

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

The purpose of this document is to provide procedural information regarding the discipline of students with disabilities in Commission-authorized charter schools. Commission-authorized charter schools shall ensure that all requirements of state and federal laws (including, but not limited to the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973), rules and policies are followed when disciplining students with disabilities ages 3-21. These procedures cover the following:

- [Change of Placement](#)
- [Development of FBAs and BIPs](#)
- [Isolation and Restraint](#)
- [Suspected Criminal Behavior](#)
- [Forms and Appendices](#)

**Change of Placement**

Suspensions/expulsions for more than a total of ten (10) days per school year shall be considered a change of placement for students with disabilities. A change of placement also occurs if the child has been subjected to a series of removals that constitute a pattern, including but not limited to:

- (a) Because the series of removals total more than ten (10) school days in a school year;
- (b) Because the child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in the series of removals; and
- (c) Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

**Manifestation Determination.** Prior to a change of placement as defined above, the student's IEP Team, as defined in the Individuals with Disabilities Education Act, or Section 504 team as defined by Section 504 of the Rehabilitation Act of 1973 must meet and determine whether the offense is a manifestation of the student's disability based on the criteria set by current state and federal law. If the IEP Team determines that the offense is a manifestation of the student's disability, the student cannot be suspended or expelled. The IEP team must conduct a functional behavior assessment, unless one has already been conducted, and implement a behavioral intervention plan for the child or review the existing behavioral intervention plan and modify it as necessary to address the behavior.

If the IEP Team determines that the offense is not a manifestation of the student's disability, the student is treated as if he/she were non-disabled and may be suspended or expelled on the same basis as any student. Either determination is subject to due process procedures and upon challenge; placement shall be frozen pending the outcome of any administrative or judicial proceeding. If the student is covered under IDEA or Section 504, the student continues to receive services under the terms of the last agreed upon accommodations. If a student is suspended or expelled, educational services (as determined by the IEP Team or 504 Team) must be provided during the expulsion period.

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

**Provision of Services.** A student with a disability who is removed from their current placement for ten (10) school days in the same school year shall receive for any subsequent removal educational services pursuant to the IEP or 504 plan so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP. The student shall also receive as appropriate a functional behavior assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

If the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child’s teachers, shall determine the extent to which services are needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP. If the removal is a change of placement, the child’s IEP team shall determine the appropriate services needed so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

**Special Circumstances.** Notwithstanding the above, school personnel may remove a child to an interim alternative educational setting determined by the IEP team for not more than forty-five (45) school days regardless of whether the behavior is determined to be a manifestation of the student’s disability in cases where the child commits one of the following offenses at school, on school premises, or at a school function under the jurisdiction of the school district:

- (a) Carrying or possessing a weapon;
- (b) Possessing or using illegal drugs or selling or soliciting the sale of a controlled substance; or
- (c) Inflicting serious bodily injury upon another person.

**Parent Notification.** The school must notify parents of a decision to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct on the date the decision is made. The school must provide the parents with a notice of procedural safeguards at the time of notification.<sup>1</sup>

**Development of FBAs and BIPs**

Authorized charter schools shall meet all requirements of State Board Rule 0520-01-09-.24 when developing Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs).

**FBA Assessment Team.** A Functional Behavior Assessment shall be conducted by a group of at least three (3) individuals knowledgeable about the student, which may include as appropriate:

- (1) The parent(s)/guardian(s) of the child;

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<sup>1</sup> 34 CFR § 300.530(h)

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

- (2) At least one (1) special education teacher of the child;
- (3) At least one (1) general education teacher of the child;
- (4) Related Service provider(s);
- (5) School psychologist;
- (6) Other school personnel; and
- (7) The student.

To the extent possible, the FBA process shall be led by a school psychologist, Licensed Behavior Analyst, or other school personnel trained to conduct FBAs.

Schools shall obtain written parental consent prior to conducting an FBA<sup>2</sup> and shall save the written consent to the student's TN PULSE profile.

**Conditions to Conduct FBA.** An FBA shall be conducted to inform the development or revision of a Behavior Intervention Plan in any of the following situations:

- (1) When a student receiving Special Education and Related Services engages in conduct that results in a change of placement as defined by 34 C.F.R. 300.536 and the LEA, the parent(s)/guardian(s), and relevant members of the IEP team determine that the student's conduct that gave rise to the change in placement was a manifestation of the child's disability;
- (2) When an IEP provides for the use of restraint or isolation, as required by T.C.A. 49-10-1304(b);
- (3) When the student exhibits a pattern of behaviors that impedes their learning or that of others;
- (4) When the student exhibits a pattern of behavior that places the student or others at risk of harm or injury;
- (5) When the student's IEP team is considering a more restrictive placement as a result of the student's behavior; or
- (6) When determined appropriate by the student's IEP team.

An FBA shall be conducted, as appropriate, to inform the development or revision of a BIP in the following situations:

- (1) When a student receiving Special Education and Related Services is removed from their current placement for more than ten (10) consecutive school days for behavior not determined to be a manifestation of the student's disability; or
- (2) When a student receiving Special Education and Related Services is removed to an interim alternative education setting for up to forty-five (45) school days for weapons, drugs, or serious bodily injury, irrespective of whether the student's behavior is a manifestation of the student's disability.

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<sup>2</sup> 34 CFR § 300.301, 34 CFR § 300.303, 34 CFR § 300.324, 34 CFR § 300.530(f); Tennessee Department of Education, 2010, Memorandum Re: Written Parental Consent for Functional Behavior Assessments

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

**Assessment Process.** An FBA shall include, at a minimum:

- (1) Description of the problem or targeted behavior(s);
  - a. Target behavior(s) shall be listed and defined in clear, objective, and measurable terms (including examples and nonexamples).
  - b. Baseline levels of target behavior(s) shall be reported within the FBA. Baseline data reflects the frequency, duration, intensity, or other important aspects of the target behavior(s).
- (2) Systematic observation of the events that immediately precede each display of the targeted behavior(s) and are associated with the display of the behavior(s);
- (3) Systematic observation and analysis of the consequences following the display of the targeted behavior(s);
- (4) Analysis of the antecedent/setting(s) or environment(s) in which the targeted behavior(s) occurs and the frequency of those behavior(s);
- (5) Review of the student’s educational and disciplinary records;
- (6) Structured interviews with or surveys completed by the student’s teachers, parent(s)/guardian(s), or school personnel, as determined by the group of individuals conducting the FBA, who regularly interact with the student, and when applicable, a student interview;
- (7) Review of the history of the targeted behavior(s) to include the effectiveness of any intervention previously used; and
- (8) Determination of whether a skill deficit is a contributing factor to the behavior(s).
  - a. If the results of the FBA determine that a skill deficit is contributing to the target behavior(s), the IEP must include measurable annual goal(s) to address the skill deficit.

**Data Interpretation.** The FBA shall include data that provides the team with the following information:

- (1) A clear identification of student skill deficits impacting behavior substantiated by data;
- (2) Data collection results in each of the following identified components that are clearly described to inform intervention planning:
  - a. Daily routines associated with the target behavior;
  - b. At least one setting event hypothesized to contribute to target behavior (OR confirmation of no relevant setting events);
  - c. One or more specific antecedent events hypothesized to trigger target behavior; and
  - d. One or more specific consequences hypothesized to reinforce target behavior;
- (3) A statement that summarizes a functional hypothesis that is supported by and aligned with the assessments completed;
- (4) There is at least modest (descriptive) evidence that the antecedents and consequences observed influence the target behaviors; and
- (5) If a skill deficit was determined to contribute to the target behavior, the IEP must include measurable annual goal(s) to address the skill deficit.

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

**Behavior Intervention Plan Development.** The group of individuals that conducts the FBA shall review the description of the problem or targeted behavior(s), the results of the assessment, and a hypothesis of the function of the behavior to develop a Behavior Intervention Plan (BIP). The BIP shall be based on the student's most recent FBA.

The BIP shall include, at a minimum:

- (1) A description of the behavior(s) and the frequency;
- (2) A restatement of the hypothesized function of behavior(s);
- (3) Measurable replacement behavior goals that align to the hypothesized function of behavior(s);
- (4) Strategies for intervention, including but not limited to antecedent-based interventions, mitigating the consequences that reinforce the targeted behavior(s), and/or reinforcing identified replacement behavior(s) based on the results of the FBA;
- (5) Identification of team members to teach appropriate replacement behaviors;
- (6) A progress monitoring plan, including regular and frequent data collection and fidelity checks;
- (7) A plan to train school personnel who interact regularly with the student on the intervention strategies identified in the student's BIP; and
  - a. Schools shall provide clear documentation upon request that clarifies the dates that various team members were trained on the plan.
- (8) A description of the responses (i.e., consequences) or strategies required when the challenging behavior occurs (responses or strategies may include, but are not limited to extinction procedures, de-escalation, re-direction, or cost-response).

**Target and Replacement Behaviors.** The BIP shall align with the FBA's description of target behavior(s) selected by the assessment team including:

- (1) Target behavior(s) are listed and defined in clear, objective, and measurable terms (including examples and non-examples);
- (2) Student baseline performance relative to each target behavior is reported within BIP;
- (3) The hypothesized function for all target behaviors documented within the FBA are transcribed within the BIP;
- (4) The statement from the FBA that labels the hypothesized function(s) of target behaviors is transcribed in the BIP that includes:
  - a. Daily routines associated with the target behavior;
  - b. One or more antecedent events that trigger/predict target behavior;
  - c. One or more consequences that occur immediately after the target behavior; and
  - d. At least one setting event is identified if indicated by FBA data; and
- (5) The BIP identifies a replacement behavior that can meet the same function identified for each target behavior.
  - a. Replacement behaviors must be clear, objective, and measurable;
  - b. Selected with input from the support team; and

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

c. Specified as either a short-term or long-term goal for intervention and instruction.

**Intervention Strategies.** Intervention strategies aligned with the results of the FBA shall be included in the BIP for each target behavior that address each of the following:

- (1) Methods for teaching replacement behaviors;
- (2) Methods for reinforcing identified replacement behaviors;
- (3) Antecedent strategies for preventing target behavior that involve modifying the context or providing supports or prompts to the student before target behaviors occur;
- (4) Specific preferred activities or experiences that can be used as reinforcers. These should be nominated based on data from observations, interviews, or assessments; and
- (5) Responses (i.e., consequences) or strategies required when the target behaviors occur.

The BIP shall clarify which personnel are responsible for executing each part of the BIP.

**Annual Review and Revision.** The student’s IEP team shall review the BIP at least annually during the student’s annual IEP team meetings and revise the BIP as needed.

**LEA Monitoring and Support.** Commission staff shall supplement desktop monitoring of special education documentation for students who have FBAs and BIPs using the FBA/BIP Rubric developed by the Tennessee Department of Education and the Functional Behavior Assessment Review developed by the Tennessee Technical Assistance Network to ensure all required components are addressed.

**Isolation and Restraint**

**Isolation or Restraint of Students.** Students receiving special education services may be isolated or restrained only in emergency situations. Only the principal, or the principal’s designee, may authorize the use of isolation or restraint. In the event that restraint or isolation occurs, it shall be administered by school personnel who have completed a behavior intervention training program or by other school personnel when trained personnel are not immediately available.

When available, an additional staff member shall serve as an observer to any act of physical restraint performed on a student to monitor the health and safety of all involved.

When a student is in isolation, a staff member shall maintain a continuous direct line of sight of the student to monitor the health and safety of the student.

**Provision for the Use of Isolation or Restraint in Individualized Education Programs (IEPs).** Individualized education programs that provide for the use of restraint or isolation in emergency situations shall also contain a data driven functional behavior assessment and plan for modification of the behavior developed and implemented by a qualified team of professionals.<sup>3</sup>

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<sup>3</sup> T.C.A. § 49-10-1304

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

An IEP team meeting shall be convened within ten (10) days of use of restraint if:

- (1) The student’s IEP does not provide for the use of a physical holding restraint generally;
- (2) The student’s IEP does not provide for the use of restraint for the behavior precipitating the use of the restraint; or
- (3) An Extended Restraint is used.
  - a. An Extended Restraint is defined as a restraint that lasts longer than five (5) minutes or a restraint that lasts longer than the time provided in the child’s IEP.

An IEP team meeting shall be convened within ten (10) days of use of isolation if:

- (1) The student’s IEP does not provide for the use of an isolation generally;
- (2) The student’s IEP does not provide for the use of isolation for the behavior precipitating the use of the isolation; or
- (3) An Extended Isolation is used.
  - a. An Extended Isolation is defined as isolation that lasts longer than one (1) minute per year of the students age or isolation that lasts longer than the time provided in the child’s IEP.

When the use of restraint or isolation is proposed at an IEP meeting, the parent(s)/guardian(s) shall be advised of the provisions of [State Board Rule 0520-01-09-.23](#) and the [IDEA Procedural Safeguards](#).

An IEP meeting convened pursuant to T.C.A. § 49-10-1304 may be conducted on at least twenty-four (24) hours’ notice to the parent(s)/guardian(s).

**Parent Notification.** A student’s parent(s)/guardian(s) shall be notified, orally or by written or printed communication, the same day the isolation or restraint was used. School personnel shall be held harmless for failure to notify if reasonable effort has been made and documented to notify the student’s parent(s)/guardian(s).

**Incident Reporting.** School personnel who must isolate or physically restrain a student receiving special education services shall report the incident to the principal or the principal’s designee immediately. The authorized school personnel shall observe and evaluate the student’s condition within a reasonable time after the isolation or restraint was used.

Authorized charter schools shall create a record of each incident of isolation or restraint and the facts surrounding it in TN PULSE within five (5) calendar days of the incident. Commission staff shall review the isolation or restraint report for completion and compliance and submit the finalized report to the Tennessee Department of Education within the same five (5) day window.

**Required Training.** Each authorized charter school shall identify personnel who are responsible for developing a training program, for certifying all school personnel who have completed a behavior intervention training program, and for maintaining a record of staff who have completed the training. Completion of a behavior intervention training program shall be completed on an annual basis. The following components shall be included in the training program:

<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

- (1) Evidence-based techniques shown to be effective in the prevention of isolation and physical restraint;
- (2) Evidence-based techniques shown to be effective in keeping both school personnel and students safe when imposing physical restraint or isolation;
- (3) Evidence-based skills training on positive behavioral interventions and supports, conflict prevention, functional behavior assessments, de-escalation, and conflict management;
- (4) Nonviolent crisis prevention and de-escalation;
- (5) Information describing state statutes, policies, rules, and procedures on restraint and isolation;
- (6) Documentation and reporting requirements; and
- (7) Identification and reporting of abuse and neglect in the school setting.

**Suspected Criminal Behavior**

Pursuant to T.C.A. § 49-10-1304:

- (1) School personnel may report a suspected crime by calling a law enforcement official;
- (2) School personnel may file a juvenile petition against a student receiving special education only after conducting a manifestation determination that results in a determination that the behavior that resulted in the act requiring disciplinary action was not caused by the student's disability; or
- (3) A school resource officer (SRO) may, upon witnessing an offense, take the student into custody.



<b>TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION</b>	
<b>Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures</b>	<b>1031</b>

**Forms and Appendices**

The following forms and appendices are included to supplement these procedures:

- [Functional Behavior Assessment and Behavior Intervention Plan Self-Assessment Rubric](#)
- [Functional Behavior Assessment Review](#)

# TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

Case Manager: \_\_\_\_\_ Date of Most Recent FBA: \_\_\_\_\_

Student Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_



## Functional Behavior Assessment (FBA) Self-Assessment Rubric

"Functional Behavior Assessment" or "FBA" means a process rooted in applied behavior analysis that focuses on determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment.

	Meets compliance <u>and</u> quality indicators (4)	Meets compliance indicators (2)	May not meet compliance indicators (0)
<b>Assessment Team</b>  _____  Score	Assessment team meeting compliance indicator 2  <b>AND</b> Leadership by school psychologist, licensed behavior analyst, or school personnel trained to conduct FBAs	Assessment team included <b>at least three</b> team members knowledgeable about the student: <ul style="list-style-type: none"> <li>• Parent of the child</li> <li>• Special education teacher</li> <li>• General education teacher</li> <li>• Related Service provider(s)</li> <li>• School psychologist</li> <li>• Other school personnel</li> <li>• The student</li> </ul>	Assessment team not identified  <b>OR</b> Two or fewer people participated in the FBA process
<b>Conditions to Conduct FBA</b>  _____  Score	All conditions met for compliance indicator 2  <b>AND</b> Clear documentation for the following is provided as an attachment to the FBA and/or statements in the prior written notice for an IEP meeting in which the FBA was agreed to by the IEP team (if applicable): <ul style="list-style-type: none"> <li>• Family consent</li> <li>• Clear statement of rationale for conduction FBA that includes relation to student safety, engagement, inclusion, and/or independence</li> </ul>	Parent consent for FBA was granted  <b>AND</b> FBA was conducted to develop or revise the BIP in any of the following situations: <ul style="list-style-type: none"> <li>• A change of placement to a more restrictive setting is considered due to student's behavior</li> <li>• The IEP provides for the use of restraint or isolation</li> <li>• Student behavior impedes learning for self or peers</li> <li>• Student behavior threatens safety of self or others</li> <li>• As determined appropriate by the IEP team</li> <li>• Student with an IEP is removed from current placement for more than 10 school days for behavior not determined to be a manifestation of their disability</li> <li>• Student with IEP is removed to an interim alternative education setting for up to 45 school days for a zero-tolerance offense</li> <li>• A BIP is considered ineffective by virtue of incomplete or flawed understanding of the student's behavior</li> <li>• Student behavior limits student engagement, inclusion, and/or independence</li> </ul>	Written consent for FBA from parent not obtained  <b>OR</b> No clear rationale is articulated for the FBA process for this student at this time  <b>OR</b> Rationale for assessing target behavior is irrelevant for student engagement, safety, inclusion and independence

**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

**Functional Behavior Assessment (FBA) Self-Assessment Rubric, *continued***

	Meets compliance <u>and</u> quality indicators (4)	Meets compliance indicators (2)	May not meet compliance indicators (0)
<p align="center"><b>Target Behavior(s)</b></p> <hr/> <p align="center">Score</p>	<p>Both conditions met for compliance indicator 2 <b>AND</b> A rationale for addressing the primary target behavior is included that clarifies:</p> <ul style="list-style-type: none"> <li>• Student and family perspectives on the target behavior(s)</li> <li>• Performance relative to peers with or without disabilities</li> </ul>	<p>Target behavior(s) are listed and defined in clear, objective, and measurable terms (including examples and non-examples)  <b>AND</b> Baseline levels of target behavior(s) are reported within the FBA. Baseline data reflects the frequency, duration, intensity, or other important aspects of the target behavior(s).</p>	<p>Target behaviors are not listed <b>OR</b> Behavioral definitions are not objective, clear and measurable <b>OR</b> Baseline data is omitted for one or more of the target behaviors included in the FBA</p>
<p align="center"><b>Assessment Process</b></p> <hr/> <p align="center">Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> FBA includes <b>one or more</b> of the following components:</p> <ul style="list-style-type: none"> <li>• Attached data, records, and summaries related to all FBA components</li> <li>• An analysis that tests one or more hypothesis about target behavior through manipulation of antecedents or consequences, such as:                             <ul style="list-style-type: none"> <li>○ Functional analysis</li> <li>○ Practical functional assessment</li> <li>○ Concurrent operants analysis</li> <li>○ Structural/Antecedent analysis</li> <li>○ Structured descriptive assessment</li> </ul> </li> </ul>	<p>The FBA includes each of the following components and summarizes their outcomes:</p> <ul style="list-style-type: none"> <li>• Review of student's educational and disciplinary records</li> <li>• Structured interviews with or surveys (e.g. rating scales, checklists, questionnaires) completed by students' teachers, parents, or school personnel who regularly interact with the student</li> <li>• When applicable, a student interview</li> <li>• Review of history of the targeted behaviors to include the effectiveness of interventions previously used</li> <li>• Determination of whether student skill deficit(s) are contributing to behavioral difficulties (e.g., if student deficits in communication create situations that motivate target behavior)</li> <li>• Systematic observations and summaries of the antecedents and consequences associated with the target behavior(s) (e.g., Structured ABC data collection)</li> </ul>	<p>The FBA summary does not reference one or more of the items listed as essential for compliance indicator 2</p>



**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

**Functional Behavior Assessment (FBA) Self-Assessment Rubric, *continued***

	<b>Meets compliance and quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Data Interpretation</b></p> <hr/> <p>Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> FBA includes <b>one or more</b> of the following components:</p> <ul style="list-style-type: none"> <li>• Strong evidence of the impact of antecedent and consequence events analyzed having functional control over the target behaviors as evidenced by the extent to which:                             <ul style="list-style-type: none"> <li>○ The systematic presentation of antecedents evokes target behavior</li> <li>○ The systematic withholding of antecedents in challenging contexts prevents target behavior occurrence</li> <li>○ The presentation of consequences leads to a rapid stop in target behavior</li> <li>○ The withholding of consequences leads to a continuation of target behavior</li> </ul> </li> </ul>	<p>The FBA includes data that provides the team with the following information:</p> <ul style="list-style-type: none"> <li>• A clear identification of student skill deficits impacting behavior substantiated by data</li> <li>• Data collection results in each of the following identified components that are clearly described to inform intervention planning:                             <ul style="list-style-type: none"> <li>• Daily routines associated with the target behavior</li> <li>• At least one setting event hypothesized to contribute to target behavior (OR confirmation of no relevant setting events)</li> <li>• One or more specific antecedent events hypothesized to trigger target behavior</li> <li>• One or more specific consequences hypothesized to reinforce target behavior</li> </ul> </li> </ul> <p><b>AND</b> A statement that summarizes a functional hypothesis that is supported by and aligned with the assessments completed <b>AND</b> There is at least modest (descriptive) evidence that the antecedents and consequences observed influence the target behaviors <b>AND</b> If a skill deficit was determined to contribute to the target behavior, the IEP must include measurable annual goal(s) to address the skill deficit</p>	<p>Any of the following analyses are omitted relative to the target behaviors:</p> <ul style="list-style-type: none"> <li>• Contexts/setting events</li> <li>• Antecedents/triggering events</li> <li>• Consequence/maintaining events</li> </ul> <p><b>OR</b> A statement that summarizes a functional hypothesis is omitted <b>OR</b> The stated functional hypothesis contradicts or is unsupported by the analyses completed <b>OR</b> No information is included that identifies skill deficits that may be influencing the occurrence of target behavior</p>

<b>Total Score</b>	<b>/20</b>
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Comments/Feedback:



**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

Case Manager: \_\_\_\_\_ Date of Most Recent BIP: \_\_\_\_\_

Student Name: \_\_\_\_\_ Reviewer: \_\_\_\_\_

**Behavior Intervention Plan (BIP) Self-Assessment Rubric**

\*Behavior Intervention Plan\* or \*BIP\* means an individualized plan based on the results of a Functional Behavior Assessment that is designed to assist a student to decrease inappropriate behavior and increase or teach an alternative appropriate behavior.

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p><b>Support Team</b></p> <p>_____</p> <p align="center">Score</p>	<p>Support team meeting compliance indicator 2 <b>AND</b></p> <ul style="list-style-type: none"> <li>Was led by school psychologist, licensed behavior analyst, or school personnel trained to conduct FBAs</li> </ul>	<ul style="list-style-type: none"> <li><b>At least three</b> of the following team members:                             <ul style="list-style-type: none"> <li>Parent of the child</li> <li>Special education teacher</li> <li>General education teacher</li> <li>Related Service provider(s)</li> <li>School psychologist</li> <li>Other school personnel</li> <li>The student</li> </ul> </li> </ul>	<p>Support team not identified <b>OR</b> Two or fewer people participated in the BIP development process</p>

**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

**Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued***

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p align="center"><b>Target and Replacement Behaviors</b></p> <hr/> <p align="center">Score</p>	<p>All conditions met for compliance indicator 2</p> <p align="center"><b>AND</b></p> <p>Target behavior reduction is justified based on a rationale statement that:</p> <ul style="list-style-type: none"> <li>Clarifies the preferences of the student and their caregivers</li> <li>Considers the threats to safety, engagement, inclusion, and/or independence that are anticipated without intervention to replace the target behavior(s)</li> </ul> <p align="center"><b>AND</b></p> <p>Relevant skill deficits are described with clarity</p> <p align="center"><b>AND</b></p> <p>Short- and long-term replacement behavior(s) aligned with the hypothesized function of each target behavior are identified and defined for each target behavior, accompanied by baseline data</p> <ul style="list-style-type: none"> <li>Short-term replacement behaviors are selected with a focus on short terms goals and behaviors the team reasonably calculates that the student will be able to achieve within one year</li> </ul> <p>Long-term replacement behaviors are specified which would represent and optimal performance for the student (i.e. at the level for which intervention, support, or accommodation would no longer be necessary)</p>	<p>The BIP aligns with the FBA's description of target behavior(s) selected by the assessment team including:</p> <ul style="list-style-type: none"> <li>Target behavior(s) are listed and defined in clear, objective, and measurable terms (including examples and non-examples)</li> <li>Student baseline performance relative to each target behavior is reported within BIP</li> <li>The hypothesized function for all target behaviors documented within the FBA are transcribed within the BIP</li> <li>The statement from the FBA that labels the hypothesized function(s) of target behaviors is transcribed in the BIP that includes:                             <ul style="list-style-type: none"> <li>Daily routines associated with the target behavior</li> <li>One or more antecedent events that trigger/predict target behavior</li> <li>One or more consequences that occur immediately after the target behavior</li> <li>At least one setting event is identified if indicated by FBA data</li> </ul> </li> </ul> <p>The BIP identifies a replacement behavior that can meet the same function identified for each target behavior</p> <ul style="list-style-type: none"> <li>Replacement behaviors must be clear, objective, and measurable</li> <li>Selected with input from the support team</li> <li>Specified as either a short-term or long-term goal for intervention and instruction</li> </ul>	<p>Target behaviors are not listed</p> <p align="center"><b>OR</b></p> <p>Behavioral definitions are not objective, clear or measurable</p> <p align="center"><b>OR</b></p> <p>Baseline data is omitted for one of more of the target behaviors included in the BIP</p> <p align="center"><b>OR</b></p> <p>There is no functional hypothesis statement for each target behavior or at least one hypothesis is mismatched with the hypothesis for this behavior's function within the FBA</p> <p align="center"><b>OR</b></p> <p>One or more target behaviors are not accompanied by an aligned replacement behavior</p>

**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

**Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued***

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<p align="center"><b>Intervention Strategies</b></p> <hr/> <p align="center">Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> Attached documents that provide greater detail for at least one of the components listed under compliance level 2 (e.g., lesson plans for teaching replacement behavior, safety/crisis plan for responding to dangerous target behaviors, sample materials for antecedent or consequence supports)</p>	<p>intervention strategies aligned with the results of the FBA shall be included in the BIP for each target behavior that address <b>each of the following</b> :</p> <ul style="list-style-type: none"> <li>• Methods for teaching replacement behaviors</li> <li>• Methods for reinforcing identified replacement behaviors</li> <li>• Antecedent strategies for preventing target behavior that involve modifying the context or providing supports or prompts to the student before target behaviors occur</li> <li>• Specific preferred activities or experiences that can be used as reinforcers. These should be nominated based on data from observations, interviews, or assessments</li> <li>• Responses (i.e., consequences) or strategies required when the target behaviors occur</li> </ul> <p align="center"><b>AND</b></p> <p>Clarify which personnel will execute each part of the BIP</p>	<p>Omission of any of the following components for any target behaviors included in the BIP:</p> <ul style="list-style-type: none"> <li>• Methods for teaching replacement behaviors</li> <li>• Antecedent tactics for preventing target behavior that involve modifying the context or providing supports or prompts to the student before target behaviors occur</li> <li>• Methods for reinforcing identified replacement behaviors</li> <li>• Specific preferred activities or experiences that can be used as reinforcers</li> <li>• Responses (i.e., consequences) or strategies required when the target behaviors occur</li> </ul> <p align="center"><b>OR</b></p> <p>Failure to specify which team members will carry out any of the above BIP components</p>
<p align="center"><b>Goals and Training</b></p> <hr/> <p align="center">Score</p>	<p>All conditions met for compliance indicator 2 <b>AND</b> <b>SMART</b> replacement behavior goals that align to hypothesized functions of target behaviors. <b>If a the student has an IEP</b>, these goals are transcribed into the student's IEP <b>AND</b> Clear documentation is attached to the BIP that clarifies the dates that various team members were trained on the plan.</p>	<p>BIPs shall include all of the following:</p> <ul style="list-style-type: none"> <li>• Measurable replacement behavior goals that align to hypothesized functions of target behaviors</li> <li>• A plan to train school personnel (e.g., teachers, related service providers, administrators, school nurses, cafeteria workers, bus drivers, paraprofessionals) who interact regularly with the student on the intervention strategies identified in the BIP</li> </ul>	<p>Omission of any of the following components in the BIP:</p> <ul style="list-style-type: none"> <li>• Replacement behavior goals</li> <li>• Training plans</li> </ul>

**TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION**

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

**Behavior Intervention Plan (BIP) Self-Assessment Rubric, *continued***

	<b>Meets compliance <u>and</u> quality indicators (4)</b>	<b>Meets compliance indicators (2)</b>	<b>May not meet compliance indicators (0)</b>
<b>Monitoring</b>  _____ Score	<p>All conditions met for compliance indicator 2 <b>AND</b> BIP includes <b>one or more of the following</b>:</p> <ul style="list-style-type: none"> <li>• Student performance of both target behaviors and replacement behaviors is directly observed by support team members via data collection, and is analyzed and reviewed with the IEP team</li> <li>• Data on the fidelity and dosage of interventions included within the BIP are collected, summarized, and reviewed with the IEP team</li> <li>• Data-decision rules related to how the support team will respond to patterns in student and/or support team performance are established, documented, and applied</li> </ul>	<p>BIPs shall include a progress monitoring plan that includes:</p> <ul style="list-style-type: none"> <li>• Regularly collected data that allows for analysis of the student's response to the strategies within the BIP is collected and added to the BIP</li> <li>• Documentation indicating that the BIP's components are being implemented regularly</li> </ul> <p><b>AND</b> If BIP is more than one year old, evidence the BIP has been reviewed <b>at least annually</b>.</p>	<p>Omission of any of the following components in the BIP:</p> <ul style="list-style-type: none"> <li>• Plan for monitoring student progress</li> <li>• Plan for monitoring team/staff implementation of BIP</li> <li>• Annual reviews of the BIP</li> </ul>

**Total Score**

**/20**

Comments/Feedback:





# TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

## Functional Behavior Assessment Review

**Task One: Completeness and Compliance (see Functional Behavior Assessment Rubric)**

Each of the five sections listed below must be included in a FBA to be compliant with TN regulations. Reviewers should ensure that sections are completed and meet the compliance indicators that can be referenced within the FBA Rubric available from the TN DOE.

Section	Is this section included and labeled?	Is this section fully completed?	Does this section meet compliance indicators (level 2)?
<i>Assessment Team</i>	YES NO	YES NO	YES NO
<i>Conditions to Conduct FBA</i>	YES NO	YES NO	YES NO
<i>Target Behavior(s)</i>	YES NO	YES NO	YES NO
<i>Assessment Process</i>	YES NO	YES NO	YES NO
<i>Data Interpretation</i>	YES NO	YES NO	YES NO

**Task Two: Adequate Use of Data**

Several sections of the FBA require that data be analyzed and summarized. While narratives and qualitative data has value, several components of the FBA must include quantitative data. Reviewers should attend to whether quantitative data is included and leveraged within the report as required by TN regulations.

Section	Data Requirements	Is quantitative data summarized in this section?	Does the use of data in this section meet compliance indicators (level 2)?
<i>Target Behavior(s)</i>	Baseline data must be summarized that reflects frequency, duration, intensity, etc.	YES NO	YES NO
<i>Assessment Process</i>	Systematic observations, assessments, or analyses that report antecedents and consequences associated with target behavior must be summarized.	YES NO	YES NO
<i>Data Interpretation</i>	Analyses of the quantitative data presented in the target behavior and assessment process sections must be included.	YES NO	YES NO



# TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

**Students with Disabilities Discipline, Behavior, Isolation and Restraint Procedures**

**1031**

### Task Three: Consistency and Correspondence

Behavioral targets must be consistent throughout the FBA. When analyses are presented, they must correspond with the data summarized and attached to the FBA.

<i>Do the same target behaviors appear in the Target Behavior(s), Assessment Process, and Data Interpretation sections?</i>	YES	NO
<i>Do the analyses and interpretations presented in the Data Interpretation correspond with the data presented within the Target Behavior(s) and Assessment Process sections?</i>	YES	NO

*This resource was developed by TRIAD consultants and made available at no cost through the Tennessee Department of Education, Tennessee Technical Assistance Network. [triad.vumc.org/schools](http://triad.vumc.org/schools)*