

Case Study: Removal of 1st grader to IAES

Student is a 6 year old female attending 1st grade. Identified under ED/OHI. District seeks to have student removed from regular class placement to an Interim Alternative Educational Setting (IAES) for 45 school days because the district contends the student is a danger to self and others.

Student's academic skills are average to above average.

Student has a hearing impairment, wears hearing aids in both ears, as well as an FM system in the classroom. She communicates orally and also uses sign language.

Other diagnoses are ADHD, mixed developmental disorder, emotional disturbance.

Her usual educational placement is in general education with services from a teacher of the hearing impaired, speech and language therapy, occupational therapy, social work services, and a classroom aide.

She has a BIP which includes target behaviors of aggression, property destruction, and noncompliance. The identified function of behaviors is to seek attention, escape non-preferred tasks, sensory stimulation, and gaining access to preferred items and activities. She has a point system in place where she earns positive reinforcement. The IEP also includes a crisis plan to be followed in the event that she must be removed from a classroom or her classmates must be removed. If her behavior escalates to the point where physical restraint must be used and she is unable to calm, the crisis plan calls for mental health assessment and possible transport to the hospital by ambulance. The parent disagrees with this provision of the plan.

In August and September, she was generally in control behaviorally, with a few noted incidents. Since October, her behavior and daily functioning have gradually deteriorated. She struggles with behavioral control in class, during transitions, and in non-preferred activities. Teachers reports peers are afraid of her, and she is territorial with regard to who may play with her and with other peers. She picks her skin to the point of bleeding, crawls on the floor with growling and yelling, climbs on cabinets and window-sills, and spins in the teacher's chair. Furniture has been removed for safety. Three to four times in the last month, peers have been removed from the classroom, and other times, the student has been removed from the classroom. She has mood swings in which she goes from extreme happiness to extreme moodiness in one day. She has started having bathroom accidents. She began to tell the social worker that she didn't feel normal and she never would be normal because of her hearing aids.

On October 3rd, she made "gun gestures" and noises toward staff after stating that she wanted to go home. Student was assessed and sent home, but allowed to return to school the next day. Student then became more aggressive and unresponsive. Laid on the carpet, sucking her thumb, then walked out of classroom and said she wanted to go home. Refused to re-enter classroom, laid down in the hallway. When staff tried to intervene, she hit and kicked, tried to escape, was put in a security hold and

transported to social worker's office. After being given an ice pack to cool her down, she calmed and was able to process.

November 1st pushed a call button to the office. When the button was blocked, she attacked the para.

November 16th para interrupted her to say it was time to go home. She was lying on a bookcase, covered with a beanbag chair. She hit, bit, and scratched the para's arms and hands.

November 21st she was doing work at a table with a para and suddenly got up and head-butted her. Multiple incidents on this date of hitting, kicking, biting. Again given an ice pack and able to calm down and process.

November 28th refused to do work, began breaking and writing on classroom materials. Kicked behavior interventionist who tried to work with her. Transported to a calm down room. Continued hitting and kicking. Held several times, each time she was released she resumed aggression. Urinated on herself, crawled in the urine and smiled. Behavioral dyscontrol lasted from 10:27 a.m. to 3:55 p.m. Kicked and hit over 400 times, head-butted 14 times, bit 50 times, spit 17 times, pinched 12 times. Holds were administered 16 times, lasting between 40 seconds and 6 minutes.

November 29th told peers if you tell on me I will hurt you, if you don't play with me I will hurt you. Ran from room, hit and kicked staff, dropped to the floor, spit on the floor, soiled pants.

December 6th refused to comply with directive to finish computer time. Bit para who tried to turn off computer.

Same or substantially similar behaviors in December, January, February, March. When student refused to see social worker, social worker began pushing into the classroom to provide services there, and social work time was increased. Behavior intervention specialist met with the crisis team bi-weekly. BIP was revised repeatedly. Para spent the majority of her time with the student even though IEP did not require 1:1 aide.

Mother claims that the para is causing the child's behaviors. Behavior intervention specialist says there is no evidence to support this claim.

IAES proposed by district is a self-contained special education program for students whose needs exceed what is offered in the general education environment. Each classroom includes 2 full time social workers. The classroom would be for kindergarten and 1st grade students, has one teacher and 2 para's. Students participate in general education specials such as music, art, gym, lunch and recess. A sensory support room is available. Direct social skills instruction is provided, along with related services such as OT. A behavior intervention specialist is there every day.

>>> Is there sufficient evidence that maintaining the student in her current classroom placement is substantially likely to result in injury to herself and others? Did the district make reasonable efforts to minimize the risk of harm in the current placement? Is the proposed IAES appropriate to meet the needs of the student?