

Functional Assessment of Behavior and ESE Discipline

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Functional Assessment of Behavior

Functional Assessment of Behavior (FAB)

- Must be initiated after the sixth day in order to be reviewed by an IEP team following the tenth day of suspension
- Looks for the function or the purpose of the behavior
- Is completed as a team process: teacher, student, parent, counselor, psychologist, social worker and any other person that works with the student

FAB Con't

- After collecting the data, a Behavioral Intervention Plan (BIP) is developed
- Educative strategies from the BIP are written on the IEP (inserts B and C)
- Monitor the use of the strategies
- Reconvene the team to discuss progress
- Revise BIP, if needed
- IEP team reviews the BIP during any additional suspensions

Monitoring the BIP

- The BIP should receive on-going monitoring and evaluation
- Focus on any impact the plan is having on the behavior of the staff, family, target person, and others in the target setting
- Select monitoring tool(s) based on the type of data you wish to collect
- Tool selected should be aligned with initial baseline data collection tool

Behavioral Monitoring Terminology

- **Frequency**-expresses the number of occurrences of the behavior within a specified timeframe
- **Duration**-measures how long a specified behavior lasts
- **Latency**-provides information about how long elapses between a specified stimulus (antecedent) and a behavior
- **Time Sampling**-Provides information about the percentage of time the student engages in a specific behavior within designated time blocks



ESE Suspension and Discipline

OPPAGA Suspension Action Plan

- Assemble a workgroup to review data on suspension and expulsion rates for ESE students
- Review the rates of suspension and expulsion of ESE students from middle and senior high schools
- Develop systems to reduce this rate
- Identify patterns and trends and determine causes
- Work group develops strategies and interventions to address cause to suspension
 - Suspension Guide (Coming out in the Fall)
 - School-wide Positive Behavior Support

ESE Suspension Report

- Identify suspension rates of ESE students
- Gives the number of indoor and outdoor days of suspension on a monthly basis and year to date
- Gives students' primary exceptionality
- Gives the total days of ESE students suspended for the month
- List FAB and BIP dates
- Must be reviewed on a monthly basis

School-wide Positive Behavior Support (PBS)

- Addresses the behavior of **all** students
- Is a collaborative, assessment-based approach to developing effective interventions for problem behavior
- Emphasizes the use of proactive, educative, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes
- Aims to build effective environments in which positive behavior is more effective than problem behavior

School-wide Positive Behavior Support (PBS)

- Schools participating are:
 - Campbell Drive Middle
 - Jose de Diego Middle
 - Palm Springs Middle
 - Robert Renick Educational Center

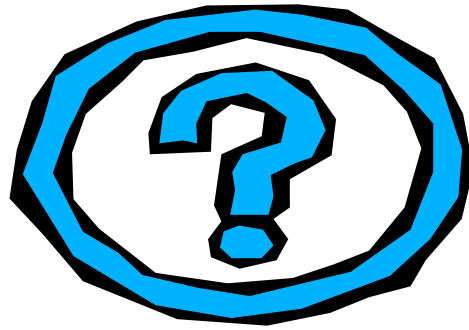
Summer Training: July 27, 28, and 29 2004

Manifestation Determination

- Manifestation of a disability is defined as the determination that there exists a causal relationship between the student's disability and a specific behavior that usually results in a disciplinary action
- Process must be completed prior to any additional suspensions after the initial 10 days of suspension

Expulsion

- The most serious disciplinary measure available to a principal.
- It may deny student attendance in M-DCPS for a designated period.
- This action must not result in a complete cessation of educational services.
- FAB must be initiated within 10 business days of the recommendation for expulsion.
- Gun and drug violation may result in an expedited removal/change of placement.



Questions and Concerns

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