PBS, Functional Behavioral Assessment, BIP Development, and Manifestation Determination

The OSEP PBIS Technical Assistance Center: Rob Horner, George Sugai, and Tim Lewis

With special thanks to Mitchell Yell
The following slides were compiled by the OSEP PBIS TA Center with assistance on manifestation determination from Mitchell Yell at University of South Carolina. These slides were developed to assist school personnel and others in conducting FBAs, developing BIPs and conducting MDs based on current research and best practice. Opinions expressed are those of the authors and no endorsement from the Department of Education should be inferred. Research and best practice presented is not in conflict with the IDEA or subsequent regulation but may go beyond those requirements. This information is intended to be supplemental and NOT a replacement for careful study and application of IDEA and its regulations.
Objectives

- Identify defining features of functional behavioral assessment (FBA) from current best practice.
- Identify defining features of behavior intervention plans (BIP) from current best practice.
- Describe the process of conducting a manifestation determination from research and practice.
- Present an overview of SW-PBS and its outcomes
Functional Behavioral Assessment
Functional Behavioral Assessment: Defined

- **Functional behavioral assessment** is a process for identifying (a) observable problem behaviors, (b) the contexts or routines where the problem behaviors are most likely, (c) the specific antecedent events within a context or routine that reliably predict occurrence of problem behaviors, and (d) the consequences that appear to maintain the problem behavior.
The primary purpose of a functional behavioral assessment is to improve the effectiveness and efficiency of a behavior intervention plan.

An FBA that does not affect the content of a BIP is not useful.
A functional behavioral assessment should result in the following:

- Operational **definition(s)** of problem behavior(s)
- Identification of the **contexts** (locations, activities, routines, times of day, people) where the problem behavior(s) is most likely, and least likely.
- Identification of the **specific antecedent events** (setting events and discriminative stimuli) most likely to predict (occasion) the identified problem behavior(s).
- Identification of the **consequence(s)** that maintain (reinforce) the problem behavior.
Functional Behavioral Assessment: Summary Statement(s)

- Functional behavioral assessments should result in one or more summary statements that define:
  - The problem behavior (or behavior class)
  - The most likely context or routine
  - The controlling antecedents (setting events/ routines)
  - The maintaining consequences (reinforcers)

- Given a context/routine:
  - Setting $\rightarrow$ Antecedent $\rightarrow$ Problem $\rightarrow$ Maintaining Events
  - Stimulus $\rightarrow$ Behavior $\rightarrow$ Consequence
Functional Behavioral Assessment: Summary Statement(s)

- Given a context/routine:
  - Setting → Antecedent → Problem → Maintaining Events
  - Stimulus → Behavior → Consequence

- Hard Task → Demand → Whine → Escape task

- Alone → Peers playing → Push/Swear → Attention
Problem behaviors occur for many reasons, but most problem behaviors in schools are learned:

- There are antecedent events (setting events and discriminative stimuli) that prompt occurrence of the problem behavior
- There are consequences that reinforce (maintain) problem behaviors
Functional Behavioral Assessment: Conceptual Logic

- Behavior support involves modifying the events that precede and follow target behaviors. Information from an FBA can help identify how to effectively and efficiently organize learning environments to not only decrease problem behavior but encourage academic engagement.

- Organizing a learning environment based on our understanding of behavioral function is broadly referred to as “function-based support.”
Function-based support is a process that should occur continuously, and informally as educators encounter problem behavior. The process of assessing behavioral function is useful even in an informal context by repeatedly asking:

- What are the problem behaviors?
- When are the problem behaviors most and least likely?
  - Context or routine
  - Setting Events
  - Discriminative Stimuli
- When the problem behaviors occur, what consequences appear reinforcing?
Functional Behavioral Assessment: The Process

- Gather general information about student
- Gather specific information to build a summary statement
- Validate the summary statement through direct observation of student
- Use FBA information to build behavior intervention plan.
Functional Behavioral Assessment: The Process

- Review medical, academic, social history.

- Three primary sources of FBA information
  - **Indirect Assessment**: Rating Scales or Interviews
  - **Direct Observation**: Observe student
  - **Functional Analysis**: Formal manipulation of context with measurement of student behavior.
Functional Behavioral Assessment: Indirect Assessment

- Indirect assessments rely on reports about a student’s behavior rather than direct observation of the behavior.
  - Many interviews and rating scales exist
  - Any interview or rating scale you use should result in identifying:
    - The problem behavior(s)
    - Context/routines where problem behavior is most and least likely
    - Specific events (discriminative stimuli) that occasion the problem behavior(s)
    - Specific consequences that appear reinforcing.
Direct observation is often done to validate information obtained through interviews.

The student is observed in the context/routine where the problem behavior is most likely to occur.

Direct observation focuses on identifying the specific antecedents and consequences that appear to control the problem behavior.
Functional Behavioral Assessment: Functional Analysis

- Functional analysis involves direct observation of problem behavior during experimental manipulations of environmental events to systematically identify the antecedent events that occasion problem behaviors, and the consequences that reinforce problem behaviors.

- Functional analysis typically is conducted only by trained behavior analysts.
Summary

- Functional behavioral assessment is a process for identifying problem behaviors and the events that prompt and maintain problem behaviors.

- The reason for conducting an FBA is to gather information that will help make behavior intervention plans more effective and efficient.
Summary

- The FBA process begins by gathering academic, social, and medical information.
- The FBA process can involve any of three sources of information:
  - Indirect Assessments
  - Direct Observation
  - Functional Behavior Analysis
Summary

Regardless of the process for gathering information, the FBA should result in one or more summary statements that define:

- The context/routines where problem behavior is most and least likely.
- Observational descriptions of problem behavior,
- Specific events that predict occurrence of problem behavior.
- Consequences that reinforce (maintain) problem behavior.
Developing Behavior Intervention Plans from Functional Behavioral Assessment
Behavior Support Elements

**Problem Behavior**

*Team *Specialist

**Functional Assessment**

*Problem & alternative behaviors  
*Hypothesis statement  
*Competing behavior analysis  
*Contextual fit  
*Strengths, preferences, & lifestyle outcomes  
*Evidence-based interventions

**Intervention & Support Plan**

*Implementation support & data plan

**Fidelity of Implementation**

*Technical adequacy  
*Sustainability plan

**Impact on Behavior & Lifestyle**
A BIP defines how an educational setting will be changed to improve the behavioral success of one or more students.

- The BIP describes how the environment will be changed to prevent occurrences of problem behavior.
- The BIP describes the teaching that will occur to give the student alternative ways of behaving.
- The BIP describes the consequences that will be provided to (a) encourage positive behavior, (b) limit inadvertent reward of problem behavior, and (c) where appropriate, discourage problem behavior.
Elements of a BIP

- Operationally defined problem behavior
- Functional behavioral assessment summary statement(s)
- **Prevention strategies:**
  - Descriptions of how the context will be changed to prevent or minimize problem behavior
- **Teaching strategies:**
  - Instructional objectives to build skills so the student has alternatives to problem behaviors.
Elements of BIP

- **Consequence Strategies:**
  - Strategies for preventing inadvertent reward of problem behavior
  - Strategies for increasing reinforcement for desired behaviors
  - When appropriate, strategies for punishing problem behavior.

- **Safety Strategies:**
  - Procedures for responding safely and effectively when extreme problem behaviors occur
Elements of BIP

- Monitoring Strategies:
  - Procedures for on-going assessment if (a) the BIP is being implemented correctly, and (b) implementation is resulting in benefits for the student.
Conducting A Manifestation Determination
Manifestation Determination: Defined

- A manifestation determination is a process in which school district personnel, relevant members of a student’s IEP team, and a student’s parents meet to determine if a student’s misconduct, which led to a disciplinary change of placement, was caused by, or had a direct and substantial relationship, to a student disability.
A manifestation determination, which was originally a creation of the courts, is related to the concepts of fault and fairness.

Fault signifies responsibility for wrongdoing. Lack of fault exonerates one from culpability. If a student violates a school code of conduct because of his or her disability, therefore, it would be unfair to punish that student for the misconduct.

Similarly, to exclude a student from school because of his or her disability, or because of misconduct that was caused by his or her disability, would be unfair and possibly discriminatory.
Manifestation Determination: Legal Basic

- Long-term suspensions, suspensions over 10 consecutive days, and expulsions are changes in placement and, therefore, can not be used for disciplinary purposes unless the procedural safeguards of the IDEA are followed.

- Manifestation determinations are a required procedural safeguard under the IDEA when a student’s placement is changed because of disciplinary actions.
Manifestation Determination: Purpose

- The primary purposes of a manifestation determination are to:
  a) Determine if a student’s misconduct was *caused by*, *or had a direct and substantial relationship to*, his or her disability.
  b) Determine if a student’s misconduct was the direct result of a school’s *failure to implement* his or her IEP.
The Process: Who Conducts the Manifestation Determination?

- The local education agency (LEA), the parent(s), and relevant members of the student’s IEP team (as determined by the parent and LEA).

  Additional members could include the student’s teachers, a school psychologist, a guidance counselor, an administrator
How the Manifestation Determination is Conducted - The Information

1. The team reviews all relevant information in a student’s file.
   - The review should include the student’s IEP, any teacher observations, and any relevant information provided by the student’s parents.
   - Additional information could include the results of a student’s evaluations, including a functional behavior assessment.
   - The team may decide to conduct additional assessments or interviews.
How the Manifestation Determination is Conducted—The Inquiry

- The *team determines* if the conduct in question:
  1. was caused by, or had a direct and substantial relationship to, the student’s disability, or
  2. was the direct result of the LEA’s failure to implement the IEP?
- Was a student’s special education services provided consistent with his or her IEP?
The Results: The Student’s Misconduct was not a Manifestation of his or her Disability

- The LEA may discipline the student in the same manner as it would discipline students without disabilities.
  - For example, suspension for over 10 days or expulsion may be used
  - In such a situation, the LEA must continue to provide special education services that allow the student to receive a free appropriate public education
The Results: The Student’s Misconduct was a Manifestation of his or her Disability

- The student’s IEP team shall:
  - Conduct a functional behavioral assessment and implement a behavior intervention plan, or
  - Review the student’s behavior intervention plan, if one has already been developed and modify it as necessary

- The student should be returned to his or her previous placement unless the parent and LEA agree to a change of placement
Summary

- When a student’s placement is changed due to disciplinary reasons, a manifestation determination is held to determine if a student’s misconduct was caused by, or had a direct and substantial relationship, to a student disability.

- The team that conducts the manifestation determination consists of school district personnel, relevant members of a student’s IEP team, and a student’s parents.
Summary

- If the student’s behavior was not a manifestation of the student’s disability, the LEA may discipline the student in the same manner as it would discipline students without disabilities.

- If the student’s behavior was a manifestation of the student’s disability, the IEP team shall conduct an FBA and develop or review and revise the student’s BIP.
School-Wide Positive Behavior Support: Preventing and Minimizing Discipline Incidences
Prevention Logic for All
(Walker et al., 1996)

- Decrease development of new problem behaviors
- Prevent worsening of existing problem behaviors
- Redesign learning/teaching environments to eliminate triggers & maintainers of problem behaviors
- Teach, monitor, & acknowledge prosocial behavior
Designing School-Wide Systems for Student Success

**Academic Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**

- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
Main Message

STUDENT ACHIEVEMENT

Good Teaching  Behavior Management

Increasing District & State Competency and Capacity

Investing in Outcomes, Data, Practices, and Systems
## What does PBS look like?

### SW-PBS (primary)
- >80% of students can tell you what is expected of them & give behavioral example because they have been taught, actively supervised, practiced, & acknowledged.
- Positive adult-to-student interactions exceed negative
- Function based behavior support is foundation for addressing problem behavior.
- Data- & team-based action planning & implementation are operating.
- Administrators are active participants.
- Full continuum of behavior support is available to all students

### Secondary & Tertiary
- Team-based coordination & problem solving
- Local specialized behavioral capacity
- Function-based behavior support planning
- Person-centered, contextually & culturally relevant
- District/regional behavioral capacity
- Instructionally oriented
- Linked to SW-PBS practices & systems
- School-based comprehensive supports
Mean ODR/100 students/ school day: Illinois 04-05

PBIS 46% Lower

PBIS 38% Lower

PK-6 t = 2.53; df = 70; p < .01

6-9; t = 2.06; df = 41; p < .04
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Out of School Suspensions per 100 Students Enrolled
Elementary School (K-6) 2004-05

Average OSS per 100 Students Enrolled

N = 56  N = 89
Not using SWPBS  Using SWPBS
OSS Incidents and Days per 100 students with IEPs and ODRs
Elementary Schools (K-6) 2004-05

Mean per 100 Students with IEPs
Not using SWPBS to criterion  Using SWPBS to criterion

OSS Incidents and Days per 100

OSS Incidents per 100  OSS Days per 100
NUMBER OF SUSPENSIONS
(MARK TWAIN PRIMARY SCHOOL - KANKAKEE, ILLINOIS)

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<td>2005-06 (to date)</td>
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INSTRUCTIONAL HOURS GAINED
Projected (50%) vs. Actual (Aug-Dec 2000)

Total Instructional Hours Lost 1999-2000: 4290 HOURS
Projected Instructional Hours Lost: 2145 HOURS
Actual Instructional Hours Lost: 474 HOURS

1671 ADDITIONAL Instructional Hours Lost
78%
Orange County, CA
County-wide Behavioral Training Program & School-wide Behavior Support Project

OSEP Part B Regulations
Regional Implementation Meeting-Los Angeles
February 12-13, 2007

Roger Titgemeyer, Behavior Support Consultant
Orange County Department of Education
ABOUT ORANGE COUNTY, CA

- Forget what you’ve seen on TV! We’re not:
  - The “OC”

- Second largest county in California
  - Over 550,000 students/over 500 schools
  - 28 school districts & 12 SELPAs
  - Larger than 21 states (population)

- COUNTY-WIDE behavior training program:
  - Behavior Intervention Case Managers (BICMs)
  - Functional Analysis & Behavioral Planning

- School-wide behavior support (OCSBS Project) involving 80 SCHOOLS at various stages of implementation
PRESENTATION OVERVIEW
Developing Internal Capacity

- Review the role of California’s HUGHES REGULATIONS in the development of OC’s behavioral training programs
- Describe OC’s Behavior Intervention Case Manager Training Program (for BICMs)
- Describe OC’s Implementer Training - “Behavior Analysis For Successfully Initiating Change” - BASIC Training
- Summarize BICM feedback and concerns from the REAL WORLD
- Share OC’s implementation of school-wide behavior support (OCSBS PROJECT)
- Review what we’ve learned about school-wide behavioral systems
- Summarize our TAKE AWAY thoughts
California state UNFUNDED MANDATE - students with SERIOUS behavior problems

Requires extensive:
- Functional analysis
- Behavior intervention planning

Also requires training of:
- Behavior Intervention Case Managers (BICMs)
- Implementers
Serious - Defined

- As defined by the Hughes Regulations - SERIOUS behaviors include:
  - Self-injury
  - Assault
  - Serious property damage
  - Other behaviors that are pervasive and maladaptive
HUGHES
Functional Analysis Assessment

- Systematic observation of targeted behavior with frequency, duration and intensity
- Systematic observation of antecedents
- Systematic observation of consequences to determine function of the behavior
- Ecological analysis of settings
- Review of records
- Review of history of the behavior to include previously used interventions
HUGHES
Behavior Intervention Plan

- Summary of functional analysis
- Description of targeted and replacement behavior
- Goals and objectives for behavior
- Description of intervention and circumstances for use
- Schedules for recording frequency of intervention use, targeted behavior and replacement behavior
- Criteria for discontinuing intervention
- Criteria for fading to less intense or less frequent interventions
- Behavioral interventions which will be used in home, residential facility, work site, and other non-educational setting
- Specific dates for review of the BIP
- BICM - frequency of consultation
OC’s CHALLENGE
Across 28 School Districts
ORANGE COUNTY’S RESPONSE

- County office organized a 28 district articulated response - common:
  - Procedures
  - Forms
  - Trainings
  - Language

- Training to include:
  - BICM training for school psychologists (3 years)
  - Implementer training (BASIC Training)
### Behavior Intervention Case Manager Competencies

**BACKGROUND INFORMATION:**

- understand AB 2586 and legal issues related to positive behavior intervention
- understand and demonstrate a knowledge of basic behavioral principles
- understand the requirements of positive behavior intervention strategies
- understand the legal, ethical and administrative issues related to positive behavior interventions
- describe the history of behavior intervention, what has been traditionally provided and what these strategies may truly teach students with challenging behaviors
- understand the relationship between behavioral challenges and effective teaching

**QUALITY OF LIFE ISSUES:**

- demonstrate knowledge of the importance of assessing quality of life and enhancing the life-styles of individuals with disabilities as the context and point of departure for positive behavior supports
- demonstrate the ability to describe the learner and the contexts in which the learner spends his/her time
- demonstrate the ability to conduct quality of life assessments (i.e., person centered assessments, family interview, etc.)

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BICM TRAINING
1993 - Present

- **1993 - 1996**
  - 3 year training program - 75 BICMs trained from districts throughout OC
  - Primarily school psychologists

- **1996 - Present**
  - Enter IDEA - increased demand for BICM Training
  - Revised to a 2 year training program
  - Approximately 40 new BICMs enter each year
  - Between 400-500 BICMs presently in OC
  - Many OC districts have moved to train all of their school psychologists as BICMs
BASIC TRAINING - 1993
Hughes Implementer Training

- 2 Day Training for classroom/school staff
- Training is articulated with the BICM Training
  - Same forms
  - Same process for FAA and BIP
- Held monthly
- All OC districts have access
- Train 35 staff/month
- To date (1993-2007) - over 3000 staff have been trained
THE OTHER 95%
Thinking About A Systems Approach

SCHOOL-WIDE
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings

~80% of Students

~15%

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

~5%

Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

★★ ★★
PBIS/SCHOOL-WIDE SUPPORT
Adding Systems & Data

4 PBS Elements

Supporting Social Competence & Academic Achievement
Supporting Outcomes
Supporting Data
Supporting Decision Making
Supporting Staff Behavior
Supporting Practices
Supporting Student Behavior
PBIS & SCHOOL-WIDE SUPPORT
“IDEAS” With High Face Validity

- PBIS/School-wide Behavior Support has high FACE VALIDITY for those:
  - On the line
  - With a sense of urgency
- BICMs
- School Psychologists
- Staff Developers
- Program Specialists
- Principals and Assistant Principals

School-wide Positive Behavior Support
Implementers’ Blueprint and Self-Assessment

OSEP Center on Positive Behavioral Interventions and Supports

1 The Center is supported by a grant from the Office of Special Education Programs US Department of Education (H326S980003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred. For more information, contact Rob Horner (Robh@uoregon.edu) or George Sugai (Sugai@uoregon.edu).

2 © 2004 Center on Positive Behavioral Interventions and Supports, University of Oregon.
IMPLEMENTING SBS
Practitioners - What It’s Really Like

- Support from Rob, George, and the “Center” is incredible
- SBS clearly moves beyond “Train and Hope” to ON-GOING PROGRAM DEVELOPMENT based on:
  - The utilization of DATA for decision making
  - The development SYSTEMS that support ADULTS
- Many staff will add this to their responsibilities with no designated time or money BECAUSE IT WORKS
- The program helps staff learn to think about the larger SYSTEMS and SCHOOL CULTURE
- Because SBS is not a canned program, each staff develops their own version and OWNS THE PROGRAM
- SBS sells itself - staff who use it SHARE IT WILL OTHERS
- Students are actually taught APPROPRIATE BEHAVIOR and are REINFORCED for those positive behaviors
A NEW PBIS SCHOOL - THE IMPACT
Capo USD 6-8 (955 Students)
ON-GOING PBIS SCHOOL
Irvine USD K-5 (442 Students)
CHANGE: RED & YELLOW ZONE

2002-2003
- 4.90%
- 7.93%
- 87.18%

2005-2006
- 1.13%
- 5.88%
- 92.98%

Legend:
- Little or No Problem (0-1 referrals)
- At Risk (2-5 referrals)
- Identify Problem (6+ referrals)
ON-GOING PBIS SCHOOL
Irvine USD 6-8 (227 Students)
CHANGE: RED & YELLOW ZONE

2002-2003

- Little or No Problem (0-1 referrals): 80.49%
- At Risk (2-5 referrals): 14.23%
- Identify Problem (6+ referrals): 5.28%

2005-2006

- Little or No Problem (0-1 referrals): 92.07%
- At Risk (2-5 referrals): 7.49%
- Identify Problem (6+ referrals): 0.44%
IMPACT ON ATTENDANCE
Irvine USD 9-12 (1800 Students)

% Students with 1+ unexcused absence per month
Irvine High School
2000-07

Graph showing % students with 1+ unexcused absences per month for Irvine High School from 2000-07, with bars for each month and years 2000-01 to 2006-07.
“TAKE AWAY” THOUGHTS
What We’ve Learned in 14 Years

- Take the LONG VIEW - plan for on-going program development over a period of years
- Invest in local talent = build INTERNAL CAPACITY
- Look to develop on-going regionalized training for FBA-BSP - common training, language, forms
- Work with School Psychologists & BICMs to help them redefine their role to include working for system changes
- Imbed FBA-BSP in a SCHOOL-WIDE SYSTEM of support
- Implement School-wide behavior support to:
  - Help ALL STUDENTS
  - Reduce the number of students in the red and yellow zone
  - Make it easier to implement effective BSP
- Work to create environments where ADULTS BEHAVE WELL
Case Studies
Case Study 1: Charlie

- Charlie is a 5th grade student who is eligible for, and receives, special education services as a child with a specific learning disability. Charlie is on grade level in math and two years below grade level in reading. He receives special education services in a resource setting for one hour each day. Charlie has no history of behavior problems.
Charlie was caught stealing software from the computer lab at his school. His teacher referred him to the assistant principal who issued a 10-day suspension and required him to return the stolen materials. Upon Charlie’s return to school, he immediately confronted his teacher. He called her names, threatened to come back to school with a knife to “cut her,” and pretended to swing his fists toward her. Charlie’s teacher called the principal, who, in accordance with the student code of conduct at the school, issued an additional 10-day suspension for Charlie, bringing his total days of suspension in the same school year to 20. The principal also determined that this second removal did not constitute a pattern for Charlie.
1. Applying IDEA’s disciplinary procedures, what happens immediately to Charlie?

2. What services, if any, are provided to him during this latest removal? Who decides this?
3. Who, if anyone, needs to be notified and what, if anything, must the notice contain?

4. If parents request an expedited due process hearing to challenge the latest removal, what decisions may be reviewed?
Case Study 2: Edward

- Edward is a 10th grade student with AD/HD who is eligible as a student with an other health impairment and who receives special education services to address his behavioral needs. Because Edward has trouble concentrating and tends to act out, he is failing most of his academic subjects. He receives special education services in an inclusion setting at his high school. Consistent with his IEP, Edward’s record also includes a recent functional behavioral assessment and behavioral intervention plan.
Edward brought a gun to school, which he showed to a student between classes, and made a threat about using it to shoot another student. A teacher discovered the gun and reported Edward to the administration. The school immediately removed Edward for 45 school days to an interim alternative educational setting.
1. What services, if any, are provided to Edward during this time?

2. Who, if anyone, needs to be notified and what, if anything, must the notice contain?
Additional information:
A manifestation determination was held for Edward and it was determined that his behavior was not a manifestation of his disability. Edward’s parents appeal this determination by requesting an expedited due process hearing. The LEA cross-appeals and requests that Edward remain in the interim alternative educational setting for an additional 45 school days.
3. What happens to Edward pending the due process hearing?

4. What, if any, services will be provided to Edward pending the due process hearing?
5. What are the responsibilities of the LEA related to the due process hearing?

6. What are the responsibilities of the hearing officer?

7. What are the timelines for conducting the due process hearing and making a determination?
Case Study 3: Liz

- Liz is a 7th grade student who receives special education services and has been determined eligible as a child with an emotional disturbance. She has poor impulse control and has been removed from her home on more than one occasion because she was being abused. Liz spends 50% of her day in a self-contained special education class. Liz has a behavioral intervention plan that was written within the last year based on a recent functional behavioral assessment.
In the cafeteria, two other girls began teasing Liz about her clothing and about her current foster family. The girls came right up to Liz and provoked her. She began to fight with them, but she was the only one who was seriously hurt in the fight. This is the third fight that Liz has been involved in during the past three weeks and each time she has been provoked and hurt. She was referred to the principal who gave her a 12-day suspension to an interim alternative educational setting.
1. What services, if any, are provided to her during this removal?

2. Who, if anyone, needs to be notified and what, if anything, must the notice contain?
Additional information:
On the tenth day of her removal, a manifestation determination is held for Liz, and it is determined that Liz’s fighting was a manifestation of her emotional disturbance.
3. As a result of the manifestation determination, where will Liz be placed?

4. What must the IEP Team do as a result of the manifestation determination? What must the LEA do?

5. What are some possible next steps for the LEA or the IEP Team?