the student to determine if another role needs help or backup. If someone appears too stressed or overwhelmed to continue in their role safely, the observer can switch roles with them so they can regroup. Finally, the observer can support the leader in ensuring that policies and procedures are followed during the crisis. This role is especially important if an emergency safety intervention is used, as the risks to the student and adults involved increase during these procedures (see "Emergency Safety Interventions" section below).

Traffic Controller

The traffic controller manages the physical space in which the crisis is occurring. If the crisis occurs in a classroom, the traffic controller may help other students exit the area or classroom if needed. If the crisis occurs in a common area, the traffic controller can help students and staff take a different route if possible or walk safely around the student if not.

Documenter

The documenter records all necessary details about the crisis situation. This may occur during or after the situation. If physical restraint and/or seclusionary time out are used, additional documentation is required and documentation must be submitted to the LEA's Emergency Safety Interventions Committee (see "Requirements of Documentation" section).

Notifier

The notifier is responsible for notifying others (e.g., parent/guardian, school administrator) about the situation as required by LEA policy. Notification

procedures may also be described in the safety protocol section of the student's BIP. If physical restraint and/or seclusionary time out are used, additional notification requirements apply (see "Requirements of Notification" section).

Indirect Supporter

In some situations, additional support is needed to ensure safety while the crisis is occurring. The responsibilities of indirect supporters will vary and may be specified in the safety protocol of the student's BIP. Examples of these responsibilities include monitoring a building exit or reassuring concerned students that the situation is being handled safely.

Crisis De-Escalation and the School Resource Officer (SRO)

When a student experiences a behavioral/emotional crisis, the team may consider requesting support from their school resource officer (SRO). As a member of the team responding to the student in crisis, an SRO trained in the LEA's de-escalation practices is an invaluable resource. However, the SRO's support does not replace the need for a team response. Expecting or asking the SRO (or any other team member) to manage the crisis situation on their own will not promote safe de-escalation. Likewise, the presence of the SRO does not negate the team's responsibility to follow the guidelines described in this chapter and in the LEA's comprehensive ESI training.

Whenever possible, the SRO responding to a student in crisis should be made aware if the student has a disability and/or BIP.[5] In these situations, the SRO is advised to communicate with and follow the lead of the special education teacher (or other member of the student's team with knowledge of the student's needs and individual plan) to consider the student's individual needs. For example, a student

with a disability impacting auditory processing might have difficulty understanding or responding to verbal directions, especially in a high-stress situation. The SRO should be advised of the student's communication needs to avoid misunderstanding, to approach interactions with the student with their needs in mind, and to ensure continued safe de-escalation.

School staff should have a clear and shared understanding of when it is appropriate to request support from the SRO and when it is not. For instance, while an SRO may be able to provide support during a behavioral/emotional crisis, it would not be appropriate to ask the SRO to intervene in routine discipline concerns or other aspects of classroom management. An LEA may develop a memorandum of understanding or other guidance to outline the responsibilities and training requirements of SROs employed by (or contracted with to support) the LEA. Any staff expectations regarding crisis de-escalation practices, professional learning, and LEA policy should be communicated to the SRO to ensure a seamless response in the event of a crisis.

Regarding the use of physical restraint and seclusionary time out by SROs, LEAs are responsible for the safe and nondiscriminatory use of these practices regardless of whether they are implemented by a teacher or an SRO. "Schools cannot divest themselves of responsibility for the nondiscriminatory administration of school policies, including restraint, by relying on SROs, school district police officers, contract or private security companies, security guards or other contractors, or other law enforcement personnel to administer school policies."[6] LEAs must establish policies in compliance with state requirements regarding the use of emergency safety interventions in the LEA. These requirements are covered at length in the "Emergency Safety Interventions" section of this chapter.

Emergency Safety Interventions

As discussed throughout this manual, the USBE supports a proactive and teaching-focused approach to behavior to create safe learning environments and evidence-based de-escalation practices to be used in the event of a behavioral/emotional crisis. The USBE also recognizes the rare occasion in which, despite these efforts, a student's behavior may escalate to a degree that poses immediate danger to the student and/or others.

Both the USBE[7] and Utah legislature[8] have addressed these extraordinary circumstances with requirements concerning the use of emergency safety interventions (ESIs; physical restraint and/or seclusionary time out) with students, including limiting the use of these practices to situations in which a student's behavior poses an immediate danger to the student and/or others. This portion of the chapter will discuss practices LEAs and educators must follow to protect the safety of students and staff, maintain compliance with relevant Utah rule and statute, and follow professional standards and evidence-based practices related to ESIs.

Definitions

Emergency Safety Intervention (ESI)

The use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others. An emergency safety intervention is not for disciplinary purposes.[9]

Immediate Danger

The imminent risk of physical violence or aggression towards self or others or other behaviors, which are likely to cause substantial bodily injury or serious serious bodily injury.[10]

Immediate Danger and the Use of Physical Restraint

Physical restraint is permitted to be used in several types of situations that fall slightly outside the definition of *immediate danger*—for example, to ensure the safety of a student about to run into a busy street. Utah Code §53G-8-302 permits the use of physical restraint by Utah school employees under the following circumstances:

> *(2) A school employee may use reasonable and necessary physical restraint in self-defense or when otherwise appropriate to the circumstances to:*
> *(a) obtain possession of a weapon or other dangerous object in the possession or under the control of a student;*
> *(b) protect a student or another individual from physical injury;*
> *(c) remove from a situation a student who is violent; or*
> *(d) protect property from being damaged, when physical safety is at risk.*
> *(3) Nothing in this section prohibits a school employee from using less intrusive means, including a physical escort, to address circumstances described in Subsection (2).*

Physical Restraint

A personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely.[11]

Seclusionary Time Out

Placing a student in a safe enclosed area that is purposefully isolated from adults and peers and that the student is prevented from leaving (or reasonably believes they will be prevented from leaving).[12] The safe enclosed area must comply with the requirements described below in "Preparing an Area for Seclusionary Time Out."

Physical Escort

A temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location. A physical escort is less intrusive than a physical restraint, and is not considered an emergency safety intervention. It is defined here solely to clarify the difference between a physical escort and physical restraint.[13]

Physical Prompt

Physically guiding a student through the proper motions to complete a task or demonstrate a skill. Physical prompting may be delivered as part of special education (e.g., provision of specially designed instruction or related services) and does not restrict, immobilize, or reduce the ability of the student to freely move their torso, arms, legs, or head. Physical prompting is not considered an emergency safety intervention. It is defined here solely to clarify the difference between a physical prompt and physical restraint.

Understanding Emergency Safety Interventions

Neither seclusionary time out nor physical restraint are effective in reducing the long-term occurrence of behaviors that pose immediate danger to the student or others—and that is not their purpose. ESIs are emergency measures of last resort to prevent imminent serious harm to an individual in a school setting, not teaching strategies or behavior interventions. ESIs are highly intrusive and carry the risk of

significant harm to the student and staff involved (including trauma, injury, and death). They may be used only by trained personnel who have demonstrated competency in their use.

ESIs may only be used in response to emergency situations in which the student's behavior presents an immediate danger to self or others. Even in these circumstances, ESIs should be avoided if less restrictive means of managing the student's behavior and ensuring safety are available.

ESIs are prohibited for use for any non-dangerous or non-emergency reasons, such as noncompliance, disrespect, disobedience, or misuse or destruction of property. A student's behavior may present a serious concern for a school team (and may even require Tier 2 or Tier 3 behavior support) without meeting the threshold for "immediate danger" defined earlier in this document. Examples of concerning behaviors that, on their own, would likely never pose an immediate danger to the student and/or others (and thus should not be responded to with an ESI) include:

- Not following teacher directions
- Refusing to complete schoolwork
- Skipping class
- Using disrespectful or profane language
- Ripping student projects off a bulletin board
- Destruction of property (unless done so in a fashion that presents an immediate danger to self or others)

ESIs are also prohibited for use as a disciplinary response contingent on a particular type of behavior. ESIs must not be identified in a student's BIP as a planned consequence that the student "earns" based on a particular behavior, although they may be included in the safety protocol as described in Chapter 6. The decision to use an ESI should occur during the behavioral incident involving an immediate danger to the student or others. The educator making the decision to use an ESI must have a clear reason to believe the student's behavior presents an immediate danger to the student or others that cannot be managed safely with less restrictive interventions.

Key principles related to the appropriate use of ESIs in Utah are summarized in Table 7-2. These principles also align in part with the U.S. Department of Education's 2012 publication, "Restraint and Seclusion: Resource Document."[14]

TABLE 7-6: FIFTEEN PRINCIPLES FOR USE OF PHYSICAL RESTRAINT AND SECLUSIONARY TIME OUT IN UTAH

Principle	Description
1	Unless otherwise stated, the USBE's requirements for and restrictions on use of restraint and seclusion apply to all students, not only students with disabilities or students without disabilities.
2	Restraint and seclusion are measures of last resort. They are not behavior interventions and do not lead to improved student behavior. Every effort should be made to prevent the need for restraint and seclusion for any student, including the use of less restrictive strategies and de-escalation practices.
3	The USBE prohibits the use of restraint and seclusion except in situations where the student's behavior poses immediate danger to self or others. Restraint and seclusion must be discontinued as soon as the immediate danger has ceased.
4	The USBE prohibits the use of restraint or seclusion as punishment or discipline, as a means of coercion or retaliation, or as a convenience.
5	Restraint and seclusion may only be implemented in a safe manner that does not endanger the student. Any practices that obstruct or compress the student's airway or adversely affect the student's primary mode of communication are prohibited by the USBE.
6	Each use of restraint or seclusion must be continuously monitored (visually/auditorily for the duration of use) to ensure the appropriateness of its use and safety of the student, other students, teachers, and other personnel.
7	The USBE prohibits most uses of mechanical and chemical restraint, as well as any prone or supine physical restraint, in Utah schools.
8	Behavioral interventions must be evidence-based, ethical, free from abuse, and must honor the student's dignity. Corporal punishment in Utah schools is prohibited by law.
9	Any use of restraint or seclusion for a student should prompt the team to review the student's individual needs, ensure behavioral supports are appropriate, and consider additional/revised supports.

Principle	Description
10	For a student with a disability, the USBE requires the completion of a functional behavior assessment (FBA) and corresponding behavior intervention plan (BIP) prior to incorporating restraint and/or seclusion into any part of the student's IEP.
11	Educators must participate regularly in professional learning on preventive behavior practices that prevent the need for restraint and/or seclusion, on crisis de-escalation practices, and on the safe and lawful use of restraint and seclusion.
12	The student's parent must be notified as soon as possible (and before their student leaves the school) following each use of restraint or seclusion with their student. The parent must also be immediately notified if an instance of restraint or seclusion exceeds 15 minutes. School administration must also be notified in both cases.
13	Each use of restraint or seclusion must be documented. Documentation must include information about the specific incident as well as each individual use of restraint or seclusion during the incident. Parents have the right to request this and any other information about the use of restraint or seclusion with their student and must be notified of this right within 24 hours of the use of restraint or seclusion with their student. Parents may request a meeting with school staff and administration to discuss the use of restraint or seclusion with their student.
14	Each LEA must establish an ESI Committee to review documentation of restraint and seclusion, ensure its accurate submission to the USBE, and address any related policy and professional learning needs. The LEA should ensure that incident documentation allows the LEA's ESI Committee to review and make decisions related to each of these fifteen principles in the LEA.
15	Each LEA must establish policies and procedures regarding the use of restraint and seclusion, including the requirements specified in these fifteen principles. Schools are advised to inform parents of these policies and procedures regularly.

Physical Restraint

Definition of Physical Restraint

Physical restraint is defined[15] as a personal restriction that immobilizes or significantly reduces the ability of a student to move the student's arms, legs, body, or head freely. The term "physical restraint" does not include a physical escort. "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

Conditions for Use

Physical restraint may *never* be used as a means of discipline or punishment. According to Utah Code: [16]

> "A school employee may use reasonable and necessary physical restraint in self-defense or when otherwise appropriate to the circumstances to:
>
> a) obtain possession of a weapon or other dangerous object in the possession or under the control of a student;
> b) protect a student or another individual from physical injury;
> c) remove from a situation a student who is violent; or
> d) protect property from being damaged, when physical safety is at risk."[17]

This does not mean that physical restraint is required to be used in the situations described above. A school employee can always use less intrusive means, including a physical escort, to address these situations.

Implementation of Physical Restraint

Any use of physical restraint must be consistent with the LEA's policy described in Board Rule r277-608-3.[18]

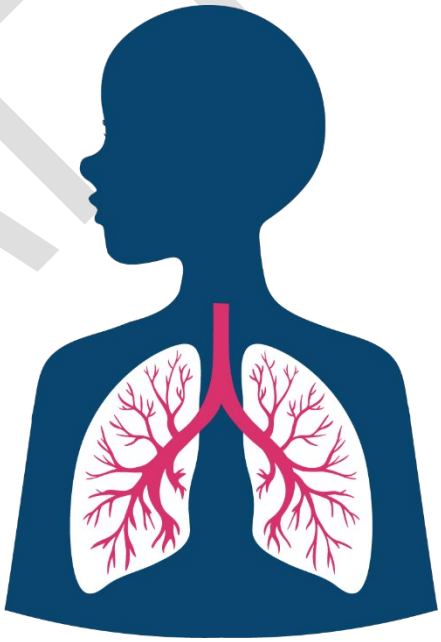
Training/Certifying Staff

Safe implementation of physical restraint requires specific training/certification for any staff member who may be expected to participate in its use. LEAs are required

to establish procedures for ongoing training of key identified school employees in comprehensive ESI training, which includes physical restraint.[19] LEAs are also responsible for ensuring that those employees renew their physical restraint certification as often as necessary based on the requirements of the certifying program. Improperly performed physical restraints may result in trauma or serious injury for the student or staff member involved. Physical restraint must never be attempted by untrained staff. Under no circumstances should an untrained staff member be expected or asked to physically restrain a student. No staff member, regardless of training, should invent their own form of physical restraint. Staff implementing physical restraint may only use the restraint(s) they are certified to perform.

Safeguarding the Student's Well-Being

Physical restraint must never interfere with the student's ability to breathe easily and naturally.[20] Appropriate and safe physical restraint techniques (e.g., those provided by evidence-based de-escalation training providers) are designed so that no pressure is ever placed on a student's face, throat, chest, or stomach occur during the restraint. Restraint of a student in a prone (lying down facing down) or supine (lying down facing up) position is prohibited. The student's face must remain uncovered and visible to ensure monitoring of the student and situation can occur (see "Monitoring Implementation of the Physical Restraint").



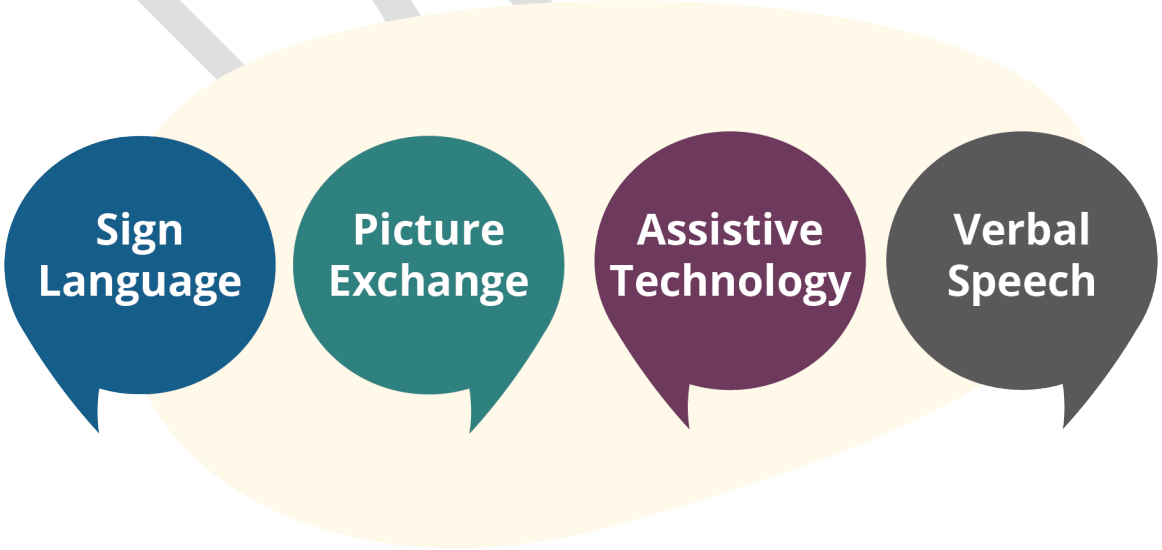
For more information about specific physical restraint procedures which are prohibited by the USBE, as well as general physical restraint practices which are widely considered to be dangerous and should not be used when following the guidelines provided in this manual, see "Prohibited Practices" section of this chapter.

Monitoring Implementation of the Physical Restraint

If the need for physical restraint is anticipated, the LEA should ensure at least one additional staff who has been appropriately trained/certified in the use of the physical restraint can be present to monitor the restraint. Implementing physical restraint alone is dangerous for both the student and staff member, and it does not allow for appropriate monitoring due to the positioning involved in most physical restraints (e.g., the student facing away from the staff member(s) applying the restraint). The individual monitoring can provide feedback to ensure the restraint is performed correctly and safely, relieve the staff engaged in the restraint if needed, and observe the student for any indication of physical distress (e.g., flushed face, blue lips, changes in breathing or consciousness). The restraint must be immediately terminated if the student shows any such signs of severe distress.

Ensuring the Student Can Communicate

School staff must ensure that a student placed in a physical restraint can communicate freely using their primary mode of communication.[21] A student with a disability affecting verbal communication must be able to communicate in whatever method they primarily use (e.g., sign language, picture exchange, assistive technology, etc.). This may necessitate the selection of a physical restraint that does not immobilize the student's hands. Teams are advised to plan ahead to ensure a student who uses augmentative or alternative communication (AAC) has both the



ability and vocabulary to communicate discomfort or distress if needed. If a student communicates discomfort, adjustment should be made to the restraint as needed. The restraint must be immediately terminated if the student is in severe distress.

Transitioning From Physical Restraint to Seclusionary Time Out

In some cases, it may be necessary or advisable to move the student from a physical restraint to seclusionary time out (e.g., if the team determines seclusionary time out will better allow the student to safely de-escalate). An LEA's comprehensive ESI training may include content specific to safely moving a student in a physical restraint. Unless certified to do so safely using a designated carry procedure included in the LEA's comprehensive ESI training, school staff should never pick up a student to move them during a restraint.

Terminating the Physical Restraint

Physical restraint must be *immediately* terminated as soon as the student no longer presents an immediate danger to self or others, or if the student is in severe distress. Physical restraint must not exceed the minimum time necessary to ensure safety.

The maximum duration of a single instance of physical restraint is the *shortest* of the following:[22]

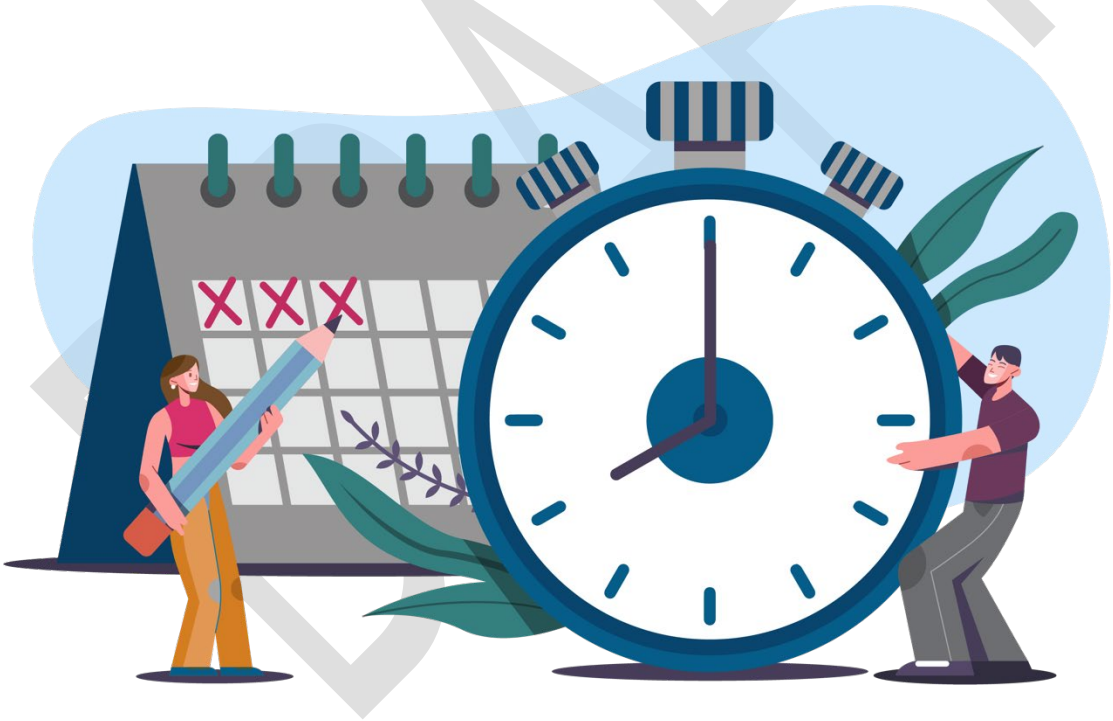
> "a) the amount of time described in the LEA's emergency intervention training program;
>
> b) 30 minutes; or
>
> c) when law enforcement arrives."

LEAs must outline release criteria in compliance with the above requirements in their ESI policies. LEAs are not permitted to establish a minimum or maximum length of time a student will be restrained in excess of the above requirements.

If, at any point during or after the use of physical restraint, the student was in physical distress or otherwise appeared unwell, then school health personnel must assess the student immediately. Any injuries or other health concerns should be addressed and documented, and this information should be communicated to the parent when they are notified of the use of the physical restraint. As part of their ESI policy, LEAs are required to include procedures for post-ESI assessment and monitoring of students..

Seclusionary Time Out

Definition of Seclusionary Time Out



"Seclusionary time out" means that a student is:[23]

> "a) Placed in a safe enclosed area by a school employee in accordance with the requirements of the Utah Administrative Code;[24]
>
> b) Purposefully isolated from adults and peers; and

c) Prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area."

An LEA may have adopted their own terminology (e.g., sending a student to the "calming room"). However, this does not excuse the LEA from being aware of this definition of seclusionary time out. If all of the above conditions occur for any amount of time, the LEA has implemented seclusionary time out and must adhere to all corresponding requirements described in this chapter.

Conditions for Use

Seclusionary time out may *never* be used as a means of discipline or punishment.

Seclusionary time out may only be used when a student presents an *immediate* danger of substantial bodily harm or serious bodily harm to self or others. School staff should exercise the utmost caution when considering seclusionary time out for a student who is engaging in, or who has a history of, self-injurious behavior, as the risk of that behavior may increase for some students in that setting.

Implementation of Seclusionary Time Out

Any use of seclusionary time out must be consistent with the LEA's policy described in Board Rule r277-608-3.[25]

Training Staff

Safe implementation of seclusionary time out requires specific training/certification for any staff member who may be expected to participate in its use. LEAs are required to establish procedures for ongoing training of key identified school employees in comprehensive ESI training, including seclusionary time out.[26] Seclusionary time out must never be attempted by untrained staff. Under no circumstances should an untrained staff member be expected or asked to implement seclusionary time out with a student.

Preparing an Area For Seclusionary Time Out

The space selected for seclusionary time out should be inspected and prepared prior to use. It must be a safe, clean, well-maintained space that meets the fire and public safety requirements described in sections r392-200 and r710-4 of the Utah Administrative Code (Utah Admin. Code).[27] Objects in the room that are not necessary for safety or for the student's communication should be removed *prior* to the use of seclusionary time out. The space must facilitate continuous monitoring as described below. It should have a window that permits monitoring from outside the room. Any door must remain unlocked consistent with the fire and public safety requirements described in Utah Admin. Code r392-200 and r710-4.[28] A seclusionary time out room door may not be fitted with a lock unless it is a self-releasing latch that releases automatically if not physically held in the locked position by an individual on the outside of the door.[29]

While building an enclosed area for the sole purpose of seclusionary time out is allowable, it is not required. Each LEA policy will include whether this is allowable within the LEA. It is important to note, however, that makeshift spaces (e.g., a cardboard box, a classroom cupboard, or a barricade assembled from school materials) are prohibited for use for seclusionary time out. LEAs must use a school space that complies with all relevant building requirements under the Utah Admin. Code, including those described in this section.

Monitoring the Student During Seclusionary Time Out

If a student is placed in seclusionary time out, the student must be monitored continuously by a staff member who has been trained in the use of ESI. The monitoring staff must always maintain line of sight to the student at all times.[30] Monitoring the student once every few minutes is not acceptable. If the student moves out of view, the monitoring staff must reposition themselves so they can see the student. The monitoring staff should also be able to hear the student. If the student appears to be in physical distress, engages in self-injurious behavior, or appears in any other way to be at risk of harm, seclusionary time out must be *immediately* terminated.

Ensuring the Student Can Communicate

School staff should ensure that a student placed in seclusionary time out can communicate freely using their primary mode of communication. A student with a disability affecting verbal communication must be able to communicate in whatever method they primarily use (e.g., sign language, picture exchange, assistive technology). Teams are advised to plan ahead to ensure a student who uses augmentative or alternative communication (AAC) has both the ability and vocabulary to communicate discomfort or distress if needed.

Terminating Seclusionary Time Out

Seclusionary time out must be *immediately* terminated as soon as the student no longer presents an immediate danger to self or others, or if the student is in physical distress, engages in self-injurious behavior, or appears in any other way to be at risk of harm. Seclusionary time out must not exceed the minimum time necessary to ensure safety.[31] The maximum duration of a single instance of seclusionary time out is 30 minutes.

LEAs must outline release criteria in compliance with the above requirements in their ESI policies. LEAs are not permitted to establish a minimum or maximum length of time for seclusionary time out in excess of the above requirements.

Assessing the Student After Seclusionary Time Out Ends

If, at any point during or after the use of seclusionary time out, the student was in physical distress or otherwise appeared unwell, then school health personnel must assess the student immediately. Any injuries or other health concerns should be addressed and documented, and this information should be communicated to the parent when they are notified of the use of seclusionary time out. As part of their ESI policy, LEAs are required to have procedures for post-ESI assessment and monitoring of students.

Prohibited Practices

This section summarizes practices which are prohibited for use in Utah schools related to punishment and management of emergency situations. In addition, the

sections above describe prohibited practices related to physical restraint and seclusionary time out. For reference, all prohibited practices are listed in brief in Figure 7-2.

Corporal Punishment

Utah Code §53G-8-302 prohibits the use of corporal punishment in public schools, and states, "A school employee may not inflict or cause the infliction of corporal punishment upon a student."[32] Corporal punishment is defined in Utah Code §53G-8-301 as "the intentional infliction of physical pain upon the body of a student as a disciplinary measure."[33]

Chemical Restraint

Chemical restraint refers to the use of medication administered to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. Chemical restraint does not include:

1. Prescription medication that is regularly administered to the student for medical reasons other than involuntarily limiting the student's freedom of movement
2. Administration of medication for voluntary or life-saving medical procedures

Chemical restraints are prohibited by the USBE for use in LEAs, except as:[34]

> "(A) Prescribed by a licensed physician, or other qualified health professional acting under the scope of the professional's authority under State law, for the standard treatment of a student's medical or psychiatric condition; *and*
>
> (B) Administered as prescribed by the licensed physician or other qualified health professional acting under the scope of the professional's authority under state law".

Mechanical Restraint

Mechanical restraint[35] refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Mechanical restraints are prohibited by the USBE for use in LEAs, with the following exemptions:[36]

> "(A) protective or stabilizing restraints as prescribed by an appropriate medical or related services professional
>
> (B) restraints required by law, including seatbelts or any other safety equipment when used to secure students during transportation
>
> (C) any device used by a law enforcement officer in carrying out law enforcement duties".

Figure 7-5: Prohibited Practices Related to Emergency Safety Interventions

Prohibited Practices
Corporal punishment
Use of physical restraint as a means of discipline or punishment
Use of seclusionary time out as a means of discipline or punishment
Chemical restraint (with the exceptions described in R277-608-3(2)(a)(v)
Mechanical restraint (with the exceptions described in R277-608-3(2)(a)(iv)
Prone physical restraint

Prohibited Practices
Supine physical restraint
Secluding a student behind a locked door

Other Dangerous Practices in Physical Restraint

The following practices are prohibited by many reputable and evidence-based de-escalation training programs due to heightened risk of injury or death to the individual being restrained:

- Applying pressure to the student's chest, neck, or throat (including any practices that could be described as choke holds)
- Applying pressure to the student's back or upper abdomen (including forcibly holding the student against a wall or piece of furniture)
- Sitting on or straddling any part of the student's body, or any other practices which obstruct the student's circulation
- Putting the student off balance and/or engaging the student in such a way that forces them to the floor (e.g., pressing on the backs of the student's knees, supporting the student's weight and then dropping them, tripping or pushing the student)
- Covering or manipulating any part of the student's face (e.g., eyes, nose, mouth), or threatening to do so to gain compliance
- Any other practices which use pain or the threat of pain to gain compliance

LEAs are encouraged to publish their own list of prohibited restraint practices consistent with the contents of this chapter and any requirements of their de-escalation training program.

Requirements for Documentation

LEAs must have procedures for the collection, maintenance, and periodic review of documentation or records of the use of ESIs at schools within the LEA.[37]

Immediate Documentation of the ESI

Each use of an ESI with a student must be documented. Information collected should assist school staff in making changes that prevent the need for the ESI in the future. Documentation must include, but is not limited to, the following information:

- Date and time the ESI was used
- Student's behavior that led to the use of the ESI (defined in measurable and observable terms)
- Type of ESI (physical restraint or seclusionary time out)
    - For physical restraint, the specific restraint hold used
    - For seclusionary time out, the specific seclusionary time out space used
- Duration (in minutes) the ESI was in place
- Names of school personnel who participated in or monitored the ESI
- Notification of the student's parent, including the time and manner of notification (e.g., phone, e-mail, in-person, etc.)
- Notification of school administrator
- Immediate notification of the parent and school administrator (required only if the use of the ESI exceeded 15 minutes)
- Any injuries or health concerns arising from the incident and/or the use of the ESI to any student and/or staff, and how those needs were addressed
- Date of submission of the above documentation to ESI Committee

An LEA may adopt a form that includes more than the minimum requirements.

Any in-progress documentation (e.g., seclusionary time out room logs) must be stored in a confidential manner. ESI documentation becomes part of the student's educational record, which parents may view upon request. For sample ESI forms, see Appendix D.

Requirements for Notification

LEAs are responsible for following USBE requirements for notification of the student's parent and school administration whenever an ESI is used.[38]

Parent Notification

When an ESI is used, the school must notify student's parent as soon as reasonably possible *and* before the student leaves the school. In addition, if the ESI is used for more than 15 minutes, the school must *immediately* provide a notification to the student's parent. Notification must be documented in the LEA's student information system (SIS) records.

The school must provide the student's parent with a copy of any notes or additional documentation taken during the use of the ESI upon request. Within 24 hours of the school using an ESI with a student, the school must notify the parent that they may make this request. The parent may request a time to meet with school staff and administration to discuss the use of the ESI.

School Administration Notification

When an ESI is used, the school must notify school administration. In addition, if the ESI is used for more than 15 minutes, the school must *immediately* provide a notification to school administration. Notification must be documented in the LEA's SIS records.

Requirements for Reporting and Monitoring

Reporting Documented Use of an ESI

When an ESI is used, the documentation described above (see "Requirements for Documentation" section) must be recorded in the LEA's SIS and submitted to the USBE as part of the LEA's daily submission to the Utah eTranscript and Record Exchange (UTREx).

All LEAs must establish an ESI Committee to ensure that each ESI is appropriately documented and reported as described above. Any time an ESI is used with a student, the school must provide all documentation of the use of the ESI to the LEA's ESI Committee. Further responsibilities of the ESI Committee are described below.

Monitoring in the LEA: Emergency Safety Interventions Committee

As stated above, all LEAs must establish an ESI Committee. The ESI Committee should evaluate the safe and ethical use of ESIs in the LEA (including the application of each item summarized in Table 7-2, "Fifteen Principles for Use of Physical Restraint and Seclusionary Time Out in Utah,"), provide assistance to teams as needed following the use of an ESI to ensure that students are appropriately supported, and ensure accurate submission of ESI data to the USBE. An LEA's ESI Committee must meet often enough to monitor the use of ESIs in the LEA, and they must collect and review submitted documentation of ESI use as described above.

Members of an LEA's ESI Committee must include the following:

- At least one administrator
- At least one parent of a student enrolled in the LEA, appointed by the LEA
- At least one licensed educational professional with behavior training and knowledge in both state rules and LEA discipline policies
- At least one other licensed educator

The purpose of the ESI Committee is as follows:

- Determine and recommend professional learning needs

- Develop policies for local dispute resolution processes to address concerns regarding the use of ESIs
- Ensure that each emergency incident where a school employee uses an ESI is documented in the LEA's SIS and reported to the USBE through UTREx

LEAs are strongly encouraged to maintain records of ESI Committee meetings. For a sample template for an ESI Committee's meeting agenda and minutes, see Appendix D.

Monitoring at the USBE

According to Board Rule, "The Superintendent shall periodically review:

(a) all ESI data submitted to the Superintendent;

(b) all LEA special education behavior intervention, procedures, and manuals; and

(c) emergency safety intervention data as related to students with disabilities who are eligible or being evaluated for special education services in accordance with Utah's Program Improvement and Planning System."[39]

Supporting the Student After the Use of an ESI

No student should be subjected to an ESI unnecessarily. Physical restraint and seclusionary time out do not teach appropriate behavior, and in many cases can cause a student's problem behavior to escalate. Any use of an ESI should prompt the school team to convene, review the student's individual needs, and take appropriate steps to ensure that the student's behavior can be supported proactively.

- For a student who has not been determined eligible for special education, repeated use of an ESI should prompt the school team to consider whether the student may have a disability as a part of the LEA's responsibility to uphold their Child Find obligation as referenced in the SpEd Rules.
- For a student who has already been found eligible for special education (or who is in the process of being evaluated), repeated use of an ESI should prompt the school team to determine if they are still providing a free and appropriate public education (FAPE) to that student, and if the student's IEP is reasonably calculated to enable the student to make progress appropriate in light of the student's circumstances.
- *Under no circumstances* should the team determine that the continued use of the ESI will be the sole response to the student's behavior support needs.

In addition, whenever an ESI has been used with a student, the school team should consider their process for tiered supports and problem-solving. If the student already has a BIP, the team should evaluate the plan and its implementation to determine if all involved staff are implementing the BIP correctly and the BIP itself is appropriate. If the student does not already have a BIP, the team should consider developing one (following the completion of an FBA).

For more information on this topic, see Chapter 5 and Chapter 6.

Requirements for Policy And Procedure

Prevention of the Use of ESIs

LEAs are required to implement proactive measures in school settings to teach students appropriate behavior and prevent problem behavior from occurring. Examples of these approaches are discussed at length in Chapter 3 and Chapter 4 of this manual. In addition, schools that use tiered methods for behavioral problem-solving (see "Problem-Solving Process Across Tiers" in Chapter 5) can address the needs of students with more significant problem behavior through a multi-disciplinary teaming process that includes the parent(s). Schools that use these methods are likely to see fewer uses of physical restraint and seclusionary time out compared to schools that respond to student behavior in a more reactionary way.

Appropriate Use of ESIs

LEAs are required to establish policies in the following areas related to ESI use:

- Procedures to be followed when using emergency safety interventions
- Requirements for a school employee to be authorized to use an emergency safety intervention
- For LEAs that allow the building of a designated enclosed area for the sole purpose of seclusionary time out, the requirements and prohibitions for the designated area and the written approval process
- Prohibition of prone and supine restraint[40]
- Prohibition of mechanical and chemical restraint with limited exceptions described in Board Rule r277-609-4(4)(l)[41]
- Prohibition of physical restraint/seclusionary time out, unless the student presents an immediate danger to self or others
- Prohibition of physical restraint/seclusionary time out in a student's IEP unless all of the following conditions are met:
    - School staff and the IEP team (including the parent(s)/guardian(s)) agree less restrictive means have been attempted
    - An FBA has been conducted
    - A BIP has been developed and implemented as part of the IEP
- Other dangerous practices as defined by the LEA

Time limitsIn addition, as part of the LEA's special education policies, procedures, or practices, the LEA must include criteria and steps for using ESIs consistent with state and federal law.

It is important for parents to understand their rights (and the rights of their students) with respect to behavior support and use of ESIs. LEAs are encouraged to provide information to all parents about LEA policies, as well as applicable local, state, and federal laws, governing the use of ESIs in the LEA.

Notes on Chapter 7

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APPENDICES

Appendix A: Glossary

Below is a glossary of key terms relevant to school-based behavior support:

ABC recording is a descriptive assessment procedure that involves observing the student during their usual routines/activities and recording a narrative that describes the problem behavior observed, the antecedents that precede the problem behavior, and the consequences that follow the problem behavior (see Chapters 4, 5, and 6).

Antecedent is an event or condition that reliably precedes a behavior (see Chapter 2).

Antecedent strategies are changes to the learning environment that happen before a given behavior occurs (see Chapters 5 and 6).

Applied behavior analysis is "the science in which tactics derived from the principles of behavior are applied systematically to improve socially significant behavior and experimentation is used to identify the variables responsible for behavior change" (see Chapters 1 and 2).

The **baseline phase**, as it relates to behavior data collection and progress monitoring, is a scheduled period of data collection to measure the occurrence of the behavior prior to the start of intervention (see Chapter 5).

Behavior is an "observable and measurable act of an individual" (see Chapter 2).

Behavior, social, and emotional (BSE) skills are skills that relate to how students act (behavioral), interact (social), and feel (emotional), and are critical components of overall wellbeing and mental health (see Chapters 3, 5, and 7).

Behavior intervention plan, as defined in SpEd Rules, is a component of a student's educational program or IEP designed to address behaviors that interfere with the student's learning or that of others and behaviors that are inconsistent with school expectations, based on the results of a functional behavior assessment (FBA). A BIP includes:

(1) A description of the student's strengths, interests, and reinforcer preferences;
(2) An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence;
(3) A replacement behavior the team will teach the student which matches the function of the problem behavior as determined by a functional behavior assessment (FBA);
(4) Descriptions of antecedent strategies used to reduce the occurrence of the problem behavior and/or increase the occurrence of the replacement behavior;
(5) Descriptions of reinforcing consequence strategies used to reward occurrences of the replacement behavior and/or other appropriate alternative behaviors(s);
(6) Description of the intervention effectiveness data to be used to monitor the student's progress, including the type of data that will be collected and a schedule of ongoing collection and analysis of progress data;
(7) The date the team will reconvene to review progress data;
(8) The effective start date for the BIP and description of any necessary training and/or materials needed to implement the plan with fidelity by the start date;
(9) Descriptions of reductive consequence strategies used in response to occurrences of the problem behavior; and
(10) If applicable, any safety protocols necessary to protect the student and/or others. Safety protocols must be immediately communicated to all team members including substitute teachers (e.g., additional supervision in specific routines, modified or alternative materials needed for safety) (see Chapters 3, 5, 6, 7, and 8).

A **behavioral/emotional crisis** is a situation in which a person's repertoire of coping skills and/or capacity is overwhelmed, leading to less control over their actions and escalation to a state in which their behavior poses a significant safety risk to themselves and/or others (see Chapter 7).

A **behavior rating scale,** as an indirect measure of a student's behavior, estimates a behavior's occurrence through rating the occurrence of one or more student behaviors on a predefined continuum from low to high (see Chapter 5).

Behavioral threat assessment is a problem-solving approach to violence prevention that involves assessment and intervention with students who have threatened violence in some way (see Chapter 3).

Chemical restraint is the use of medication administered to a student (including medications prescribed by the student's physician) on an as needed basis for the sole purpose of involuntarily limiting the student's freedom of movement. Chemical restraints are prohibited by the USBE for use in LEAs except for in specific situations outlined in Board Rules r277-609-4(3)(l)(vi) (see Chapter 7).

Classroom management is the use of planned strategies that establish an organized and successful learning environment and teach behavioral, social, and emotional (BSE) skills to all students (see Chapters 3, 4, and 5).

Classroom rules are the set of rules that link classroom and/or schoolwide expectations to specific student behaviors in the classroom (see Chapter 4).

The **coercion cycle** is a power struggle that ends in the parent or teacher giving in and the student getting out of the original request (see Chapter 2).

Comprehensive Emergency Safety Intervention Training means a training required for key identified school employees that has the components described in R277-608-4(2) (see Chapter 7).

The ***Comprehensive School Threat Assessment Guidelines (CSTAG)*** **model** is an evidence-based model of school threat assessment that uses school-based multi-disciplinary teams to take a problem-solving approach by identify students in need of assistance before their conflicts escalate into violence (see Chapter 3).

The **condition,** as part of an IEP goal for behavior, is the context or environment in which the target skill/behavior will be used. For goals related to problem behavior, the condition might include routines, activities, situations, and/or times of day when the problem behavior is likely to occur and/or the desired skill is likely to be needed (see Chapter 8).

A **consequence** is an event or condition (e.g., stimulus change) that immediately follows a behavior (see Chapters 2 and 4).

Consequence strategies are immediate responses to a specific behavior. Consequence strategies include reinforcement for a desired behavior as well as punishment for a problem behavior (see Chapters 5 and 6).

Controlled presentation recording, as a direct measure of a student's behavior, is used to collect data about the percent of opportunities a student engages in a specific behavior when given the opportunity (see Chapter 5).

Corporal punishment, as it relates to public education, is the intentional infliction of physical pain upon the body of a student as a disciplinary measure. Corporal punishment in schools is prohibited under Section 53G-8-302 of the Utah Code Annotated (see Chapters 4 and 7).

The **crisis cycle** is a model of how an individual responds to acute distress. The crisis cycle involves eight phases: baseline, catalyst, escalation begins, escalation intensifies, crisis peak, de-escalation, exhaustion, and recovery (see Chapter 7).

Crisis de-escalation is the use of skilled verbal and non-verbal strategies that prioritize establishing safety for all individuals involved in a behavioral crisis by attempting to decrease emotional, physical, and/or mental stress for the individual experiencing the crisis (see Chapters 6 and 7).

The **criterion**, as part of an IEP goal for behavior, specifies how the team will measure progress or mastery of a behavior goal. For goals related to problem behavior, the criterion might measure the student engaging in the replacement behavior more frequently, more independently, in more difficult situations, or across a wider range of settings (see Chapter 8).

Data collection means the process of gathering, measuring, and analyzing information on observable and measurable behaviors (see Chapters 4 and 5).

Direct measurement of a student's behavior is any method of data collection that measures a particular dimension of a behavior exactly without the use of estimates. Direct measurement is sometimes referred to as **event recording.** Examples of direct measurement include frequency, duration, latency, controlled presentation, and permanent product data (see Chapters 5 and 6).

Disciplinary removal is a response to student problem behavior in which the student is removed from or prevented from accessing some part of their educational setting (see Chapters 3 and 8).

Duration recording, as a direct measure of a student's behavior, is used to collect data about the length of time a student engages in a specified behavior (see Chapters 4 and 5).

Emergency safety intervention (ESI) is the use of seclusionary time out or physical restraint when a student presents an immediate danger to self or others. An ESI is not for disciplinary purposes (see Chapters 6, 7, and 8).

An **evidence-based intervention**, as defined by the Elementary and Secondary Education Act, is an intervention that is supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (see Chapter 5).

An **evidence-based program or practice**, as defined by Section 53G-8-211 of the Utah Code Annotated, is a program or practice that has:

- Had multiple randomized control studies or a meta-analysis demonstrating that the program or practice is effective for a specific population;
- Been rated as effective by a standardized program evaluation tool; or
- Been approved by the state board (see Chapter 7).

Fading is the gradual elimination of cues and prompts (including reminders or suggestions) that are used to help a student engage in a desired behavior (see Chapter 5).

Fidelity refers to how well a given practice or intervention is implemented as planned (see Chapters 4 and 6).

Foundational Behavior Support Training means a training required for all school employees that has the components described in R277-608-4(1) (see Chapter 7).

Free appropriate public education (FAPE), as defined in the SpEd Rules, means special education and related services that:

(A) Have been provided at public expense, under public supervision and direction, and without charge;
(B) Meet the standards of the State education agency;
(C) Include an appropriate preschool, elementary school, or secondary school education in the State involved; and
(D) Are provided in conformity with an individualized education program that meets the requirements of Part B of the IDEA and the SpEd Rules (see Chapter 8).

Frequency recording, as a direct measure of a student's behavior, is used to collect data about the precise number of times a student engages in a specific behavior across a given period of time (see Chapters 4 and 5).

Functional Behavior Assessment (FBA), as defined in the SpEd Rules, is a systematic process used to understand the function and purpose of a student's specific, interfering behavior and factors that contribute to the behavior's occurrence and non-occurrence for the purpose of developing effective positive behavioral interventions, supports, and other strategies to mitigate or eliminate the interfering behavior.

a. FBA must involve direct observation of the student engaging in the problem behavior, with descriptive information recorded about the behavior, its antecedents, and its consequences. FBA may also involve methods of indirect assessment, including:

(1) Interview measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student;

(2) Checklist measures designed to yield information about the function of the student's problem behavior conducted with the parent(s)/guardian(s), teacher(s), related service providers, other school staff familiar with the student's behaviors, and/or the student; and

(3) Review of relevant student records regarding patterns of behavior, previous interventions, and/or other information which may be

analyzed to develop a hypothesis about the function of the problem behavior.

b. FBA should produce four main results:

(1) Baseline data on the problem behavior's occurrence using an appropriate quantitative measure such as frequency, duration, latency, percent of opportunities, and/or rating scale.

(2) Data gathered from direct observation (and, if applicable, indirect assessment) that includes:

(a) An operational definition of the problem behavior, written clearly enough for an unfamiliar person to reliably measure the behavior's occurrence,

(b) Descriptions of the antecedent events that reliably precede the problem behavior,

(c) Descriptions of the consequent events that reliably follow the behavior.

(3) Description of the possible function(s) of the problem behavior determined by analyzing all information obtained during the assessment

(4) A hypothesis statement summarizing the following features of the problem behavior: 1) antecedents, 2) operational definition of the problem behavior, 3) reinforcing consequences, and 4) the function(s) maintaining the behavior

FBA should facilitate the development of a Behavior Intervention Plan (BIP) (see Chapters 3, 4, 5, 6, and 8).

The **function of behavior** is the type of underlying need that a behavior meets for the individual engaging in it. There are four functions of learned behavior: escape, attention, tangible, and sensory/automatic (see Chapters 2 and 6).

Hypothesis/summary statement, as used in an FBA, is a summary of the team's "best guess" regarding the reason(s) for the problem behavior. It contains a description of the antecedent conditions that may trigger the problem behavior, a description of the problem behavior, and the consequences and maintaining functions of the problem behavior (see Chapter 6).

Immediate danger is the imminent risk of physical violence or aggression towards self or others or other behaviors, which are likely to cause substantial bodily injury or serious bodily injury (see Chapter 7).

Inclusion as defined by the Utah State Board of Education means "ensuring that students are accepted and valued as members of the school community with equal opportunities to contribute by creating conditions for meaningful participation, including students with a disability." For students with disabilities, inclusion supports student access to a free and appropriate public education.(see Chapter 2).

Indirect measurement of a student's behavior is any method of data collection that estimates a particular dimension of a behavior rather than measuring it directly. Examples of indirect measurement include interval recording and behavior rating scales (see Chapters 5 and 6).

Individualized Education Program (IEP), as defined by the SpEd Rules, means a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Part B of the IDEA and the SpEd Rules (see Chapters 5, 7, and 8).

IEP team, as defined by the SpEd Rules means a group of individuals that is responsible for developing, reviewing, or revising an IEP for a student with a disability. The required team members are the parent of the student or student who is an adult, and LEA representative, not less than one general education teacher of the student (if the student is, or may be, participating in the general education environment), not less than one special education teacher of the student or, where appropriate, not less than one special education provider of the student, and a person who can interpret the instructional implications of evaluation results, who may be a member of the team listed above. For students of postsecondary

transition age, the student must be invited to attend (34 CFR § 300.321) (see Chapter 8).

Interim alternative educational setting (IAES), as defined by the SpEd Rules is an appropriate setting determined by the student's IEP Team or a hearing officer in which the student is placed for no more than 45 school days. This setting enables the student to continue to receive educational services so as to enable them to participate in the general education curriculum (although in another setting) and progress toward meeting the goals set out in the IEP. As appropriate, the setting includes provision of an FBA, and behavioral intervention services and modifications to address the behavior violation so that it does not recur (see Chapter 8).

The **intervention phase**, as it relates to behavior data collection and progress monitoring, is ongoing data collection that occurs during the time a behavior intervention is being implemented to measure the student's response to the behavior intervention. Data collected in the intervention phase can be compared to data collected in the baseline phase to determine the effect of the intervention on the student's behavior (see Chapter 5).

Interval recording, as an indirect measure of a student's behavior, estimates a behavior's percent of occurrence through recording the occurrence or nonoccurrence of a behavior across a series of short, equal intervals of time. There are three methods of interval recording: whole interval recording, partial interval recording, and momentary time sampling (see Chapter 5).

Latency recording, as a direct measure of a student's behavior, is used to collect data about the amount of time that lapses between the presentation of an antecedent and the time the student begins to engage in a particular behavior (see Chapter 5).

Least restrictive environment, as defined by the SpEd Rules means that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment occurs only if the nature

or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily (see Chapter 8).

Manifestation determination review (IDEA), as defined by the Office of Special Education and Rehabilitative Services, and with regard to a student with a disability served under the IDEA, is the decision as to whether the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the LEA's failure to implement the child's IEP, including a BIP if required by the IEP (see Chapter 8).

Manifestation determination review (Section 504), as defined by the Office for Civil Rights, and with regard to a student with a disability served under Section 504 of the Rehabilitation Act of 1973, is an evaluation required prior to a significant change in placement due to a disciplinary removal, to determine whether a student's behavior was caused by, or had a direct and substantial relationship to, the student's disability (see Chapter 8).

Mechanical restraint is the use of any device or equipment to restrict a student's freedom of movement. Mechanical restraints are prohibited by the USBE for use in LEAs except for protective or stabilizing restraints, restraints required by law (including seatbelts or any other safety equipment when used to secure students during transportation), and any device used by a law enforcement officer in carrying out law enforcement duties (see Chapter 7).

Momentary time sampling, as a type of interval recording and indirect measure of a student's behavior, estimates a behavior's percent of occurrence through recording the occurrence or nonoccurrence of a behavior across a series of short time intervals. Occurrence is only recorded for an interval if the student is engaged in the behavior at the end of the interval (see Chapter 5).

A **multi-disciplinary team,** as it relates to behavior support in a public education setting, is a group of individuals from multiple disciplines who meet to:

- Pursue the common goal of evaluating and responding to the academic, social, emotional, physical, and behavioral needs of a student or group of students; and

- Create individualized strategies and interventions to address identified needs (see Chapters 2, 5, 6, and 7).

Multi-tiered systems of support (MTSS), as defined by the SpEd Rules, is a comprehensive continuum or framework for implementing systemic, evidence-based practices to maximize student achievement in academics and behavior in preparation for and leading to college and career readiness. The MTSS model includes Universal (Tier 1), Targeted (Tier 2), and Intensive (Tier 3) levels of support (see Chapters 2, 3, and 5).

Negative punishment—See **punishment.**

Negative reinforcement—See **reinforcement.**

Norms, as they relate to classroom management, are the habits that become the usual behaviors of a school setting (see Chapter 4).

An **operational definition of a behavior** is a measurable and observable description of exactly what that behavior looks like when the individual engages in it (see Chapter 5).

Partial interval recording, as a type of interval recording and indirect measure of a student's behavior, estimates a behavior's percent of occurrence through recording the occurrence or nonoccurrence of a behavior across a series of short time intervals. Occurrence is recorded for an interval if the student engages in the behavior at any time during the interval (see Chapter 5).

Permanent product recording, as a direct measure of a student's behavior, is used to collect data about a student's behavior by measuring tangible artifacts created by the behavior itself (see Chapter 5).

Physical escort is a temporary touching or holding of the hand, wrist, arm, shoulder, or back for the purpose of guiding a student to another location. A physical escort is less intrusive than a physical restraint and is not considered an emergency safety intervention (see Chapter 7).

Physical prompt means physically guiding a student through the proper motions to complete a task or demonstrate a skill. Physical prompting may be delivered as part of special education and does not restrict, immobilize, or reduce the ability of

the student to freely move their torso, arms, legs, or head. Physical prompting is not considered an emergency safety intervention (see Chapter 7).

Physical restraint is a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely (see Chapter 6, 7).

Positive Behavioral Interventions and Supports (PBIS) is a framework that helps schools to support social and behavioral learning for all students through evidence-based teaching and prevention, with processes built in to efficiently get more support to the students who need it (see Chapter 3).

Positive punishment—See **punishment.**

Positive reinforcement—See **reinforcement.**

Power struggle means an escalating dynamic between two people in which neither wants to back down or relinquish control of the situation (see Chapter 2).

Precursor behaviors are behaviors that have been observed to precede a particular problem behavior for an individual (see Chapter 6).

Present levels of academic achievement and functional performance (PLAAFP) as defined by the SpEd Rules is a statement in the IEP that includes:

(1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same grade-level curriculum for students who are non-disabled); or
(2) For students in preschool, as appropriate, how the disability affects the student's participation in appropriate activities; and
(3) For students who are blind, the results obtained from a braille-related or braille skills assessment (see Chapter 8).

Problem behaviors are behaviors that interfere with social interactions, relationships, communication, and/or learning of a student, and/or behaviors that may cause harm to a student, the student's peers, or adults. It is important to note that all unusual behaviors are problem behaviors (see Chapters 2, 3, 4, 5, 6, 7, and 8).

A problem-solving process for behavior instruction and support is a team-based systematic approach to increase support for a student with behavior learning needs. The problem-solving process includes seven steps: 1) define the problem behavior, 2) analyze the problem behavior, 3) choose a replacement behavior to teach, 4) plan and prepare intervention, 5) implement intervention and collect intervention data, 6) analyze data and reflect on student needs, and 7) continue or adapt intervention (see Chapter 5).

Procedures are the expected steps to follow to complete common classroom tasks, particularly during activities involving multiple steps, independent work completion, or transitions between locations (see Chapter 4).

Punishment refers to a stimulus change that follows an individual's use of a particular behavior and decreases the likelihood of that behavior occurring again in the future. There are two types of punishment: **positive punishment** (the stimulus change involves adding something unpleasant/undesired to the individual's environment following the behavior) and **negative punishment** (the stimulus change involves removing something pleasant/desired from the individual's environment following the behavior) (see Chapter 2).

Reinforcement refers to a stimulus change that follows an individual's use of a particular behavior and increases the likelihood of that behavior occurring again in the future. There are two types of reinforcement: **positive reinforcement** (the stimulus change involves adding something pleasant/desired to the individual's environment following the behavior) and **negative reinforcement** (the stimulus change involves removing something unpleasant/undesired from the individual's environment following the behavior) (see Chapter 2 and 4).

Related services, as defined in the SpEd Rules, are transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related

services also include school health services, school nurse services, social work services in schools, and parent counseling and training (see Chapter 8).

A **replacement behavior** is a socially acceptable behavior which matches the function of a student's problem behavior and which the team will teach the student to engage in instead of the problem behavior. The replacement behavior must be something the student actively does, rather than something the team would like the student to refrain from doing. The replacement behavior must also be socially appropriate as well as age appropriate and should not be embarrassing or unpleasant for the student in any way (see Chapters 5, 6, and 8).

Restorative practices are the building and sustaining of relationships among students, school personnel, families and community members to build and strengthen social connections within communities and hold individuals accountable to restore relationships when harm has occurred (see Chapter 3).

The **safety protocol** is a section of the BIP that outlines any requirements the student needs to safely navigate their day. It may include specific steps for responding to emergency situations (see Chapters 6 and 7).

Scatterplot recording is a visual data collection method that can highlight patterns of behavior related to specific times of day, situations, or activities (see Chapter 6).

Schoolwide expectations are a description of desired characteristics of students, staff, and the school environment (see Chapter 4).

Seclusionary time out means placing a student in a safe enclosed area that is purposely isolated from adults and peers and that the student is prevented from leaving (or reasonably believes they will be prevented from leaving) (see Chapters 6, 7).

Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty. Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (see Chapter 8).

Shortened school day, as defined in the SpEd Rules, means a student's school day is reduced solely by school personnel in response to the student's behavior for disciplinary purposes, rather than the student's behavior for disciplinary purposes, rather than the student's IEP Team or placement team, for that student to receive FAPE (see Chapter 3).

Social emotional learning (SEL), as defined by the Utah State Board of Education, means the process through which students acquire and effectively apply the knowledge, attitude, and skills necessary to:

(a) Understand and manage emotions;
(b) Set and achieve positive goals;
(c) Feel and show empathy for others;
(d) Establish and maintain positive relationships;
(e) Make responsible decisions; and
(f) Self-advocate (see Chapters 2 and 3).

Special education, as defined in the SpEd Rules, means specially designed instruction, at no cost to the parent(s) or the student who is an adult, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion. *At no cost means* that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to students who are nondisabled or their parent(s) as part of the regular education program (see Chapters 5 and 8).

Substantial bodily injury means bodily injury, not amounting to serious bodily injury, that creates or causes protracted physical pain, temporary disfigurement, or temporary loss or impairment of the function of any bodily member or organ (see Chapter 7).

The **target skill/behavior**, as part of an IEP goal for behavior, specifies what the student will learn to do to achieve the goal. It should be age-appropriate, relevant to the student's needs, and socially acceptable (see Chapter 8).

Whole interval recording, as a type of interval recording and indirect measure of a student's behavior, estimates a behavior's percent of occurrence through recording the occurrence or nonoccurrence of a behavior across a series of short time intervals. Occurrence is only recorded for an interval if the student is engaged in the behavior during the entire interval (see Chapter 5)