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ABSTRACT

This brief paper describes a Behavioral Intervention Program (BIP) in Georgia in 1995-1997 that provided services at the local level for 88 students with severe and challenging behaviors. Under the program, students with severe behaviors are identified at the local level and referred to the BIP through a request for service process. The local school establishes a Behavior Support Team for participation in the BIP Technical Assistance training. The team is consisted primarily of the student's parents, teachers, related service personnel, supervisors, and administrators. The purpose of the team is to develop an effective behavioral support plan for the student. The technical assistance training focuses on assessment, intervention, and follow-up. The training has been effective in reducing the use of instructive interventions (isolated time-out, non-isolated time-out, physical restraint, and loss of privileges), and in increasing the use of proactive behavior support (breaks, choices, communication, extinction, transition cues, schedule changes, blocking, reinforcement and visual/object/tactile schedules). A survey of 75 percent of the individuals who participated on Behavior Support Teams during 1996-97 indicated satisfaction with the program. Charts showing the reduction and increase in different interventions are provided. A summary of the characteristics of the students served is also included. (CR)

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BEHAVIORAL INTERVENTION PROGRAM

The Behavioral Intervention Program (BIP) is a Special Project that provides services at the local level for students with severe and challenging behaviors. The BIP is a collaborative program with the Georgia Department of Education, Clayton, Fulton, and Atlanta City Schools, and South Metro Psychoeducational Program.

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- *Technical Assistance to Georgia's School Programs*
- *Training in Effective Behavioral Assessment*
- *Collaboration to Provide Positive Behavioral Support*
- *Consumer Satisfaction*

While general classroom management methods are helpful for most students, a significant number of students require individualized behavioral support. These students exhibit such challenging behaviors as aggression, disruptive and destructive behavior, and self-injury. Students with severe behaviors are identified at the local level and referred to the BIP through a request for service process. A commitment of staff and time are made by the local school to establish a Behavior Support Team (BST) for participation in the BIP Technical Assistance training. The BST is typically comprised of the student's parents, teachers, related service personnel, supervisors, and administrators. The purpose of the team is to develop an effective behavior support plan for the student following the BIP technical assistance model.

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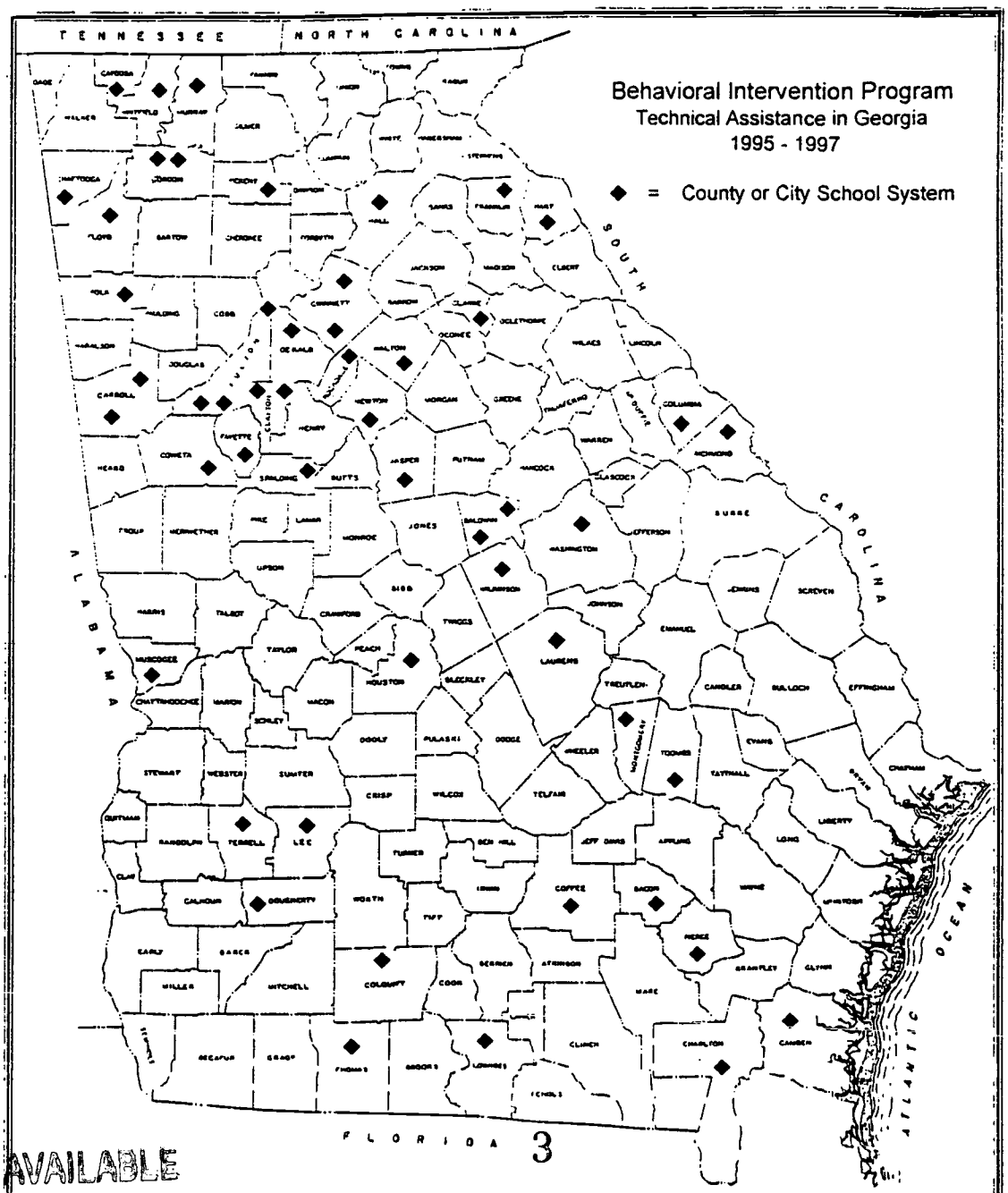
- *Technical Assistance to School Programs*

Summary of Services for 1995-97

- ✓ *88 Students Served*
- ✓ *52 Local School Systems Assisted*
- ✓ *244 On-Site Visits by BIP Staff*
- ✓ *523 Members on Behavior Support Teams*



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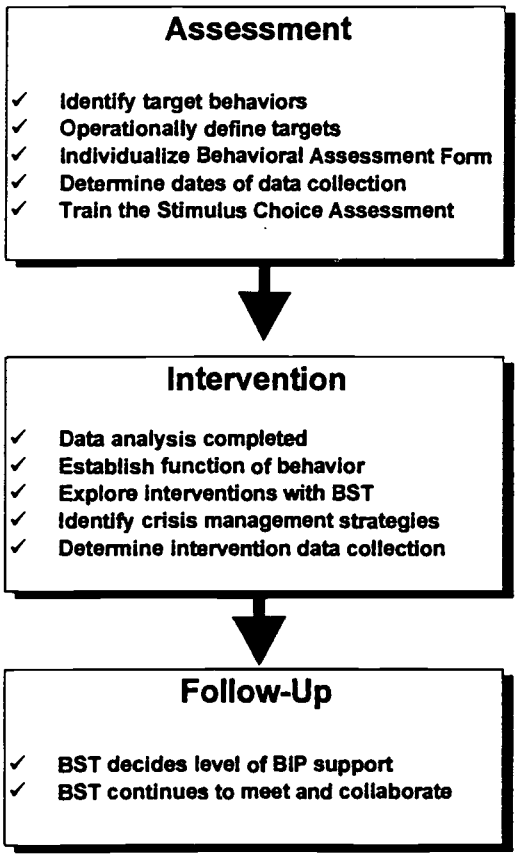
- *Training in Effective Behavioral Assessment*

Critical issues of BIP Technical Assistance Model:

A. To provide positive outcomes for students with severe disabilities and challenging behaviors.

B. To have a positive impact on the knowledge, skills, and behaviors of the individuals providing support to the student in the school setting.

BIP Technical Assistance Training Components



- *Collaboration to Provide Effective Behavioral Support*

Student Characteristics

Case Review Checklists were completed by BIP staff on twenty-two students referred for Technical Assistance during 1995-96. Information on these checklists was combined to study prevalent traits for these students. There were 68% male and 32% female subjects in this sample, with 12 years being the average age. Eligibility classifications were:

Autism	23%
Moderate ID	23%
Profound ID	18%
Severe ID	14%
Emo/Beh Disorder	14%
MID & SDD	8%

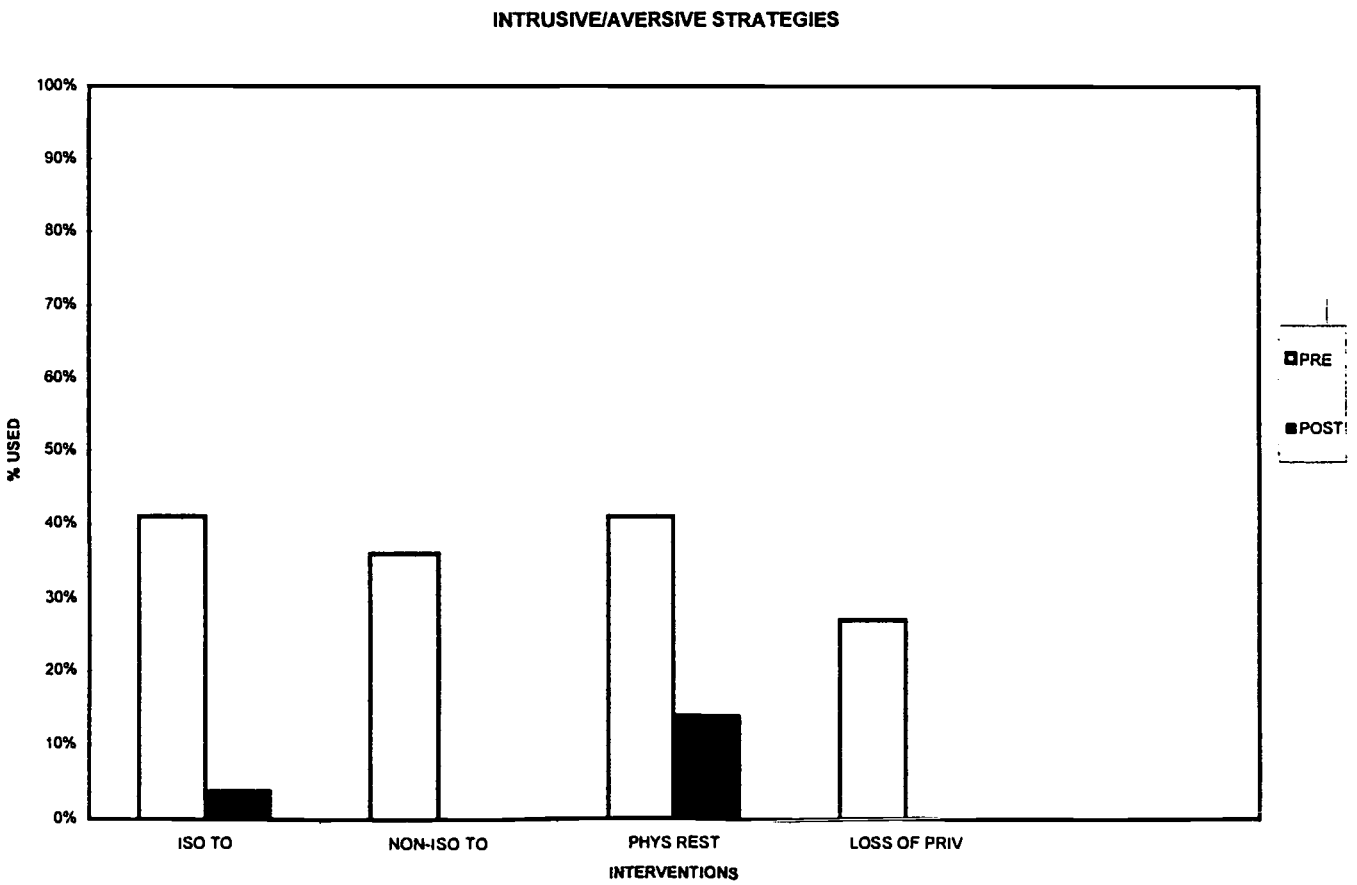
The majority of students, 74%, were placed in a self-contained special education class within a regular school, 18% were served in a psychoeduational program. A collaborative setting or preschool program served 8% of the referred students. Results of the functional assessments resulted in the following:

Avoidance/Escape	45%
Attention	20%
Control	5%
Sensory Needs	5%
Combinations	25%

Reductions in the Use of Intrusive Interventions

Intrusive/aversive behavioral methods result in inconsistent and very often undesirable outcomes. The BIP supports the assumption that interventions for persons with challenging behaviors should be those which are socially acceptable for students in general education. The graph below illustrates the reduction in the use of intrusive techniques through BIP Technical Assistance. The percentage of reduction for each was:

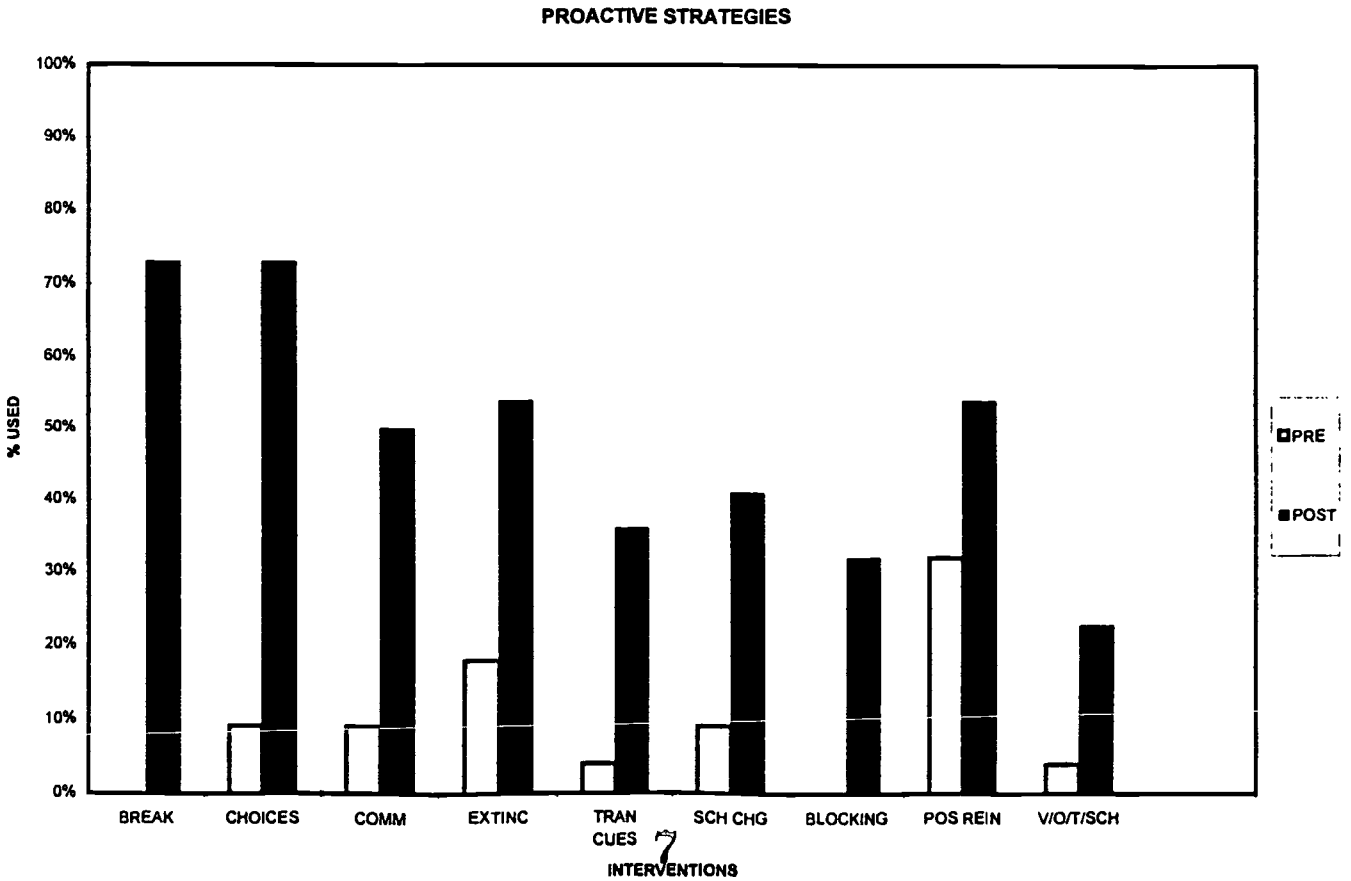
Isolated Time-Out	<37%
Non-Isolated Time-Out	<36%
Physical Restraint	<27%
Loss of Privileges	<27%



Increases in the Use of Proactive Behavior Support

Effective or proactive behavioral support has become the focus of intervention for students with severe and challenging behavior. These efforts result in long lasting change, improve the student's quality of life, and provide increased opportunities for these individuals. The reduction of problem behavior occurs as a result of teaching alternative skills and by modifying the student's environment. The percentage of increase for these types of behavioral supports was:

Breaks	>73%
Choices	>64%
Communication	>41%
Extinction	>36%
Transition Cues	>32%
Schedule Changes	>32%
Blocking	>32%
Reinforcement	>22%
Visual/Object/Tactile Schedule	>19%



• Consumer Satisfaction

Technical Assistance Surveys were completed by 75% of individuals who participated on Behavior Support Teams during 1996-97. The team member rated statements using the following scale:

Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The responses for each statement on the surveys were compiled and the averages are reported below.

Technical Assistance Survey Results

1. *The BIP technical assistance model is designed to address the needs of local school systems serving students with severe behavior problems.*

4.6

2. *The BIP staff assisted the Behavior Support Team to develop an individualized behavioral assessment for the referred student.*

4.6

3. *The behavioral assessment data, when analyzed by the BIP staff, established the function/purpose of the student's target behaviors.*

4.5

4. *The intervention plans the team designed for the student were based on the results of the data collection and analysis.*

4.4

5. *The student's intervention plan utilized positive behavioral support strategies.*

4.6

6. *The team meetings with BIP staff provided a collaborative approach for learning new skills.*

4.5

7. *Following the BIP staff's involvement, the Behavior Support Team continues to meet as needed.*

3.8

For more information about the BIP contact:

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