Preparing for a Manifestation Determination Review

An Interdisciplinary & User-Friendly Guide to Best-Practices

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What is a manifestation determination?

A manifestation determination review (MDR) is the consideration of a behavior of a student with a disability to determine if the behavior, which would typically result in a change in placement, was a result of or related to the student's disability. This is conducted by a committee of school personnel and the parent(s) of the student. The committee concludes the cause of the behavior and the appropriate action to be taken after the review should they decide that the behavior was a result of the student's disability. Manifestation determinations are regulated by the Individuals with Disabilities Education Act (IDEA, 2004).

This eBook…

This eBook is intended to assist the members of an MDR committee in preparing for the review. There is a great deal of information to consider when discussing the cause of a behavior, particularly the behavior of a student with a disability, and this eBook strives to organize the information and make resources easily accessible.

The goal of this eBook is to provide MDR committee members with all of the information and resources they will need in order to feel competent and confident in their contributions during the meeting.

How to Use the eBook

The format of this eBook allows readers to be self-sufficient learners and determine the topics they should review.

The hope is that you, as the reader, will read the six topics listed on the home page below and navigate your way through the document from there. You may feel knowledgeable in some of the six areas and need only to review or skim the provided information as a quick refresher. In areas in which you feel less confident, you can read the information thoroughly and utilize the resources provided. You do not need to be an expert in all or any of the six areas, but you should have an awareness of the concepts as they are likely to play a significant role in the manifestation determination discussion.

After considering the topics, click on one of the topics to navigate directly to the proper section. When you are satisfied with your understanding of the information in this section, you can click on "BACK TO HOME PAGE" (located at the beginning and end of each section) to navigate back to the home page.

This interactive format saves the reader time and breaks the information down into manageable blocks. Use the topics on the home page as a comprehensive checklist to guide your preparations for the MDR.

HOME PAGE

Preparing for a Manifestation Determination Review:
An Interdisciplinary & User-Friendly Guide to Best-Practices

1. The MDR Process

Familiarize yourself with the timeline, expectations, and common practices in a manifestation determination review.

2. MDR Law

Review federal regulations on manifestation determinations and disabilities.

3. Nature of the Disability

Understand the nature and typical behavioral manifestations of the disabilities most commonly seen in manifestation determination reviews.

4. Tests & Evaluations

Review the names and functions of the most commonly used tests and evaluations in special education.

5. Evidence-Based Practices

Understand the importance of practices that are based on expertise and rigorous testing and learn about some of the most commonly used interventions used in the aftermath of an MDR.

6. Interdisciplinary Communication

Learn strategies that will facilitate interdisciplinary communication and the integration of skills and knowledge within the committee.
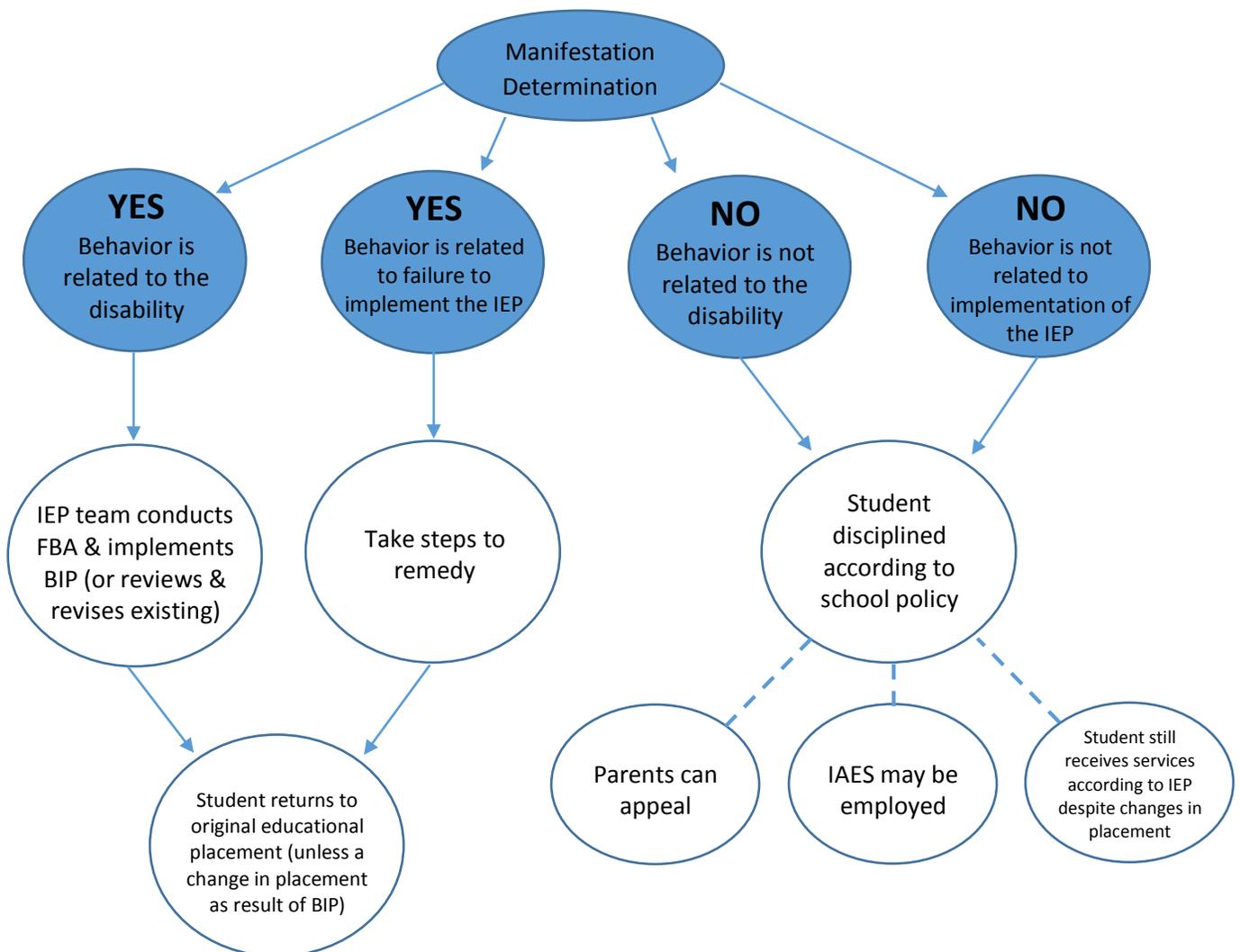
Glossary

References

The MDR Process

The committee must review information and documentation relevant to the MDR (i.e., IEP), consider teacher observations, and gather information from the parent(s)/guardian(s) in order to decide whether or not the behavior was a result of a disability, and if so, if there was a failure to implement the student's IEP. Committees should also consider the nature and typical manifestations of the student's disability, the environment, and effectiveness or behavioral interventions currently in place.

If it is decided that the behavior was not a manifestation of a disability, the student is to be disciplined according to school policy; however, the parent(s)/guardian(s) can appeal this decision. During such an appeal, the student must remain in the interim alternative educational setting (IAES) until the decision is made or the allotted time period ends.

If the committee decides the behavior was a manifestation of a disability or has a significant relation to the disability, the IEP team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP), or review and revise an existing. The student returns to the original educational placement unless the LEA representative and the parent(s)/guardian(s) decide that a change in placement is necessary as a result of the changes to the BIP. Additionally, there are certain caveats to the student returning to the original placement regarding drug and weapon possession and serious bodily injury.

Manifestation Determination

YES — Behavior is related to the disability

YES — Behavior is related to failure to implement the IEP

NO — Behavior is not related to the disability

NO — Behavior is not related to implementation of the IEP

IEP team conducts FBA & implements BIP (or reviews & revises existing)

Take steps to remedy

Student disciplined according to school policy

Student returns to original educational placement (unless a change in placement as result of BIP)

Parents can appeal

IAES may be employed

Student still receives services according to IEP despite changes in placement

FURTHER READING

MDR Guidance Documents, including forms

- *Guidance Document on Manifestation Determination Reviews*; Virginia Department of Education
  http://www.doe.virginia.gov/support/student_conduct/manifestation_determination.pdf

- *Manifestation Determination Guidance Document*; Colorado Department of Education
  http://www.d11.org/SPED/tienet/SPED%20-%20Manifestation%20Determination.pdf

General Information on the MDR Process

- *What is a "Manifestation Determination" and How is it Conducted?*; Behavior Advisor
  http://www.behavioradvisor.com/ManifestDetermination.html
- *Manifestation Determination Review;* Newark Teachers Union
  http://ntuaft.com/TISE/Legal%20Mandates/Discipline%20IDEA%27s%20Legal%20Mandates/manifestation_determination_revi.htm
- *Manifestation Determination Worksheet*; Pennsylvania Department of Education
  https://www.achieva.info/files/Resources/Education/Manifestation_Determination.pdf

MDR Law

IDEA states that a disability should not be a hindrance to full participation in society and that improvement in educational practices for individuals with disabilities will increase equal opportunity and full participation of this population in school settings (20 USC § 1400, Title I/Part A/Sec. 601(c)(1)). One of the ways in which IDEA ensures this is with a manifestation determination review (MDR).

IDEA Regulations On:

- Timing

   An MDR must be held within 10 school days of a change in placement decision due to a problematic behavior.

   34 CFR § 300.530(e)(1); 20 USC § 1415(k)(1)(E)(i)
   http://pages.citebite.com/w4o3k8y9i4nkp

- Notification

   A representative of the local education agency (LEA) must notify the parent(s)/guardian(s) of the student on the same date the change in placement decision is made.

   34 CFR § 300.530(h); 20 USC § 1415(k)(1)(H)

   http://pages.citebite.com/g4y3a8i9o7iwq

- Changes in Placement

   A change in placement for a student with a disability includes removal for more than 10 consecutive school days, a series of removals have occurred that constitute a pattern, or if the student is placed in an interim alternative educational setting (IAES).

   34 CFR § 300.536; 20 USC § 1415(k)

   http://pages.citebite.com/d4q3o8l9f6pke

   Due to the "stay-put provision" the student stays in his or her original educational placement in the time between the change in placement decision is made and the date the MDR takes place and the appropriate follow-up action is enacted.

   34 CFR § 300.533; 20 USC § 1415(k)(4)(A)

- Committee Members

   The MDR hearing is conducted by the parent(s)/guardian(s) of the student, an LEA representative, and relevant members of the individualized education plan (IEP) team, as determined by the LEA representative and the parent(s)/guardian(s).

   34 CFR § 300.530(e)(1); 20 USC § 1415(k)(1)(E)(i)

An IEP team consists of a school administrator, a special education teacher who has taught the child, a general education teacher who has taught the child, and the student's parent(s)/guardian(s).

> 34 CFR § 300.321(a) and (b)(1); 20 USC § 1414(d)(1)(B)

Additionally, an individual who can "interpret the instructional implications of evaluation results" must be present.

> 34 CFR § 300.321(a) and (b)(1); 20 USC § 1414(d)(1)(B)

The members of the committee decide if additional participants need to be present. IDEA requires certain participants to be in attendance, such as the educators and the parent(s)/guardian(s). There is more leeway with who fills the roles of LEA representative and interpreter of the evaluation results. The LEA representative decides which school personnel are relevant and the parent(s)/guardian(s) decide upon any additional members who "have knowledge or special expertise regarding the child."

> 34 CFR § 300.321(c); 20 USC § 1414(d)(1)(B)

While the parent(s)/guardian(s) and the school can provide their own additional participants, they cannot veto the others' choices (Fitzgerald v. Fairfax County Sch. Bd., 2008).

- Duties of the Committee

  The committee must review information and documentation relevant to the MDR (i.e., IEP), consider teacher observations, and gather information from the parent(s)/guardian(s) in order to decide whether or not the behavior was a result of a disability, and if so, if there was a failure to implement the student's IEP. If it is decided that the behavior was not a manifestation of a disability, the student is to be disciplined according to school policy.

  > 34 CFR §300.530(e)(1); 20 USC § 1415(k)(1)(E)(i)

  If the committee decides the behavior was a manifestation of a disability or has a significant relation to the disability, the IEP team must conduct a functional behavioral assessment (FBA) and implement a behavioral intervention plan (BIP), or review and revise an existing BIP.

  > 34 CFR §300.530(f)(1); 20 USC § 1415 (k)(1)(F)

  The student returns to the original educational placement unless the LEA representative and the parent(s)/guardian(s) decide that a change in placement is necessary as a result of the changes to the BIP.

34 CFR §300.530(f)(2); 20 USC § 1415 (k)(1)(F)(iii)

http://pages.citebite.com/h4w3v9l0o3ofj

There are certain caveats to the student returning to the original placement regarding drug and weapon possession and serious bodily injury.

34 CFR §300.530(g); 20 USC § 1415 (k)(1)(G)

http://pages.citebite.com/p4a3p9a0g4xlo

- Parental Appeal

The parent(s)/guardian(s) can appeal the committee's decision.

34 CFR §300.532(a); 20 USC § 1415(k)(3)

http://pages.citebite.com/n4a3g9j0f5nvf

During such an appeal, the student must remain in the interim alternative educational setting (IAES) until the decision is made or the allotted time period ends.

34 CFR §300.533; 20 USC § 1415(k)(4)(A)

http://pages.citebite.com/g4s3v8x9x8xuc

FURTHER READING

IDEA
- Full text of IDEA (2004); Public Law 108-446, 108th Congress
    http://idea.ed.gov/download/statute.html
- *IDEA's Regulations on Discipline*; Center for Parent Information and Resources, U.S. Department of Education, Office of Special Education Programs
    http://www.parentcenterhub.org/repository/disciplineregs/
- IDEA Regulations: Discipline; U.S. Department of Education
    http://idea.ed.gov/explore/view/p/,root,dynamic,TopicalBrief,6,
- *Categories of Disability under IDEA*; National Dissemination Center for Children with Disabilities
    http://www.parentcenterhub.org/wp-content/uploads/repo_items/gr3.pdf

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Nature of the Disability

It is vital that manifestation determination review (MDR) committee members possess a working knowledge of the disability of the student whose behavior is in question. By understanding the common characteristics and behavioral trends of a disability, committee members will be better able to correctly determine whether or not the undesirable behavior is a manifestation of the disability.

The **Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)** "…contains descriptions of specific behavioral characteristics that are used to determine whether a child or adult has an emotional or mental disorder. The criteria that establishes the presence of a mental health disorder are subject to interpretation that may vary from professional to professional. Cultural and subjective criteria such as race, socioeconomic status, or the behaviors of the child's parents at the time of evaluation have an effect on professional opinion, as does the training of the professional and his or her years of experience.

A DSM-IVR diagnosis serves several purposes. First, it may establish the presence of a specific mental health problem which has an accepted treatment standard, such as the use of medication in treating depression. Second, a formal diagnosis may be required for insurance or Medicaid reimbursement. A diagnosis for a child may mean that insurance may cover the costs of services the child needs but would not be eligible for without the diagnosis." (Pacer Center, 2006)

FURTHER READING

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)
- The DSM-5 is available online in full, however, you are required to create an account on PsychiatryOnline.org
    http://www.appi.org/eContent/Pages/PsychiatryOnline.aspx
- *DSM-5 Resource Guide*; Psych Central, By John M. Grohol (Psy.D.) & Margarita Tartakovsky (M.S.)
    http://psychcentral.com/dsm-5/

Listed below are resources on three of the most common disabilities present in MDRs.

Emotional/Behavioral Disorders (EBD)
- *What is an Emotional or Behavioral Disorder?*; Pacer Center
    http://www.pacer.org/parent/php/PHP-c81.pdf
- EBD Issues Summary; National Center on Inclusive Education

http://www.whocaresaboutkelsey.com/docs/default-source/educational-materials/issues-summary-revised.pdf?sfvrsn=2

Autism Spectrum Disorder (ASD)
- Centers for Disease Control and Prevention
  http://www.cdc.gov/ncbddd/autism/index.html
- National Institute of Mental Health
  http://www.nimh.nih.gov/health/topics/autism-spectrum-disorders-asd/index.shtml

Attention-Deficit/Hyperactivity Disorder (ADHD)
- Centers for Disease Control and Prevention
  http://www.cdc.gov/ncbddd/adhd/index.html
- National Institute of Mental Health
  http://www.nimh.nih.gov/health/topics/attention-deficit-hyperactivity-disorder-adhd/index.shtml

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Tests & Evaluations

IDEA requires that the manifestation determination review (MDR) committee "review all relevant information in the student's file" as part of the decision-making process. Results of some of the following tests will likely be included in the student's file. Committee members should be familiar with the names and functions of tests (typically administered by school psychologists, teachers, etc.) that are used to determine eligibility and interventions for students with disabilities.

A brief summary of the function of each test is provided, followed by links to further information on scoring, age ranges, and interpretation of results.

Cognitive Evaluations:
Differential Ability Scale (DAS-2)
- "Using profile analysis, you can identify the child's strengths and weaknesses, so the appropriate IEP goals, intervention strategies, and progress monitoring can be developed" (Pearson)
  http://www.pearsonclinical.com/education/products/100000468/differential-ability-scales-ii-das-ii.html

Kaufman Brief Intelligence Test, Second Edition (KBIT-2)
- Measures both crystallized/verbal intelligence and fluid/nonverbal intelligence (Pearson)
  http://www.pearsonclinical.com/psychology/products/100000390/kaufman-brief-intelligence-test-second-edition-kbit-2.html#tab-details

Stanford-Binet Intelligence Scales, Fifth Edition
- "Individually administered assessment of intelligence and cognitive abilities" (Riverside)
  http://www.riverpub.com/products/sb5/
- *History of the Stanford-Binet Intelligence Scales: Content and Psychometrics*, by: Kirk A. Becker
  www.assess.nelson.com/pdf/sb5-asb1.pdf

Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V)
- "The WISC–V gives you flexibility and interpretive power, along with access to more subtests, so you get a broader view of a child's cognitive abilities. New subtests are targeted to common referral questions for children such as the presence of a specific learning disability; and special clinical situations such as evaluations of children who are English language learners." (Pearson)
  http://www.pearsonclinical.com/psychology/products/100000771/wechsler-intelligence-scale-for-childrensupsupfifth-edition--wisc-v.html#tab-details

Woodcock Johnson Tests of Cognitive Abilities, Fourth Edition
- One of three in a battery of tests which can be administered independently or in any combination to evaluate learning problems (WJ site below)

http://www.riversidepublishing.com/products/wj-iv/overview.html

Behavioral Evaluations:
Achenbach System of Empirically Based Assessment (ASEBA)
- Evaluates adaptive and maladaptive functioning and relate scores to DSM-5 diagnostic categories and special education categories
http://www.aseba.org/

Anger Regulation and Expression Scale (ARES)
- Evaluates internalized anger, externalized anger, and extent of anger in children and adolescents
http://www.mhs.com/product.aspx?gr=edu&id=overview&prod=ares

Behavior Assessment System for Children, 2nd Edition-Parent &Teacher Report (BASC)
- "Brief, targeted forms and software for monitoring changes in behavior or emotional status"
http://www.pearsonclinical.com/education/products/100000658/behavior-assessment-system-for-children-second-edition-basc-2.html

Behavior Rating Inventory of Executive Functioning: Parent Report (BRIEF)
- "Assesses executive function and self-regulation in children and teens"
http://www.wpspublish.com/store/p/2689/behavior-rating-inventory-of-executive-function-brief

Connors Comprehensive Behavior Rating Scales (Connors CBRS)
- "Assess behavior, emotions and academic problems in children and adolescents"
http://www.pearsonclinical.com/psychology/products/100000149/conners-comprehensive-behavior-rating-scales-conners-cbrs.html

Autism Spectrum Disorders (ASD) Evaluations:
Autism Diagnostic Observation Schedule (ADOS)
- "Allows you to accurately assess and diagnose autism spectrum disorders across age, developmental level, and language skills"
http://www.wpspublish.com/store/p/2647/autism-diagnostic-observation-schedule-ados

Autism Spectrum Rating Scales (ASRS)
- "Multi-informant measure to identify symptoms, behaviors, and associated features of Autism Spectrum Disorders"
http://www.pearsonclinical.com/psychology/products/100000354/autism-spectrum-rating-scales-asrs.html

Attention Deficit Hyperactivity Disorder (ADHD) Evaluations:
Tower of London Test

- "Children with acquired and developmental problems often exhibit impairment in executive planning. The TOLDX 2nd Edition measures higher order problem-solving ability. The information it provides is not only useful when assessing frontal lobe damage, but also when evaluating attention disorders and executive functioning difficulties"
  http://www.mhs.com/product.aspx?gr=edu&id=overview&prod=toldx
- *Tower of London*, Sanzen Neuropsychological Assessment Tests

http://www.catstests.com/sites/default/files/Tower%20of%20London%20Manual.pdf

Wisconsin Card Sort

- "Used primarily to assess perseveration and abstract thinking, the WCST is also considered a measure of executive function because of its reported sensitivity to frontal lobe dysfunction. As such, the WCST allows you to assess your client's strategic planning; organized searching; and ability to utilize environmental feedback to shift cognitive sets, direct behavior toward achieving a goal, and modulate impulsive responding"
  http://www4.parinc.com/Products/Product.aspx?ProductID=WCST

Projective Evaluations:

Kinetic Drawing System

- "…Way to assess children's perceptions of important relationships at home and at school"
  http://www.wpspublish.com/store/p/2834/kinetic-drawing-system-for-family-and-school

Thematic Apperception Test (TAT)

- "Assessment of an individual's perception of interpersonal relationships"
  http://www.pearsonclinical.com/psychology/products/100000341/thematic-apperception-test-tat.html#tab-details

General Information on Evaluations:

Evaluating Children for Disability; Center for Parent Information and Resources
http://www.parentcenterhub.org/repository/evaluation/

Psychological Evaluations: What Every Parent Should Know, by: Andrea Canter, PhD
http://www.ocali.org/up_doc/Psychological_Evaluation_What_Every_Parent_Should_Know.pdf

Psychological Evaluations: What Every Principle Should Know, by: Andrea Canter, PhD
http://www.naspcenter.org/principals/nassp_evaluation.html

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Evidence-Based Practices

For Behavioral Interventions

Evidence-based practices are grounded in best available research and expertise, are rigorously tested, and generally prove to be effective if applied appropriately (American Psychological Association, 2006; Knotek, 2003). Evidence-based interventions such as differential reinforcement, behavior contracts, and token economies are often used for behavior management in the classroom as well as tools such as functional behavioral assessment (FBA) and positive behavior support (PBS) (Simonson, Fairbanks, Briesch, Myers, & Sugai, 2008). For a comprehensive list of interventions, see further reading resources below.

Positive behavior support (PBS) is a system that seeks to assess and understand the effects of the environment on a student's behavior, specifically, what triggers and maintains a problem behavior (Fox & Duda, 2011). PBS is a combination of behavioral science, the implementation of practical interventions, considering social values, and a taking a systems perspective (Sugai et al., 2000). One of the steps in the process of PBS is to conduct an FBA.

A **functional behavioral assessment (FBA)**. An FBA takes place when a student with a disability displays an undesirable behavior that interferes with his learning and/or the learning of others (Special Needs Advocacy Network, 2010). Such assessments are conducted with a variety of strategies (i.e., data collection and observations of the student) and are typically reactive responses to a student's behavior (Etscheidt, 2002). The ABC assessment is commonly used to detail the antecedent, behavior, and consequence of a specific behavior (Chandler & Dahlquist, 2006). When the three components are discerned, the antecedent, which allows for or triggers a behavior, and consequence, which reinforces a behavior, can be adjusted or removed in order to modify the behavior.

An FBA may play a very important role in the aftermath of an MDR as IDEA (2004) requires the individualized education program (IEP) team to conduct an FBA or behavioral intervention plan (BIP) or revise a BIP if the behavior is determined to be a manifestation of the student's disability (34 CFR §300.530(f)(1); 20 USC § 1415 (k)(1)(F)). As the IEP team are required members of the MDR committee, the FBA or BIP can be conducted or revised at the MDR meeting.

All behavior serves a purpose and an IEP team conducting an FBA strives to understand the driving force of a behavior and assist in a solution to deter, reduce, or redirect a problem behavior (New Mexico Public Education Department, 2010). An FBA can aid in examining a behavior as well as guide program and intervention planning. Sugai et al. (2000) noted that FBAs have led to successful interventions in environmental redesign, curriculum redesign, and removal of rewards that inadvertently reward an undesirable behavior. With a clear understanding of the causes of a behavior, an IEP team can create the most effective intervention possible, avoid unnecessary and harsh disciplinary action, and give the student the

Information on **Functional Behavioral Assessment (FBA):**
- *Functional Behavioral Assessment*; New Mexico Public Education Department Technical Assistance Manual: Addressing Student Behavior
  http://www.ped.state.nm.us/RtI/behavior/4.fba.11.28.pdf
- *Functional Behavioral Assessment*; Preliminary Strategies
  http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/Functional.pdf

Information on **Positive Behavioral Interventions and Supports (PBIS)**:
- Technical Assistance Center on Positive Behavioral Interventions and Supports
  http://www.pbis.org/
- *Positive Behavioral Supports: Information for Educators*; National Association of School Psychologists
  http://www.nasponline.org/resources/factsheets/pbs_fs.aspx
- *Positive Behavior Support*; Technical Assistance Center on Social Emotional Intervention for Young Children
  [copy and paste this URL to the internet search bar and a Word document will open]
  challengingbehavior.fmhi.usf.edu/explore/pbs_docs/pbs_complete.doc
- Descriptions of behaviors from PBIS World
  http://www.pbisworld.com/

GLOSSARY

Antecedent = An event or setting that allows for or triggers a certain behavior. This is important to consider when conducting a functional behavioral assessment (Chandler & Dahlquist, 2006).

Attention deficit hyperactivity disorder (ADHD) = "ADHD is one of the most common neurodevelopmental disorders of childhood…Children with ADHD may have trouble paying attention, controlling impulsive behaviors (may act without thinking about what the result will be), or be overly active" (Centers for Disease Control and Prevention, 2015, para. 1).

Behavioral intervention plan (BIP) = Once the cause of the behavior has been determined by the functional behavioral assessment (FBA), this positive and support plan of action detailing what changes will be made to support a student's behavioral change is written and implemented (Riffel, 2007).

Consequence = An event that reinforces or punishes a certain behavior and affects the probability of the behavior occurring again. This is important to consider when conducting a functional behavioral assessment (Chandler & Dahlquist, 2006).

Emotional and behavioral disorders (EBD) = A collection of disorders that generally have negative consequences on a child's academic success and social development (Pastor, Reuben, & Duran, 2012). Examples include, but are not limited to, major depressive disorder, conduct disorder, anxiety disorders, obsessive-compulsive disorder (OCD), etc. (Pacer Center, 2006).

Evidence-based = Behavior management technique that is grounded in best available research and expertise, is rigorously tested, and generally proves to be effective if applied appropriately (American Psychological Association, 2006; Knotek, 2003).

Free and appropriate education (FAPE) = Students with disabilities are guaranteed to a free education relative their ability level under section 504 of The Rehabilitation Act of 1973.

Functional behavioral assessment (FBA) = This takes place when a student with a disability displays an undesirable behavior that interferes with his or her learning and/or the learning of others (Special Needs Advocacy Network, 2010). An IEP team conducting an FBA strives to understand the driving force of a behavior and assist in a solution to deter, reduce, or redirect a problem behavior (New Mexico Public Education Department, 2010).

Individuals with Disabilities Education Act (IDEA, 2004) = A federal law guaranteeing services, such as early intervention, special education, and related services, to students with disabilities (U.S. Department of Education, 2015).

Individualized education plan (IEP) = A document detailing the educational services a student with a disability will receive. It is written by a school administrator, a special education teacher

who has taught the child, a general education teacher who has taught the child, and the student's parent(s)/guardian(s) (U.S. Department of Education Office of Special Education Programs, 2015).

Interdisciplinary research = "…A mode of research by teams or individuals that integrates information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines or bodies of specialized knowledge to advance fundamental understanding or to solve problems whose solutions are beyond the scope of a single discipline or field of research practice." (Committee on Facilitating Interdisciplinary Research, Committee on Science, Engineering, and Public Policy of the National Academies, 2004, p. 26)

Interim alternative education setting (IAES) = Certain behaviors (i.e. weapon possession, illegal drug-related behavior, or behavior likely to injure the student or others) may constitute school personnel removing a student from their regular education setting for up to 45 days provided the student still receives education services and, when appropriate, a functional behavioral assessment (20 USC § 1415(k)).

Jargon = Terms or phrases specific to a profession that may hinder communication with those outside of the profession (Brannen & Doz, 2012).

Local education agency (LEA) = The board of education for public schools, or some other public authority, with administrative control over a city, county, township, school district, or other political subdivision in a state (U.S. Department of Education, 2012).

Manifestation determination review (MDR) = A review of a behavior of a student with a disability to determine if the behavior, which would typically result in a change in placement, was a result of or related to the student's disability (IDEA, 2004).

Positive behavior support (PBS) = A system that seeks to assess and understand the effects of the environment on a student's behavior, specifically, what triggers and maintains a problem behavior (Fox & Duda, 2011). PBS is a combination of behavioral science, the implementation of practical interventions, considering social values, and a taking a systems perspective (Sugai et al., 2000).

School psychologist = Professionals in the school setting who "…apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community" (National Association of School Psychologists, 2015, para. 1).

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