

WORKSHEET FOR DETERMINING A PATTERN OF BEHAVIOR



DIRECTIONS FOR COMPLETING

LOCAL SCHOOL DISTRICT OR INTERMEDIATE SCHOOL DISTRICT NAME

Guidance: This form can be used to determine if a series of removals constitutes a pattern of removals. The form can serve as a record of the incidents subject to removals for a student. Only one form needs to be completed for each student for each school year. Each incident and decision by the team is recorded on the same form. **The use of this form is not required. However, it does provide documentation of the district process for determining a pattern of behavior if the district is monitored and involved in a hearing or state complaint.**

Student's Name	Last:	First:	Middle Initial:
Student ID #:	Date of Birth:	Grade:	School:

Participants:

Name/Role	Name/Role
Name/Role	Name/Role

Guidance: The Individuals with Disabilities Education Act (IDEA) does not specify who should be part of the school team to determine if a pattern of removals has occurred. The Michigan Department of Education (MDE) recommends that staff familiar with the student, including the student's special education teacher, be involved in the determination of a pattern of behaviors. If the team members change for subsequent determinations, note the dates next to each member in attendance.

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DESCRIPTION OF BEHAVIOR/INCIDENT SUBJECT TO DISCIPLINE <i>List all incidents subject to disciplinary removal for current school year.</i>	Date of Suspension	Number of days of suspension	Cumulative days of suspension	Proximity of removals
<i>Incident #1</i>			x	x
<i>Incident #2</i>				
<i>Incident #3</i>				
<i>Incident #4</i>				
<i>Incident #5</i>				
<i>Incident #6</i>				
<i>Incident #7</i>				

Guidance: Use this chart to keep a running record of the student's suspensions. By completing the chart for each incident, the team will be able to see all of the behaviors subject to suspension as well as the number of days of removal, the proximity of removals, and cumulative days of removal.

The first column requires a description of the behavior and incident subject to discipline. The incident should be described in enough detail so that the team can look at the connection between the behavior of the student in the current incident and previous incidents. Important statements to include, when available: activities that went on before the incident; precipitating event; other people involved; statements made by the student and others before, during, and after the incident; location and time of the incident.

The second column is the date of the current suspension.

The third column is the number of days in the current suspension.

The fourth column is the cumulative number of days of suspension, including the current number of days of removal.

The fifth column would specify the proximity of removals, detailing the number of days, weeks, or months since the last incident.

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DETERMINATION OF PATTERN OF REMOVALS	RATIONALE FOR DETERMINATION
Incident #1 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #2 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #3 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #4 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #5 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #6 <input type="checkbox"/> Yes <input type="checkbox"/> No	
Incident #7 <input type="checkbox"/> Yes <input type="checkbox"/> No	

Guidance: Use this chart to record the decision of the team regarding whether there is a pattern of removals.

The first column references an incident in **the first column of the previous chart** (Description of Behavior). The conclusion of the team in incident #1 would be recorded in the first column of this chart (Determination of Pattern) in the cell labeled Incident #1, and so forth for each incident.

The second column would document the explanation for the team's decision regarding the pattern of removals. The cell next to Incident #1 is shaded since a pattern would only be observed after the second incident.