Supporting Students with Behavioral Challenges Through the IEP Process

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| Think of a student or child you are currently working with who is struggling with a behavioral skill… |
| What behavior is of most concern? Why? Is this behavior socially significant? Does it impact the student’s independence? Their ability to communicate and/or to learn? Is it a safety/quality of life concern? |
| What behavior is of most concern to the family? To the student? Why? |
| If the behaviors of concern for the family and/or student do not match with those raised by the others (e.g., school, family, and/or student), list what you might consider to help address the concerns and any differences. Discussion? Data? |
| Focus on one behavior at a time. Tell us more about this behavior.   1. What does it look like (observable and measurable)? 2. When/where is the behavior occurring? How about not occurring? 3. Does the behavior occur at school, at home, in the community? 4. What is the frequency, duration of the behavior, etc.? 5. What is the **expected behavior**? |
| Expected Behaviors (we will focus on increasing expected behaviors in the IEP)  Let’s define the Expected Behavior with Examples and Non-examples   |  |  | | --- | --- | | Examples of the Behavior | Non-examples of the Behavior | |  | Can come from your problem behavior | |
| Expected Behavior Critical Skills - Circle one behavior to focus on.   1. Using the chart above, what is a critical skill the student needs to know to perform the expected behavior?   How do we know whether the student is performing this skill?   * When does the student experience challenges? * What does the behavior of concern look like (specific, observable, measureable) * What changes as a result (antecedent, behavior, consequence)  1. Is the student performing the critical skill for the expected behavior (Acquisition)? 2. How frequently, for what duration, etc. do we expect the student to engage in the critical skill for expected behavior? What is the frequency, duration of the critical skill for expected behavior (fluency)? 3. If the student is already performing the critical skill for the expected behavior, does the behavior maintain over time, or does it have to be retaught (maintenance)? 4. Where/when is the student expected to perform the critical skill for the expected behavior? What about outside of school? 5. If the student is already performing the critical skill for the expected behavior, does the student perform the behavior in multiple settings with multiple teachers, at different points in time (generalization)? |
| How will you assess the critical skill over time to measure progress and the appropriateness of the IEP?  Look at the above questions to consider the stage of learning for the student and where the student should be within one year? What type of system of measurement is necessary for progress monitoring?  Circle all that apply, does the student need to perform the skill   * accurately, * more fluently, * without reteaching, or * in more settings/times of day/teachers?   How will we assess progress being made for that skill? |
| Let’s write our IEP Goal. Goals and Objectives should contain:   1. Conditions 2. Student 3. Behavior 4. Criteria (matches your system of measurement)   Example:  Write a goal that sets out the critical skill and how to assess it. Does your goal cover the four components? Does it reflect the student’s stage of learning? |
| Accommodations/Modifications  Does the student need any accommodations or modifications to support their ability to perform the skill? List out individual accommodations or modifications that match the student’s need and help support their ability to achieve the targeted critical skill.  List any relevant accommodations/modifications |