

_____, 2022

*Manifestation Determination
Review*

**MS-CEC Conference
2022**

Disability Categories

1. Using the provided QR code, Click 2 categories that you are not an expert in and analyze the category.
2. Write at least 3 bullet points related to each disability category.

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MDE Discipline Procedures

Suspension of Children Not Yet Eligible	Removal Not a Change of Placement (10 or less school days)	Removal That is a Change of Placement (11 or more school days)	Change of Placement Serious Violation

QR CODE



Record Review Guide

CATEGORY	WHAT TO LOOK FOR	IMPORTANCE FOR FBA
Attendance history	Patterns of absences and the total number of absences	Identify antecedents for problem behavior and possible skills deficits from a lack of opportunity to receive instruction
Educational history and standardized test scores	Current and historical results of state testing, achievement data, retentions	Indicates academic subjects and activities that are most difficult for the child and identifies what age/grade the deficits became more pronounced
Medical history	Vision and hearing procedures as well as other problems that may be related to school performance (e.g., motor difficulties, head traumas, long-term illnesses, enuresis) and current medication use	May identify conditions that could exacerbate existing problem behaviors or increase the likelihood of other problematic behaviors
Developmental/Social history	Frequent changes in address, foster home placement, recent occurrence of stressful events (e.g., parents' divorce, remarriage of a parent, death in the family, schools attended), social and emotional adjustments	Indicates possible setting events that may be impacting school behavior
Disciplinary history	Types of problem behaviors, times and locations in which they occurred, disciplinary actions are taken, and referrals	Helps identify patterns of behavior, effective or ineffective disciplinary strategies, and possible consequences that are maintaining the behavior
Previous FBA, PBIP, diagnostic evaluations, or related assessment results	Other assessments that have been conducted that focus on academic skills, behavioral functioning, language skills, etc.	Possible changes in the function of behavior, previous antecedents, history of behavior and interventions, and programming decisions
Previous interventions, intervention data/graphs, or classroom logs/notes	Formal and informal interventions that are documented in some manner	Identify interventions that have been successful or unsuccessful and why they were or were not.
IEP	Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, accommodations and modifications, previous referrals and placements	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and on the extent to which the teacher collects and records behavioral data

“MDR Gone Wrong” Video Analysis

1. Were ALL relevant team members on time and attending the MDR meeting? Explain.

2. What should the participants have known about the MDR meeting before conducting it?

3. Did the person facilitating the meeting have a manifestation determination form to fill out that served as the agenda for the IEP meeting? If so, was it explained?

4. Were the following topics discussed in detail? Check and Explain:

☐ the child's misbehavior and the circumstances surrounding the incident

☐ the child's disability(s) as it pertains to the behavior incident

☐ whether there was a causal relationship between the misbehavior and the disability

☐ whether the IEP was being implemented properly, and if not, whether the school's IEP violation caused the misbehavior

☐ whether the misbehavior was a “manifestation of a disability”

5. Name three things that stood out (positive or negative) from the video.

1.

2.

3.

CASE REVIEW 1 - Middle School Mishap

Arya Stark is a seventh-grade transfer student at Winter Middle School. Arya has only been at Winter Middle School for two months, but in those two months, she has already received four write-ups. Two of the write-ups were from her English class and the other two were from her history class. The first three write-ups were for non-compliance (refusing to do her work, not participating in classroom assignments, and not doing what the teacher asked her to do...). The final straw was when Arya got into a physical altercation with another student after the student said she reads like a 1st grader in her English class. During the fight, Arya also hit her teacher who was trying to break up the fight. Arya was sent to the alternative school for 20 days due to a school code of conduct discrepancy because of her fight and "teacher assault". Before the incident, Arya's seventh-grade English teacher emailed and talked to the Teacher Support Team and the inclusion teacher who co-teaches in her 2nd and 3rd period about her observations and concerns about Arya's academic performance. Her teacher was concerned about how significantly behind Arya was in reading comprehension in comparison to her peers according to assessments. Arya's teacher had reason to believe that Arya had a disability, but at the time of the incident, she had not been evaluated so an MDR was not conducted. While at the alternative school, the SPED teacher followed up with her immediate supervisor about the ELA teacher's concern about Arya being evaluated for possible eligibility services. After further consideration, Arya returned to her school on the 13th day of her transfer from the alternative school. An eligibility determination meeting was held. After further testing and evaluations, it was determined that Arya meets the eligibility criteria for Special Education services with an eligibility ruling of SLD- RC, WE.

1. What were the red flags of this case?
2. Is this incident a manifestation of Arya's disability? What evidence does the IEP team have/need?
3. Was an MDR necessary since Arya did not receive Special Education services at the time of the incident? Why or why not?
4. What factors should the IEP committee consider if she had an MDR?
5. What corrective measures (if any) need to take place?

Additional comments:

CASE REVIEW 2- MDR

Winterfell High School's star football player, Jon Snow, smelled like marijuana when he got on the school bus on the way to school. The bus driver contacted the school administrator. Jon was approached by the school administrator when he got off the bus and was told to follow him to his office so he can be searched. Jon refused and became noncompliant and walked off from the administrator. The school resource officer was contacted. Jon continued to walk off and curse at the administrator and resource officer. Once in the administrator's office, Jon threw his backpack at the administrator and school resource officer and said "Here, check this sh**". After checking the backpack, nothing was found. Jon then stated, "I did 'fire up' before coming here. I'm sick of you MF. Y'all are always fuc**** me!" The administrator proposed that Jon go to an alternative school for 45 days because of the school's code of conduct. This is Jon's first incident of being written up for the year. He has had warnings about his behavior previously and his Spanish teacher has complained about his non-compliant behavior in her classroom and how he has walked out of her class twice. Jon has an IEP with an eligibility ruling of OHI-ADHD. A manifestation determination review meeting must take place.

1. Is this incident a manifestation of Jon's disability? What evidence does the IEP team have/need?
2. What should be the decision about his transfer to the alternative school?
3. What factors should the MDR/IEP committee consider?
4. What corrective measures (if any) should take place?

Additional comments:
