

# SPECIAL EDUCATION

EDUCATING OUR STUDENTS WHO HAVE SIGNIFICANT BEHAVIORAL DISABILITIES



# Our Goal

Educate students of Manalapan-Englishtown Regional School District who are eligible for special education services and demonstrate significant behavioral needs through the following measures:

1. Appropriately assessing student's eligibility
2. Developing IEPs that contain programs and services that address student's unique needs
3. Measuring progress to ensure students are gaining educational benefit
4. Transition student's to a less restrictive environment (moving along the continuum)
5. Declassify students who demonstrate the academic and behavioral skill set where special education services are no longer needed

# Problems to solve

1

Developing programs and services within the district that are unique to each individual student

2

Ensuring evidence based practices are identified and implemented as well as consistent oversight for program fidelity is in place

3

Ensuring staff have the experience, training and fortitude to effectively deliver the programs and services identified in an IEP

4

Delivering programs and services in a student's home school when feasible

# WHAT SERVICES DO WE OFFER

- Special Education Coach (behavior) with a Master's degree in Cognitive and Behavioral Disabilities
  - 12+ years of experience in the special classroom
  - BCBA
- Special education Coach (academics) with Master's Degree in Special Education/Dyslexia Specialist
  - Wilson Certified
- BCBA Consultant from BD&A
  - Monitors programs and implementation of behavior plans
  - Trains/models staff/ensure fidelity
- RBTs
- Collier Mental Health Services

# HOW DO WE DECIDE ON PROGRAMS & SERVICES



- WE BEGIN PLANNING IN JANUARY FOR NEXT SCHOOL YEAR
- THE CST AND PPS ADMINISTRATION DISCUSS THE NEEDS OF STUDENTS AND SCHOOL TO DEVELOP A GLOBAL PERSPECTIVE
- EACH SCHOOL ADMINISTRATION, SCHOOL CST AND PPS ADMINISTRATION DISCUSS SPECIFIC SCHOOL AND STUDENT NEEDS
- A DISTRICT FRAMEWORK IS CREATED AND PLANNING BEGINS TO ENSURE PROGRAMS, SERVICES, STAFFING AND TRAINING IS READY FOR THE FIRST DAY OF SCHOOL

# HOW DOES BUDGET FACTOR IN?

THE DISTRICT RECEIVES over **1 MILLION DOLLARS** IN FUNDING FOR SPECIAL EDUCATION SERVICES. IN 20 YEARS THE BOARD OF EDUCATION HAS NEVER DENIED AN IEP TEAM'S REQUEST FOR SPECIAL EDUCATION PROGRAMS OR SERVICES.

# WHAT IS LEAST RESTRICTIVE ENVIRONMENT (LRE)

To the maximum extent appropriate, the child is educated with children who are not disabled [20 U.S.C. §1412(a)(5)(A); 34 C.F.R. §300.114(a)(2)(i)]

LOOK INTO YOUR CHILD'S IEP UNDER THE LRE SECTION TO UNDERSTAND WHAT WAS DISCUSSED AT THE IEP MEETING RESULTING IN A REMOVAL FROM GENERAL EDUCATION.

# LRE CONSIDERATIONS

1. WHETHER THE STUDENT CAN BE EDUCATED SATISFACTORILY IN A REGULAR CLASSROOM WITH SUPPLEMENTARY AIDS AND SERVICES
2. A COMPARISON OF THE BENEFITS PROVIDED IN A REGULAR CLASS AND THE BENEFITS PROVIDED IN A SPECIAL EDUCATION CLASS
3. THE POTENTIALLY BENEFICIAL OR HARMFUL EFFECTS WHICH A PLACEMENT MAY HAVE ON THE STUDENT WITH DISABILITIES OR THE OTHER STUDENTS IN THE CLASS



# DELIVERY OF PROGRAMS & SERVICES

THE DISTRICT IMPLEMENTS EVIDENCE BASED PROGRAMS AND SERVICES THAT ARE RESEARCHED AND PROVEN TO HAVE POSITIVE OUTCOMES.

THE BEHAVIORAL INTERVENTION PLAN IDENTIFIES THE EVIDENCE<sup>1</sup> BASED PRACTICE THAT WILL TARGET THE BEHAVIOR BEING DISPLAYED AT THAT TIME.

THE BEHAVIOR PLAN'S PURPOSE IS TO TEACH A SKILL, REPLACEMENT BEHAVIOR OR EXTINGUISH THE BEHAVIOR THAT IS INTERFERING WITH THE STUDENT'S EDUCATION

# HOW ARE BEHAVIOR PLANS DEVELOPED

ALL TEACHERS HAVE A CLASSWIDE BEHAVIOR PLAN IMPLEMENTED ON A DAILY BASIS

BEHAVIORS THAT DO NOT RESPOND TO THE CLASSWIDE BEHAVIOR PLAN ARE INDIVIDUALIZED:

BEHAVIORS ARE DEFINED AND DATA IS TAKEN

BEHAVIOR IS OBSERVED IN SEVERAL SETTINGS AND TIME PERIODS BY TEACHER, CASE MANAGER AND SUPPORTING STAFF SUCH AS COACHES/BCBA

ANTECEDENT, BEHAVIOR AND CONSEQUENCES ARE IDENTIFIED

A HYPOTHESIS REGARDING THE FUNCTION OF THE BEHAVIOR IS IDENTIFIED

# **BEHAVIOR PLAN DEVELOPMENT CONTINUED...**

EVIDENCE BASED INTERVENTIONS ARE CHOSEN

ALL STAFF THAT INTERACT WITH THE STUDENT ARE TRAINED ON THE BEHAVIOR PLAN

STAFF ARE OBSERVED TO ENSURE THE PLAN IS IMPLEMENTED WITH FIDELITY

DATA IS TAKEN ON THE BEHAVIOR AND EFFECTIVENESS OF THE INTERVENTIONS

DATA IS ANALYZED TO ENSURE BEHAVIOR IS TRENDING DOWN

INCIDENT REPORTS ARE DEVELOPED AFTER EACH INCIDENT

BEHAVIOR PLANS ARE REVISED AS APPROPRIATE

# ROADBLOCKS TO EFFECTIVELY ADDRESSING BEHAVIORS

-VERBAL OUTBURSTS THAT ARE SIGNIFICANTLY INAPPROPRIATE AND HAVE NOT DECREASED AFTER THE IMPLEMENTATION OF A BEHAVIOR PLAN. THIS CAN INCLUDE PROFANITY, TERMINOLOGY THAT IS VULGAR, AND STATEMENTS OF A THREATENING NATURE.

-PROPERTY DESTRUCTION THAT REQUIRES THE OTHER STUDENT'S IN THE CLASS TO BE REMOVED FOR SAFETY. THIS MAY INCLUDE BREAKING BOOKSHELVES, THROWING OBJECTS SUCH AS CHAIRS AND TABLES, AND DESTROYING SCHOOL OR STUDENT MATERIALS/EQUIPMENT.

-UNSAFE BEHAVIORS THAT INCLUDE ELOPING FROM THE SCHOOL, ATTEMPTING SELF-HARM, AGGRESSIVE AND/OR SEXUAL BEHAVIOR TOWARD STAFF AND PEERS



# CONFIDENTIALITY

THE DISTRICT IS VIGILANT IN REGARDS TO YOUR CHILD'S INFORMATION REMAINING CONFIDENTIAL. BEHAVIOR PLANS ARE ONLY SHARED WITH STAFF THAT ARE INVOLVED IN YOUR CHILD'S EDUCATION.

YOUR CHILD'S PERSONAL INFORMATION IS NOT SHARED SHOULD ANOTHER PARENT CONTACT THE DISTRICT REGARDING WHAT THEIR CHILD OBSERVED OR WHY THERE CHILD WAS REMOVED FROM CLASS

INCIDENT REPORTS ARE ONLY DEVELOPED BY THE STAFF WHO WITNESSED THE SIGNIFICANT BEHAVIOR. AN INCIDENT REPORT IS SUPPORTING DOCUMENTATION FOR WHEN A BEHAVIORAL INTERVENTION PLAN IS BEING REVISED OR THE IEP TEAM IS DETERMINING A PROGRAM OR SERVICE.

# DO WE USE RESTRAINTS?

THE DISTRICT HAS INVESTED IN SEVERAL PROGRAMS TO DEESCALATE A STUDENT FROM ENGAGING IN BEHAVIORS WHERE THEY ARE A DANGER TO THEMSELVES OR OTHERS. THIS MEANS WE FOCUS ON THE BEHAVIORS BEFORE THERE IS A NEED FOR RESTRAINT.

THESE PROGRAMS FOCUS ON THE FOLLOWING:

- INTERVENING WHEN ANTECEDENT BEHAVIORS ARE PRESENT
- HOW AND WHEN STAFF RESPOND
- SETTING LIMITS
- ESTABLISHING CLEAR EXPECTATIONS OF THE STUDENT

THESE PROGRAMS INCLUDE NURTURED HEART, CRISIS PREVENTION INSTITUTE, HANDLE WITH CARE

THERE ARE SEVERAL STAFF WITHIN THE DISTRICT THAT ARE CERTIFIED TRAINERS OF THESE PROGRAMS TO ENSURE STAFF ARE TRAINED AS SOON AS THEY ARE NEEDED

# EXAMPLES OF RESPONSES INSTEAD OF RESTRAINTS

-XX started playing with an electrical socket. RBT blocked the socket with her leg. XX then started grabbing onto her leg. The RBT removed herself from that position. XX then got up to push the large conference room table. When XX moved, staff blocked the socket with a shelf. The student was kept safe as staff blocked the unsafe areas as well as removed themselves from the student's reach.

-XX started using profanity under his breath. XX was told that he can continue to work on his own if preferred and was provided a distractor comment. XX did not engage with the comment and threw the play foam in small pieces across the room. XX broke his pencil in half and threw the pieces, with one piece being thrown toward the other student at the U-table and touching his arm. These behaviors were not acknowledged by staff. In addition, the other student was moved from the U-table.

# WHEN A STUDENT'S NEEDS ARE BEYOND THE SCOPE OF THE DISTRICT'S EXPERTISE

AS LONG AS IT IS SAFE FOR STUDENTS AND STAFF THE DISTRICT WILL CONTINUE TO IMPLEMENT BEHAVIOR PLANS AND STRATEGIES TO TEACH A STUDENT THE SKILLS, COPING STRATEGIES, AND/OR REPLACEMENT BEHAVIORS TO REMAIN IN DISTRICT

IF THE DISTRICT DOES NOT HAVE THE RESOURCES IT IS OUR OBLIGATION TO IDENTIFY A PROGRAM THAT DOES

IF PROGRESS IS NOT BEING MADE AND SUFFICIENT TIME HAS BEEN GIVEN TO THE INTERVENTIONS BEING RECOMMENDED, A SETTING THAT CONTAINS THE APPROPRIATE RESOURCES AND INTERVENTIONS IS RECOMMENDED





# OUR GOAL IS TO BRING STUDENTS WHO ARE OOD BACK

IN JANUARY WE LOOK AT THE PROGRESS OUR STUDENTS ARE MAKING IN AN OUT-OF-DISTRICT NEW JERSEY DEPARTMENT OF EDUCATION APPROVED SETTING (OOD) AND ASK THE QUESTION, "HAS THIS STUDENT MET THEIR TRANSITION PLAN TO RETURN TO DISTRICT?"

WE CONTINUE TO MONITOR THE STUDENT THROUGH OBSERVATION AND DATA ANALYSIS

WE DISCUSS THE POTENTIAL TO RETURN WITH THE OOD SCHOOL AND PARENT

WE CREATE A TRANSITION PLAN TO RETURN



**WE ARE A TEAM. THERE ARE  
STEEP MOUNTAINS WE HAVE  
TO CLIMB BUT IF WE WORK  
TOGETHER, OUR STUDENTS  
WILL HAVE THE BEST  
OUTCOMES**

**GEORGIANNA PETILLO & CINDY CIMINO**