A “Behavioral Intervention Case Manager” (BICM) is a designed certificated school, district, or Merced County Office of Education staff member or other qualified person contracted by the school, district or MCOE who has been trained in behavior analysis with an emphasis on positive intervention Team. The case manager is not intended to be a new staffing requirement and does not create any new credentialing or degree requirements. The duties of the BICM may be performed by any existing staff member trained in behavior analysis with an emphasis on positive behavioral interventions, including, but not limited to, a teacher, resource specialist, school psychologist, or program specialist.

The qualifications and training for BICMs established by the Merced SELPA are outlined below. They describe the knowledge base and competencies necessary to perform the role of BICM successfully in a school setting. The levels of competencies also can be viewed as a framework for training designated BICMs. They are derived from the California Department of Education Publication Positive Intervention For Serious Behavioral Problems: Best Practices in Implementing the Hughes Bill and the Positive Behavioral Intervention Regulations.

Qualifications and Areas of Training for Behavioral Intervention Case Managers

1. The Education System
   - Knowledge of curriculum and research-based teaching strategies and procedures which have been shown to be effective
   - Knowledge of special education legal requirements: eligibility, placement, IEP development, positive behavior intervention, expulsion and suspension as related to special education
   - Practical knowledge of day-to-day school operations, constraints on teachers and other service providers, how to engender system for individualizing classroom behavior management
2. Behavior Analysis: Theory and Practice

- Ability to conduct a functional analysis of behavior and to develop a related positive behavioral intervention program, including use of interviews, checklists/rating scales, and observations.

- Understanding of the purposes and interrelationships among the required elements of a functional assessment, (including baseline data, antecedent/consequent analysis, historical perspective information, communicative function, medical perspective, ecological considerations, curriculum considerations, motivational analysis, and proposed Behavior Intervention Plan).

- Ability to design and implement appropriate observational data collection systems (including defining behavior in specific, objective terms; graphing and charting data to help summarize and interpret behavior patterns; choosing appropriate time-sampling procedures for a given behavior; assuring accuracy and reliability of data).

- Knowledge of resources, journals, books, published programs/systems and organizations available for development of staff behavior analysis competencies.

- Ability to evaluate behavioral programs and develop needed modifications.

3. Characteristics of Individuals with Serious Behavior Problems

- Knowledge of information sources regarding behavioral characteristics of students with disabilities.

- Knowledge of the effects of medical factors on behavior (e.g., medications, syndromes, seizures, severe migraine, obsessive-compulsive disorders, sensory impairments/differences, ad traumatic brain injury).

- Knowledge of different forms of communication and how to recognize those individuals in need of alternative communication modes.

- Knowledge of developmental states and the behavior typical of different levels.

4. Consultation Skills Necessary to Develop and Maintain Successful Consultant/Consultee Relationships in Education Settings

- Knowledge of collaborative consultation procedures and theory; how to design programs that use the environment of “the system” to support
consultee behavior change; experience and success in working in teams.

- Ability to collaborate with families and other professionals in the assessment, hypothesis testing, intervention planning, implementation, and evaluation process.

5. Procedures and Components in the Education Code Related to Positive Programming and Restrictions on Use of Aversives

- Knowledge of what constitutes a legally acceptable functional analysis assessment and positive behavioral intervention plan.

- The role of the BICM in education settings.

- The legal procedural requirements and limits on the use of emergency procedures.

- Ability to write and implement positive, effective educational programs for individuals with disabilities.

Qualifications and Areas of Training for Members of the Positive Behavioral Intervention (PBI) Team

An IEP team or Positive Behavioral Intervention (PBI) Team capitalizes on the experience and expertise of all its members, including the designated Behavior Intervention Case Manager described above. The child’s parents, as well as aides, regular education teacher, school psychologist, program specialist, and other interested credentialed staff all have an integral part in the planning and intervention process.

Outlined below are the qualifications and training required of personnel who will participate in the implementation of the behavioral intervention plans.

Instructional aides under direct supervision of the behavioral plan Implementer (typically a teacher, job site coach, or related professional staff) may need:

- Training in positive behavioral intervention

- Understanding of individual differences and environmental effects on behavior

- Knowledge of and ability to apply acceptable emergency procedures according to direction, law, and SELPA policy and positive behavioral interventions.

- Ability to observe and record behavioral data according to a given procedure.
Credentialed staff preparing for implementer level (e.g., regular education teachers or other credentialed staff) may need:

- All of the above-mentioned skills
- Knowledge of individual differences, impact of medical, emotional and psychosocial factors on behavior and various teaching techniques to meet these differences.
- Understanding of which emergency procedures are allowed by law.

Credentialed staff transitioning to implementer level (e.g., special education teachers, school psychologists, program specialists, or other interested credentialed staff) need

- All of the above-mentioned skills.
- Ability to define key concepts and components of behavioral intervention regulations.
- Ability to effectively implement a behavioral intervention plan.
- Ability to use key concepts to analyze student behavior problems and help implement positive plans.
- Ability to demonstrate mastery of SELPA-approved emergency behavioral interventions.
- Ability to accurately and reliably collect and record observational data on student behavior.

Completed behavioral intervention plan implementers (e.g., special educators or other interested credentialed staff):

- All of the above-mentioned skills.
- Completion of supervised experience in positive behavioral interventions with students with disabilities who exhibit maladaptive behaviors.
- Ability to consult and collaborate with all IEP team members in positive behavioral plan development and implementation.
- Ability to provide guidance and direction to behavioral plan implementers, including the use of emergency procedures.
Ability to conduct and supervise functional assessments.

Training Required for the Use of Emergency Behavioral Interventions

“Emergency Interventions may only be used to control unpredictable, spontaneous behavior which poses clear and present danger of serious physical harm to the individual or others or serious property damage and which cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior.” [CCR 3052 (i)]

“Whenever a behavioral emergency occurs, only behavioral emergency interventions approved by the SELPA may be used.” [CCR 3052 (2) (2)]

In light of the above requirements, Merced County Office of Education designates any of the following well-recognized training programs and the techniques they encompass as approved emergency intervention procedures and training programs:

1. Professional Assault Response Training (PART).
2. Crisis Prevention Institute (CPI) training and procedures.

Each of the above approaches to intervention requires training by a certified trainer and periodic review and updating of training for any individual to be authorized to implement them. Other approaches which similarly emphasize early identification of warning signs, prevention, de-escalation, and physical intervention only as a last resort, may also be approved upon future review.
DOCUMENTING POSITIVE BEHAVIORAL INTERVENTION REQUIREMENTS

SAMPLE FORMS