

LABBB Community Guidelines

These Community Guidelines outlines specific criteria for going out in the community and how to respond while in the community. The purpose of these guidelines is to establish a LABBB-wide system for community outings so that outings are purposeful and meaningful for each student as well as to ensure everyone's safety. If an incident or issue arises that are not addressed in these guidelines, staff should make decisions that again ensure everyone's safety. The incident/issue should then review the incident with the program BCBA and director to develop a plan that addresses future issues.

Note: Community outings are defined as regularly scheduled trips that support educational and/or functional goals associated with the students' education plan (IEP). Field trips are not included in this definition as they occur infrequently and are intended to enrich the students' educational experience not to support the IEP. However, for each field trip, objectives should be clearly stated and data should be collected on predetermined student behaviors.

Part I: Student Goals for Community Outings

- 1) All community outings must have a purpose that corresponds with IEP goals. To identify goals, teachers should examine each student's IEP goals as well as consider goals that may be addressed in that particular outing. For example, goals for a trip to Costco may include developing a shopping list, finding items, talking to the cashier, paying the cashier and staying with the group without exhibiting problem behaviors. Each student, however, would have his/her own goals that would correspond to that student's IEP.
- 2) Each student should have a specific objective for the community outing and data must be recorded on that objective. Data should be taken accordingly.
- 3) Data on target behaviors should be recorded during community trips.
- 4) A community binder should be kept in the van. This binder should include the following information for all students:
 - a. Emergency contact information
 - b. Behavior plan
 - c. Objectives for outing
 - d. Data sheets

Part II: Behavioral Criteria for Students

Classroom Criteria:

- 1) If the classroom is not fully staffed (appropriate ratios) for the day then a community outing must be cancelled (does not include going to OT for a service).
- 2) If an additional staff (OT, SLP, BCBA, etc.) has been called to the classroom to assist during a crisis, that staff must be able to go back to their own schedule, not used to cover any community outing.
- 3) Students cannot miss services (OT, SLP, Observations) to go on community outings but may do so for field trips upon approval by the program director.

Student Criteria:

- 1) Student behavior plan must be followed indicating individual criteria for community trips.

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- 2) All students must be a minimum of 2-hours free of behaviors requiring time-outs or restraints as well as behaviors that may lead to behavioral episodes in the community. For example, increased irritability and disruptive behavior prior to going in the community indicates that the student may not be safe while in the community and so must stay in the classroom.
- 3) If a student refuses to go on a trip, s/he cannot be escorted to the van for a trip.
- 4) If a student needs to remain at school, there should be a plan in place so that the class can go on the outing while that student stays back. This plan should be predetermined for students who are at risk for behaviors that satisfy the requirement for staying at school during an outing. To develop a plan, teachers should consult with the program BCBA and program director. If, however, that plan does not work on a particular day and a student needs to remain at school due to behavioral issues, the rest of the class can only go on a community outing if there is appropriate staffing in the classroom and in the community, otherwise the community outing must be cancelled that day.
- 5) All reinforcement strategies, schedules, and behavior plans must be utilized in the community.

Part III: Staff Responses to Behavioral Episodes in the Community

During episode

- 1) Follow the behavior plan.
- 2) Utilize all least restrictive interventions first.
- 3) If needed utilize PREVENT trained staff to institute emergency restraint.
- 4) If safety becomes an issue call designated staff for back-up.

After episode

- 1) Student and entire class must return to school for safety reasons.
- 2) A time-out cannot be done in the van; rather, an emergency restraint can be used for the duration of the trip back to school if necessary to maintain everyone's safety.
- 3) Report episode to designated staff via phone or email. Schedule a time to review the episode and discuss future community outings and guidelines.

