


**MISSISSIPPI DEPARTMENT OF HUMAN SERVICES  
DIVISION OF YOUTH SERVICES  
JUVENILE INSTITUTIONS**

<b>Subject:</b> <b>Special Education: Behavior Management and Discipline</b>	<b>Policy Number:</b> <b>19</b>
<b>Number of Pages:</b> <b>12</b>	<b>Section:</b> <b>XII</b>
<b>Attachments</b> <ul style="list-style-type: none"> <li><b>A. Functional Behavior Assessment Worksheet</b></li> <li><b>B. Functional Behavior Intervention Plan</b></li> <li><b>C. Manifestation Determination</b></li> </ul>	<b>Related Standards &amp; References</b>  <b>Individuals with Disabilities Education Act Amendment of 2004 (IDEA '04) and Regulations</b> <b>Mississippi Department of Education, Office of Special Education Procedures (2016)</b> <b>Mississippi Nonpublic School Accountability Standards, 2004</b> <b>Section 504 of the Rehabilitation Act of 1973</b> <b>Corrections Education Association Standards(CEA)</b>
<b>Effective Date:</b> <b>06/09/2006, Reviewed 10/06/08, 12/15/10, 06/09/14, Revised 02/01/2017</b>	<b>Approved:</b>  <b>James V. Maccarone, Director</b>

**I. POLICY**

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

**II. DEFINITIONS**

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

**Functional Behavior Assessment (FBA)** - is generally considered to be a problem-solving process to provide the IEP committee with information as to the function or purpose the problem behavior serves for the child and therefore, assist in analyzing and developing strategies for addressing the undesirable behavior(s).

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

**Behavior Intervention Plan (BIP)** - addresses strategies to correct or eliminate the problem behavior and/or replace the problem behavior with positive behavior(s). The BIP is not focused on controlling the person but instead is focused on redesigning the

Subject	Policy #	Page
Special Education: Behavior Management and Discipline	XII.19	2 of 4

environment and building new skills that make the problem behavior irrelevant, inefficient and/or ineffective in the environment.

**Manifestation Determination-** is a meeting held by the IEP committee to determine if there is a relationship between the child's disability and the behavior precipitating a disciplinary action. In order to consider the behavior in question a manifestation of the child's disability, the relationship must be direct and substantial to the child's disability or be the direct result of the public agency's failure to implement the IEP.

### III. PROCEDURE

#### FBA

- A. A functional behavior assessment may be completed to assist the IEP committee in identifying critical behaviors that interfere with the student's learning or the learning of other students by documenting the frequency and severity of the targeted behaviors and factors that may be contributing to the behavior. The focus of the FBA is in identifying significant, pupil specific social, affective, cognitive and/or environmental factors associated with the occurrence or non-occurrence of specific behaviors.
- B. A FBA may be required if the behavior management strategies or goals that have been outlined and implemented in the student's IEP are not effective in reducing the frequency and/or severity of the student's behavior.
- C. A FBA must be conducted when a student has a change in placement due to disciplinary reasons. If a current FBA is in placed it must be reviewed to determine if the information is current and accurate.

#### BIP

- If the student is eligible for any area of special education and demonstrates behavior that impedes his/her learning or the learning of other students, the IEP team will address this behavior through appropriate IEP goals and objectives and the development of a Behavior Intervention Plan (BIP).
- If a student should begin to demonstrate maladaptive behaviors, the described strategies will be implemented.
- The BIP must include the following information:
  - A description of the behavior(s) targeted for intervention for the student. It is strongly recommended that no more than 2-3 behaviors will be identified for IEP interventions. Target behaviors will be stated in observable and measurable terms specific to the student.

Subject	Policy #	Page
<b>Special Education: Behavior Management and Discipline</b>	<b>XII.19</b>	<b>3 of 4</b>

- A description of the strategies (preferable based on levels of intervention including referral to the BMU) that will be used to address the maladaptive behaviors. These strategies will be worded to be student specific and identify the positive rewards to be used when the student demonstrates the desired behaviors.
  - A description of the consequences that will be used when the student's behavior does not respond to the identified intervention strategies. These consequences are to be used when the student fails to demonstrate desired behaviors. It is recommended that consequences be structured to emphasize early intervention to the student.
  - The BIP is developed according to the guidelines that have been approved by the Mississippi Department of Education.
- If a student has been identified as having Emotional Disability (EmD), critical behaviors that the student exhibits must be described in the Present Levels Of Academic Achievement And Functional Performance and appropriate IEP goals developed. If the student's behavior interferes with his/her learning or the learning of other students, a BIP must be developed. If the student appears to responding appropriately to the structure of the MDHS/DYS facility, a BIP may not be required.

### **BMU**

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

### **Isolation**

1. Students with disabilities may be removed from school because of extreme behaviors for maximum of 10 school days. If a student is removed from school and is placed into isolation/detention, educational services including related services must be continued.
2. If a student is placed into isolation for more than one-half of his/her school day without educational services will be counted as one of the 10 days of limited removal from school.
3. Documentation that the student was provided educational services must be maintained. A log will be used to identify the date, time(s), name of teacher and anecdotal information regarding student's acceptance or refusal of the offered work. If this documentation is not

<b>Subject</b>	<b>Policy #</b>	<b>Page</b>
<b>Special Education: Behavior Management and Discipline</b>	<b>XII.19</b>	<b>2 of 4</b>

available, the period of time he/she is in isolation will be counted as part of the 10 days of limited removal from school.

4. The following documentation is required to show that students were provided the opportunity to complete appropriate school work while in detention or isolation during the school day:
  - a. Appropriate class work was provided to the student.
  - b. Students should be contacted twice during the school day by an assigned teacher to check on completed work, provide additional work as needed, encourage the student to complete the work, and provide assistance as may be required to complete the assigned work. An anecdotal note describing the student's response to the offered work is made. If the student refused to complete the work, this is noted.
  - c. If this documentation is not available, it is assumed that school work was not provided and the time the student is in isolation will be credited toward the 10-day limited removal from school rule.