Recommended Procedures and Practices

to

Reduce the Use of Restraint and Seclusion in Schools

Prevention and Intervention: **Scientific Research Based Interventions (SRBI): Positive Behavioral Supports and Empirically Supported Intervention Strategies.** In August 2008, the CSDE Bureau of School Improvement published *Using Scientific Research-Based Interventions: Improving Education for All Students Connecticut's Framework for RTI (2008).* SRBI aims to provide high-quality instruction and interventions matched to student need, using frequent monitoring of student progress, which drives decisions regarding changes in instruction and interventions and focuses on the application of student response data to inform educational decisions. SRBI emphasizes successful instruction for all students through high-quality **core general education practices** as well as targeted interventions for students experiencing learning, social emotional or behavioral difficulties. *Using Scientific Research-Based Interventions: Improving Education for All Students-Connecticut's Framework for RTI (2008)* core general education practices include the application of strategies and interventions which promote a positive school climate and a comprehensive system of social-emotional learning and behavioral supports and can contribute to the reduction of significant behaviors requiring emergency restraint and/or seclusion. *Using Scientific Research-Based Interventions: Improving Education for All Students-Connecticut's Framework for RTI (2008),* applies to general education as well as special education and aims to create an integrated system of instruction and/or intervention which is guided by child specific data. When implemented with fidelity, SRBI can help to ensure effective universal practices for all students providing access to core practices and differentiated instruction at Tier I, targeted interventions at Tier II and/or intensive interventions at Tier III as well as accommodations and modifications and/or specialized instruction as outlined in a 504 Plan or the IEP. By developing general education practices that are more responsive to student needs, an increased number of students including those with disabilities or significant behavioral or emotional issues, will be included in the general education classroom.

The basic principles of SRBI are:
- use of scientific research to inform practice;
- need for accountability and transparency;
- culturally and ethnically responsive teaching;
- fidelity of implementation; and

- data driven decision-making.

Key factors that are essential in SRBI in promoting student success include:
- effective district and school leadership;
- high quality ethical teaching;
- pre-service and job embedded professional development;
- collaboration with special services;
- family engagement; and
- access/use of technology.

To be effective in promoting the social, emotional and behavioral growth of students and reduce the incidents of significant behaviors which may require emergency restraint or seclusion, SRBI has to be part of a broad effort to provide positive behavioral interventions and supports. This effort needs to be school wide, proactive, comprehensive and systematic in providing a continuum of supports designed to afford opportunities to all students, including those with identified emotional or behavioral disabilities. While traditional behavior management practices seek to eliminate undesirable behaviors, initiatives such as PBIS and the use of functional assessments increase the capacity of school and district personnel to adopt and sustain the use of effective behavioral practices. Such practices can result in improved school climate, an increase in student achievement and can address the specific needs of students with severe behavior problems. The use of a tiered approach in the implementation of behavior intervention strategies can positively impact student behavior and in some cases may result in the reduction of the need for emergency restraint and seclusion. All students, including those who experience social, emotional and or behavioral difficulties can benefit from access to universal practices, differentiated instruction and interventions at Tier I, targeted interventions at Tier II and intensive interventions at Tier III.

Tier I interventions are characterized by their universal design and provide differentiated instruction for all students. These interventions are preventive and proactive in nature. Essential elements of Tier I interventions require that actions be:
- proactive, positive and preventive in nature;
- based on the use of empirically validated procedures;
- done in collaboration with community supports;
- based in a common approach to discipline and climate;
- culturally responsive; and,
- cognizant of linguistic diversity, addressing the needs of linguistically diverse students.

Tier I practices in the social emotional domain are comprehensive and aligned with state standards and student outcomes. These practices are culturally responsive and promote a positive and safe school climate. Tier I interventions include but are not limited to, explicit school wide behavior expectations, the implementation of a differentiated social emotional learning curriculum, the use of effective classroom management, recognition and reinforcement programs such as student of the month and the use of a positive rewards menu. Preventive steps that can reduce potential for behavioral difficulties

include establishing a healthy school climate, teaching essential social skills such as showing respect to self and others, and establishing positive behavior supports that facilitate an effective classroom environment.

Tier II interventions are characterized as targeted interventions, which are limited or short term in duration, delivered to small groups and involve collaboration between the teacher and an interventionist such as a school psychologist, special education teacher, principal, behavior specialist, school counselor, school social worker or other support person with skills specific to the needs of the student. Essential elements of Tier II interventions require that actions be:
- short term;
- targeted and specifically matched to student's need;
- implemented with fidelity;
- provided within a small group;
- supplemental to the core program ("in addition to" not "instead of");
- research based or empirically supported;
- culturally responsive; and
- sensitive to linguistic diversity, addressing the needs of English Language Learners (ELL) and varieties of English.

Tier II, targeted interventions include but are not limited to, small group behavior contracts, check- in/check-out systems, counseling or guidance groups, lunch bunch, conflict resolution groups, parent conferencing, social skills training, mentoring and self-management programs.

For students making inadequate progress with universal and supplemental or targeted interventions at Tiers I and II (based on data from progress monitoring), an increase in the intensity or characteristics of intervention, along with different, more specialized interventions, should be considered at Tier III. The difference between targeted and intensive interventions is characterized by increased intensity and individualization. Essential elements of Tier III interventions require that actions be:
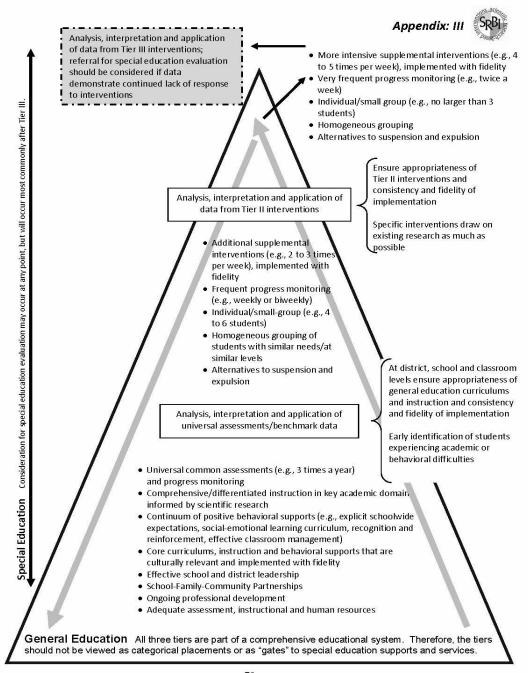- short term;
- supplemental to core program and targeted interventions
- (may require interventions within all three tiers);
- research- and/or evidence-based;
- individualized;
- highly explicit, systematically targeting the need;
- implemented with fidelity;
- supported by personnel with a high degree of expertise (as appropriate);
- designed around function based support plans;
- culturally responsive; and,
- sensitive to linguistic diversity.

Intensive or Tier III interventions might include but are not limited to increasing the intensity and frequency of Tier II interventions, conducting assessments to determine the

function of challenging behavior and implementing behavior support plans, individualized student/family supports planned through wrap around processes, weekly progress reports, parent conferencing (more frequent) and consideration of additional, more comprehensive assessments.

Parents/guardians and families play a vital role in supporting their schools and students. Beyond the need for district personnel to inform parents about the SRBI process, including general education service, intervention strategies and the detail of data to be collected, parents/families must be promptly notified of concerns specific to their child's behavior, social-emotional status and academic performance. Additionally, ongoing information related to student progress must be provided to parents/families. Throughout the intervention process, parents/families need to be engaged and invited to incorporate knowledge of their child and analysis of the child's learning or behavior. Parents/families provide critical and unique information that can be used by school personnel in determining appropriately tiered interventions within the SRBI framework. Families need to be actively involved in progress monitoring activities and districts have a responsibility to provide families with ongoing information and data related to student progress in a clear and understandable format. If a student does not demonstrate adequate progress at the conclusion of an intervention period, the team, including the parent/family, should closely examine and analyze data to investigate the reason why. Thorough observation by another staff member, close examination of student performance and/or additional diagnostic assessments should be considered. In addition, attention should be given to social context. Determinations related to appropriateness of the targeted behavior, interventions utilized and the fidelity of implementation of the interventions should be made. In addition, a comprehensive evaluation, which assesses all areas related to a suspected disability (including if appropriate, health, vision, hearing, social-emotional status, general intelligence, academic performance, communicative status and motor abilities (IDEA Section 300.304[C][4]), may also be necessary. The documentation of Tier III progress monitoring, as well as current assessments can be used to inform the design of a comprehensive evaluation to determine that a student has a disability and is eligible for special education.

The following diagram illustrates a schoolwide or districtwide comprehensive system of social emotional learning and behavioral supports, through a tiered approach and is a revision of the original diagram found in *Using Scientific Research-Based Interventions: Improving Education for All Students-Connecticut'sFramework for RTI (2008)*.

Analysis, interpretation and application of data from Tier III interventions; referral for special education evaluation should be considered if data demonstrate continued lack of response to interventions

- More intensive supplemental interventions (e.g., 4 to 5 times per week), implemented with fidelity
- Very frequent progress monitoring (e.g., twice a week)
- Individual/small group (e.g., no larger than 3 students)
- Homogeneous grouping
- Alternatives to suspension and expulsion

Ensure appropriateness of Tier II interventions and consistency and fidelity of implementation

Specific interventions draw on existing research as much as possible

Analysis, interpretation and application of data from Tier II interventions

- Additional supplemental interventions (e.g., 2 to 3 times per week), implemented with fidelity
- Frequent progress monitoring (e.g., weekly or biweekly)
- Individual/small-group (e.g., 4 to 6 students)
- Homogeneous grouping of students with similar needs/at similar levels
- Alternatives to suspension and expulsion

At district, school and classroom levels ensure appropriateness of general education curriculums and instruction and consistency and fidelity of implementation

Early identification of students experiencing academic or behavioral difficulties

Analysis, interpretation and application of universal assessments/benchmark data

- Universal common assessments (e.g., 3 times a year) and progress monitoring
- Comprehensive/differentiated instruction in key academic domain informed by scientific research
- Continuum of positive behavioral supports (e.g., explicit schoolwide expectations, social-emotional learning curriculum, recognition and reinforcement, effective classroom management)
- Core curriculums, instruction and behavioral supports that are culturally relevant and implemented with fidelity
- Effective school and district leadership
- School-Family-Community Partnerships
- Ongoing professional development
- Adequate assessment, instructional and human resources

Special Education Consideration for special education evaluation may occur at any point, but will occur most commonly after Tier III.

General Education All three tiers are part of a comprehensive educational system. Therefore, the tiers should not be viewed as categorical placements or as "gates" to special education supports and services.

A tiered intervention system, as defined in the SRBI framework, when implemented with fidelity, will provide a problem-solving model designed to produce improved outcomes for all students and can have an impact on reducing disciplinary incidents in schools and contribute to the prevention of situations requiring emergency restraint or seclusion.

Positive Behavioral Supports and Empirically Supported Intervention Strategies

Positive behavioral support (PBS) strategies involve the use of a continuum of evidence and/or research based practices for promoting the academic and social behavior success of all students. These schoolwide strategies promote systemic change, improved social skills and decreased use of punitive interventions (i.e., punishment or suspension). PBS strategies are part of a systems approach to improving school climate, discipline and achievement. A PBS framework facilitates a proactive and structured schoolwide and classroom environment that increases student achievement and helps to improve student behaviors both in and outside of the classroom. Implementation adjustments and enhancements of PBS strategies are maximized through continuous data-based progress monitoring at the school, classroom and individual student levels. As a result, more reflective, effective, efficient, relevant and sustainable positive learning communities are promoted; and staff, students and family member capacity to support student behavior and academic achievement is enhanced.

The development and implementation of positive schoolwide academic and behavioral support strategies include:
- team-based, collaborative and strategic action planning activities for improving schoolwide climate and individual students ' needs;
- teaching and reinforcement of schoolwide classroom and individual student social skills; and expectations that promote and preserve a positive school and classroom climate;
- classroom and schoolwide environments with clear, concise expectations that foster fair and equitable discipline designed to promote pro-social skills, and prevent development and occurrence of problem behavior;
- parent participation through sharing comprehensive information about student performance, involvement in decision making and active implementation engagement;
- evidence-based, classroom and individual student practices that prevent negative interactions and foster positive interactions; and are organized in an integrated and data-based continuum of implementation support;
- community support systems (i.e., community mental health and medical) that are collaborative,
- culturally relevant and effective;
- effective, efficient, ongoing and relevant professional development for all staff members (e.g., effective instructional and classroom management practices);
- function-based approaches to understanding problem behavior and developing effective behavior intervention plans (BIPs); and
- effective school and district leadership to support implementation of positive behavioral support strategies. (Excerpt from *Guidelines for In-School and Out-of School Suspensions* [CSDE, 2010])

Tools required to comply with current legislation and regulation

Functional Behavior Assessments and Behavior Intervention Plans

A Functional Behavioral Assessment (FBA) is a process of gathering and analyzing data in an effort to determine what function an exhibited behavior may be serving for a child. Typically, the behavior being reviewed is considered to be interfering with the student's learning. A comprehensive FBA process is the foundation on which a behavior intervention plan (BIP) is created. When the strategies and interventions developed through the school based tiers of intervention within the SRBI framework are found to be ineffective or insufficient in addressing a student's behavior the PPT should conduct a FBA in an effort to identify the "why" behind a specific behavior and provide information needed to develop an appropriate BIP.
Ten common elements of most FBAs:
1. **Student's Identifying Information -** includes documentation offering enough information to the reader(s) to identify clearly the student for whom the FBA applies.
Consideration should be given to how the FBA may be employed by the practitioner for quick reference while maintaining adequate confidentiality.
2. **Target Behavior -** (clearly defined) includes behavior(s) that are problematic to the student's learning and the PPT has identified to reduce or extinguish. Often includes information regarding the setting in which a behavior occurs as well as frequency, intensity and duration.
3. **Antecedent(s) -** includes preceding events, conditions or perceived causes/'triggers' of the target behavior.
4. **Concurrent Event(s) -** includes events or conditions that existed simultaneously with the execution of the target behavior.
5. **Consequence(s) -** includes resultant events or conditions of the target behavior.
6. **Observation(s) -** includes an accounting of a recent observation of the student in an environment typical for display of the target behavior. Often, the antecedent, behavior, and consequence (ABC) method of recording is used and discussed in the observation.
7. **Interviews -** includes specific questions designed to collect behavioral data from several points of view and in more than one setting. Three types of interviews that are common to FBA's are parent interviews, student interviews, and teacher/administrator interviews.
8. **Student Records -** includes a collection of relevant data from varied sources. Common sources of data collected are records of attendance, discipline, academic performance, prior assessments and health.
9. **Influencing Factors -** includes a review of factors, which have the potential to impact the student's behavior such as physiological factors, environmental factors, psychological /emotional factors, factors related to family, friends, or significant others, factors related to curricula, factors related to instruction and a response to prior events.
10. **Hypothesis/Function of Behavior(s) -** includes a synthesis of data gathered to offer a hypothesis regarding what function the target behavior(s) serves for the student. This is essentially looking at the 'why' or root cause of a behavior.
Other common elements sometimes present but less prevalent in the reviewed FBA's include*:*
    a. Behavior checklist or rating scale
    b. Information from other agencies or service providers
    c. Indicators regarding a review of prior BIPs or individualized education   programs

      d. Preventative/proactive interventions (current)
      e. Past Interventions (impact)
      f. Student schedule review
      g. Data regarding previous interventions

Model FBA:
http://www.sde.ct.gov/sde/lib/sde/pdf/publications/edguide/functionalbehavioralassessmentandm odelform.pdf

Behavior Intervention Plan
A behavior intervention plan (BIP) considers the data gathered through an individual's functional behavior assessment (FBA) and employs that data to create a plan of action toward changing and improving that individual's behavior. For students who have been determined eligible for special education, the BIP becomes part of their IEP at a PPT. Appropriate practice suggests that BIPs should include the overall goals to be achieved, interventions intended to change student's behavior, the persons responsible for implementing the proposed interventions and evaluation methods and timelines to be followed (McConnell, Patton and Polloway BIP-3 2006).

The BIP should reflect additional positive behavioral supports and interventions aimed at changing or improving the target behaviors and identify the strategies to be used to teach an appropriate replacement behavior. This individualized plan and its effectiveness in addressing the target behavior(s) should be continually reviewed and revised as necessary. Such an approach will contribute to improvement in individual student behavior, promote appropriate social and emotional development and may impact the occurrences of significant behaviors requiring the use of emergency restraint or emergency seclusion.

Elements that are most common to the BIPs are:

1. **Student's Identifying Information -** includes documentation offering enough information to the reader(s) to identify clearly the student for whom the BIP applies.
Consideration should be given as to how the BIP may be employed by the practitioner for quick reference while maintaining adequate confidentiality.
2. **Target Behavior(s)/Goal(s) -** includes behavior(s) for which the BIP is targeted to change and improve. On the BIPs reviewed, terminology for this section varied but most prevalent were 'Target behavior(s)' and 'Goal(s)', however, the theme of the section remains the same regardless of the terminology. Some BIPs further delineated target behavior(s)/goal(s) into smaller objectives.
3. **Function of Behavior -** describes the hypothesis regarding the function of target behavior and the purpose it serves for the student.
4. **Desired Replacement Behavior(s) -** includes more acceptable behavior(s) planned to replace the target behavior(s) through the BIP.
5. **Intervention Strategies -** includes specific interventions and strategies to be implemented in addressing the target behavior(s)/goal(s). Include antecedent strategies to prevent the problem behavior (including modifications to the triggering antecedent and prompts for appropriate behaviors); instructional strategies (to teach the replacement behavior and shape toward desired

behavior); and consequence strategies (to increase function-based reinforcement for the replacement behavior, increase other reinforcement for the desired behavior and prevent reinforcement of the problem behavior).

6. **Environmental Changes -** includes any changes to the setting or environment necessary to effectively implement the strategies and interventions

7. **Person Responsible -** includes information regarding the individual's designated to implement intervention strategies and/or designated for oversight of specific portions of the BIP. Creators of a BIP are encouraged to consider the transient nature of staff when choosing whether or not to list a particular staff member by name rather than the staff member's job designation (e.g., Special Education Teacher vs. Mr. Smith).

8. **Timelines/Review Dates -** includes segments of time during which specific portions of the BIP are to be addressed, as well as specific dates by which specific portions of the BIP are to be reviewed, with regard to progress.

9. **Monitoring Progress/Evaluation Methods -** includes a description of how progress toward achieving desired outcomes will be monitored and evaluated.

10. **Other Common Elements Present but Less Prevalent on the Reviewed BIPs** include behavioral intervention plan creator, signature sign off section (staff, parent, guardian and student), prevention strategies, reinforcement, training needs, material needs, target behavior impact on learning and past interventions.

The following example of a BIP reflects the key elements or steps common to most BIPs. It is presented as a model from which teams can base the development of an individualized BIP, which is driven by the data and information collected through the conduct of a FBA.

Model BIP
http://www.sde.ct.gov/sde/lib/sde/pdf/publications/edguide/behaviorinterventionplanandmodelform.pdf

Key Elements for Effective Individualized Supports and Services

(For students with challenging behaviors)

The following practices can result in improved school climate, an increase in student achievement and can address the specific needs of students with severe behavior problems. The use of a tiered approach in the implementation of behavior intervention strategies can positively impact student behavior and in some cases may result in the reduction of the need for emergency restraint and seclusion.

1. Mission

The school district shall have a statement of mission, purpose and goals for the education of all students.

Evidence:

Officially, adopted statements of mission, purpose and goals are present with the most recent date of adoption.

The school district addresses the creation of culturally responsive education systems by developing educational settings that foster a positive school climate, prevention, predictability, safety and responsiveness to all students and staff.

 Evidence:

- The district/school examines on a regular basis, the decision-making systems in place for any intended biases that may affect universal or core practices. The role of culture is integral to such decisions.
- The district/school uses appropriate and nonbiased assessment measures in a culturally responsive manner.
- Concerns regarding student behavior are addressed at the school, family and community level.
- Teachers, administrators and other decision makers possess relevant cultural knowledge and an understanding of how a family's beliefs, child rearing practices, values and customs influence student behavior.
- Professional development activities are available and provide opportunities for staff to reflect on personal biases that may affect their responsiveness to the influences of cultural factors on student behavior.
- Professional development activities focus on the assessment and implementation of culturally responsive practices in the district.

2. Identification

Students who receive special education services meet the identification criteria in federal and state regulations.

Evidence:

- The student's records document research and/or evidence-based tiered interventions within the general education setting, which were attempted prior to referral to special education.
- A comprehensive evaluation for students referred for special education eligibility reflects full and equitable participation of parent, families and guardians. All information is communicated to families in their native language. Throughout the process, the district/school ensures that families from various cultural backgrounds understand their rights and the procedural safeguards afforded to them.
- In accordance with guidelines for assessment, a variety of sources and methods for collecting identification information are used.
- Information collected for identification purposes reflects how a student deviates from a standard or a reference group that is appropriate for that student.
- Testing information is in keeping with standards set in the Standards for Educational and Psychological Testing formulated by the American Educational Research Association, American Psychological Association and the National Council on Measurement in Education (1999).
- A multidisciplinary team including the parents, as well as a school psychologist and/or other mental health professionals, participates in the comprehensive evaluation process to determine a student's eligibility for special education services.

- Prior written notice statements, recommendations, evaluation reports and specialized instruction determined by the PPT, and delineated in an IEP, provide documentation of a student's eligibility for special education services.

3. Curriculum

The curriculum provides for a planned, coordinated and balanced program of study that is based on the district's curriculum, aligned with the CT Core Standards (CCS) and directed toward individual outcomes for students. The basic components of this curriculum are (a) academics, (b) social skills, (c) vocational skills and (d) personal skills (independent living skills, community participation). Individual student needs may require diversity in the curriculum and flexibility in the scheduling.

Academics: A broad general education based on the CCS exists for students through experiences in all the major content areas as defined in existing state regulations and the school district's requirements for student graduation.

Evidence:

- The academic subjects have met the credit requirements for graduation as mandated in C.G.S. Section 10-221a.
- Students' IEPs show mastery of objectives related to specific subject areas.
- Student transcripts list earned credits.
- Students' statewide assessment scores indicate the level of mastery achieved in the areas of basic skills.
- A student handbook shows the sequence of courses, which supports CCS.

Social Skills: The curriculum reflects specific social skills competencies that are integrated into the instruction of all academic/vocational areas of the program.

Evidence:

- A comprehensive written social skills curriculum with a defined scope and sequence is available to the students.
- Each student's IEP addresses social skills competencies, as appropriate.
- The program details a plan for applying social skills within the context of the student's entire school day.
- A staff development plan exists that addresses the teaching of a social skills curriculum.
- Evidence is available and data is collected and used to document behavior change of students as a result of social skills training (i.e., surveys of teachers and employers, parent interviews, student interviews and clinical observations).

Vocational Skills: A planned vocational preparation course of study exists that is based on a comprehensive evaluation of students' aptitudes and interests and is appropriate for the chronological age of the student.

Evidence:

- Systematic vocational assessment procedures include measures of ability, aptitude, work-related social skills, interests and motivation.
- Ongoing career guidance and counseling address postsecondary employment and/or education.
- Curriculums emphasize support areas such as work-related social skills, interpersonal skills, college-level study skills, resume and job application preparation, etc.
- Procedures are present for collaboration with state and community services, parents, businesses and local adult service providers.
- Student participation in community-based career exploration and work-study experiences is based on individual student needs, abilities, interests and preferences.
- Opportunities exist for enrollment in a variety of vocational courses and in work experiences.
- Every IEP that is written for a student who will turn 16 during the course of the school year includes transition planning (e.g. Post-School Outcome Goal Statements (PSOGS), annual goals, related objectives and transition services).
- PSOGS are based on age-appropriate transition assessments and are related to postsecondary education or training and employment, and if appropriate, independent living skills.

Personal Skills: The curriculum provides opportunities for students to develop the necessary personal skills to achieve independence.

a. Independent Living – A planned program that incorporates the family and appropriate state and community agencies coordinates the instruction of skills that will enhance students' independent living.

Evidence:

The students' IEPs reflect specific objectives in the area of independent living skills if deemed appropriate by the team. Objectives address areas including, but not limited to:

- sexuality;
- health care;
- clothing care;
- meal planning and preparation;
- substance abuse prevention;

- home organization, maintenance and safety
- mobility and travel
- financial planning
- parenting skills; and
- self-advocacy.

The curriculum includes courses (health, foods, values clarification, etc.) available to students at all grade levels.

b. Community Participation – A planned, sequential set of activities and courses developed by school, family and appropriate state/community agencies; and promotes movement toward full inclusion and participation in adult life in the community.

Evidence:

- The students' IEPs identify objectives in the area of community participation or service learning, beginning no later than the first IEP to be in effect when a student turns 16 (or younger as appropriate to the needs of the student).
- The students' IEPs specify activities, courses and skills to achieve intended objectives in the area of community participation, including:
    - independent access to state and community resources and agencies;
    - recreation/leisure activities;
    - self-advocacy/self-determination skills; and
    - transportation.
- Documentation on the IEPs indicates that skills training take place in a variety of settings, which may be work-, school- or community-based and include opportunities that are available to all students.

4. Promoting Positive Student Behavior

Teachers and support staff members promote appropriate student behavior and facilitate the social skills of all students.

Positive behavior supports, problem solving, critical thinking skills and cooperative learning are built into the fabric of school life to help students self-advocate, understand positive social and interpersonal relationships, manage anger and stress, and foster self-esteem.

Evidence:

- Alternative strategies have been attempted to address student behavior. Practices, strategies, supports and targeted interventions are implemented at each tier of intervention (core, targeted, and intensive) and have been documented.
- Student schedules include opportunities for instruction, physical exercise and extracurricular activities that can promote positive student behavior.
- Students' IEPs include objectives for social skills and a plan for applying the skills in a variety of situations during the school day.
- Notes or minutes from scheduled team meetings and/or case manager's anecdotal records document examples across the curriculum where problem solving and critical thinking are applied.

Systematic and evidence-based interventions developed through a functional assessment of behavior exist to develop further positive student behavior and personal responsibility.

Evidence:

- An intervention system (e.g., level systems, token economy system, contract system, etc.) is in place, which addresses student behavior.
- The intervention system provides students with consistent responses to behaviors. Documentation is in place that describes student behavior over an extended period of time (e.g., individual behavior plans, charts, graphs, teacher anecdotal records, etc.) and data is periodically reviewed to evaluate the effectiveness of interventions.
- The intervention system uses task-oriented individual and group counseling interventions.
- An intervention system that complies with federal and state laws and regulations governing the emergency use of restrictive procedures (restraint and seclusion) is in place. Documentation is available supporting compliance with the requirements that staff be appropriately trained in the emergency use of restraint and seclusion and

that appropriate parental notification regarding incidents of emergency restraint and seclusion takes place according to federal and state laws and regulations.

5. Family

Ongoing collaboration between school and family is essential to student success. Interventions respond to family crises, reinforce school academic and behavioral goals and link families to appropriate community resources. The collaborative effort is sensitive to cultural and linguistic differences. Flexibility in scheduling parent contacts is a necessity.

Evidence:

- A collaborative group exists, which addresses topics of interest to teachers, parents and students.
- School-based procedures are designed to respond to student/family crises as they affect a student's participation and progress.
- A student handbook outlines academic and behavioral expectations for students.
- Staff contacts with parents regarding a student's academic and social progress are documented. These contacts include regular conferences, home visits, telephone calls, etc.
- A list of state and community resources, including support groups, is available to parents/students.
- Staff members are available to work with those problems in a student's living situation (home, school and community) that affect the student's adjustment in school.
- Information related to the local systems of care is shared with families in order to enhance community services to children and families with behavioral health needs.
- IEP includes supports necessary for the parents/family, which can include counseling and training. Parents are provided information and training about child development, understanding the special needs of their child and help in acquiring the necessary skills that will allow them to support the implementation of their child's IEP.

6. School-Based Related Services

School-based related services are integrated with all aspects of the student's program. School-based related services may include, but are not limited to, psychological services; crisis intervention; clinical consultation; individual, group and family counseling and health services. These services have a clear link to the home and community through collaborative efforts among the classroom teacher, support service providers and parents.

Evidence:

- Students' IEPs reflect the provision of support services as determined appropriate by the PPT with specific objectives for each service.
- The IEP reflects input of the related service personnel as appropriate.
- A resource guide listing community supports is available.

- Schedules for program personnel show opportunities for communication with each other, outside service providers and parents.
- The ratio of related service staff members to students ensures the effective delivery of required supports.
- When appropriate and as directed by the IEP, clinical consultation for staff members is available to facilitate the provision of effective services.
- The IEP reflects supports and training needed by school personnel to implement the IEP.

7. Interagency Collaboration

Collaboration among school, home and private/public agencies is a continuing process.

School-based case manager services are assigned by the school district to coordinate the collaboration of multiagency personnel and to assist students.

Evidence:

- Documentation in students' records demonstrates access to a network of service coordinators.
- Ongoing case reviews of students' progress show participation by all involved personnel, assignment of case managers and release time for instructional and support staff members to meet when student case reviews are scheduled during school time.
- Outside community service providers are available in schools for student case reviews and direct services to students as appropriate.
- The local systems of care are incorporated in the continuum of services for children with significant mental health issues.
- Community services for children and their families are enhanced through collaboration with local systems of care.

In cases where the student is receiving an education program in a separate facility or out-of-district placement, the separate facility maintains policies and procedures that support the transition to the general education community through a planned program of gradual reentry.

Evidence:

- A policy statement that students will be reintegrated into the general education community, with specifics regarding when and how, exists.
- Opportunities are provided for students to interact with the general population, including children without disabilities to the extent appropriate for the student with disabilities.
- Prior to transitioning from an out-of-district placement, a reentry plan is specified in the student's IEP.

Best practice dictates that the LEA who places a student in a private facility, review the appropriateness of that placement annually and minimally re-determine a justification for such placement after a two to three year period.

8. Professional Development

Professional development for all school administrators, teachers and other school staff is based on the stated mission of the school district, state/federal law and the recommendations of the students' IEPs for the instructional and support staff members who assist students as well as their parents.

Evidence:

- Needs assessments include recommendations from evaluation of programs and services.
- Sign-in sheets for professional development activities document attendance by parents, community agency personnel and school staff (including cafeteria workers, bus drivers, etc. as appropriate).

- Professional development activities include, but are not restricted to, topics such as:
  - positive behavior support;
  - scientific research-based interventions (SRBI);
  - understanding specific disorders (e.g. post-traumatic stress disorder [PTSD] anxiety, bi-polar, etc.)
  - training in the use of seclusion as a behavior intervention in the BIP and the IEP.
  - training in the emergency use and recording/reporting of restraint and seclusion;
  - application of social skills and problem-solving strategies to daily situations;
  - child-centered support models;
  - culturally responsive pedagogy;
  - diverse counseling strategies;
  - effective differentiated instruction; and
  - conducting FBAs and developing BIPs

9. Facilities and Resources

Students are integrated into the general school environment and have access to those facilities used by the general education population.

Evidence:

- School layout maps indicate that the location of services for students is similar to all other classrooms.
- Inventory lists indicate equipment/materials comparable to those that are provided to all students.
- Data reflects individualized determination of student program and placement in general education activities and environments.

10. Program Supports and Services Evaluation

A systematic evaluation process documents outcomes in all curriculum areas and examines individualization of support services.

The development of the process to evaluate program supports and services includes committee membership drawn from teachers, parents, students, administrators, program graduates and community representatives.

Evidence:

- A current membership list of the evaluation committee is maintained.
- Minutes of evaluation committee meetings document attendance of the members.
- Evaluation components reflect all curriculum areas.

The program supports and services evaluation plan should be aligned with the IEP, student success plan (SSP) and/or based on student performance data.

Evidence:

- Students' records contain education achievement measures completed during the most recent school year.
- Students' records contain a social/behavior report completed in the most recent school year.
- Vocational assessment and interest surveys/inventories analyze students' aptitudes/skills.
- Progress reports describe student achievement on their goals and objectives.
- IEP is designed to ensure the provision of education benefit.

The evaluation plan should include a follow-up process that will document performance of high school graduates within two years after leaving school regarding success in postsecondary education, employment, independent living and community participation.

Evidence:

- The follow-up data collection instrument includes questions regarding the graduate's post-school education/employment status, independent living, community participation and parent input.
- Written policies and procedures describe implementation of follow-up study.
- A system for data analysis exists.
- A mechanism exists for reporting results to staff members, families and students.
- Strategies for use of follow-up results are in place to effect supplementary aides and services and changes in curriculum.

The evaluation report analyzes data, offers subsequent recommendations for improvement of services and supports for students with ED.

Evidence:

- A written report summarizes data and offers lessons learned, recommendations for program supports and services, recommendations for modification and highlights effective practices.
- A timeline outlines when expected programmatic changes are to be in place.
- Staff members' professional goals reflect attention to specific recommendations outlined in the evaluation report.