MECOSTA-OSCEOLA
INTERMEDIATE SCHOOL DISTRICT

MOISD

SUPPORTING SCHOOLS AND STUDENT ACHIEVEMENT

PROGRAM AND SERVICE CONSIDERATION GUIDELINES

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Thank You
to the following individuals for contributing to the creation of this manual:

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Legal Foundation

In order to assure that all appropriate options are considered prior to the placement of students into a self-contained or highly restrictive setting, this guidance document was created with a foundation of least restrictive environment (LRE) and free appropriate public education (FAPE) as outlined in the Individuals with Disabilities Education Act (IDEA) and the Michigan Administrative Rules for Special Education (MARSE). United States Department of Education (DOE) Dear Colleague Letters, Supreme Court decisions, and case law setting precedent for the provision of FAPE and LRE have also been taken into consideration.

In accordance with IDEA [s300.114(a)(2)(i)], and harkening back to the *Brown v. Board of Education* decision of 1954, to the maximum extent appropriate, children with disabilities should be educated with their nondisabled peers. Removal from their peers into separate classes, facilities, or any other removal should only be undertaken when the nature and severity of the student's disability is such that meaningful progress toward IEP goals cannot be made in the general education setting with the use of supplementary aids and services. The law demands a high level of diligence when authoring IEPs to ensure they are reasonably calculated and appropriately ambitious to ensure meaningful benefit for students. The United States Department of Education Dear Colleague Letter (August 2016) emphasized the "need to consider and include evidence-based behavioral supports in individualized education program (IEPs) that, when done with fidelity, often serve as effective alternatives to unnecessary disciplinary removals, increase participation in instruction, and may prevent the need for more restrictive placements."

Recommendation for placement in an intermediate school district (ISD) program for students with severe emotional impairments is a complex and extreme action that completely or severely limits the students access to nondisabled peers. Recommendations of this degree should only be made after careful review of the student's reasonably calculated IEP and relevant data that reflect exhaustive attempts to implement instructional, environmental, and behavioral interventions without meaningful progress.

Mecosta-Osceola ISD Least Restrictive Continuum

Most Restrictive.....Least Restrictive

For a team to propose a student requires a more restrictive environment, the team must have documented data to show that a student cannot make progress in a less restrictive environment.

- Regular classroom with PBIS
- Regular classroom + supplementary aids and services
- Part Time Special Education in Local District
- Full Time Special Education in Local District
- MOISD Satellite Classroom in a local facility
- Self-contained classroom in a separate facility, day treatment program (Ex. Mecosta Osceola Education Center)
- Residential Facility
- Home-based placements

Mecosta-Osceola ISD Programs and Services

- **Locally Housed Programs**
    - MOISD Early Childhood Special Education Program (Eastwood)
    - G.T. Norman Elementary Resource Room (Reed City)
    - Riverview Elementary Resource Room (Big Rapids)
    - Big Rapids Middle School Emotional Impairment (EI) Satellite Program

- **Mecosta-Osceola Education Center (MOEC)**
    - Moderately Cognitively Impaired (MOCI)
    - Severely Cognitively Impaired (SCI)
    - Resource Rooms (Focused on providing services to students with Autism SpectrumDisorder)
    - Severely Emotionally Impaired Elementary Program (SEI)

SEI/EI Program

The Mecosta-Osceola Intermediate School District operates two programs for students with emotional impairments on behalf of the six local school districts in our area - Big Rapids, Chippewa Hills, Crossroads Charter Academy, Evart, Morley Stanwood and Reed City. These programs are designed for students grades K-8 who have been found to have an Emotional Impairment as defined in the Revised Administrative Rules for Special Education, who have significant behavioral difficulties, and have not been successful in school despite the implementation of universal supports, individualized supplementary aids and services, and supports to address unique behavioral needs. Students in the program have little to no success in school in school, mainly because they have extreme difficulty with emotional control, rational thinking, and/or struggle relating to others. They sometimes have a learned lack of acceptance, or disrespect of established authority and normal social rules.

SEI Elementary Program (Self-Contained) K-4

The program runs throughout the day including lunch and activity/ recess time. The elementary level SEI classroom is self-contained and located in the Mecosta-Osceola Education Center. The program is staffed by one teacher and two behavioral technicians. This program focuses on safety for self and others, emotional regulation, social skills, and academic access. These students do not have access to non-disabled peers.

Students will have the opportunity to receive group and/or individual social work sessions from our school social worker as determined by their IEP. This is a great resource for our students and should be utilized to the best of the student's ability. Students will also have the opportunity to participate in other social skills instruction with the classroom teacher as situations arise.

EI Middle School Program (Self-Contained) 5-8

The middle school classroom is located in Big Rapids Middle School and allows access to general education curriculum and peers as determined by students' IEPs and behavior. This program is staffed by one teacher and three behavioral technicians to support inclusion in the general education setting.

Students are expected to participate in classroom assignments, discussions, and activities during all of their classes. They will receive instruction in all core subjects, social skills training, emotional regulation training, and academic support throughout their day. Students will have opportunities to participate in enrichment opportunities as well.

Students will also have the opportunity to receive group and/or individual therapy from our school social worker as determined by their IEP. This is a great resource for our students and should be utilized to the best of the student's ability. Students will also have the opportunity to participate in other social skills instruction with the classroom teacher as situations arise.

Severely Cognitively Impaired (SCI) Program

The Education Center on the campus of the MOISD has an elementary SCI classroom for grades Pre-K through 6 as well as a middle and high school SCI classroom. Students in these classrooms work on functional academics through the Unique Learning System Curriculum. Community Based Instruction also enables students to learn about their world and practice skills in the community. The low ratio of students to teacher and para-educators in these programs provides students with intensive services for learning as well as functional and health needs. A school nurse is available as needed to help in programming with medically fragile students.

Moderately Cognitively Impaired (MoCI) Program

The Education Center on the campus of the MOISD has elementary, middle school and high school MoCI classrooms. Students in these classrooms work on accessing the general curriculum through extending expectations of the general education curriculum. Students work on functional academics through the Unique Learning System Curriculum. Community Based Instruction also enables students to learn about their world and practice skills in the community. Beginning in high school at age 16, students have opportunities to access Transition Community Living Experiences (TCLE) where they contract with local businesses and receive training and evaluation on volunteer and job training sites.

Resource Transition Program (Located at MOEC)

This program is a post high school program for young adults ages 18-26 located on the campus of the MOISD. The focus of this program is working on functional daily living skills. Activities may include learning to cook simple meals, improving hygiene, getting along with others in a group setting, etc. Students who are their own guardians as well as those students who have guardians appointed to them work in conjunction with community agencies in transitioning into the community and accessing community resources. Students may be involved up to 50 percent of their day in Transition Community Living Experiences (TCLE) with the remainder of their day involving activities individually designed for their future living experiences.

Resource Program at the Transition Center

This program is located at 220 S. Michigan Avenue in downtown Big Rapids. The program is a post high school special education program for young adults ages 18-26. The focus of this program is working on independence. Students in this program may have recently begun living on their own or

have the desire to live on their own/share a home and need extra time beyond their high school experience to work on money management and practice getting around the community. Students who are their own guardians as well as those students who have guardians appointed to them work in conjunction with community agencies in transitioning into the community and accessing community resources. Students may be involved up to 50 percent of their day in Transition Community Living Experiences (TCLE) with the remainder of their day involving activities individually designed for their future living experiences.

Resource Room Programs (Located at MOEC)

The MOISD offers a couple of resource room options. One option is at the Education Center on the campus of the MOISD. Students in this setting work on accessing the general curriculum through extended expectations of the general education curriculum. In addition, academic and behavioral strategies are used to meet the specific needs of students with autism spectrum disorder (ASD). Students work on functional academics through the Unique Learning System Curriculum. Community Based Instruction also enables students to learn about their world and practice skills in the community.

Satellite Resource Rooms

Another resource room option is MOISD satellite elementary classrooms located in local district schools (one at Riverview Elementary in Big Rapids and one at GT Norman Elementary in Reed City). In this setting, students work on improving independent functioning, socialization, and academic skills through targeted academic and behavioral supports designed for students with autism spectrum disorder. Students in these programs receive as much of their instruction as possible with their general education peers, while also utilizing the resource room setting as a home base for additional supports as needed. Students in this setting access the general education through both extended expectations and common core standards, dependant upon each individual student's level of functioning.

Change of Placement Process: To MOISD Programming	
* NOTE: If the student is a move-in from a program similar in nature to an MOISD program, a lateral placement may be possible. Please see Lateral Placement Procedures.	

Activity	Timeline
1. **LRE Key Elements Considerations** have been followed and documented	Prior to referral for consideration.
2. If an IEP team member thinks that a student may need to be considered for a more restrictive setting, the team member should contact the MOISD LRE Coach. a. The coach will notify the district special education supervisor and building administration of the referral.	As soon as there is a suspicion that the current placement is not restrictive enough and a more restrictive placement in an ISD program should be considered.
3. **The MOISD LRE coach** works with the student's local IEP team to: • Organize behavior plans, assist with documentation, assist with graphs/charts for analysis • Behavior plan ideas • Ensure FAPE is being provided • Gather accommodation logs • Problem-solve doing "enough" at your school- determining anything else you can try. • Answer the question: "what else do we need to try to consider XYZ.. Placement" • Write goals for students with moderate cognitive impairments (are they right for this setting- what should warrant something more restrictive?) • Write the FBA/PBSP • Assign roles– (who does what in OUR building with our staff). • Complete LRE Forms to process through appropriate placement • Put together the considerations packet of materials (making sure you have all of the documentation you need).	No Timeline
4. **The MOISD LRE Coach** asks for the assistance of other MOISD staff for the purposes of coaching and providing support to the local district team.	No Timeline
5. When the LRE coach and district team believe that they have sufficient data to consider a change in placement to a more restrictive setting, a member of the local district submits a referral packet for consideration at the next meeting. The packet should be redacted of identifiable student information.	Anytime after #3 and **2 weeks prior to the consideration meeting** intending to present. Completeness will be verified **within 3 school** days. If data is incomplete, the Local District Supervisor will be notified.
6. **Team Staffing-** The potential receiving team and the local district	**Between #5 and #7**

(sending team) will meet to discuss the student and his/her needs. The scheduling of the meeting will be initiated by the sending district special education supervisor/ administrator.

Members of the transition staffing should include:
- ISD Program Supervisor
- ISD Program Teacher
- Relevant Ancillary Staff from ISD and Local
- Local Case Manager
- Local District Supervisor

Topics Covered Include:
- Brief Overview of Student History
- Review of Student Data (Referral Packet)

Activity	Timeline
7. **Referral Process Consideration Meeting-** The Local District Supervisor, along with the MOISD LRE Coach, will verbally present required data sufficient to contribute to interactive dialogue. The Local District Supervisor may bring along one other member of the student's IEP team (not including parents) to present information pertinent to the student.	Regularly established referral review meetings *Note: If fewer than four districts are represented at the meeting, it will be rescheduled.
8. **Recommendation-** The representatives of the meeting may recommend one of the following:Additional data collection, interventions, or service modifications a. Move forward with Transition Procedures	Regularly established considerations meetings
9. **MOISD Action Plan**- An action plan is established at the meeting outlining next steps and individual responsibilities. *See Transition Procedures Below	Regularly established consideration meetings. A **copy will be emailed out** to the Local District Supervisor, MOISD LRE Coach, and ISD Program Supervisor within **2 days** of the meeting.

Entry Transition Process	
Activity	Timeline
1. **MOISD Action Plan** for Transition created by the sending team in consultation with MOISD receiving team.	**Before IEP**
2. **Local District Case Manager and ISD Program Case Manager** coordinate IEP (date/time) and Local District Case Manager schedules IEP.	The date is established within **1 week** of presentation, but IEP should be held at a time mutually agreed upon by the parent and teams. All attempts should be made to schedule the meeting as soon as possible following the considerations meeting while also allowing for the creation of a well

	thought-out transition plan..

3. **Transition IEP**
● IEP is held in Local District and/or virtually
● Individuals who should be present include:
    ○ ISD Program Supervisor
    ○ ISD Program Teacher
    ○ Relevant Ancillary Staff from ISD and Local
    ○ Local Case Manager
    ○ Local District Supervisor/ Designee
    ○ Parent/ Legal Guardian
    ○ General Education Teacher
 	
● Authoring the IEP:
    ○ Local District (DRAFTs all parts of IEP except for goals, programs, and FAPE)
    ○ Local District in Consultation with ISD Program Service Providers (DRAFT of Goals and Objectives created PRIOR to IEP, program and FAPE authored at IEP)
● IEP Facilitated by Local Case Manager/Administrator
	Within **2 weeks** of presentation.

4. **Parent/Child Visit**- A parent/child visit is scheduled as an opportunity for them to see the classroom and building before the student starts in the program.	**Immediately** following the IEP- Should be scheduled prior to start date as determined at the IEP.
5. **ISD Enrollment Paperwork** will be handed out immediately following transition IEP. ● MOISD Program Supervisor is responsible for supplying MOISD program and host district paperwork. ∗ NOTE: Students will not be able to start in program until <u>ALL</u> ISD and Host School enrollment paperwork is completed.	**Immediately** following transition IEP
6. **Subsequent IEPs**- Local district supervisor will be invited to every subsequent IEP that the student is enrolled in ISD programming.	At least **annually.**

Lateral Placement Procedure		
Activity	**Required Evidence**	**Timeline**
∗Lateral/30-day Placements: Local District Supervisor contacts ISD Program administrator of suspected placement upon the receipt of IEP indicating student was in a placement that was an *equivalent* to an MOISD Program. In order to ensure a lapse in services does not occur: 1. Local district enrolls the student. 2. Local district sends a copy of the IEP, MET, and any additional information to ISD Program Supervisor. 3. After receiving and reviewing paperwork, the ISD Program Supervisor determines if placement in the ISD program is appropriate. If necessary, the ISD supervisor will call the previous placement to get a better picture of the student's previous services. 4. If the placement is appropriate, the ISD Program Supervisor helps the local district contact to complete the **MOISD New Enrollment Paperwork** paperwork. The local district contact then submits the form to the ISD Special Education Secretary with most recent IEP and MET. 5. If the student has transferred from out of state or is due for re-evaluation within the first 30 days, ISD Special Education Supervisor completes a **Referral for Special Education Evaluation.** 6. ISD Program administrator schedules a meeting with parents and the student to visit the program and complete ISD enrollment paperwork. 7. ISD Program coordinates transportation. ∗ NOTE: Students will not be able to start in program until ALL ISD and Host School enrollment paperwork is completed.	☐ Current IEP ☐ MET (If available) ☐ MOISD New Enrollment Paperwork	As soon as possible

Change of Placement Process: Exiting MOISD Programming
* NOTE: If the student is "aging out" of the program, the student will bypass the change of placement process and engage directly in the Exit Transition Process, which includes a transition staffing located under this section.

Activity	Evidence	Timeline
1. ISD Program Supervisor contacts the MOISD LRE Coach to begin the exit process.		**At any time**
2. **MOISD LRE Coach** contacts the Local District Supervisor and building administrator that the MOISD team is considering a less restrictive placement in their district for one of their students and copies the MOISD program supervisor.		**Individualized**
3. **The MOISD LRE coach** works with the MOISD team to: ● Organize behavior plans, assist with documentation, assist with graphs/charts for analysis ● Gather accommodation logs ● Analyze the level of support needed for the student at the MOISD program and local program. ● Answer the question: "what else do we need to try to consider XYZ.. Placement" ● Assign roles– (who does what in OUR building with our staff, what could that look like in a local?). ● Complete LRE Forms to process through appropriate placement ● Put together the considerations packet of materials (making sure you have all of the documentation you need).		**No Timeline**
4. When the LRE coach and district team believe that they have sufficient data to consider a change in placement, the **ISD Program Supervisor** submits the completed & redacted packet to the special education secretary and Local District Supervisor. a. ISD secretary and Local District Supervisor acknowledge receipt of packet. b. The Local District Supervisor requests any additional information needed.	☐ **Timeline of Educational Supports** ☐ Current IEP ☐ Current Evaluation ☐ Functional Behavior Assessment ☐ Behavior Intervention Plan ☐ Summary of Discipline/Behavior Data Analysis (Best Practice: Graphical Representation)	**2 weeks** prior to the consideration meeting intending to present. a. Within **1 days** of receiving packet b. Within **3 days** of receiving packet

	☐ Academic Progress and status (District and state tests, report cards) ☐ General Education Teacher statement (if available). ☐ Copies of current interventions used. ☐ LRE Supplemental Supports, Aids & Services	
5. The **Referral Intake Packet** is shared with Local program staff who may work with the student.		Within **3 days** of receipt of the packet.
6. **Referral Process Consideration Meetings-** The ISD Program Supervisor and MOISD LRE Coach will verbally present required data sufficient to contribute to interactive dialogue. The ISD Program Supervisor may bring along one other member of the student's IEP team (not including parents) to present information pertinent to the student.		Regularly established referral review meetings

7. **Recommendation**- The representatives of the meeting may recommend one of the following:
   b. Additional data collection, interventions, or service modifications
   c. Move forward with Transition Procedures
		Regularly established referral review meetings

8. **MOISD Action Plan**- An action plan is established at the meeting outlining next steps and individual responsibilities. *See Transition Procedures Below		Regularly established referral review meetings A copy will be emailed out to the Local District Supervisor, MOISD LRE Coach, and ISD Program Supervisor within **2 days** of the meeting.

Exit Transition Process	
Activity	**Timeline**
1. **ISD Program Supervisor** initiates the scheduling of a transition staffing with the Local District Supervisor.	Within **2 days** of presentation
2. **Local District Case Manager and ISD Program Case Manager** coordinate IEP (date/time) and ISD Program Case Manager schedules IEP.	Within **1 week** of presentation.

3. **Transition Staffing**
 	
Members of the transition staffing should include:
   ● ISD Program Supervisor
   ● ISD Program Teacher
   ● Relevant Ancillary Staff from ISD and Local
   ● Local Case Manager
   ● Local District Supervisor
   ● Parent/ Legal Guardian
Topics Covered Include:
   ● Brief Overview of Student History
   ● Review of Student Data (Referral Packet)
   ● Student/Parent Visit to ISD Program
	Within **2 weeks** of presentation, but before IEP.

4. **MOISD Exit Transition Plan** created	At Transition Staffing

5. **Transition IEP**
   ● IEP is held in the building where the ISD program is located or online.
   ● Individuals who should be present include:
       ○ ISD Program Supervisor
       ○ ISD Program Teacher
       ○ Relevant Ancillary Staff from ISD and Local
       ○ Local Case Manager
       ○ Local District Supervisor/ Designee
       ○ Parent/ Legal Guardian
   ● Authoring the IEP:
       ○ **ISD Program** (DRAFTs all parts of IEP except for goals, programs, and FAPE)
       ○ **ISD Program in Consultation with Local Program Service Providers** (DRAFT of Goals and Objectives created PRIOR to IEP, program and FAPE authored at IEP) IEP Facilitated by ISD Program Case Manager/Administrator
	Within **1 week** of transition meeting

5. **Parent/Child Visit-** A parent/child visit is scheduled as an opportunity for them to see the classroom and building before the student starts in the program.	**Immediately** following the IEP- Should be scheduled prior to start date as determined at the IEP.
6. MOISD program supervisor and MOISD case manager will be available for staffings up to a year following the student's exit to support the transition process.	2 weeks notice for attendance

Appendix A: LRE Key Elements

IEP teams (with the participation of the parent) will reference the LRE Key Elements and use the following chart to guide their discussions and decision-making processes around LRE and placement. The expectations outlined below must be followed and documented before consideration of change in placement to one of the ISD programs for students with severe emotional impairments. Following the expectations below will ensure that local districts have exhausted all possibilities for student success in their local district through the use of intensive interventions.

Key Questions	Evidence
1. Has the IEP Team, including parents, met at least annually to discuss placement as part of the IEP team meeting and convened regularly to review the student's progress (is. staffings, TATs or CSTs, team meetings)? ☐ Yes ☐ No ☐ If no, provide rationale:	☐ **Timeline of Educational Supports** ☐ Additional Training/Coaching Provided to staff (MOISD Coach Involvement)
2. Does the data indicate that the IEP was implemented with fidelity? ☐ Yes ☐ No ☐ If no, provide rationale:	☐ IEP ☐ Most recent evaluation ☐ Progress Monitoring Data (Best practice: graphical representation) ☐ Documented Use of Supplementary aids and services
3. The nature and severity of the student's disability must be considered. Is safety and dignity of the student or others the primary concern? If so, have ALL possible supplemental aids and services, including needed training to staff and use of all internal & external resources been explored? ☐ Yes ☐ No ☐ If no, provide rationale:	☐ Manifestation Determination Reviews (past year) ☐ **LRE supplemental aids, supports, and services** ☐ Copies of Current interventions in use: visual schedules, behavior charts/tracking sheets, etc. ☐ Discipline Summary ☐ Seclusion/ Restraint Data Summary ☐ Additional Training/Coaching Provided to staff (MOISD Coach Involvement)

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4. Is a decision for change of placement made only after the full range of accommodations (including training/support to staff) to the general education setting and/or special education setting have been implemented and have not been satisfactory? ☐ **Yes** ☐ **No** ☐ **If no, provide rationale:**	☐ MOISD Coaching Collaboration Invitation/ Professional Learning ☐ Functional Behavior Assessment ☐ Behavior Intervention Plan in place with a minimum of 12 weeks of data and evidence of at least 1 revision ☐ Evidence of **TATE fidelity checklist**/ **TATE Scoring Guide** ☐ Emergency Intervention Plan
5. Has the continuum of placements been exhausted within the local district prior to exploring ISD programs with consideration made first and always to general education placement with same-aged peers? ☐ **Yes** ☐ **No** ☐ **If no, provide rationale**	☐ **Timeline of Educational Supports**
6. Is there any reason why the student's goals and objectives cannot be met in the general education and/or current special education environment? ☐ **Yes** ☐ **No** ☐ **If yes, provide rationale:**	
7. Is the decision for change of placement based on the following factors? 　a. **Need for a particular supplemental aid that may or may not be a part of a particular placement.** 　b. **A need for modifications to the general curriculum** 　c. **Based on a disability category.** ☐ **No** ☐ **Yes** ☐ **If yes, provide rationale:**	

Appendix B: Forms

Timeline of Educational Supports

LRE Supplemental Aids, Supports, and Services

TATE Fidelity Checklist and Scoring Guide

MOISD Action Plan

MOISD Exit Transition Plan
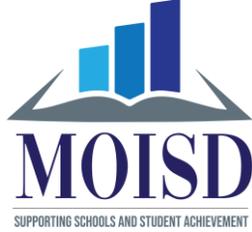
Mecosta-Osceola ISD Timeline of Supports

Student Name (Initials): _____ **Date:** _____ **Staff completing review:** _____

Initial IEP date: _____ **Current Qualifying Disability:** _____

Note dates of any changes to initial eligibility: _____

Directions: Complete the attached chart, starting with the student's first placement data. Include annual IEP dates even if placement did not change. Also please include staffings, MDRs, and other student centered planning meetings.

Date began/ end	Type of Meeting	Grade	% day or hours in GE	% day or hours in SE	Type of SE Program	Interventions, strategies, accommodations and/or modifications	Minutes/week of all related services (SSW, OT, etc.)	Reason for change
Example A	IEP	3rd	85%	15%	Resource	FBA/BIP Break "script" Visual schedule	30 min OT 15 min. Consult SSW	Added resource minutes due to severe behaviors in GE; direct SSW
Example B	BIP Review	3rd	85%	15%	Resource	Check-in, check-out	30 min OT 15 min. Consult SSW	Added check-in, check-out to address coming off the bus agitated Removed break card use, data does not support

LRE Supplemental Supports, Aids & Services

Student Name: _____

Description: This document is intended to support IEP teams with brainstorming and the identification of appropriate supplemental aids/services that students are entitled to prior to change of placement.

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
Environmental Needs				
Preferential seating ❐ Planned seating: Locations __Bus __Classroom __Lunchroom __Auditorium __Other ❐ Altered physical room arrangement ❐ Concretely defined area ❐ Reduced and/or minimize distractions ___Visual ___Spatial ___Auditory ___Movement ❐ Explicit teaching about personal/classroom space ❐ Other:				

Student Name:_____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
Pacing Accommodations				
❒ Varied length of activities (or shortened) ❒ Allow breaks (specify in-class vs. out of class, define procedures for breaks) ❒ Reduce seat time in class ❒ Other				
Presentation & Materials Accommodations				
❒ Teach to the student's learning styles or strengths ___Verbal/Linguistic ___Math/Logical ___Visual/Spatial ___Naturalist ___Bodily/Kinesthetic ___Musical ___Interpersonal ___Intrapersonal ❒ Model ❒ Utilize specialized curriculum ❒ Use taped lectures and/or class discussions				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❐ Alternative modes of communication (PECS, PODD, CORE, LAMP) ❐ Provide pre-written notes ❐ Functional application of academic skills ❐ Utilize manipulatives ❐ Emphasize critical information ❐ Pre-teach vocabulary ❐ Reduce the language level of the reading assignment ❐ Use facilitated communication ❐ Use visual organizers and/or sequences ❐ Use paired reading and writing ❐ Use study carrels ❐ Use study guides ❐ Provide vocabulary lists ❐ Provide main idea summaries ❐ Provide writing process aids ❐ Use journals				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❐ Highlight reading material ❐ Use preformatted material ❐ Reword, rephrase instructions and/or questions ❐ Limit amount of material on a page ❐ Highlight texts and/or study guides ❐ Use supplementary materials ❐ Provide note-taking assistance, scribe ❐ Copy class notes ❐ Scan tests and class notes to student ❐ Other:				
Assignment Modification Needed				
❐ Give directions in small distinct steps (written, picture and/or verbal) ❐ Use written back up for oral directions ❐ Use pictures as supplement to oral directions ❐ Lower difficulty level				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❐ Raise difficulty level ❐ Shorten assignments ❐ Reduce paper and pencil tasks ❐ Read or record directions to the student(s) ❐ Give extra cues or prompts ❐ Allow student to record or type assignment ❐ Adapt worksheets and/or packets ❐ Utilize alternate assignment and/or strategy when demands of curriculum exceed student capabilities ❐ Ignore spelling errors and/or sloppy work ❐ Ignore penmanship ❐ Develop alternative rubrics				
Level of Staff Support Needed				
❐ Monitoring (observe and checking on progress over a period of time; keep under systematic review.)				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❐ Consultation (formally consulting or discussing.) ❐ Stop-in support (scheduled/unscheduled) ❐ Part-time daily support (scheduled to support specific teaching of skill or support with personal care need) ❐ Team teaching (or co-teaching) ❐ Daily in class staff support (scheduled to support specific teaching of skill or with personal care need) ❐ Total staff support (staff are in close proximity) ❐ Other:				
Specialized Personnel Support Needs (if indicated, identify time needed)				
❐ Para-educator for accomodation ❐ Para-educator for instructional support ❐ Behavior Specialist Support ❐ Occupational Therapy ❐ Physical Therapy ❐ Speech and Language Therapist				

Student Name:_____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❏ Other:				
Training, Collaboration or Needed Planning Time				
❏ Critical participants: ❏ Time needed: ❏ Mechanism for providing needed time: ❏ Rationale/Goal of training, collaboration, planning: ❏ Other:				
Specialized Equipment				
❏ Laptop ❏ iPad ❏ Voice to text ❏ Augmentative communication device ❏ Specialized app ❏ Other:				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
Self-Management Strategies				
❒ Provide visual and/or word daily schedule ❒ Provide student calendars ❒ Check often for understanding and/or review ❒ Request parent reinforcement ❒ Have student repeat directions ❒ Teach study skills ❒ Use study sheets to organize material ❒ Design, write, or use long-term assignments timelines ❒ Review and practice in real situations ❒ Plan for generalizations ❒ PBIS student self-monitoring (i.e. point sheet) ❒ Teach skill in several settings and/or environments ❒ Sensory breaks ❒ Video Modeling				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?

Assessment Accommodations Needed				
❏ Provide verbal instructions				
❏ Use visual instructions/questions				
❏ Read test to student				
❏ Preview language of test questions				
❏ Ask questions that have applications in real setting				
❏ Specialized staff administration of test				
❏ Use short answer				
❏ Use multiple choice				
❏ Modify format				
❏ Shorten length				
❏ Extend time frame				
❏ Use open note/open-book tests				
❏ Other				
Social Skills Support				

Student Name: _____

Supplemental Aid/Service	Frequency? Under what conditions?	Responsible Persons?	Training? Communication Plan?	Duration Implemented?
❏ Strategically use peer tutors, teaching, modeling ❏ Teach age appropriate hygiene/grooming ❏ Provide LINKs (Peer2Peer) ❏ Structure activities to create opportunities for social interaction ❏ Focus on social process rather than activity/end product ❏ Structure shared experiences in school, extracurricular ❏ Use cooperative group learning ❏ Use multiple/rotating peers ❏ Teach friendship skills/sharing/negotiation ❏ Teach social communication skills ___Greetings ___Conversation ___Turn Taking ___ Sharing ___ Negotiation____Problem-Solving				

Functional Behavior Assessment/Behavior Intervention Plan Technical Adequacy Evaluation Tool-(TATE) Scoring Guide

Component	0 – Not Addressed	1 – Partially Addressed	2- Completely Addressed
Part 1: Functional Behavior Assessment (Data Gathering and Hypothesis Development)			
1. **Input is collected from multiple people/sources to complete the functional behavior assessment.** *Note: If the FBA/BIP indicates that a brief process was used in alignment with a problem-solving meeting (e.g., PTR-Brief, ERASE) and at least two people were participants in the meeting, score this item as a 2. .*	Unable to determine if input was collected from multiple people/sources OR FBA indicates that input was only gathered from one source.	Vague indication that input was collected from more than one person/source; details missing **Example:** • Checklist or list of names of people who participated in the FBA but no explanation of how they participated.	Clear documentation that input was collected from more than one source with supporting details or the FBA/BIP used a brief process aligned with a problem-solving format (e.g., PTR-Brief, ERASE) and indicated that at least 2 people participated in the meeting. **Examples:** • Direct observation AND teacher/parent rating scales indicated or checked. • Statements such as, "The teacher(s) and the parent(s) were interviewed."
2. **Problem behavior(s) are identified and operationally defined (easily observable and measurable). If more than one behavior is identified, it is clear which behavior(s) are/will be the focus of the FBA.** *Note: There needs to be a link between the behavior identified as the problem, the definition, and the behavior listed in the hypothesis to get full credit for this item.*	• No problem behavior(s) are identified OR • Problem behaviors are identified and may be defined, but none of the behaviors identified is the focus of the FBA.	• Behaviors are **identified** but definitions are ambiguous or subjective and do not provide enough information so that a person who is unfamiliar with the student would agree, upon observation, that the behavior identified has started and stopped. OR • Behavior definitions are identified and defined in "dead man" terminology (i.e., a dead person could perform the behaviors).OR • Problem behavior(s) are checked from a stock or dropdown list with no further definitions. OR • Definition of target behavior includes a list of multiple problem behavior names or multiple unique behaviors **Examples:** Ambiguous/subjective examples • Talks to peers Problem behaviors selected from list:	• ALL identified problem behaviors are operationally defined (observable and measurable; can be seen, heard, counted), AND • If more than one behavior is identified, it is clear which behavior(s) are the focus of the assessment *Note: If the FBA only identifies one problem behavior the problem behavior is clearly defined and is the focus of the FBA, score '2'.* *Note; There may not be a clear statement that indicates the behaviors that will be the focus of the FBA. If the antecedents, functions, and hypothesis in questions 4 through 8 clearly identify the behavior(s) of concern, the criterion has been met.* *Note: Behaviors do not need to be broken down into discrete units (e.g., pushes until other person is moved 1.5 meters/inches), but behaviors are defined so that anyone*

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		- Expressing anger - Hostility - Off-task - Defiant - Non-compliant "Dead-man" description - Not starting work - Sits and does not work List of multiple problem behaviors or grouping of unique behaviors under one category/class or vague overall title or one function - Inappropriate behaviors including pouting, crying, cursing, throwing objects at peers and staff; hitting, kicking pushing, leaving assigned area, & verbally threatening staff with bodily harm and property destruction	*can determine when the behavior starts and stops.* **Examples** - Talks to peers without permission during independent work assignments - Disruption is defined as "hitting, kicking, and punching" - Inappropriate behavior definition: Student shouts negative comments to adults and peers which can escalate to (a) cussing at peers/adults, (b) throwing objects toward peers/adults; (c) getting up from assigned area and leaving the room while shouting out verbal threats. - Shouts out curse words at the teacher - Off task is defined as "playing with pencil, looking around the room, etc." - Not starting work is defined as "looks around the room at peers, talks to peers sitting close to student about topics unrelated to task, or turns head toward window and remains in position for several minutes."
3. **Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODRs), in-school suspension (ISS), and/or out of school suspension (OSS) data.** **note—the analysis does not need to be at a level a board certified behavior analysis would provide. It should include a summary of all the data that allows a team to determine how behavior occurred over the time period data were collected (e.g., statements such as 4 times a day on average, 10 times a week)*	- Unable to determine from FBA information if baseline data were collected in addition to school-wide sources (i.e. ODR, ISS, OSS), OR - Baseline data were collected on a behavior other than the one that is the focus of the FBA. OR - Data presented on targets that are not specific behaviors **Example:** - Data presented are on number of time-outs, restraints, or duration of time-outs rather than data on the occurrence of targeted problem behavior.	- Baseline data collected on a target behavior but omits at least one of the 4 essential details (e.g., method/format, time period data collected, specific target behavior on which data were collected, analysis of data). OR - Baseline data include all of the essential components but the time period of data collection ended more than 30 days prior to FBA date. **Examples:** - Daily; Weekly; Monthly boxes checked from a list of options for data collection, etc. but no indication of the format data were collected, time period, or analysis.	- Baseline data collected on the specific behavior and description addresses the 4 essential details: (a) target behavior on which data were collected; (b) method/format (e.g., frequency, rating scale/DBR, ABC, duration, etc.), (c) the time period of the data collection (e.g., dates, statement such as "data collected over last 2 weeks), and (d) analysis of outcomes (e.g., average of 4 times a week). Data collected should be within 30 days of the FBA. Data may be provided in graphic, check box, or narrative format. **Example:**

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	• Baseline data outcomes reported on "hitting" but target behavior for FBA is "cursing".	• Baseline data summary is provided for target behavior January – April 2014 but the current FBA date is October 3, 2014.	• Frequency data box checked, dates- 9/01/10-9/05/10, hitting averages 3 times a week, and hitting was the problem behavior targeted. • "Data collected over the last 3 weeks show that Jack curses 3-5 times a day." ('times' indicates frequency format).
4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *Note: If the FBA identifies setting events, the hypothesis (item 8) should include the identified setting event(s).*	• Unable to determine based on available FBA information. No indication setting events were considered in relation to the problem behavior, OR • Events listed are not setting events o(e.g., immediate triggers or antecedents, physical locations) **Example:** • Immediate antecedents such as "teacher gives a non-preferred task" • "Classroom" listed as the antecedent	• At least one potential setting event is identified, but fails to provide information on how the setting event predicts occurrence of the problem behavior OR • A setting event is identified and relation between the event and behavior are described but the hypothesis (item 8) does not include the setting event. **Example:** • 'flickering lights' is listed as a setting event but no further explanation is given. • A box titled "medication" is checked but no further details on the relation of mediation to the behavior occurrence is given	• At least one setting event is identified, the relation is described AND the setting event is included in the hypothesis (item 8), OR • Data clearly indicate no setting events exist. **Example:** • Sleep deprivation is checked with further details—"When Jordan doesn't get enough sleep and he is asked to do non-preferred tasks, the problem behavior happens more frequently."
5. Antecedent events (immediate trigger) that precede and predict the occurrence of problem behavior are identified and specified.	• No antecedent event most likely to trigger or predict the occurrence of problem behavior is identified, OR • Antecedent events listed would not be considered antecedents or are written in a way that is non-observable. **Examples:** • "Student gets upset." • "Joe slowly rocks in his seat and taps his head". • "There is no clear trigger." • "Behavior happens throughout the day"	• At least one antecedent event most likely to trigger or predict problem behavior is identified (written or through a checklist/drop-down menu), but lacks the detail to generate an intervention, OR • Multiple behaviors are identified in Item 2 but no clear indication of which specific antecedent events predict specific behavior(s). **Examples:** • 'Transition' is checked from a drop-down list, but no further detail given on the type of transitions that trigger behaviors.	• One or more antecedent events most likely to trigger or predict problem behavior are identified and includes enough detail or description to generate an intervention , AND • If more than one target behavior is listed, includes a clear description of which antecedent events predict each target behavior. **Examples:** • '"Teacher demand to complete **written** assignments" • Antecedent events for behavior 1 (fighting)—'peers make teasing comments during independent work time' Antecedents for behavior 2

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		• "Teacher demands" or "non-preferred activities" listed, but is lacking details such as the type of teacher demands or the tasks involved in the demands or the specific activities that are non-preferred, etc. • Three behaviors were targeted for the FBA-"yelling out", "incompletion of tasks, teasing peers" and antecedents identified-difficult tasks, chaotic environments, new tasks, transitions from preferred to non-preferred, but no indication of which antecedents trigger which behaviors.	(cussing)—'teacher presents demand to do a **non-preferred** task such as academic related work'
6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. *Note: This item is determining whether the FBA identified the context in which there is an ABSENCE of the problem behavior.*	• No antecedent events most likely to trigger or predict the occurrence of appropriate behavior or absence of problem behavior are identified OR • Antecedent events listed would not be considered antecedents or are not written in a way that would be observable **Examples:** • When student is not frustrated	• At least one antecedent event in which problem behavior is least likely to occur or appropriate behavior is more likely to occur is identified but lacks detail. **Examples:** • "Specials" is written or checked but no further detail is provided. • "Engaged in preferred activities (but no further description of preferred activities).	• One or more antecedent events in which problem behavior is least likely to occur or appropriate or pro-social behavior is most likely to occur identified, and includes some detail or descriptor. **Examples:** • When given hands-on activities to complete like Art • When allowed to work with a partner to complete a written assignment; • When doing preferred activities such as recess outside.
7. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified.	• No events or consequences identified that occur immediately after problem behavior, OR • The events listed are not **immediate** consequences, OR • Consequences listed are long-term or are inferential emotional states of target student OR • The consequences indicated are functions of behavior (e.g., *escapes, attention*) with no listing of actual responses following problem behavior that could confirm the function	• At least one consequence identified that occurs immediately after problem behavior, but lacks details OR • Multiple target behaviors identified but no clear indication of which consequences follow specific target behaviors. **Example:** • 'Proximity' is identified as a consequence but no further descriptive detail • "Removed"-(lacks details)	• One or more consequences identified that occur immediately after problem behavior and includes some detail or descriptor, AND • If more than one target behavior is listed, clear description of the consequences that follow each target behavior is provided. **Example:** • Teacher moves next to the student (decreases proximal distance) • sent to the Guidance Counselor

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	Examples: • Token economy (not a consequence) • "Student loses self-worth and sense of accomplishment." • Failing grades • "Increased stress and feeling overwhelmed" • "teacher attention" but does not describe the nature of the attention (e.g., redirects, reprimands, calming/soothing) • Automatic access/escape (no further details explaining how the student gets automatic access or automatic escape.	• Two target behaviors were identified- Hitting and Off-Task. Consequences were identified as "verbal redirect", "sent to time-out", "takes points away" "peers make comments" with no indication which responses followed which of the two target behaviors.	• verbal reprimand • redirects the student, • peers laugh • peers make comments to the student, • PB1: Hitting-takes points away, sends to office; PB2 Off Task: verbally redirects, peers make comments
8. An identifiable hypothesis or summary statement is present and includes three essential components (i.e., antecedent events, behavior, function that are linked to the antecedent events and consequences listed gathered in the FBA. *Note: Score of 0 on this question results in a score of 0 on item 9.* *Note: Score of 0 on this question results in a score of 0 on Items 12, 13, 14 and 15.*	• No identifiable hypothesis statement is included on the FBA, OR • A hypothesis statement is written but only has **one** component linked to the FBA data • A hypothesis statement is written but none of the 3 components is linked to the FBA data. • A hypothesis statement is written with all 3 components, the antecedent and the consequences are linked to the FBA, but the behavior in the hypothesis is not the behavior that was the focus of the FBA for which data were gathered and <u>no explanation of why the target behavior changed is provided.</u> *Note: Some school districts use the term "theory of behavior" rather than "hypothesis". If the Theory is found in one complete statement, score this as the hypothesis.* **Example:** • Hypothesis reads: "When Joe is presented with a teacher demand to do an independent math task that involves a worksheet, he will engage in a tantrum. As a result, he delays/avoids doing the task". The behavior identified and defined as the focus of the FBA was "Off-task: looks	• Hypothesis written in an easily identifiable statement within the FBA but only has TWO of the three components linked to the FBA data. **Example:** • When student is frustrated, he displays aggressive behavior to avoid doing work.(2 components present—behavior and function and are linked to FBA data; antecedent is not an antecedent) • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior because he is frustrated. *(2 components present and linked-antecedent and behavior; function is not valid or linked).* • When student is presented with a demand to do non-preferred tasks, he displays aggressive behavior to avoid doing work. *(FBA data did not indicate demands as an antecedent).*	• Easily identifiable hypothesis written in one complete statement in the FBA, contains all three of the essential components, the behavior listed in the hypothesis is the same one identified as the focus of the FBA and all three components are linked to the FBA data. **Examples of a Complete Hypothesis:** • When the student is given lengthy (one page or more) writing assignment (antecedent), s/he will rip the assignment into pieces and throw it on the floor (description of problem behavior that is the same one identified as the focus of the FBA). As a result, the student is able to avoid completing the task. (function of behavior). • The student shows aggressive behavior when he is given a non-preferred task (e.g., academic tasks that are perceived difficult) which gets him an escape from the task.

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	around the room, plays with materials on his desk, talks out to peers nearby, puts head down on desk.". • Hypothesis reads: "When Susan has difficulty staying in her area, she will leave the area to talk with another student to avoid the non-preferred activity." *(The antecedent is not an actual antecedent and the FBA provided "teacher demand" as an antecedent. The function is escape but the FBA did not provide any data on the responses others make following student problem behavior that would provide support for an 'escape' function. The only component that is included is the behavior* • The theory of behavior is primarily to get adult attention. *(the attention function is linked to the FBA data, but is missing the antecedent and behavior components).*		
9. Function of behavior is one identified in research literature, provides specificity, and is linked to the FBA data (i.e., items 5-8). *Note: Valid functions are positive reinforcement (access/obtain) or negative reinforcement (escape/avoid)and are observable* *Note: Score of 0 on this question results in a score of 0 on Items 13, 14, and 15.*	• No function identified, OR • No identifiable hypothesis, OR • The function is not identified in research literature **Examples** • Function is listed as revenge, vengeance, control, power, status, frustration, autism, etc.	• Function is present, and is identified in research literature but is not linked to FBA data **Example:** • Function is 'attention from peer' but no FBA data indicate that problem behavior consequences result in peer attention. • Function is "escape from task" but FBA consequence data indicate that peers laugh and teacher provides verbal support.	Function is present, is identified in research literature, and is linked to FBA data. *Note: If the hypothesis lists multiple functions, **at least one of the functions** is valid and linked to FBA data.* **Example:** • Function is 'attention from peers' and FBA data indicate that problem behavior consequences result in peer laughter, comments.

Part II: Behavior Intervention Plan			
10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. *Note: If the BIP being reviewed is an update to a previous FBA/BIP, to score a 2 the team must describe how they determined that the FBA information collected at a much earlier date is still accurate or provide a description of the FBA data they updated to confirm that the original hypothesis is still valid.*	• No dates included on FBA and BIP to determine time span between development, OR • BIP developed >60 days after FBA was completed, OR • BIP date occurs prior to the FBA date OR • BIP is an update to an earlier FBA/BIP and no description on how the original or preceding FBA hypothesis was confirmed for the updated BIP.	BIP developed >30 days but less than 60 days after FBA was completed based on dates provided on documents.	BIP developed < 30 days after FBA was completed based on dates provided on documents. **Examples:** • Dates clearly visible on both the FBA and BIP; OR • There is only one date on the document and it is clear that the FBA and BIP were developed at the same time (i.e. FBA/BIP occurred during one team meeting or report is a seamless narrative summary).
11. Hypothesis developed from the FBA is included or referenced on the behavior plan. *Note: Score of 0 on 8 results in a score of 0 on this item.*	• No hypothesis is included or referenced on behavior intervention plan, OR • A hypothesis is included but is substantially different from the one included on the FBA (in all 3 components).with no explanation about the change. OR • The form is a continuous document; however, the BIP targets a different problem behavior than the one included in the FBA hypothesis (item 8). **Example:** • The behaviors identified in the FBA hypothesis, item 8, were "cursing, disrespect, and arguing". The behavior identified as the target problem behavior on the BIP was "physical aggression".	Hypothesis is included or referenced on the behavior intervention plan and is similar to the one on the FBA (one or two components match), but not identical. **Example:** • The hypothesis on the FBA was "when presented with a demand to do non-preferred difficult writing tasks, the student engages in cursing to avoid doing the demand." The hypothesis on the BIP was "when presented with academic demands, the student engages in cursing to escape."	• Hypothesis is included on the behavior intervention plan and is identical in all 3 components to the one on the FBA, OR • The BIP references the FBA hypothesis, OR • The BIP and FBA appear to be part of the same document (e.g., stapled together, page numbers are continuous; form numbers are sequential) **Example:** • The form is called FBA/BIP, the numbers are sequential, and there was no observable change in any of the hypothesis components throughout the document.
12. A minimum of one strategy that directly addresses and modifies antecedent events listed in the "when" component of the FBA hypothesis (item 8) is identified and described in enough detail for implementation.	• No antecedent identified in the hypothesis, OR • No direct link exists between antecedent strategies identified and hypothesis, OR • Strategies would not be considered antecedent strategies (e.g., teaching or consequential strategies rather than modifying antecedent events)	• At least one antecedent strategy is identified and directly linked to the antecedent component of the hypothesis, but does not include enough detail about the intervention procedures that would allow another person to do the intervention correctly and completely	• At least one antecedent strategy is identified, is clearly and directly linked to FBA hypothesis, both to the antecedent and the function, and includes enough detail describing the intervention so that it can be implemented (e.g., who is doing the intervention, when, related to the antecedent, the strategy is implemented

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*Note: Score of 0 on Item 8 results in a score of 0 on this item. *Note: If the hypothesis (item 8) did not include the antecedents, but the BIP lists antecedent/prevention strategies that address the events listed in Items 4 or 5, score this item. .	*Note: If the hypothesis (item 8) did not include the antecedents, but the BIP lists antecedent/prevention strategies that address the events listed in Items 4 or 5, score this item **Examples:** • "transition supports" identified as antecedent strategy but FBA hypothesis does not identify transitions as an antecedent. • "Provide choice of reinforcement to be earned" is identified as an antecedent strategy but as described, does not directly modify the antecedent or event that triggers the problem behavior. Instead, it provides a description of how to select a reinforcement nor does it provide enough detail about reinforcement choices to determine if any provide the function that the problem behavior gets for the student.	**Examples:** • Boxes with names of antecedent strategies checked but no additional details are offered. • Antecedent strategy identified and some details are provided, but essential details are missing for implementation (e.g., when to do the intervention, how to present it to the student, etc.) • Teach Joe to complete work first and then get reinforcement by saying "First do social studies, then get free time". (the "when part" is vague—the description does not specify when the intervention is to be implemented in relation to the antecedent event listed on the hypothesis.	and how-including verbal and motor behaviors of adult). The description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. The description should clearly describe the strategy as preventative; that is, the intervention is implemented **prior** to student performance of problem behavior. **Example:** • Immediately prior to presenting a demand to do a non-preferred task (*antecedent listed on hypothesis*), the teacher will verbally present two choices to Jack. The choices will be which tool to use for writing (e.g., pen or pencil, red pen or blue pen) and/or where to do the task (e.g., desk or round table; in classroom or with Ms. Cool—co-teacher)
13. A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to the FBA hypothesis (item 8), and described in enough detail for implementation. *Note: [a]Score of 0 on item 8 and 9 results in a score of 0 on this item. *Note: [b]Score of 0 on this item results in a score of 0 on Item 14. *Note: The replacement behavior can be one that is a functional equivalent (i.e., a behavior that directly asks for the function) or an alternate skill (e.g., pro-social/academically desirable) behavior	• No replacement behavior is identified OR • Replacement behavior identified but does not serve the same function as the problem behavior or does not provide the same outcome (reinforcement) after student engages in replacement behavior or is an alternate/desired behavior that is not incompatible with the problem behavior, OR • The identified function is not one identified in the research literature (i.e. control, revenge, status, power, etc.), OR • No function identified in hypothesis **Examples:** • Replacement behavior identified is to "raise hand for attention", but problem behavior (calling out) occurs to escape tasks	• At least one replacement behavior is identified and serves the same function as does the problem behavior or is incompatible with the problem behavior (e.g., alternate skill or desired behavior) but an intervention is not described with enough detail to be implemented. *Note: If the function listed in the hypothesis was unable to be confirmed by the consequence information (item 7), and the intervention described links to the function and is described in sufficient detail, the item can receive a score of "1".* **Examples:** • Replacement behavior is to "raise hand for attention", it matches the attention	• At least one replacement behavior is identified, serves the same function as the problem behavior or is incompatible with the problem behavior, and an intervention is described with enough detail to be implemented (i.e., a stranger would be able to implement the strategy). The detail should include the exact skill that will be taught, who will teach the skill, at what point related to the antecedent will the skill be prompted or practiced, and how the skill will be taught (instructional plan). The description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple

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	• The identified replacement behavior is for the student to "raise hand" in order to "gain control", not a research literature identified function.	function but no clear description of how to implement the intervention is included, OR • Replacement behavior is "remain on task" (incompatible to problem behavior), but no clear description of how to implement the intervention is provided. • Teach Tracy to complete work by using a First/Then format by saying, "First finish your assignment than get free time."	people would implement the strategy in the same way. **Example:** • Fred will be taught to "raise his hand" to get teacher/adult attention. Prior to class discussions, an adult will review when and how Fred will raise his hand to get attention. A pre-arranged signal (picture of raised hand) will be used for the times Fred forgets to raise his hand."
14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as did the problem behavior is identified and described in enough detail to implement *Note: [a]Score of 0 on Item 13 results in a score of 0 on this item.* *Note: [b]Score of 0 on item 8 and/or 9 results in a score of 0 on this item.*	• No strategy identified on BIP, OR • Reinforcement inventory/items checked off from a list with no additional detail OR • The strategy listed is not a reinforcement strategy, OR, • The reinforcement strategy is not linked to the function of the problem behavior, OR • No replacement behavior was identified in Item 13, OR • The only "reinforcement strategy" listed is an aversive consequence, OR • No function identified in hypothesis **Examples:** • Reinforcement strategy identified is for student to receive a sticker each time he/she raises hand, but problem behavior (calling out) occurs to escape tasks. • If Shawn continues to engage in disruptive behavior rather than ask for a break, use a "first-then" statement	At least one strategy is identified to reinforce use of replacement behavior and results in the same outcome/function as did the problem behavior, but does not include a task analysis or clear description of procedures for implementing the strategy. **Example:** Reinforcement strategy identified is for student to receive teacher attention and a sticker each time he/she raises hand for attention, and student's problem behavior (calling out) occurs to obtain teacher attention, but no detailed description of procedures is provided.	At least one strategy is identified on BIP to reinforce use of replacement behavior, results in the same outcome/function as the problem behavior and is described in enough detail so that a stranger would be able to implement the intervention with the student and/or multiple people would implement the strategy in the same way. The detail should include, at a minimum when the intervention is delivered and how the intervention is delivered **Example:** "Each time Fred raises his hand, the teacher will provide prompt attention from the teacher by using a gesture ("thumbs up") and deliver a sticker with positive praise ("way to go"). At the end of the day, the teacher will review the number of stickers Fred earned and provide him a choice of reinforcers in exchange for the stickers from the following: (a) being the teacher's helper, (b) going to the office to talk with the principal, or (c) playing a game for 10 minutes with a peer of his choice."
15. A minimum of one strategy that eliminates the maintaining consequences (i.e., function) identified in the hypothesis and is	• No strategies identified on BIP to minimize reinforcement of problem behavior, OR • Strategies are identified but continue to provide same outcome (function).	At least one strategy is identified on the BIP to minimize reinforcement of the problem behavior and is linked to the function, but is	At least one strategy is identified on the BIP to minimize reinforcement of the problem behavior, is linked to the function and is described with enough detail to implement.

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described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). *Note: Score of 0 on Item 8 and 9 results in a score of 0 on this item.*	**Example:** The strategy is 'If the student yells at the teacher, the teacher will remove the student to time-out' and the function was identified as escape.	not described with enough detail to implement. **Examples:** • A box is checked from a list of possible strategies. • Planned ignoring is listed for a student whose behavior resulted in attention, but no detail on how the strategy will be implemented is given.	The description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. **Example:** When the student calls out, the teacher will not respond (neutral facial expression, no verbal comments). If the student continues to call-out, the teacher will use a flat affect (monotone, minimal eye contact) to verbally redirect the student to use his replacement skill.
16. **A need for a crisis plan is considered, justified and described with sufficient detail if a need is indicated.**	• No crisis plan developed although product indicated a need for a plan, OR • No evidence or documentation provided that showed team considered the need for crisis plan. • A crisis plan is provided, but it is a program-wide plan that is done with any student (i.e., no individualization or customization made to crisis plan. FBA not necessary for development of the crisis plan)	Need for crisis plan is indicated, but procedures are not described with sufficient detail. **Examples:** • Plan does not specify who, what, when and how things will be done during a crisis situation. • Plan states "office will be called to escort student out of room" but does not provide additional details.	• Need for crisis plan is indicated and procedures are described with sufficient detail OR • There is documentation that the team agreed that no crisis plan is needed. • The description is detailed enough that a stranger would be able implement the strategy with the student and/or multiple people would implement the strategy in the same way. **Examples:** • BIP indicates crisis plan is needed and specifically outlines who, what, when and how things will be done during a crisis situation. • BIP indicates that no crisis plan is necessary (e.g., checks a box, or provides a statement).
17. **A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included.**	• No plan for collecting data on either problem or replacement behavior is included in the plan OR • Unable to determine if there is a plan	A partial plan is described for either the targeted problem behavior or the replacement behavior but only includes 1, 2, or 3 relevant details (e.g., who, how often, format/type, review date) **Example:** • Teacher will monitor (who)	A detailed and specific plan describing who, how often, the format, and the review date for collecting outcome data on both the problem and replacement behavior following implementation of the BIP is included and is linked to the target problem behavior on the intervention plan.

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		- Frequency box is checked (how) - Teacher will collect frequency data daily.(who, how, when) - Plan is included, but the data are collected on a behavior that was not the focus of the FBA/BIP. - Graphs will be charted (no indication of who, how often, when it will be reviewed) - Plan states that teacher (who) will use point cards (format) but no further information provided. - Boxes checked from a possible list of evaluation options, without providing any specific details. - Plan describes data collection procedures for throwing pencils but the behavior addressed on the FBA/BIP was hitting peers.	**Example:** Who: All teachers working with the student When: Every day at the end of each class (math, art, etc.) Format: Rating each occurrence of the behavior Review Date: Within two weeks.
18. **A specific plan for collecting fidelity data on BIP implementation is included.**	- No plan included on BIP describing specific procedures for collecting fidelity of implementation data, OR - Follow-up fidelity mentioned but lacks details (who, data method, schedule of measurement, review), making plan difficult to replicate. - Statement or description provided, but does not address a way of **measuring** fidelity; rather provides vague descriptions of follow-up activities **Example:** - Statement suggesting fidelity, but lacking specific details, e.g., Fidelity will be collected - Vague statement such as: Weekly communication between team members	Plan included on BIP describing procedures for collecting data on fidelity of implementation, but is missing two or more details (who, data method, schedule of measurement, review) **Example:** - Boxes checked from drop down lists indicating who, method, schedule, and/or review dates - Statement suggesting fidelity will be evaluated but methods are lacking two or more details, e.g., "Fidelity will be evaluated once a week".	Detailed and specific plan included on BIP describing procedures for collecting fidelity of implementation data (e.g., who, when, how, review). **Examples:** - The guidance counselor will observe the plan being implemented once a week for 2 weeks and data will be reviewed in 3 weeks. - The teacher will complete a weekly self-assessment that will rate the degree of the plan's implementation. Data will be reviewed within 3 weeks.

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FBA and BIP Technical Adequacy Tool for Evaluation (TATE): Scoring Form

District/State _____ Evaluator _____ Date of Review _____ IRR ☐ Yes ☐ No IRR Score: _____

ID _____ Date of FBA _____ Date of BIP _____

Directions: Score each item using the Product Evaluation Scoring Guide.

Component	Item	Scoring Guide	Score
Part I. **FUNCTIONAL BEHAVIOR ASSESSMENT** Data Gathering and Hypothesis Development	1. Input is collected from multiple people/sources to complete the functional behavior assessment. *Check all that apply.* ☐ Student interview ☐ Parent interview ☐ Teacher interview ☐ Rating Scales ☐ Direct Observations ☐ Team members participating listed ☐ Record Review ☐ Efficient FBA (team meeting, ERASE, etc.) ☐ Other _____	**0** = unable to determine **1** = 1 source/person or list of names with no detail **2** = two or more sources with supporting details	
	2. Problem behaviors are **identified** and **operationally defined**. (Easily observable and measurable). If more than one behavior is identified, it is clear which behaviors will be the focus of the FBA List problem behavior(s): _____	**0** = no problem behavior identified; **1** = behaviors are identified but definitions are ambiguous or subjective **2** = ALL identified behaviors are operationally defined.	
	3. Baseline data on the problem behaviors are collected and detailed or summarized. The data are in addition to office discipline referrals (ODR), in-school suspension (ISS), and/or out of school suspension (OSS) data. ☐Target Behavior ☐Method ☐Time Frame ☐Analysis	**0** = unable to determine **1** = data collected, but omits at least one of the essential details **2** = data collected, AND includes all 4 essential details	
	4. Setting events (i.e., slow triggers; antecedent events that provide the context or "set the stage" for a higher likelihood of problem behavior) are considered, identified (if present) and the contingency to the problem behavior is described. *List setting events (slow triggers):* Distant event_____ Environmental, social, or physiological events_____	**0** = unable to determine, OR no indication setting events were considered **1** = identified, no contingency **2** = identified, AND contingency described, OR clear indication no setting events exist	
	5. Antecedent events (immediate triggers) that precede and predict the occurrence of problem behavior are identified and specified. List antecedents (triggers): _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	

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Component	Item	Scoring Guide	Score
	6. Antecedent events in which problem behavior is least likely to occur (or appropriate behavior is more likely to occur) are identified and specified. List antecedents: _____	**0** = none, OR not antecedents **1** = identified, lacks detail **2** = identified AND detailed	
	7. Consequences (i.e., how others respond immediately after problem behavior occurs) are identified. List consequence(s): _____	**0** = none, OR not consequences **1** = identified, lacks detail **2** = identified AND detailed	
	8. An identifiable hypothesis or summary statement that includes three essential components (i.e., antecedent events, behavior, function) is present and linked to the antecedent events and consequences listed in the FBA. Check each component present in the hypothesis and the presence of its ink to the FBA data ☐ Antecedent events ☐ Description of problem behavior ☐ Function of behavior Link: Yes/No Link: Yes/No Link: Yes/No	**0** = no identifiable hypothesis, OR only one component or no (zero) components linked to FBA data **1** = identifiable hypothesis with 2 components linked to FBA data. **2** = includes all 3 components AND all 3 components are linked	
	9. Function of behavior is one identified in research literature, provides specificity, and is linked to FBA data. ☐ Positive reinforcement—To get/obtain (attention, tangible, sensory stimulation) _____ ☐ Negative reinforcement—To escape/avoid/delay (tasks, attention,, tangibles; painful/uncomfortable stimuli) _____ ☐ Multiple functions (positive and negative reinforcement) _____	**0** = no function identified, OR no hypothesis, OR function not in research literature **1** = function identified in research literature, not linked to FBA data. **2** = function identified in research literature, AND linked	
	FUNCTIONAL BEHAVIOR ASSESSMENT SCORE		**/18**

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Component	Item	Scoring Guide	Score
II. BEHAVIOR INTERVENTION PLAN	10. Behavior plan is developed in a timely manner (e.g., within 30 days) upon completion of the FBA. _____	**0** = no dates, OR >60 days **1** = >30 days **2** = ≤30 days	
	11. Hypothesis developed from the FBA is included or referenced on the behavior plan. _____	**0** = no hypothesis, OR substantially different **1** = similar (1-2 components) **2** = identical (3 components)	
	12. A minimum of one strategy that directly addresses and modifies antecedent events listed in the "when" component of the FBA hypothesis (Item 8) is identified and described in enough detail for implementation. List antecedents in hypothesis _____ List strategy(ies): _____	**0** = none identified**,** OR no link with hypothesis, OR not antecedent strategies **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail	
	13. A minimum of one socially valid replacement behavior that will be taught to the student is identified, linked to FBA hypothesis (item 8), and described in enough detail for implementation. List replacement behavior(s) to be taught: _____ List intervention strategies to teach replacement behavior _____	**0** = none identified, different function, OR function not identified in research literature. **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	
	14. A minimum of one strategy that will reinforce the replacement behavior and provide the same outcome/function as did the problem behavior is identified, and described in enough detail to implement. Function identified in hypothesis: _____ List reinforcement strategy(ies): _____	**0** = none identified, no link, OR no replacement behavior identified **1** = identified, linked, NOT task analyzed **2** = identified, linked, AND task analyzed	
	15. A minimum of one strategy that eliminates the maintaining consequences identified in the hypothesis is described with sufficient detail to implement (i.e., changes the way others respond to problem behavior). Function identified in hypothesis: _____ List strategies: _____	**0** = none identified, OR continue to provide same outcome **1** = identified, linked, NOT sufficient detail **2** = identified, linked, AND sufficient detail.	

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Component	Item	Scoring Guide	Score
	16. A need for a crisis plan is considered, justified, and described with sufficient detail if a need is indicated.	**0** = not addressed OR need identified but no plan **1** = procedures unclear **2** = specific procedures identified, OR no need indicated.	
	17. A specific plan for collecting monitoring data on both the problem and replacement behaviors following implementation of the behavior plan is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan, OR unable to determine **1** = partial plan, lacks details, AND/OR does not address both problem and replacement behaviors **2** = plan fully described AND addresses both problem and replacement behaviors.	
	18. A specific plan for collecting fidelity data on BIP implementation is included. _____ ☐ When/How often ☐ Who ☐ Method ☐ Review date	**0** = no plan, OR unable to determine **1** = partial plan, lacks details **2** = plan fully described	
	BEHAVIOR INTERVENTION PLAN TOTAL SCORE		**/18**

Feature	Score Obtained	Score Possible	Percent Obtained
I. Functional Behavior Assessment		18	
II. Behavior Intervention Plan		18	
Total Product Score		36	

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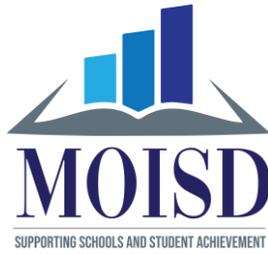
MOISD Exit Transition Plan

- The Transition Plan back to the resident district begins at the **entry IEP.** The IEP will define the target behavior(s) in need of replacement or reduction.
- The Transition Plan is the HOW, once the determination to a less restrictive placement has been made by the operating program and resident district.
- The Transition Plan will be reviewed after transition at staffings as determined necessary.
- The Transition Plan is student-focused, however, training needs of staff certainly need to be considered and addressed.

Transition Plan Template:

- Initial discussion of the plan at the Transition Staffing. Date:_____

Area of Need	Needed Supports	Resources	Timeline	Person Responsible
Instruction, Behavior, Communication, Health/Medical, Sensory, etc.	*Positive Behavioral Supports; Communication Plan; Schedule, etc.*	*Staffing (related service providers, para), Quiet Space, Key Contacts in building, Equipment, etc.*	*Determine when each support or resource will be in place*	*Person(s) responsible for implementation*
Example: Behavior: Argumentative and Confrontational during unstructured times	Alternative Location for Lunch/Recess Alternate Passing Time	Location/Staff to supervise lunch/recess	Start Date	Building Principal