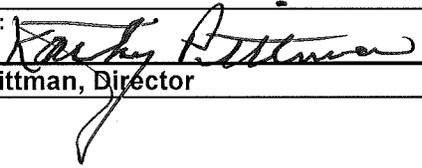


<b>MISSISSIPPI DEPARTMENT OF HUMAN SERVICES            DIVISION OF YOUTH SERVICES            JUVENILE INSTITUTIONS</b>	
<b>Subject:</b> <b>Special Education: Behavior Management and Discipline</b>	<b>Policy Number:</b> <b>19</b>
<b>Number of Pages:</b> <b>8</b>	<b>Section:</b> <b>XII</b>
<b>Attachments</b> <b>Functional Behavior Assessment Worksheet</b> <b>Functional Behavior Intervention Plan</b>	<b>Related Standards &amp; References</b>  <b>Individuals with Disabilities Education Act (IDEA '97) and Regulations</b> <b>Individuals with Disabilities Education Improvement Act (IDEIA '04)</b> <b>Section 504 of the Rehabilitation Act of 1973</b> <b>Corrections Education Association Standards(CEA)</b> <b>Mississippi Nonpublic School Accountability Standards, 2004</b> <b>Mississippi Department of Education, Office of Special Education Policies and Procedures (2003)</b>
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**I. POLICY**

It is the policy of the Mississippi Department of Human Services, Division of Youth Services (MDHS/DYS), that behavior management strategies will be implemented that support student learning and the development of more appropriate behavioral responses by the student.

**II. DEFINITIONS**

As used in this policy and procedure, the following definitions apply:

**Functional Behavior Assessment (FBA)** is generally considered to be a problem-solving process for addressing problem behavior in students. This assessment relies on a variety of techniques and strategies to identify the purposes of the specific behavior and to help the IEP team select interventions to directly address the problem behavior.

**The Behavioral Management Unit (BMU)** is an alternative setting for students whose behavior is inappropriate in the classroom. The purpose of the BMU is to reduce maladaptive behaviors of students in the classroom and reduce the number of students who must be removed because of their behaviors.

**Behavior Intervention Plan (BIP)** should include positive strategies, programs or curricular modifications, and supplementary aids and supports required to address the behaviors of concern. It is helpful to use the data collected during the FBA to develop the plan and to determine the discrepancy between the child's actual and expected behavior.

**Manifestation Determination-** is a meeting held by the IEP committee in response to the misconduct of a disabled student to determine if the misconduct was substantially related to the student's disability.

### **III. PROCEDURE**

#### **FBA**

- A. A functional behavior assessment may be completed to assist the IEP committee in identifying critical behaviors that interfere with the student's learning or the learning of other students by documenting the frequency and severity of the targeted behaviors and factors that may be contributing to the behavior. The focus of the FBA is in identifying significant, pupil specific social, affective, cognitive and/or environmental factors associated with the occurrence or non-occurrence of specific behaviors.
- B. A FBA may be required if the behavior management strategies or goals that have been outlined and implemented in the student's IEP are not effective in reducing the frequency and/or severity of the student's behavior.

#### **BIP**

- If the student is eligible for any area of special education and demonstrates behavior that impedes his/her learning or the learning of other students, the IEP team will address this behavior through appropriate IEP goals and objectives and the development of a Behavior Intervention Plan (BIP).
- The IEP Special Considerations page will be checked "Yes" for the question regarding student behavior. A BIP may be developed along with at least one appropriate IEP goal that is supported by information in the Present Levels of Performance.
- If the student is not demonstrating behavior that is interfering with his/her learning or the learning of other students, this question is checked "No". If a student should begin to demonstrate maladaptive behaviors, the described strategies will be implemented.
- The BIP must include the following information:
  - A description of the behavior(s) targeted for intervention for the student. It is strongly recommended that no more than 2-3 behaviors will be identified for IEP interventions. Target behaviors will be stated in observable and measurable terms specific to the student.
  - A description of the strategies (preferable based on levels of intervention including referral to the BMU) that will be used to address the maladaptive behaviors. These strategies will be worded to be student specific and identify the positive rewards to be used when the student demonstrates the desired behaviors.
  - A description of the consequences that will be used when the student's behavior

does not respond to the identified intervention strategies. These consequences are to be used when the student fails to demonstrate desired behaviors. It is recommended that consequences be structured to emphasize early intervention to the student.

- The BIP is developed according to the guidelines that have been approved by the Mississippi Department of Education.
- If a student has been identified as having Emotional Disability (EmD), critical behaviors that the student exhibits must be described in the Present Levels of Performance and appropriate IEP goals developed. If the student's behavior interferes with his/her learning or the learning of other students, a BIP must be developed. If the student appears to be responding appropriately to the structure of the MDHS/DYS facility, a BIP may not be required.

### **BMU**

- The Behavioral Management Unit (BMU) has been developed by the MDHS/DYS to provide an alternative setting for students whose behavior is inappropriate in the classroom. The purpose of the BMU is to significantly reduce maladaptive behaviors of students in the classroom and reduce the number of students who must be removed because of their behaviors.
- MDHS/DYS facilities are required to implement the BMU according to the approved procedures.
- It is emphasized that BMU is not the only consequence for student's maladaptive behaviors that should be included in the behavior intervention plan. The BIP should emphasize positive interventions to support appropriate behaviors for the student.

### **Isolation**

1. Students with disabilities may be removed from school because of extreme behaviors for a maximum of 10 school days. If a student is removed from school and is placed into isolation/detention, educational services including related services must be continued.
2. If a student is placed into isolation for more than one-half of his/her school day without educational services will be counted as one of the 10 days of limited removal from school.
3. Documentation that the student was provided educational services must be maintained. A log will be used to identify the date, time(s), name of teacher and anecdotal information regarding student's acceptance or refusal of the offered work. If this documentation is not available, the period of time he/she is in isolation will be counted as part of the 10 days of limited removal from school.
4. The following documentation is required to show that students were provided the opportunity to complete appropriate school work while in detention or isolation during the school day:
  - A. Appropriate class work was provided to the student.
  - B. Students should be contacted twice during the school day by an assigned teacher to check on completed work, provide additional work as needed, encourage the student to complete the work, and provide assistance as may be required to complete the assigned work. An anecdotal

note describing the student's response to the offered work is made. If the student refused to complete the work, this is noted.

- C. If this documentation is not available, it is assumed that school work was not provided and the time the student is in isolation will be credited toward the 10-day limited removal from school rule.