



## Jordan School District Special Education & Discipline

Student Intervention Services Forum #3  
January 9, 2014

### 1. Test Your Knowledge of Special Education Discipline Procedures

- Disciplinary Removal Procedures Flowchart

### 2. Functional Behavior Assessments (FuBA) & Behavior Intervention Plans (BIP) -- Why? Why? Why?

- **FuBA** -- Looking for an explanation of the purpose behind a student's problem behavior.
  - ❖ Provides the IEP team with additional information, analysis and strategies for dealing with undesirable behavior that is interfering with a student's education.
    - Requires the team to look at situational, environmental and behavioral circumstances
    - Identify target behavior (what did the student do?)
    - Identify antecedents/triggers (i.e., events, places/time, people)
    - Identify consequences (i.e., escape/avoid, gain attention, obtain tangible, sensory stimulation) -- identify the function of the behavior or payoff for the student
    - Formulate a hypothesis about the cause of the behavior
    - Develop an intervention and collect data on the effectiveness of the intervention
  - ❖ Replacement Behavior -- an appropriate behavior that *serves the same function* as the target behavior
- **BIP** -- Behavior interventions that are selected/implemented with fidelity over time and based upon factors identified in the FuBA (includes the function of the targeted behavior)
  - ❖ BIP must be descriptive so that it can be implemented seamlessly by **all** staff members
  - ❖ Preventative Strategies (e.g., environmental engineering, rules posted & taught, structured daily schedule, choices, precision commands, motivating curriculum, curriculum modifications and accommodations)
  - ❖ Proactive "universal" interventions (all)
    - Instructional strategies (e.g., teach school/classroom expectations & routines, social skills, problem-solving skills, de-escalation techniques, self-monitoring)
    - Positive Incentives - students are reinforced for both the absence of the target behavior and for the occurrence of the replacement behavior (e.g., high rates of positive reinforcement, verbal praise, token economy, preferred activities, extra privileges/activities, tangible rewards, contracts, other personalized incentives, etc.)
  - ❖ Correction Procedures -- hierarchy of consequences
    - Strategic/"Some" (e.g., verbal warning, loss of activity, delayed activity, response cost, exclusionary timeout, non-seclusionary timeout, think time, detention, etc.)
    - Intensive/"Few" -- limited basis and only when safety is the primary concern; requires signed parental consent (e.g., forceful physical guidance, seclusionary timeout, manual restraint, manual restraint for bus)
  - ❖ Data Collection
  - ❖ Replacement Behavior
- **When Must a FuBA and BIP be Completed for a Student?**
  - ❖ Student demonstrates behavior(s) that impede learning (self or others)
  - ❖ Student has been removed 10+ days or for safe school violation
  - ❖ Student has been removed to an interim alternative educational setting (IAES) for drugs, weapons or infliction of serious bodily injury
  - ❖ Request for use of Least Restrictive Behavior Intervention (LRBI) "intensive" (few) interventions for behavior that is a safety concern
  - ❖ **Purpose of FuBAs and BIPs is to address the behavior so that it does not reoccur**

- **Emergency Contacts**

### **3. Manifestation Determinations**

- To Be or Not To Be a Manifestation.....That is the Question!
- Common Errors

### **4. Resources**

- Special Education Website
- Special Education Blog: News, Clues and What to Do's  
<http://jsdsped.wordpress.com>  
Can also access from the Special Education Website  
Resources > Publications
- Special Education Guidelines Manual
- Teacher Specialist/Special Education Department
- Behavior/Autism Specialists

*You cannot change behavior with negative consequences ~  
Only positive consequences will change behavior!*