



What Leaders Can Do: Prevent Exclusion and Protect Student Rights

This handout is designed to accompany the webinar, [When Behavior Meets Discipline: Navigating Behavior Supports and Manifestation Determinations for Children with Disabilities](#). It offers actionable strategies and considerations for leaders as they continue this work in their schools and districts.

Prevent and Support

- Act early. Reconvene the IEP team when behavior begins impeding learning.
- Strengthen plans. Use positive supports, FBA/BIP strategies, de-escalation, and academic modifications as appropriate.
- Equip staff. Train staff on IEP/BIP responsibilities and monitor implementation.

Track and Protect

- Count every removal. Include office removals, school-requested early pickups, ISS/OSS, and informal removals.
- Trigger safeguards. Monitor cumulative patterns and initiate an MDR within 10 school days when required.
- Preserve access. Ensure continued education and behavior services during removals—even when conduct is not a manifestation.

Don't frame behavior support and discipline protections as an either/or choice. The answer is both.



Leadership Tools: Five Safeguards to Put Into Practice

Tool	What It Helps Leaders Do
01: Removal tracker	Capture minutes or days, setting, reason, parent pickups, ISS/OSS, services provided, and cumulative totals; flag possible patterns.
02: Early-intervention trigger checklist	Prompt an IEP team review when behavior escalates, referrals repeat, or learning is impeded—before exclusion becomes the response.
03: MDR preparation checklist	Confirm timelines and participants; gather records, observations, family input, and IEP implementation evidence; address both required questions.
04: BIP implementation fidelity tool	Name each strategy, responsible staff, frequency, evidence of use, student response, training need, and review date.
05: Services-during-removal checklist	Verify continued curriculum access, progress toward IEP goals, and behavior services designed to prevent recurrence.

Start with a 30-day system review; then make the tools part of routine leadership practice.

Resources to Connect Safeguards to Daily Practice

Assess and Plan	Deliver and Document	Monitor and Improve
01: Using FBA for Diagnostic Assessment · NCI Build a function-based FBA/BIP from ABC and interview data.	03: Behavior Strategies for Intensifying Intervention · NCI Select antecedent, self-management, and reinforcement supports	05: Behavior Progress Monitoring Collection · NCI Choose targets, graph data, and adjust intervention.
02: Data-Driven Behavioral IEP Goals · PROGRESS Set measurable replacement-behavior goals and monitoring plans.	04: Student Intervention Implementation Log · PROGRESS/NCI Document who delivered each support, when, and with what response	06: Intensive Intervention Data Meeting Tools · PROGRESS/NCI Structure recurring multidisciplinary reviews.
		07: Behavior Intervention + Progress Monitoring Tools Charts · NCI Compare options by evidence, technical rigor, and usability

Start with 01 + 04 + 05: a function-based plan, fidelity evidence, and progress data.

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