Effectively Responding to Students with Emotional Disabilities: IEP Development, Behavioral Supports, and Educational Benefit

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FYI
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Agenda

8:00 a.m. – 8:30 a.m.	**Registration**
8:30 a.m. – 9:30 a.m.	**Overview of EmD: Characteristics and Diagnostic Criteria**
9:30 a.m. – 10:15 a.m.	**IEP Development: Gathering Data and Writing Accurate and Meaningful PLAAFP**
10:15 a.m. – 10:30 a.m.	**Break**
10:30 a.m. – 11:30 a.m.	**IEP Development: Writing Social/Emotional/Behavioral Goals**
11:30 a.m. – 12:30 p.m.	**Lunch**
12:30 p.m. – 1:00 p.m.	**Development of Appropriate Educational and Related Service Programming; Coordinating with Community Support Providers**
1:00 p.m. – 2:30 p.m.	**Case Studies**
2:30 p.m. – 2:45 p.m.	**Break**
2:45 p.m. – 3:45 p.m.	**Case Studies (Continue)**
3:45 p.m. – 4:00 p.m.	**Question/Answer/CEUs and SEMI Paperwork/Evaluation**

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Training Objectives

- Review and discuss diagnostic criterion and behavioral descriptions and features of students with emotional disabilities.
- Operationally define emotional/behavioral concerns and obtain relevant baseline data for use within the Present Level of Performance section on the IEP.
- Identify potential targets for the development of measurable and objective social/emotional/behavioral goals that can be tracked through the assessment to intervention process.
- Identify appropriate special education and related services, accommodations and modifications, and support for personnel.
- Utilize collaborative problem-solving to make data-based decisions regarding student response to intervention and fidelity of implementation of behavioral supports.
- Review Prevention, Teaching, and Consequence Strategies to Address needs of students with Emotional Disabilities.

Emotional Disabilities: Some Common Characteristics and Descriptions

☑Excessive fear of people or objects

☑Pronounced fear or failure

☑Frequent school avoidance

☑Changes in activity levels

☑Unresponsive

☑Rarely laughs or smiles

☑Attempted self-harm

☑Self-criticism

☑Depressed mood or frequent mood changes

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Other Common Descriptions...

- Little interest in pleasurable activities
- Irritable the majority of school day
- Easily upset by changes in routine
- Withdrawn
- Self-destructive behavior
- Talks of strange ideas
- Excessive worry or anxious
- Aggressive/meltdowns when agitated/frustrated

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Who Determines Whether a Student is Seriously EmD?

Information is gathered by various individuals across <u>BOTH</u> home and school settings

- Teachers

- Counselors

- Principals

- School Psychologists, Clinical Psychologists

- Parents

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Team Approach for Determining Diagnosis

- Although not specifically required...students suspected of EMD should first undergo various intervention attempts provided through the TST process that addresses both academic and behavioral related concerns.

- The student's suspected emotional problems m<u>ust</u> have direct impact on academic achievement and growth.

- Once student has failed to profit from pre-referral intervention attempts AND he/she is having global academic/social difficulties and/or there is evidence to suggest a high probability of EMD a multi-disciplinary team meets to review data and recommends an assessment

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Federal Definition

Seriously Emotionally Disabled (EmD)…is a condition where a student exhibits <u>one</u> or <u>more</u> of the following characteristics over a <u>long period of time</u> and to a <u>marked degree</u>, which <u>adversely</u> <u>affects educational performance</u>…

Federal Diagnostics Characteristic 1

An inability to learn which <u>cannot</u> be explained by intellectual, sensory, or health factors…

Possible Examples…

- Intellectual Disability

- Severe Auditory/Visual Disorders

- Chronic Health Concerns (medications, etc.)

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Federal Diagnostic Characteristic 2

An inability to build or maintain satisfactory interpersonal relationships with peers and teachers?

Possible Examples…

- ❑ Disregards the feelings of others
- ❑ Avoids social interactions
- ❑ Difficulties making and keeping friends
- ❑ Hurt or threaten others when confronted
- ❑ Initiates or picks fights
- ❑ Appears unaware of how others feel about him/her
- ❑ Anxious or uncomfortable around others
- ❑ Gets taken advantage of by peers

Federal Diagnostic Characteristic 3

Inappropriate types of behaviors or feelings under normal circumstances?

Possible Examples…

- ❑ Difficulties controlling anger
- ❑ Jumps from one thing to another when talking or performing tasks
- ❑ Fails to show remorse
- ❑ Refuses to speak
- ❑ Overreacts
- ❑ Fails to react appropriately
- ❑ Self-injurious
- ❑ Speaks in disorganized ways---makes no sense
- ❑ Refuses to eat
- ❑ Poor hygiene

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Federal Diagnostic Characteristic 4

A general pervasive mood of unhappiness or depression?

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Possible Examples…

- Depressed or irritable mood most of the time (e.g., feeling sad, appearing tearful, frequently and/or easily agitated);

- Diminished interest or pleasure in daily activities;

- Significant and unexpected changes in weight or appetite; sleeps excessively, unusually tired or insomnia nearly every day;

- Fatigue or diminished energy nearly every day;

- Feelings of worthlessness or excessive or inappropriate guilt; negative self-statements;

- Diminished ability to think or concentrate, or indecisiveness, nearly every day;

- Recurrent thoughts of death, or suicidal ideation.

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Federal Diagnostic Characteristic 5

A tendency to develop physical symptoms or fears associated with personal and/or school problems?

Possible Examples…

- Headaches
- Gastrointestinal problems
- Cardiopulmonary symptoms
- Incapacitating feelings of anxiety often accompanied by trembling, hyperventilating and/or dizziness
- Panic attacks characterized by physical symptoms, for example, when an object, activity, individual or situation cannot be avoided or is confronted
- Persistent and irrational fears of particular objects or situations
- Intense fears or irrational thoughts related to separation from parent(s), clings to adults

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Federal Diagnostic Characteristic 6

Seriously Emotionally Disabled includes students who are schizophrenic.

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Why mention Schizophrenia Specifically?

The reference to schizophrenia is included in the definition of EMD only for the purpose of illustrating **one example of a psychiatric (medical) diagnosis of a serious emotional disorder.**

Such a psychiatric disorder is considered equivalent to having one of the EMD definition characteristics. However, a student diagnosed with schizophrenia or comparably serious psychiatric disorders may be considered eligible for special education and related services under MDE guidelines and the Individuals with Disabilities Education Act **only** if the EMD criteria are met.

Decision…Decision

- Must rule out other causes or explanations for school failure.

- The student's emotional concerns must be determined to be the underlying cause for poor academic progress.

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Exclusion Concern

The term Seriously Emotionally Disabled <u>does not</u> include students who are <u>socially maladjusted,</u> unless it is determined that they are seriously emotionally disabled...

Students who Possess a Serious Emotional Disability are <u>NOT LIKELY</u> to Frequently Demonstrate Concerns Related to:

- Significant Disruptive Behavior

- Anti-Social Behavior

- Anti-Authoritative Behavior

- Socially Inappropriate Behaviors

- Patterns of behavior that are at variance or deviate significantly from acceptable standards

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Students who <u>DO</u> possess a Serious Emotional Disability <u>ARE</u> likely to demonstrate:

- Excessive anxiety/worry
- Social withdrawal
- Paranoia
- Psychosis
- Distorted thinking/thought disturbance
- Phobias/school avoidance
- Depression/mood disturbance
- Schizophrenia
- Other personal/social dysfunctions

Now That Characteristics are Present…

Many Questions Must Be Answered To determine Whether Diagnostic Criteria are Met?

Question 1

Have the condition(s) or diagnostic characteristic(s) been present over a long period of time?

To Answer Question 1…

- Although duration is not specified in the criteria, we must document how long symptoms/characteristics have been present.

- Literature suggest several months.

- Intention is to avoid labeling because of a temporary problem (Adjustment Disorder, etc.).

How is Duration Documented?

- Behavioral logs across settings

- Interviews with student, parents, staff

- Behavioral observations across settings

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Question 2

- Have the condition(s) or diagnostic characteristic(s) been demonstrated to a marked degree across both home and school settings?

- How much is a marked degree?

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How Do We Determine Marked Degree?

- Norm-referenced assessments
- Rating scales
- Observation/interviews
- Must show a significant normative deviation from peers

Question 3

- Does the condition(s) or diagnostic characteristic(s) adversely affect the student's educational performance?

- Across all academic areas?

To Answer this Question…

- Thorough review of grades
- Criterion/norm-referenced assessments
- Review of teacher recommendations and teacher narrative
- Review of previous records

Question 4

Is the student suspected of having a Serious Emotional Disability engaged in **any** form of substance abuse?

To Answer this Question…

- Discuss matter/concerns with parent

- Interview student

- Review previous inpatient or treatment reports

Students Who Are Suspected of Substance Abuse Should...

- Be evaluated to rule out abuse and…
- If abuse is occurring…the student should undergo treatment before further evaluation for EmD is continued.

Other Considerations...

- Can the student problems be explained by a family event/disruption?

- Can student problems be improved with medical, behavioral, or other interventions?

- Is there a strong family history of emotional related concerns?

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IEP Development

The Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004) was designed to ensure that each student with a disability obtains:

- a free appropriate public education (FAPE)
- delivered in the least restrictive environment (LRE), which includes
- appropriate assessment and evaluation
- an individualized education program (IEP)
- parent and student participation, and
- due process and procedural safeguards.

(Cullinan, 2007, p. 27)

IEP Development

IDEA (2004) requires that the IEP contains:

- Specific information about the student's present level of educational performance.
- Measurable annual goals, with regular monitoring and reports to parents.
- Criteria for evaluating whether instructional objectives are being met, and a schedule (at least once per year) for performing this evaluation.
- What special education and related services are being provided, including the extent to which the student will participate in the general education program with nondisabled peers.
- When the services will begin, their anticipated duration, and where the services will be provided.
- Accommodations for the student's participation in district-wide or State-wide assessments.

(Cullinan, 2007, p. 27)

IEP Development

The IEP is the "make or break" component in FAPE for every student with a disability.

Three important questions to ask when developing each student's IEP:

1. What are the child's unique needs?
2. What services and supports will school personnel employ to address each need?
3. What will the child be able to accomplish as a result of these educational services?

(Bateman & Herr, 2006, pp. 10-11)

Potential Behavior, Emotional, Social Concerns for Students with Emotional Disabilities

Externalizing Problems
Noncompliance/Defiance
Threatens or harms others
Tantrums
Fights/physically aggressive
Lies, cheats, steals
Destroys others property
Lack of remorse or guilt for behavior

Internalizing Problems
Overly Emotional/Sensitive
Feels worthless
Too fearful and/or anxious
Withdrawn, keeps to self
Depressed, does not enjoy activities
Unhappy, sad, agitated
Keeps things to self

Thought Problems
Can't get mind off certain thoughts
Strange, repetitive, compulsive behavior
Strange thought process; hears things
Attention problems
Impulsivity

Social Problems
Chooses companions poorly
Engages in drug use/abuse
Feels that others mistreat them
Jealous or envious of others
Feels isolated or lonely
Not well liked by others
Involved with Juvenile Justice System

Linking the BIP to the IEP

Behavior Intervention Plan (BIP): Essential Components

- Summary of FBA including Summary Statements
- Identification of Replacement Behaviors
- Prevention or Proactive Strategies
- Educative or Teaching Strategies
- Reinforcement Strategies
- Corrective Strategies
- Behavior Monitoring and Evaluation
- Intervention Integrity Monitoring
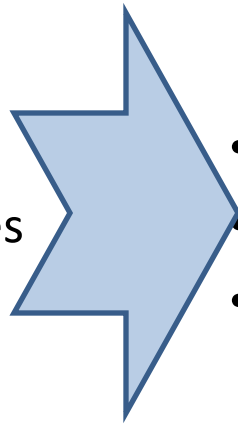
Related Individualized Education Program (IEP) Sections

- Present Levels of Academic Achievement and Functional Performance
- Modifications/Accommodations
- Support for Personnel
- Annual goals and related short-term instructional objectives
- Related services
- Least Restrictive Environment

Present Levels of Academic Achievement and Functional Performance

Typically includes the following information:

- Description of how the disability affects involvement and progress in the general curriculum
- Detailed description of current performance in reading and math
- Results of the initial or most recent evaluation
- Student's strengths
- Parental concerns for enhancing the student's education
- Description of social, behavior, and/or emotional skills

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Where is "*somewhere*"?

"Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where----" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"----so long as I get *somewhere*," Alice added as an explanation.

"Oh, you're sure to do that", said the Cat, "if only you walk long enough."

Alice's Adventures in Wonderland, Lewis Carroll (1980, p. 95).

Typical Concerns with PLAAFPs

- PLAAFPs typically contain a lot of information that is 1-3 years outdated.
  - "Based on the evaluation conducted in 2010, Joe scored. . ."
- PLAAFPs may not contain measurable data that can be used to evaluate current performance.
  - "Joe does not handle his anger well. He acts out often."
- PLAAFPs may contain data that is not be comparable to the type of data being used to evaluate progress toward attaining an annual goal.
  - "Joe throws fits an average of 2 times per day." However, annual goal is written to reduce tantrums down to less than one minute per day.
- In contrast, PLAAFPs should provide an objective starting point from which to evaluate the student's progress across the IEP year and to develop annual goals and progress markers (Bateman & Herr, 2006, p47). PLAAFPs should include a current baseline level of performance for each target behavior.

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Methods for Writing IEP Goals

- A-B-C-D Method (Melograno, 2002; Johnston, 2010)
  - **A**udience, **B**ehavior, **C**ondition, **D**egree
- SMART (Wright, Wright, O'Connor, 2013)
  - **S**pecific, **M**easurable, use **A**ction words, **R**ealistic, **T**ime-limited
- Characteristics of "measurability" (Bateman & Herr, 2006)
  - Observable learner performance (what the learner will be doing)
  - Any important conditions (e.g., "Givens")
  - Objective criteria which specify the level at which the student's performance will be acceptable (e.g., speed, accuracy, frequency, duration, intensity, quality)
  - Time period for assessing or evaluating outcome

Measurability

- If a goal contains a percentage, it must be measurable.
  - Dale will manage his behavior 80% of the time.
  - Jen will control her temper 90% of the time with 75% accuracy.
- If a goal contains technical language or professional jargon, it must be measurable.
  - Ken will demonstrate appropriate interpersonal and communication skills.
  - Sara will internalize an attitude of self-respect.
- If a goal contains an "action verb", it must be measurable.
  - Mike will determine and identify risk-taking behavior.
  - Linda will demonstrate an understanding of social well-being.

(Bateman & Herr, 2006).

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Measurable Descriptions

Vague Descriptions of Behavior	Objective, Clear, Measurable Descriptions
Tim will not be off-task.	When given behavioral supports, Tim will demonstrate on-task behavior by looking at the teacher during instruction and by using the SLANT* technique as evidenced by earning 90% of positive teacher ratings on his behavior note. (*Sit up, Lean Forward, Answer Questions, Nod and Attend to Lecture, and Track the teacher with his eyes.) When given academic supports, Tim will complete academic assignments with appropriate supports within allotted time limits with a minimum of 70% accuracy.
George will not be oppositional.	When given behavioral supports, George will demonstrate compliant behavior as evidenced by earning 80% of positive ratings on his CICO behavior note. When given effective instructions, George will follow instructions on 8 of 10 trials (80% compliance rate).
Sarah will not be mean.	When given behavioral supports, Sarah will be respectful of the personal space of her peers by keeping her hands, feet, and objects to herself 100% of the time during a 15 minute recess period as evidenced by direct observation by teaching staff.
Grace will not be withdrawn.	When interacting with peers, Grace will initiate/maintain at least 1 verbal interaction for 15 seconds with a peer during a 10 minute free time period on 3 of 5 days each week based on direct observation by the teacher.

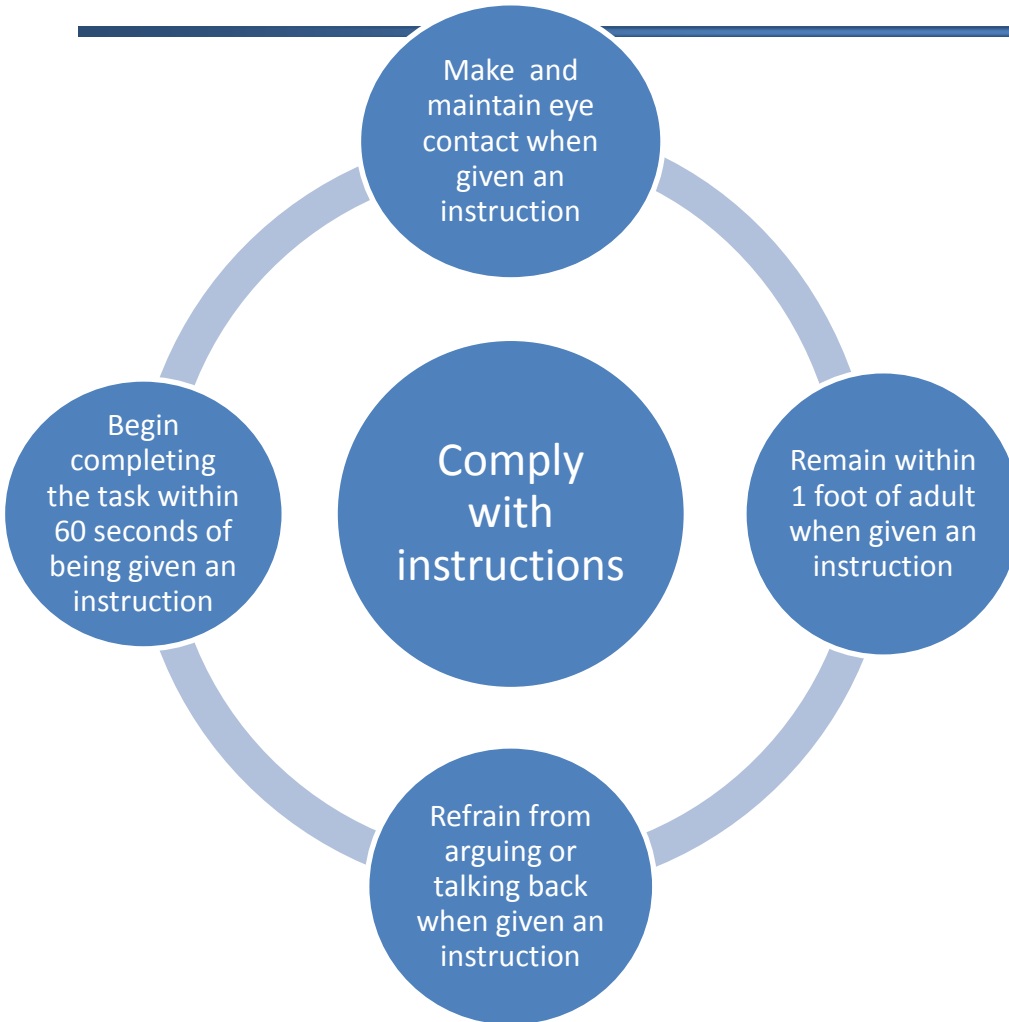# Are Objectives and Benchmarks Required?

- Technically, objectives or benchmarks are only required on the IEPs for students with disabilities who are assessed by alternative assessments; however, all IEPs must contain "a description of how the child's progress toward meeting the annuals will be measured and when the periodic reports on the progress" will be provided (Bateman & Herr, 2006, p. 31).

- It is important to remember that the overall purpose of objectives and benchmarks are to assess progress and student response to intervention and supports.

- "To try to get by without measurable and measured progress markers is to court educational, legal, and perhaps financial disaster. Without measured progress, a child may be found to have been denied FAPE." (Bateman & Herr, 2006, p. 13).

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Progress Markers for Annual Goals: Objectives & Benchmarks

IDEA 1999 Regulations, Appendix A, Question 1:

- Short-term objectives break "the skills described in the annual goal down into discrete components",

- Benchmarks describe "the amount of progress the student is expected to make within specified segments of the year" (e.g., grading periods).

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Goals and Progress Markers: Objectives & Benchmarks

Make and maintain eye contact when given an instruction

Begin completing the task within 60 seconds of being given an instruction

Comply with instructions

Remain within 1 foot of adult when given an instruction

Refrain from arguing or talking back when given an instruction

Given effective instructions, Joe will comply with 10 of 10 instructions daily by the end of the 4th 9 week grading period.

Given effective instructions, Joe will comply with 8 of 10 instructions daily by the end of the 3rd 9 week grading period .

Given effective instructions, Joe will comply with 6 of 10 instructions daily by the end of the 2nd 9 week grading period.

Adapted from Bateman & Herr (2006)

Present Level of Academic Achievement and Functional Performance (PLAAFP)

- When presented with 4th grade reading passages, he reads a median of 40 Correct Words Per Minute (CWPM) with a median of 10 errors.

- Tony's fall AIMSWEB math benchmark assessment revealed that he is currently performing at the 10th percentile in Mathematics. Specifically, he continues to demonstrate difficulties with two-digit by one-digit multiplication (with renaming) and basic division facts (i.e. two digit divided by one digit numbers).

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Present Level of Performance (PLP)

- Joe currently complies with an average of 2 of 10 adult instructions.

- He fails to make eye contact, argues, or runs away during an average of 8 of 10 adult instructions..

Present Levels of Performance (PLP)

- Jim is often disrespectful to peers and staff. He makes negative/insulting statements to peers and frequently argues with staff when he is re-directed back to task. An observation of his behavior progress monitoring data during the last nine-week grading period of the 2012-2013 school term revealed that he obtained an average of 50% of total possible points on his Daily Behavior Rating Form across the academic year in the area of demonstrating respectful behavior (using kind and positive language with peers and adults, etc.).

Strategically Selecting Relevant Modifications/Accommodations & Supports (Academics)

CAREFULLY Review all assessment data:

- Curriculum-Based Assessments (i.e. Aimsweb, etc.)

- Universal Screenings

- Develop specific objectives to address the student's specific academic skill deficits (i.e. Reading Comprehension, math Problem-Solving, etc.)

- Gather data frequently to assess student progress

- Document strategies to prevent academic frustration (Tiered lessons, modified assessments, special projects, etc.)

- Provide targeted remedial supports and gather data frequently to assess progress; modify interventions as needed

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Strategically Selecting Relevant Modifications/Accommodations & Supports (Academics)

- Collaborate with general education staff frequently to review student progress

- Collaborate with student/parents to develop meaningful and realistic activities to support transition plan

- Provide classroom accommodations/modifications, Differentiation Activities

- Provide student with specific remedial supports to address academic skill deficits

- Reconvene IEP when student fails to make progress and modify/revise as needed

Strategically Selecting Relevant Modifications/Accommodations & Supports (Behavior)

- Review ALL summary statements from the FBA.
- Review suggested prevention strategies on the BIP.
- Review suggested teaching strategies on the BIP.
- Review suggested consequent (e.g., reinforcement/corrective) strategies on the BIP.
- Determine level of collaboration required to successfully implement IEP-meet frequently.
- Review progress at frequent intervals.
- Determine level of professional development needed to successfully implement IEP.

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Determining Behavioral Supports and Related Services

- Link behavioral and related services to outcomes from current FBA and BIP.

- Evaluate current student performance on relevant targets (e.g., Attendance, Behavior, Course Performance) to determine supports.

- Evaluate student outcomes on objective measures (e.g., **S**ocial-**E**motional **A**ssets and **R**esilience **S**cales; SEARS) to determine potential need for behavioral and related services.

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Related Services Provision

- Service providers should be appropriately trained and hold appropriate certifications to provide service.
  - Relevant related service provisions include speech therapy, psychological services, school social work services, counseling, special transportation
- Be sure to indicate provision of related services appropriately in two locations on the IEP:
  - Explanation of nonparticipation in General Education
    - *Jane will participate in all general education classes and activities with the exception of receiving school social work services for 30 minutes twice per week in the counselor's office from the social worker.*
  - Related Services Section
    - Service (School Social Work), Beginning/Ending Date (8/6/2013 – 5/23/14), Physical Location (Counselor's Office), Amount of time (30 minutes), Frequency (2 times per week)

Empirically-Based Related Services to Address Behavioral Concerns

- Based on research (e.g., Applied Behavior Analysis, Behavior Therapy, Cognitive-Behavior Therapy)

- Utilizes an empirically-based or evidence-based curriculum (e.g., Aggression Replacement Therapy, SkillStreaming curriculum, Strong Kids curriculum, The Incredible Years program)

- Includes essential components for teaching replacement behaviors based on a lesson plan

Targeted Social Skills Instruction

- Specific and direct instruction that focuses on improving social/coping skill(s) deficits.
- Utilization of empirically-based procedures including modeling of skill, repeated practice, direct and immediate feedback, reinforcement of appropriate performance, guided correction for incorrect performance.
- Scheduled appropriately (e.g., daily, weekly) based on student need.
- Monitored for compliance and integrity.
- Continued until behavioral patterns improve.
- Identify plans for transition to classroom and generalization to new environments.

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Data Collection

- Must have meaningful data to make informed decisions.

- Use to establish baseline performance.

- Use to evaluate student academic/behavioral progress.

- Gather data frequently and review periodically.

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Top 10 Excuses for Not Collecting Data

1. "It's a waste of time."
2. "I can't teach and take data at the same time."
3. "There aren't enough hours in the day."
4. "There are too many kids and too many goals or objectives to track."
5. "When will I have time to teach?"
6. "That's not how I track progress."
7. "I have too much paperwork already."
8. "I've never had to track data before."
9. "Nobody else tracks data."
10. "It's an impossible task."

(Johnston, 2010, p. 1)

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Methods of Data Collection

Data Collection Method	Effectiveness/Usage	Examples
Permanent Product	• Generally Accurate & Convenient • Familiar & Efficient • Use whenever appropriate & possible	• Grades on Assignments • Office Discipline Referrals (ODRs)
Structured Behavior Observations	• Most Accurate • Efficient but must be explained or taught • Use at designated times	• Frequency Counts • Duration Measures • Latency Measures • Intensity Measures • Behavior Reports/Notes
Qualitative Measures or Impressions	• Generally vague and not measurable • Typically time consuming • Can be used to supplement more objective measures	• Teacher Narratives • Written Notes • Anecdotal reports based on memory

Compliance Data Collection Form

Session #: _____   Observer: _____

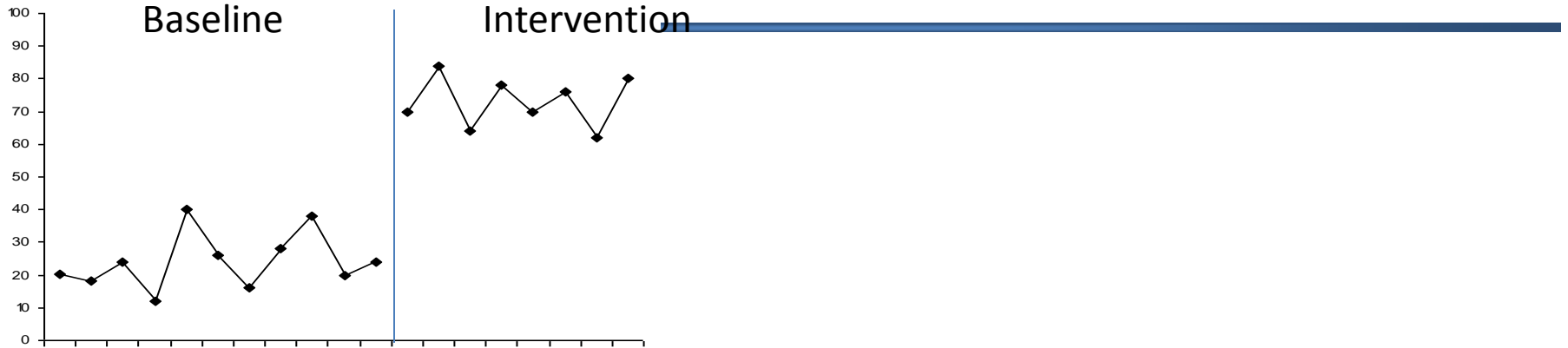| Number	Initial Compliance				After Warning				Consequence		
1	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
2	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
3	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
4	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
5	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
6	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
7	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
8	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
9	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other
10	Cpy	Ncpy	Tan	Agg	Cpy	Ncpy	Tan	Agg	Praise	TO	Other

F.K. White Middle School
Behavior Report

Student _____Date _____ Grade 6

0= NI (Needs Improvement) 1= Good 2=Excellent	Be Safe Keep hands, feet and objects to self, stay in your seat, No horseplay			Be Respectful Use kind words and actions No classroom disruptions			Be Responsible Follow directions first time given Bring all materials needed for class			Teacher Initials	Comments
Math	0	1	2	0	1	2	0	1	2		
Math	0	1	2	0	1	2	0	1	2		
ELA	0	1	2	0	1	2	0	1	2		
ELA	0	1	2	0	1	2	0	1	2		
Science	0	1	2	0	1	2	0	1	2		
Social Studies	0	1	2	0	1	2	0	1	2		
PE	0	1	2	0	1	2	0	1	2		
Enrichment	0	1	2	0	1	2	0	1	2		

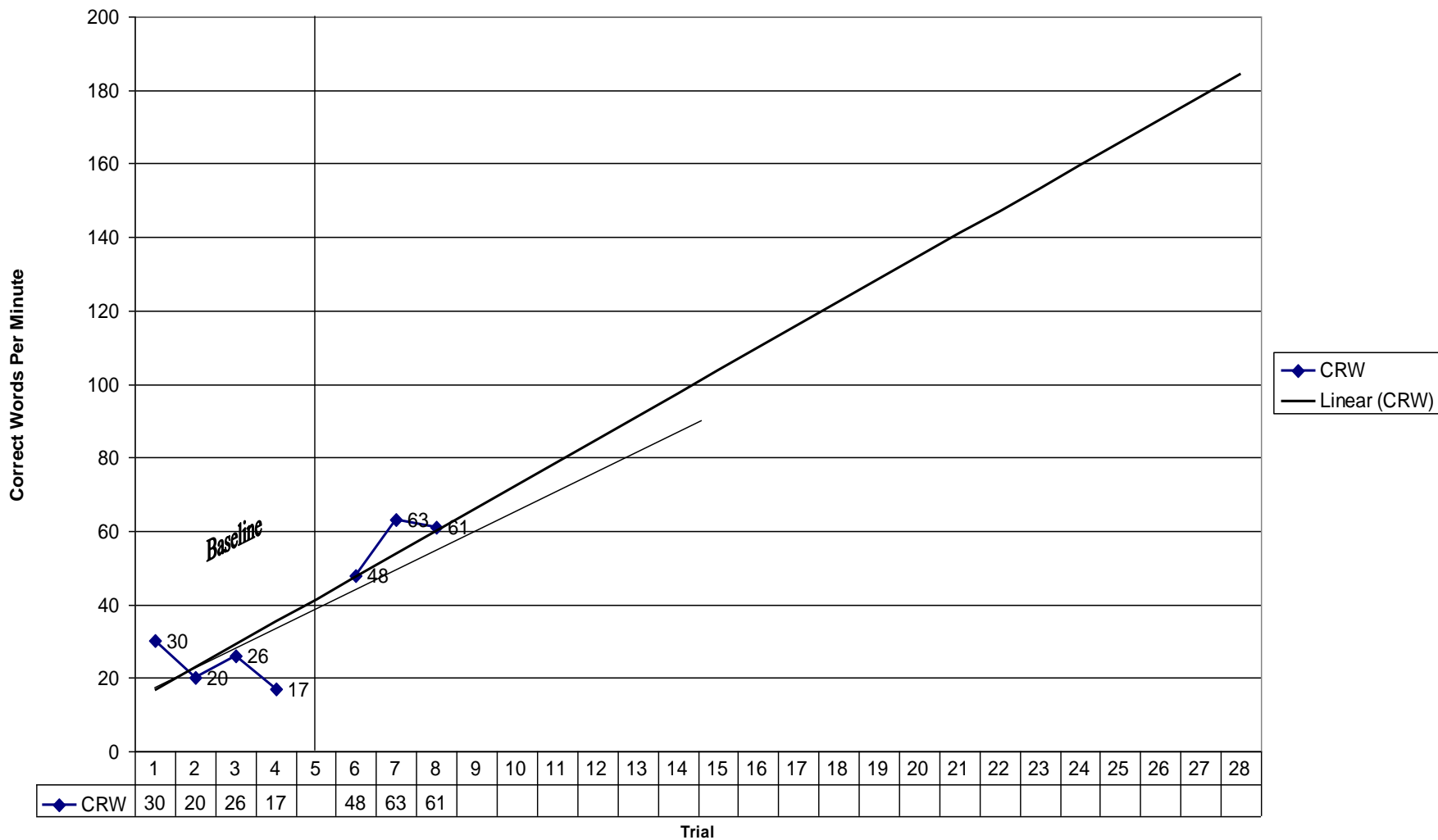| Total Points= _____ Possible Points= 48	Today _____%		Goal 80%	Met Goal Yes/No
Parent Signature				

Guidelines for Analysis of Data

Change in **Level**

Change in **Trend**

Change in **Variability**

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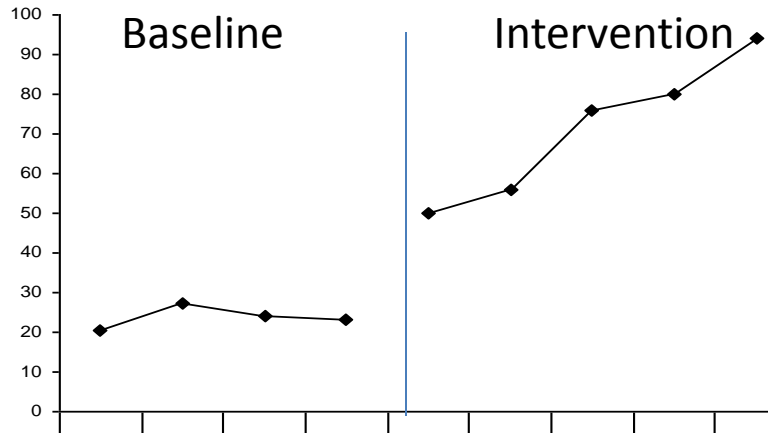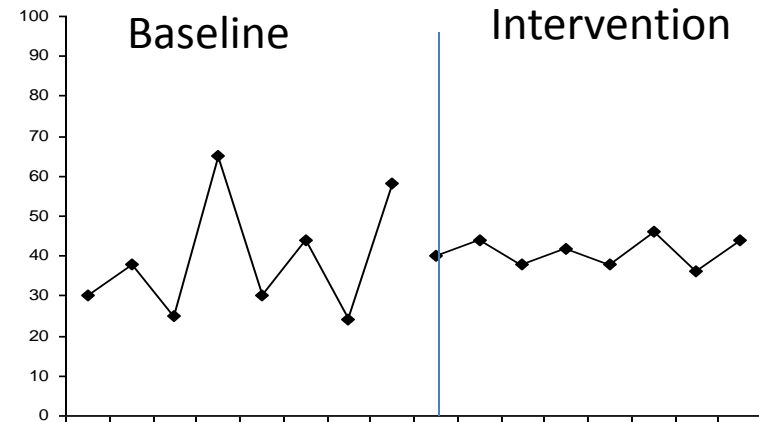
Jamie B.(2nd Grade) - Dibels Monitoring

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
CRW	30	20	26	17		48	63	61																				

Trial

Behavior Progress Chart

Baseline   1st Intervention   2nd Intervention

Actual Performance

Goal Line

Percentage of Positive Ratings

100
90
80
70
60
50
40
30
20
10
0

1   11   21   31   41   51   61   71   81   91   101

Days
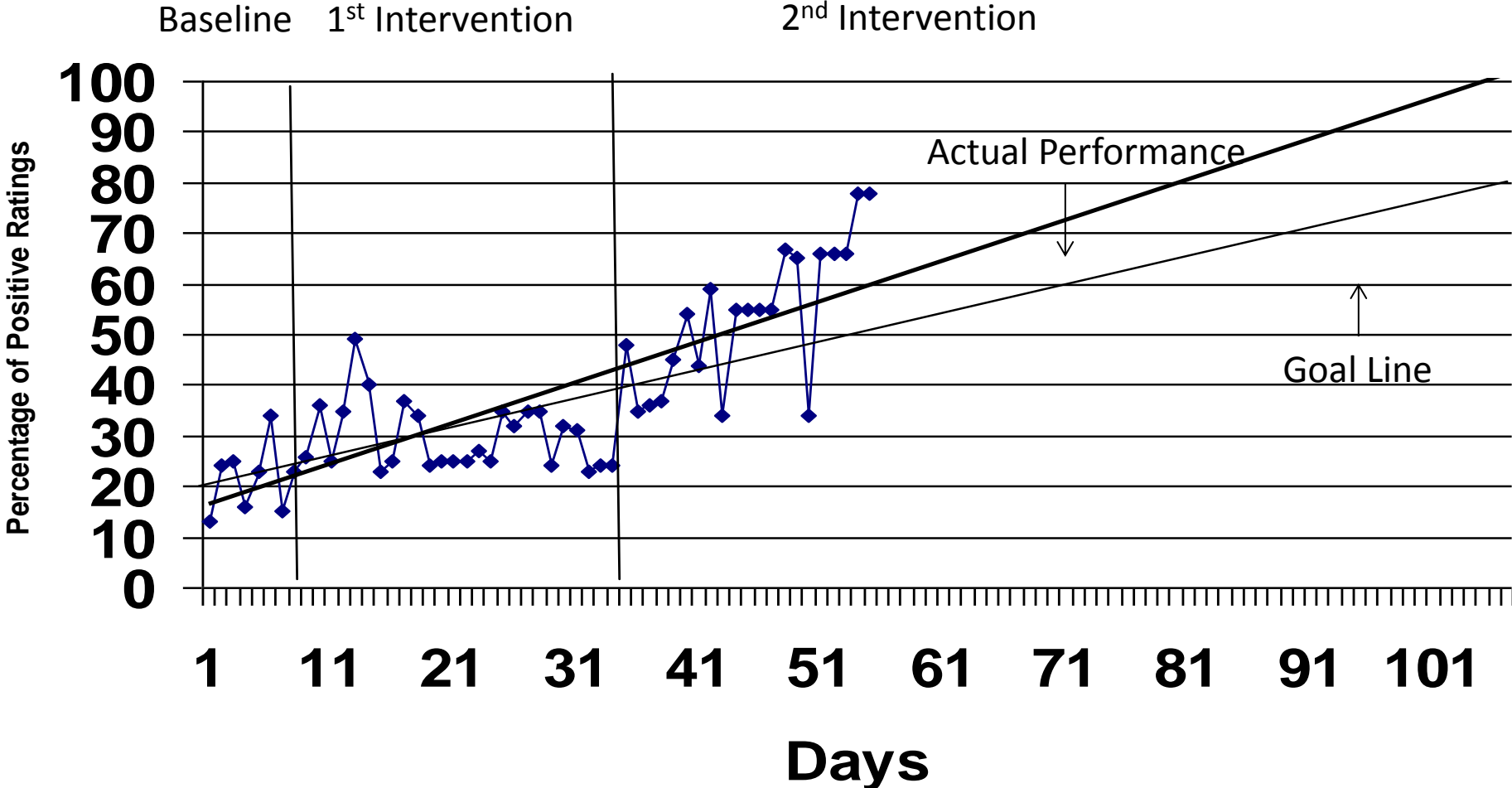
Intervention Fidelity or Integrity

- Fidelity or integrity is to the degree to which the intervention or treatment was implemented as prescribed in the BIP or behavior contract.

- Most, if not all, interventions need to be implemented consistently with at least 90% integrity to be effective in addressing student problem behavior.

- Remember, failure to implement any part of the IEP (including the BIP) will result in a denial of FAPE for the student.

Behavior Intervention Plan Integrity Checklist

BIP attaches to: ☒ IEP date: BIP development date: BIP implementation date:

Student Name: **MSIS #:**   **DOB:**   **Eligibility:**

School: **Grade:**   **IEP Teacher:**

Student Removal Dates:

Method of Evaluation of Intervention Integrity: ☐ Direct Observation   ☐ Self-Report

BIP Integrity Checklist completed by: **Date:**

ITEM #	ITEM DESCRIPTION	RATING		
Behavior Intervention Plan Development				
	Functional Behavioral Assessment (FBA) has been completed for each incident as designated in the Code of Conduct.	1	0	NA
	Student has an active Behavior Intervention Plan (BIP) with preventative, teaching, reinforcement/reward, and corrective strategies that have been clearly explained to school personnel by appropriate behavioral support personnel.	1	0	NA
	Relevant school personnel (certified teaching personnel, certified behavioral support personnel, noncertified personnel) have a copy of the current BIP and can clearly articulate the strategies in the plan.	1	0	NA
	School administrators have a copy of the current BIP and can clearly articulate the strategies in the plan.	1	0	NA
Behavior Intervention Plan Implementation				
	All school personnel implement designated behavioral preventative strategies consistently.	1	0	NA
	All school personnel implement designated academic preventative strategies consistently.	1	0	NA
	All school personnel implement designated behavioral teaching strategies consistently.	1	0	NA
	All school personnel implement designated reinforcement/reward strategies consistently.	1	0	NA
	All school personnel implement designated corrective strategies (including alternatives to removal) consistently.	1	0	NA
	All school personnel rate the student's behavior at the designated times on the Daily Behavior Rating Form.	1	0	NA
	All school personnel provide feedback to the student regarding his or her behavior at the designated times on the Daily Behavior Rating Form.	1	0	NA
Behavior Intervention Plan Evaluation				
	Points from the Daily Behavior Report Form are tallied daily and entered into the database weekly.	1	0	NA
	Student behavior is graphed weekly and visually evaluated for changes in performance.	1	0	NA
	School personnel reconvened IEP to conduct an FBA (if required) and review/revise BIP as designated by the Code of Conduct.	1	0	NA
	School personnel reconvened IEP to review/revise BIP if graphed performance indicates that student is not responding to designated intervention strategies within the plan.	1	0	NA

At least _____ % intervention compliance and integrity is required to document appropriate implementation of the BIP. Total Percentage of Intervention Compliance and Integrity = _____ / _____ = _____ %

_____,Teacher or Other School Personnel _____, Administrator

Protocol to Review Behavior Services
Calcasieu Parish School System

Student: _____ School: _____
Behavior Facilitator: _____
Date Completed: _____ _____ 9 Weeks

Review of relevant information			
Areas	**Yes**	**No**	**Comments**
1. School attendance is 94% or greater?			
2. A review of discipline data indicates **NO** increase in frequency of office referrals and/or ISS/OSS?			
3. If the student has received a cumulative # of ISS/OSS exceeding 4,7,or 10 days, was an FBA completed?			
4. FERB data collection reflects that the student is making progress with current BIP in place.			
Objective	**Yes**	**No**	**Comments**
Documented Support Services			
1. Specific Related Replacement Behavior(s) (e.g., FERB, Social Skills) are listed.			Behavior Facilitator: Behavior Support Plan Section 9
General Content of Behavior Facilitator and Social Worker support:			
2. Description of teaching/coaching procedures for developing replacement behaviors is provided;			Behavior Facilitator: Behavior Support Plan Section 10,
3. Reinforcement procedures for encouraging the display of replacement behaviors are provided;			Behavior Facilitator: Behavior Support Plan Section 11
Documentation on the utilization of replacement behaviors:			
4. Appropriate data collection form is established to track data on replacement behaviors			Behavior Facilitator: Weekly Progress Monitoring Graph
5. Data is collected on the display of the replacement behaviors in other settings (i.e., lunch, classes, transitions)			Behavior Facilitator: Daily FERB Report Card
6. Data is collected & evaluated at least weekly.			Behavior Facilitator: Weekly Progress Monitoring graph
Evaluation of Generalization Practices:			
7. Teachers are using the Student FERB Report Card form to rate students behavior for each identified setting (each class, transition)			Behavior Facilitator: Daily FERB Report Card
8. Teachers are following the behavior support plan with adequate levels of integrity.			Behavior Facilitator: Teacher rated at _____ % compliance according to the Teacher Implementation of Behavior Support Plan.

Treatment Integrity: _____ /_____ =_____ % (Total number of achieved objectives divided by the total number of possible objectives (8) from entire Protocol to Review Behavior Services form).

Protocol to Review Progress in Social Work Related Services
Calcasieu Parish School System

Student: _____ School: _____
Social Worker: _____
Date Completed: _____ _____ 9 Weeks

Review of relevant information for progress report input			
Areas	**Yes**	**No**	**Comments**
1. School attendance is 94% or greater?			
2. Session attendance is 85% or greater?			
3. A review of discipline data indicates **NO** increase in frequency of office referrals and/or ISS/OSS?			

Objective	Yes	No	Comments
Documented Support Services			
1. Appropriate Related Service Goal(s) are on the IEP.			Social Worker: Social Goal on the IEP is related to Behavior Support Plan.
2. Student was provided the opportunity for related service sessions as stated on the IEP.			Social Worker: Social Worker Activity Log, Student IEP
General Content of Behavior Facilitator and Social Worker support:			
3. Coverage of Related Service Goal(s) in session;			Social Worker: Running Record
4. Coverage of Specific Related Behavior(s) (FERB) with examples and non-examples in SW sessions;			Social Worker: Running Record
5. Description of the generalization techniques used to encourage the display of the replacement behaviors in more naturalistic settings;			Social Worker: Running Record
6. Other relevant issues (e.g., changes to behavior targets, session content or length, IEP, etc) are documented;			Social Worker: Running Record IEP Behavior Support Plan
Documentation on the utilization of replacement behaviors/Generalization Practices:			
7. The IEP Goal related to student's behavior is reviewed and included in the counseling session.			Social Worker: Running Record and Progress Reports

Treatment Integrity: _____ /_____=_____%
(Total number of achieved objectives divided by the total number of possible objectives (7) from entire Protocol Related Services form).
Attendance Compliance (Student / Social Worker): Provide the Students number of Sessions and Minutes documented on the IEP_____. (Example 1: 60). Student attended _____minutes / SW offered _____ minutes = _____%(Total number of minutes attended divided by the total number of offered minutes). If 100% compliance is **NOT** met please explain:

Putting It All Together

Best Practices in
Addressing Student academic and Behavioral Concerns and Evaluating Outcomes

PLAAFP-Annual Goal/Benchmarks-Academics

PLAAFP-Objectives/Benchmarks/Annual Goal-Academics

Student: Dale   School: MMS   Grade: 7th

Present Level of Academic Achievement and Functional Performance (Reading)

When presented with 7th grade reading passages, Dale reads a median of 90 Correct Words Per Minute with 15 errors.

PLAAFP/Annual Goal/Benchmarks-Academics

Annual Goal:

Dale will increase his oral reading fluency when reading 7th grade passages from a median of 90 CPWM to a median of 125 CWPM with 7 or less errors by the end of the 2013-2014 school term.

Supports to be Provided: Dale will receive 30 minutes of fluency building intervention 3 days each week.

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PLAAFP/Annual Goal/Benchmarks-Academics

Short Term Goal/Benchmark Grading Period: 1

When presented with 7th grade reading passages, Dale will read a median of 100 CWPM with less than 14 errors.

Actual Level of Performance Achieved:

When presented with 7th grade reading passages at the end of the first grading period, Dale read a median of 101 CWPM with 12 errors.

PLAAFP/Annual Goal/Benchmarks-Academics

Short Term Goal/Benchmark for Grading Period: 2

When presented with 7th grade reading passages, Dale will read a median of 110 CWPM with less than 11 errors.

Actual Level of Performance Achieved:

When presented with 7th grade reading passages at the end of the second grading period, Dale read a median of 110 CWPM with 12 errors.

Note: Increase fluency building activities from 3 to 4 days each week.

PLAAFP/Annual Goal/Benchmarks-Academics

Short Term Goal/Benchmark Grading Period: 3

When presented with 7th grade reading passages, Dale will read a median of 120 CWPM with less than 9 errors.

Actual Level of Performance Achieved:

When presented with 7th grade reading passages at the end of the third grading period, Dale read a median of 118 CWPM with 10 errors.

PLAAFP/Annual Goal/Benchmarks-Academics

Short Term Goal/Benchmark Grading Period: 4

When presented with 7th grade reading passages, Dale will read a median of 130 CWPM with less than 7 errors.

Actual Level of Performance Achieved:

When presented with 7th grade reading passages at the end of the fourth grading period, Dale read a median of 128 CWPM with 5 errors.

Present Levels of Performance, Objectives/Benchmarks, Annual Goal, Behavioral Services

Student: *Joe*   School: *Capital City Elementary School*   Grade: 2nd

Date: *October 15, 2013*

Copy of Progress Report sent to parent/legal guardian at the end of grading period: **1**   2   3   4

Present Level of Performance: *Joe currently complies with an average of 2 of 10 adult instructions based on baseline data obtained from his teacher during the week of August 14-19, 2013. He also fails to make eye contact, argues, or runs away during an average of 8 of 10 adult instructions.*

Objectives/Benchmarks for Each Grading Period of the 13-14 SY:	Actual Level Reached by the Student:
1. When provided with effective behavioral instructions, Joe will comply with 4 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 1st 9-week grading period. 2. When provided with effective behavioral instructions, Joe will comply with 6 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 2nd 9-week grading period. 3. When provided with effective behavioral instructions, Joe will comply with 8 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60	2. Joe complied with an average of 5 of 10 effective behavioral instructions daily (50%) during the 1st 9 week grading period.

sections of receiving the instruction, refraining from running away or arguing) during the 3rd 9-week grading period.

4. Annual Goal: When provided with effective behavioral instructions, Joe will comply with 10 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 4th 9-week grading period.

Behavioral Supports and Services: *Joe attends a group-based social skills class one time per week from 9:00 – 9:30 a.m. on Tuesdays with the behavior specialist in a separate classroom. He is expected to attend a minimum of 90% of scheduled sessions. He currently has a Behavior Contract that identifies specific replacement behaviors, goals, incentives, and corrective strategies for addressing his referral concerns. His behavior contract should be implemented with a minimum of 90% integrity.*

Compliance and Integrity: *Joe attended 7 of 8 scheduled group sessions (88% compliance) from August 13, 2013 through October 15, 201 due to having an excused absence (e.g., doctor's appointment) on August 28, 2013. The Behavior Contract was implemented with 80% integrity using an integrity checklist completed by the behavior specialist on Oct. 12, 2013. Consultation will be provided to teaching staff during the 1st week of the 2nd 9-week grading period to address identified areas of concern.*

Adapted from Bateman & Herr (2006)

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Present Levels of Performance, Objectives/Benchmarks, Annual Goal, Behavioral Services

Student: *Jane*   School: *Capital City Middle School*   Grade: 8th

Date: *October 15, 2013*

Copy of Progress Report sent to parent/legal guardian at the end of grading period: **1**   2   3   4

Present Level of Performance: *Jane earned an average of 20% of her possible points on her Behavior Report across 5 days from August 26-30, 2013 (baseline data collection) during the 2013-2014 school year. The Behavior Report is designed to address Jane's display of three (3) replacement behaviors including Being Safe (keeping hands, feet, objects to self; staying in seat; refraining from horseplay), Being Respectful (using kind words and actions; refraining from creating classroom disruptions), and Being Responsible (following directions the first time given, bringing all materials for class) each period of the school day and is rated by teaching and behavior support staff using a 3-point rating system (0=needs improvement, 1=good, 2=excellent).*

Objectives/Benchmarks for Each Grading Period of the 13-14 SY:	Actual Level Reached by the Student:
1. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 40% of her total possible points (19 of 48 points) on her behavior report each week during the 1st 9-week grading period.	1. Jane earned an average of 50% of her total possible points each week (average of 24 of 48 total possible points) during the 1st 9-week grading period.
2. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 60% of her total possible points (29 of 48 points) on her behavior report each week during the 2nd 9-week grading period.	
3. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 70% of her total possible points (34 of 48 points) on her behavior report each week during the 3rd 9-week grading period.	

4. Annual Goal: When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 80% of her total possible points (38 of 48 points) on her behavior report each week during the 4th 9-week grading period.	

Behavioral Supports and Services: *Jane receives school-based social work services for 30 minutes twice per week in the counselor's office from the social worker on Tuesdays and Thursdays from 11:30 a.m. – 12:00 p.m. She is expected to attend a minimum of 90% of scheduled sessions. She has a Functional Behavior Assessment (FBA) that was completed on September 1, 2013. According to the results of the FBA, Jane potentially engages in target problem behaviors (e.g., noncompliance with adult requests, making negative comments to adults, getting out of her seat) in order to escape/avoid social interactions when presented with instructions or task demands. She also potentially engages in target problem behaviors (e.g., making negative comments to peers, hitting peers) in order to escape/avoid social interactions when peers tease her. She currently has a function-based Behavior Intervention Plan (BIP) dated September 5, 2013 that identifies specific replacement behaviors, goals, incentives, and corrective strategies for addressing her referral concerns. Her BIP should be implemented with a minimum of 90% integrity.*

Compliance and Integrity: *Jane attended 9 of 9 scheduled related service sessions (100% compliance) from August 6, 2013 through October 15, 2013. The BIP was implemented with 90% integrity using an integrity checklist completed by the school-based social worker on Oct. 13, 2013.*

Adapted from Bateman & Herr (2006)

Prevention Strategies

An ounce of prevention is worth a pound of cure...

Prevention Strategies (Academics)

- Review/Use CBM or other assessment data to determine current functioning levels.

- Avoid presenting tasks that are too challenging and beyond independent instructional level.

- Present tasks one at a time; avoid overloading student with assignments.

- Allow student choice in the order of activities/tasks to be completed.

- Provide supplementary or intensive remedial supports to address skill deficits.

Prevention Strategies (Behavior)

- Work hard to develop relationship with ALL students.
- Explain/teach students early and throughout school year what you expect and WHY you expect it.
- Describe what students should expect when a student is confrontational or disrespectful.
- Use "Precision Requests" to gain compliance.
- Recognize early signs of agitation and respond appropriately.
- Remain <u>Calm</u> and Be <u>Consistent.</u>
- Never Take it Personally.
- Start each day as a new day.
- Provide students with meaningful behavioral supports (Related Services).

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Establishing/Teaching Routines

- Entering the classroom

- Working Independently

- Using restroom

- Securing teacher assistance

- Speaking

- Turning in assignments

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Establishing/Teaching Routines

Step 1. Understand the need for routines

Step 2. Identify specific routines

Step 3. Specify specific student behaviors

Step 4. Teach the routine(s)

Step 5. Monitor and acknowledge
        compliance

Establishing/Teaching Routines

Teaching Routines:

- Explain routine and relevance
- Specify student behaviors
- Allow for practice
- Actively monitor
- Review and give students feedback
- Review throughout the year and provide frequent reminders/pre-correction

Using Precision Requests

We often dilute the effectiveness of our instructions by

- **presenting instructions as questions or polite requests.**

  - Commands have less impact when stated as questions or requests, because the student may believe that he or she has the option to decline. The teacher who attempts, for example, to quiet a talkative student by saying, *"Tanya, could you mind keeping your voice down so that other students can study?"* should not be surprised if the student replies, *"No, thank you. I would prefer to talk!"*

- **stating instructions in vague terms.**

  - A student may ignore a command such as *"Get your work done!"* because it does not state specifically what behaviors the teacher expects of the student.

- **following up instructions with excessive justifications or explanations.**

  - Because teachers want to be viewed as fair, they may offer long, drawn-out explanations for why they are requiring the class or an individual student to undertake or to stop a behavior. Unfortunately, students can quickly lose the thread the explanation and even forget the command that preceded it!

Precision Requests

- **are brief.** Students can process only so much information. Students tend to comply best with brief commands because they are easy to understand and hard to misinterpret.

- **are delivered one task or objective at a time.** When a command contains multi-step directions, students can mishear, misinterpret, or forget key steps. A student who appears to be noncompliant may simply be confused about which step in a multi-step directive to do first!

- **are given in a matter-of-fact, businesslike tone.** Students may feel coerced when given a command in an authoritarian, sarcastic, or angry tone of voice. For that reason alone, they may resist the teacher's directive. Teachers will often see greater student compliance simply by giving commands in a neutral or positive manner.

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Precision Requests

- **are stated as *directives* rather than questions.** Perhaps to be polite, teachers may phrase commands as questions (e.g., "Could we all take out our math books now?"). A danger in using 'question-commands' is that the student may believe that he or she has the option to decline! Teachers should state commands as directives, saving questions for those situations in which the student exercises true choice.

- **avoid long explanations or justifications.** When teachers deliver commands and then tack lengthy explanations onto them, they diminish the force of the directive. If the instructor believes that students should know why they are being told to do something, the teacher should deliver a brief explanation prior to the command.

- **give the student a reasonable amount of time to comply.** Once the teacher has given a command, he or she should give the student a reasonable time span (e.g., 5-15 seconds) to comply. During that waiting period, the instructor should resist the temptation to nag the student, elaborate on the request, or other wise distract the student.

Understanding & Managing Escalating Behavior

ASSUMPTIONS

- Prevention is the best intervention.

- Behavior is learned.

- Behavior is escalated through successive interactions (practice).

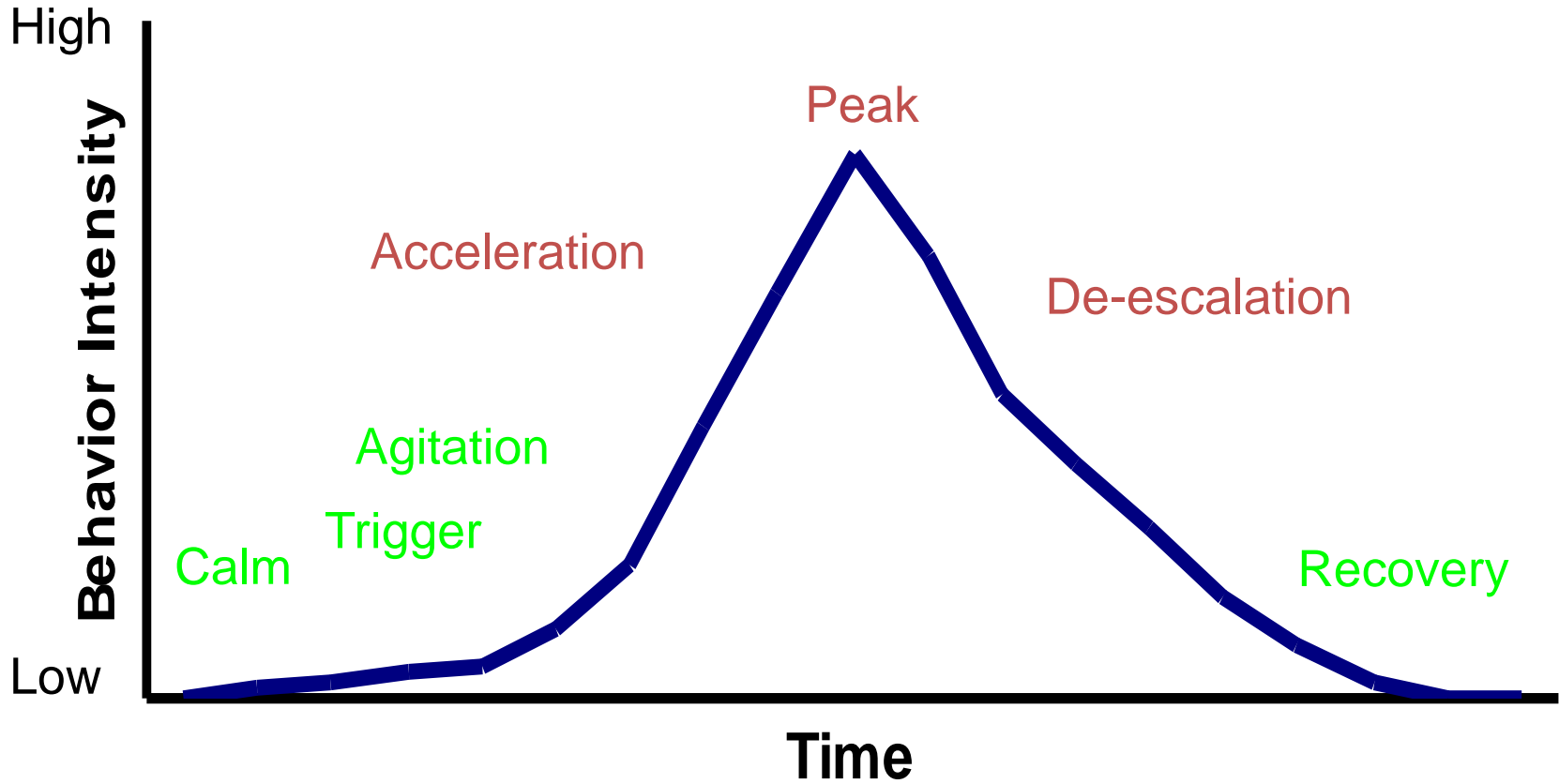- Behavior can be changed through an instructional approach.

OUTCOMES

- Identification of how to intervene early in an escalation.

- Identification of environmental factors that can be manipulated.

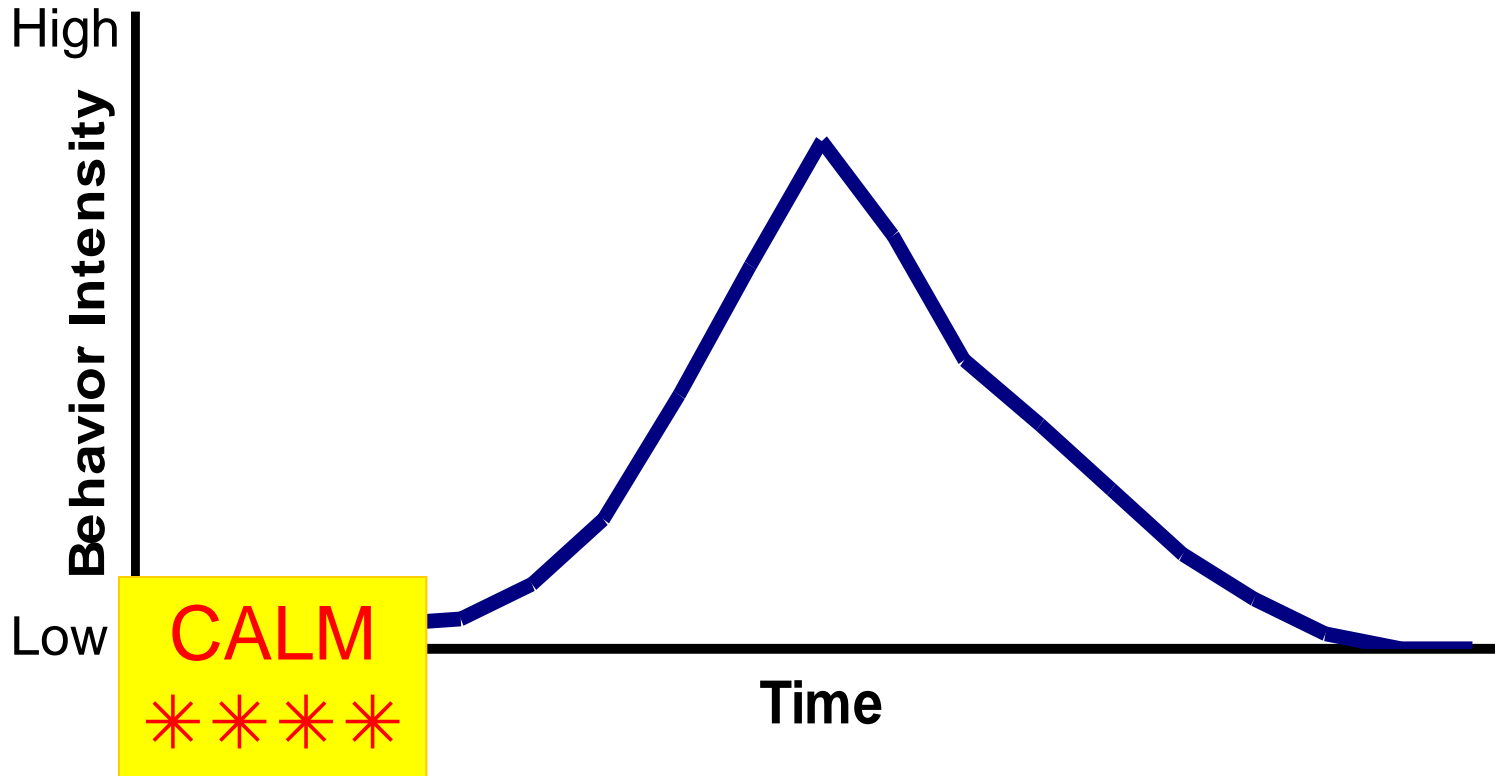- Identification of replacement behaviors that can be taught.

The MODEL

The MODEL

The MODEL

Behavior Intensity graph with High and Low on the vertical axis and Time on the horizontal axis. A yellow box labeled **CALM ****** appears at the low/left portion of the curve, which rises to a peak and falls back down.
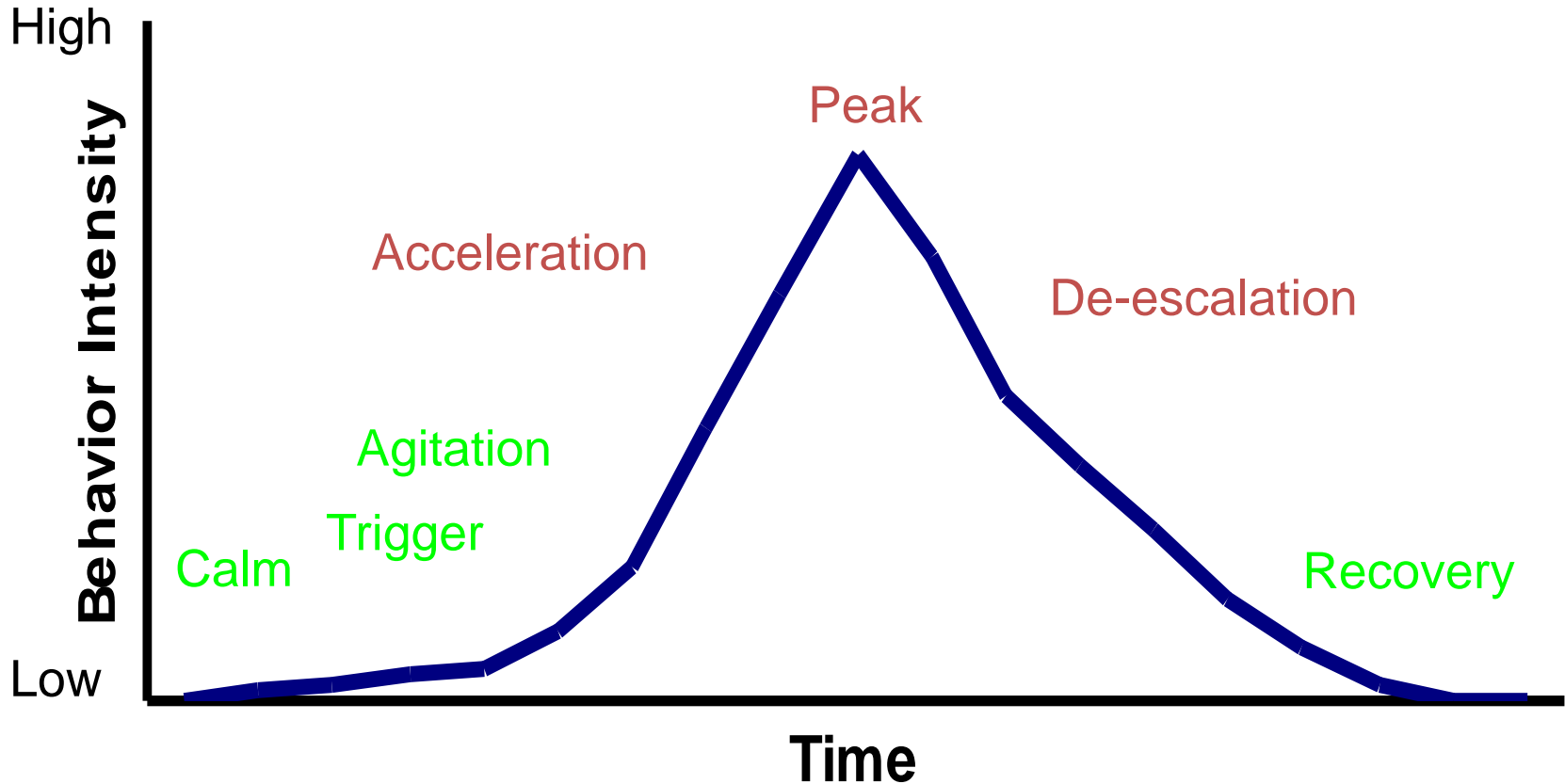
1. Calm

- Student is cooperative.
  - Accepts corrective feedback.
  - Follows directives.
  - Sets personal goals.
  - Ignores distractions.
  - Engaged/completes assignments.
  - Accepts praise.

Calm

- Intervention is focused on prevention.
  - Establish and maintain relationship with student.
  - Arrange for continued high rates of successful academic & social engagements.
  - Use <u>frequent</u> positive reinforcement.
  - Teach social skills.
    - Problem solving
    - Relaxation strategy
    - Self-management
  - Communicate positive expectations through instruction or pre-corrections.

The MODEL
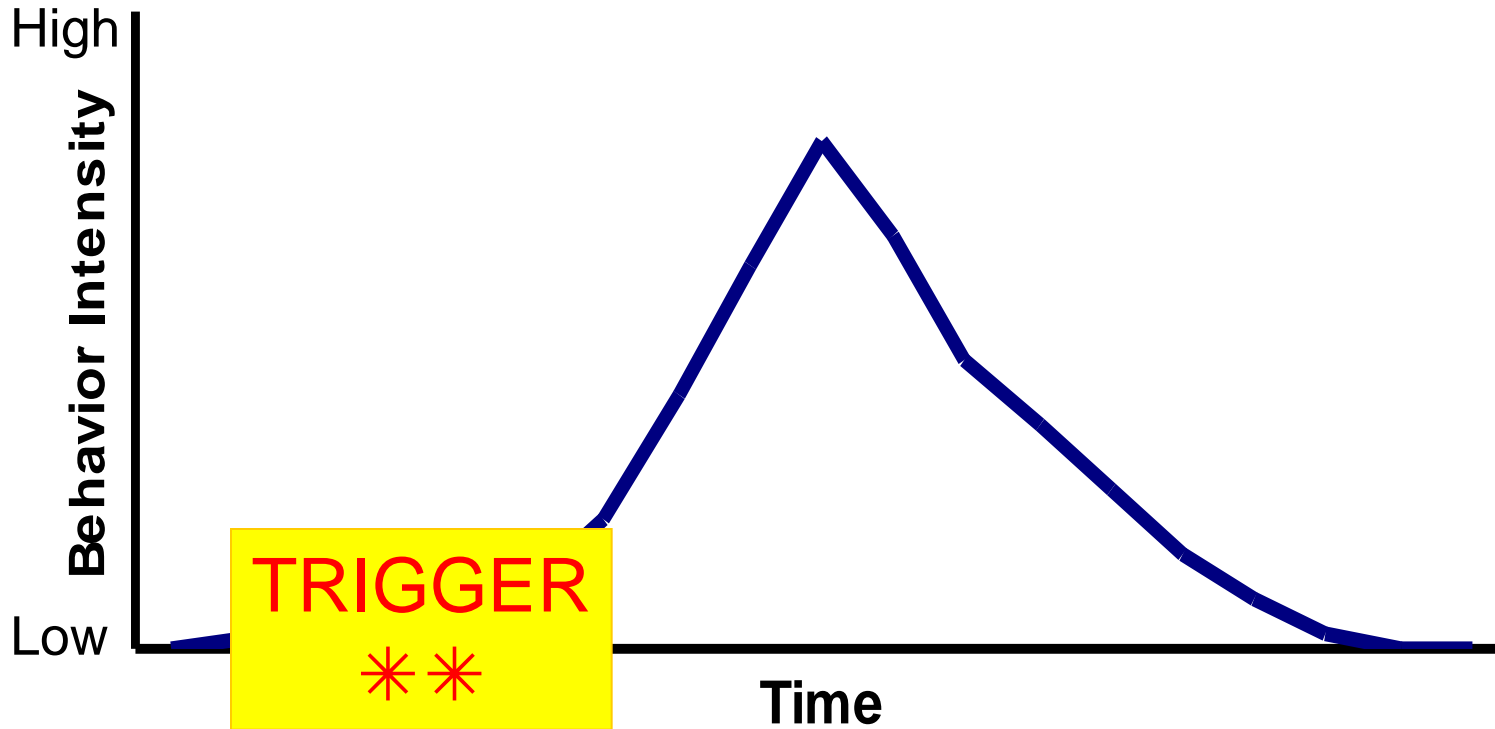
2. Trigger

- Student experiences a series of unresolved conflicts.
  - Repeated failures/difficult assignments
  - Frequent corrections/confrontations from staff
  - Interpersonal conflicts
  - Timelines
  - External stressors (family, community, etc.)
  - Low rates of positive reinforcement

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Trigger

- Intervention is focused on prevention & redirection.
  - Remove from or modify problem context.
  - Redirect student to perform a high-probability behavior.
  - Increase opportunities for success.
  - Increase proximity.
  - Reinforce what has been taught.

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The MODEL
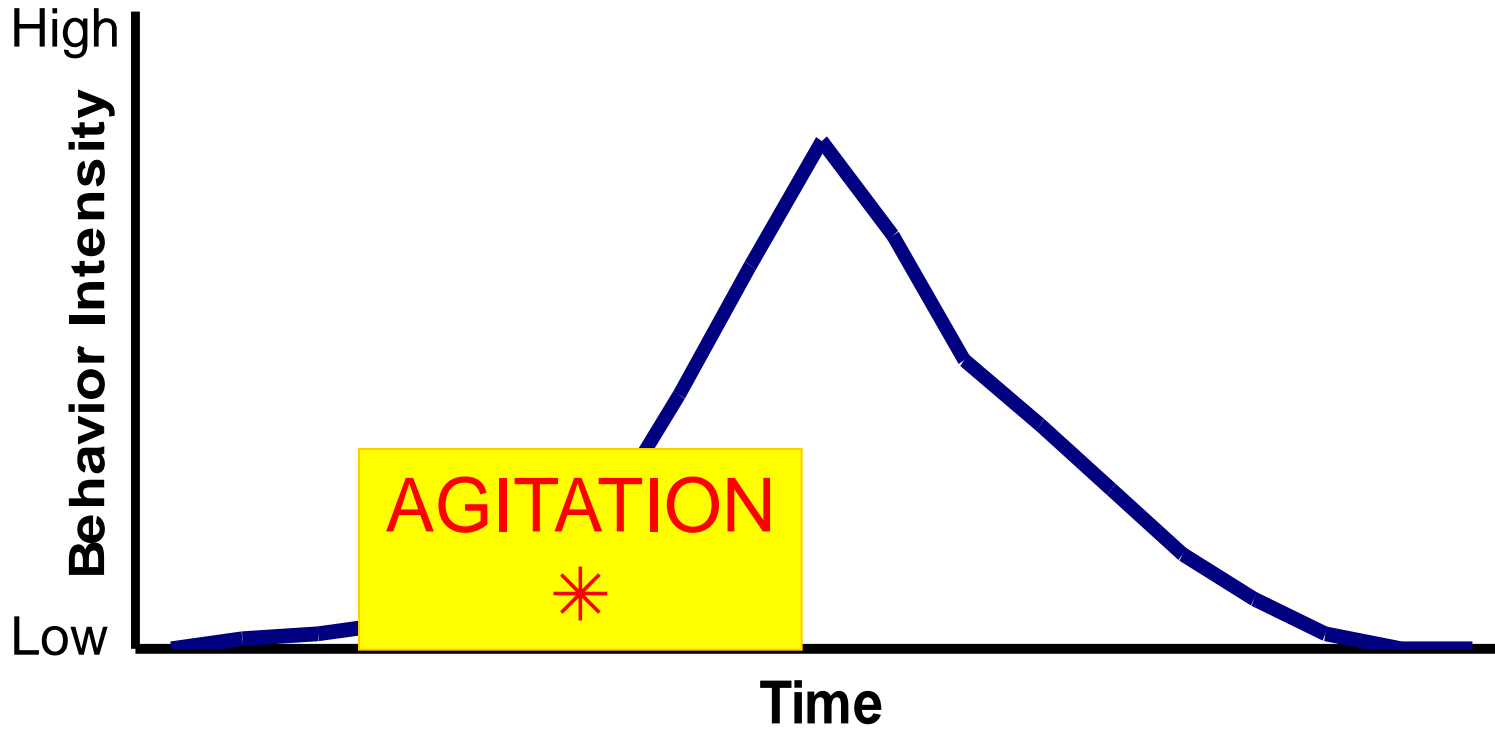
3. Agitation

- Student exhibits increase in unfocused behavior.
  - Off-task
  - Frequent start/stop on tasks
  - Out of seat/frequent pacing
  - Talking with others
  - Social withdrawal/shut down
  - Darting eyes
  - Breathing heavy

  KEY: Recognize Early and Intervene

Agitation

- Intervention is focused on reducing anxiety.
  - Do not give ultimatum.
  - Remain calm.
  - Make structural/environmental modifications.
  - Provide reasonable options & choices.
  - Involve in successful engagements.

The MODEL
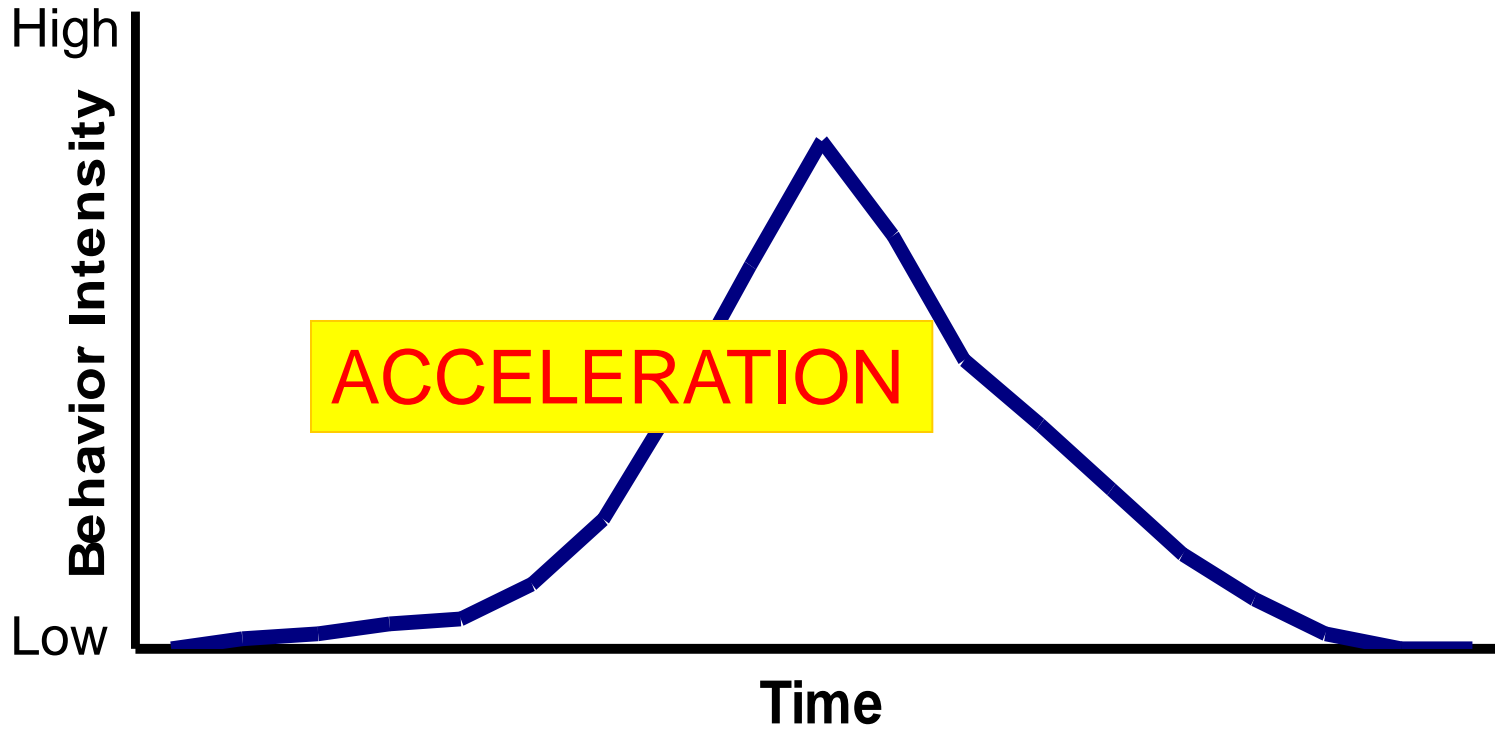
4. Acceleration

- Student displays focused and directed behavior.
  - Provocative
  - High intensity
  - Threatening
  - Personal/Disrespectful

Acceleration

- Intervention is focused on safety.

  - Remember:

    - *Escalations & self-control are inversely related.*

    - *Escalation is likely to run its course.*

Acceleration

Intervention focus :

- – Remove all triggering & competing maintaining factors.

- – Follow crisis prevention procedures.

- – Establish & follow through with bottom line.

- – Disengage from student.
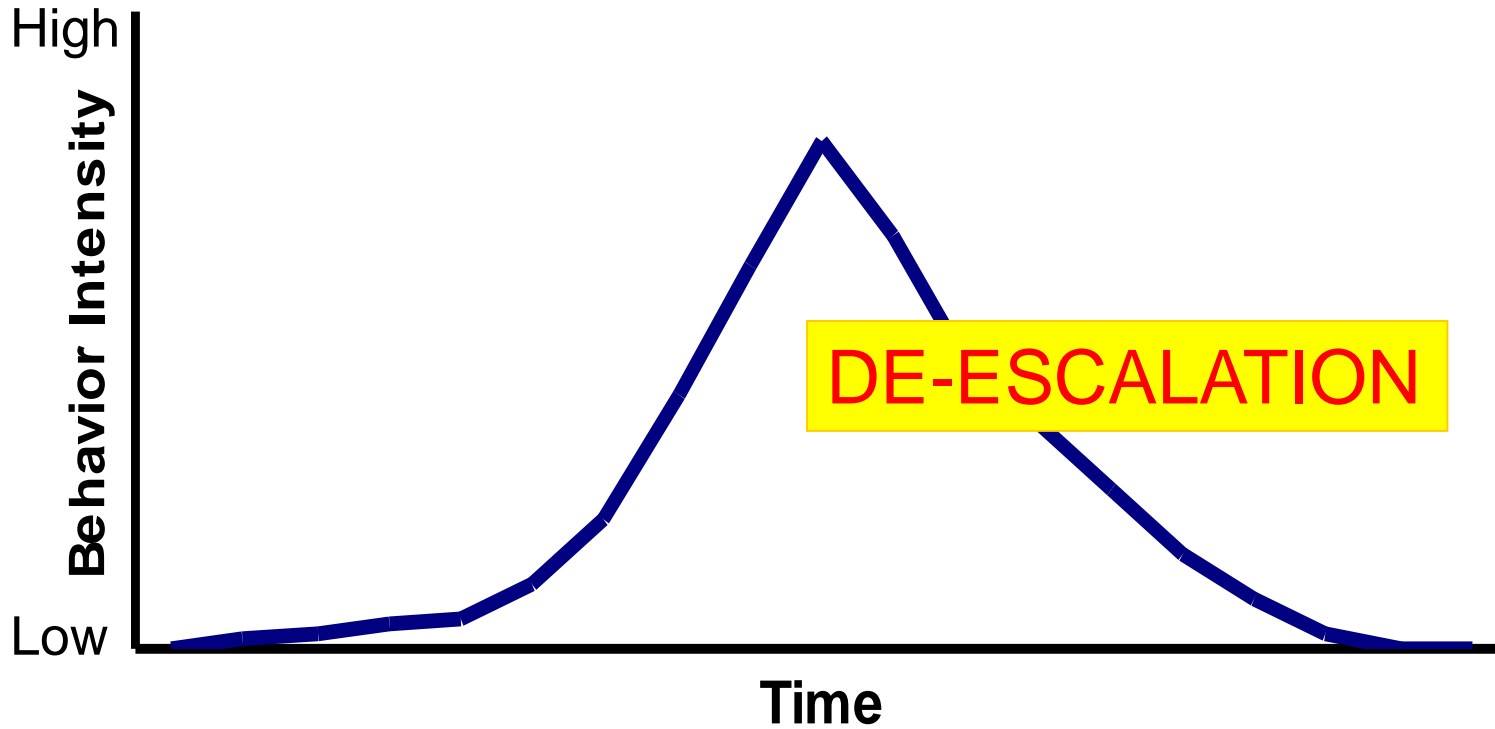
- – Do not take it personally.

The MODEL
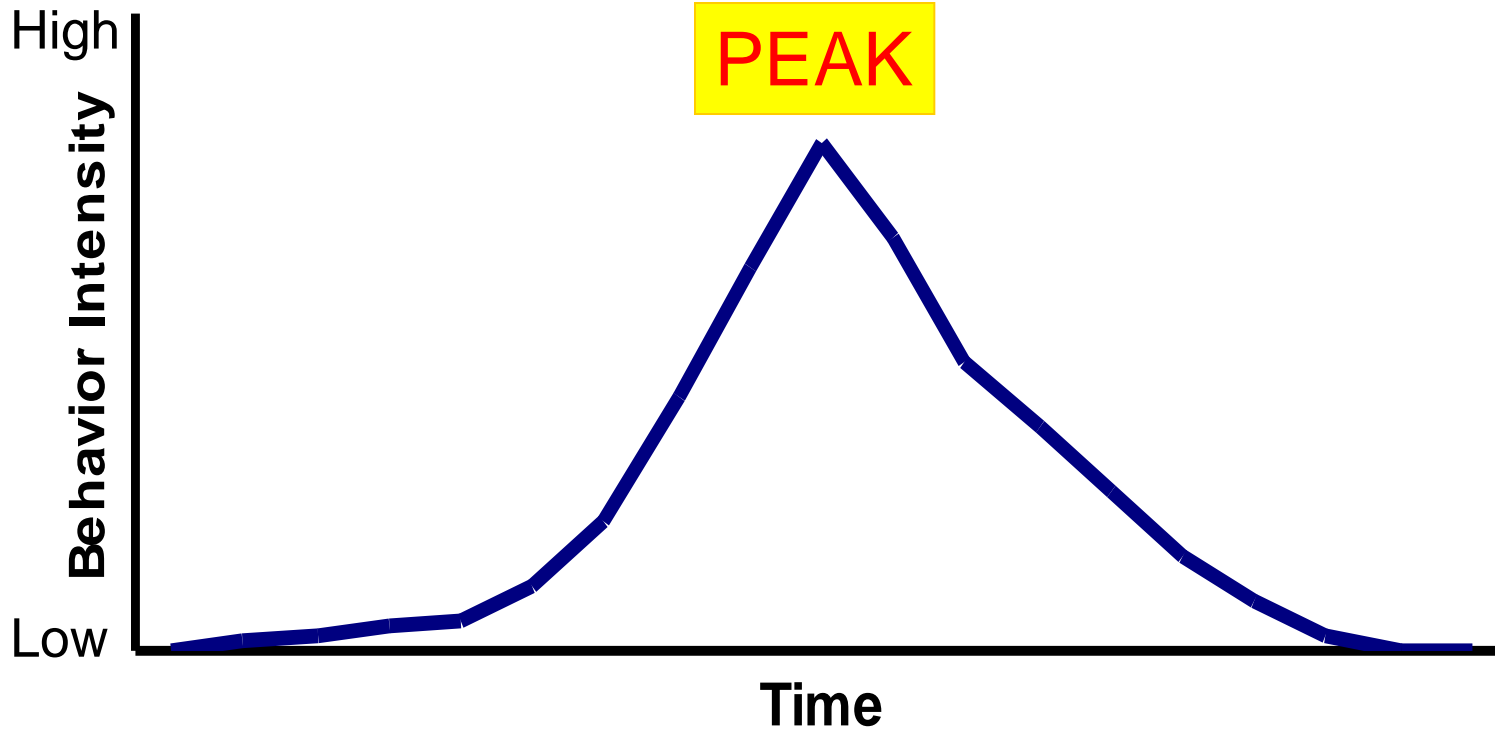
5. Peak

- Student is out of control & displays most severe problem behavior.

  – Physical aggression

  – Property destruction

  – Self-injury

  – Escape/social withdrawal

  – Hyperventilation

Peak

- Intervention is focused on safety.

    - Procedures like acceleration phase, except focus is on crisis intervention

The MODEL

A graph titled with "Behavior Intensity" on the vertical axis (ranging from Low to High) and "Time" on the horizontal axis. A bell-shaped curve rises to a peak and descends. A yellow box with red text reading "DE-ESCALATION" is placed on the descending portion of the curve.

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6. De-escalation

- Student displays confusion but with decreases in severe behavior.
  - Social withdrawal
  - Denial
  - Blaming others
  - Minimization of problem

De-escalation

- Intervention is focused on removing excess attention.
  - Avoid nagging.
  - Avoid blaming.
  - DO NOT force an apology.
  - Emphasize starting anew.

The MODEL
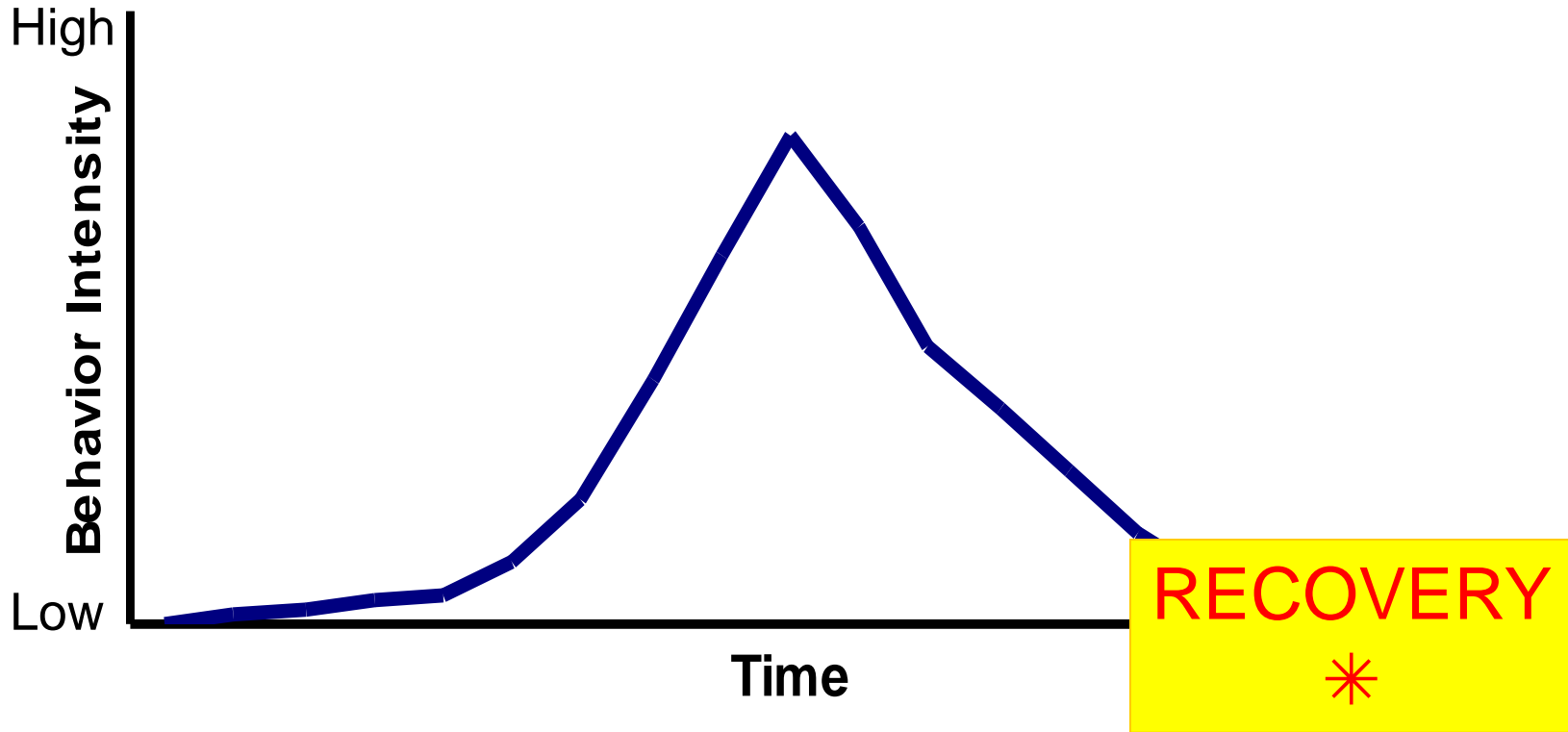
7. Recovery

- Student displays eagerness to engage in non-engagement activities.

  - Unwillingness to participate in group activities.

 - Social withdrawal & sleep.

  - Avoidance/Escape the situation.

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Recovery

- Follow through with consequences for problem behavior.

- Positively reinforce any displays of appropriate behavior.

- Intervention is focused on re-establishing routines activities.

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Recovery

– Problem solving example:

- *What did I do?*

- *Why did I do it?*

- *What could I have done instead?*

- *What do I have to do next?*

- *Can I do it?*

The MODEL
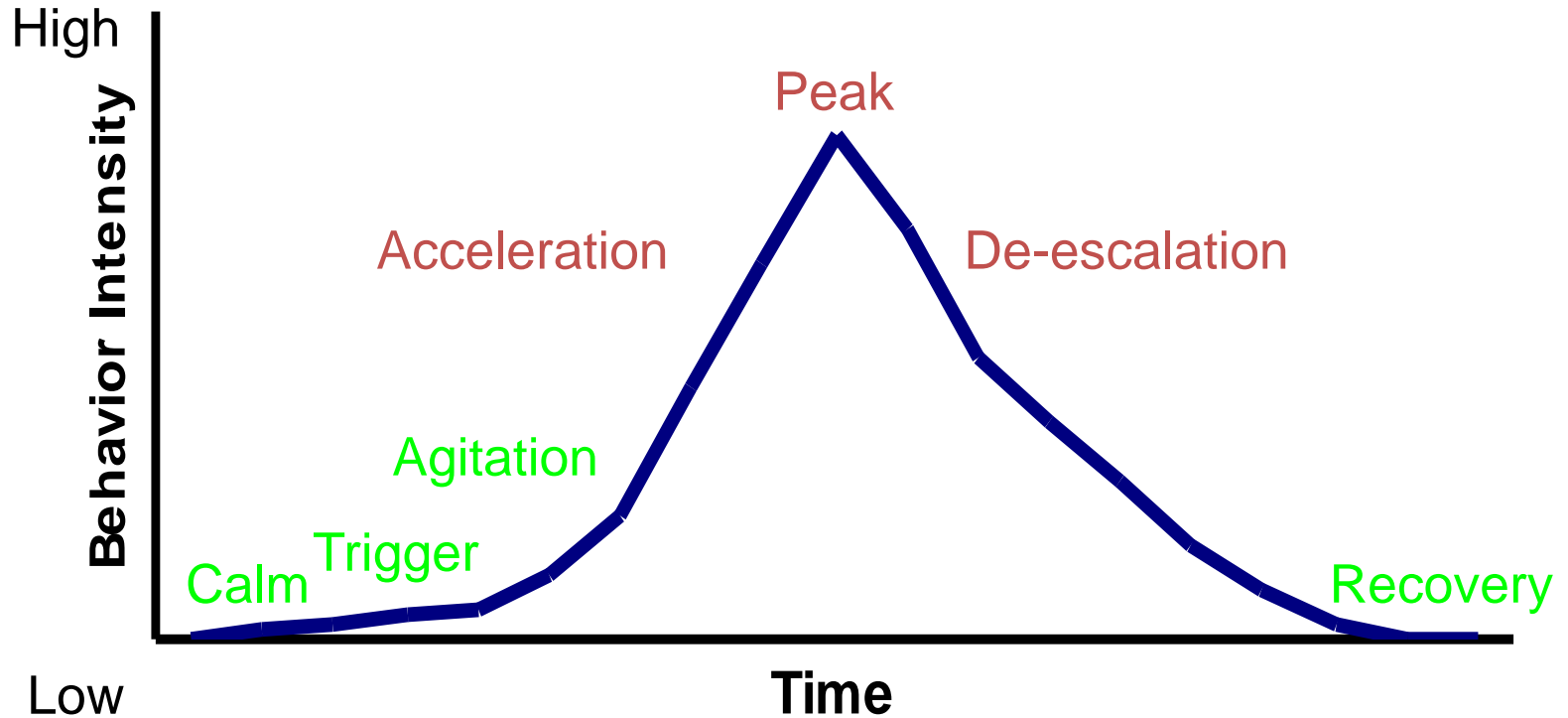
THREE KEY STRATEGIES

- Identify how to intervene early in an escalation.

- Identify environmental factors that can be manipulated.

- Identify replacement behaviors that can be taught.

FINAL THOUGHT

- Geoff Colvin (1989):
  - *It is always important to remember that "if you inadvertently assist the student to escalate, do not be concerned; you will get another chance to do it right the next time around."*

Be sure to remember that. . .

Student performance rates are directly related to the type, duration, frequency, and intensity of reinforcement provided to them in the classroom each day.

Teaching Strategies (Academics)

FREQUENT STUDENT SUCCESS IS THE KEY!

- Conduct curriculum-based assessments to determine appropriate instructional level(s)

- Match instructional materials to instructional level to avoid frustration and/or boredom

- Present information at a brisk pace

- Intersperse known with unknown materials to create momentum

- Provide one task at a time

- Differentiation (tiered assignments, special projects, etc.)

- Provide feedback frequently

Instructional Strategies…Academics

- Check with student frequently to ensure he/she understands task and has skills to perform.

- Develop a signal for student to use when he/she is having trouble.

- Offer students choices in their assignments and areas to work.

- Select and incorporate high interest materials.

- Structure lessons to promote active student engagement.

- Use structured cooperative learning opportunities.

- Provide very frequent encouragement and feedback and about student performance.

Instructional Strategies…Academics

- Provide correct models when students are working on independent assignments.

- Teach and consistently follow classroom expectations, routines, and rituals.

- Inform students of changes in routines.

- Use behavioral momentum to get students started with assignments…provide immediate feedback.

Teaching Strategies (Social/Behavior)

- Provide direct social skill coaching to address skill deficits.

- Provide instruction related to conflict resolution, peer mediation, anger managing, coping with and managing agitation/frustration.

- Teach students to recognize their feelings/emotions and use self-management strategies.

Acknowledgement Strategies (Academics)

- Set realistic goals and provide timely feedback.

- Raise goals as established criterion are met.

- Consistently provide frequent social acknowledgment and encouragement.

- Consistently provide parents with positive feedback.

Acknowledgement Strategies (Social/Behavioral)

- Consistently provide frequent social and/or other reinforcement and acknowledgement as goals are met

- Consistently provide frequent feedback about student behavioral improvements

- Consistently inform parents of positive outcomes.

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Corrective Strategies (Academics)

- Provide students with extra practice/feedback.

- Provide students with increased remedial supports as needed.

Corrective Strategies (Social Behavioral)

When a student is behaving inappropriately prompt student to switch to the replacement behavior

Provide the student with a prompt for making good choices and the option to complete the assignment and/or behavioral task.

Limit Setting: In the event that Tristan fails to comply in a reasonable amount of time staff should follow the following procedures to gain compliance:

a. Delay responding for a moment to avoid giving the student the immediate attention. Instead, staff should focus their attention of students who are behaving/attending appropriately.

Corrective Strategies-Limit Setting

b. Approach the student in a calm, respectful and matter-of-fact fashion and tell him exactly what behaviors are required. For example, "Dale, I need for you to return to your assigned area immediately and quietly complete your math assignment until I give you permission to go to the restroom…," "I will be with you in just a few minutes, thanks".

c. Move away and allow the student a few moments to comply. If and when he complies with the adult request provide him verbal acknowledgment.

Corrective Strategies-Limit Setting

d. In the event the student fails to comply with the request approach him in a respectful, calm, and matter-of-fact fashion and repeat the directive and give him a <u>choice</u> of taking care of problem or receiving a consequence, e.g., " Dale, you have a choice. You can quietly complete your assignment like I asked and I will be with you in a moment OR I will have to give you a poor mark on your Daily Behavior Report and assign you a detention after school to finish your assignment. I will give you a few moments to decide…I am sure you will make a good choice".

Corrective Strategies-Limit Setting

e. Move away and give the student a moment to make his decision. If he complies ,staff should verbally acknowledge. However, if he does not comply within a reasonable amount of time, staff should follow through with whatever consequence was stated. Note: It is essential that staff be consistent when implementing this procedure. Students need predictability across environments and will likely escalate if this procedure is not followed appropriately. In the event that a serious escalation becomes likely staff should follow the school's safety procedures.

Corrective Strategy-Managing Disrespect

- Avoid becoming emotional.

- Becoming emotional just adds to a lose-lose situation.

- Instead...meet disrespectful behavior with respectful behavior.

- Move away momentarily.

- Return and acknowledge the behavior and privately prompt to do what was asked (i.e. precision request) and remind him/her you will address with problem later.

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Corrective Strategy-Managing Disrespect

- If the student complies staff should verbally acknowledge cooperation.

- However, for non-compliance, staff should immediately employ the "limit setting" procedure and follow through appropriately.

- Staff should privately address the issue of disrespect at a later time.

Modifying Behavioral Services and Supports
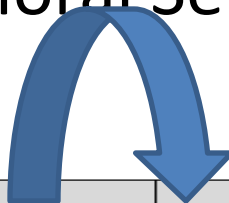
Student Concerns: The following student concerns have been identified for this grading period. Please check all that apply:	Student Procedures: The following procedures were used to address the identified concerns. Please check all that apply:
Attendance _____ School Attendance below 94% _____ Related Service Session Attendance below 85% **Student Behavior** _____ Student receives combined total of 2 days ISS/OSS removals _____ Student receives combined total of 4 days ISS/OSS removals _____ Student receives combined total of 6 days ISS/OSS removals _____ Student receives combined total of 10 or more days ISS/OSS removals _____ Student receives Alternative placement _____ Behavior graph reveals inconsistent responding or deterioration in performance _____ Behavior Ratings (i.e., Sears) suggest need to implement/modify supports **Academic Outcomes** _____ Student receives failing grade in 1 or more core subject areas _____ Student not responding to current academic interventions and supports	_____ Conference with Student _____ Parental/Legal Guardian Contact _____ Attendance Personal Contact _____ Revision to Student Course Schedule _____ Revision to Student Related Service Schedule _____ Consult with administrative/teaching personnel _____ Consult with School Counselor _____ Consult with Behavior Service Personnel _____ Contact with personnel to request an MDR _____ Request IEP reconvene to modify student academic intervention strategies and supports _____ Request IEP reconvene to modify accommodations, modifications, support for personnel _____ Request IEP reconvene to modify student educational track _____ Request IEP reconvene to discuss modification to related services minutes if social/behavioral/emotional concerns are affecting attendance, grades, or discipline _____ Outside Agency Referral _____ Other supports: _____
_____ **No student concerns this grading period**	_____ **No modification to supports required**

Case Scenarios

Objectives:

- Write meaningful and measurable academic PLAAFP statement and corresponding goal(s).

- Write a meaningful and measurable behavior PLAAFP statement and corresponding goal(s).

- Determine appropriate academic accommodations and supports required for student to achieve stated academic and behavior goal(s).

- Develop recommendations for possible IEP revisions.

Resources

Bateman, B.D., & Linden, M. A. (2012). *Better IEPs: How to develop legally correct and educationally useful programs* (5th ed.). Verona, WI: Attainment Company.

Bateman, B.D., & Herr, C.M. (2006). *Writing measurable IEP goals and objectives*. Verona, WI: Attainment Company.

Cullinan, D. (2007). *Students with emotional and behavioral disorders: An introduction for teachers and other helping professionals*. Upper Saddle River, NJ: Pearson.

Johnston, T. C. (2010). *Data without tears: How to write educational goals and collect meaningful data*. Champaign, IL: Research Press.

Wright, P.W.D., Wright, P.D., & O'Connor, S.W. (2013). *All about IEPs: Answers to frequently asked questions about IEPs*. Hartfield, VA: Harbor House Law Press, Inc.

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