

Movement to More Restrictive Setting

Name of Student _____

DOB _____

Eval Due Date _____

FBA/BIP date _____

IEP Meeting Date _____

Teacher _____

Grade _____

___ Concerns around behavior start and persist, losing academic/learning time

___ Internal team meeting is held to create/revisit FBA/BIP and discuss options and other interventions are tried

___ Problem behavior persists

___ IEP team meeting is called, FBA/BIP revisited and additional interventions are added, options for continuum of services is presented to family

___ Problem behavior persists

___ Internal meeting review of plan and determine whether an IEP team meeting is needed

___ Problem behavior persists

___ IEP team meeting is held and IEP is rewritten or amended and FBA/BIP is also changed or tweaked, schedule changes, options for continuum of services is reviewed with family

___ Problem behavior persists

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DOB _____

Eval Due Date _____

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Teacher _____

Grade _____

___ IEP team meets again to talk about the continuum of services and determine appropriate placement

___ Student demonstrates appropriate behavior and completes classwork for 2 weeks

___ Internal team meeting is held to create/revisit FBA/BIP and discuss options and other opportunities student may have

___ Student continues to demonstrate appropriate behavior for 2 weeks and receives 80% or better on point sheet data

___ IEP team meeting is called, FBA/BIP revisited and discussion for possible movement to a less restrictive environment, options for continuum of services, including CTSS, is presented to family

___ Student continues to be consistent in demonstrating appropriate behavior and completing classwork

___ Internal meeting to discuss possible transition plan to King and determine whether an IEP team meeting is needed, a possible start date or more time for data collection

___ Student continues to be consistent in demonstrating appropriate behavior and completing classwork

___ IEP team meeting is held and IEP is rewritten or amended and FBA/BIP is also changed or tweaked, schedule changes, options for continuum of services is reviewed with family, plan for transition begins

___ 2 weeks after transition starts, family will be informed formally with a meeting on progress and whether programming needs to be tweaked or if less restrictive setting continues to be appropriate