

# Ch. 10 Behavior

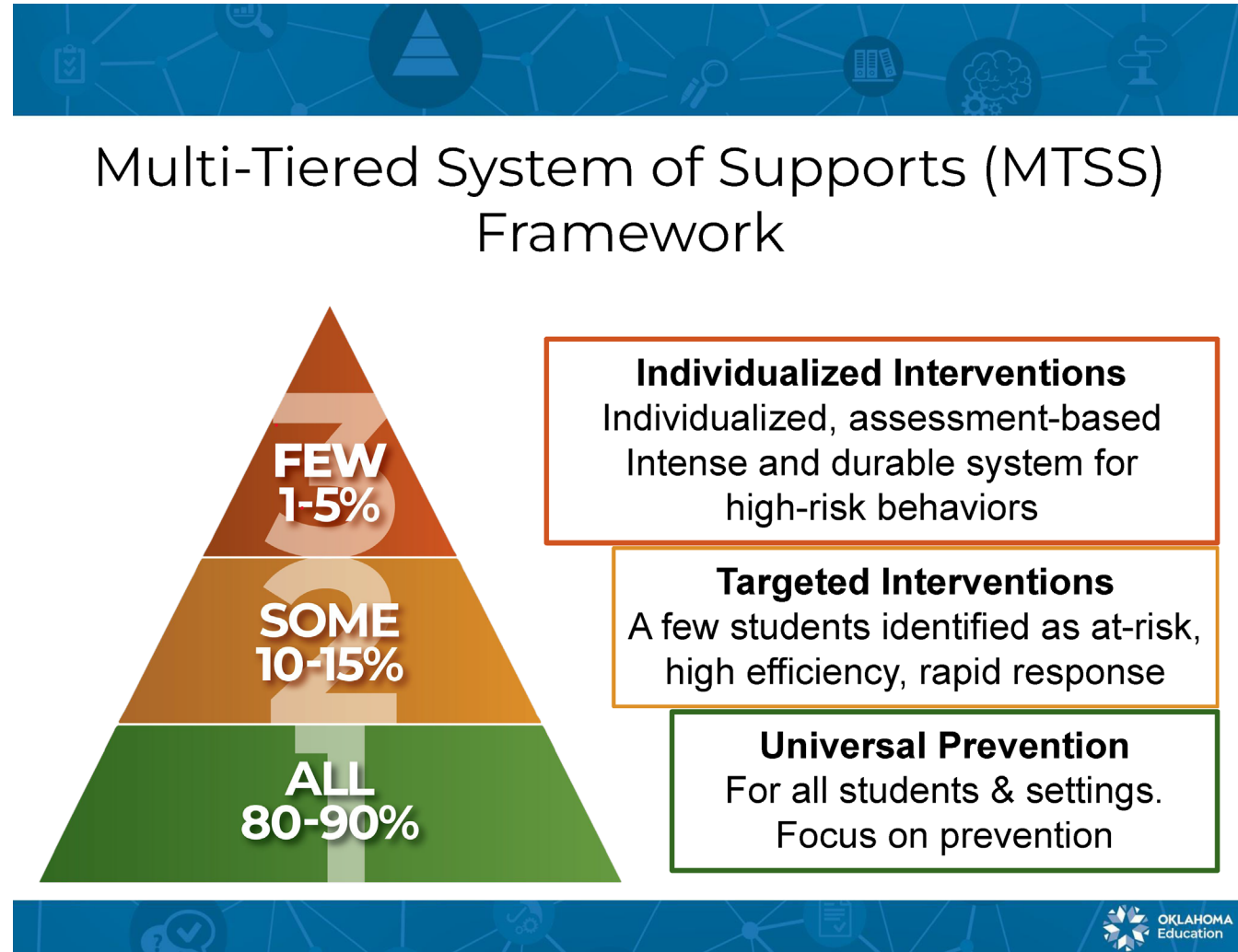


**OKLAHOMA**  
Education

# MTSS Practices

## Ch. 10, Section 1

- Sustainable Teaming
  - Professional Development
  - Teaming for data review and intervention planning
- Evidence-Based Practices
  - Screening for need
  - Evidence-based instruction and intervention
- Data-Driven Decision Making
  - Objective decision rules
  - Progress monitoring
  - Regular data review
- Continuous Improvement Cycle
  - Evaluation of effectiveness
  - Implementation fidelity/integrity



# FBA and BIP

## Ch. 10, Section 1, B

- Functional Behavior Assessment (FBA):
  - An **assessment** process used to collect data to assist professionals in determining a **hypothesized function**, or functions, of a specific behavior.
- Behavior Intervention Plan (BIP):
  - The plan to **reduce/eliminate target behaviors** and **increase the frequency of a functionally equivalent replacement behavior**
- BIP should include:
  - Operational definition of target behavior(s)
  - Hypothesized function
  - Functionally equivalent replacement behavior(s)
  - Antecedent interventions
  - Consequent interventions
    - To increase replacement behavior
    - To respond to target behavior
  - Goal
  - Plan for data collection and progress monitoring

# Threat and Safety Planning

## Ch. 10, Section 2, A&B

- Behavioral Threat Assessment:
  - A team investigative approach that should be enacted when threats of violence have occurred, and as part of a comprehensive approach to school safety and risk mitigation.
  - **Assess threats** of potentially harmful or lethal behavior and **determine the level of concern/action** required
- Crisis Plans
  - An added component to a BIP that outlines steps staff will take as an **immediate response** to student crisis behaviors that put the student or others at **immediate risk of harm**

# Seclusion, Restraint, and Corporal Punishment

## Ch. 10, Section 3

- Seclusion and Restraint:

- The student's actions pose an imminent danger of serious physical harm to the student or other individuals; and not merely a threat to property
- The seclusion lasts only as long as necessary to resolve the threat of danger or harm.

- Corporal Punishment

- **Any student with a disability** who is entitled to **special education services** under the IDEA-- Oklahoma Administrative Code (OAC § 210-15-13-9(d)) states, "*Corporal punishment of students with disabilities not authorized.*"
- OSDE strongly encourages LEAs to prohibit any use of corporal punishment, including students with disabilities who have a 504 Accommodation Plan

# Reporting of Seclusion, Restraint, and Corporal Punishment

## Ch. 10, Section 3, D

- LEAs are required to document incidents for both students with disabilities and students without disabilities.
- At the end of each school year, and no later than June 30th, each school district or charter school shall report to the State Department of Education (OSDE) Office of Special Education Services (SES) information regarding **all incidents of seclusion, restraint, or corporal punishment of a student with disabilities** within the district during the school year that just closed.

# Shortened Days

Ch. 10, Section 4, B

## Inappropriate uses

- Managing student behavior or as means of discipline
- Accommodating transportation schedules
- Administrative convenience
- Accommodating regularly scheduled outside therapies
- Solely upon parent request

# Disciplinary Removals

Ch. 10, Section 5, A&B

## Formal

- Disciplinary actions resulting in documented, formal removal for less than 10 school days (consecutive or cumulative)
- Removal for more than 10 school days (consecutive or cumulative)
  - Manifestation Determination

## Informal

- When students with disabilities are removed from school as a result of behavior incident(s) without a formal suspension and without the rights extended to them under IDEA.
  - Sending student home during instructional day
  - Long-term use of shortened day without IEP team nor reintegration plan
  - Mandatory remote instruction