BEHAVIOR

2019-2020 Procedures & Guidelines

Section Revised 8/1/2019

South San Antonio Independent School District

Special Education Department

Roles and Responsibilities

Special Education Department Staff Member	
Responsibilities	The Special Education staff member will: ● Provide support and training to SSAISD staff on behavior strategies ● Provide academic and behavior coaching to teachers and staff ● Conduct classroom observations/feedback ● Conduct behavior consultation and collaboration with campus teacher and staff ● Gather and provide behavior resources to district staff ● Provide recommendations in the development of FBA/BIPs/Behavior IEP Goals and Objectives ● Assist teacher in writing FBA/BIP's/Behavior IEP Goals and Objectives ● Attend ARD's and present revised or developed FBA/BIP's or any behavior strategies recommended in the IEP. ● Review all ARD's 5 days prior to schedule ARD for all BAC unit classrooms at the elementary and middle school level. ● Provide support and training to SSAISD staff on Behavior RtI.

Non Negotiable for BAC Teachers

❖ Create enriched and engaging classroom to meet the cognitive and physical needs of each student.
❖ Assess each student using district assessments or interventions
❖ Ensure each student has the appropriate instructional and visual supports needed to help them become independent
❖ Data Collection for all students is required weekly.
❖ No South San ISD staff is authorized to fix, repair or modify any students equipment that has been damaged or working ineffectively.
❖ All Special Education students *will be included* with their general education grade level peers or assigned classroom for school field trips.
❖ All special education students *will be included* in any special education field trip. You may not require parent participation in order for a child to attend a field trip or other school sponsored activity.
❖ Class list must be updated in Google Drive. All changes and updates to students must be documented immediately. Notify facilitator of class list changes.
❖ Student folders must be maintained throughout the school year, using folder checklist.
❖ Your daily Teacher and Paraprofessional schedules must be submitted for final approval to the Special Education Facilitator by September 8, 2019. You schedule must be updated in Google Drive when there is a change immediately.
❖ *Do not sit idly by if you are a witness to teachers or other staff utilizing inappropriate strategies to discipline or restrain students but are to immediately report it to a supervisor, the principal or the campus intervention team.*

Special Education

Preparing for the First Week of School 2019-2020

_____1. Verify enrollment of all students on your class list.

_____2. Make individual folders or update each student folder with required data. (See attached Campus Folder Checklist)

_____3. Make copies of Modifications/Accommodations, IEP Goals, BIP, AU Supplement and State Assessment pages for general education teachers and get a signed Verification of Receipt of Instructional Modifications. (See Attached Form)

_____4. Baseline testing using any informal assessment tool (Brigance, I-Station,). This needs to be completed by September 6, 2019. All results need to be maintained in student folders.

_____5. PEIMS change forms and transfer ARD paperwork is due to Campus Facilitator **every Friday**.

_____6. Schedule a meeting with Special Education Facilitator and assessment staff to create a tentative ARD schedule for the 2019-2020 school year.

_____7. Meet with your Data Clerk every day for the first 2 weeks and then weekly to monitor special education enrollment.

_____8. Hold and/or schedule Transfer ARD's for all new special education students.

_____9. Know where all your students are and until a master schedule is complete, follow IEP Schedule of Services.

_____   _____ Printed

Name   Campus

_____

Signature   Date

Turn into Special Education Facilitator by September 20, 2019.

Special Education Department
Request for Behavior Consultation Procedures

Purpose of Request for Behavior Consultation Procedures:
The purpose of the **Request for Behavior Consultation Form** is to provide a method for requesting the guidance and support when working with staff in addressing challenging students' needs.

When is the *Request for Behavior Consultation* form used?

    District Staff will use the *Request for Behavior Consultation Form* when there is a need for the Special Education Representative to:
- Provide a Teacher Feedback Observation
- Attend Staffing
- Gathering Data
- Assist with Behavior RtI
- Assist with Crisis Intervention
- Provide Staff Development
- Assist with Classroom Management

    Administrators will use the *Request for Behavior Consultation Form* when there is a need for the Special Education Representative to:

- Provide a Teacher Feedback Observation
- Attend Staffing
- Gathering Data
- Assist with Behavior RtI
- Assist with Crisis Intervention
- Provide Staff Development
- Assist with Classroom Management

    Teachers will use the *Request for Behavior Consultation Form* when there is a need for the Special Education Representative to:
- Attend Staffing
- Assist with gathering Data
- Assist with Behavior RtI

How is the *Request for Behavior Consultation Form* completed?

    Complete all 4 sections of the Request for Behavior Consultation form and email to assigned campus Special Education Facilitator.

South San Antonio ISD
Special Education Department
Request for Behavior Consultation

Section 1: Request

Referral Source _____   Title _____

School _____   Date _____

Section 2: Request for services

    Observation Teacher Feedback/Consultation:

        Student: _____

        Teacher: _____   Grade: _____   Rm: _____

        Reason: _____

        Preferred time/period of day: _____

        Date/time of meeting: _____

_____ Attend Staffing

_____ Provide Behavior Support to RtI team

_____ Provide RtI Behavior Observation

_____ Provide Support for Special Education Student

_____ Professional Development/Staff Development

_____ Crisis Intervention

_____ Other _____

- ▪ Is this referral of a critical nature?   _____ Yes   _____ No
- ▪ Is this referral for consultative services?   _____ Yes   _____ No

Section 3: Please list strategies/techniques you have attempted (for a minimum of 30 days)

Check all that apply:

_____ Parent contacts and meeting		_____ Discipline Referral
_____ Classroom strategies (please attach)		_____ Other (attach documentation)
_____ Behavior contract (please attach)		
_____ FBA/BIP (Please Attach)		

Section 4: Request for Teacher/Campus Support

_____ Behavior Intervention Plan (BIP)		_____ Functional Behavioral Assessment
_____ Classroom Management		_____ Behavior Strategies
_____ Behavior Goals/Objectives		
_____ Other		

Date Request Received: _____   Date Service Provided: _____

Facilitator's Signature: _____

Date of Consult Follow-up with Campus Teacher: _____

Date of Recommendations provided (please attach a copy of the recommendations): _____

*Please submit to Special Education Facilitator

PROCEDURE FOR SPECIAL EDUCATION BEHAVIORAL ASSISTANCE:

Behavioral assistance is provided by the SSAISD Special Education Department. The Special Education representatives who provide this assistance include the assigned campus Special Education Facilitator and Licensed Specialist in School Psychology (LSSP).

School Campus:

Students often demonstrate behaviors that are a concern to campus teachers and administrators.

1. Administrator rules out lack of student engagement/instruction or classroom management concerns by informal walk through(s). If it is determined that there is a lack of engagement/instruction and/or classroom management, appropriate steps need to be taken such as: assistance from colleagues, professional development/training, counselor and Administrator to monitor classroom situation closely for implementation, etc.

2. If the Administrator determines that the concern is NOT due to lack of student engagement/instruction or classroom management concerns he/she completes **Request for Behavior Consultation Procedures Form** emails to assigned campus Special Education Facilitator**.**

Emergency Circumstances:

In those rare cases of an emergency situation and the above procedures are not appropriate Administrator will follow the procedures below.

- When a student is demonstrating self-injurious behaviors: contact school counselor; then contact LSSP/Special Education Facilitator

- When a student is demonstrating physical aggression: Campus Crisis Response Team will use de-escalation techniques; then contact campus LSSP/District Special Education Facilitator

*Physical Holds are ONLY used in emergency situations (self-harm or harm to others).

Collaboration of School Campus and Special Education Department:

1. Once the assigned campus Special Education Facilitator receives the Request for Behavior Consultation Procedures Form the consultation will be scheduled so an observation can be conducted in collaboration with the general education teacher, special education teacher and/or campus administrator.

2. The Special Education Facilitator will determine if a Functional Behavior Assessment (FBA) needs to be developed/redeveloped. The campus staff and parent will conduct the FBA with the Special Education Facilitator (reviewing final copy prior to ARD). If the FBA indicates the behaviors warrant a Behavior Intervention Plan (BIP), one will be developed by the campus teachers in collaboration with the District LSSP (reviewing final copy prior to ARD).

3. The Director of Special Education and/or LSSP may decide to contact an outside consultant to assist in significant behavioral concerns. This contact will be made by the Director of Special Education and/or Special Education Facilitator. The District Special Education Facilitator will collaborate with the campus and LSSP, as appropriate.

Additionally:

All self-injurious behaviors and significant physical aggression behaviors must have an FBA developed. Significant physical aggression include: bullying, terroristic threat, violent physical contact/assault, destruction of school property, etc.

Emergency circumstances:

Self-injurious behaviors and physical aggression: contact District Behavior Specialist for consultation.

Special Education Facilitator and /or LSSP: *Guidelines for Teacher Support with Functional Behavior Assessments and Behavior Intervention Plan Development*

Direct Training or Assistance in the Development of the Following Components:

- Functional Behavioral Assessment
- Behavior Intervention Plan
- Goals and Objectives that correlate with the Behavior Intervention Plan

Levels of Support Provided to Staff by the SpecialEducation Facilitator:

The Special Education Facilitator will provide services for:

- **New Teachers**

  Provide direct support in the writing of:
  - o Functional Behavioral Assessments
  - o Behavior Intervention Plans
  - o Goals and Objectives

  The goal is to develop skills for teacher independence.

- **Critical Cases**

  Assist in the development and writing of Functional Behavior Assessments, Behavior Intervention Plans, and Goals and Objectives:
  - o When an Advocate is involved
  - o When ARD reconvenes after 10 day recess due to parent disagreement
  - o When a case is in Mediation
  - o When a case is in Litigation
  - o

- **Students making No Progress**

  Assist in the revision of writing a Functional Behavior Assessments, Behavior Intervention Plans, and Goals and Objectives:
  - o When a review of records determine a Behavior Intervention Plan has been readopted at an annual
  - o When a review of records determine the Functional Behavioral Assessment has not been addressed over a period of time (ex. more than one IEP year)
  - o When no changes in behavior strategies are noted
  - o When no measurable progress has been made by students over a period of time

- **Teachers in Need of Assistance**
  - o Provide academic and behavior coaching to teacher with collaboration with campus administrator
  - o Provide direct support in the writing of Functional Behavioral Assessments, Behavior Intervention Plans, and Goals and Objectives
  - o Goal is to assess teacher level of skill in order to transition toward teacher independence

Guidelines for Functional Behavioral Assessment (FBA)
and Behavior Intervention Plan (BIP) Development

Step 1: Conduct a Functional Behavior Assessment (FBA)
- The Functional Behavioral Assessment (FBA) is for the purpose of helping to understand the function of a student's behavior.

Step 2: Generate Behavior Present Levels of Achievement and Academic Functional Performance (PLAAFP)
- The Behavior PLAAFP is generated from the information obtained from the FBA, which identifies strengths, areas of needs, and areas of support into clear, concise, and accurate statements based on data.
- Indicate the following:

Target Behavior: Describe the specific problem behavior.

Example: During English Language Arts class, when given an independent writing assignment, <student name>, demonstrates difficulty attaining to task by tapping pencil, sharpening pencil, and/or asking to get water.

Replacement Behavior: What do you want the student to do instead of the problem behavior?

Example: Allow <student name> the opportunity to choose between working independently utilizing a computer to complete writing assignments or working with a peer/adult who will encourage <student name> to model appropriate behavior.

- The Replacement Behavior will be tracked on the *Daily Data Summary* as an objective.

Step 3: Create Adaptive Behavior Goal and Objectives
- Goals of intervention and specific replacement skills are incorporated into the student's overall educational plan (e.g., IEP).
- The goal and objectives must directly address the student's targeted behaviors.
- The goal and objectives must include the following:
  1) **Timeframe** - Amount of time within the goal or objective
  2) **Condition** - Describes the specific resources that must be present for the child to reach the goal or objective
  3) **Behavior** - Clearly identifies the skill or performance that is being monitored. *This should directly address the student's TARGET BEHAVIOR in the BIP.*
  4) **Criterion** - Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal or objective has been achieved
- If the ARD committee decides that objectives are to be developed, the goal must include at least two (2) short-term objectives.

Goal (general) - Example

*By the end of the IEP year **(Timeframe)**, when given an independent writing assignment **(Condition)**, <student name> will demonstrate attention to task **(Behavior)** within the allotted time frame given by completion of 3 out of 5 assignments **(Criterion).***

Short-Term Objectives (specific) - Example

By the end of the IEP year **(Timeframe)**, *when given an independent writing assignment* **(Condition)**, *<Student Name> will demonstrate attention to task* **(Behavior)** *within the allotted time frame given by working with a peer/adult to complete 3 out of 5 assignments* **(Criterion)**.

Step 4: Develop a Behavior Intervention Plan (BIP)

- The Behavior Intervention Plan (BIP) provides strategies and interventions when:
  (1) behavior problems interfere with the student's ability to learn
  (2) behavior problems interfere with the learning of others
  (3) when the student is removed to a disciplinary setting for more than ten consecutive days in a school year, or before making a disciplinary change of placement
- Complete the following categories for the student's top 3 Target Behaviors:
  -Classroom Environment
  -Classroom Strategies
  -Reward System
  -Social Skills Training
  -Consequences
- Behavior intervention plan/supports facilitates achievement of broad goals identified by the team and promotes the durability of behavior change

Step 5: Implement a Behavior Intervention Plan, Progress Monitor, and Evaluate the Effectiveness of BIP

- Everyone working with the student on a regular basis is familiar with the behavioral intervention plan/supports and agrees to implement.
- Plan implementation is monitored using the *Daily Data Summary* to ensure that strategies are accurately and consistently used within and across intervention settings.
- Objective information is collected to evaluate the effectiveness of the behavioral intervention plan/supports to include:
  o Decreases in problem behavior;
  o Increases in replacement skills and/or alternate behaviors;
  o Achievement of broader goals; and/or,
  o Durability of behavior change.

Step 6: Modify Functional Behavior Assessment and/or Behavioral Intervention Plan

- Team communicates consistently (based on timelines determined by the ARDC) to review progress and make necessary adjustments to the behavioral intervention plan.
- Team conducts ongoing program review.

HOW TO DO: ARD Supplement: Functional Behavior Assessment

Complete the following information:

1. **DATA SOURCES**: Complete the criteria by placing a check mark on the boxes with the proper documentation.
    - Pertinent records have been reviewed (academic records, discipline referrals, anecdotal records, evaluations, interventions)
    - Functional assessment interviews have been conducted with more than one person (e.g., student, parent, teacher, related service provider) who interacts with the students in different settings and activities.
    - Direct observations have been conducted across relevant circumstances (e.g., multiple settings, over time) and by more than one observer to include frequency, interval, duration or latency.
    - Other assessments (district, benchmark, state, etc.) are reviewed, as needed, to determine broader variables affecting student behavior.

2. **BEHAVIORS REPORTED**: Place a check mark in the column for behaviors observed at school and at home by the parent/guardian.
    - Collect parent/guardian input from *FBA Parent Interview* and *Woodcock Interpretation and Instructional Interventions Program Parent's Checklist,* if not available from FIE data.
    - Collect school input from general and special education teachers from *ABC Data Sheet, Functional Assessment Checklist for Teachers and Staff Part A and B, Teacher Interview Form*, and *Woodcock Interpretation and Instructional Interventions Program Teacher's Checklist*, if not available from FIE data.

3. **BEHAVIOR PROBLEM**: Summarize behavior concerns and include positive comments in this section.
    - Describe the specific problem behavior
        - What is the student doing and/or saying?
        - What is the time period that the data was collected?
        - What is the frequency of the behavior---how often does it occur?
        - What is the duration of the behavior---how long does it last?
        - What is the intensity of the behavior---how severe is it?
        - What is the effectiveness of the strategies being implemented?
    - Describe and verify the seriousness of the problem to include is the behavior concern a result of a deficit (skill/motivational) and/or is the behavior concern a result of an excess (activity).
    - Refine the definition of the problem behavior in measurable, specific, and observable terms.

4. **ANTECEDENTS**: What typically happens before the problem behavior occurs at school and home.
    - Refer to parent/guardian input from *FBA Parent Interview* and *Woodcock Interpretation and Instructional Interventions Program Parent's Checklist,* if not available from FIE data.
    - Refer to school input from general and special education teachers from *ABC Data Sheet, Functional Assessment Checklist for Teachers and Staff Part A and B, Teacher Interview Form*, and *Woodcock Interpretation and Instructional Interventions Program Teacher's Checklist*, if not available from FIE data.
    - Summarize the antecedents of the problem behavior to include:
        - When does the behavior occur---time of day, subject, location?
        - With whom does the behavior occur?

o   What happens right before the behavior or what is likely to 'set off' the behavior?

5. **OUTCOME**: What typically happens after the problem behavior occurs at school and home.
    ● Refer to parent/guardian input from *FBA Parent Interview* and *Woodcock Interpretation and Instructional Interventions Program Parent's Checklist,* if not available from FIE data.
    ● Refer to school input from general and special education teachers from *ABC Data Sheet, Functional Assessment Checklist for Teachers and Staff Part A and B, Teacher Interview Form*, and *Woodcock Interpretation and Instructional Interventions Program Teacher's Checklist*, if not available from FIE data.

6. **REINFORCERS**: Rate the effectiveness of the reinforcers used in the past year at school and home.

7. **CONSEQUENCES**: Rate the effectiveness of the consequences used at school and home.
    ● Summarize the consequences of the problem behavior:
    o   How do peers and adults respond to the behavior?
    o   What happens right after the behavior occurs?

8. **FUNCTION OF BEHAVIOR**: Rate the top three behaviors that the student has exhibited and place a mark in the appropriate boxes.
    ● Refer to parent/guardian input from *FBA Parent Interview* and *Woodcock Interpretation and Instructional Interventions Program Parent's Checklist,* if not available from FIE data.
    ● Refer to school input from general and special education teachers from *ABC Data Sheet, Functional Assessment Checklist for Teachers and Staff Part A and B, Teacher Interview Form*, and *Woodcock Interpretation and Instructional Interventions Program Teacher's Checklist*, if not available from FIE data.
    ● Generate a hypothesis statement, "best guess," (i.e., under x conditions, the student does y, in order to z) regarding the possible function of the problem behavior.
        o   What was the student trying to get/gain or avoid/escape by engaging in the target behavior?

Possible Function Description: Write a summary statement.

When _____ *(state antecedent) occurs, the student* _____ *(state behavior), in order to* _____ *(state function of the behavior).*

9. **STUDENT INFORMATION/INPUT**: Summarize information provided by the student on the *Student-Assisted Interview Form.*

10. **BEHAVIORAL STRENGTHS**: Summarize behavior strength that the student has exhibited at school and home provided by the student on the *Student-Assisted Interview Form.*

11. **RESULTS**: Based on the existing data and information the *ARDC will* determine if:
*Further assessment is needed to complete Functional Behavioral Assessment
*Develop a Behavior Intervention Plan
* The behavior interferes with learning and Behavior Intervention Plan needs to be reviewed or modify.

12. SIGNATURE: Personnel that contributed to the Functional Behavior Assessment **including parent/guardian.**

HOW TO DO: BEHAVIOR INTERVENTION PLAN

Develop a behavior intervention plan and supports to include:

1. **TARGET BEHAVIOR:** This is the same target behavior indicated in the PLAAFP.

2. **CLASSROOM ENVIRONMENT:** Modifications to the social and physical environment that may prevent problem behavior and/or increase the likelihood of alternative appropriate behaviors.
   - List behavior strategies to implement for prompting replacement behavior.

3. **CLASSROOM STRATEGIES:** Intervention strategies are clearly linked to the functional assessment information (hypothesis/summary statements).
   - List ways of acknowledging and increasing the occurrence of the replacement behavior.
   - Specific behaviors (skills) to be taught and/or reinforced that will achieve the same function as the problem behavior and allow the student to cope more effectively with circumstances.

4. **REWARD SYSTEM**: Systems used to increase and maintain prosocial behaviors.

5. **SOCIAL SKILLS TRAINING**: Skill training for prosocial behavior.
   - List behavior strategies for teaching replacement behavior.

6. **CONSEQUENCES REASONABLY CALCULATED TO IMPROVE BEHAVIOR**: Strategies for managing consequences so that reinforcement is maximized for positive behavior and minimized for problem behavior.
   - List consequences and steps to follow if intervention strategies are not effective.
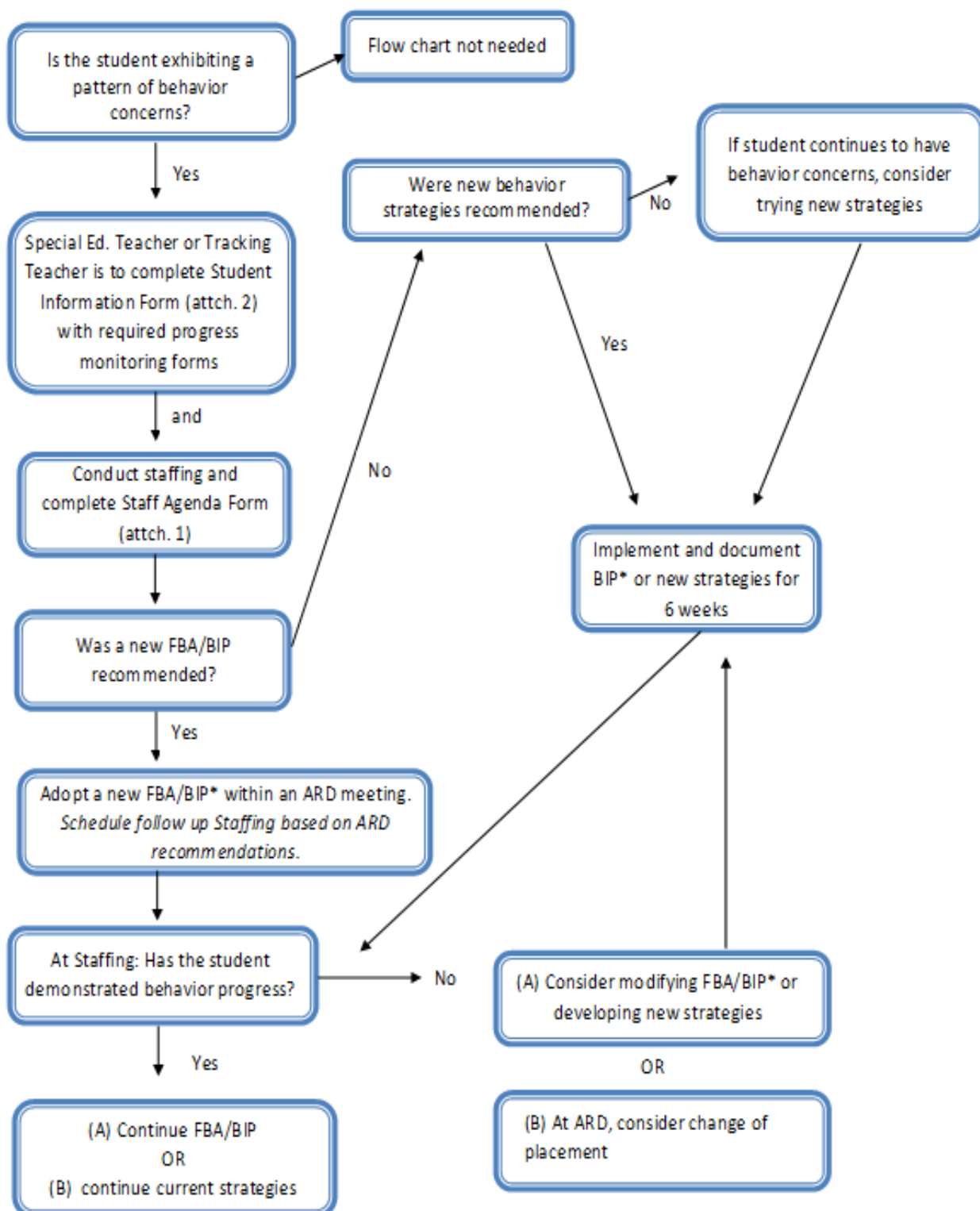
Strategy Menu for Behavior Intervention Plans

Select strategies, reinforcers, replacement behaviors supports and interventions from the menu below.These are intended as suggestions only.

*Strategies, Reinforcers and Replacement Behaviors to assist in teaching and promoting positive behavioral outcomes.		Supports and interventions for positive behavioral outcomes should be calculated to improve or maintain behavior to enable the student to benefit from instruction.
❖ Allow enough time to process information ❖ Adjust voice quality (tone, volume, rate) ❖ Check student's understanding of instructions ❖ Establish positive behavior contracts ❖ Provide non-verbal signal for appropriate behavior ❖ Provide opportunities for student breaks ❖ Teach problem-solving skills ❖ Teach/model alternative behaviors ❖ Teach students to use language to label and communicate feelings ❖ Teach self-monitoring behavior ❖ Teach verbal mediation & processing skills ❖ Set well defined limits and tasks ❖ Minimize distractions ❖ Set up and reinforce social interaction ❖ Office choice of task ❖ Offer choice of behavior change or cooling off period ❖ Give verbal warning ❖ Respect student's sensitivity to physical contact ❖ Change/modify assignment ❖ Seating change ❖ Supervise during transition periods ❖ Have private discussion about behavior ❖ Student initiated cooling off period ❖ Use redirection/refocus techniques ❖ Use peer tutoring/buddy system ❖ Use proximity control ❖ Use student initiated cooling off period ❖ Use timer for monitoring behavior ❖ Use calm, non-threatening approach ❖ Use positive point or token system ❖ Use behavior graphs or charts ❖ Use Premack Principle (if you finish your task, you may have extra computer time) ❖ Provide direct instruction in pro-social approach skills, e.g. social skills, curriculum activities	❖ Review feasibility of alternative programs such as credit recovery ❖ Provide physical escort to and from activities outside the classroom if danger to self or others ❖ Review continuum of consequences before behavior escalates ❖ Refer for behavioral consultation ❖ Refer to school counselor ❖ Refer to nurse practitioner ❖ Reconvene ARD to review the IEP and BIP	❖ All discipline procedures must be implemented in accordance with IDEA regulations ❖ Conference with parent and student ❖ Work in isolation ❖ Time-out procedures ❖ Assign detention after school ❖ Assign detention time before lunch period (2 minutes maximum) ❖ Restitution for damaged property/or campus work for compensation of damages ❖ Write letter of apology ❖ Apologize to class ❖ Have parent shadow students to classes for a specified length of time ❖ Loss of privileges ❖ Write a written reflection ❖ Removal from bus (requires an ARD/IEP meeting) ❖ Notify truancy officer ❖ File truancy charges ❖ Suspend from specified activities same as non-disabled students ❖ Contact probation officer (if applicable) ❖ Citation from campus officer ❖ Suspend for up to three days without an ARD/IEP meeting ❖ In school suspension (ISS) ❖ Expulsion in accordance with IDEA regulations and Senate Bill I, and local district policies

BAC Unit

Flow Chart for Change of Placement (LRE to MRE)

Is the student exhibiting a pattern of behavior concerns? → Flow chart not needed

Yes

Special Ed. Teacher or Tracking Teacher is to complete Student Information Form (attch. 2) with required progress monitoring forms

and

Conduct staffing and complete Staff Agenda Form (attch. 1)

Was a new FBA/BIP recommended?

Were new behavior strategies recommended? → **No** → If student continues to have behavior concerns, consider trying new strategies

No

Yes

Implement and document BIP* or new strategies for 6 weeks

Yes

Adopt a new FBA/BIP* within an ARD meeting. *Schedule follow up Staffing based on ARD recommendations.*

At Staffing: Has the student demonstrated behavior progress? → **No** → (A) Consider modifying FBA/BIP* or developing new strategies

Yes

(A) Continue FBA/BIP
OR
(B) continue current strategies

OR

(B) At ARD, consider change of placement

South San Antonio ISD Special Education Department

Consent for Behavior Consultation

Student: _____   Date: _____

DOB: _____   Student ID #: _____   Grade: _____

Campus: _____

I give my consent for the teachers and staff working with my child to collaborate with the District Behavior Specialist.

I understand that the purpose of this collaboration is to help the school develop interventions that are expected to be effective in improving my child's academic and behavioral performance based on his/her individual needs.

I understand that this collaboration may include
·   Classroom observations
·   Consultation with teachers and staff who work with my child
·   Direct communication with my child
·   Data collection (could include picture taking and/or videotaping of student)
·   Coaching and modeling
·   Providing recommendations for teachers and staff (could include pictures of student)

I understand the information provided in this consent. I also understand that if I have any questions, I can contact my child's case manager or the special education campus facilitator for more information.

This consent is valid for one calendar year from the date signed below. I understand that I may revoke this consent at any time by providing written notice, but that should I revoke my consent, any collaborative efforts that are already completed may be used by the school to support my child.

_____   _____
           Parent signature   Date

Please return to: _____   *Phone:* _____

South San Antonio ISD
Special Education Department
Student Academic Tracking Form

Directions: Student information is gathered by the following designated person:_____

Student Name:_____ D.O.B.:_____ID#_____
Grade:_____ Teacher/Subject:_____Campus:_____

1) Current Functioning/Level of Instruction:

Reading Level _____ Strengths _____
Weaknesses _____

Math Level _____ Strengths _____
Weaknesses _____

Writing Level _____ Strengths _____
Weaknesses _____

Other _____ Strengths _____
Weaknesses _____

2) STAAR Test Results:
STAAR Grade Level_____   Date_____

Reading	Math	Writing	Science	Social

3) District Assessments:

Content	Level	Name of Assessment	Date

4) Parent/Guardian Information:
Mother's Name _____ Father's Name _____
Address _____ Phone Number_____

5) Attach Student Progress Monitoring Forms:
- Current Academic Grades
- Copies of Referrals
- Student Schedule
- Attendance Records
- Student Observation
- IEP Progress Reports
- Student Behavior Data Sheet
- IEP Goals and Objectives
- Behavior Intervention Plan (if any)

Student Information Form

Campus: Student:

Teacher: Grade: Date of Meeting:

CLASSROOM CONCERNS

1. Describe the specific concerns prompting the recommendation to initiate the Change of Placement Process. What makes the student difficult to teach? List any academic, social, emotional, or medical factors that negatively impact the student's performance.

_____

_____

_____

2. How does the student's academic/behavior skills compare with those of an average student in your classroom?

_____

_____

_____

3. In what settings/situations does the problem occur **most** often?

_____

_____

_____

4. In what settings/situations does the problem occur **least** often?

_____

_____

SOCIAL/EMOTIONAL CONCERNS
Check those items that characterize DIFFICULTIES in this student's behavior/academics

Behavior and Social Skills:
☐ NO CONCERNS IN THIS AREA

☐ fights
☐ destroys possessions
☐ uses threatening gestures/language
☐ destroys others' possessions
☐ throws objects at others
☐ pushes, bites, hits, or spits
☐ other:

Social Adjustment:
☐ NO CONCERNS IN THIS AREA
☐ tells fictitious stories
☐ teases
☐ tells others what to do
☐ seeks attention inappropriately
☐ cheats in games/tests
☐ disruptive/annoying
☐ lies about stimulations
☐ blames others
☐ has temper tantrums
☐ cries easily
☐ argumentative
☐ manipulates others
☐ uses obscene gestures/language
☐ other:

Social Behavior Pattern:
☐ NO CONCERNS IN THIS AREA
☐ falls asleep in class

Reactions to Regulations and Requests:
☐ NO CONCERNS IN THIS AREA
☐ refuses to participate

☐ lacks self confidence	☐ does opposite of request
☐ tense, difficult to relax	☐ slow to start work
☐ self-conscious, embarrassed easily	☐ upset when given direct order
☐ limited peer interaction	☐ negative attitude, but conforms
☐ prefers solitary activities	☐ interrupts discussions
☐ passive, easily led by others	☐ following directions
☐ preoccupied, appears distant	☐ withdraws, pouts when corrected
☐ excessive daydreaming	☐ challenges authority
☐ depressed, sad	☐ leaves tasks/area without permission
☐ quiet and shy with adults	☐ other:
☐ seeks frequent reassurance	
☐ extremely self critical	
☐ quiet and shy with peers	
☐ other:	

INSTRUCTIONAL STRATEGIES
Check those items that characterize STRATEGIES used to assist the student

Motivational Strategies:	*Remedial / Adaptive Strategies*:
☐ marks correct answers on daily work	☐ instructions based on task analysis
☐ planned ignoring	☐ teach study/test taking skills
☐ conference with parents	☐ use manipulatives
☐ sending positive progress notes	☐ give assignments orally and visually
☐ one-to-one assistance	☐ one-to-one assistance
☐ contract	☐ support from parents/peers
☐ charting student's progress	☐ taping lessons so students can listen again
☐ special incentive/privilege	☐ color cues for key directions
☐ point system	☐ special materials for weak prerequisite skills
☐ regular/frequent compliments	☐ special instruction/techniques to develop skills (i.e.
☐ home/school communication for assignments	listening etc.)
☐ immediate reinforcement of student's progress	☐ other:
☐ help recognize/use strengths	
☐ other:	
Organizational Strategies:	*Environmental Strategies:*
☐ encourage orderly work area	☐ preferential seating
☐ notebook/folder for work	☐ study carrel
☐ limit/extend work time as needed	☐ follow assertive discipline program
☐ highlight main facts	☐ cool-off area within classroom
☐ asking students to repeat directions	☐ administrative intervention
☐ discussion at the end of each sentence/paragraph to help focus on important information in the book	☐ other:
☐ other:	

ADDITIONAL COMMENTS

Use this section to make any additional remarks or comments that may benefit others in meeting this student's academic and/or behavioral needs.

_____

_____

Please provide the following contact information:

Email:
Campus Phone #:
Conference Period:
Room #:
Indicate the best time to observe this student:

South San Antonio ISD Special Education Department

Student Observation Form

(This form is to be completed by Special Education Staff)

Student: _____ Observer: _____

Teacher: _____ Date: _____

Campus: _____ Class Size: _____

Time In: _____ Time Out: _____ Task/Activity: _____

Time on Task: Using 30-second timed intervals, select + if student is engaged with the task at time of observation or – if the student is notengaged.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
+	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
+	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
–	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
–	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Student Behaviors Observed

Positive Behavior	Yes	No	N/A	Negative Behavior	Yes	No	N/A
Eyes oriented to task	☐	☐	☐	Fidgeting in seat or out of seat	☐	☐	☐
Listens to directions	☐	☐	☐	Looking around room	☐	☐	☐
Interacts with teacher	☐	☐	☐	Careless /quick response	☐	☐	☐
Working 1/1 with teacher	☐	☐	☐	Plays with materials	☐	☐	☐
Engaged in independent task	☐	☐	☐	Stares blankly	☐	☐	☐
Small group	☐	☐	☐	Doodles	☐	☐	☐
Area organized	☐	☐	☐	Makes noises	☐	☐	☐
Volunteers answer	☐	☐	☐	Talks out of turn	☐	☐	☐
Follows 1-step directions	☐	☐	☐	Disorganized materials	☐	☐	☐
Follows multi-step directions	☐	☐	☐	Slow to respond	☐	☐	☐
Responds to positive praise	☐	☐	☐	Noncompliant	☐	☐	☐
Copies from OH/board	☐	☐	☐	Argues with peers	☐	☐	☐
Other:	☐	☐	☐	Other:	☐	☐	☐

Other Behaviors Observed

	Yes	No	N/A
When called upon, gives the correct answer	☐	☐	☐
Attends to other students when they give answers	☐	☐	☐
Knows appropriate place in text	☐	☐	☐
Facilitates others in group/class	☐	☐	☐
Completes assignment within required time	☐	☐	☐
Work is accurate	☐	☐	☐
Other:	☐	☐	☐

Observer Signature: _____ **Date:** _____

South San Antonio ISD Special Education Department
Staffing Agenda Form

Purpose of Staffing:
☐ LRE to MRE   ☐ MRE to LRE   ☐ Review/Update of FB A/BIP   ☐ Develop FBA/BIP
☐ Other

Student:	Campus:	
Teacher:	Grade:	Date of Meeting:

ALL AREAS MUST BE COMPLETED:
Generate actions/solutions and evaluation methods by addressing and attaching the following items:
☐ IEP Progress Reports ☐ FBA   ☐ BIP   ☐ Attendance   ☐ Grades
☐ Daily Data Summary   ☐ IEP Goals/Objectives ☐ Referrals   ☐ Teacher Info
☐ Student Information ☐ Schedule   ☐ Student Observation   ☐Other: _____

1. State purpose of meeting:

_____
_____
_____

2. Identify concerns (include parent and teacher concerns):

_____
_____
_____

3. Identify student's strengths and areas of need:

_____
_____
_____

4. Analyze the concern (include what needs to be taught, classroom and any formal evaluation data, indicate instructional level and accommodations):

_____
_____
_____

5. Summarize the student's response to current interventions/strategies (refer to progress monitoring data):

_____
_____

6.What efforts have been made to accommodate the child in the general education classroom and with what outcome(s)?

_____
_____
_____

7.What additional efforts academic/behavioral accommodations or modifications in the general education classroom are possible?

_____

_____

_____

8. What are the possible significant and/or negative effects of the student's inclusion on the other students in the class?

_____

_____

_____

9.What significant and/or negative effects will the general education classroom have on this particular student?

_____

_____

_____

10.Additional Comments. Include the options that were considered.

_____

_____

Required Signatures:
Home Campus

Position	Name	Signature
Parent		
Administrator		
Special Ed. Teacher		
General Ed. Teacher		
Other:		
Other:		

Transferring Campus

Position	Name	Signature
Parent		
Administrator		
Special Ed. Teacher		
General Ed. Teacher		
LSSP		

Special Education Staff

Position	Name	Signature