

# GUIDELINES FOR SERVING STUDENTS WITH EMOTIONAL DISTURBANCE IN EDUCATIONAL SETTINGS

November 2016 Training  
Bismarck & Fargo



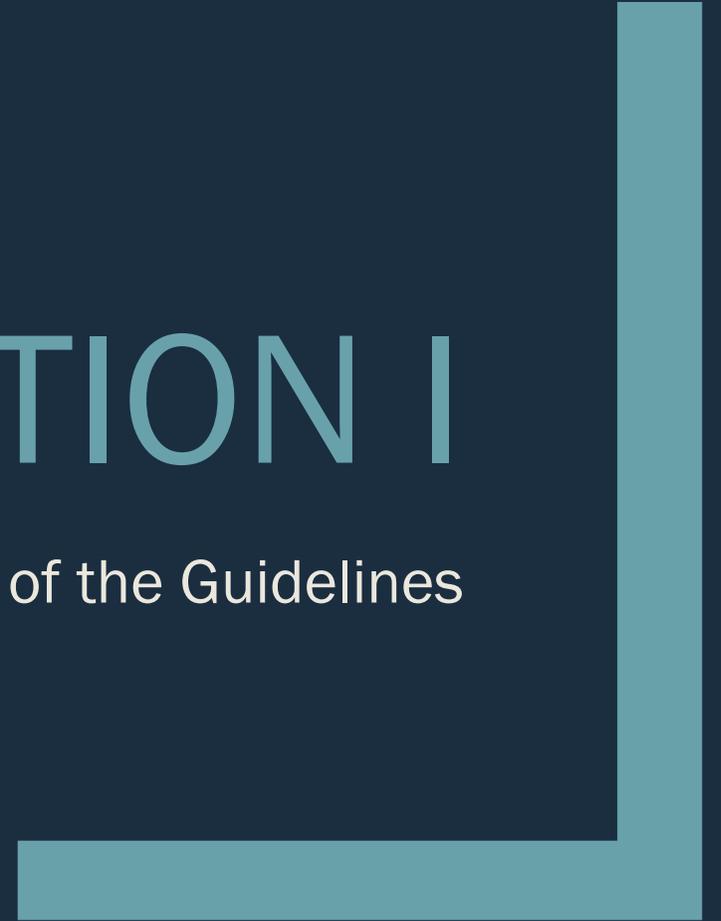
NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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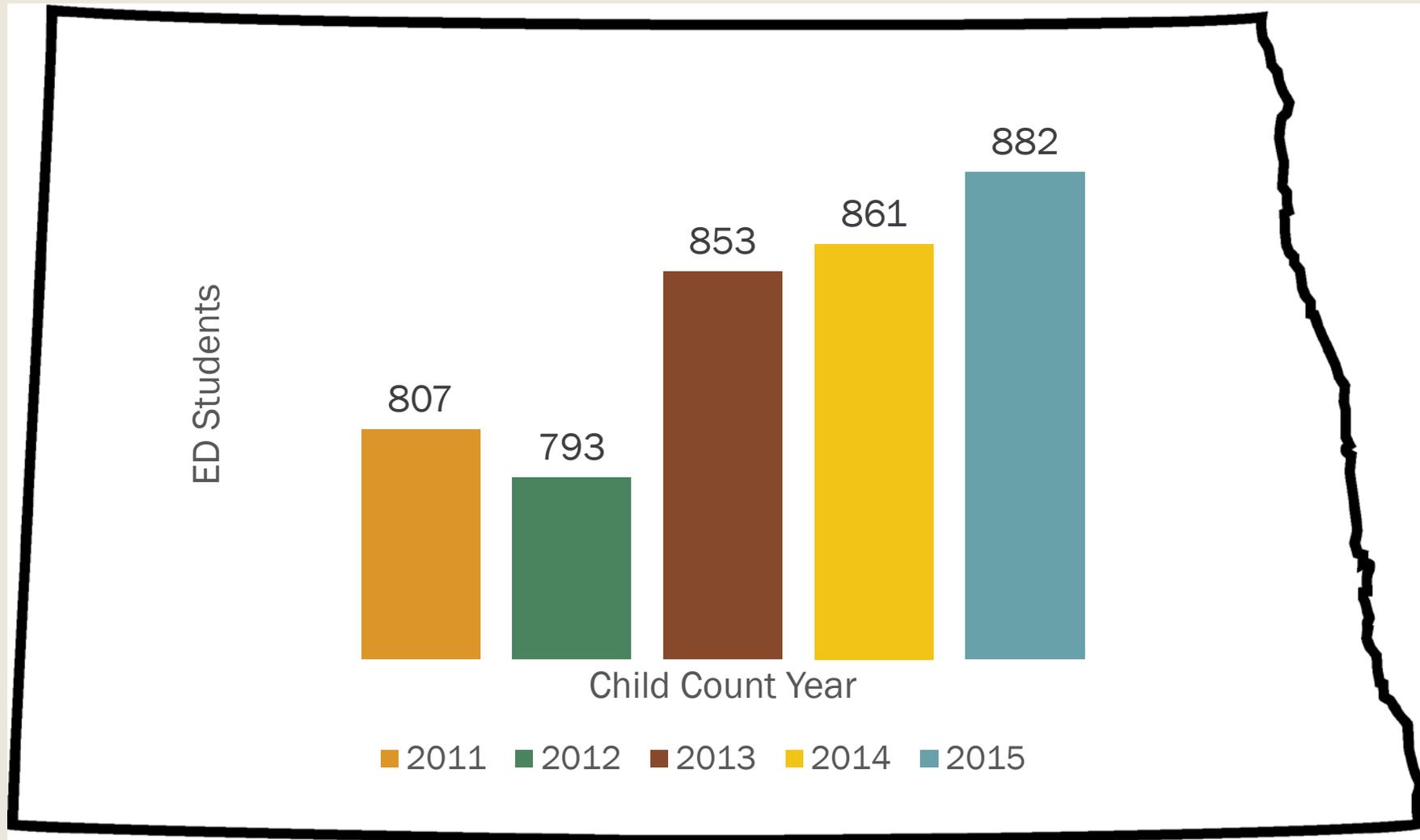
# SECTION I

Introduction & Purpose of the Guidelines



The number of students identified under IDEA with an emotional disturbance (ED) has remained stable over the last 30 years.

# North Dakota Child Count Data



# Concerning Outcomes for Students with ED

- Exhibit pervasively low academic performance & educational attainment
- Score below nondisabled peers in all academic subject areas across all grade levels
- Lower academic achievement than other high incidence disabilities
- Less likely to complete high school & be employed than their nondisabled peers in the general population
- Often struggle to live independently
- More likely to be involved with the criminal justice system

- The **Guidelines for Serving Student with Emotional Disturbance in Educational Settings** is intended to serve as a resource for IEP teams looking to comprehensively address the needs of ED students.

# SECTION II

What is an Emotional Disturbance?



- All students who demonstrate problem behaviors in the school setting, even those who may have a psychiatric diagnosis (e.g., ADHD, OCD, or ODD) do not necessarily meet the criteria to be identified under IDEA as a student with ED.

# 34 CFR §300.8 (4)(i)

## Emotional Disturbance means:

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

- A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- B. An inability to build or maintain satisfactory interpersonal relationships with peers and teacher.
- C. Inappropriate types of behavior or feelings under normal circumstances.
- D. A general, pervasive mood of unhappiness or depression.
- E. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia. The term does not apply to students who are socially maladjusted, unless it is determined that they have an emotional disturbance.

# Turn & Talk Activity...

- What is a “long period of time”?
- What is meant by “to a marked degree”?
- What is meant by “adversely affects a child’s educational performance”?
- What is an “inability to learn”?
- What are “intellectual, sensory, or health factors”?
- What is meant by an “inability to build or maintain satisfactory interpersonal relationships with peers and teachers”?
- What are “inappropriate types of behavior”? ...what are “normal circumstances”?

**In order to establish that a student is eligible for special education and related services under IDEA, the MDT must document the presence of ONE or MORE of the following characteristics:**

- Inability to learn that cannot be explained by intellectual, sensory, or health factors;
- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- Pervasive mood of unhappiness or depression; or
- Tendency to develop physical symptoms or fears associated with personal or school problems.

**as well as...**

# As well as meet the qualifying conditions or limiting criteria of:

- \* Over a long period of time;
- \* To a marked degree; and
- \* Adversely impacts a child's educational performance

# Qualifying a student as eligible for special education under the criteria for ED is complex.

- Consider that the eligibility can be determined through 3 steps:
  - 1- Identify the presence of one or more of the characteristics of ED*
  - 2- Determine whether the characteristic(s) has been present for a long period of time AND to a marked degree*
  - 3- Determine whether the characteristic(s) has an adverse effect on educational performance*

STEP 1 – Has the student been exhibiting any of the 5 characteristics that define the condition?

- Inability to learn that cannot be explained by intellectual, sensory, or health factors

STEP 1 – Has the student been exhibiting any of the 5 characteristics that define the condition?

- Inability to build or maintain satisfactory interpersonal relationships with peers and teachers

# STEP 1 – Has the student been exhibiting any of the 5 characteristics that define the condition?

- Inappropriate types of behavior or feelings under normal circumstances

Behaviors or feelings that might be considered inappropriate under normal circumstances may include, but are not limited to:

- *Limited or excessive self-control;*
- *Low frustration tolerance, emotional overreactions or impulsivity;*
- *Difficulty with self-regulation;*
- *Limited premeditation or planning;*
- *Limited ability to predict consequences of behavior;*
- *Rapid changes in behavior or mood;*
- *Socially inappropriate behaviors;*
- *Excessive dependence and over-closeness;*
- *Inappropriate rebellion and defiance;*
- *Low self-esteem and/or distorted self-concept.*

# STEP 1 – Has the student been exhibiting any of the 5 characteristics that define the condition?

- Pervasive mood of unhappiness or depression

Typical characteristics of depression or unhappiness may include, but are not limited to:

- *Depressed or irritable mood most of the time (e.g., feeling sad or appearing tearful);*
- *Diminished interest or pleasure in daily activities;*
- *Significant and unexpected changes in weight or appetite;*
- *Insomnia or hypersomnia nearly every day;*
- *Fatigue or diminished energy nearly every day;*
- *Feelings of worthlessness or excessive or inappropriate guilt;*
- *Diminished ability to think/concentrate or indecisiveness nearly every day;*
- *Recurrent thoughts of death or suicidal ideation; and*
- *Symptoms of anxiety, such as worries, trouble relaxing, tension, and/or fear that something terrible will happen.*

# STEP 1 – Has the student been exhibiting any of the 5 characteristics that define the condition?

- Tendency to develop physical symptoms or fears associated with personal or school problems

Physical symptoms or fears may include, but are not limited to:

- *Headaches;*
- *Gastrointestinal problems (nausea, stomachaches, cramps, vomiting);*
- *Cardiopulmonary problems (racing heart rate, tremors, hyperventilating);*
- *Incapacitating feelings of anxiety, often accompanied by trembling, hyperventilating, or dizziness;*
- *Panic attacks characterized by physical symptoms—for example, when an object, activity, individual, or situation cannot be avoided or is confronted;*
- *Involuntary behaviors such as tics, eye blinking, or unusual vocalizations;*
- *Persistent and irrational fears of particular objects or situations; and*
- *Intense fears or irrational thoughts related to separation from parents.*

School phobia, often referred to as separation anxiety disorder, or generalized anxiety may fit this characteristic. In this case, MDTs must differentiate between school phobia and truancy.

- Once the specific characteristic(s) of the emotional condition have been determined, MDTs must address the limiting criteria of time and severity.

## STEP 2 – Has the student been exhibiting any of the 5 characteristics that define the condition for a long period of time and to a marked degree?

- *Long period of time:* This is not precisely specified, however, the literature often says a period of several months is appropriate. The intent of the language is to avoid identifying a student as emotionally disturbed who may be temporarily reacting to a traumatic event in their life
- *Marked degree:* This is the qualifying condition of severity and requires that the behavioral problems are significant and have been apparent to a number of school staff members who observe/interact with the student in a variety of settings and situations.

- If the MDT determines these characteristics are present, and have existed for a long period of time and to marked degree, the focus turns to the impact on education performance.

# STEP 3– Is the student’s educational performance adversely affected?

Adverse impact on educational performance, therefore, is not solely based on discrepancies in age or grade level academic performance. MDTs must consider whether the emotional disturbance has an adverse impact on all areas of school functioning, including:

- Academic;
- Social/emotional;
- Cognitive;
- Communication;
- Vocational; and
- Independent living skills.

Therefore, adverse impact may be demonstrated through, but not limited to:

- Behavioral difficulties;
- Impaired or inappropriate social relations;
- Impaired work skills, such as disorganization or tardiness; and
- Difficulty following school rules.

# ED includes Schizophrenia

The reference to schizophrenia in the federal definition of ED is an example of a psychiatric (medical) diagnosis of a serious emotional disorder. While this diagnosis may include the defining characteristics of ED under IDEA, a student with such a diagnosis would still need to meet the limiting criteria as defined by IDEA, specifically:

- Is the student's performance adversely affected?
- Has the student been exhibiting the condition for a long period of time and to a marked degree?

# Special Consideration: Socially Maladjusted

- “Social maladjustment” is not defined in IDEA and there is no agreed upon, officially recognized definition.
- Students with ED and social maladjustment may display many similar characteristics, which complicates the task of MDTs in excluding students who are socially maladjusted from identification as ED.
- However, a student who demonstrates characteristics of social maladjustment should not be excluded from identification as ED if that student also meets the criteria for ED.

# Common Characteristics

## Social Relationships

Social Maladjustment	Emotional Disturbance
Peer relationships are usually intact. Often unsympathetic and remorseless in relation to others.	Peer relationships are often short-lived, a source of anxiety, and chaotic.
Often a member of a subculture group that is antisocial.	Tends to have difficulty establishing or maintaining group membership.
Often skilled at manipulating others; frequently quarrelsome.	Often alienated because of the intensity of the need for attention or the bizarreness of ideas and/or behaviors.
Conflicts are characterized by power struggles, primarily with authority figures (e.g., parents, school personnel, and police). Often displays hostility and may engage in impulsive, criminal acts.	Conflict and tension often characterizes relationships.

# Common Characteristics

## Interpersonal Dynamics

Social Maladjustment	Emotional Disturbance
Often displays a positive self-concept, except in school situations.	Often characterized by a pervasively poor self-concept.
Tends to be independent and appear self-assured. Often displays charming, likeable personality.	Often overly dependent or impulsively defiant.
Lacks appropriate guilt; may show courage or responsibility but often toward undesirable ends. Generally reacts to situations with appropriate affect.	Is generally anxious, fearful; mood swings from depression to high activity. Frequently has inappropriate affect or may react to situations with inappropriate affect.
Often blames others for his or her problems, but otherwise is reality oriented.	Frequent denial and confusion; often distorts reality with regard to self-interest.
Often a risk taker or “daredevil.”	Resists making choices or decisions.
Substance abuse more likely with peers.	Substance abuse more likely individually.

# Common Characteristics

## Educational Performance

Social Maladjustment	Emotional Disturbance
Tends to dislike school except as a place for social contacts.	School is often a source of confusion and anxiety.
Frequently truant.	Truancy related to somatic complaints
Frequently avoids school achievement, even in areas of competence.	Achievement is often uneven.
Tends to rebel against rules and structure	Often responds well to structure in the educational setting.

# Clinical vs. Educational Identification of ED

MDTs must consider any information on a student's clinical diagnosis.

Typical clinical diagnoses that do not automatically qualify a student as ED may include, but are not limited to:

- Oppositional Defiant Disorder
- Conduct Disorder
- ADHD
- Depression
- Anxiety

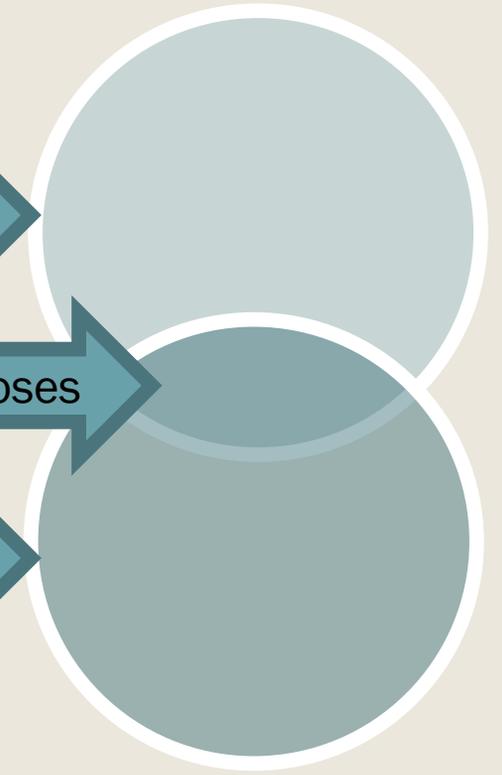
The existence of a clinical diagnosis is not required for determining eligibility under IDEA.

A clinical diagnosis is only one piece of information considered by MDTs.

Students w/ clinical diagnoses under DSM

Students w/ clinical & educational diagnoses

Students eligible w/ ED under IDEA



# Comorbidity & ED

- Comorbidity refers to the simultaneous presence of two or more conditions in an individual student.
- ED is frequently a comorbid condition with a number of other clinical diagnoses and/or IDEA eligible categories.

## Comorbidity with Emotional Disturbance

- Other health impairment, primarily ADHD
- Conduct Disorder
- Oppositional Defiant Disorder
- Specific learning disability
- Intellectual disability
- Autism spectrum disorders
- Speech and language disability

# Comorbidity & ED

- When a MDT encounters comorbid conditions with a given student, it must determine which category of disability has the greatest impact on the student's ability to access their education, and thus be considered the primary disability.
- With respect to comorbidity between autism spectrum disorders (ASD) and ED, if the issues that most impact educational performance relate more to ED, then, by definition, that student cannot meet the criteria for the educational determination of ASD.
  - However, if the issues that most significantly impact education performance relate to ASD, then it is possible for the student to also meet the educational eligibility criteria for an ED.

# Challenges when Educating Students with ED

Students who meet the IDEA criteria for ED may exhibit a wide variety of needs for consideration by the IEP team as it develops an appropriate program.

Challenges may include:

- Academic deficits
- Social skill deficits
- Speech and language deficits
- Cognitive factors, such as slower processing speed
- Self-regulation
- Thought and/or mood disorders

It is the responsibility of the MDT to articulate all challenges exhibited by a student for consideration in the IEP.

# SECTION III

Screening & Early Intervention



For students with emotional and behavioral challenges, early identification and intervention may help eliminate or reduce the severity of behavioral and emotional symptoms, and may decrease the likelihood of future negative outcomes.

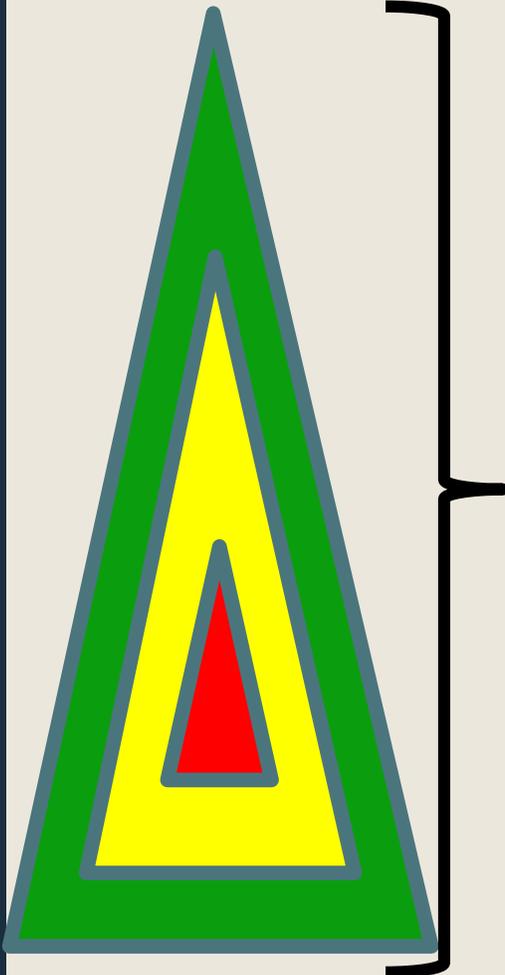
# Multi-Tier System of Support (MTSS) & Screening Efforts

North Dakota MTSS provides teachers & students with a framework to address academic & behavioral challenges within the general education environment.

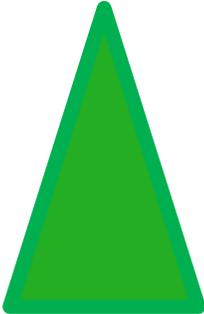
ND MTSS Essential Components include:

- Assessment
- Data-Based Decision Making
- Multi-Level Instruction
- Infrastructure and Support Mechanisms
- Fidelity and Evaluation

# Designing Schoolwide System for Student Success



- The social climate of a school matters.
- A continuum of supports that begins with the whole school and extends to intensive, wraparound support for individual students and their families.
- Effective practices with the system needed for high fidelity and sustainability
- Multiple tiers of intensity (Brian Megert, Ph.D., Springfield School District, Rob Horner, University of Oregon, 2016)

 <p><b><u>Universal Instruction:</u></b></p>	<p>High Quality Supportive Environments Nurturing &amp; Responsive Relationships Enhancing Emotional Literacy Controlling &amp; Recognizing Impulses Problem Solving Developing Friendships Behavior Expectations &amp; Classroom Rules Classroom Design, Schedules &amp; Transitions Giving Directions &amp; Feedback Relationships</p>
 <p><b><u>Prevention/Strategic Instruction:</u></b></p>	<p>Targeted Social Emotional Supports Systematic and Focused Instruction in Social Skills and Emotional Regulation with Progress Monitoring</p>
 <p><b><u>Intensive Instruction:</u></b></p>	<p>Intensive Interventions Intensive Behavior Support Functional Behavior Analysis Behavior Support Plans with Progress Monitoring</p>

Schools must be sensitive to both internal and external behaviors and their impacts on learning. Given that most students attend school, schools become the most efficient place for students to receive mental health services. Schools represent the most common entry point for students who access mental and behavioral health services.

# SECTION IV

The Identification Process for Students Ages 3-21



# The Referral Process

The referral contains information that will assist the MDT in developing an evaluation plan that will ensure a comprehensive and appropriate evaluation is conducted, addressing the needs observed throughout the intervention process.

Don't forget that parents are essential members of the MDT. Collaborations with parents should be child-centered, supportive of both the child and their parents, and focused on creating a successful learning experience for the student.

# The MDT

Ultimately, the MDT is responsible for gathering the necessary observations and other data from a variety of settings, which will allow the team to make an appropriate determination of eligibility and identify all needs that require support from individualized programming.

The data gathered by the MDT forms the basis for the **Integrated Written Assessment Report (IWAR)**.

# Student Profile: Evaluation

The MDT will develop a student profile that documents the reason(s) for the proposed evaluation. This is required for initial and reevaluation of eligible students with disabilities, reviewing student needs for program development purposes, or exiting from special education.

The student profile:

- Provides a comprehensive picture of the student;
- Identifies patterns of current functioning; and
- Indicates areas where further information is required.

# Assessment Plan

The assessment plan details how additional information will be obtained and who will be involved in that process. There are a number of important considerations for school districts, as identified in IDEA regulations.

- Best practice suggests the MDT review existing data as part of its assessment planning procedures.
- It is very important that the MDT consider any and all factors that may interfere with obtaining a true picture of a student's functioning.
- The MDT must consider cultural influences and linguistic differences that may impact its analysis of student behavior, especially regarding English language learners (ELL), who are often overrepresented in special education programs

# Evaluation Procedures

34 CFR §300.304 (c)(6)	<b>Evaluation procedures</b>
	In evaluating each child with a disability under §§300.304 through 300.306, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
34 CFR §300.304 (c)(4)	<b>Evaluation procedures</b>
	The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.

- It is very important for the MDT to respect that the identification of a student as emotionally disturbed under IDEA may have long-term educational, social, and vocational consequences.
- The decision on eligibility must reflect “a truly disabling condition, and not an intolerance of or insensitivity to individual differences, the impact of unrelated disabilities, and/or temporary situational factors.”

# Evaluation Tools: “Full & Individual Evaluation”

**34 CFR§300.304** identifies the following requirements of a public agency/MDT. When conducting the evaluation, the MDT:

1. Must use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent;
2. May not use a single measure or assessment as the sole criterion for determining a disability or developing an appropriate educational plan.
3. Must use technically sound instruments that can assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.

## **The MDT may utilize tools such as the following:**

- Semi-structured interviews (with the student, teachers, and family members);
- Observations of the student across at least two specific, relevant settings;
- Curriculum-based assessments and other progress monitoring tools;
- Results from state and local assessments;
- Functional behavioral assessments;
- Behavior rating scales;
- Vocational assessments;
- Clinical/medical information;
- Developmental, academic, behavioral, and functional skills checklists; and
- Standardized assessment instruments.

- Possible data sources that may help the MDT determine if a student has an emotional disturbance may include information under each of the following domains on the *Checklist for a Full, Comprehensive, Individual Evaluation*.

*(the checklist is a tool, not a required document)*

- The domains are as follows:
  - Emotional/Behavioral
  - Psychosocial/Cultural History
  - Cognitive/Developmental
  - Educational Progress
  - Health Assessment
  - Specialized Assessments as Recommended by the MDT

- When the MDT concludes its presentation of the data resulting from the comprehensive evaluation, it is ready to review that data against the criteria for identification under the category of emotional disturbance.

- The MDT should proceed addressing the questions included in the following tables.

The MDT has addressed each of the following statements and has determined: (IDEA 34 CFR 300.304(C)(6) and 300.306(b).	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the student's special education and related service needs, whether or not commonly linked to the disability category. (Answer must be "yes" to be eligible for services)
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The student can receive reasonable benefit from general education alone. (Answer must be "no" to be eligible for services.)
<input type="checkbox"/> Is <input type="checkbox"/> Is not <input type="checkbox"/> Is <input type="checkbox"/> Is not <input type="checkbox"/> Is <input type="checkbox"/> Is not	3. The student's performance: (All answers below must be "is not" to be eligible for services) due to a lack of appropriate instruction in reading; due to a lack of appropriate instruction in math; and due to a limited English proficiency.
To be eligible as a student with an Emotional Disturbance, there must be evidence that the student's social or emotional functioning meets one or more of the following criteria: (IDEA 34 CFR 300.84(4)(i))	
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to learn that is not primarily the result of intellectual, sensory, or other health factors; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	Inappropriate types of behavior or feelings under normal circumstances; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	A general, pervasive mood of unhappiness or depression; and/or
<input type="checkbox"/> Yes <input type="checkbox"/> No	A tendency to develop physical symptoms or fears associated with personal or school problems.

The term Emotional Disturbance does not apply to students who are socially maladjusted, unless it is determined that the student meets the criteria for emotional disturbance in addition to being socially maladjusted.

Yes  No

The MDT has determined that the student is not a student whose sole area of identified concern is social maladjustment. (Answer must be “yes” to continue with eligibility determination.)

The Emotional Disturbance, as described above, prevents the student from receiving education benefit from general education, as evidence by one or both of the following criteria:

Yes  No

Academic functioning; an inability to receive reasonable education benefit from general education which is not primarily the result of intellectual, sensory, or other health factors, but is due to the emotional disturbance; and/or

Yes  No

Social/emotional functioning: an inability to build or maintain satisfactory interpersonal relationships, which significantly interferes with the student’s social development, including social skills and adaptive behaviors.

All three of the following qualifiers have been documented for either of the above criteria:

Yes  No

Characteristics of emotional disturbance exist to a marked degree; at a rate and intensity above that of the student’s peers and outside of his/her cultural norms and range of normal developmental expectations; and

Yes  No

Characteristics of emotional disturbance are pervasive; observable in at least two different settings with the student’s environment. For students attending school, one of the environments shall be at school; and

Yes  No

Characteristics of emotional disturbance have existed over a long period of time, and are not isolated incidents, or transient, situational responses to stressors in the student’s environment.

Yes  No

The student has met criteria to be identified as a student with an emotional disturbance, and is eligible for special education and related services.

# SECTION V

IEP Development



- The IEP tells a student's "story."
- IEP team will meet to outline a plan to address the student's needs identified through the assessment process.
- The IEP must be developed and implemented within 30 days of the eligibility determination.

# IEP TEAM

- The regulations suggest—at the discretion of the parents and the school district—that individuals who have “*special expertise regarding the child, including related service personnel as appropriate,*” be included on the team.
- Given the complex behavioral needs that may exist for an eligible student with an emotional disturbance, the team may include personnel such as behavior therapists, school psychologists, counselors, social workers, or others with the necessary expertise to contribute to the development of the IEP.

# Parent/Guardian Participation

- Behavioral observations outside the school setting are relevant to the discussion of needs and behavioral support efforts for the student.
- The IEP process is a communication vehicle between parents and school staff working with their child.

# Present Levels of Academic & Functional Performance (PLAAFP)

- PLAAFP documentation includes such things as the student's strengths, needs, preferences, and interests, as well as how the student's disability impacts their ability to make progress in the general education curriculum.
- The PLAAFP is the foundation on which the rest of the IEP is developed.
- The IEP team is encouraged to identify specific supports for a student with an emotional disturbance in the PLAAFP section of the IEP when discussing the student's unique needs.
- As various behavioral needs are discussed and documented, the IEP team should consider whether those needs rise to the level of support provided in a BIP or whether specific accommodations and modifications offer a "less restrictive" way to address the need.

# Consideration of Special Factors

- IDEA regulations require a review of special factors in the development of the IEP.
- In the case of a student identified as having an emotional disturbance, the special factor of behavior impeding learning **should be checked**.
- For each special factor checked “yes” for an eligible student, supports should be delivered in the form of one or more of the following:
  - Annual goals and specialized instruction to develop behavioral skills; and/or
  - Related services that support annual goals and develop new skills; and/or
  - Supplementary aids and services that are provided in the **general education setting or extra-curricular and nonacademic settings**
- When a special factor is identified as relevant to a given student, the IEP must show evidence of how that special factor is being addressed within the context of the IEP services and supports

# Measurable Annual Goals

- Annual goals are related to the unique needs of the student, and therefore should be specific and not applicable to every student in the class.
  - Goal statements such as “James will demonstrate age-appropriate behavior” applies to all students his age and does not reflect his individual needs.
- Goals should not be repeated year after year.

## Measurable Annual Goals for Students with Emotional Disturbance:

- Include **at least one goal addressing a behavior** of concern that is connected to the North Dakota content and achievement standards per grade level, such as health;
- Are determined from baseline behavioral data and are achievable in up to one year.

Writing Behavioral Goals will be trained on later in the day.

## ■ Periodic Review of Services

Parents must receive periodic updates on their student's progress in the general education curriculum, as well as their progress toward achieving the annual goals included in their IEP.

The periodic review:

- Includes a description of the student's progress towards each IEP goal;
- Utilizes the same measurement criteria specified in the goal;
- Clearly specifies how the student's performance at the time of the review differs from the performance observed at the time the IEP was written; and
- Addresses any lack of expected progress toward an annual goal.

There is no meeting required for a periodic review; however, the IEP team or parents may consider bringing the team together to discuss a lack of progress, should it be observed.

# Special Instructional Focus: Transition Planning

- Given the data on graduation and dropout rates for students with emotional disturbance, the IEP component of transition planning becomes a critical element in the process.
- Transition planning should always be based on individual needs, and be built upon the student's strengths, preferences, and interests.
- Cheney, 2012 makes five primary suggestions to improve the transition planning process and meet the requirements of IDEA, 2004. They include:
  - *Self Determination*
  - *Assessment*
  - *Personal future's planning*
  - *IEPs carefully linked to transition plans*
  - *Naturally supported, successful academic, vocational & community placements*

# Adaptations of Educational Services

- By definition, special education involves *specially designed instruction*. IDEA defines this term as follows:

34CFR§300.39(3)	Specially designed instruction
	<p data-bbox="800 576 2094 685"><u>Adapting</u>, as appropriate to the needs of the eligible child under this part, the content, methodology, or delivery of instruction-</p> <ul data-bbox="800 714 2094 1039" style="list-style-type: none"><li data-bbox="800 714 2094 828">i. To address the unique needs of the child that result from the child’s disability; and</li><li data-bbox="800 828 2094 1039">ii. To ensure access of the child to the general education curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency apply to all children.</li></ul>

- Therefore, special education for all students with disabilities involves **adapting instruction**.

# Supplementary Aids & Services

- Adaptations of services include supplementary aids and services that are critical to the participation of the student with an emotional disturbance in the general education classroom as well as other extracurricular and nonacademic activities. IDEA defines supplementary aids and services as:

34 CFR§300.42	Supplementary aids and services
	Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

# Behavior Supports / FBA / BIP

- A Behavior Intervention Plan (BIP) for a student with an emotional disturbance may be considered a supplementary aid and service, as well as any supports teachers need to implement such a plan.
  - *The first step in the development of a BIP involves conducting a Functional Behavioral Assessment (FBA).*
- An FBA is required for any student with a disability who faces a manifestation determination for a serious violation of the school's code of conduct.
- When safety and crisis considerations are involved for a student's behavior, the BIP should include provisions for when that student may be a danger to him/herself or others.

# Modifications & Accommodations

- Supplementary aids and services include modifications and accommodations. The terms accommodation and modification are often used interchangeably; however, **they are very different in meaning**. Modifications and accommodations must be specified for each individual student.
- **Modifications** are changes to practices in schools that alter, lower, or reduce expectations to compensate for a disability. Modifications change the standard for a given student.

## Examples of curricular **modifications**:

- Alternate curriculum goals and/or achievement standards
- Partial completion of general education curriculum (students learning needs are different from the general education curriculum)

- **Accommodations** are changes in procedures or materials to mediate the impact of the disability. Accommodations increase equitable access to the general education curriculum and hold the student to the same standards as students without disabilities.

Examples of **accommodations** include:

- Preferential seating
- Extended time on assignments
- Reduce assignments
- Frequent breaks
- Sensory diet (fidgets, movement break, adaptive furniture, headphones, etc.)
- Behavioral contracts
- Social Skills Instruction
- Illustrate rules with clear examples and specific rewards
- Picture schedules/agendas
- Graphic organizers

# SECTION VI

Placement in the Least Restrictive Environment (LRE)



- LRE is one of the core concepts of IDEA.
- Each school district or public agency must ensure that:
  - To the maximum extent appropriate, students with disabilities—including students in public or private institutions or other care facilities—are educated with students who are nondisabled; and
  - Special classes, separate schooling, or other removal of students with disabilities from the regular education environment occurs only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- In addition, **34 CFR§300.115** requires that each school district or public agency provide a continuum of alternative placements to meet the needs of students with disabilities.
  - LRE becomes the most inclusive point on the continuum where a student’s IEP can be satisfactorily implemented with the provision of supplementary aids and services.

# The Placement Determination

- The LRE decision is last of a series of decisions made at the IEP team meeting.
- The team must always remember that **special education placement is not a place**, but rather a set of services and the type of environment/location where those services will be provided that will allow the student to progress in the general education curriculum.
- **LRE always begins with the general education classroom.**

# LRE Justification

- If the team agrees that the IEP for a student with emotional disturbance cannot be satisfactorily implemented in the general education classroom, even with the provision of supplementary aids and services, the team must “justify” the removal from general education by noting what efforts have been made that were not successful.
- When the IEP team identifies what supplementary aids and services, including earlier interventions, have been attempted without satisfactory outcomes, then it has justified the placement decision on the continuum of alternative placements.

# SECTION VII

Evidence-Based Prevention & Intervention Strategies



- Evidence-based prevention and intervention strategies are relevant for both general and special educators as they plan instruction to increase positive outcomes for students with emotional disturbance.

# Core Features of Classroom Interventions & Supports

- Organizing for instruction, whether in the general education environment or in the special education environment, must involve consideration of both prevention and intervention strategies to promote positive outcomes for students with emotional disturbance.
- Strong academic instruction and interventions are the first line of defense when working with students with emotional disturbance to promote more positive outcomes.

## Outcomes students with emotional disturbance will benefit from:

School-Level Supports	Classroom-Level Supports
<ul style="list-style-type: none"><li>• A multi-tiered framework, including strategies for identifying and teaching expectations, acknowledging appropriate behavior, and responding to inappropriate behavior.</li></ul>	<ul style="list-style-type: none"><li>• Classroom system for teaching expectations, providing acknowledgements, and managing rule violations linked to the school-wide framework.</li></ul>
<ul style="list-style-type: none"><li>• The framework is guided by school-wide discipline data.</li></ul>	<ul style="list-style-type: none"><li>• Classroom management decisions are based on classroom behavioral data.</li></ul>
<ul style="list-style-type: none"><li>• Appropriate supports for staff are provided, including leadership teaming, supporting policy, coaching, and implementation monitoring.</li></ul>	<ul style="list-style-type: none"><li>• Effective instructional strategies implemented to the greatest extent possible, and the curriculum is matched to student need and supporting data.</li></ul>

# Map of Core Features

	Classroom Interventions and Supports		
Foundations		Practices	Data Systems
<p><b>Settings-</b> The physical layout of the classroom is designed to be effective</p> <p><b>Routines-</b> Predictable classroom routines are developed and taught</p> <p><b>Expectations-</b> Three to five classroom rules are clearly posted, defined, and explicitly taught</p>	Prevention	Response	<p><b>Counting-</b> Record how often or how many times a behavior occurs (frequency)</p> <p><b>Timing-</b> Record how long a behavior lasts (duration)</p> <p><b>Sampling-</b> Estimate how often a behavior occurs during part of an interval, the entire interval, or the end of an interval</p> <p><b>ABC Cards, Incident Reports, or Office Discipline Referrals-</b> Record information about the events that occurred before, during, and after a behavior incident</p>
	<p><b>Supervision-</b> Provide prompts and actively scan, move, and interact with students.</p> <p><b>Opportunity-</b> Provide high rates and varied opportunities for all students to respond</p> <p><b>Acknowledge-</b> Use specific praise and let students know when they meet expectations</p> <p><b>Prompts and Precorrection-</b> Provide reminders before a behavior is expected with a clear description</p>	<p><b>Error Correction-</b> Use brief, contingent, and specific statements when misbehavior occurs</p> <p><b>Other Strategies-</b> Use strategies that preempt escalation, minimize inadvertent reward of problem behavior, create a learning opportunity for desired behavior, and maintain optimal instructional time</p> <p><b>Additional Tools-</b> More teacher tips</p>	

# Improving Academic Achievement

Marzano (2001) identified nine high-yield instructional strategies for improving academic instruction and achievement. They include:

- Identifying similarities and differences
- Summarizing and notetaking
- Reinforcing effort and providing recognition
- Homework practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Questions, cues, and advance organizers

# Improving Academic Achievement

- **Peer-Assisted Learning** – teachers pair students of mixed ability who work together, sharing the roles of learner and teacher. Peer-assisted learning increases opportunities for student engagement while providing immediate feedback and has been shown to improve social skills. Class-wide peer tutoring (CWPT) is a much-researched model involving the use of peers in learning.
- **Self-Management Interventions** – involve methods to help students manage, monitor, record, and assess their behavioral or academic achievements (Reid, Trout, & Schartz, 2005). These strategies have been found to be effective across grade levels with various categories of students with disabilities.

# Comprehensive Program of Intervention

The development of a comprehensive program of intervention for students with emotional disturbance should include consideration of a variety of interventions across five categories:

- Environment
- Behavior Management
- Academics
- Moral/Affective Development
- Counseling/Therapy

# Environment-

The goal is to manage or modify the environment to provide the greatest opportunity for student success.

Environmental Intervention Examples:	
Smaller class sizes	Multiple communication systems
Student advocacy systems	Adaptive equipment
Parent support programs	High-interest instructional materials
Cueing system	Schedule modifications
Computer-assisted instruction & production	Room design accommodations
Structured BIPs	

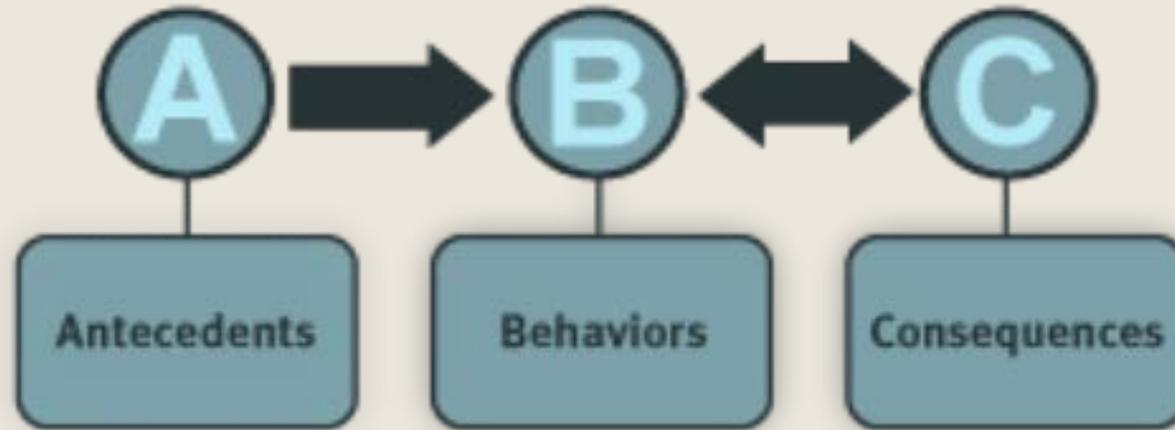
Other considerations include the structural aspects of the setting, social and emotional supports, and instructional supports.

# Behavior Management-

focus is on teaching appropriate behaviors while decreasing undesirable, disruptive behaviors.

- Often, a behavior must be taught to “replace” another behavior, thus the importance of learning the function of behaviors through **the FBA process**.
- An FBA seeks to determine the “why” of a behavior and understand its function from the perspective of the student.
- Understanding the function of a behavior allows the school team to plan interventions around teaching more desirable replacement behaviors that serve the same function as the undesirable behavior.

An FBA for intervention planning may be approached from the ABC perspective



A Antecedents	B Behaviors	C Consequences
Setting events or actions that precede a behavior.	The behavior that follows.	The response to the behavior, which impacts future occurrences of the behavior.
Student given a math assignment.	Student tears up paper and puts head down on their desk.	Teacher ignores student behavior.

## Reinforcement vs. Punishment

	<u>Positive (+)</u> To add, present, provide	<u>Negative (-)</u> To remove, take away
<u>Reinforcement</u> – behavior INCREASES in the future	<p>Positive Reinforcement</p> <p>A stimulus is PROVIDED contingent on the behavior, which leads to a(n) INCREASE of behavior in the future.</p>	<p>Negative Reinforcement</p> <p>A stimulus is REMOVED contingent on the behavior, which leads to a(n) INCREASE of behavior in the future.</p>
<u>Punishment</u> – behavior DECREASES in the future	<p>Positive Punishment</p> <p>A stimulus is PROVIDED contingent on the behavior, which leads to a(n) DECREASE of behavior in the future.</p>	<p>Negative Punishment</p> <p>A stimulus is REMOVED contingent on the behavior, which leads to a(n) DECREASE of behavior in the future.</p>

Antecedent	Behavior	Consequence
Student is given a writing assignment in class.	The student disrupts the class, refusing to do the assignment.	The student is sent to the office on a discipline referral.

- If a student engages in a problem behavior in an effort to get out of doing a writing assignment, then a consequence that involves removing the student from the situation provides the result that the student was anticipating.
- If the student continues to demonstrate disruptive behavior when asked to do writing assignments in class, which is followed by being sent to the office on a discipline referral, then that consequence is actually reinforcing the disruptive behavior, or increasing the likelihood that the behavior will occur again.

**Always remember that behavior is a form of communication.**

- All behavior serves a function, and it is triggered by some antecedent in the environment.

# Academic or Learning Strategies-

- Students with emotional disturbance require environmental and behavioral supports and interventions to facilitate their ability to learn.
- Once these supports are in place, the IEP team should employ the evidence-based instructional strategies and best practices used in general and special education classrooms.
- Students with emotional disturbance may not require academic strategies that are significantly different from those used with their nondisabled peers, provided that environmental and behavioral supports are in place.

# Affective Education Strategies-

involves the teaching of social skills, but in a more comprehensive sense it involves building understanding of personal relationship issues

## Characteristics of Affective Strategies

- Students and youth are systematically taught appropriate social skills and behavioral responses;
- Affective education covers personal, relationship, and life skills;
- The curriculum is selected on the basis of individual student needs;
- Good instructional practices are employed to teach skills; and
- Transference and maintenance of skills is systematically taught.

# Counseling/Therapy Strategies-

Counseling	Therapy
Involves an exchange of ideas that provides advice or guidance	The treatment of an illness or disability

- Schools should focus more on counseling—even though it may be psychological counseling—as opposed to therapy, which is more about treatment.
- When a student requires services more appropriate as therapy, this underscores the need for schools to cultivate relationships with mental health providers through collaborative or cooperative agreements.
  - Often termed “wraparound services,” school-based mental health services are often able to access students in both the school environment and the community.

# SECTION VIII

Resources for Educating Students with Emotional Disturbance



- This section of the guidelines identifies both state/local and national resources for IEP teams to consider in their efforts to provide supports for a student with an emotional disturbance.

# SECTION IX

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# SECTION X

Appendices



# Systematic Screening Tools for Early Intervention

Systematic Screening Tools			
Title	Publisher	Ages	Comments
Ages and Stages Questionnaires: Social, Emotional, Third Edition (ASQ-3)	Brookes Publishing <a href="http://www.brookespublishing.com/">http://www.brookespublishing.com/</a> 2009	3 months through age 5	Utilizes parent report to screen social and emotional development of young children.
Systematic Screener for Behavior Disorders (SSBD), 2 <sup>nd</sup> Ed.	Walker & Severson, 1992 Pacific Northwest Publishing <a href="https://pacificnwpublish.com/products/SSBD-Portfolio.html">https://pacificnwpublish.com/products/SSBD-Portfolio.html</a>	Pre K- grade 9	Online edition of evidence-based screening tool for students at risk of internalizing and externalizing behaviors.
Behavioral and Emotional Screening System (BASC 3- BESS)	Pearson Assessments <a href="http://www.pearsonclinical.com">http://www.pearsonclinical.com</a> 2015	Pre- 12	Screening system for measuring behavioral and emotional strengths and weaknesses; Tier 1.  5 to 10 minutes to complete.
Social Skills Improvement System (SSIS)	Pearson Assessments <a href="http://www.pearsonclinical.com">http://www.pearsonclinical.com</a>	Ages 3-19	Evidence-based, multi-tiered assessment and intervention system to help develop and maintain social skills.  May be used for universal screenings.
Student Risk Screening Scale (SRSS)	Drummond, 1993	All ages; originally developed for elementary.	Free instrument, included in this document.  Identifies risk status of students rated.
Strengths and Difficulties Questionnaire (SDQ)	Goodman, 2001 Free measure available at: <a href="http://www.sdqinfo.com/a0.html">http://www.sdqinfo.com/a0.html</a>	Ages 3-16	Free screening instrument available online, existing in several versions

# Prevent Teach Reinforce

- PTR is the Functional Behavioral Assessment (FBA)/Behavior Intervention Plan (BIP) method supported by the NDDPI Special Education Office. The PTR Model is the only method, to date, that has been subjected to rigorous research methods. PTR is standardized and has a published manual (Dunlap et al., 2010) with specific steps and activities designed to develop an effective BIP.

PTR training materials and tools can be found on the following NDDPI website:

<https://www.nd.gov/dpi/SchoolStaff/SpecialEd/PreventTeachReinforcePTRTraining/>

# ABC Data Collection Sheet

<b>Date:</b>				
<b>Initials:</b>				
<b>Time:</b>				
<b>Antecedent:</b> Describe the situation or event that takes place just before the behavior occurs.				
<b>Behavior:</b> Name the behavior & describe its characteristics.				
<b>Consequence:</b> Describe consequences of the behavior or any behavioral techniques used.				
<b>General Notes:</b> Document where the behavior occurred or any other useful information.				



# Student Risk Screening Scale (SRSS) Student Internalizing Behavior Screening Scale (SIBSS)

Teacher Name:				
	0 = Never		For the SRSS and SIBBS separately	9-21 indicates high risk
	1 = Occasionally			4-8 indicates moderate
	2 = Sometimes			0-3 indicates low risk
	3 = Frequently			
Use the above scale to rate each item for each student.				

Student Internalizing Behavior Screening Scale (SIBSS) Internalizing Behaviors	<b>Total</b>					
	Complaints about Being Sick or Hurt					
	Sad or Unhappy					
	Withdrawn					
	Low Academic Achievement					
	Spends Time Alone					
	Bullied by Peers					
	Nervous or Fearful					
Student Risk Screening Scale (SRSS) Externalizing Behaviors	<b>Total</b>					
	Aggressive Behavior					
	Negative Attitude					
	Low Academic Achievement					
	Peer Rejection					
	Behavior Problem					
	Lie, Cheat, Sneak					
	Steal					
	Student Name					

# Standardized Assessments of Behavior

Behavioral Assessments			
Title	Publisher	Ages	Comments
Achenbach System of Empirically Based Assessment (ASEBA)	ASEBA <a href="http://aseba.org">http://aseba.org</a>	Pre and school age	Comprehensive evidence-based assessment system
Behavior Assessment System for Children, 3rd Ed. (BASC-3)	Pearson Assessments <a href="http://www.pearsonclinical.com">http://www.pearsonclinical.com</a>	2- 18 years	Comprehensive rating system includes scales for teacher, parent, self-report, student observation system and a structured developmental history.
Conners Comprehensive Behavior Rating Scales (CBRS)	Pearson Assessments <a href="http://www.pearsonclinical.com">http://www.pearsonclinical.com</a>	8-18 (self-report)	Assesses a wide range of emotional, behavioral, social and academic issues in school-aged youth.
Behavior and Emotional Rating Scale-Second Edition (BERS-2)	Pro-Ed Publications <a href="http://www.proedinc.com/customer/default.aspx">http://www.proedinc.com/customer/default.aspx</a>	Ages 5 - 18	Measures behavior from the perspective of the student, teacher, and family.
Children's Depression Inventory (CDI-2)	MHS Publishing <a href="http://www.mhs.com/default.aspx">http://www.mhs.com/default.aspx</a>	7-17	Self-report test that helps assess cognitive, affective, and behavioral signs of depression.
Revised Manifest Anxiety Scale, 2 <sup>nd</sup> Edition (RCMAS-2)	Western Psychological Services (WPS) <a href="http://www.wpspublish.com/store/c/20/social-emotional-behavioral-issues/3426">http://www.wpspublish.com/store/c/20/social-emotional-behavioral-issues/3426</a>	6-19	Measures the level and nature of anxiety experienced by children.
Emotional Disturbance Decision Tree (EDTT)	PAR Publishing <a href="http://www4.parinc.com/Company/company.aspx">http://www4.parinc.com/Company/company.aspx</a>	5 - 18	Assists in the identification of children for special education under the category of emotional disturbance per federal criteria.
Scales for Assessing Emotional Disturbance, 2 <sup>nd</sup> Edition (SAED-2)	Pro-Ed Publications <a href="http://www.proedinc.com/customer/default.aspx">http://www.proedinc.com/customer/default.aspx</a>	5-18	Assists in identification of students with emotional disturbance with 3 components.

# Determination of Eligibility: ED

The MDT has addressed each of the following statements and has determined: (IDEA 34 CFR 300.304(C)(6) and 300.306(b)).	
<input type="checkbox"/> Yes <input type="checkbox"/> No	1. The evaluation is sufficiently comprehensive to appropriately identify all of the student's special education and related service needs, whether or not commonly linked to the disability category. <i>(Answer must be "yes" to be eligible for services)</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	2. The student can receive reasonable benefit from general education alone. <i>(Answer must be "no" to be eligible for services.)</i>
<input type="checkbox"/> Is <input type="checkbox"/> Is not	3. The student's performance: <i>(All answers below must be "is not" to be eligible for services)</i> due to a lack of appropriate instruction in reading;
<input type="checkbox"/> Is <input type="checkbox"/> Is not	due to a lack of appropriate instruction in math; and
<input type="checkbox"/> Is <input type="checkbox"/> Is not	due to a limited English proficiency.
To be eligible as a student with an Emotional Disturbance, there must be evidence that the student's social or emotional functioning meets <b>one or more</b> of the following criteria: (IDEA 34 CFR 300.84(4)(i))	
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to learn that is not primarily the result of intellectual, sensory, or other health factors; <b>and/or</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; <b>and/or</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Inappropriate types of behavior or feelings under normal circumstances; <b>and/or</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	A general, pervasive mood of unhappiness or depression; <b>and/or</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	A tendency to develop physical symptoms or fears associated with personal or school problems.
The term Emotional Disturbance does not apply to students who are socially maladjusted, unless it is determined that the student meets the criteria for emotional disturbance in addition to being socially maladjusted.	
<input type="checkbox"/> Yes <input type="checkbox"/> No	The MDT has determined that the student <b>is not</b> a student whose sole area of identified concern is social maladjustment. <i>(Answer must be "yes" to continue with eligibility determination.)</i>
The Emotional Disturbance, as described above, prevents the student from receiving education benefit from general education, as evidence by <b>one or both</b> of the following criteria:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Academic functioning</b> ; an inability to receive reasonable education benefit from general education which is not primarily the result of intellectual, sensory, or other health factors, but is due to the emotional disturbance; and/or

<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Social/emotional functioning</b> : an inability to build or maintain satisfactory interpersonal relationships, which significantly interferes with the student's social development, including social skills and adaptive behaviors.
All three of the following qualifiers have been documented for either of the above criteria:	
<input type="checkbox"/> Yes <input type="checkbox"/> No	Characteristics of emotional disturbance exist to a marked degree; at a rate and intensity above that of the student's peers and outside of his/her cultural norms and range of normal developmental expectations; <b>and</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Characteristics of emotional disturbance are pervasive; observable in at least two different settings with the student's environment. For students attending school, one of the environments shall be at school; <b>and</b>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Characteristics of emotional disturbance have existed over a long period of time, and are not isolated incidents, or transient, situational responses to stressors in the student's environment.
<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>The student has met criteria to be identified as a student with an emotional disturbance, and is eligible for special education and related services.</b>
<b>MDT Member Signature</b>	
_____	
_____	
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_____	
_____	
<b>Title</b>	
_____	
_____	
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_____	
_____	
_____	

A copy of the IWAR has been provided to the parents/guardians.

# Marzano's (Nine) High-Yield Instructional Strategies

By Robert J. Marzano

Adapted from the book: Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

High Yield Instructional Strategies	What the Research says:	How it looks in the Classroom:
<b>Identifying similarities and differences</b> (Yields a 45 percentile gain)	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations	Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers  <b>QAR (Question/Answer/Relationship), sketch to stretch, affinity diagrams, Frayer model (see below)</b>
<b>Summarizing and note taking</b> (Yields a 34 percentile gain)	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, <b>quick writes, graphic organizers, column notes, affinity diagrams, etc.</b>

<p><b>Reinforcing effort and providing recognition</b> (Yields a 29 percentile gain)</p>	<p>Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.</p>	<p>Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives, Spelling Bee, Constitution Day, School Newspaper, etc.</p>
<p><b>Homework and practice</b> (Yields a 28 percentile gain)</p>	<p>Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.</p>	<p>Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution; SLCs; teacher email.</p>
<p><b>Nonlinguistic representations</b> (Yields a 27 percentile gain)</p>	<p>Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.</p>	<p>Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.</p>
<p><b>Cooperative learning</b> (Yields a 23 percentile gain)</p>	<p>Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.</p>	<p>Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams, Students tackle TAKS word problems in groups and explain their answers, etc.</p>
<p><b>Setting objectives and providing feedback</b> (Yields a 23 percentile gain)</p>	<p>Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.</p>	<p>Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.</p>
<p><b>Generating and testing hypothesis</b> (Yields a 23 percentile gain)</p>	<p>Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies through problem solving, history investigation, invention, experimental inquiry, and decision making.</p>	<p>Thinking processes, constructivist practices, investigate, explore, social construction of knowledge, use of inductive and deductive reasoning, <b>questioning the author of a book, finding other ways to solve same math problem, etc.</b></p>
<p><b>Questions, cues, and advance organizers</b> (Yields a 22 percentile gain)</p>	<p>Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important and are more useful with information that is not well organized.</p>	<p><b>Graphic organizers</b>, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, <b>foldables</b>, annotating the text, etc.</p>

# Functional Behavioral Assessments & Positive Behavior Intervention Plans Guide

- This document provides information, tools, forms, and examples that will allow educators to conduct a FBA in various settings and develop a PBIP for the student that appropriately addresses problem behaviors.
- The FBA and PBIP Guide can be found on the NDDPI website.



ANY QUESTIONS?



~THANK YOU~