



Making Special Education Work for Students with FASD

January 21, 2025

part of Winter FASD webinar series

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Pretest

- Help us evaluate if our webinars are increasing knowledge!
- Please complete the quick 5 question survey now. Don't worry if you don't know the answers now, you are going to learn about all this!
- Nothing identifies who you are.



Formed Families Forward - who we are...

- A family-led resource center in Northern Virginia supporting foster, adoptive and kinship families who are raising children, youth & young adults with special needs, and professionals who work with our families.
- We offer free training, consultations to families, events, resources, and systems navigation. Also - peer support groups; webinars; virtual trainings; videos and other resources.
- Family partner to Virginia Tiered Systems of Supports (VTSS; a VDOE project)

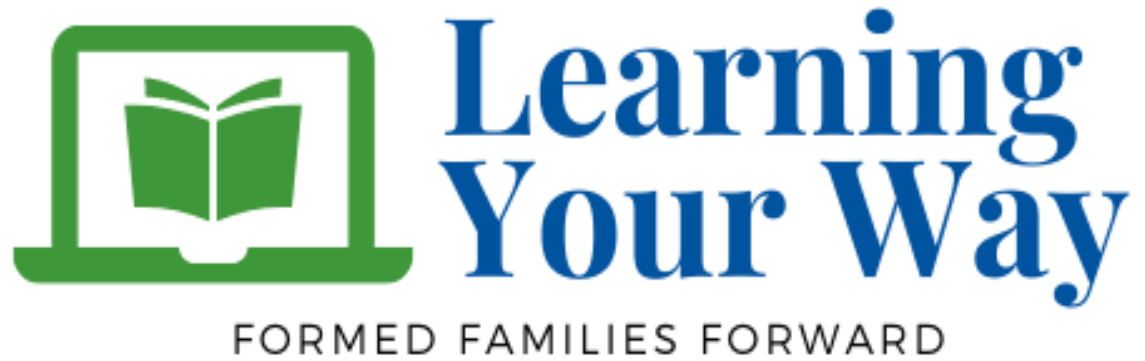
Certificates of
Attendance

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FASD Winter Webinar Series

- **Tuesday, January 28, 2025, 7-8pm:**
Understanding Therapy Options for FASD
with Jessica Wilson, LCSW
- **Past webinars at**
https://formedfamiliesforward.org/resource_category/webinars/





Registration will open Feb. 1, 2025
Check the website for registration link
www.FormedFamiliesForward.org

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Spring Forward

Foster, Adoptive & Kinship Family Fun Day

Mark your calendars!

Saturday, May 3, 2025

8:30 AM - 2 PM

GMU Science & Tech Campus,
Manassas

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Stronger Together Youth Peer Support Groups

- IN-PERSON for youth and young adults ages 14-22
- Weekly for 8 Wednesday nights, 6:00 – 7:30 PM, starting Jan. 22.
- Clinician-led. FREE of charge.
- In Fairfax city
- Register at:
<https://bit.ly/FFFSTwinter25>



Formed Families Together parent and caregiver support groups

- Formed Families Together peer-led support group for **adoptive and foster parents and kinship caregivers** meets twice a month
- Virtual - First SUNDAY each month, 7:30 – 9 PM
- In-person - Third WEDNESDAY of each month on site in Fairfax city, 7- 8:30 PM
- Led by trained FFF staff
- <https://bit.ly/FFTgroups>



Agenda

- The Challenge when FASD meets schools
- Federal/state policies for supporting children/youth with disabilities
- Special Education Cycle, applied to FASD
- Making it work for your child with FASD, including use of FBAs and BIPs
- Resources for you and to share with educators

AGENDA



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Poll

Check all that describe you:

- I parent someone with FASD
- I work with someone with FASD
- My child has an IEP or 504 plan
- I think my child needs specialized education services but we can't get them
- My child's teachers and providers don't really understand FASD

The Poor Fit of FASD into Systems



What do teachers see?

- Impulsivity
- Defiance; oppositional defiant disorder
- Processing delays/disabilities; learning disabilities
- Sensory sensitivities; Sensory processing disorder/sensory integration dysfunction
- “Lying”
- Social skills deficits
- Inappropriate boundaries
- Poor decision making
- Immaturity; behaviors that are typical of younger children



Implications of FASD for school performance

- Characterized by **Primary** (related to central nervous system dysfunction; can vary according to degree of neurodevelopmental damage that has occurred) and **secondary** conditions (associated difficulties, may develop across lifespan).
- **Primary disabilities** include: intellectual disability; low IQ; impaired executive functioning, memory process and attention; hyperactivity and impulsivity; speech and language difficulties; and ADHD.
- **Secondary conditions** include: mental health disorders such as conduct disorder, depressive disorder and oppositional defiant disorder; difficulties in school including withdrawal and suspension; trouble with the justice system; deviant sexual behavior; substance abuse issues; and employment challenges.

Source: Singal, D. et al. (2018).



What guides education of children with specialized needs?



- Special Education law and regulations, namely IDEA and Section 504/ADA
- Privacy and confidentiality (ex., FERPA)
- Broadly, general education standards, assessments, policies and procedures
- Local school board policies and formal and informal procedures

Section 504



- Section 504 of the Rehabilitation Act of 1973 protects rights of individuals with disabilities in programs and activities that receive Federal financial assistance, including public school districts.
- **Prohibits discrimination** of those with disabilities- physical or mental impairment that substantially limits a major life activity, including learning, communicating, concentrating, reading, etc.

Section 504, continued

- Referral begins with a **referral request** and local screening committee meetings.

Once eligible:

- A knowledgeable **committee** typically creates a plan for education, related aids and services (ex., accommodations); reviewed annually.
- Procedural safeguards apply.



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Amendments to ADA, 2008

- Office of Civil Rights, US Department of Education enforces. New guidance re: implications of 2008 amendments to the Americans with Disabilities Act (ADA) **broadens the potential class** of persons with disabilities protected by the statutes.
- Academic success does not necessarily disqualify a student from being identified with a disability.
- <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-504faq-201109.pdf>

What is Special Education? Individuals with Disabilities Education Act (IDEA)

- **Specially designed** instruction
- At **no cost** to parents/caregivers
- To meet the **unique needs** of a child with disabilities



The Legal Foundations for Special Education

- The Individuals with Disabilities Education Improvement Act (IDEA) 2004
- State Special Education regulations-
<https://law.lis.virginia.gov/admincode/title8/agency20/chapter81/>
- Virginia Family Special Education resources-
<https://www.doe.virginia.gov/programs-services/special-education/information-for-families>

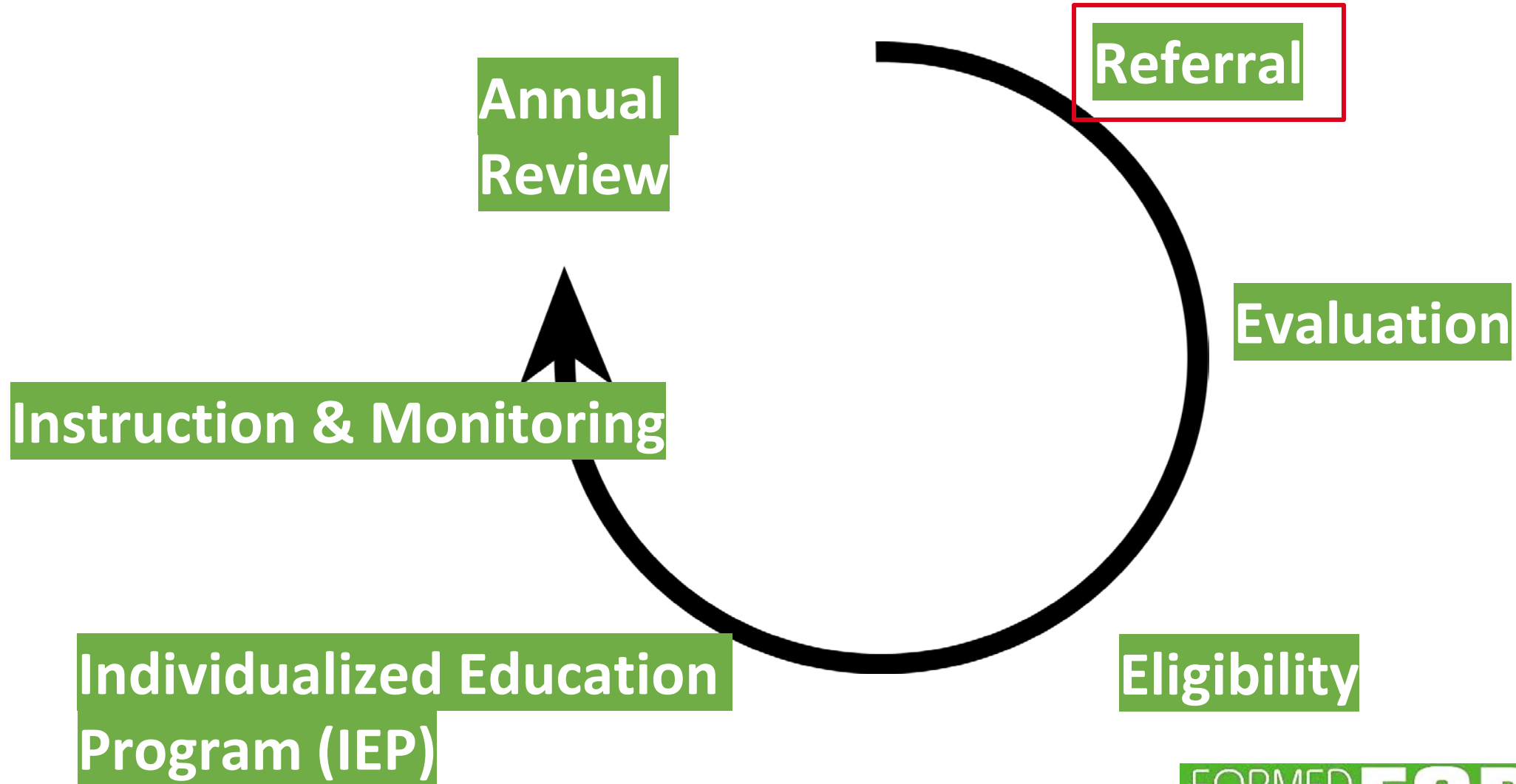


IDEA Guarantee:



- A free, appropriate education for all children (FAPE)
- Placement in the least restrictive environment
- Protection for the rights of children and their **parents**
- **Parent** participation in educational planning

Special Education Cycle



Referral

- The **Referral** is a formal (oral or written) notification to the local school system that a child is experiencing learning or developmental difficulties and may require a full evaluation for early intervention or special education and related services.
- A referral may be made by a family, teacher or other individual.
- A written request documents the referral and starts a timeline.



Referring...



Statement of Concern: * Describe as specifically as possible the nature of your concern(s).
* Describe all Classroom and School Interventions. Include Frequency, Duration, and Other Pertinent Info.
* Effect of Interventions on Student Performance

Families can share copies of private evaluations/assessments



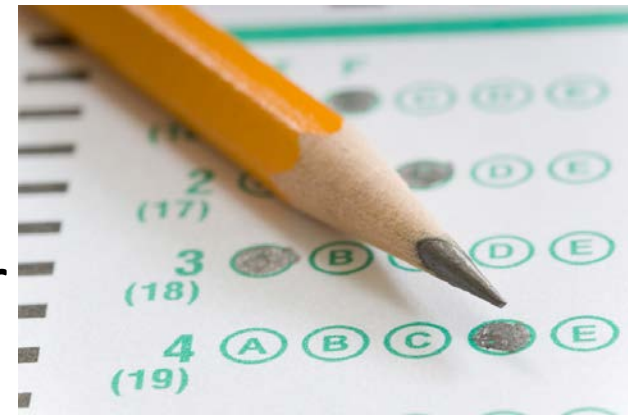
Evaluation

- An **Evaluation** is the process of collecting information about a referred student's learning needs through a series of individual tests, observations, and talks with the student, the family and others.
- This information is used to determine whether the child has a disability as well as the nature and extent of the special education and related services that the child needs.
- Conducted at no cost to parents.
- Parents are members of the team reviewing the evaluation data and deciding whether more information is needed.



Independent Educational Evaluation

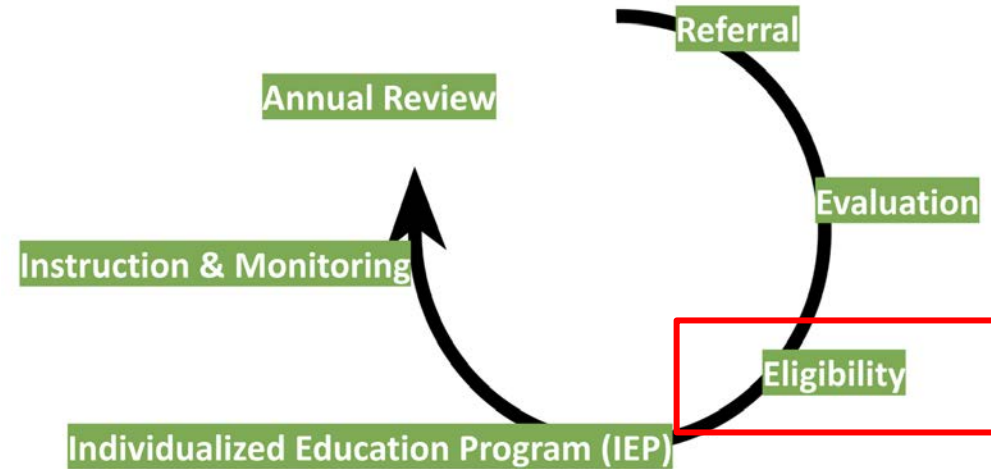
- If parents/caregivers disagree with a test given during their child's evaluation process, they have the right to request an **independent educational evaluation (IEE)** conducted by a qualified person who does not work for the school.
- Parents/caregivers may request that the school pay for the IEE. However, the school may ask for a due process hearing to show that its initial evaluation is appropriate.
- Even if it is decided that the school does not have to pay for it, families have the right to an IEE.
- If family pays for the IEE, they determine whether or not to share the information in the IEE with the school.



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Next step: Eligibility

- Child must be identified under one or more **categories**
- Disability must **adversely impact educational performance**
- By reason of the disability, the child **needs specialized instruction and related services** to benefit from education



IDEA Definitions of **each category** are available in regulations: 8VAC20-81-80. Eligibility (J) through (W)

Who is Eligible?

Children with:

- **Autism**
- Deafness
- Deaf-blindness
- **Developmental delay** *
- **Emotional disability**
- Hearing impairment, including deafness
- **Intellectual disability**
- Multiple disability

* Use of DD for children ages 3 through 9 is at discretion of state and local school systems.



- Orthopedic impairment
- **Other health impairment, including ADHD**
- Specific learning disability
- Speech or language impairment
- **Traumatic brain injury**
- Visual impairment, including blindness

Sample Eligibility Worksheet

Emotional Disability Worksheet

Name: _____ School: _____ Meeting Date: _____
Student ID: _____ D.O.B.: _____ Age: _____ Grade: _____

STEP 1.

Team reviewed the IDEA definition of Emotional Disability

STEP 2.

True

False

There is documentation of an Emotional Disability.

One or more of the following characteristics, exhibited over a long period of time and to a marked degree (check all that apply):

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behavior or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression; or
- A tendency to develop physical symptoms or fears associated with personal or school problems.

List and/or describe:

AND

STEP 3.

True

False

There is documentation of an adverse effect on educational performance due to one or more documented characteristics of an Emotional Disability.

List and/or describe:

AND

STEP 4.

True

False

Due to the Emotional Disability, the student needs specially designed instruction.

List and/or describe:

POLL

Under which categories has a child in your care been identified?

- Developmental Delay (DD)
- Learning Disabilities (LD)
- Autism or Intellectual Disabilities
- Other Health Impairments (OHI)
- Emotional Disability (ED)
- Other

Should I be concerned with the label?

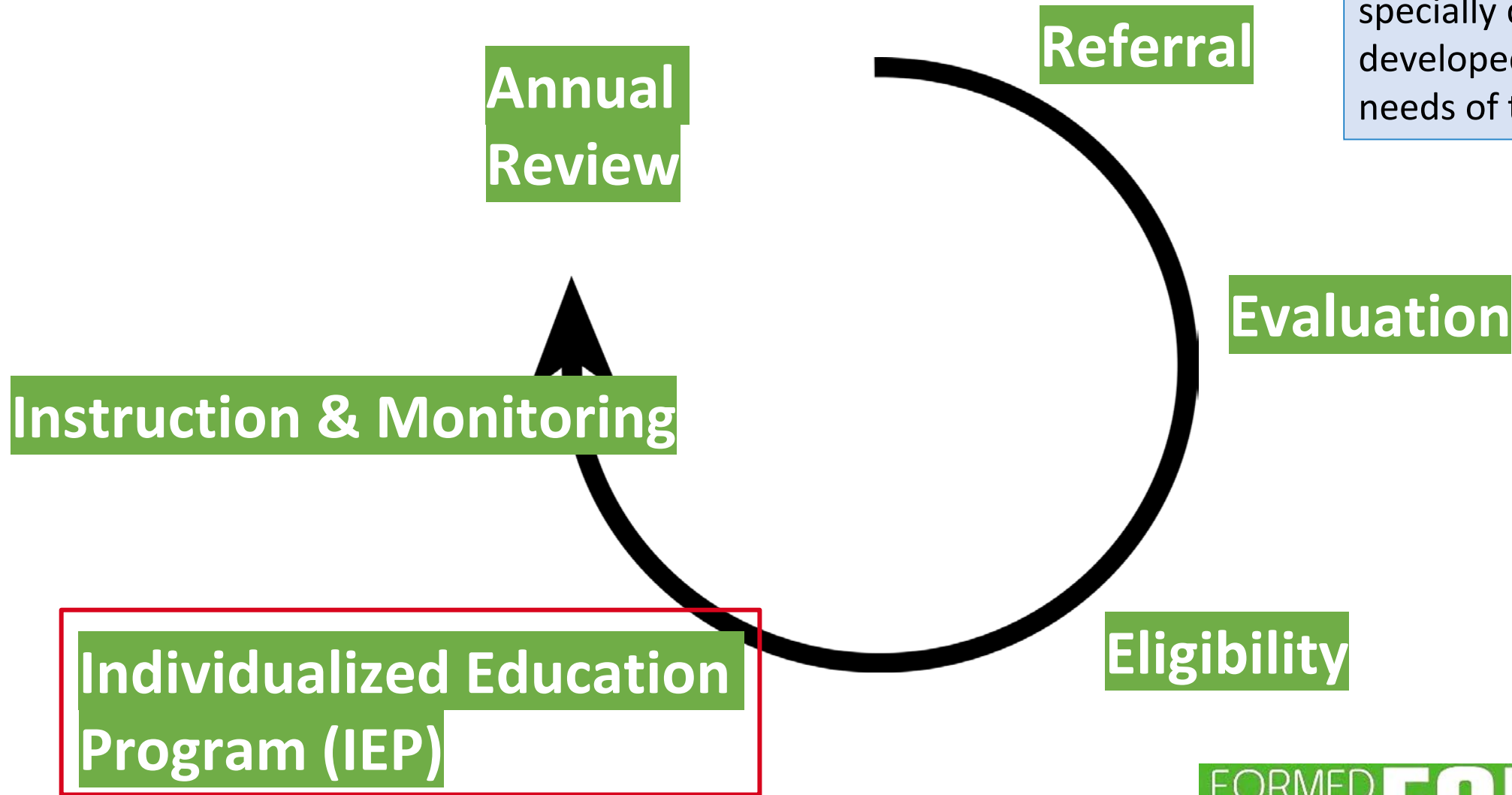
Special education labels are a means to meeting the purpose of ensuring educational success.

- Provides specially designed instruction in line with the student's unique needs
- Reduces barriers to learning (accommodations, supplementary aids & services, adaptive devices)
- Allows child to meet full potential (achieve goals, pursue degrees, attain careers)



Special Education Cycle

The **IEP** is a written statement describing the specially designed program developed to meet the needs of the individual child.



What is on the IEP?

- **Present levels** of academic achievement and functional performance (PLAFP/PLOP)
- Measurable annual **goals**
- Plans for **measuring progress**
- Participation in state and division-wide **assessments** (including accommodations or modifications)
- **Special education, program modifications and related services** to be provided including dates and locations
- **Participation** with children without disabilities (LRE)
- **Secondary transition services** including rights at age of majority



Related Services

partial list of developmental, corrective, or supportive services required for the child to benefit from special education, including:

- Occupational therapy
- Physical therapy
- Transportation
- Counseling
- Speech and language therapy
- Audiology services
- Interpreting services
- Early identification
- Diagnostic services
- School health/nurse services
- Social work services
- Crisis Intervention
- Assistive technology
- Non-academic services
- Extra curricular activities
- Orientation/mobility training
- Rehabilitation counseling
- Psychological services
- Parent counseling and training



Behavioral Interventions for FASD

- “In light of the multiple risks often experienced by children with FASD, designing effective interventions may be challenging. Interventions that seek to both **remediate primary deficits** as well as **mitigate the various environmental liabilities** that often accompany a history of prenatal alcohol exposure may yield the most positive outcomes.”

Source: Paley & O'Connor (2011). Behavioral Interventions for Children and Adolescents w FASD, *Alcohol Research & Health* (on FFF FASD webpage)

“In order for students with FASDs to be successful, teachers must **understand** the neurocognitive impact of prenatal exposure to alcohol, **modify** the environment to support appropriate behavior, and **explicitly teach** metacognitive strategies.”

Hutton, 2021

Table 1 Modifying the Environment to Accommodate for the Neurobehavioral Challenges of Children With Fetal Alcohol Spectrum Disorders

<i>Neurobehavioral challenge</i>	<i>Potential environmental modification</i>
Lack of cause-and-effect thinking	Organize the environment to make challenging behavior more difficult Increase adult supervision
Impulsivity	Organize the environment to make challenging behavior more difficult Increase adult supervision
Poor emotional regulation	Teach students to take a break when agitated
Memory deficits, particularly with short-term memory and working memory	Use written directions and expectations Increase structure and consistency
Sensory processing deficits and poor inhibition	Reduce environmental stimulation
Distractibility	Reduce environmental stimulation
Difficulty switching gears	Provide visual schedules and checklists
Anxiety	Increase structure and consistency

Examples of Accommodations & Modifications...

- Seating away from distractions; near teacher
- Flexible seating arrangements; offer student choice
- Clear posting of classroom expectations, frequent reminders, and reinforcement of them
- Monitor for stress and fatigue; pre-establish options for adjusting activities
- Shorten assignments; offer frequent breaks
- Teach and reteach routines
- Provide prompt feedback on tasks completed well and those needing improvement
- Provide supervision during transitions, 'new' circumstances, wait time



Opportunities in IEP/504...

- Present Level of Performance (PLOP)- be specific re: information you want the school to know. This enters critical information into the official record. Include statements re: the impact of the FASD or other conditions on child's performance. **Ex., Due to limitations in Anita's working memory related to her FASD, Anita's ability to rote recall more than 10 basic multiplication facts is seriously limited.**
- Goals/objectives- for each goal, there is usually a present level of performance stated specific to that goal area.

More Opportunities in IEP/504...

- Goals/objectives- consider goals related to social skills, behavior, sustained attention, executive functioning, etc.
- Goals/objectives- use trauma-sensitive lens
- Statement of accommodations/program modifications- consider accommodations that will be specifically and uniquely supportive of your child's goals. Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP).

Interventions for FASD

- Parent-Focused Intervention
- Behavioral Consultation (*Families Moving Forward*)
- Educational and Cognitive Interventions
- Cognitive Control Therapy
- Language and Literacy Training
- Self-Regulation Intervention
- Mathematics Training
- Working-Memory Strategies
- Adaptive Skills Training
- Social Skills Interventions
- Safety Skills

AND webinar from Dr. Millians, Jan. 31, 2024



Paley & O'Connor (2011). Behavioral Interventions for Children and Adolescents w FASD, *Alcohol Research & Health* (good review of studies; on FFF FASD webpage)

When Behaviors Get in Way of Learning

- Behavior is Communication- Prevention and early intervention is better than reactive ‘discipline’
- **What to Do** when there is an increase in disciplinary concerns:
 - Dig into the Code of Conduct, Student Rights & Responsibilities, etc.
 - Keep a discipline log of all communications, dates, and event details
 - Contact school staff: - Clinical staff; - Teacher; - Case manager; - Administration
 - Determine if there are unmet needs, lagging skills, bullying or other concerns
 - **Request or revisit Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)**

The Why of Behaviors

To support a child in changing behaviors, we have to understand the “problem” behavior.

A few words about the words “Problem Behavior”.



Trish is aggressive.	Trish hits and kicks other students during recess when she does not get her way.
Carlos is disruptive.	<p>Carlos makes inappropriate comments during class discussion.</p> <p>Carlos uses foul language in response to questions from the teacher or classmates.</p>
Jan is hyperactive.	<p>Jan leaves her assigned area without permission.</p> <p>She completes small portions of her independent work.</p> <p>She blurts out answers without raising her hand.</p>
Danny is irresponsible.	<p>Danny does not have his supplies ready to start an assignment.</p> <p>He disrupts others around him to borrow a pencil.</p> <p>When he does have a pencil, he spends most of his time at the pencil sharpener across the room by the chalkboard</p>
Natalie is a liar.	<p>Natalie invents stories and insists that they are true.</p> <p>Her untruths often get other classmates in trouble.</p>
Felipe is a tormenter.	<p>Felipe makes fun of other students.</p> <p>He puts down his peers or calls them unkind names or pokes them in the arm and then he laughs about his actions</p>
Renee is a busy-body. Source: Parents Reaching Out “Positive Directions for Student Behavior”, 2008.	<p>Renee talks constantly in class.</p> <p>She interrupts other during study time with conversations that are not related to the assignment or classroom activities.</p> <p>She roams the room to “help” others instead of completing her assigned tasks.</p>

What is an FBA?

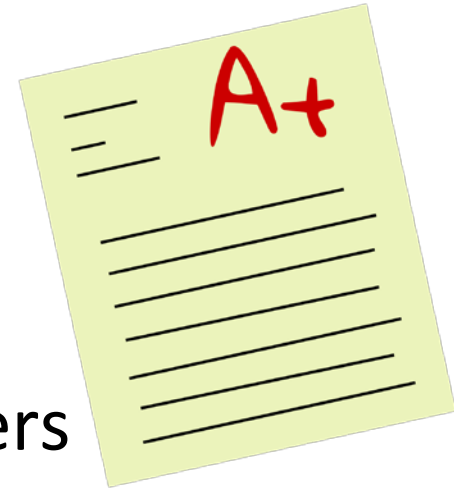


- Team-based process (not a document alone)
- Seeks to identify the relationship of targeted serious and intense behavior to the environmental events before and after the behavior.
- Includes a statement, typically called a hypothesis, which is the team's roadmap to developing a behavior intervention/ support plan (BIP).
- Research-based, good FBAs are effective in schools (e.g., Anderson & Long, 2002; Dwyer et al., 2011; Iovannone et al., 2009)
- Is considered the “gold standard” and the core for individualized behavior interventions and supports.

In short: FBA is a process for identifying the events that reliably predict and maintain problem behavior.

Problem Behaviors Serve a Function

- Problem behaviors, like most behaviors, do not keep occurring **unless they serve a function, or meet a need.**
- Common functions include escaping or avoiding encounters with a particular person or activity; and seeking attention, approval or reward; they may be trying to control something.
- Getting good grades and skipping school are behaviors that get adult attention.
- Very different behaviors often serve the same function.
- The outcomes of these behaviors are very different for the child.



Virginia FBA Guidance

VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES



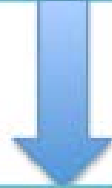
**GUIDELINES FOR CONDUCTING FUNCTIONAL
BEHAVIORAL ASSESSMENT AND DEVELOPING POSITIVE
BEHAVIOR INTERVENTION AND SUPPORTS/STRATEGIES**

2015

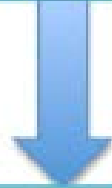
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**Steps in
the FBA/
BIP
Process**

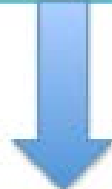
FBA: Indirect Assessment of Problem Behavior



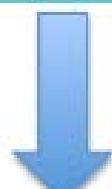
FBA: Direct Assessment of Problem Behavior



FBA: Hypothesis for Function of Problem Behavior



BIP: Identify Replacement Behavior: Write Behavioral Objective



BIP: Write Behavioral Intervention Plan: Assess Reinforcer Preferences



FBA



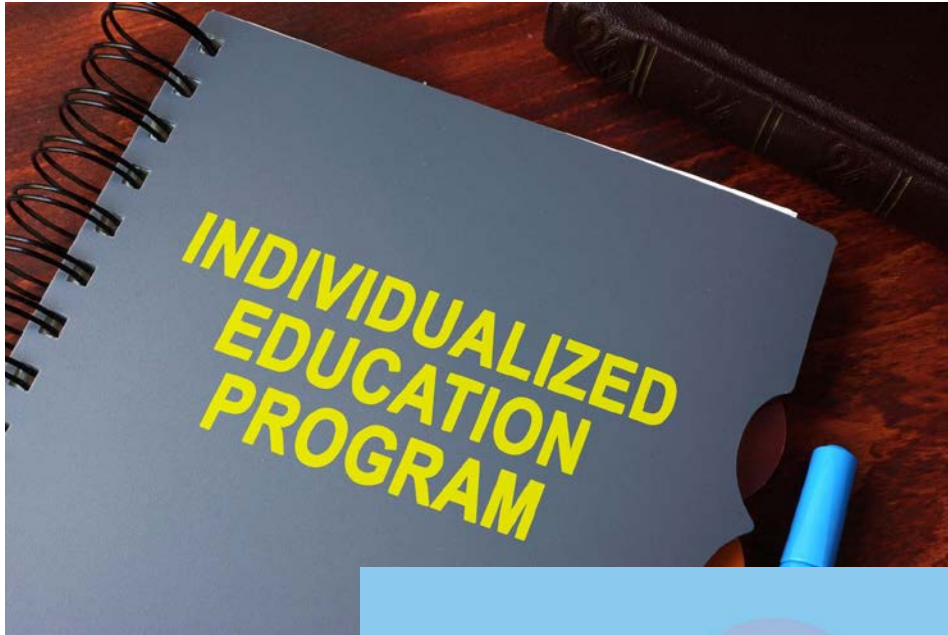
BIP

Main Outcomes of an FBA



- Operationally **define** problem behaviors
- Describe conditions under which behaviors are **likely and not likely** to occur
- Identify the **function** of the behavior and reinforcers that maintain the behavior
- Develop **hypotheses** that describe specific behaviors, a specific type of situation in which they occur, and the outcomes or reinforcers that maintain them in that situation
- **Collect data** and information to test hypotheses

Can be Part of IEPs but Not a Last Resort



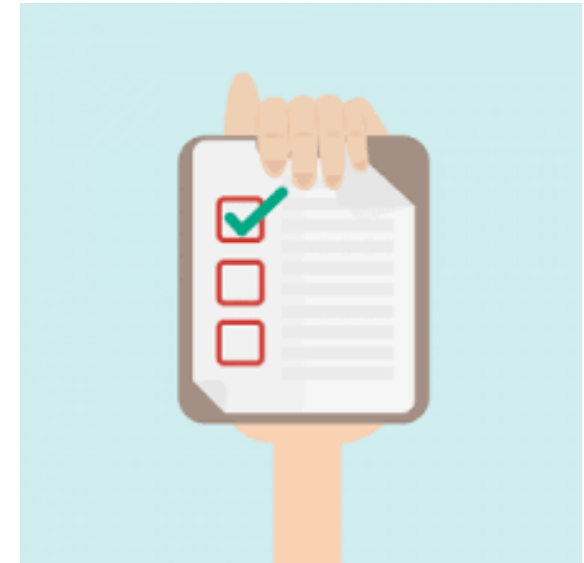
General Education

‘One barrier ... that schools face is the **misperception that functional behavior assessment (FBA) is only for students with IEPs or is a “last resort”** to be used by district-level behavior specialists or outside experts to create comprehensive, time intensive behavior support plans (BSPs) only when problem behavior has begun to significantly impact educational success...’

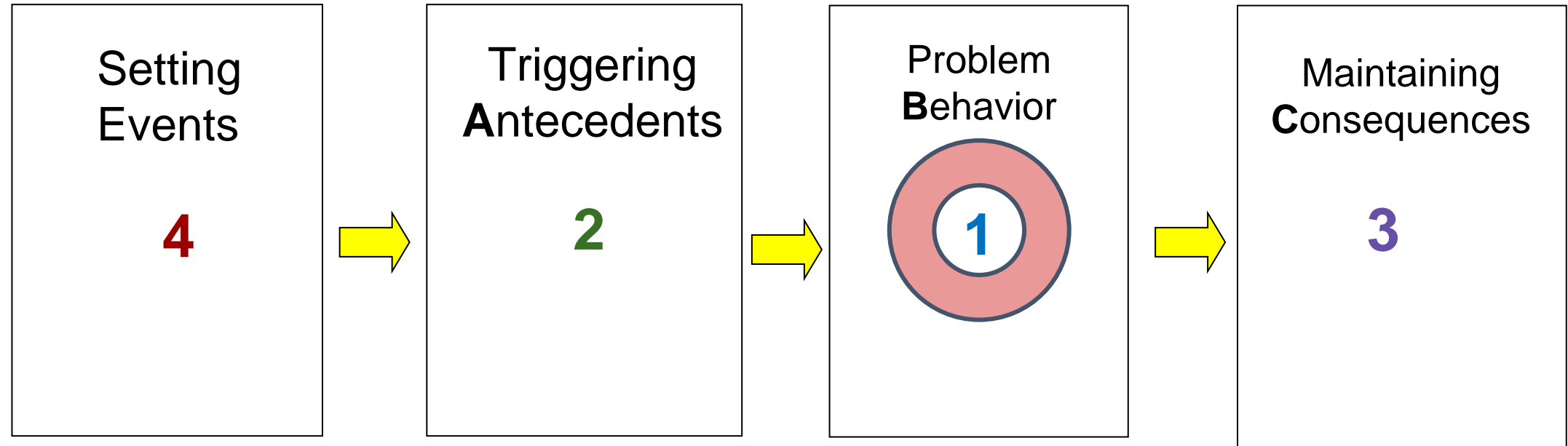
Center on PBIS. (2022). Tier 3 Brief Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. www.pbis.org.

Data Collection Methods




- **INDIRECT**- Teacher interview (ex., March et al. FACTS)
- **DIRECT**- Observation (ex., ABC form, Functional Behavior Assessment Observation Form)
- Record review
- Family Interview



FBA Pieces that Guide Hypothesis



Applying Behavior Principles: Reinforcement & Punishment

Antecedent →	Behavior →	Consequence	Occurrence of the Behavior
Dajè's teacher passes out class work. 	Dajè completes the work quickly and accurately.	Dajè gets to play a math game on the computer.	Dajè continues to complete her work quickly and accurately. (positive reinforcement)
Dawson's teacher passes out class work. 	Dawson completes the work quickly and accurately.	Dawson receives more worksheets to complete.	Dawson completes his worksheets more slowly. (punishment)
Cheralynn's teacher passes out class work. 	Cheralynn makes a rude comment.	Cheralynn has to stand in the hallway—but she also gets out of doing the assignment.	Cheralynn's rude comments increase. (negative reinforcement)

Source: IRIS Center, Vanderbilt University

Behavior - Strong Definitions

Problem Behavior: **Off-task**

Definition: “Off-task” refers to engaging in activities or conversations that are not part of the teacher-assigned instructional activity.

EXAMPLES: walking around the classroom without permission, talking without permission, participating in non-assigned activities.

NONEXAMPLES: participating in a cooperative learning activity, raising his hand and waiting to be called on, talking with the teacher about the activity, leaving the assigned area with permission.

Replacement Behavior: **On-task**

Definition: “On-task” refers to engaging in teacher-assigned activities or conversations that are part of the instructional activity.

EXAMPLES: participating in a class discussion, completing teacher-requested assignments (e.g., worksheets, writing activities), waiting to be called on, seeking clarification about an assignment from the teacher or a peer (with permission).

NONEXAMPLES: talking without permission, leaving the assigned instructional area without permission, participating in non-assigned activities.

Replacement Behaviors

Problem behavior

Alicia yells out answers during class.

Devonte shoots spitballs during reading.

Tia refuses to do her work.

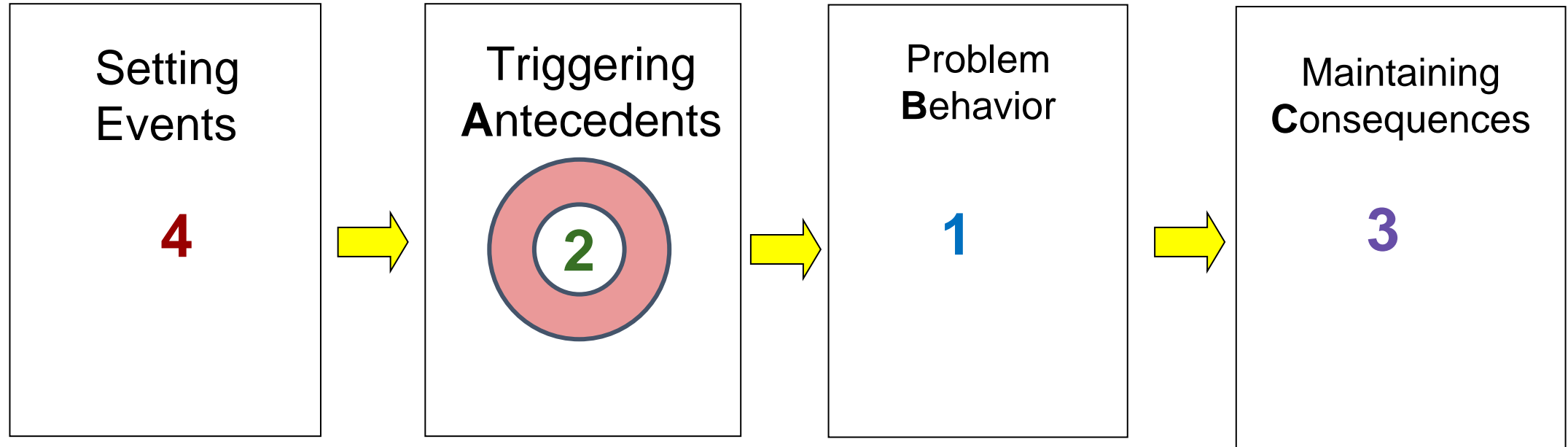
Replacement behavior

Alicia raises her hand to be called on during class.

Devonte reads quietly during reading.

Tia begins her work quietly.

FBA Pieces that Guide Hypothesis



Some Common Antecedents

Frustration due to:

- Response ignorance
- Complex materials, lacking in appropriate adaptations
- Lack of functional vocabulary to communicate
- Goal of performance interruption

Understimulation: Boredom

- Being ignored
- Meaningless repetition beyond criterion
- Nonfunctional activity
- Pacing too slowly

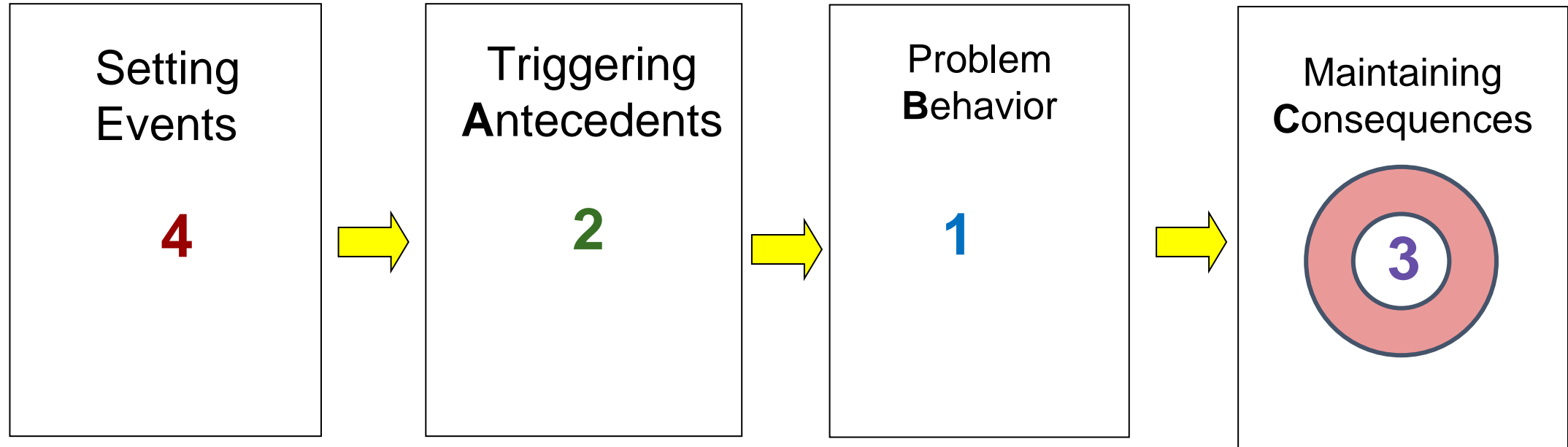
Overstimulation

- Environment: For example, number of students, noise
- Rate of physical prompting or verbalizations
- Pace of activity

Environmental expectation or models

Source: Alberto & Troutman

FBA Pieces that Guide Hypothesis

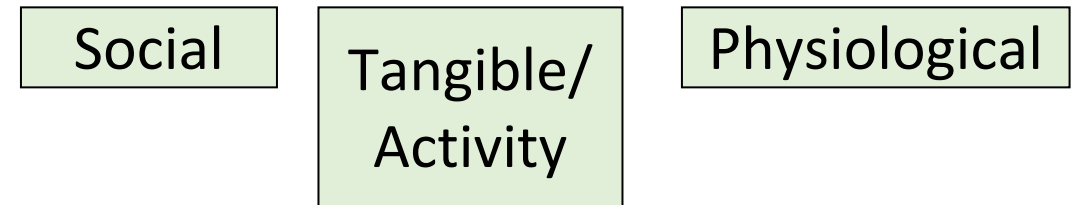
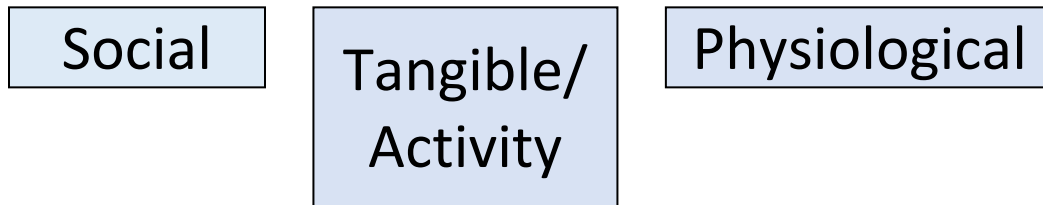


Identifying Maintaining Consequences

Given a Problem Behavior

Get: Object, Activity, Sensation

Avoid: Object, Activity, Sensation



Common Functions Served By Behavior

Safety?

Attention Seeking - positive reinforcement- receiving attention increases the future rate or probability of student performing behavior again

Gain a tangible- positive reinforcement

Sensory feedback/stimulation- positive automatic reinforcement; obtaining reinforcement from internal stimulation

Means of escape/avoidance - negative reinforcement- removing student from the interaction that is aversive increases the future rate or probability of student performing behavior again. Consider escape from External stimuli: touching, difficult task, change in routine, setting, physical discomfort, environmental discomfort, social embarrassment or Internal stimuli: earache, sinus pain, skin irritation, hunger, constipation, fatigue

Also consider the nature of current reinforcement: desirability, quantity, intensity, scheduling

FBA Pieces that Guide Hypothesis



Setting Events

- The setting, climate or context within which the behavior and the contingency occur.
- Immediately before problem behavior (proximal antecedent)
- Hours or days in advance of problem behavior (distal antecedent)
- Can include:
 - Environmental factors (noise, temperature, changes in schedule)
 - Social factors (encounter with a bully)
 - Physiological factors (side effects of medicine)



Source: Alberto & Troutman

Jason screams and hits his head when teased by his peers Marge or Allison. When he screams, Marge and Allison move away and leave Jason alone. This is more likely if Jason is tired.

- Problem Behavior:
- Antecedent Event (Trigger):
- Maintaining Consequence:
- Possible Setting Event:



4	2	1	3
Setting Event	Antecedent	Behavior of Concern	Maintaining Consequence

Jason screams and hits his head when teased by his peers Marge or Allison. When he screams, Marge and Allison move away and leave Jason alone. This is more likely if Jason is tired.

- Problem Behavior:
- Antecedent Event (Trigger):
- Maintaining Consequence:
- Possible Setting Event



4. Setting Event	2. Antecedent	1. Behavior of Concern	3. Maintaining Consequence
Jason is tired	Teasing by peers	Screaming; hitting head	Peers leave; escapes teasing

Considerations for Formed Families

- Think of Consequences not only as actions by adults to the student but also what is maintaining **for the student**.
- **Eligibility** Implications
- Use the ABC behavior chain and hypothesis to help with behaviors **anywhere!**
- Trauma Impact as a **Setting Event**



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Where is your leverage?

Setting: What near and far circumstances set up the behavior?
(Ex. change in routine, babysitter, etc.)

Antecedent: What situations “set off” the behavior? (Ex. Getting activity started; asking him to turn off TV; transitions)

Behavior: How does our behavior impact the problem behavior itself?

Consequence: What is the “payoff” for this behavior?

Behavior Intervention Plan

- Written by school personnel who directly know child
 - Includes:
 - One or more strategies to eliminate the problem behavior
 - One or more strategies to promote a replacement behavior
 - Any supplementary aids or supports required to address the behavior
 - Consider any staff supports or skill training that is necessary to implement the proposed plan
 - When possible, youth voice regarding priorities and preferences

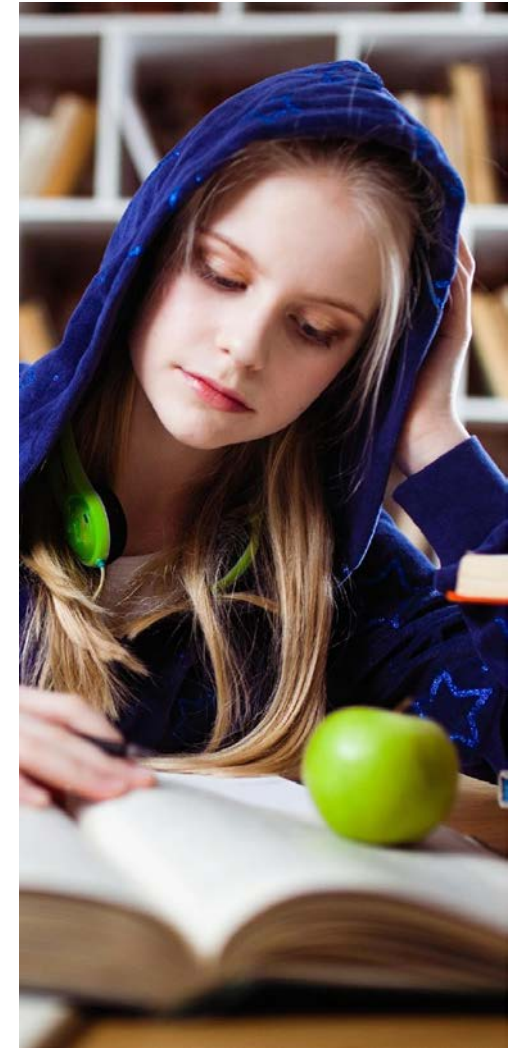


Source: VDOE, 2015

Types of BIP strategies and procedures

- **Teach** the student a **replacement behavior**- a more acceptable behavior that serves the same function as the inappropriate behavior or achieves the same outcome
- **Modify setting events** to decrease likelihood of ‘bad’ behavior and increase the likelihood of replacement behavior
- Change the **consequent event**
- Change the **what and how of instruction**
- Add in or increase **reinforcement**
- “Manipulating environmental variables has a high probability of producing a positive change in behavior.”

(Adapted from Scott, 2013, cited in VDOE, 2015)



FASD resources from FFF & others



- Topical Webpage on FASD/ Neurodevelopmental disorders
https://www.formedfamiliesforward.org/resource_category/fetal-alcohol-spectrum-disorders/
- FASD Expert private providers:
 - Cognitive Supports, Nate Sheets, <https://cognitivesupports.com/>
 - Embracing the Brain, Shannon Iacobacci, <https://www.embracingthebrain.com/school-support-1>
 - Healthy Minds Consulting, Kelly Rain Collins, <https://www.healthymindsconsulting.com/fasd-informed-ieps/>

Special Education Resources



- Federally-funded centers that have expertise on special education topics: <http://www.tadnet.org/>
- Center for Parent Information and Resources: <https://www.parentcenterhub.org/resourcelibrary/> Fact sheets on many disabilities and links to organizations
- Virginia Department of Education- <https://www.doe.virginia.gov/programs-services/special-education>
- Virginia Family Special Education Connection <http://vafamilysped.org/>
- Council of Parent Attorneys and Advocates (COPAA): <http://www.copaa.org/>

FBA and BIP Resources

Center on PBIS. (2022). Tier 3 Comprehensive Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/tier-3-comprehensive-functional-behavior-assessment-fba-guide>

Center on PBIS. (2022). Tier 3 Brief Functional Behavior Assessment (FBA) Guide. Center on PBIS, University of Oregon. <https://www.pbis.org/resource/tier-3-brief-functional-behavior-assessment-fba-guide>

Virginia Department of Education 2015 Guidelines for Conducting FBAs and Developing Positive Behavior Intervention and Supports/Strategies
<https://www.doe.virginia.gov/home/showpublisheddocument/15644/638034223266870000>

Sample letter to request an FBA, from PEATC <https://peatc.org/wp-content/uploads/2023/03/Requesting-an-FBA-BIP.docx>

FFF's Critical Crossroads resources for Trauma & Disability
<https://formedfamiliesforward.org/trauma-informed-care-for-families-impacted-by-disability/>

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EVALUATION

