

## EXAMPLE LIST OF BRAINSTORMED MANIFESTATION DETERMINATION QUESTIONS

This is an example of the type of list that a 504 or IEP team might brainstorm during Step #1 of the Responsive Teaming approach to manifestation determination. We share this to give you an idea about the number and type of questions that could be shared, not to suggest that these are the “right questions” that teams should come up with. The right questions are the ones that the student and team generate as they address the unique circumstances that led to the removal from school.

Practice tips:

- Numbering the questions makes it easier for people to refer to them later.
- People might ask questions more than once. That’s OK. Add them to the list and consolidate them at the end of brainstorming and before “voting.”
- This example shows a consolidated list. You can see some of the questions are very close, but not the same.
- There will be 3x as many “votes” as there are team members (this is a way to check if the voting is complete).

Brainstormed Questions (Elijah’s team):

1. How do we know when people won’t get hurt by Elijah?
2. Do we think that when people get hurt by Elijah, it has something to do with his autism (his communication or social skill differences)?
3. How do we know when it seems likely that someone could get hurt?
4. Why does Elijah do this?
5. How do we stop Elijah from hitting people and biting them?
6. How can we tell if the hitting and biting are getting better?
7. What data will help us feel confident that the hitting and biting are under control so that Elijah doesn’t get sent home by anyone anymore?
8. When does this happen?
9. Where does it happen?
10. Who is getting hit and bitten?
11. Are there any patterns about when, where, and who gets hit and bitten that might help us figure out when to try new things to address these behaviors?
12. What have we tried?
13. What have we tried that has worked?
14. What have we tried that hasn’t worked?
15. How do we know what’s worked and what hasn’t worked? What data tells us this?

16. Do we think that when people get hurt by Elijah, it's because we are not doing something that's in the IEP?
17. When was the last assessment of behavior (FBA)?
18. When was the behavior intervention plan (BIP) last updated?
19. Why isn't this happening as often at home?
20. When does it happen at home? With whom?
21. Any patterns from home that could help us understand what's happening at school?
22. What can we adjust at school so Elijah doesn't get suspended anymore?
23. What can we adjust at school so Elijah doesn't hit people anymore?
24. What can we adjust at school so Elijah doesn't bite people anymore?
25. Is this happening because Elijah can't communicate well enough to avoid getting frustrated?
26. Is this happening because Elijah's sensory needs are interfering (for example, the way he hates loud noises or squeaky toys or the way he loves it when people cry, or the way he loves to smell lotions but gets upset when he smells bananas?)
27. Is this happening because Elijah doesn't know that hitting and biting hurt other people?
28. Is this happening because Elijah loves it when you tell him, "No" and you're upset?
29. Is this happening because people respond to hitting and biting in a predictable way (by saying No in a loud voice or crying)?
30. What can we do about it if it is a sensory problem and we can't change that?
31. How can we keep other kids safe?
32. How can we keep the adults that work with Elijah safe (for example, the paraprofessionals)?
33. How can we keep the adults that work with Elijah? How can we help them not to leave or request reassignment?
34. Is staff turnover a reason that Elijah is getting suspended?
35. Does Elijah get sent home because people at school are overwhelmed or afraid of him?
36. How can we get help at home to care for Elijah if he keeps getting sent home?
37. How can we stop sending Elijah home?