

Prioritizing Relationships and Student Engagement to Reduce Problem Behavior

Guidance for Minimizing
Exclusionary Discipline and
Preventing the Usage of
Seclusion and Restraint

Kent ISD 
Special Education



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This document was prepared and developed by Kent ISD's Special Education Department. If you are interested in reproducing this document for your educational entity, we would appreciate prior written notification of your intent and acknowledgment of our work.

Section One: Background and Belief Statement

The Kent ISD **Prioritizing Relationships and Student Engagement** guidance was created to *Minimize Exclusionary Discipline and Prevent the Usage of Seclusion and Restraint* due to the significant rise in social, emotional and behavioral needs and in response to the federal and state emergency seclusion and restraint law, MCL 380.1307, which provides a uniform policy that accomplishes the following:

- Promotes the care, safety, welfare, and security of the school community and the dignity of each pupil.
- Encourages the use of proactive, effective, evidence- and research-based strategies and best practices to reduce the occurrence of challenging behaviors, eliminate the use of seclusion and restraint, and increase meaningful instructional time for all pupils.
- Ensures that seclusion and physical restraint are used only as a last resort in an emergency situation and are subject to diligent assessment, monitoring, documentation, and reporting by trained personnel.
- Clearly defines the terms “seclusion,” “restraint,” “emergency seclusion,” and “emergency physical restraint,” and clearly states the procedures for the use of emergency seclusion and emergency physical restraint.

Per the Michigan State Board of Education Positive Behavior Support Policy in 2006, these guidelines promote and outline the usage of school wide Positive Behavior Intervention and Supports to ensure the usage of universal, targeted and intensive supports and intervention for all students.

Historical Progression of Interventions for Problem Behavior

As the science around best practice continues to evolve, a reflective perspective allows educators to consider the past so that the way forward becomes more evident. The information below describes the progression of interventions to address problem behavior over the last half of a century.

- Institutionalization
 - Resulted in high rates of abuse, neglect, and isolation.
- Punishment and Arbitrary Rewards
 - Created behavior change, but only temporarily and lacked an understanding of why problem behaviors persisted.
- Active Treatment Models
 - Focused on education of individuals with a compliance focus, which also increased the motivation for escape which resulted in reliance on seclusion and restraint procedures.
- Function Based Treatment
 - Began to discover why problem behaviors existed, but implemented isolated reinforcement and extinction procedures which resulted in continued reliance on seclusion and restraint procedures.
- Positive Behavior Supports
 - Emphasized proactive supports and environments with positive reinforcement which lowered expectations by avoiding specific triggers without a systematic plan for reintroduction.
- ★ ● Values, Synthesized Reinforcement, Shaping Life Skills
 - Current culture of focusing on values, combinations of naturally occurring reinforcement contingencies, breaking skills down into small, but attainable steps, and teaching students communication, toleration, and cooperation skills.

Kent ISD Belief Statement

As a result of leading science related to best practices for addressing severe problem behavior, the Kent ISD prioritizes the use of data to drive decisions and believes that to expand knowledge and achieve meaningful outcomes for students with complex needs, the use of evidence-based and trauma-informed practices is critically important. In light of this:

- ★ We are focused on providing opportunities for students to make progress throughout each school day, rather than influences and/or barriers that are beyond our control
 - Issues such as mental or physical health, family situations, custodial changes, etc., are relevant to understanding the whole child. However, those things cannot prevent us from continuously striving to set up effective learning opportunities and support for the students every day.
- ★ We recognize the specific needs of disabilities and presume competence while designing instruction to match those needs
 - The *specific needs of a student's disability* refer to the areas of need that most impact the student's functioning and that, once supported, will make the biggest difference in the student's life and opportunities. Presumed competence implies that all students will learn with the right instruction and support. When learning does not occur, it suggests the need to reflect on our practice and redesign our instruction, potentially through researching additional strategies and supports.
- ★ We strive to create learning environments in which students are willing participants
 - We value learning environments that students want to be engaged with. If students do not want to engage in learning, our first question is not "*How do I make this student complete this task?*", but rather "*What about this task is aversive? Why is this student choosing not to engage?*"
- ★ We meet students where they are and follow their lead to teach critical skills
 - Our goal is to target the critical skills we want the student to acquire. Once we know this, we scale back to the student's baseline (current skill level) and set small, attainable goals to move forward. We follow the student's lead by using individual progress data to guide the pace at which we move forward.
- ★ We seek to understand why behavior occurs before attempting to change it
 - Behavior occurs for a reason and serves a purpose for the student, e.g., attention, escape, tangible, and/or sensory. Our responsibility as educators is to demonstrate due diligence by understanding the function/purpose before we implement any intervention.
- ★ We value student self-advocacy and their communication in any form over forced compliance
 - Most educators agree that self-advocacy is important. However, self-advocacy is students *telling us* what they need or want, *when* they need or want it. Truly honoring student self-advocacy requires educators to listen and prioritize student needs over compliance with tasks or directives.
- ★ We prioritize safety, relationships, and dignified alternatives for our students above all else, especially in moments of crisis
 - Navigating a crisis is always challenging. When responding, staff should always (1) prioritize what keeps staff and students safe, (2) identify the most dignifying way to respond to a human being in crisis, and (3) even if that means reinforcing the problem behavior in the moment.

Section Two: The Responsibility for Child Find

Child Find is the federal requirement, established by the Individuals with Disabilities Education Act (IDEA), to identify, locate and evaluate all children with disabilities, from birth through 21 years of age, **who are in need, or may be in need**, of special education and related services. In Michigan, the child find obligation extends to all children and students with disabilities from birth through 25 years of age, who are in need, or may be in need, of special education and related services.

To ensure Child Find, many districts use a general education-led initiative such as a child study or a student assistance team process. This entails a team of individuals within the school building collaborating on behalf of a specific student to determine the identification of areas of need and interventions designed to support the student's needs. When interventions are not successful, child study teams may make a referral for a special education evaluation.

Additionally, while there is no requirement to use a multi-tiered system of support (MTSS/PBIS) to meet the child find mandate, many districts use a multi-tiered instructional framework as a schoolwide approach to address the needs of students, including struggling learners and students with disabilities. It is important to note that a district that uses MTSS/PBIS cannot delay or deny a special education evaluation while interventions are provided if the district has data to suggest or suspects the student to have a disability.

Child Find and Discipline

When facing disciplinary action, a student who has not yet been found eligible for special education may assert the discipline protections provided under the IDEA if the district had a basis of knowledge/suspects that the student may be a student with a disability. A basis of knowledge exists when either:

- The parent expressed concern that the student is in need of special education and related services to supervisory or administrative personnel of the district;
- The parent requested an evaluation of the student; or
- A teacher of the student, or other personnel of the district, expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the director of special education or other supervisory personnel of the district.



When a basis of knowledge exists, the evaluation process must be expedited in order to provide information necessary to complete the disciplinary processes, including a determination of whether the student is a student with a disability and in need of special education and related services.

A district would not be considered to have a basis of knowledge when the parent has not allowed an evaluation, has refused services, or the student had previously been evaluated and determined not eligible.

Refer to [Kent ISD's Discipline Procedures for Students with Disabilities](#) for more information.

Section Three: Interconnected Systems Framework

The Center for Positive Behavior Intervention and Supports defines Multi-Tiered Systems of Support (MTSS) as an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. This framework allows for universal instruction (Tier 1) and targeted (Tier 2) and intensive (Tier 3) intervention for students requiring more support beyond the core instruction.

The Interconnected Systems Framework (ISF) uses the core components of MTSS to integrate mental health supports alongside positive behavior interventions and supports (PBIS). ISF supports the improved behavioral and academic outcomes resulting from implementation of PBIS and provides mental health supports for students who do not demonstrate overt problem behavior, commonly referred to as internalizing behaviors (e.g. anxiety, depression, etc.).

- ★ It should be noted that Child Find obligations may be triggered for students who receive intervention at any Tier of the ISF framework, based on the frequency, intensity, and severity of problem behavior and/or lack of progress despite intervention.

Foundational components of ISF across all tiers of support include:

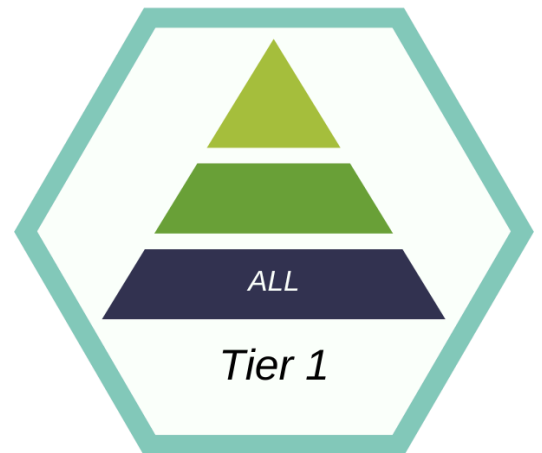
- Positive school culture and climate
- Integrated building and district leadership teams
- Family engagement
- Administrative engagement and support
- Professional development and learning that equips staff members to implement all tiers of support
- Systematic collection of screening, progress-monitoring, outcome, and fidelity data
- Continuous data-based decision making
- Culturally-responsive evidence-based practices

Tier 1 –Universal, Primary Prevention

Tier 1 establishes the foundation for delivering regular, proactive support to prevent problem behavior and provides the foundation for all buildings and classrooms to effectively teach appropriate social, emotional and behavioral skills to all students. Tier 1 promotes that if staff intervene early through direct instruction, modeling, and acknowledging positive social, emotional, and behavioral skills, most students will not experience problem behaviors. Implementation teams, access to data, consistent policies, professional development, and evaluation of outcomes are essential components to ensure universal supports address the needs of at least 80% of students in a school building.

Key Practices of Tier 1

1. Schoolwide positive expectations and social, emotional and behavior skills are defined, explicitly taught, and consistently implemented throughout the building.
2. A system for encouraging and acknowledging expected social, emotional and behavioral skills is established and implemented across all school settings.

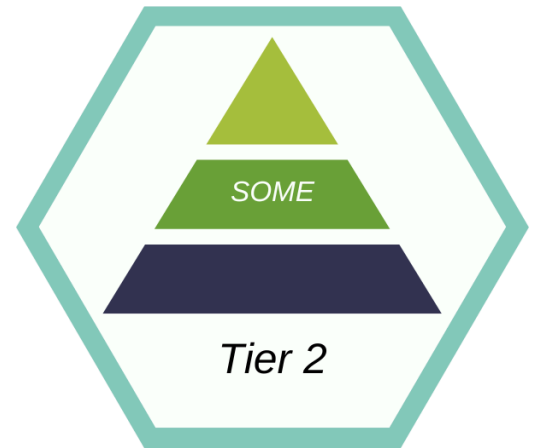


3. Focus on wellness and mental health literacy for all students.
4. Procedures are developed for responding to problem behavior and include a brief prompt toward an appropriate social, emotional, or behavioral skill.
5. Intentional focus on building relationships, trust, empathy, and a sense of belonging using a program such as Restorative Practices.
6. Prioritization of school-family partnerships.

Tier 2 - Targeted

Tier 2 provides targeted intervention for students who, based on data, require additional support to experience success and are at risk for developing more significant problem behaviors. Tier 2 interventions are often provided in small groups and include practices such as social skills, self-management, and academic instruction. Essential components of Tier 2 interventions include:

- Function-based problem solving
- Reinforcing social, emotional and behavior skills and behavior consistent with the positive, school-wide expectations
- Interventions selected based on individual student data and matched to the identified area of need
- Allocated adequate resources for implementation
- Student chooses to participate
- Progress is continuously monitored



At Tier 2, ISF includes a clearly defined process for using data to identify students who may need additional intervention. An effective identification process should identify students experiencing externalizing (obviously observable) and/or internalizing (directed inward) problem behaviors. Like Tier 1, implementation teams, access to data, consistent policies, professional development, and evaluation of outcomes are essential components to ensure targeted supports address the needs of the 10-15% of students who require Tier 2 interventions and supports to experience success. The Tier 2 intervention team should include a staff member with social, emotional, and behavior expertise to ensure that the possible function of the student's needs are considered and matched to an appropriate intervention and/or support.

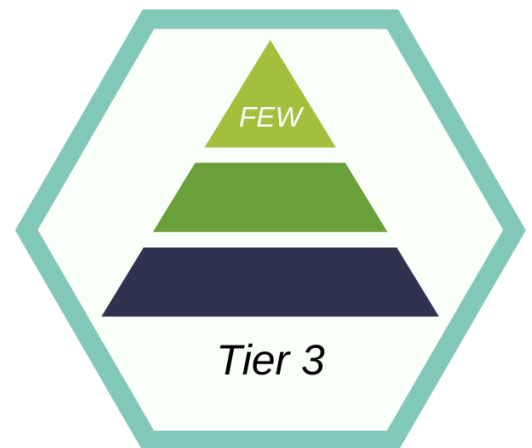
Key Practices and Interventions of Tier 2

1. Regular opportunities to practice conflict resolution skills by engaging in problem solving to acknowledge those who have been harmed and repairing the relationship in a way that meets the needs of all parties involved using a program such as Restorative Practices.
2. Increased focus on the possible function of problem behavior to ensure intervention and/or support meets the underlying need.
3. Increased adult supervision in a positive and proactive way.
4. Increased opportunities for positive reinforcement through interventions such as check-in, check-out.
5. Increased pre-corrections such as reminding students of appropriate social, emotional, or behavioral skills.
6. Increased instruction and practice with mindfulness, self-regulation and social skills.
7. Increased access to academic interventions and supports to ensure academic deficits do not contribute to problem behaviors.

Tier 3 - Intensive

Students identified for Tier 3 supports receive more intensive, individualized interventions to improve their social, emotional and behavioral outcomes. Tier 3 supports and interventions work for students with identified disabilities, and students with no disability at all. Essential components of Tier 3 interventions include:

- Teaching individualized, function-based social, emotional, and behavior skills to demonstrate success with the positive, school-wide expectations
- Maximize resources for implementation
- Student chooses to participate
- Progress is continuously monitored



Again at Tier 3, ISF includes a clearly defined process for using data to identify students who may need additional intervention. An effective identification process should identify students experiencing externalizing (obviously observable) and/or internalizing (directed inward) problem behaviors. Like Tier 2, implementation teams, access to data, consistent policies, professional development, and evaluation of outcomes are essential components to ensure targeted supports address the needs of the 1-5% of students who require Tier 3 interventions and supports to experience success. The Tier 3 intervention team should, at minimum, include staff who provide Tier 3 intervention and support in the school, a member with social, emotional, and behavior expertise, and an administrator.

- ★ It should be noted that Child Find obligations are likely triggered for students at Tier 3 if problem behavior occurs at a frequency, intensity, and/or severity that is significantly different than age and grade level peers, and/or the student demonstrates a lack of social, emotional, and behavior progress despite Tier 1 and 2 interventions.

Key Practices and Interventions for All Students Requiring Tier 3 Supports

(Identified in general order of intensity)

1. Wraparound
 - a. *Wraparound* provides a comprehensive, holistic, student and family-driven way of responding when students experience serious mental health or behavioral challenges. This process involves the student and their family working with staff to identify additional family members, friends, and people affiliated with community resources who can help implement a plan to support the student. Examples of wraparound services may include linking students with community mental health to access outpatient therapy to address mental health needs and/or parent coaching to equip families with the information needed to reinforce usage of social, emotional, and behavior skills in the home environment.
2. Functional Behavioral Assessment (Refer to [Appendix D](#) and [Appendix F](#))
 - a. *Functional Behavior Assessment* (FBA) ensures that a student's intervention plan is developed based on *why* a student behaves the way they do, also referred to as the function of the student's behavior. This allows teams to select and implement interventions that are most likely to be effective in leading to social, emotional, and behavioral progress for an individual student.
3. Positive Behavior Support Plan (Refer to [Appendix F](#))

- a. *Positive Behavior Support Plans* are team driven and are the result of a formal FBA process. High-quality PBSPs feature strategies for prevention of unwanted behavior, teaching appropriate replacement and desired behaviors, reinforcing appropriate behavior, reducing unwanted behavior and ensuring student safety with dignity.

Additional Key Practices and Interventions for Students with Disabilities Requiring Tier 3 Supports

(Identified in general order of intensity)

1. Accommodations that directly relate to social, emotional, or behavioral triggers are provided through a Section 504 Plan for eligible students. Example accommodations may include:
 - a. Function-based positive behavior interventions and supports
 - b. Academic accommodations such as differentiated output strategies, embedding student interests, etc.
 - c. Assistive technology
2. IEP Supplementary Aids and Services that directly relate to social, emotional, or behavioral triggers for eligible students. Example IEP accommodations may include:
 - a. Function-based positive behavior interventions and supports
 - b. Academic accommodations such as differentiated output strategies, embedding student interests, etc.
 - c. Assistive technology
 - d. Curriculum modifications to match the student's instructional level
 - e. Consultation and training for school personnel (e.g. general education teacher, paraeducator, bus driver, etc.) to understand and support implementation of positive behavior supports
 - f. Individualized adult support to implement interventions and support
3. Specially Designed Special Education Classrooms/Programs (Refer to [Appendix B](#) and [Appendix C](#))
 - a. High-Quality programming does not happen by chance. As such, deliberate and intentional planning is necessary for students requiring programming outside of the general education setting. Special educators benefit from having clear and consistent expectations and standards by which they design their programs.
 - i. The *Kent ISD High-Quality Programming Guides for ASD, CI, ECSE, EI, and Resource* programs promote promising foundational practices and components of specially designed instruction, identified by area of need. The guides provide promising practice recommendations related to curriculum & instruction; classroom management; professional responsibilities; and program principles for each of 5 programs listed above.
 - ii. *The Kent ISD's Skill Prioritization and Sequencing Guide* for students with Autism Spectrum Disorder or Emotional Impairment eligibility provides the priority components that should be implemented with fidelity prior to moving toward an individualized behavior assessment. Refer to [Appendix G](#) and [Appendix H](#) for access to these documents.





4. Behavior Assessment

- a. The *When to FBA Flowchart* ([Appendix D](#)) can be utilized to identify situations when a Comprehensive High-Quality Functional Behavior Assessment (FBA) is necessary. As noted in the flowchart, universal behavior supports (Tier 1) and function-based problem-solving (Tier 2) should be implemented with fidelity prior to moving into a Comprehensive High-Quality FBA (Tier 3) in most instances. Bypassing this process and moving directly to a Comprehensive High-Quality FBA is appropriate if the student demonstrates a pattern of behavior that results in removals, reduced day, program changes, the need for additional adult support (Refer to [Appendix E](#)), or use of emergency seclusion and/or restraint.
- b. *Functional Behavior Assessment* (FBA) ([Appendix F](#)) ensures that a student's intervention plan is developed based on *why* a student behaves the way they do, also referred to as the function of the student's behavior. This allows teams to select and implement interventions that are most likely to be effective in leading to social, emotional, and behavioral progress for an individual student.
- c. *Practical Functional Assessment* (PFA) is a unique behavior assessment aimed at determining the context and environmental variables which cause problem behavior to occur and those that cause that same behavior to stop. Information derived from a PFA guides the development of interventions within Positive Behavior Support Plans such as Skill-Based Treatment. Behavior Plans and Interventions
- d. *Positive Behavior Support Plans* ([Appendix F](#)) are team driven and are the result of a formal FBA process. High-quality PBSPs feature strategies for prevention of unwanted behavior, teaching appropriate replacement and desired behaviors, reinforcing appropriate behavior, reducing unwanted behavior and ensuring student safety with dignity.
- e. *Skill-Based Treatment* (SBT) & *Enhanced Choice Model* (ECM) are positive behavior support plans with increased precision. SBT and ECM are designed to explicitly teach functional communication replacement behaviors, toleration, and cooperation by breaking these skills down into small, attainable steps. These interventions put student choice, autonomy, and honoring student voice at the forefront.

5. Prioritization of Value over Procedures
 - a. Values are the things we hold to be important, worthy of our efforts and guide us in how to respond in various situations. Clearly stating our values is necessary in order to demonstrate them, for example prioritizing collaboration with students over forced compliance. Additionally, our responses to problem behavior have the potential to inflict trauma or they have the potential to alleviate trauma and build rapport. **When values and compassion drive our responses to a student’s problem behavior, educators can minimize harm, and maximize support. This mindset will position staff as the safe support in times of need (i.e., protective factor) reducing the impact of trauma.** If instead, we allow strict behavioral procedures to lead our responses to problem behavior, we increase the likelihood that the student will experience our response as traumatic and, potentially, escalate the student’s response to the situation. **In the moments leading up to, during, and after problem behavior, we prioritize our values over procedures and allow them to guide our actions.**
 - b. In the event of a crisis, teams should prioritize safety, dignity, and rapport. Withholding reinforcement (i.e., planned extinction) is not recommended and every attempt should be made to return the student to a calm and stable place. That may include providing the student with what they desire, escape and/or access to places, items, or interactions.
6. Universal Protocols (Refer to [Section Four](#))
 - a. A short term intervention prior to SBT/ECM or outside of times when SBT/ECM are implemented.
 - b. The priorities are safety, dignity, and rapport.
 - c. The goals are to increase joy, prevent escalation, teach students that staff and school are not aversive, and create safe, calm work environments.
 - d. Prioritizes “turning off” problem behavior, even if reinforcement is required.



Section Four: Understanding Motivation and Reinforcement Strategies

When supporting students with problem behavior, it is critical that staff strive to create a context in which the likelihood of problem behavior is zero. In other words, a context in which the student is excited and willing to engage to the extent that problem behavior is not necessary to have their needs met. In order for positive behaviors to flourish, both motivation and reinforcement must be present.

Motivation, by definition, is the drive students have to behave in a particular way or to reach certain outcomes. The motivation to engage in problem behavior could be the drive for escape, interaction and connection, access to preferred activities and items, or simply a calm, regulated, and safe place. When supporting students with problem behavior, it is imperative that we create environments in which these things are readily available, or that student requests for these things are reinforced immediately.

When behavior continues it is being reinforced. This is as equally true for problem behavior as it is for prosocial and self-advocacy behaviors. In order for reinforcement strategies to be effective, reinforcers must be desired by the student, immediately delivered, proportionally sized, and delivered contingent upon the behavior we are intending to teach. When initially teaching a skill, especially a replacement behavior or self-advocacy skill, evidence indicates that reinforcement of this skill should be provided immediately following each demonstration of the skill. As the skill becomes more fluent to the student, reinforcement should be delivered on a more intermittent basis so as to maintain the fluency of the skill while still keeping hope alive that contact with reinforcement may occur.

It is important to note that all people are motivated and reinforced by a combination of reinforcers at once (e.g., Escape to Attention and Tangibles). Teams should be careful not to consider reinforcers in isolation but instead remember that reinforcers occur in combinations with one another in the natural world. For example, one may avoid doing classwork not just to escape the task but for the purpose of being able to engage in a more preferred activity with their favorite classmates. Missing the combination of reinforcers will result in insufficient reinforcement, and thus will not impact problem behavior.



Section Five: Redirection and Minimization of Escalation

The goal of redirection and minimization strategies are to return a student to calm and stable when problem behavior does occur. Maintaining safety, dignity, and rapport should be the primary focus when determining next steps following problem behavior. In some situations, redirection and minimization may require a team to reinforce the problem behavior to avoid greater, more serious escalation. Problem behavior is an attempt at communication and self-advocacy and teams should keep this value at the forefront when responding to said behavior. Reinforcing the problem behavior and honoring the needs of the student can repair or strengthen student and staff relationships by emphasizing that staff are there to be supportive and not aversive. Redirection should always begin by empathizing with the learner and attempting to meet their needs in an effort to avoid escalation. By meeting student needs with the same quality of reinforcement provided for problem behavior, greater escalation of problem behavior can be avoided.

For teams that frequently experience crises with a student, staff should consider following an approach that is more universally applied throughout their setting and environment. Some examples of these universal protocols include:

- Show continuous positive regard and empathy
- Enrich the environment
- Follow the student's lead to the extent possible
- Invite the student to participate in scheduled activities
- Limit non-essential demands
- Provide choices, especially before essential demands, and provide as much support as needed for the student to be successful
- At earliest signs of problem behavior, reinforce the behavior by attempting to provide what you think the student wants



Section Six: Minimizing Exclusionary Discipline

Exclusionary discipline describes **any type of school disciplinary action that removes or excludes a student from their usual educational setting**. Two of the most common exclusionary discipline practices at schools include suspension and expulsion.

Decades of research reveals that there is no data proving that out-of-school suspension or expulsion reduces rates of future problem behavior or improves school climate. Available data suggests that if anything, disciplinary removal appears to have negative effects on student outcomes and the learning climate.

Additionally, despite the fact that most teachers and school staff are committed to the fair and equal treatment of students, regardless of race, disparities in discipline have persisted for several years. Students from historically disadvantaged and underserved backgrounds such as African American/Black students (specifically boys), economically disadvantaged, and students with disabilities are suspended or expelled out of school at a significantly higher rate than their peers often leading to a cycle of academic failure and continued behavioral issues and place students at higher risk of underachieving and not graduating.

School disciplinary practices are often a result of adult behaviors or unintended bias in reaction to the perceived behaviors of students. In fact, nearly 85% of exclusionary discipline occurs as a result of nonviolent and ambiguous/subjective behavior such as disruption or disrespect. When exclusionary discipline persists without restoration, the school environment becomes a place where the student has mistrust and oftentimes feels like an outsider, rather than a place that promotes their trust, sense of belonging, and growth and achievement.



Addressing Exclusionary Discipline and Disproportionality

In addition to the utilization of Michigan's Revised School Code 7 factors before resorting to exclusionary discipline, consider the following strategies in supporting the reduction of exclusionary discipline and disproportionality:

1. Implement School-Wide **Positive Behavior Interventions and Supports (PBIS)**, shown to properly address minor misbehavior while improving school safety and academic achievement.
2. Implement **early intervention** for students who would otherwise be repeatedly punished for nonviolent and ambiguous/subjective and who are at risk.
3. Implement **restorative practices** for responding to nonviolent and ambiguous/subjective offenses which focus on resolving conflict, repairing harm, and healing relationships. Restorative practices are proven to support a positive and safe school climate, prevent bullying and reduce disciplinary removals.
 - a. Implement restorative conferencing which involves a face-to-face, facilitated meeting between the victim and the offender (at a minimum) with the goal of repairing harm and restoring the community to the state of well-being it enjoyed before the crime occurred.
 - b. Implement restorative circles which are intended to proactively build relationships and skills students need to support one another and collectively address challenges.
4. Provide the opportunity for teachers, administrators and any other school officials that are in the position and/or have the power to suspend, expel or otherwise discipline students to **undergo implicit bias training**, specifically what it is, how it is created, and how it affects student discipline.
5. Review policies, practices and procedures to determine if **school discipline policies are responsive to cultural differences**.
6. Consider developing a **suspension/expulsion committee** prior to determining exclusionary for students and in considering various race/ethnicities and students with disabilities.
7. **Collect data** on discipline related to nonviolent and ambiguous/subjective offenses, sortable by charge, disaggregated by race and disability status and cross-tabulated by gender.
8. Create a process for **initiating** Functional Behavior Assessments and Positive Behavior Support Plans.
9. **Develop a culture** that prohibits the expulsion or prolonged out of school suspension of students for discretionary offenses.

Alternatives to Exclusionary Discipline

- Daily/weekly mentoring with a teacher, counselor, or other staff member before or after school
- Wraparound support and services with community agencies/partners
- Development of Functional Behavior Assessments and Positive Behavior Support Plans
- Mini-courses or skill modules that explicitly teach skills specific to the infraction
 - Example: Vaping = CATCH My Breath modules versus suspension out of school
- Parent involvement/supervision of student during the school day
- Counseling, social work, or school based mental health intervention during the school day
- Community Service (in/out of building)
- Implement short or long term alternate programming/schedules to create time and space from incident
- In school suspension that provides access to the general education curriculum and Specially Designed instruction identified in the IEP for students with disabilities
- Before or after school detention
- Loss of privileges such as lunch with peers, recess, social time or extra-curricular involvement
- Time out or break from the environment where discipline occurred

Section Seven: Emergency Use of Seclusion and Restraint

Based on the Michigan Department of Education's Policy for the Emergency Use of Seclusion and Restraint (2017), "Seclusion and Restraint is intended for the purposes of emergency situations only, in which a pupil's behavior poses imminent risk to the safety of the individual pupil or to the safety of others". An emergency situation requires an immediate response to ensure the safety of the student and/or others. Additionally, emergency seclusion and restraint may not be used in place of appropriate and less restrictive Tier 2 and 3 supports and interventions outlined in this document.

As such, it is the position of Kent ISD that seclusion and restraint are not interventions, but are instead emergency procedures that may be utilized when the planned intervention failed to meet the student's needs and resulted in an imminent risk to the safety of the students and/or others. Said more plainly, seclusion and restraint are last resort safety procedures that may be used when our interventions have failed.

Definition of Emergency Seclusion

"Emergency seclusion" is defined in MCL 380.1307h(e) as "a last resort emergency safety intervention involving seclusion that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others." Furthermore, when a pupil is confined in a room or area and physically prevented from leaving, even if a staff member is present, that constitutes seclusion. The only exception is when that confinement is an integral part of an emergency lockdown drill required under section 19(5) of the fire prevention code, 1941 PA 207, MCL 29.19, or of another emergency security procedure that is necessary to protect the safety of pupils.

In accordance with department guidelines, to qualify as emergency seclusion there must be continuous observation by school personnel of the pupil in seclusion, and the room or area used for confinement must:

- comply with state and local fire and building codes
- must not be locked
- must not prevent the pupil from exiting the area if school personnel become incapacitated or leave that area
- must provide for adequate space, lighting, ventilation, viewing, and the safety and dignity of the pupil and others

General Procedures for Emergency Seclusion

1. Emergency seclusion shall be performed in a manner that, based on research and evidence, is **safe, appropriate, and proportionate to and sensitive to** the student's:
 - severity of behavior
 - chronological and developmental age
 - physical size
 - gender
 - physical condition
 - medical condition
 - psychiatric condition
 - personal history, including any history of physical or sexual abuse or other trauma.

2. School personnel shall call **key identified personnel** for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
3. Emergency seclusion **should not be used any longer than necessary**, based on research and evidence, to allow a pupil to regain control of his/her behavior to the point that the emergency situation necessitating the use of emergency seclusion is ended and generally no longer than:
 - 15 minutes for an elementary school pupil or
 - 20 minutes for a middle school or high school pupil.

If an emergency seclusion lasts longer than 15 minutes for an elementary school pupil or 20 minutes for a middle school or high school pupil-



- additional support (which may include a change of staff, introducing a nurse or specialist, or additional key identified personnel); and
- documentation to explain the extension beyond the time limit.

Definition of Physical Restraint

Any action that prevents or significantly restricts a pupil's movement is considered a restraint.

- "Physical restraint" means restraint involving direct physical contact
 - "Chemical restraint" means the administration of medication for the purpose of restraint.
 - "Mechanical restraint" means the use of any device, article, garment, or material attached to or adjacent to a pupil's body to perform restraint.
1. **"Emergency Physical Restraint"** is defined in MCL 380.1307h(d) as "a last resort emergency safety intervention involving physical restraint that is necessitated by an ongoing emergency situation and that provides an opportunity for the pupil to regain self-control while maintaining the safety of the pupil and others."

Restraint does not include:

- brief holding of a pupil in order to calm or comfort;
- minimum contact necessary to physically escort a pupil from one area to another;
- minimum contact necessary to assist a pupil in completing a task or response if the pupil does not resist or resistance is minimal in intensity or duration; or
- the holding of a pupil for a brief time in order to prevent an impulsive behavior that threatens the pupil's immediate safety, such as running in front of a car.
- administration of medication prescribed by and administered in accordance with the directions of a physician;
- adaptive or protective device recommended by a physician or therapist when it is used as recommended; or

- safety equipment used by the general pupil population as intended, such as a seat belt or safety harness on school transportation.

Restraint does not include necessary actions taken:

- to break up a fight;
- to stop a physical assault, as defined in MCL 380.1310(b); or
- to take a weapon from a pupil
- actions that are an integral part of a sporting event, such as a referee pulling football players off of a pile or a similar action

General Procedures for Emergency Restraint

1. Emergency physical restraint shall be performed in a manner that, based on research and evidence, is safe, appropriate, proportionate to and sensitive to the pupil's:
 - severity of behavior
 - chronological and developmental age
 - physical size
 - gender
 - physical condition
 - medical condition
 - psychiatric condition
 - personal history, including any history of physical or sexual abuse or other trauma.
2. Call key identified personnel for help from within the school building either immediately at the onset of an emergency situation or, if it is reasonable under the particular circumstances for school personnel to believe that diverting their attention to calling for help would increase the risk to the safety of the pupil or to the safety of others, as soon as possible once the circumstances no longer support such a belief.
3. Emergency physical restraint should not be used any longer than necessary, based on research and evidence, to allow a pupil to regain control of his or her behavior to the point that the emergency situation necessitating the use of emergency physical restraint is ended and generally **no longer than 10 minutes**.



If an emergency physical restraint lasts longer than 10 minutes, all of the following are required:

- additional support (which may include a change of staff, or introducing a nurse, specialist, or additional key identified personnel); and
- documentation to explain the extension beyond the time limit

Required Components of Emergency Seclusion and/or Physical Restraint

1. While using emergency seclusion, **school personnel must** do all of the following:
 - involve key identified personnel to protect the care, welfare, dignity, and safety of the pupil;
 - continually observe the pupil in emergency seclusion and/or physical restraint for indications of physical distress and seek medical assistance if there is a concern;
 - document observations; and
 - ensure that at all times during the use of emergency seclusion and/or restraint there are school personnel present who can communicate with the pupil using the pupil's primary mode of communication.
2. **Each use of seclusion and/or restraint and the reason** for shall be:
 - documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately using the Emergency Seclusion/Restraint Documentation Form [\(Appendix I\)](#); and
 - documented in a written report for each use of seclusion and/or restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.
3. After any use of seclusion and/or restraint, school personnel must **make reasonable efforts to debrief** and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on the Emergency Seclusion/Restraint Debriefing Form [\(Appendix J\)](#).
4. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion or emergency physical restraint, school personnel are encouraged to do all of the following:

- conduct a functional behavioral assessment
 - develop or revise a positive behavioral intervention and support plan (PBSP) to facilitate the elimination of the use of emergency seclusion/restraint
 - develop an assessment and planning process conducted by a team knowledgeable about the pupil, including at least: the parent or guardian; the pupil (if appropriate); the individuals responsible for implementation of the positive behavioral intervention and support plan; and individuals knowledgeable in positive behavioral intervention and support.
5. If a pupil exhibits a pattern of behavior that poses a substantial risk of creating an emergency situation in the future that could result in the use of emergency seclusion and/or physical restraint, school personnel should develop a written **Emergency Intervention Plan** [\(Appendix K\)](#) to protect the health, safety, and dignity of the pupil. The emergency intervention plan should be developed in partnership with the parent or guardian by a team that includes a teacher, an individual knowledgeable about the legally permissible use of emergency seclusion, and an individual knowledgeable about the use of positive behavioral intervention and support to eliminate the use of seclusion.

The emergency intervention plan should be developed and implemented by taking the following documented steps:

- describe in detail the emergency intervention procedures;
- describe in detail the legal limits on the use of emergency seclusion and/or physical restraint, including examples of legally permissible and prohibited use;
- make inquiry to the pupil's medical personnel, with parental consent, regarding any known medical or health contraindications for the use of emergency seclusion;
- conduct a peer review by knowledgeable school personnel; and
- provide the parent or guardian with all of the following, in writing and orally:
 - detailed explanation of the positive behavioral intervention and support strategies that will be utilized to reduce the risk of the pupil's behavior creating an emergency situation;
 - an explanation of what constitutes an emergency situation as defined in MCL 380.1307h, including examples of situations that would fall within the definition and situations that would fall outside the definition;
 - a detailed explanation of the intervention procedures to be followed in an emergency situation, including the potential use of emergency seclusion and/or physical restraint;
 - a detailed explanation of the legal limits on the use of emergency seclusion and/or restraint, including examples of legally permissible and prohibited use;
 - a description of possible discomforts or risks; and
 - answers to any questions.

A pupil who is the subject of an emergency intervention plan should be told or shown the circumstances under which emergency seclusion and/or physical restraint could be used. Emergency seclusion and/or physical restraint must only be used in response to an ongoing emergency situation and not as a planned response for the convenience of school personnel, as discipline or punishment, or as a substitute for an appropriate educational program. The development of an emergency intervention plan shall be solely for the purpose of protecting the health, safety, and dignity of the pupil and does not expand the legally permissible use of emergency seclusion or emergency physical restraint.





Limitations in Use	Prohibited Practice
1. Emergency seclusion is not permitted: a. for the confinement of preschool children or of pupils who are severely self-injurious or suicidal; b. if the seclusion and/or restraint is used: ● for the convenience of school personnel; ● as a substitute for an educational program; ● as a form of discipline or punishment; ● as a substitute for less restrictive alternatives; ● as a substitute for adequate staffing; or ● as a substitute for school personnel training in positive behavioral intervention and support; c. as prohibited under MCL 380.1307b; or d. when contraindicated based on (as documented in a record or records made available to the school) a pupil's: ● disability; ● health care needs; or ● medical or psychiatric condition.	1. The following practices are prohibited for school personnel in the public schools of this state under all circumstances, including emergency situations: a. Corporal punishment, as defined in MCL 380.1312. b. The deprivation of basic needs. c. Child abuse. d. Seclusion, other than emergency seclusion. e. The intentional application of any noxious substance or stimulus that results in physical pain or extreme discomfort. A noxious substance or stimulus is prohibited whether it is generally acknowledged or is specific to the pupil. f. Mechanical restraint. g. Chemical restraint. h. Any restraint that negatively impacts breathing. ● Any restraint that inhibits breathing, including floor restraints, facedown position, or any position in which an individual is bent over in such a way that it is difficult to breathe. ● This includes a seated or kneeling position in which an individual being restrained is bent over at the waist and restraint that involves sitting or lying across an individual's back or stomach. i. Prone restraint. j. Physical restraint, other than emergency physical restraint. Any other type of restraint.

Data Collection and Reporting Requirements

1. **Each use of emergency seclusion and/or restraint and the reason** for shall be:
 - documented in writing and reported in writing or orally to the school building administration and the pupil's parent or guardian immediately using the Emergency Seclusion/Restraint Documentation Form; and
 - documented in a written report for each use of emergency seclusion and/or restraint, including multiple uses within a given day, with this written report provided to the parent or guardian within the earlier of 1 school day or 7 calendar days.
2. After any use of emergency seclusion and/or restraint, school personnel must **make reasonable efforts to debrief** and consult with the parent or guardian, or with the parent or guardian and the pupil, as appropriate, regarding the determination of future actions. The debriefing and consultation shall be done in accordance with department guidelines and documented on the Emergency Seclusion/Restraint Debriefing Form.

The documentation and reporting process varies based on the student management system being used within each Kent ISD district. In order to meet reporting requirements, use of the emergency use of seclusion and/or physical restraint procedures below is encouraged.

- **PowerSchool and Synergy report in Student Management System**
 - Complete the Seclusion and Restraint Documentation Form and Debriefing Form within the student management system. Work with the districts pupil accountant to report the data from the student management system to the state.
- **Infinite Campus and Skyward report in MiPSE**
 - Use MiPSE to complete the Seclusion and Restraint Documentation Form and the Debriefing Form. To report the data, download the Seclusion and Restraint Report in MiPSE and provide to the district pupil accountant for upload in the Center for Educational Performance and Information (CEPI) Michigan Student Data System (MSDS).
 - In MSDS, the Seclusion and Restraint Component is used to collect data related to the use of emergency restraint and seclusion in the school district, public school academy or intermediate school district program. **MSDS requires reporting each time/incident a student was placed in emergency seclusion or restraint on a given day.** The following procedures are encouraged for each collection to ensure valid and reliable reporting of seclusion and restraint data:
 1. Special Education Administrative Assistants or designated personnel generate MiPSE report FIND - [Seclusion & Restraints reportable](#)
 2. Set organizational filter to designated district
 3. Download report to an Excel file
 - a. Click on download
 - b. Select Excel file
 - c. Save the file
 4. Provide to pupil accountant data specialist for upload to MSDS

Due to the school district, public school academy, or intermediate school district's obligation to collect and report data regarding the use of emergency seclusion and/or restraint, the data should:

- be analyzed to determine the efficacy of the school's school wide system of behavioral support;
- be analyzed in the context of attendance, suspension, expulsion, and dropout data;
- be analyzed for the purposes of continuous improvement of training and technical assistance toward the elimination of emergency seclusion/restraint;
- be analyzed on a schedule determined by the MDE; and
- be electronically reported to the MDE three times per year during MSDS collection;
- include a list of appropriately-trained key identified personnel and their levels of education; training; and knowledge.

At least annually, representatives from each district should convene a team, including special education and general education staff, to review data in alignment with MDE requirements listed above.

Appendices

Appendix A: Supplementary Aids and Services Guidance



Guidance for Supplementary Aids and Services and Related Services in the IEP

Supplementary Aids and Services are individualized and provide supports and modifications to the environment, behavior training needs, social interaction supports, health-related needs, physical needs, transition aids, and supports that enable students with disabilities to:

- advance appropriately toward attaining their annual goals,
- be involved in and make progress in the general education curriculum,
- participate in extracurricular and other nonacademic activities, and
- be educated and participate in activities with other students with disabilities, as well as nondisabled students.

An accommodation may include alteration of the environment, curriculum format, or equipment to allow access to content and/or completion of assigned tasks. Accommodations do not alter the curricular standards a student is expected to master. Further defined accommodations provide access to the general education curriculum/environment. Accommodations may provide changes to the classroom environment as well as reduce or provide alternative options for an activity, assignment, or assessment without changing the core content level standards that the student is expected to master. The student is still expected to demonstrate their understanding of core content level standards and are given support by altering the way the information is presented or how the student responds. Other important Supplementary Aids and Services that IEP teams may consider are the development of a Functional Behavior Assessment (FBA)/Positive Behavior Support Plan (PBSP), Alternative Augmentative Communication (AAC), parent training, and the usage of adult support. For Multi-Language Learners, accommodations that may be considered include interpreter services, assessments administered in the student's native language, consultation with the provider of multi-language services, and/or interpreter services for parents for IEP participation.

Modifications are allowable for students with disabilities who are unable to access or demonstrate proficiency in the general education curriculum. Modifications are changes to the core content level standards being taught, whereby the student is held to different curricular expectations than the rest of the students in their class. The complexity of the material the student is expected to master is provided at their instructional level. Modifications DO change what the student is expected to master. Course/activity objectives are modified to meet the learner's individual needs. Modifications may include allowing credit/no credit, alternate opportunities to demonstrate comprehension of material at their instructional level, and/or excusal from assignments, assessments, or projects that significantly exceed the student's instructional level or comprehension. Altering curricular standards and expectations may affect a student's preparation for postsecondary success and the opportunity to earn a diploma.

Support for School Personnel provides assistance, consultation or training to adults supporting the student, or stipulates coordination of activities to address a specific need. Support for School Personnel should be considered for the following purposes:

- Training for staff necessary for the implementation of the IEP (i.e. PBSP, functional communication, related data collection, medical needs, behavioral redirection, understanding disabilities, etc.)
- Training for parents to engage with the implementation of the IEP (behavioral supports, functional communication, etc.)
- Students needing adult support at times throughout that day to navigate the school environment and/or curriculum

Updated May 2022

Examples of Supplementary Aids/Program Modifications/Support for School Personnel

Type	Documentation in the IEP		
	*Please note that identified Supplementary Aids and Services must be documented by including the date utilized and result of the implementation.		
	<u>Supplementary Aids/Program Modifications/Support for School Personnel</u>	<u>Frequency/Timeline</u>	<u>Location</u>
Accommodation	Text-to-speech software on the computer for the purpose of independently reading and comprehending grade-level text	Daily for grade-level text content	General and Special Education Classes
	Use of a word processor for the purpose of increasing the speed of written output	Daily during independent writing activities greater than two sentences in length	General & Special Education Environment and Classes
	Utilization of peer group/LINKS for the purpose of practicing social skills and establishing meaningful peer connections	Twice weekly during lunch and/or recess	School building
Modification	Student will write a minimum of 3 sentences for purpose of demonstrating comprehension of content at their instructional level	For written assignments requiring multiple paragraphs	General and Special Education Classes
	Usage of credit/no credit versus standard grades for the purpose of exposure to curriculum and grade/age level peers.	General Education Science Class	General Education Classes
Support for School Personnel	Consultation (including modeling and feedback) for the purpose of training staff to implement and collect data for the PBSP	Once weekly for the first three weeks of implementation	School building
	Consultation between general education teacher/special education teachers and others for the purpose of understanding the student's medical diagnosis and impact on school-based eligibility.	At the start of each semester and/or when staffing changes occur	School building

Updated May 2022



Related Services - In considering the frequency, duration and setting/location of service, IEP team should prioritize higher frequencies when considering the age of the student (for early intervention), intensity and severity of problem behavior, or other factors, such as the implementation of a Positive Behavior Support Plan, functional communication supports, and/or assistive technologies as well as the location/setting best suited for skill acquisition with a focus on generalization into the general education curriculum/environment to the maximum extent possible. Additionally, in determining services needed, IEP teams may need to consider training/consultation with teachers/others regarding the implementation and/or usage of Supplementary Aids and Services such as assistive technology, implementation and data collection for PBSP, functional communication supports (such as AAC), adult support, and/or parent training in lieu of direct service and goals/objectives. Additionally, the usage of Supplementary Aids and Services, the transition plan/transition goal(s)/objectives or a Section 504 Plan should be considered for secondary students, especially if there is student refusal for service, based on student input and preference when co-creating an IEP, and/or if there are concerns regarding missing core content instruction.

Type of Service/Support	Description of Service	Amount of Direct Work with Student	Service Frequency	Other Considerations	Where/How Service is Described in IEP
Direct Service	Service is provided by working directly with the student to address a specific skill deficit or barrier to learning. Requires Specially Designed Instruction through goal(s)/objectives	Direct work with student is provided to work on a specific skill deficit or barrier to learning. There may include some occasional consultation with others	Provided on a daily, weekly, or bi-weekly basis based on student need	Prioritize higher frequencies: - early intervention - articulation - language - functional communication - intensive behavior	Listed under "Related Services" on the Programs and Services Page of the IEP, indicated by checking the "Direct" box under Service Mode
Consultation Service	Service is provided by working with the teacher(s) and others having daily contact with the student as it relates to the skill deficit or barrier to learning. Requires goal(s)/objectives	Direct work with the student is occasional to work on a specific skill deficit or barrier to learning	Provided on a weekly or bi-weekly basis based on student need	Co-implementation of goals with other related service providers or programming is recommended as needed	Listed under "Related Services" on the Programs and Services page of the IEP and is indicated by checking the "Consultative" box under Service Mode
Monitoring/Consultation	Service is provided by working with the teacher(s) and others having daily contact with the student and does not require goal(s) and services	Direct work with the student is occasional and on a short-term basis	Typically occurs short term or with a specified timeline or less than once a month	Support and/or Training for Accessibility, School Personnel, or Parent Training	Listed under Supplementary Aids/Program Modifications/Support for School Personnel on the IEP
Ranges	Ranges (i.e., Low and high minutes) should be individualized based on the amount of service needed to achieve the goal(s)/objectives. Caution should be used in utilizing wide ranges, such as 1 to 4 sessions per month, to ensure the range provided is aligned to the student's demonstrated needs. Additionally, for shorter months in alignment to the school calendar (i.e., August, December, April, and June), service delivery is not required when school is not in session and ranges do not need to account for those dates.				
Service Flexibility	Programs/Services could be documented within multiple rows to accommodate the need for gradually releasing/decreasing or increasing the intensity of service. For example, the first row has Speech and Language Services (articulation) 3-4x per week for the first 3 months, second row 1-2x per week for next 3 months, 3rd row may have SLP 1-2x/month for next 3 months, etc.				
Setting/Location	Service delivery may occur in a variety of settings and individualized based on need. The setting may include the following. Additionally, the consideration of push-in services (classroom, recess, cafeteria, transitions, etc.) should be utilized when providing service and/or in moving towards the generalization of skills. - Parent/guardian training/play groups - Walk-in/"Outpatient" (Preschool and registered Home School Students) - Services in the student's natural environment - Services within the general classroom setting (push-in services) - Pull-Out (small group or individual) - Resource or categorical classroom - Whole group/classroom Instruction - Community based				
Section 504 Plans	Section 504 Plans should be considered as an alternative to an IEP for: - Students who do not require Specially Designed Instruction and only required accommodations - IEPs with low frequency and duration (e.g. 10-15 minutes, 5-6 times per year)				

Updated May 2022



Identified Pillars of High-Quality Programming for *EI Classrooms and/or Students with Emotional Impairments

The commitment to intensive and behavioral-based intervention and the implementation of the following indicators will ensure opportunities for growth so that students can be educated with their grade and age-level peers within the General Education environment.		Evidence to Consider	
Section 1	Curriculum & Instruction	Evidence to Consider	
1.1	Instructional materials for students prioritize the general education curriculum, are aligned to grade-level content standards or extended benchmarks, and are differentiated based on student academic and behavioral needs and modifications and accommodations are documented through the IEP process	At minimum, lesson plans include priority general education standards and/or extended benchmarks (as appropriate) and are implemented with fidelity. Teachers can explain how they prioritized standards and provide data for the use of extended benchmarks. Backward design is utilized to determine academic and behavioral lessons for students. EI classroom teachers have access to the general education curriculum for all subjects and grade levels represented in their classrooms. Students receive instruction from the general education classroom whenever possible. Necessary accommodations/modifications are documented in the student's IEP and EI teachers can produce accommodation logs that match accommodations listed in IEPs.	
1.2	Instruction results in students spending most of their time engaged in meaningful learning activities, with minimal non-engagement between activities	At most, 40%-50% teacher-delivered instruction compared to student participation per lesson/activity. At least 80% student engagement during instruction. At least 4-6 student responses per minute for new material and 8-12 student responses per minute for review during instruction.	
1.3	*Inclusion in General Education is individualized and available to all students based on student strengths/interests	Classrooms have developed written procedures for adding general education opportunities to students' schedules and procedures are implemented with fidelity. Student's IEPs reflect individualized general education time. Students' inclusion schedules are individualized (instead of only classes/activities available to the EI classroom as a whole) and prioritize general education experiences that will produce the most emotional, behavioral, and academic success for the student.	
1.4	Students can describe their progress toward their academic and social-emotional goals based on data	When asked, all students can describe their IEP goal(s) in developmentally appropriate language. Students can share the mastery criteria for their IEP goal(s) in developmentally appropriate language. Students can share their current progress toward achieving their IEP goal(s) in a measurable way.	
1.5	Students experience a choice related to their academic work, based on student strengths/interest areas	Choice is embedded into academic work (writing utensils, typing, scribing, the order of problems, eliminating a problem for each problem completed, seating options, individual vs. partner, topic for reading/writing, etc.). If a student protests participating in a task, staff are observed to initially offer the student a choice related to the work rather than eliminating the work altogether. Function-based antecedent strategies provide choice in student PBSPs, when appropriate, and strategies are implemented with fidelity.	
1.6	*Daily instruction is systematic and includes the following skills: self-awareness, self-management, social-awareness, relationship skills, and responsible decision making *Resources to consider: Boys Town, Conscious Discipline, Incredible 5-Point Scale, Michigan Model for Health, Mind-Up, Sanford Harmony, Second Step Program, Social Thinking, TRAILS,	Instruction related to Social-Emotional Curriculum occurs daily and curriculum includes all 5 CASEL standards for SEL (self-awareness, self-management, social-awareness, relationship skills, responsible decision making). Staff are observed to teach SEL skills in addition to the targeted SEL lesson by embedding them throughout daily instruction.	

For purposes of Kent ISD Coaching through the District Action Planning and Capacity Building process and in alignment to the Identified Pillars of Core Educational Practices
Revised 9/25/2020



**Identified Pillars of High-Quality Programming for
*EI Classrooms and/or Students with Emotional Impairments**

	<i>Zones of Regulation</i>	
1.7	Daily schedule is purposely designed, reflects how targeted learning is embedded in each activity and referenced throughout the instructional day	Lesson plans indicate targeted learning for students in each activity. The daily schedule includes priority academic areas and social-emotional skill-building. The daily schedule is posted, includes learning targets, and is available for students to reference throughout the school day. The learning targets indicate what the student is doing rather than what the adult is doing. The learning target describes the lesson's unique learning intention versus a broad objective or weekly goal. Teacher references the daily schedule during 100% of the daily transitions. 100% of the day follows the daily schedule.
1.8	Calming strategies are built into the daily schedule *Resources to consider: <i>Conscious Discipline, Incredible 5-Point Scale, Mind-Up, Sanford Harmony, Second Step, TRAILS, Zones of Regulation</i>	Short, calming activities are included in the daily schedule/lesson plans, multiple times per day, and schedule is implemented with fidelity. Calming activities are strategically scheduled throughout the school day. A written class-wide procedure for accessing break space, calming activities, etc. is developed and available to students, as needed, on an individual basis throughout the entire school day. If sensory strategies are utilized, they are individualized and implemented based on effectiveness data. Calming and/or individualized sensory strategies are included as antecedent strategies for students' PBSPs, as appropriate, and implemented with fidelity. Staff collect accommodation data related to sensory strategies if they are included in a student's PBSP or IEP.
1.9	Staff teaches and reinforces self-advocacy skills with students to promote continued independence across all learning environments	Class-wide systems and procedures teach and reinforce student self-advocacy skills (for example, students may request and take a break at any time) and procedures are implemented with fidelity. All student PBSPs score "promising practice" in the area of "behaviors to be taught" on the PBSP Rubric. PBSPs include reinforcement for demonstration of replacement behavior (self-advocacy skill) as often as necessary to eliminate problem behavior, as evidenced by student data. Implementation fidelity data indicates that the replacement behavior listed in students' PBSP is reinforced at the rate indicated in the plan.
1.10	Staff use restorative practices to teach empathy and assist students in understanding the impact their behavior has on themselves and others	Lesson plans/daily schedules include time to participate in community-building activities such as "morning meeting", "morning check-in", etc. Classroom crisis procedure includes information about debriefing/processing with students following a crisis and includes reflection related to the impact of the student's behavior on others and necessary actions to make amends. EI team members are trained in restorative practices. If possible, restorative circles are used with students, however, all participants have been interviewed and practiced the process before attending a restorative circle.
1.11	Cognitive Behavioral Therapy (CBT) interventions are utilized to support students' learning about their cognitive distortions and inaccurate perceptions (e.g., negative self-talk, all or nothing thinking, etc.)	Written SEL lesson plans include CBT topics and activities and plans are implemented with fidelity. Students who have EI eligibility as a result of a "pervasive mood of unhappiness or depression" receive CBT activities/interventions as part of their IEP goal. Documented observation indicates that staff consistently model reframing negative thought patterns for students when the opportunity arises.
1.12	Video modeling is utilized to teach expected behaviors and support skill acquisition	Video modeling is included as a teaching strategy in students' PBSPs, as appropriate, and strategies are implemented with fidelity. Video modeling is utilized during related services, such as social work, to help students practice demonstrating expected behavior (compared to practicing problem behavior).
1.13	Opportunities for peer-to-peer supports are individualized and data-based, with an intentional focus on increasing the student's social	Participation in Peer-to-Peer opportunities is individualized, as evidenced by differences in student participation and scheduling. Students in the EI classroom are included in school-wide Peer to Peer opportunities as peer mentors if they are interested. Classmates are identified as peer mentors to

For purposes of Kent ISD Coaching through the *District Action Planning and Capacity Building* process and in alignment to the *Identified Pillars of Core Educational Practices*
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Identified Pillars of High-Quality Programming for *EI Classrooms and/or Students with Emotional Impairments

	interaction skills	help students in the EI program navigate general education environments, as determined by individual student data.
1.14	Assistive Technology is considered for each student using a systematic process supporting accessibility to and participation within the curriculum	The AT Consideration Guide is used to assess the needs of each individual student annually at a minimum.
Section 2	Classroom Management	Evidence to Consider
2.1	Positive interactions with students occur at a ratio of 5:1 or higher which fosters an emotionally safe climate (5 positive interactions to every 1 negative/corrective interaction)	At least a 5:1 ratio of positive to negative/corrective feedback to students from all staff members.
2.2	Classroom procedures and expectations are effectively taught and reinforced daily *Resources to consider: <i>PBIS, CHAMPS, Responsive Classroom</i>	A written procedure of expectations is developed for each activity within the daily schedule and the procedure is implemented with fidelity. 100% of transitions include a review of expectations for the upcoming activity. 100% of students can describe procedures and expectations for each activity throughout the school day.
2.3	Physical space/layout is used intentionally to support students' emotional/behavioral/learning needs and classroom spaces are easily identified (e.g. break, work, group)	EI classrooms have at least one designated break spot within the classroom (preferably more than one). Elementary EI classrooms have a rug-type space (like what would be used in General Education) available to practice skills during whole-group instruction. Each student has a defined and consistent independent work area. EI classrooms have a defined area and/or table for small group instruction. 100% of these classroom areas are easily identifiable.
2.4	*The roles of paraeducators are clearly defined and support the development of student independence and efficient and effective classroom routines	A written schedule for paraeducators throughout the school day is developed and includes responsibilities during whole-group activities, small group activities, independent student work time, transition times, specials, recess, etc. Paraeducators and teachers agree on paraeducator roles/duties. A written procedure for the classroom management system is developed and shared with paraeducators, and paraeducators can describe the class-wide management system in detail that matches that of the classroom teacher. Paraeducators have a "quick guide" for all student PBSPs and can describe how to address individual student behavior as outlined in the student's PBSP.
2.5	Staff engage in minimal to no "extra" conversations and move around the environment to focus on individual and group needs	Staff are observed to move around the room and work directly or check-in with students. At least 80% of the time staff engage with students compared to other staff members. At least 80% of the time staff are engaged with students compared to independent work such as checking email, cutting laminating, grading student work, etc.
2.6	Staff use non-emotional, planned responses to students' errors, which fosters an emotionally safe climate	Staff is observed to communicate with students in a calm and controlled manner. A written procedure for responding to and redirecting minor errors in the classroom is developed and the procedure is implemented with fidelity. A written crisis response plan is developed and implemented with fidelity. Function-based redirection/minimizing strategies for individual students' PBSPs are developed, as needed, and strategies are implemented with fidelity.
2.7	Students know the procedure that staff will use to respond to students' behavior that disrupts the learning of others	A written description of a classroom management system is developed, that includes a process for addressing behavior that is not dangerous but is disruptive to the learning of others, and the

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Identified Pillars of High-Quality Programming for *EI Classrooms and/or Students with Emotional Impairments

		classroom management system is implemented with fidelity. 100% of students can describe the classroom management procedure as written in the plan.
2.8	Staff effectively prepares students for transitions (visuals, timers, verbal/written prompts, calming activities)	Staff provide students forewarning for the majority of transitions. If transition tools are not used class-wide, individual supports such as timers, schedules, and/or activities are provided to students as necessary. Transition tools are included as antecedent strategies of students' PBSPs, when appropriate, and strategies are implemented with fidelity.
2.9	A reinforcement system is implemented and includes desired student reinforcers, given at a frequency appropriately matched to impact negative behavior	A written procedure detailing the class-wide reinforcement system is developed and the reinforcement system is implemented with fidelity. In addition to a classroom-wide reinforcement system, individual reinforcement systems are available to students, as appropriate based on individual student data are matched to function, offered at least as often as problem behavior, and listed in the consequence strategies of the student's PBSP. Individual reinforcement systems are implemented with fidelity.
2.10	Visual supports and available classroom materials are organized and purposefully designed with the intention of teaching skills and promoting independence	Class-wide visual supports include information to help all students independently navigate class activities and procedures and demonstrate emotional regulation and problem-solving skills. Documented observation indicates that staff model the use of visual supports in order to promote student independence in answering questions and/or solving problems. Materials are organized and unused items are stored in cupboards or closets. Visual supports that are individualized and function-based, are included as antecedent strategies in individual student PBSPs or as supplementary aids and services in the student's IEP, and supports are implemented with fidelity. If visual supports are listed as an accommodation in the student's IEP, the EI classroom teacher can produce a completed accommodation log.
2.11	Self-monitoring systems are utilized to increase students' responsibility for their use of skills and progress	Each student in the EI classroom has at least one individual daily goal that they are monitoring using a self-monitoring system (could be tied to a class-wide reinforcement system). Each student has a personal self-monitoring system to track their academic progress and growth.
2.12	Communication systems, shared between home and school and between staff members, facilitate support for the student in the total environment	Each student has a daily behavioral/communication document that is completed for each subject/location throughout the school day. The daily communication document data is shared with the student and family, when developmentally appropriate. A communication/collaboration system exists so that the EI program staff and General Education staff can meet to address the needs of students in the EI program.
2.13	Adults support de-escalation through respecting students' time and space *Resources to consider: <i>Conscious Discipline, Incredible 5-Point Scale, Mind-Up, Sanford Harmony, Second Step, TRAILS, Zones of Regulation</i>	Staff are observed to support the de-escalation process by appropriately offering students calming strategies at the first sign of problem behavior, allowing for ample time to engage in calming strategies, and offering support as the student re-enters the classroom routine. A written procedure for taking a break is developed and includes the opportunity to extend the time if needed. The break procedure is implemented with fidelity. Antecedent and consequence strategies allow time and space for students in individual student PBSPs and strategies are implemented with fidelity.
2.14	Management systems are in place for atypical and emergency/crisis situations *Seclusion and Restraint procedures are utilized and appropriate documentation completed *Resources to consider: <i>MIPSE Behavior/Discipline Documents</i>	EI classrooms have a written crisis plan and it's implemented with fidelity. Restraint/seclusion debriefing and documentation paperwork is completed within necessary timelines 100% of the time. Emergency Intervention Plans (EIPs) are created and attached to PBSPs for students who require CPI routinely. EIPs are included in the consequence strategies of students' PBSPs, as appropriate, and EIPs are implemented with fidelity.

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**Identified Pillars of High-Quality Programming for
*EI Classrooms and/or Students with Emotional Impairments**

Section 3	Professional Responsibilities	Evidence to Consider
3.1	Student behavior plans are written out with step-by-step instructions for staff	Development of a "quick guide" for all student PBSPs.
3.2	An individualized template exists for each student's goals and is easily accessible for staff to review	A progress monitoring/data collection tool is developed for each IEP goal and is categorized by the student. All staff members are able to locate IEP goal documentation when asked.
3.3	Staff monitor progress biweekly (at a minimum) and include a specific goal, date of data taken, and measurement type <i>*Graphing is a preferred method for depicting the progress</i>	A progress monitoring/data collection tool is developed for each student and each IEP goal and includes, at least, biweekly data collection. Data is graphed and shared with, at least, all staff members responsible for the IEP goal.
3.4	<i>*Job aids for all staff are posted around the room to improve and enhance the performance and skills required for working with students (i.e. behavior terminology, helpful hints, prompt hierarchies, instructional scripts, etc.)</i>	<i>A minimum of 3 job aids exist in the environment. 100% of staff surveyed know where to locate the job aids and what they mean.</i>
3.5	IEP goals are data-driven, measurable, and align to the students Present Level of Academic Achievement and Functional Performance <i>*Resources to consider: Kent ISD IEP Instructional Rubric</i>	PLAFFP includes baseline data for IEP goal(s). Progress on IEP goal(s) is measured in the same way that baseline data is measured. Skill being taught in IEP goal matches the description of need in PLAFFP.
3.6	IEP supplementary aids and services (i.e. communication systems, visual supports, differentiation, behavior plan, etc.) are prioritized, as evidenced by implementation and monitoring within all learning environments, in order for students to access their least restrictive environment	Students' IEPs include all supplementary aids and services that are necessary to support students in the school environment and services are provided as indicated in the student's IEP. Staff can produce completed accommodation logs for all students' accommodations.
3.7	At intervention tier 3, individual functional behavior assessments & positive behavior support plans are developed and reviewed regularly <i>*Resources to consider: The Behavior Code, MIPSE Discipline/Behavior Documents</i>	All students in tier 3 have an FBA and function-based PBSP. All PBSPs are function-based and were created following a high-quality FBA (as evidenced by scoring "promising practice" on the FBA Rubric). Function-based PBSPs are developed using the PBSP Rubric as a guide and when scored, fall within "promising practice". PBSP review dates are reasonable (based on effectiveness data of the PBSP) and plans are reviewed on or before the date listed in the plan.
Section 4	Program Principles	Evidence to Consider

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Identified Pillars of High-Quality Programming for *EI Classrooms and/or Students with Emotional Impairments

4.1	*Programs for students with Emotional Impairments are designed to be a short-term, intensive, and behavioral-based intervention	EI program staff receive professional learning opportunities that are directly related to the needs of students with Emotional Impairments at least annually. Programs have developed an LRE decision making tool which includes information such as discipline referrals, participation, daily behavior data, etc., to identify the appropriateness of scheduling an IEP to discuss transition to a less restrictive environment, and the process is implemented with fidelity. The LRE decision making tool is considered for all students in the EI program at least as often as IEP progress is reported. Student plans are individualized to prioritize transition to a less restrictive environment.
4.2	*Administrative support is available for the program and its special education teams	The administrator ensures that students, staff, and parents are not only informed but have an active voice in their school community. The administrator celebrates the contributions, efforts, and victories of the staff. School administrators are models for how to react and cope with stress, setbacks, and disputes.
4.3	*Social Work support is available to support crisis situations, consult on the SEL curriculum, and to provide individual and small-group skill-building related to student IEP goals	Social Workers are trained as Key Identified Personnel and play a critical and active role on the crisis response team. Social Workers play, at least, a consultative role when identifying and/or developing the SEL curriculum for EI classrooms. Social Work services are individualized for students in the EI program and include whole-group, small-group, and individual sessions, as appropriate, in order to build skills related to IEP goals.
4.4	The special education team collaborates and communicates effectively within the school community to promote awareness and inclusion for student success	All building staff participate in "ability awareness" exercises if a program for students with Emotional Impairments is located within the building. The Special Education Team collaborates with the student, their family, and their General Education teacher(s) to provide an "ability awareness" training for the student's General Education teacher(s) and classmates, when appropriate.
4.5	Instructional methods, LRE decision making, and discipline practices are culturally sensitive, including and not limited to: ability, race, ethnicity, culture, religion, and socioeconomic status	Special Education teams understand how inequality impacts their students, as indicated by lack of disproportional student MDR, suspension and/or expulsion data. Staff members attend professional learning opportunities that explore ability, race, ethnicity, culture, religion, and socioeconomic status. Student assignments and activities explore ability, race, ethnicity, culture, religion, and socioeconomic status.
4.6	*All program staff are CPI (or equivalent program) certified	EI program staff, including administrators, are CPI (or equivalent program) certified and can produce a current certification.
4.7	*Regularly scheduled program-wide meetings, which include teacher(s), itinerant(s), and paraeducator(s), are held to build program capacity	Itinerant/teacher team meetings are scheduled weekly. Teacher/paraeducator team meetings are scheduled at least weekly.
4.8	Families are included as vital members of the team and regular communication is established (i.e., notes home, classroom newsletter, data shared, etc.)	100% of students have at least 1 clearly identified way communication occurs between school and home. Families are invited to all IEPs and attempts are made to schedule IEPs for dates/times families are available. Families are included participants on all PBSP development/review meetings. Families are provided detailed information related to the use of Seclusion/Restraint, involved in debriefing meetings, and Emergency Intervention Plan (EIP) development/review meetings, as appropriate.
4.9	*District-adopted written entrance and exit criteria for EI programming exists, which includes using the FBA/PBSP Rubrics to review the student's FBA/PBSP	Written procedures detailing interventions to try, including the use of the FBA/PBSP Rubrics to determine the quality of current plans, are developed and shared with LEA staff prior to transitioning a student to an EI program. Written procedures detailing the process for transitioning a student out of the EI program and into a less restrictive environment as soon as they are able to exist and are shared with LEA staff upon transitioning a student into the EI program and again when the student is ready to transition back to a less restrictive environment.

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**Identified Pillars of High-Quality Programming for
*EI Classrooms and/or Students with Emotional Impairments**

4.10	*Within the program for students with Emotional Impairments, a 3-tiered approach to intervention is developed and implemented *Resources to consider: Michigan's Integrated Behavior and Learning Support Initiative for Multi-Tiered System of Supports (MTSS)	EI classrooms have entrance and exit criteria for each tier of the MTSS process. EI classrooms have assigned interventions for each tier of the MTSS process. EI classrooms hold regular data meetings to determine appropriate placement within the MTSS process for each student.
4.11	Training is provided for general education staff, as well as building-wide support staff and transportation staff to support student success *Resources to consider: CASEL Webinar Series, Conscious Discipline, The Autism Helper Training Series, The Behavior Code, Sanford Harmony Online Professional Development	A collaborative system exists to train all necessary parties on a student's PBSP (bus, playground, general education, etc.) using the Behavior Skills Training model. All staff supporting the EI program (including paraeducators and transportation staff, when possible) receive professional learning related to basic behavioral principles and general missing skills of students with emotional impairments.

*Only applicable for programs for students with Emotional Impairments

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Appendix C: High-Quality Programming Guides - ASD



Identified Pillars for High-Quality Programming for *ASD Classrooms and/or Students on the Autism Spectrum

The commitment to intensive social, communication, and behavior intervention and the implementation of the following indicators will ensure opportunities for growth so students can be educated with their grade and age level peers within the general education environment to the greatest extent possible.		
Section 1	Curriculum & Instruction	Evidence to Consider
1.1	Special education team provides instruction that results in students spending most of their time engaged in meaningful learning activities, with minimal non-engagement between activities. <i>*Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)</i>	At most, 40%-50% teacher-delivered instruction compared to student participation per lesson/activity. At least 80% student engagement during instruction. At least 4-6 student responses per minute for new material and 8-12 student responses per minute for review during instruction of meaningful, socially significant targets. Student engages in at least 25 learning opportunities per hour.
1.2	Visual supports, including classroom and individual visual schedules, are purposefully designed with the intention of teaching skills and promoting independence. <i>*Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)</i>	Visual supports are individualized and used as an antecedent strategy. 100% of individualized visual supports target a specific skill. Staff are able to state what the visual is used to teach and how they use the visual to teach it.
1.3	Specialized instruction related to student's eligibility area (social/communication/behavior) and skill deficits are embedded in the classroom activities. <i>*Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)</i>	During each scheduled activity (including lunch/recess) there are clear learning opportunities that address social skill deficits. During each scheduled activity (including lunch/recess) there are clear learning opportunities that address communication skill deficits. During each scheduled activity (including lunch/recess) there are clear learning opportunities that address behavior skill deficits. Staff can clearly identify how the skills are worked into instructional activities.
1.4	Special education team spends 70-80% of the classroom time intentionally providing instruction (1:1 or group instruction). <i>*Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)</i>	Staff spend 70-80% of the classroom time intentionally providing instruction (1:1 or group instruction). This includes both teacher-delivered instruction and student participation.
1.5	Instructional materials for students are meaningful, aligned to grade-level content standards via differentiation (when applicable) or extended benchmarks, and skill acquisition targets are embedded and aligned to student's IEP. <i>*Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)</i>	100% of structured learning activities should incorporate materials and 1 or more learning targets. Materials required for specially designed instruction target skill deficits related to the disability.
1.6	Each student is working on goals identified through an assessment tool, which target socially significant areas related to the disability (i.e. VB-MAPP, Brigance, Essential for Living, etc.)	100% of students have assessment driven intervention/acquisition goals
1.7	IEP goals are data-driven, measurable and align to the students Present Level of Performance. Multiple providers work together to address socially significant goals.	100% of students have a PLAFPP statement that includes baseline data for each IEP goal. IEP goal is measured in the same way that baseline data is measured. Skill being taught in IEP goal matches the description of need in PLAFPP. Multiple providers work together to address socially significant goals, when applicable.

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Identified Pillars for High-Quality Programming for *ASD Classrooms and/or Students on the Autism Spectrum

1.8	Learning opportunities are provided using research-based techniques that reduce student error, decrease frustration, increase engagement and student success, such as video modeling, self-management systems, and utilizing student interest areas *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Program Guides, lesson plans, and/or PBSPs outline strategies to be used. 100% of student-specific identified strategies are implemented with fidelity as indicated by program guides, lesson plans, and/or PBSPs.
1.9	Each student has a functional communication system (e.g. vocal, sign, picture selection, AAC device) to promote self-advocacy and the system is implemented across all school environments *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	100% of students have a clearly identified communication system. 100% of students can independently use their communication system to make a minimum of 5 different requests in any environment and with multiple communication partners.
1.10	Opportunities for peer-to-peer supports are individualized and data-based, with an intentional focus on increasing the student's social interaction skills *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Participation in Peer-to-Peer opportunities is individualized, as evidenced by differences in student participation and scheduling. Classmates are identified as peer mentors to support students in the ASD program with specific social interaction skills, as determined by individual student data. Times for Peer or Peer support are identified based on the specific skills being targeted.
1.11	Preference assessments are conducted at least weekly and reinforcer inventories are up to date *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	100% of students have updated preference inventories. Staff can produce recent data to support preferences for all students.
1.12	Assistive Technology is considered for each student using a systematic process supporting accessibility to and participation within the curriculum	The AT Consideration Guide is used to assess the needs of each individual student annually at a minimum.
Section 2	Classroom Management	Evidence to Consider
2.1	Positive interactions with students occur at a ratio of 5:1 or higher (5 positive interactions to every 1 corrective interaction) *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	At least a 5:1 ratio of positive to negative/corrective feedback to students from all staff members.
2.2	*A structured and predictable daily schedule is posted and followed in the classroom, including a schedule accessible for students and another with specific details for staff regarding how targeted goals are embedded into each activity (1:1 instruction, group instruction, planned generalization). *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Clearly posted schedule for students to see and a separate, more detailed schedule in a staff workspace. Daily schedule includes a variety of instructional formats. Each activity within the schedule should be intentionally designed to allow opportunities for skill acquisition targets. At least 80% of daily scheduled activities have a clear connection to skill acquisition targets/IEP goals.
2.3	Physical space/layout is used intentionally to support students' learning/emotional/behavioral needs and classroom spaces are easily identified (e.g. break, work, group) *Aligned with the START Project's	ASD classrooms have at least one designated break/leisure spot within the classroom. ASD classrooms have an identified area for whole group instruction. Each student has a defined and consistent independent work area. ASD classrooms have a defined area and/or table for small group instruction. 100% of these classroom areas are easily identifiable.

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Identified Pillars for High-Quality Programming for *ASD Classrooms and/or Students on the Autism Spectrum

	<i>Classroom Environment and Teaching Assessment (CETA)</i>	
2.4	Classroom (including visuals and room decor) is organized and free of distracting stimuli	Staff are able to communicate the purpose of all classroom visuals and how each connects to student learning. Materials are organized and unused items are stored in cupboards or closets. 100% of classroom visuals are connected to student learning.
2.5	Use of sensory activities to promote calm and regulated behavior are individualized and supported by data	Staff are able to state when and why each student engages in particular sensory activities and provide data supporting the effectiveness of the activities. 100% of students who have sensory needs have clearly identified, individualized sensory activities and available data.
2.6	Special education team effectively prepares and engages students for transitions (visuals, timers, verbal/written prompts) *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Staff provide students forewarning for the majority of transitions. If transition tools are not used class-wide, individual supports such as timers, schedules, and/or activities are provided to students as necessary. Transition tools are included as antecedent strategies of students' PBSPs, when appropriate, and strategies are implemented with fidelity.
2.7	Special education team demonstrates awareness of individual and group needs by moving throughout the environment to support learning	ASD classroom staff are observed to be up and moving around the classroom for much of the school day. If students have a question, staff move to the student rather than having the student move to them. If redirecting a student, staff move toward the student instead of redirecting from across the room.
2.8	Special education team engages in minimal to no "extra" conversations, focus is on working with students *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	At least 80% of the time staff engage with students compared to other staff members. At least 80% of the time staff are engaged with students compared to independent work (i.e., checking email, cutting laminating, grading student work, etc.).
2.9	Barriers to learning (e.g. aggression, elopement, lack of engagement) are described in the student's IEP and managed through an assessment (Functional Behavior Assessment, VB-MAPP Barriers Assessment) and a well-written Positive Behavior Support Plan that teaches appropriate skills for communicating wants and needs and accessing instruction.	Staff are able to identify the IEP goal(s) connected to problem behavior. FBA precedes all PBSPs. ASD classrooms have a process for determining how and when to initiate an FBA. 100% of students with interfering behavior have clearly identified IEP goals related to the function of the problem behavior.
2.10	Special education team uses non-emotional, planned responses to students' errors which fosters an emotionally safe climate	Staff are observed to communicate with students in a calm and controlled manner. All staff members working with a student are observed to respond to student errors using a consistent procedure. 100% of student errors or problem behaviors are met with non-emotional/calm responses from staff. Function-based redirection/minimizing strategies for individual students' PBSPs are developed, as needed, and strategies are implemented with fidelity.
2.11	Individual and/or classroom crisis plans are in place for atypical and emergency situations and all staff are fluent in implementation. (Seclusion and Restraint procedures are utilized and appropriate documents completed when necessary)	ASD classrooms have a written crisis plan and it's implemented with fidelity. Emergency Intervention Plans (EIPs) are created and attached to PBSPs for students who require CPI routinely. EIPs are included in the consequence strategies of students' PBSPs, as appropriate, and EIPs are implemented with fidelity.

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Identified Pillars for High-Quality Programming for *ASD Classrooms and/or Students on the Autism Spectrum

Section 3	Professional Responsibilities	Evidence to Consider
3.1	*Job aids for all staff are posted around the room to improve and enhance performance and skills required for working with students with autism (i.e. behavior terminology, helpful hints, prompt hierarchies, instructional scripts, etc.)	A minimum of 3 job aids exist in the environment. 100% of staff surveyed know where to locate the job aids and what they mean.
3.2	*Roles of paraeducators are clearly defined and support the development of student independence and efficient and effective classroom routines	Written description of roles and expectations exists and can be easily located. 100% of staff know where to find the resource and can state the clearly defined role.
3.3	Student goals and behavior plans are written out with step-by-step instruction for staff (e.g. program guides/step-by-step instructional guide, behavior plans)	100% of students with behavior plans have easily accessible step-by-step instructions.
3.4	Data are collected daily on interfering behavior and graphed bi-weekly, at a minimum *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Data are collected daily on interfering behavior. Data are graphed bi-weekly, at a minimum. 100% of students have easily accessible data collection forms and graphs for review of interfering behavior.
3.5	An individualized template is utilized for each student's goals and assessment and is easily accessible for students and staff to review	A progress monitoring/data collection tool is developed for each IEP goal and is categorized by student. 100% of staff members are able to locate IEP goal documentation when asked.
3.6	Data on targeted skill acquisition areas are collected bi-weekly *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Data on targeted skill acquisition areas are collected bi-weekly. 100% of students have easily accessible data collection forms and graphs for review on skill acquisition.
3.7	Special education team monitors progress biweekly, at a minimum, analyzing and revising instruction based on student progress on goals and updating/changing when mastery criteria is met or sufficient progress is not being made. *Graphing is a preferred method for depicting progress *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Decision-making flow charts or tables are used and accessible upon request. 100% of students have updated data and clear changes to intervention based on graphed data trends.
Section 4	Program Principles	Evidence to Consider
4.1	LRE/Inclusion decisions are individualized and data-based, matching the best learning environment relative to the specific skill *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	Classrooms have written procedures for adding general education opportunities to students' schedules. Student IEPs reflect individualized general education time. Individual student schedules include as much general education time as possible and prioritize areas of strength instead of only classes/activities available to the ASD classroom as a whole. 100% of students' inclusion opportunities meet all of the above requirements.

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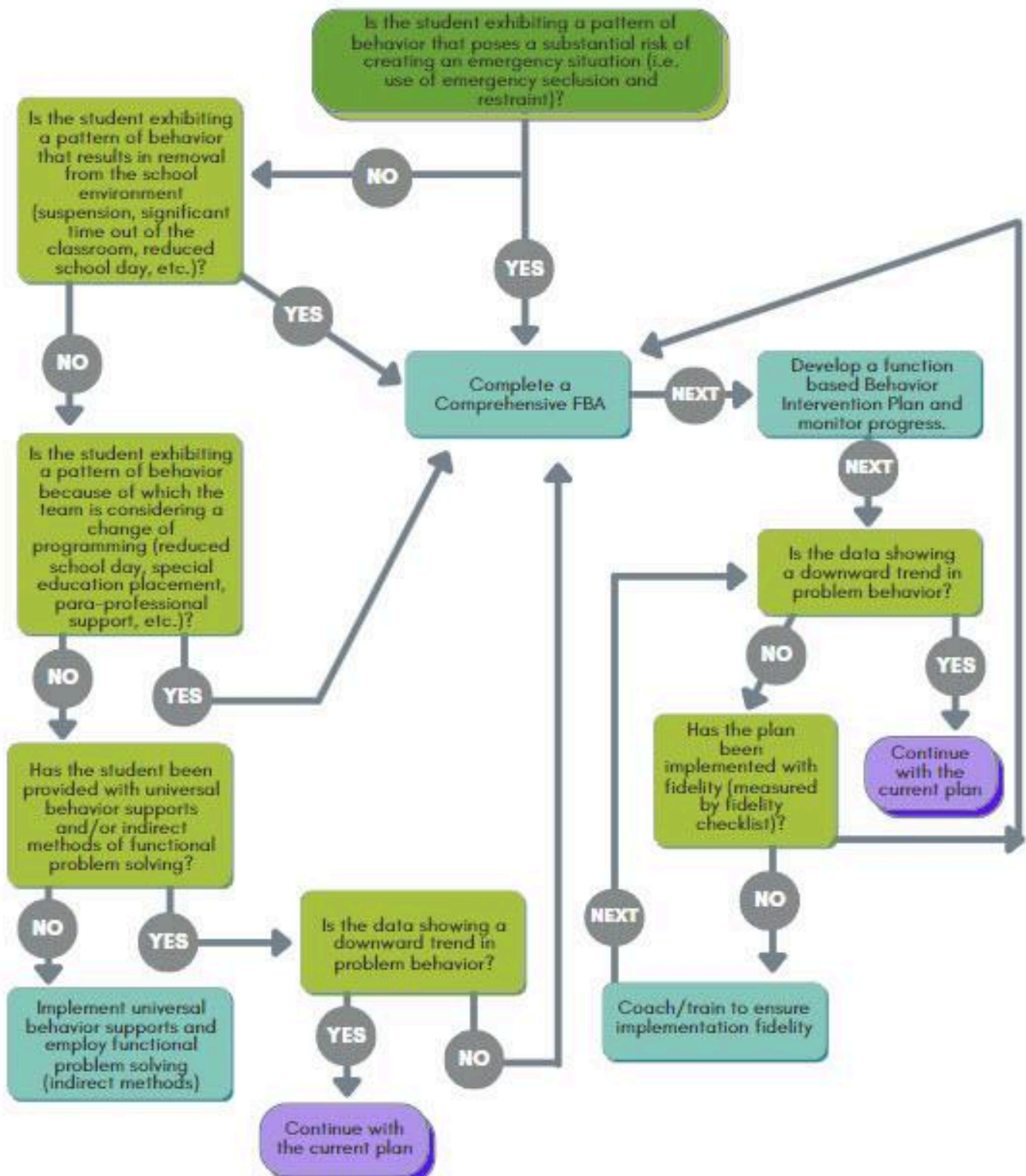
Identified Pillars for High-Quality Programming for *ASD Classrooms and/or Students on the Autism Spectrum

4.2	IEP supplementary aids and services are prioritized, as evidenced by implementation and monitoring in all learning environments in order for students to access their least restrictive environment (i.e. communication systems, visual supports, differentiation, behavior plan) *Aligned with the START Project's Classroom Environment and Teaching Assessment (CETA)	100% of the Supplementary Aids and Services listed in a student's IEP are implemented and monitored in all learning environments. Staff can produce updated data logs for all students' Supplementary Aids & Services.
4.3	Special education team collaborates and communicates effectively within the school community to promote awareness and inclusion for student success	Special Education teams understand how inequality impacts their students, as indicated by lack of disproportional student MDR, suspension and/or expulsion data. Staff members attend professional learning opportunities that explore ability, race, ethnicity, culture, religion, and socioeconomic status. Student assignments and activities explore ability, race, ethnicity, culture, religion, and socioeconomic status.
4.4	Meetings are scheduled with general education teachers and itinerants for planning, problem-solving and IEP development	Itinerant/Teacher team meetings are scheduled weekly. Teacher/paraeducator team meetings are scheduled at least weekly.
4.5	Families are included as vital members of the team and regular communication is established (i.e. notes home, classroom newsletter, data shared)	100% of students have at least one clearly identified way communication occurs between school and home. Families are invited to all IEPs and attempts are made to schedule IEPs for dates/times families are available. Families are included participants on all PBSP development/review meetings. Families are provided detailed information related to the use of Seclusion/Restraint, involved in debriefing meetings, and Emergency Intervention Plan (EIP) development/review meetings, as appropriate.
4.6	*All program staff are CPI (or equivalent program) certified.	ASD program staff, including administrators, are CPI (or equivalent program) certified and can produce a current CPI certification card.
4.7	*Administrative support is available for the program and its team members	The administrator ensures that students, staff, and parents are not only informed but have an active voice in their school community. The administrator celebrates the contributions, efforts, and victories of the staff. School administrators are models for how to react and cope with stress, setbacks, and disputes. Administrator attends staff meetings and makes classroom visits.
4.8	Training is provided for general education staff, as well as building-wide support staff and transportation staff to support student success	A collaborative system exists to train all necessary parties on a student's PBSP (bus, playground, general education, etc.) using the Behavior Skills Training model. All staff members who support students from the ASD program have professional learning opportunities related to meeting students' social/communication/behavior needs.

*Only applicable to classrooms for students on the autism spectrum.

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Appendix D: When to Conduct the FBA Flowchart





Determining the Need for Supplemental Adult Support

Each decision to recommend a one-to-one paraprofessional must weigh the factors of both (1) the student's individual needs and (2) the setting where the support and student's IEP will be implemented. There are a number of important considerations and steps that must be made in regard to each of these factors in preparation for the inclusion of a one-to-one paraprofessional to be considered by the IEP team and in reviewing the continued need for the assistance over time.

- Identification of the student's individual needs, **skill deficit, or barriers to learning** that determines the need for individualized adult support
- Other natural supports, accommodations and/or services that could support the student to meet these needs without the use of individualized adult support
- The extent (e.g., portions of the school day) or conditions (e.g., for transitions from class to class) the student would need individualized adult support
- The specific role that the paraprofessional will provide versus the teacher or other service provider(s)
- The skills and goals the student is planned to achieve that will reduce or eliminate the need for adult support
- Insurance that the individualized adult support has access to a copy of the student's IEP, has been informed of his or her responsibilities for IEP implementation for the student and has received the training and supervision necessary to carry out these responsibilities

Step 1: Checklist to Determine the Need for Individualized Adult Support. Please check all that apply. *If it is determined that one on one support is needed, it should be documented within the Supplementary Aids and Services with the conditions identified in Step 2.

- ☐ **Medical:** Student requires assistance due to medical condition and safety related needs within the school environment
- ☐ **Health/Personal Care:** Student requires non-medical specialized health care support such as personal care, feeding, positioning or bracing multiple times daily
- ☐ **Inclusion in General Education Classes:** Student requires adult support in constant close proximity for participation and/or differentiated output in support of the curriculum/content provided from general education teacher and/or IEP team
- ☐ **Engagement:** Student cannot participate in classroom instruction without constant verbal and/or physical prompting to stay on task and/or follow directions and student has a functional behavioral assessment and a behavioral intervention plan that is implemented with fidelity
- ☐ **Behavior:** Student presents with serious behavior problems with ongoing (daily) incidents of injurious behaviors to self and/or others or student elopes and student has a functional behavioral assessment and a behavioral intervention plan that is implemented with fidelity
- ☐ **Transitions:** Student requires individualized adult support to transition to and from class more than 80 percent of the time. and student has a functional behavioral assessment and a behavioral intervention plan that is implemented with fidelity
- ☐ **Appropriate Peer Interaction:** Student needs individualized adult support to implement strategies for initiating and responding to social interactions

Step 2: Identification of Need and the Natural and Other Supports Available to the Student

What is the specific need, skill deficit, or barrier to learning that necessitates the need for adult support?	Conditions for Adult Support where the Need, Skill Deficit, Barrier to Learning is Evidenced (i.e., Content, Classes, Specific time(s) of the day, and/or Location)	Natural and Other Supports Available in Setting where the Adult Support is Not Needed *Staff-to-student ratio, presence of other paraprofessionals, teachers, and/or related service providers, peer supports, environmental structures/supports such as activities, routines, physical layout of the classroom, student seating	Training or Skills Needed for the Adult and Others to Meaningfully Implement the Adult Support *Training needed should be noted in the IEP Supplementary Aids and Services Examples could include prompting and prompt fading, delivery of reinforcement strategies, differentiated output, intensive intervention, data collection, development of visuals/reminders for adults (job aides) *Specific information noted below could be found in the students PBSP
Skill/Barrier #1:			
Skill/Barrier #2:			
Skill/Barrier #3:			

Step 3: Planning for Independence

What Skills or Goals must the Student Achieve to Reduce or Eliminate the Need for a Adult Support *Should match the skill barriers/deficits to learning noted above	What is the Plan to Progressively Reduce the Support Provided to the Student to decrease his/her Dependence on Ongoing Adult Support Over Time? Examples could include reduction of hours, inclusion of peer support during the day, fading of prompting, teaching student to engage and participate through the use of visuals	What is the Plan to Collect Data and Monitor the Student's Progress and Independence Toward the Identified Skills/Goals which will eliminate the Need for Ongoing Adult Support?
Skill/Barrier #1:		
Skill/Barrier #2:		
Skill/Barrier #3:		

Appendix F: High-Quality FBA and Positive Behavior Support Plan Process



High-Quality Functional Behavior Assessment & Positive Behavior Support Plan Process

**It is recommended that evaluation teams follow this process in sequential order to identify the strongest hypothesis of function and most effective intervention plan for treatment of pervasive problem behavior*

Student name:		Evaluation due date:		
	Procedural Steps	Who	When	Done
1	Obtain Parent Consent *This starts the 30-day evaluation timeline. a. If the student has Special Education Services, a REED is used to collect parental consent. b. If the student does not have Special Education Services, the Generic FBA Consent located in MIPSE can be used.			☐
2	Define Behaviors of Concern *This may be ongoing throughout the Functional Behavior Assessment process. a. Develop a measurable and observable definition for each behavior of concern. b. Use terms that describe what the student is doing in the definition. c. If problem behaviors reliably occur within a sequence of one another, include these behaviors within one behavioral category.			☐
3	Select Target Behaviors for Assessment a. Determine which behaviors of concern, or behavioral categories, the team will prioritize for intervention.			☐
4	Collect Baseline Data *This may be ongoing throughout the Functional Behavior Assessment process. a. Collect baseline data on target behaviors. b. The data collection system should capture the relevant factors of the behavior which may include: frequency, intensity, and/or duration. c. The data collection method must be sustainable throughout the lifetime of the PBSP.			☐
5	Complete at least 1 quantifiable teacher interview such as the FAST, QABE, MAS, FAIR-T, FACTS related to target behaviors a. A School Social Worker, School Psychologist, or other professional facilitates at least 1 quantifiable teacher interview. If the student has multiple teachers, a quantifiable teacher interview should be completed by all teachers of classes where problem behavior has occurred.			☐
6	Complete the Open-Ended Staff Interview and Open-Ended Family Interview related to target behaviors a. A School Social Worker, School Psychologist, or other professional interviews at least 1 General Education and/or Special Education Teacher to gain information about antecedents and consequences.			☐

	b. A School Social Worker, School Psychologist, or other professional interviews a family member to gain information about antecedents and consequences.				
7	Analyze data from quantifiable assessments and interviews to develop an initial hypothesis statement including antecedents, consequences, and function(s). Complete ABC Observations a. Members of the evaluation team schedule time during the routines or activities identified via the open-ended interview to observe target behaviors and confirm hypotheses of function from the indirect assessments. i. It is recommended that multiple team members complete ABC observations, ensuring that the problem behavior is observed across multiple days and observers. ii. Observers should be confident that their observations represent the hypothesized behavioral statement. 1. A pattern can be established by observing at least 5 instances of problem behavior and a pattern within those observations. iii. Observers should be confident that their observations represent the function of the target behavior. 1. Observers should consider how effective the observed consequences are at turning off problem behavior.				☐
8					☐
9	Summarize & graph data collected through ABC observations. a. Consider reviewing the ABC Data Tutorial and the ABC Data Graphing Tutorial for assistance. b. If the Team's ABC Observations align with the hypothesis of function from the quantifiable assessment and observed consequences were effective at turning off problem behavior, move forward with a meeting to document and review the FBA. c. If the ABC Observation summary does not match the initial hypothesis statement or observed consequences were not effective at turning off problem behavior, consider revisiting the interviews and quantifiable assessments to gain more information. This may be a case where the team considers systematically arranging the environment to collect additional ABC Data.				☐
10	Document the FBA/Conduct FBA Meeting a. The FBA must be completed within 30 days of parent consent, unless an extension is obtained. b. Complete and finalize the FBA document in MIPSE. Review the Kent USD FBA/PBSP Guidance Manual for assistance inputting information into the FBA document on MIPSE. c. Finalize the FBA. d. Send home and/or review a copy of the FBA with the family.				☐
Additional FBA Resources Available Here					
11	Develop Initial PBSP a. The PBSP can be developed during the same meeting as the FBA, if time allows. i. Review the Kent USD FBA/PBSP Guidance Manual for assistance inputting information into the PBSP document on MIPSE.				☐

	b. The Team creates a competing pathway for each target behavior or behavioral category identified in the FBA. i. Consider using the Expanded Competing Pathway document to map out the journey from problem to goal behavior. c. The Team develops interventions that match the function(s) of the identified behaviors. d. The Team outlines detailed guidance for each "active" intervention. e. The team develops a data collection plan that monitors student progress and measures implementation fidelity. f. Schedule a PBSP Review Meeting prior to finalizing the PBSP. g. Finalize the PBSP. h. Send home and/or review a copy of the PBSP with the family and student, as appropriate. i. Provide a copy of the PBSP Intervention Summary Page to pertinent Team members and all adults involved with the student (e.g. Paraeducators, Specialists Teachers, ELL Teachers, Title Staff, Recess Staff, etc.). i. Utilize a Behavior Skills Training model to role play implementation of each intervention with all adults involved.				
12	Amend IEP or Schedule a new IEP Meeting a. Develop a PLAAFP statement that includes the data and description of need identified through the FBA process and the adverse impact on student progress. i. If developing an IEP goal that aligns with findings from the FBA, include baseline data and starting point for instruction. b. Indicate the need for positive behavioral interventions and supports by checking the appropriate box on the Special Factors, Supplementary Aids and Assessment page. c. Include the Positive Behavior Support Plan within the Supplementary Aides & Services Table on the Special Factors, Supplementary Aids and Assessments page. d. Review the Kent ISD IEP Guidance & Compliance Manual for assistance developing or amending the IEP.				□
13	Collect Student Progress Monitoring and Implementation Fidelity Data a. Identified Team members (e.g., General Education Teacher, Special Education Teacher, Paraeducator, etc.) collect progress monitoring data as outlined in the PBSP Data Collection Plan. b. PBSP implementers collect implementation fidelity data at the frequency outlined in the Plan (e.g., self-evaluation via fidelity implementation checklist).				□
14	Conduct PBSP Review Meeting a. Team members attend PBSP Review Meeting to review student progress data, implementation fidelity data, and modify the plan as needed. i. Create a Review of the current PBSP document. 1. Open existing, finalized PBSP. 2. Under the <i>More</i> tab, select <i>Create PBSP Review of This Document</i>. 3. Select <i>Edit This Section</i> to begin reviewing the PBSP document. 4. The date should be updated to reflect the date of the PBSP Review. i. Review implementation fidelity data.				□

			i. Best practice indicates all implementers must implement the plan with at least 85% fidelity for maximum impact. a. If all implementers have implemented with at least 85% fidelity, move forward to assess student progress. b. If all implementers have not implemented with at least 85% fidelity, discuss additional training and resources needed to implement the plan with greater fidelity. In this situation, details about implementation may change, however, actual interventions listed in the plan may not. iii. Review progress monitoring data. i. Best practice indicates that student progress data will be graphed prior to the meeting for ease of analysis. a. Review the Data Entry & Graphing Tutorial for assistance creating a graph using Google Sheets. iv. Modify the PBSP as needed to support student progress. i. Utilize the Data-Based Decision Table for assistance determining how to modify the plan based on progress monitoring data. a. Consider using the expanded competing pathway if data indicates mastery and the student is ready for a modification of the replacement behavior to increase student independence. b. Schedule the next PBSP Review Meeting prior to finalizing the PBSP Review document. c. Review the Kent ISD FBA/PBSP Guidance Manual for assistance completing the PBSP Review.		
Additional PBSP Resources Available Here					

Appendix G: ASD High-Quality Prioritization & Sequencing Assessment



ASD High Quality Programming Sequence and Prioritization Assessment

Date of Assessment :			
Implementation of the universal supports identified in this assessment are essential prior to moving forward with the identification of additional indicators in the ASD High Quality Programming Guide.		Yes	No
Communication	Is the student able to request items he/she wants or needs and if yes, regularly doing so? (Indicator 1.9)		
	Is the student's communication system readily available in all environments? (Indicator 1.9)		
	Is a visual schedule that the student can reference and independently navigate always available? (Indicators 1.2 ; 2.2)		
	Are visual supports consistently in place and referenced by staff to communicate expectations and promote independence? (Indicators 1.2 ; 2.2)		
	Total Yes Responses ____ / 4 * If any "No" responses, STOP assessment and begin here before further implementation		
Clear and Effective Instruction and Transitions	Are instructions specific and phrased as "do" statements? (e.g. "Let's walk to our group table.") (Indicator 2.6)		
	Are transition signals clearly obvious and do they have a clear beginning and end? (Indicator 2.6)		
	Student preferences are known and utilized as reinforcers for desired behaviors and avoided for undesired behaviors. (Indicators 1.11 ; 2.9 ; 2.10)		
	Total Yes Responses ____ / 3 * If any "No" responses, STOP assessment and begin here before further implementation		

ASD High Quality Programming Sequence and Prioritization Assessment

Active Student Responding	Are there frequent opportunities for students to actively respond? (25 per student per hour) (Indicator 1.1)		
	Does the pace appear appropriate? (Do students remain engaged while still allowing some wait time for responses) (Indicator 1.1 ; 1.4)		
	Total Yes Responses ____ / 2 * If any "No" responses, STOP assessment and begin here before further implementation		
Feedback and Reinforcement	Are staff members providing students high rates of feedback? (Indicator 2.1)		
	Is the feedback ratio close to the 5:1 target? (Indicator 2.1)		
	Total Yes Responses ____ / 2 * If any "No" responses, STOP assessment and begin here before further implementation		
Curriculum Match	Are students responding independently to roughly 80% of materials presented? (Indicator 1.8)		
	Are students responding correctly to roughly 80% of materials presented? (Indicator 1.8)		
	Are targets relevant to students' needs and working to increase their independence? (Indicator 1.3 ; 1.5 ; 1.6)		
	Total Yes Responses ____ / 3 * If any "No" responses, STOP assessment and begin here before further implementation		

Appendix H: EI High-Quality Prioritization & Sequencing Assessment



EI High-Quality Programming Sequence and Prioritization Assessment

Date of Assessment :			
Implementation of the universal supports identified in this assessment are essential prior to moving forward with the identification of additional indicators in the EI High Quality Programming Guide.		Yes	No
Self-Advocacy	Is the student regularly requesting what they want or need? <i>(Indicator 1.9)</i>		
	Are student requests met with empathy and reinforced whenever feasible? <i>(Indicators 1.9, 2.1, 2.9)</i>		
	Do classwide systems prioritize student self-advocacy over compliance and work completion? <i>(Indicator 1.9, 2.9, 2.13)</i>		
	Total Yes Responses ____ / 3 * If any "No" responses, STOP assessment and begin here before further implementation		
Safety and Rapport	Are staff trained in and do they utilize prevention and de-escalation techniques that are compassionate and trauma-informed? <i>(Indicators 2.6, 2.7, 2.13, 2.14, 4.6, 4.11)</i>		
	Can staff reliably turn off problem behavior in order for the student to return to happy, relaxed, and engaged? <i>(Indicators 2.1, 2.6, 2.9, 2.13, 3.7)</i> - <i>If not, a family interview has been completed to get more information.</i> <i>(Indicators 3.7, 4.8)</i>		
	Is the student given time and space to process information as indicated by staff avoiding verbal disputes and repetitive prompting? <i>(Indicators 2.6, 2.13)</i>		
	Do staff provide the student with a dignified exit strategy or backup plan to navigate stressful situations? <i>(Indicators 1.5, 1.9, 2.14)</i>		
	Total Yes Responses ____ / 4 * If any "No" responses, STOP assessment and begin here before further implementation		

EI High-Quality Programming Sequence and Prioritization Assessment

Social-Emotional Skill Building	Does the student have an individualized replacement behavior and coping strategies that they <i>independently</i> use when needed? (indicators 1.6 , 1.8 , 1.9 , 1.10 , 1.11 , 1.14 , 3.7)		
	Can the student wait for preferred items/activities without demonstrating problem behavior?		
	Is the student able to compromise and find balance between their own wants and needs and the needs of others? (indicator 1.10)		
	Total Yes Responses ____/ 3 * If any "No" responses, STOP assessment and begin here before further implementation		
Instructional Match	Is classroom instruction differentiated to meet the student at their instructional level in each content area? (Indicators 1.1 , 1.3 , 3.2 , 3.5)		
	Are the student's individual interest areas embedded in instruction whenever possible? (Indicators 1.3 , 1.5)		
	Do classroom activities result in consistent student engagement without problem behavior? (indicator 1.2)		
	Total Yes Responses ____/ 3 * If any "No" responses, STOP assessment and begin here		

Appendix I: Emergency Seclusion/Restraint Documentation Form

EMERGENCY SECLUSION/EMERGENCY RESTRAINT DOCUMENTATION FORM

STUDENT INFORMATION

Student Name:	Home Phone:
Student's Address:	State and Zip Code:
County:	Attending School:
Student Primary Language:	Grade:
Birthdate:	Age:

INCIDENT INFORMATION

Date/Time of Incident: (onset of behavior needing intervention)

Location(s): (e.g. classroom, hallway, etc)

Does student have a known medical condition? ☐ Yes ☒ No

If yes, please provide a brief summary:

What happened before the behavior occurred:
(antecedents/triggers)

Strategies/interventions used prior to use of seclusion and/or restraint:

Timeframe:

Description of behavior requiring the use of seclusion and/or restraint:

(Explain how it posed an imminent risk to the safety of the individual student or others; include frequency, intensity, and duration in objective and measurable terms.)

Personnel who initiated the use of seclusion and/or restraint:

Staff Name Position/Title

EMERGENCY INTERVENTION					
Please describe behavior that posed an imminent risk to the safety of the individual student or others.					
Incident Type:	Incident Date/Time:	Observations: (including student response)	Staff involved: (denote key identified personnel with an*)	Duration, in minutes, of seclusion/restraint:	Was extended time utilized during emergency intervention? (Emergency Restraint: 10 min) (Emergency Seclusion: Elementary - 15 min and Secondary - 20 min) If yes, please explain the extension beyond the time limit and additional support utilized.
Restraint					Extended Time: ☐ Yes ☒ No Explanation:
Were any injuries sustained? ☐ Yes ☒ No If yes, identify injured party/summary of injury: (Also complete an accident report.)					
STUDENT FOLLOW UP					
Describe follow-up with student after seclusion and/or restraint:					
Date/Time of follow-up: Location of follow-up:					
PARENT CONTACT					
Written Report Delivered to Parent/Guardian					
Mode of Delivery: Given to Parent/Student at the Meeting				Date of Delivery:	
ADMINISTRATOR ACKNOWLEDGMENT					
Administrator signature: _____			Date:		
Administrator Name:					

Appendix J: Emergency Seclusion/Restraint Debriefing Form

EMERGENCY SECLUSION/EMERGENCY RESTRAINT DEBRIEFING FORM

STUDENT INFORMATION

Student Name:	Form Date:
Student's Address:	State and Zip Code:
Student Primary Language:	Home Phone:
County:	Attending School:
Birthdate:	Grade:
Age:	

PARTICIPANTS

Name of Participant	Title or Relationship to Student

REVIEW

- Seclusion and restraint documentation form or written report? ☐ Yes ☐ No
- Individualized Education Plan (IEP)? ☐ Yes ☐ No
- Positive Behavior Support Plan (PBSP)? ☐ Yes ☐ No
- Emergency Intervention Plan (EIP)? ☐ Yes ☐ No

Other Reviewed Item(s):

Summary of Debriefing

Staff discussion around strategies/interventions that were effective:

Student/parent/guardian discussion around strategies/interventions that were effective:

What may be done differently in future to reduce the likelihood of problem behavior and need for seclusion and/or restraint?

Data review: (prior emergency use of seclusion and/or restraint)

Based on review is there a pattern of behavior that could result in future emergency use of seclusion/restraint? ☐ Yes ☐ No

Action Plan			
Next Steps/Action Plan: (e.g. conduct FBA, create/revise BIP and/or EIP, conduct medical consultation, teach/practice replacement behavior)			
DEBRIEFING TEAM ACKNOWLEDGMENT			
Is this team member key identified personnel?	Team Members:	Signature:	Date:
ADMINISTRATOR ACKNOWLEDGMENT			
Administrator signature: _____		Date:	
Administrator Name:			

Appendix K: Emergency Intervention Plan

Contact Log			
(1) Detailed records of telephone calls made or attempted and the results of those calls;			
(2) Copies of correspondence sent to the parents and any responses received; and			
(3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.			
Date of Contact	Method of Contact	Result of Contact	Who made the Contact

EMERGENCY INTERVENTION PLAN

STUDENT INFORMATION	
Student:	Date of Plan:
Resident District for Purpose of FAPE:	Attending School:
Birthdate:	Age:
Student Primary Language:	Language in the Home:

PARTICIPANTS	
These persons were present and participated in the development of the Emergency Intervention Plan:	
Key Identified Staff?	Participant
☐	
☐	
☐	

NOTIFICATION
This Emergency Intervention Plan (EIP) has been written by a team to describe the reasons for the use of emergency seclusion and/or emergency restraint. The EIP should always be used in conjunction with a Positive Behavior Support Plan (PBSP). The purpose of the PBSP is to create environments in which the student is more likely to experience success, and to teach replacement behaviors and coping skills so that the student is less likely to experience a crisis. One measure of success of the PBSP would be a decrease in the number of times the EIP has to be used. The special behavioral interventions listed in this plan may only be used to control <i>unpredictable, spontaneous behavior that poses a clear and present danger of serious physical harm to the student or others, and that cannot be immediately prevented by a less restrictive or severe response.</i> Should the PBSP be ineffective in stopping a behavior that poses imminent threat of harm to the student, other students, or staff, the emergency interventions described in this plan will be utilized. (Michigan Department of Education Policy for the Use of Emergency Seclusion and Restraint, Mar. 2017) EMERGENCY SITUATION means a situation in which a student's behavior poses imminent risk to the safety of the individual student or to the safety of others. An emergency situation requires an immediate intervention. EMERGENCY SECLUSION is defined as "last resort emergency confinement of a student in a room or space from which the student is physically prevented from leaving and which provides for continuous adult observation of the student." Even when staff are in the room with a student in crisis, if they are preventing the student from leaving it is considered seclusion. EMERGENCY RESTRAINT is defined as "last resort intervention that prevents or significantly restricts a student's movement that is necessitated by an ongoing emergency situation and that provides an opportunity for the student to regain self-control while maintaining the safety of the student and others." Possible Discomforts and Risks: Staff have been trained to carry out emergency physical restraint techniques in a safe, respectful, and therapeutic manner. When emergency physical restraint techniques are properly executed according to prescribed training standards, the likelihood of breathing problems, physical discomfort and injuries related to falls is significantly reduced.

SIGNIFICANT BEHAVIOR(S) WARRANTING THE NEED FOR EMERGENCY INTERVENTION PLAN
Define behaviors in <i>observable and measurable</i> terms that will require Emergency Seclusion and/or Emergency Restraint procedures. These behaviors must always be those that involve imminent danger to self and/or others.

FUNCTIONAL BEHAVIOR ASSESSMENT AND POSITIVE BEHAVIOR INTERVENTION AND SUPPORTS

Has the team conducted a Functional Behavior Assessment (FBA) to identify triggers associated with the behavior requiring the use of Emergency Seclusion and/or Emergency Restraint? ☐ Yes ☒ No

The Team **must** conduct or review an FBA related to the behaviors that triggered the use of Emergency Seclusion and/or Emergency Restraint.

Does the student have a current PBSP? ☐ Yes ☒ No

The Team must conduct/review a FBA and develop a PBSP.

EMERGENCY SECLUSION AND RESTRAINT

Emergency Seclusion is NOT permitted:

- With preschool students,
- With students who are severely self-injurious or suicidal,
- As a form of discipline, and/or,
- As a substitute for adequate staffing or programming.

Describe in detail any possible discomforts or risks to the student and additional limits (if any) on the use of Emergency Seclusion with this student (i.e. medical condition, trauma history, etc.)

Emergency Restraint must NOT include:

- Mechanical or chemical means,
- Prone restraint (face down on floor), and/or
- Be used as a substitute for adequate staffing or programming

Describe in detail any possible discomforts or risks to the student and additional limits (if any) on the use of Emergency Restraint with this student (i.e. medical condition, trauma history, etc.)

EMERGENCY INTERVENTION PROCEDURES

Define behaviors in *observable and measurable* terms that will require Emergency Seclusion and/or Emergency Restraint procedures. These behaviors must always be those that involve imminent danger to self and/or others.

Script the detailed response so that staff know exactly how to respond in the event of an emergency. The script should include step-by-step procedures based on the individual student's behavior and include the following components:

- Supportive/Protective Stance, proximity
- Non-verbal, non-emotional, non-punitive
- Respect for the student's dignity (e.g., remove audience)
- Use least restrictive interventions necessary to restore a safe environment (i.e., remove potential weapons, target, trigger, and the level of stress)
- After the event and the student has returned to calm or baseline, staff must process through the incident with the student. This can be done using a tool such as the Life Space Interview (LSI), or some other type of processing protocol that teaches the student a new coping skill and/or replacement behavior. *Calm or baseline behaviors must be defined in observable and measurable terms so that staff know when they are ready to process through the incident.*

There must be a scripted, detailed procedure for each defined behavior that results in an emergency response.

Behavior	Response	Potential Emergency Procedure

Describe any strategies that were considered but not selected.

Option Considered	Reason Not Selected

EMERGENCY INTERVENTION PLAN ASSURANCES	
In the development of this plan the team addressed the following issues: ☐ An explanation of the legal limits on the use of emergency seclusion and restraint, including examples of legally permissible and prohibited use. ☐ Explanation of Emergency Procedures to be followed to all involved and the purpose of the use of seclusion or emergency restraint. ☐ Description of possible discomforts or risks to the student. ☐ Discussion of possible alternative strategies with the advantages and disadvantages. ☐ Answers to any questions. ☐ Peer review conducted by knowledgeable school personnel.	
ADMINISTRATOR ACKNOWLEDGEMENT	
Administrator signature: _____ Administrator Name: _____	Date: _____
DOCUMENT DELIVERY	
Mode of Delivery: Given to Parent/Student at the Meeting	Date of Delivery: _____

Resources

Center on Positive Behavioral Interventions & Support. <https://www.pbis.org>.

FTF Behavioral Consulting. <https://ftfbc.com/>

Michigan Department of Education. (2017). *Emergency Use of Seclusion and Physical Restraint Frequently Asked Questions*.

Michigan Department of Education. (2017). *Policy for the Emergency Use of Seclusion and Physical Restraint*.

Practical Functional Assessment. <https://practicalfunctionalassessment.com/>

Today's ABA and Compassionate Care. (2022).
<https://practicalfunctionalassessment.com/2023/01/26/todays-aba-and-compassionate-care/>