

# ISBE

Illinois State Board of Education



## I-Star IEP

# Technical Assistance Webinar

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April 11, 2017

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Please do not provide any student  
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  - Question & Answer Session will be held at the end of the Webinar.
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- **Welcome / Introductions**
- **Topics of Discussion**
- **Question and Answer**
- **Key Dates/Information**

## ISBE Key Team Members

- **Donna Schertz**  
*Special Education Services Supervisor*
- **Connie Heinz**  
*Special Education Services*
- **Erin Cray**  
*Special Education Services*
- **Laura Quimby**  
*Assessment and Accountability*
- **Natalia Foard**  
*Information Technology*
- **MaryAnn Hedlund**  
*Information Technology*
- **Jeremy Peck**  
*Information Technology*
- **Kabbi Reddy**  
*Information Technology*

## Presenters

- **Donna Schertz**  
*Special Education Services Supervisor*
- **Erin Cray**  
*Special Education Services*

Today's topics of discussion:

- Manifestation Determination (MD)
- Functional Behavior Assessment (FBA)
- Behavioral Intervention Plan (BIP)

# Manifestation Determination

IEP Forms

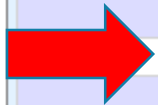
Notice and Consent Forms

Eligibility Forms

Other Forms

## Select the Form

Started	IEP Forms	Name
	Data Chart	Form 37-44f
★	Present Levels of Academic Achievement and Functional Performance	Form 37-44g
	Secondary Transition	Form 37-44h
	Functional Behavioral Assessment	Form 37-44j
	Behavioral Intervention Plan	Form 37-44k and Form 37-44l
	Goals and Objectives	Form 37-44m
	Educational Accommodations and Support	Form 37-44n
	Assessment	Form 37-44o
	Educational Services and Placement	Form 37-44p
	Educational Services and Placement (Page 2)	Form 37-44q
	Manifestation Determination	Form 37-44r
	Additional Notes/Information	Form 37-44s



## Manifestation Determination

Spell Check



Primary Disability: None

Secondary Disability: None

### Manifestation Determination (As Appropriate)

#### Remarks

##### Incident(s) that Resulted in Disciplinary Action

Include a description of the student's behavior that resulted in the need for a manifestation determination.

##### The Student's IEP and Placement (include a review of all relevant information in the child's file, including the child's IEP)

Include a review of all relevant information in the child's file, including the child's IEP. If the IEP was not implemented, the team should document why it was not implemented and whether the failure to implement impacted the student's behavior.

##### Observation of the Student (include a review of staff observations regarding the student's behavior)

Include a review of staff observations regarding the student's behavior. This should include an analysis of the child's behavior across settings and times throughout the school day.

##### Information provided by the Parents (include a review of any relevant information provided by the parent(s))

Include a review of any relevant information provided by the parents.

Yes  No - The conduct was caused by or had a direct and substantial relationship to the student's disability.

Yes  No - The conduct was the direct result of the school district's failure to implement the IEP.

Spell Check



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# Manifestation Determination

## Manifestation Determination

Step 3 of 3

You are documenting the student's behavior and if it was manifested by his/her disability.

The student's behavior **was not** a manifestation of his/her disability. The relevant procedure applicable to students without disabilities may be applied to the student in the same manner in which they are applied to students without disabilities. If the district initiates disciplinary procedures applicable to all students, the district shall ensure that the special education and disciplinary records of the student with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

- Save - Please save this form.
- Save and Preview - Please save this form and open the preview of the form.
- Cancel - Please exit the wizard.

## Manifestation Determination

Step 3 of 3

You are documenting the student's behavior and if it was manifested by his/her disability.

The student's behavior **was** a manifestation of his/her disability. The team must review and revise the student's IEP as appropriate and the district must take appropriate action. A functional behavior analysis will or has been completed. The behavior intervention plan shall be completed or modified/reviewed as required to address behavior.

- 1. The IEP team must conduct a functional behavioral assessment, unless the LEA has already completed one, and implement a behavioral intervention plan.**
- 2. If a behavioral intervention plan was already developed, review it and modify it, as necessary to address the behavior.**
- 3. Return the child to the placement from which the child was removed, unless the LEA and parent agree to a change in placement.**

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- Cancel - Please exit the wizard.

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## Add a Form

Step 1

Please select the form you wish to add.

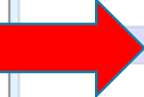
**IEP Forms**

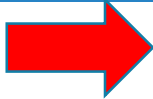
Notice and Consent Forms

Eligibility Forms

Other Forms

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Spell Check

## Functional Behavioral Assessment

### Remarks

**Student's Strengths** - Include a description of behavioral strengths (e.g., ignores inappropriate behavior of peers, positive interactions with staff, accepts responsibility, etc.)

**Operational Definition of Target Behavior** - Include a description of the frequency, duration and intensity of the behavior.

**Setting** - Include a description of the setting in which the behavior occurs (e.g., physical setting, time of day, persons involved.)

**Antecedents** - Include a description of the relevant events that preceded the target behavior.

**Consequences** - Include a description of the result of the target behavior (e.g. removed from classroom and did not complete assignment. What is the payoff for the student?)

**Environmental Variables** - Include a description of any environmental variables that may affect the behavior (e.g., medication, weather, diet, sleep, social factors.)

**Hypothesis of Behavioral Function** - Include a hypothesis of the relationship between the behavior and the environment in which it occurs.

Spell Check

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# Behavioral Intervention Plan

IEP Forms

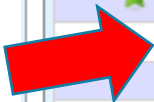
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# Behavioral Intervention Plan

Spell Check

## Target Behavior

This behavior was caused by:

- Skill Deficit
- Performance Deficit

**Skill Deficit:** The student does not know how to perform the desired behavior.

**Performance Deficit:** The student knows how to perform the desired behavior, but does not consistently do so.

## Behavioral Intervention Plan (As Appropriate)

### Remarks

**Student's Strengths** - Describe student's behavioral strengths

afdaf

**Hypothesis of Behavioral Function** - Include hypothesis developed through the Functional Behavioral Assessment (attach completed form). What desired thing(s) is the student trying to get? OR What undesired thing(s) is the student trying to avoid?

afdasfd

**Summary of Previous Interventions Attempted** - Describe any environmental changes made, evaluations conducted, instructional strategy of curriculum changes made or replacement behaviors taught.

**Replacement Behaviors** - Describe which new behaviors or skills will be taught to meet the identified function of the target behavior (e.g. student will slap his desk to replace striking out at others). Include description of how these behaviors/skills will be taught.

Spell Check

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# Behavioral Intervention Plan

Spell Check

Behavioral Intervention Plan (As Appropriate)	
	Remarks
<b>Environment</b> How can the environment or circumstances that trigger the target behavior be adjusted?	
<b>Instruction and/or Curriculum</b> What changes in instructional strategies or curriculum would be helpful?	
<b>Positive Supports</b> Describe all additional services or supports needed to address the student's identified needs that contribute to the target behavior.	
<b>Motivators and/or Rewards</b> Describe how the student will be reinforced to ensure that replacement behaviors are more motivating than the target behavior.	
<b>Restrictive Disciplinary Measures</b> Describe any restrictive disciplinary measures that may be used with the student and any conditions under which such measures may be used (include necessary documentation and timeline for evaluation.)	
<b>Crisis Plan</b> Describe how an emergency situation or behavior crisis will be handled.	
<b>Data Collection Procedures and Methods</b> Describe expected outcomes of the interventions, how data will be collected and measured, timelines for and criteria to determine success or lack of success of the interventions.	
<b>Provisions for Coordination with Caregivers</b> Describe how the school will work with the caregivers to share information, provide training to caregivers if needed, and how often this communication will take place.	

Spell Check

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- Cancel - Please exit the wizard.

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[Take a tour of the IEP-Q Tutorial!](#)

Evaluation & Reevaluation

Present Levels of Academic Achievement & Functional Performance

Goals and Objectives/Benchmarks

Educational Accommodations & Supports

Education Services & Placement

Assessment

Transition

Behavior

Other Topics

Standards-Aligned Goals and Objectives

Social Work / Speech Language

Formative Assessment

Common Core State Standards

## TOOLBOX

Contains goal assistant links, reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP.



## RESOURCE LIBRARY

Brings together important sources of information on IEP development, including books, web sites, and behavior data collection forms.



## STUDENT SCENARIOS

View fictionalized student examples based on actual teacher experiences.



## Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education Programs (IEPs) for students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEPs for your students

# Let's Hear from You!





- Final webinar is April 25<sup>th</sup>
- Website: <http://www.hbug.k12.il.us/>
  - ISBE Announcements
  - User Manual
- I-Star IEP listserv: email Erin at [ecray@isbe.net](mailto:ecray@isbe.net) with a listing of emails to be added to the listserv in the body of the email.
- Assistance Needed:
  - Help with mechanical/system errors: [istar@isbe.net](mailto:istar@isbe.net)
  - Help with completing forms: Connie Heinz or Erin Cray at 217/782-5589