

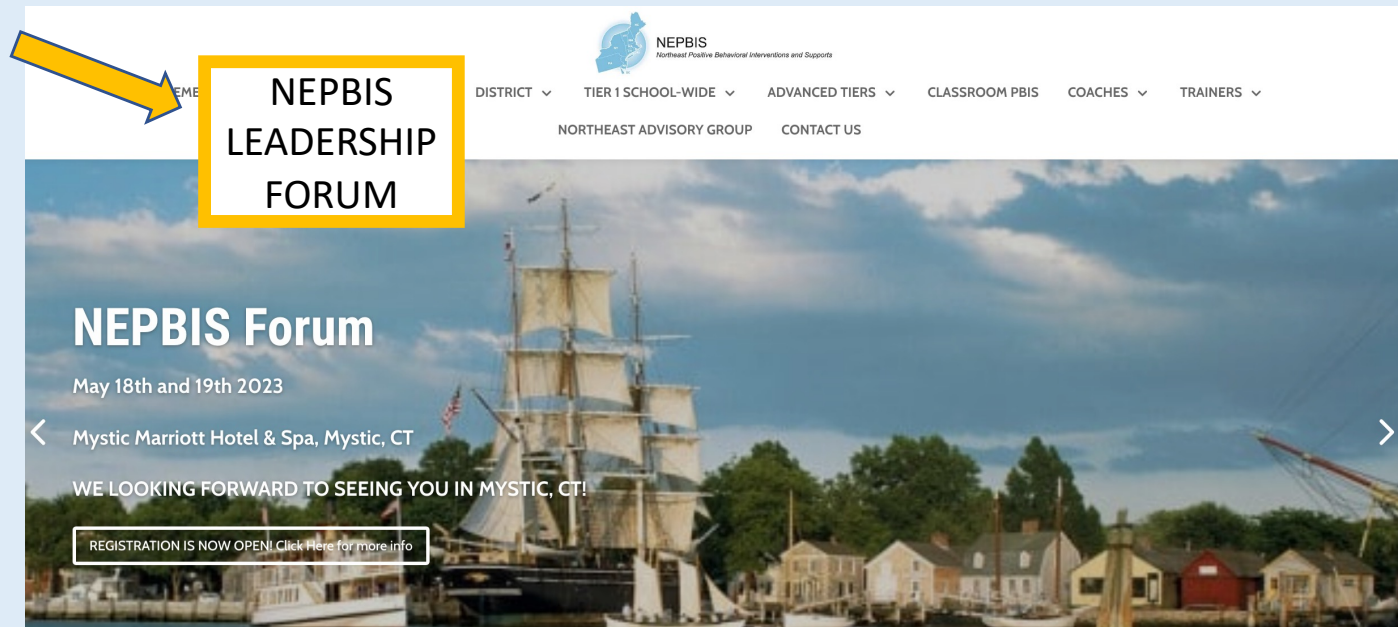
# SUPPORTING STUDENTS WITH BEHAVIORAL CHALLENGES THROUGH THE IEP PROCESS

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Florida & Katherine Meyer, University of Connecticut

**NORTHEAST  
PBIS NETWORK  
LEADERSHIP FORUM  
MAY 17-18, 2023**



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# Learning Objectives

- This session will focus on enhancing IEPs for students with behavioral challenges.
  - Participants will be introduced to some best practices for developing IEPs, facilitated through a step-by-step worksheet;
  - Examples will be provided of measurable, observable, and relevant goals and participants will have an opportunity to practice developing such goals;
  - Participants will be provided with ways to collaborate with families throughout the process
  - Consider the role of function in behavioral interventions and IEP development

CONNECTION OF THE PRESENTATION TOPIC TO TFI 3.0 ITEM:

**COMPREHENSIVE ASSESSMENT PROTOCOL**

**3.4 Comprehensive Assessment Protocol:** Tier 3 leadership team develops, implements, and monitors the use of a **comprehensive assessment protocol to guide consideration of all data** gathered in the context of Tiers 1 and 2, information uncovered during screening, and other relevant data sources on strengths and needs across life domains including behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), academic (e.g., reading, math, writing), medical, and mental health data. The protocol prompts the examination of the following student-specific elements:

1. **strengths:** data-based statement of the student's SEB strengths that honors student and family values, student identity, and lived experiences
2. **needs:** operational description of internalizing or externalizing SEB need (e.g., chronic or significant display of contextually inappropriate behavior)
3. **hypothesis statement:** data-based identification of situations (antecedents) that predict and reinforcers that maintain these behaviors (i.e., statement of behavioral function)
4. **additional information:** other relevant indicators of strength and need relevant to developing an individual support plan (e.g., diagnostic academic data, attendance, mental health/wellness, physical health/wellness, basic needs across life domains)



# Tell us about yourselves!

Special Education teacher/support staff

*General Education teacher/support staff*

Consultant

*Specialist (School Psych, BCBA, SAC, etc.)*

School/District Administrator

Parent



What's your  
role/  
position?

# Why? A Non-example

Present level of Academic Achievement and Functional Performance:

- Laura struggles to make friends. She often plays by herself on the playground. Laura's parents report she is not invited to Birthday parties or playdates with her classmates.

Goal

- Laura will make friends in 85% of occasions.

Questions

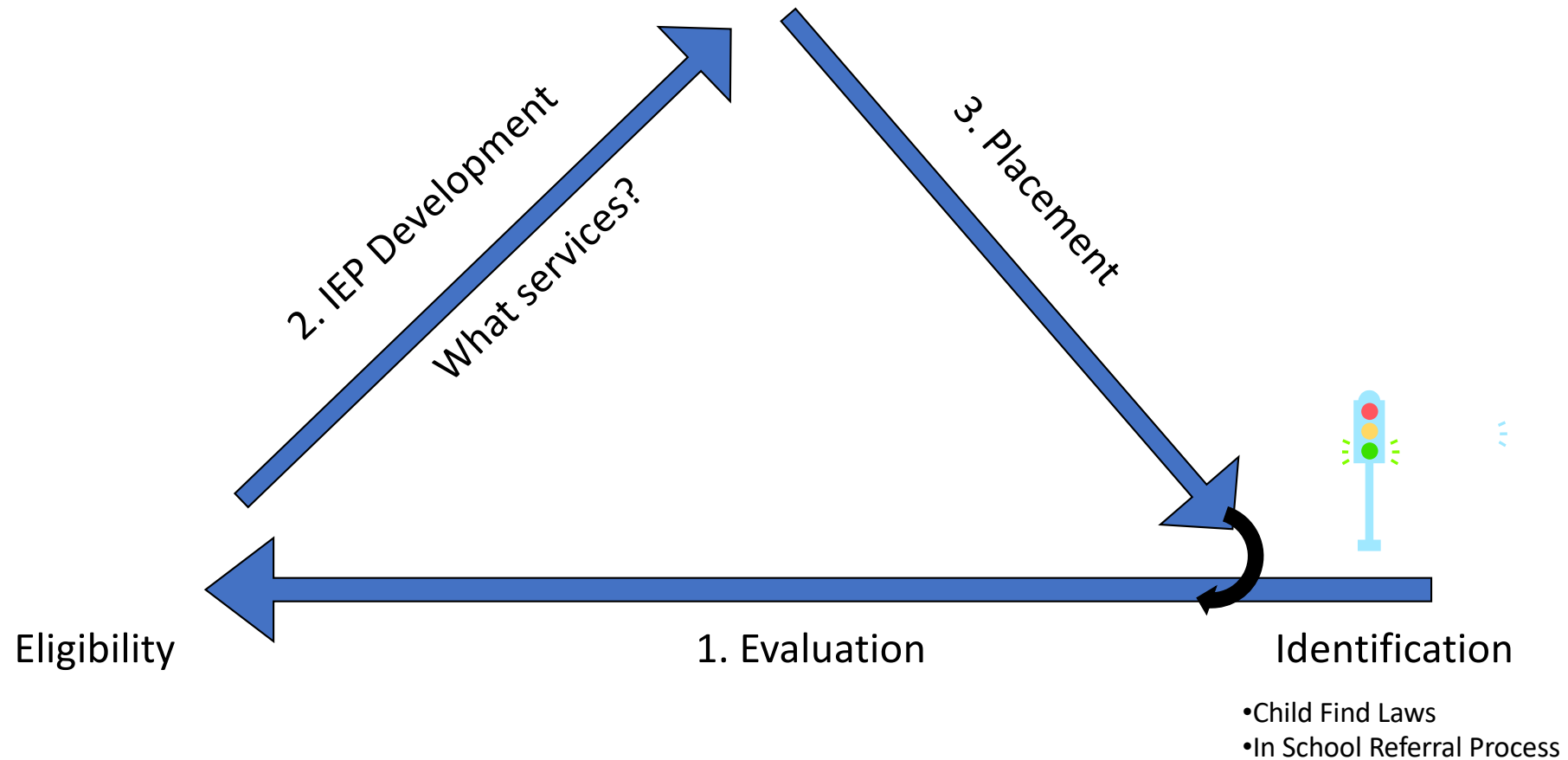
- Is this important?
- Can you observe and measure making friends?
- Are there social skills that might facilitate the intent behind this goal?

Let's start at the very beginning...

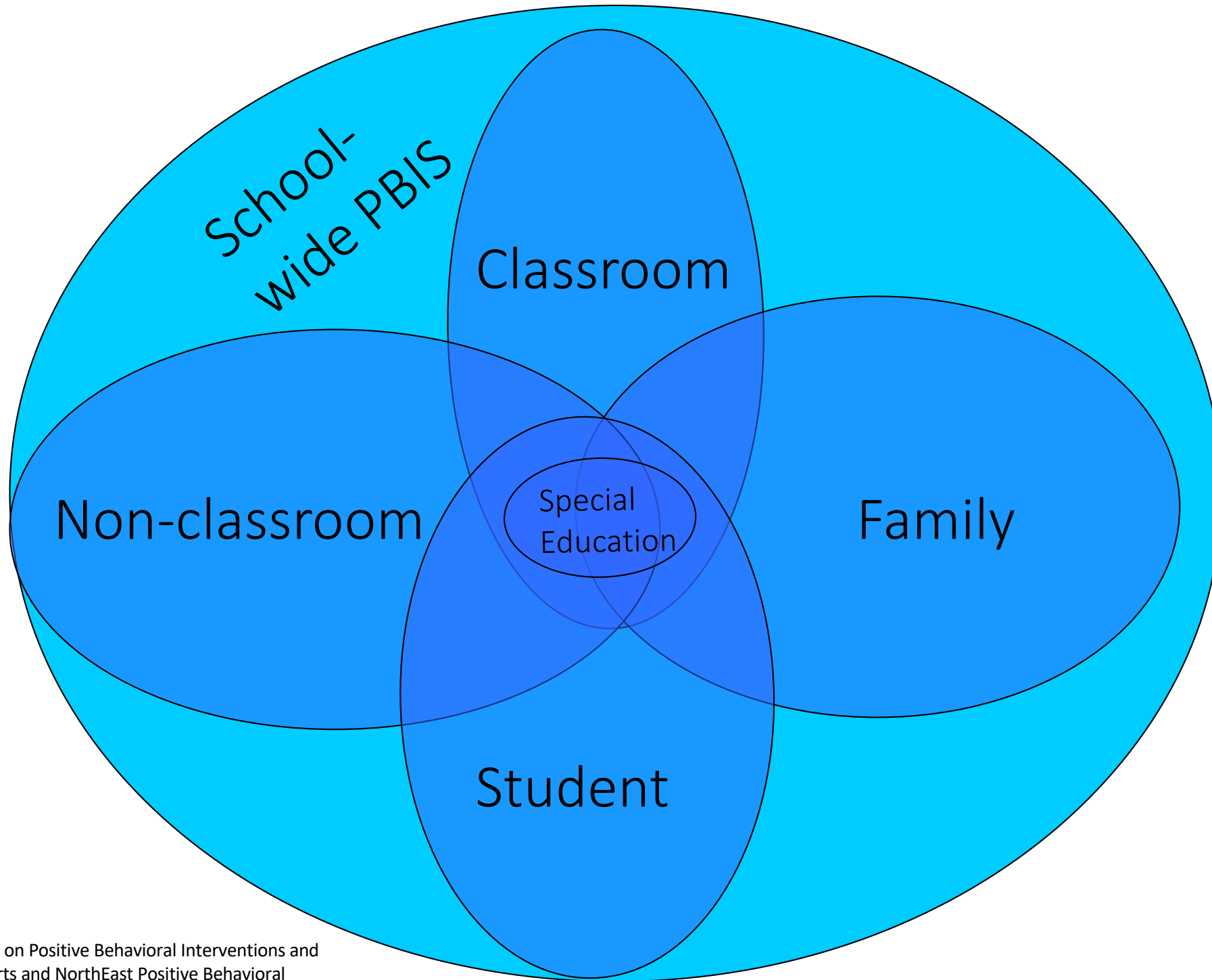
Model of Special Education

# Model of Special Education

(Bateman & Linden, 2006, p. 19)







How do we work together to achieve our goal/s?



# Broad Legal Definition of Parent

(from *IDEA 2004*)

- `(23) PARENT- The term `parent' means—
  - `(A) a **natural, adoptive, or foster parent** of a child (unless a foster parent is prohibited by State law from serving as a parent);
  - `(B) a **guardian** (but not the State if the child is a ward of the State);
  - `(C) an **individual acting in the place** of a natural or adoptive parent (including a grandparent, stepparent, or other relative) **with whom the child lives**, **or** an individual who is **legally responsible** for the child's welfare; or
  - `(D) except as used in sections 615(b)(2) and 639(a)(5), an individual assigned under either of those sections to be a **surrogate parent**.

(20 U.S.C. § 1402)

# What do parents bring to the table?

- Provide information about the student's...
  - ...unique characteristics
  - ...strengths and weaknesses
  - ...behavior in the home
  - ...academic/social history
  - ...data from additional assessments
  - ...information about outside influences
  - ...etc.

Help to provide insight on what is  
**APPROPRIATE!!!**

What is an Appropriate Program?

# FAPE

## *Free Appropriate Public Education*

Free: Both SPED and Related Services are provided at public's expense

Appropriate: ~~"Chevy Standard"~~ defined by *Endrew v. Douglas County School District RE-1* 798 F. 3d 1329, vacated and remanded (2017)  
798 F. 3d 1329, vacated and remanded (2017):

- Meets requirements of act (Procedurally correct)
- **Make progress that is appropriate in light of his or her circumstances**
- Individualized/Personalized

Public: Meet public standard (i.e., standards of state education agency)

Education: Include preschool, elementary school, or secondary school education; provided in accordance with IEP.

# Identifying Skills to Teach

How do we make sure we're targeting appropriate social and behavioral goals?





What are critical and appropriate behavioral skills?



# Guiding Principles

- Social and behavioral skills are primarily ***learned behaviors***
- Social and behavioral skills are comprised of ***specific and discrete verbal and nonverbal behaviors***
- Social and behavioral skills are highly ***contextual***
- Social and behavioral skills include both initiations and responses and are ***interactive*** by nature

*These are skills we can identify & teach!*

Examples	Non-Examples
Kate will take 3 slow breaths and identify her feeling on a 5 point scale before responding to teachers when she is asked to do a non-preferred task	Kate will regulate her emotions when she is stressed
Katie will raise her hand before speaking during whole group instruction	Katie will be respectful in the classroom
Laura will throw away her trash at the end of lunch	Laura will follow expectations during lunch
Karen will use questions to discover other people's hobbies or interests with initial cues	Karen will maintain a 4 turn conversation with a peer

Have a conversation:

- What skills will result in socially si
- What skills are important to the s
  - Across contexts (e.g., school, home,

Increase  
independence

Safety/Quality  
of life

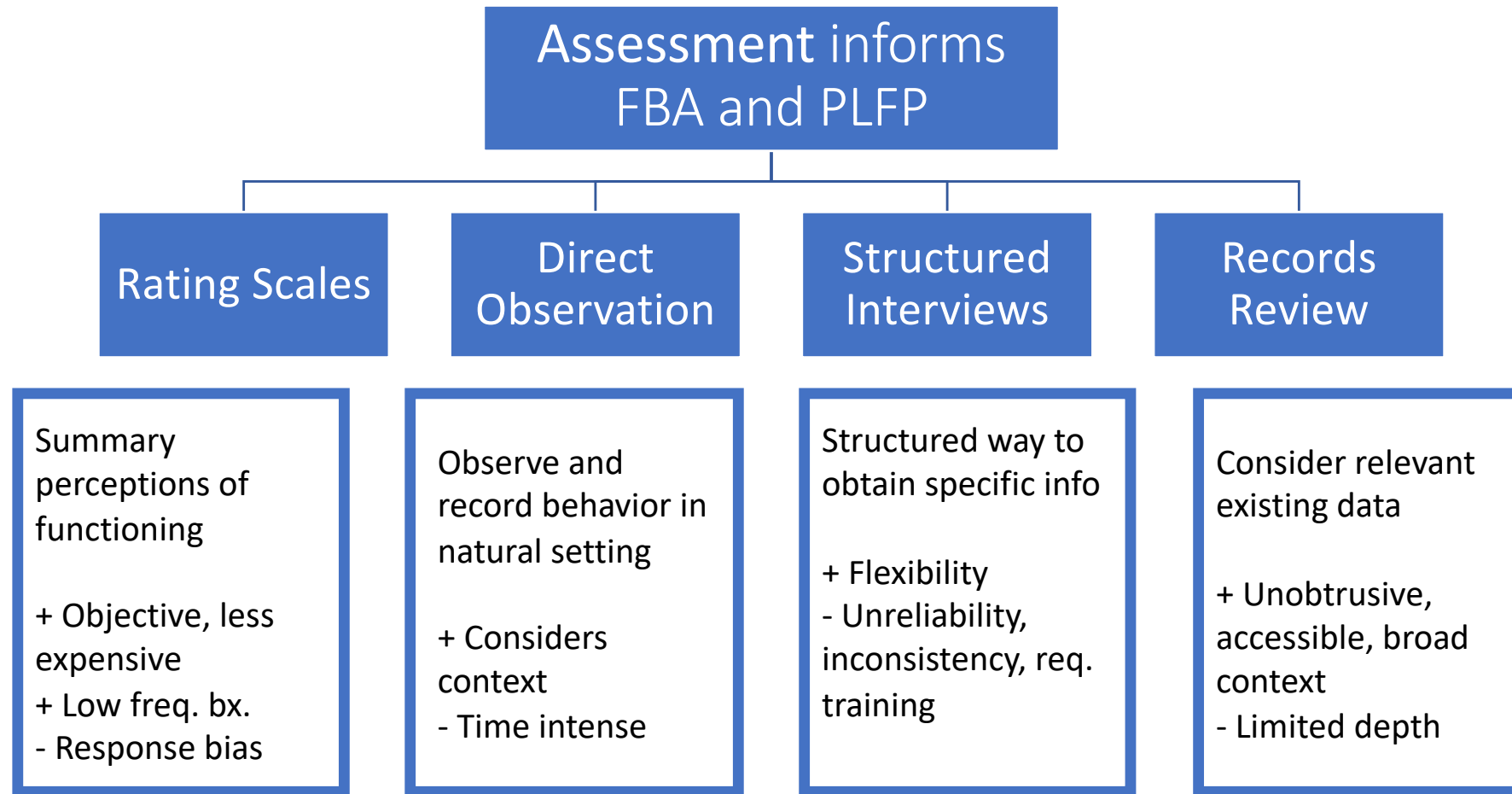
Communication

Address barriers  
interfering with  
learning

What level of family/student  
involvement do you typically see?

1. Family and student are present at the IEP meeting
2. Family and student input are solicited during the IEP meeting
3. Family and student participate in the process of identifying goals
4. There's a system for ongoing communication regarding identifying goals and measuring progress

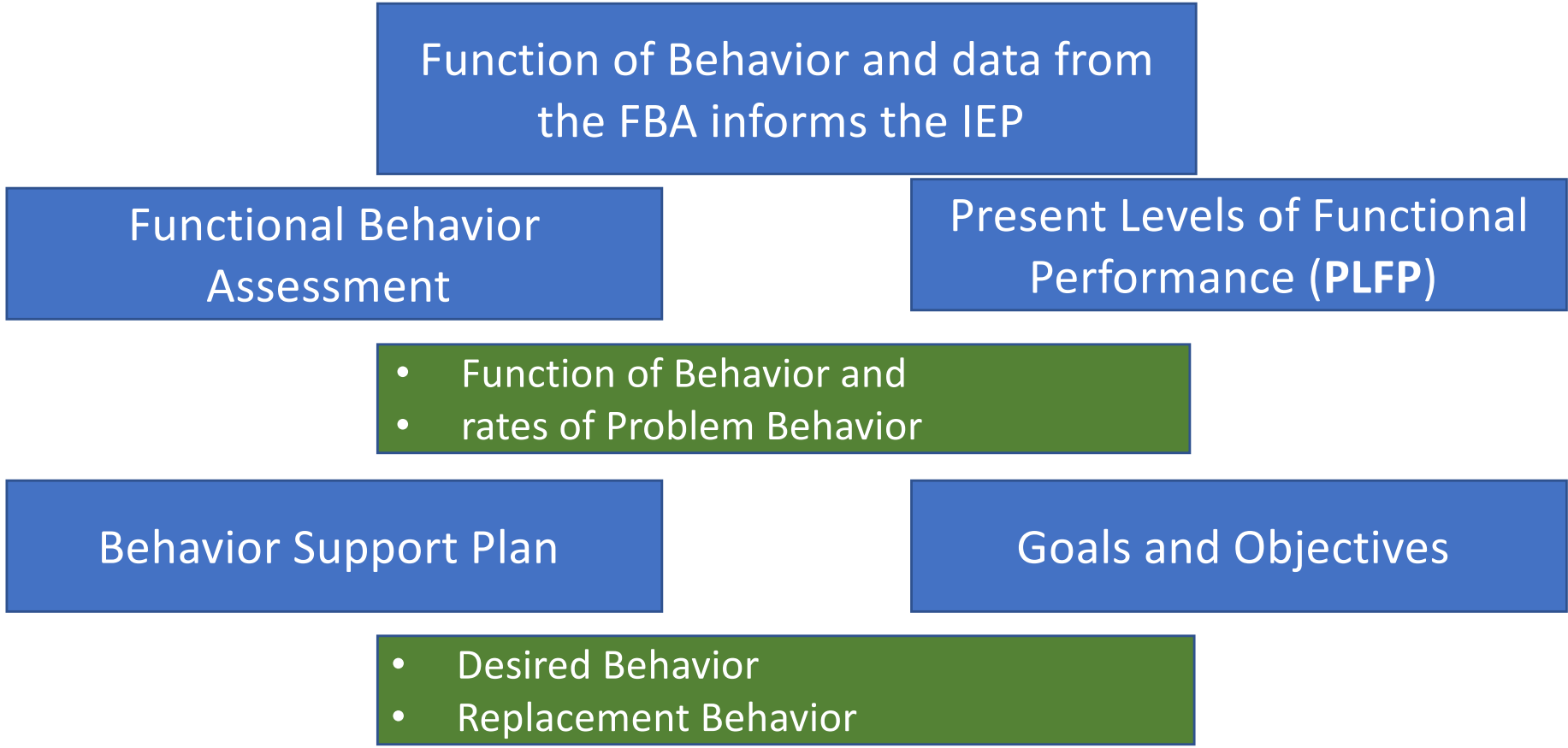




Merrell, 2008

# Role of Function and IEP

TFI Item 3.4:  
Assessment



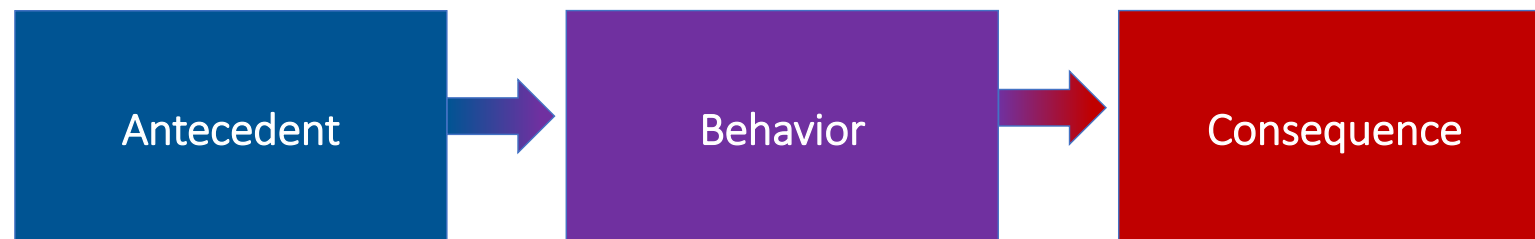
(Yell, Bateman, Shriner, 2022)

What do we learn from a  
Functional Behavior  
Assessment Direct  
Observations?

TFI Item 3.4:  
Assessment

Direct Observation

- *When* does the student experience challenges?
  - What is the context/setting/routine?
  - Who is or isn't around?
  - Are there times when the student *does* perform the skill?
  - Are the challenges limited to school or do they occur at home?
- *What* does the behavior of concern look like (specific, observable, measurable)?
  - Intensity, duration, variability
- *What* changes as a result?
  - Consider access and escape to/from activity, attention, sensory stimulation
  - Does this change in different settings (school/home/community)?





# Our Example

- Julian is a 10th grade student who started receiving Special Education services when he was in 8th grade because his behavior impacts his ability to make progress in the general education curriculum. During independent work Julian screams and swears at teachers and classmates and swipes materials off his desk. When asked to work with a teacher or a peer Julian completes 100% of assigned work.
- *When* does the student experience challenges?
  - What is the context/setting/routine? **Math, Science, Social Studies, and English during independent work.**
  - Who is or isn't around? **Teacher is working with peers and not readily available**
  - Are there times when the student *does* perform the skill? **Julian completes independent work during art class.**
  - Are the challenges limited to school or do they occur at home? **Julian does not complete homework with our adult support (older sibling, grandma, and mother).**

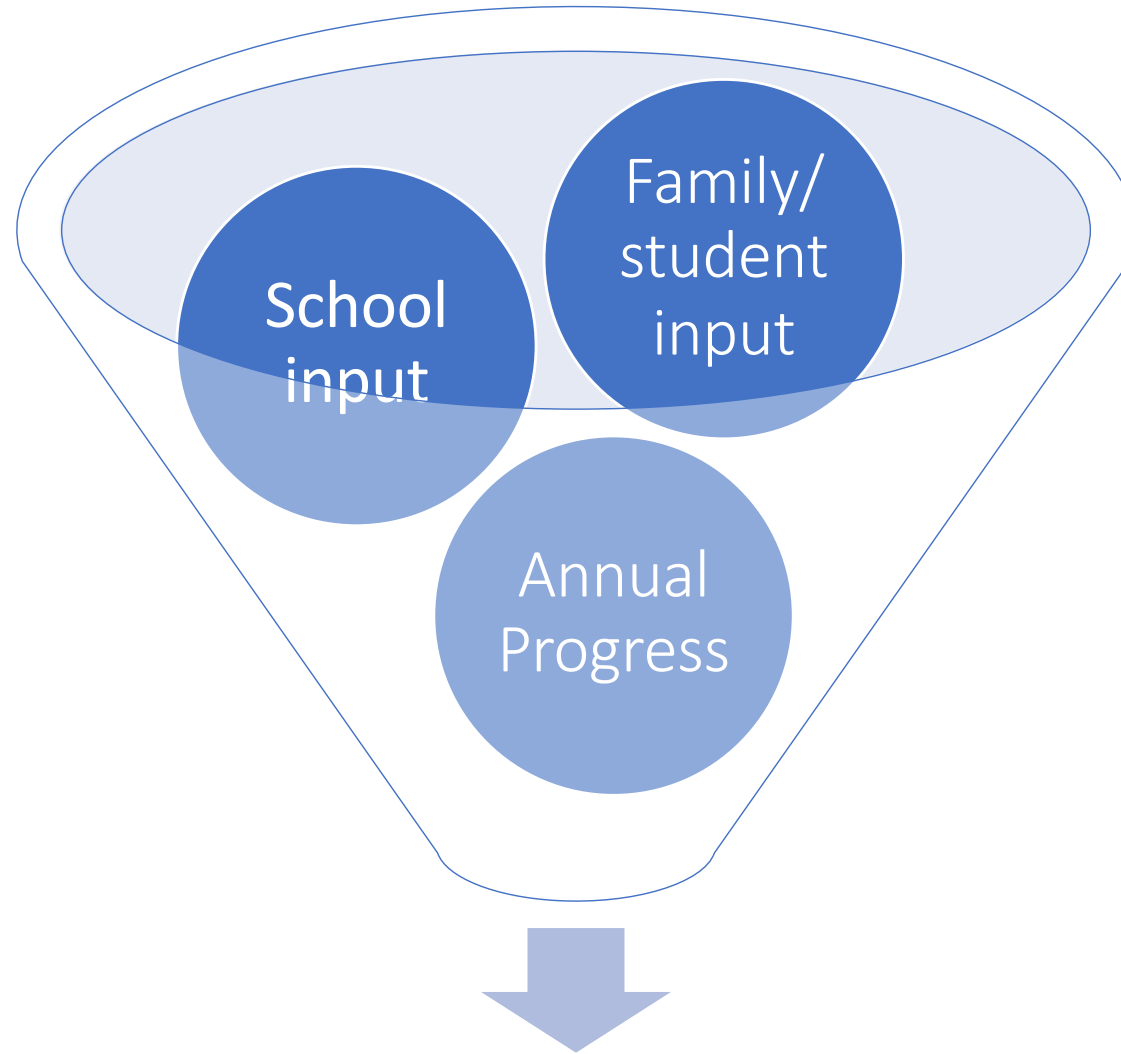
# Our Example

- *What* does the behavior of concern look like (specific, observable, measurable)?
  - Intensity, duration, variability Julian screams and swears loud enough for students in neighboring classrooms to hear, ranging from 10-15 minutes (unless sent out of the classroom earlier), his papers fall 6ft away from his desk, the behavior occurs 2-3 times a day.
- *What* changes as a result?
  - Consider access and escape to/from activity, attention, sensory stimulation Julian obtains adult attention and escapes from independent academic activities.
  - Does this change in different settings (school/home/community)? The behavior occurs at home when Julian is asked to complete homework independently.

# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **What behavior is of most concern to the school? Family? Student? What does this behavior look like?** Laura often plays and completes classroom assignments independently. When asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her to participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.

How can this information help  
inform the PLFP?



Present Levels of Performance

# Present Levels of Academic Achievement and Functional Performance

- Describes the effect of the disability in the general curriculum
- Includes
  - Academic and non-academic areas
  - Objective and measurable terms
    - **Data-based**
    - Evaluation scores need to be self-explanatory or explained clearly
  - Written in the areas addressed by Special Education
  - Linked to other areas in IEP (all **needs must be addressed**)
- Provides a quantitative baseline of student's level of performance and her/his performance in relation to her/his peers.
- Foundation to the rest of the IEP

# PLAAFP

- Observable and Measurable Behavior...What does the behavior look like? What are the baseline levels of the behavior?

- Functional Areas (e.g., adaptive living skills)
  - Task analysis what skills are necessary for a behavior and
  - What skills has the student has mastered/not mastered

- "Behavior Problems"

- Baseline rates of problem behavior,
- Function of the PB,
- Alternative socially acceptable replacement behaviors, and
- Desired behaviors (Yell, Bateman, Shriner, 2022, p. 73)

- Why is this behavior critical or impacting the student's performance in the general education curriculum?

Restroom Procedure Data Collection Sheet

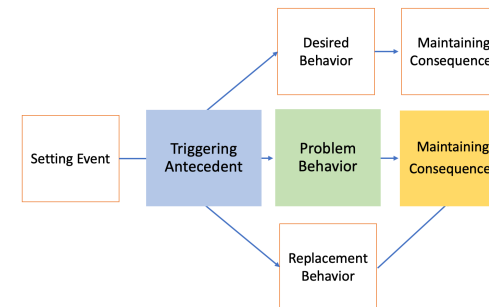
Student \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

	I	V	G	PP	FP	R
Walks to rest room area appropriately						
Pulls down pants/underwear						
Sits on toilet for 2 mins.						
Uses fidgets or comic books						
Cleans self appropriately						
Pulls up clothing						
Flushes toilet						
Washes hands						
Leaves rest room area appropriately						

Student \_\_\_\_\_ Date \_\_\_\_\_ Time \_\_\_\_\_

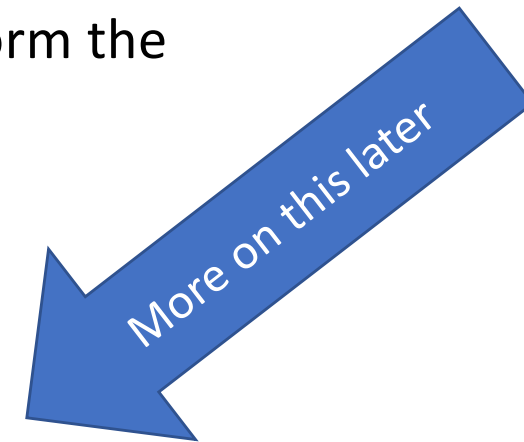
	I	V	G	PP	FP	R
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Cleans self appropriately						
Pulls up clothing						
Flushes toilet						
Washes hands						
Leaves rest room area appropriately						

Scoring: Use of prompt (I), tally mark, Correct response (+)  
Key: \_\_\_\_\_



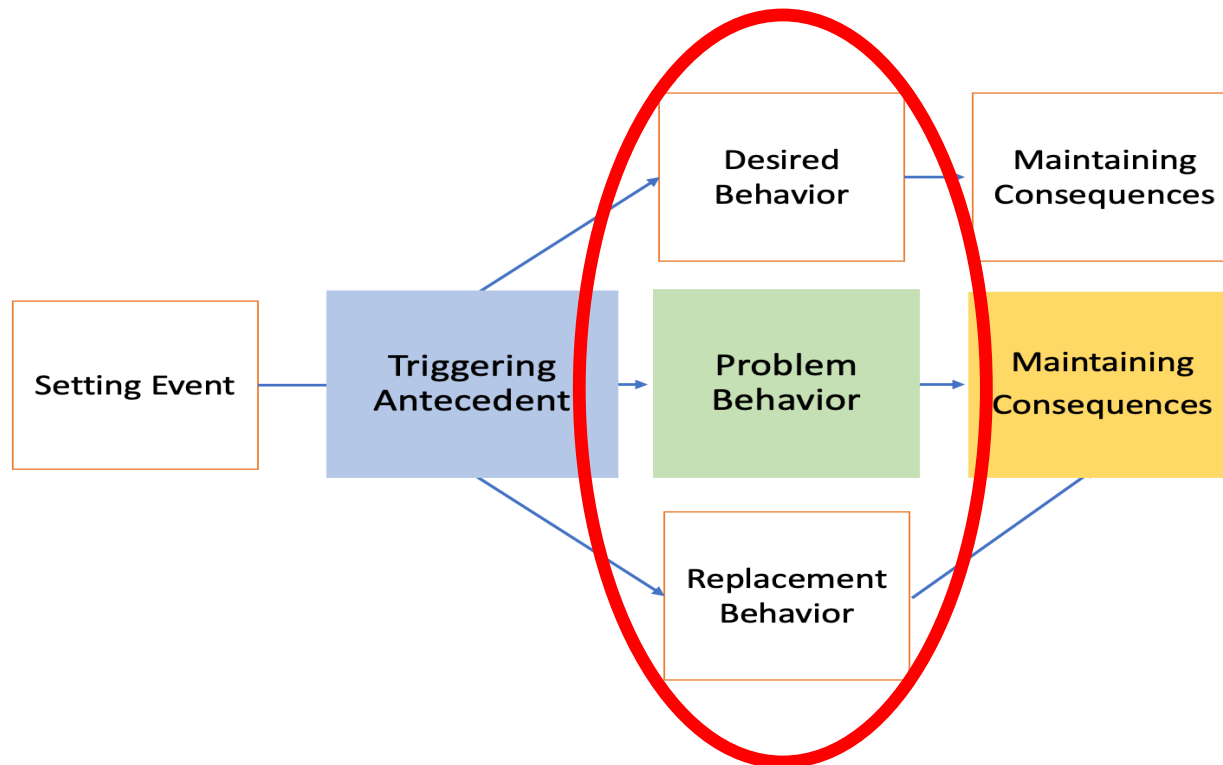
# PLAAFP

- Functional Areas
  - When and Where does the student need to perform the behavior?
  - What skills is/is not the student performing?
    - Consider school, home, and community
- Behavior Problems
  - When is where is the problem behavior occurring and not occurring?
  - What is the frequency, duration, etc. of the problem behavior?
  - What is the replacement behavior or desired behavior? This is the expected behavior?
    - Are they performing the **expected behavior**?





# From the FBA/BSP to the PLFP



# PLAAFP Expected Behavior

- It is important we teach and focus our supports on behaviors we **want** students to perform
  - Functional Areas are positively stated
  - Problem Behaviors go in the PLAAFP but...what do we want our student to do? This is the desired behavior or replacement behavior. These are **Expected Behaviors**.
    - What does the expected behavior look like? Observable and Measurable examples and Non-Examples? When and where is the student expected to perform the behavior inside/outside of school?
    - Is the student performing the skill (Acquisition)?
    - If so, when, where, how often? Does the skill maintain over time or do you have to re-teach it? Does the student perform the skill in new settings, with different staff, or adapt the skill?

# What does the Behavior Look Like?

- When asked to sit or work with her peers, participate in small group/large group activities Laura elopes or puts her head down on her desk.
- **When are where is the behavior occurring?**
  - During small/large group academic activities, lunch, and physical education throughout the entire day.
- **What is the frequency of the behavior?**
  - On average Laura; elopes 3x per day for 45-minutes and puts her head down 5x per day 10-mins.
- **What is the expected behavior?**
  - Replacement Behavior: Ask for a break
  - Desired Behavior: Interact with Peers

# Expected Behaviors: Desired and Replacement

<b>Desired: Complete Independent Work</b>	<b>Replacement Behavior: Take Deep Breaths &amp; Ask for Help</b>
<ul style="list-style-type: none"><li>• Sit quietly</li><li>• Gather materials</li><li>• Complete written response to prompt (math problem, writing prompt)</li><li>• Ask clarifying questions and resume work</li></ul>	<ul style="list-style-type: none"><li>• Teach student to identify when they are feeling angry or frustrated</li><li>• Take 3 deep breaths</li><li>• Count to 10</li><li>• Raise hand to ask teacher, TA, or other adult for assistance</li></ul>

# Expected Behavior: Peer Interactions

Examples	Non Examples
<ul style="list-style-type: none"><li>• Peer greetings (e.g., good morning)</li><li>• Response to peer questions (e.g., how was your weekend?)</li><li>• Contribute to group discussion (e.g., shares ideas, solutions)</li><li>• Collaborate with peers on assignments</li><li>• Sits with peers during lunch</li><li>• Plays mutually enjoyed games with peers during recess</li></ul>	<ul style="list-style-type: none"><li>• Greets teachers/staff</li><li>• Responds to teachers/staff</li><li>• Completes group work independently and turns it into teacher or group</li><li>• Sits with peers during group assignment and remains silent or puts head down</li><li>• Sits with teachers/staff during lunch</li><li>• Stands with teachers during recess</li></ul>

# We used the FBA, BSP, and PLFP to determine

- The rates, duration, frequency, etc. of the problem behavior
- The function of the problem behavior which allowed us to determine a functionally appropriate replacement behavior
- Replacement behavior and rates
- Desired behavior and rates

# Back to the 3 Behaviors from the FBA/BSP

- IEP Goals will include
  - Desired Behavior and
  - Replacement Behavior
- You will continue to measure the Problem Behavior for the progress monitoring of the BSP and future PLFPs

# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **What is the expected behavior? What skills are needed to perform the expected behavior?** Laura often plays and completes classroom assignments independently. When asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her to participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.



Identify student's level of learning and how to teach skills to address that level

Social/behavioral deficits can be **acquisition** ("can't do") or **performance** ("won't do") problems

1. Promote skill acquisition
2. Enhance skill performance
3. Reduce/eliminate any competing interfering problem behaviors
4. Promote generalization

*May require a combination of acquisition, performance, & behavior reduction strategies*

# Examples

## Objective

- Promote skill acquisition
  
- Enhance skill performance

## Example

- Academic: Learn to blend letter sounds
- Behavior: Learn to identify different emotions in self & others
  
- Academic: Search for main idea in text across all subjects
- Behavior: Use "please" and "thank you" consistently

# Examples

## Objective

- Reduce/eliminate any competing interfering problem behaviors
- Promote generalization

## Example

- Academic: Increase frustration tolerance to persist with difficult math worksheet
- Behavior: Teach to take deep breathes before teaching conflict resolution with peers
- Academic: Checking spelling at school and home using the same checklist
- Behavior: Being able to use problem solving skills learned in special education intervention for math and science

# Select One Skill: Peer Greetings

- Acquisition: Laura does not greet peers, however, she greets her classroom teacher and teacher assistant every morning.
- Frequency: Peer Greeting 0x per week
- Maintenance: Behavior not present
- Generalization: Laura greets her teacher and teacher assistant 5x per week, Laura does not greet her classmates in settings outside of school.

# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **What is the student's stage of learning for that skill?** Laura often plays and completes classroom assignments independently when asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.

# Developing Meaningful Goals

What do we need to include for appropriate social and behavioral goals?







## Annual Goals

Every child must have annual goals in areas of need

## Benchmarks (short term objectives)

Federal Law only requires benchmarks for students who are assessed with alternate assessments

(CT Bureau of Special Education, IDEA 2004: Implementation Guidance)  
(20 USC §1414(d)(1)(A)(i)(I)(cc))

IEP must contain a statement about how progress toward goals is measured



Goals/Objectives should be linked to assessment

Refresher:

We all know what goals should look like?

Goals and objectives should have 4 components:

1. The learner
2. The critical behavior (observable and measurable)
3. The conditions
4. Criteria for accuracy

What percent of SEB goals you see include all 4 components?

1. Over 95%
2. At least 75%
3. At least 50%
4. Less than 50%

## Example goal (Kate)

Quick Tip: How we write the behavior should align with how we measure the behavior

Kate will take 3 slow breaths and identify her feeling on a 5 point scale before responding to teachers when she is asked to do a non-preferred task

1. **The learner:** Kate
2. **The critical behavior (observable and measurable):** Kate will take 3 slow breaths and identify her feeling on a 5 point scale before responding to teachers when she is asked to do a non-preferred task
3. **The conditions:** With verbal prompts
4. **Criteria for accuracy:** 4 out 5 sampled opportunities across 3 trials

With verbal prompts, Kate will take 3 slow breaths and identify her feeling on a 5 point scale before responding to teachers when she is asked to do a non-preferred task in 4 out 5 sampled opportunities across 3 trials

# Example/non-example Goal: Be specific

## Examples

- During peer-to-peer interactions (e.g., lunch, recess, free play) given a list of questions and teacher prompts, Karen will ask peers questions about her/his hobbies or interests in 3 out of 4 sampled opportunities across 5 consecutive sessions.

## Non-Examples

- Karen will increase social interactions with peers 85% of the time.

# Measuring Progress

How do we make sure seeing changes in our social and behavioral goals?



How will we know if criteria has been met?

Methods of Evaluation



# Expected Behavior: Goals and Objectives

- Review your expected behavior is it a
  - Functional Area?
    - Assessment will include a task analysis
  - Expected Behavior needs to be performed...
    - accurately,
    - more frequently,
    - without reteaching, or
    - in more settings/times of day/teachers?
  - How will you assess each?
    - Task analysis: **number** of skills completed (with/without prompts)
    - Accuracy: **Percent accurate**, number of times skill is performed accurately
    - Fluency: How quickly and accurately (**rate**) can they perform the skill?
    - Maintenance: Can they retain **fluency over time** without reteaching or prompts?
    - Generalization: Assessment of **fluency** in new **settings**, with different **people**, or adaptation of the skill.

# Matching the assessment to the students level of learning

- Acquisition: Laura does not greet peers, however, she greets her classroom teacher and teacher assistant every morning.
- Frequency: Peer Greeting 0x per week
- Maintenance: Behavior not present
- Generalization: Laura greets her teacher and teacher assistant 5x per week, Laura does not greet her classmates in settings outside of school.

# Generalization



# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **How will you assess the skill? Across time, settings, people?** Laura often plays and completes classroom assignments independently when asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.

Putting it together: Writing a  
meaningful IEP goal

# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **What would an IEP goal look like?** Laura often plays and completes classroom assignments independently when asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.

# Example

Could these align with your  
BSP Goals and Objectives?

- Goal: Without prompts during arrival, Laura will verbally initiate a morning greeting (e.g., good morning) with a peer sitting next to her in 4 out of 5 opportunities across 5 consecutive days.
- Objectives
  - With teacher modeling, Laura will verbally initiate a morning greeting (e.g., good morning) with a peer sitting next to her in 4 out of 5 opportunities across 5 consecutive days.
  - With verbal prompts, Laura will verbally initiate a morning greeting (e.g., good morning) with a peer sitting next to her in 4 out of 5 opportunities across 5 consecutive days.
  - With visual prompts, Laura will verbally initiate a morning greeting (e.g., good morning) with a peer sitting next to her in 4 out of 5 opportunities across 5 consecutive days.

In sum, an IEP must have the following components:

- **Present levels of academic achievement and functional performance**, including...
  - **measurable annual goals**, including academic and functional goals...
  - Description of how the child's **progress** toward meeting the annual goals will be **measured** and when periodic **reports** on the progress the child is making toward meeting the annual goals will be provided



Bonus! Accommodations and  
Modifications

# Accommodations and Modifications



Supports for students receiving special education that:

- (A) meet the individualized needs of the student,
- (B) support the success of the student, and
- (C) are outlined in the IEP

Hamilton & Kessler (2013)

[nichcy.org](http://nichcy.org)

# What is the difference between an accommodation and a modification?

## **Accommodation**

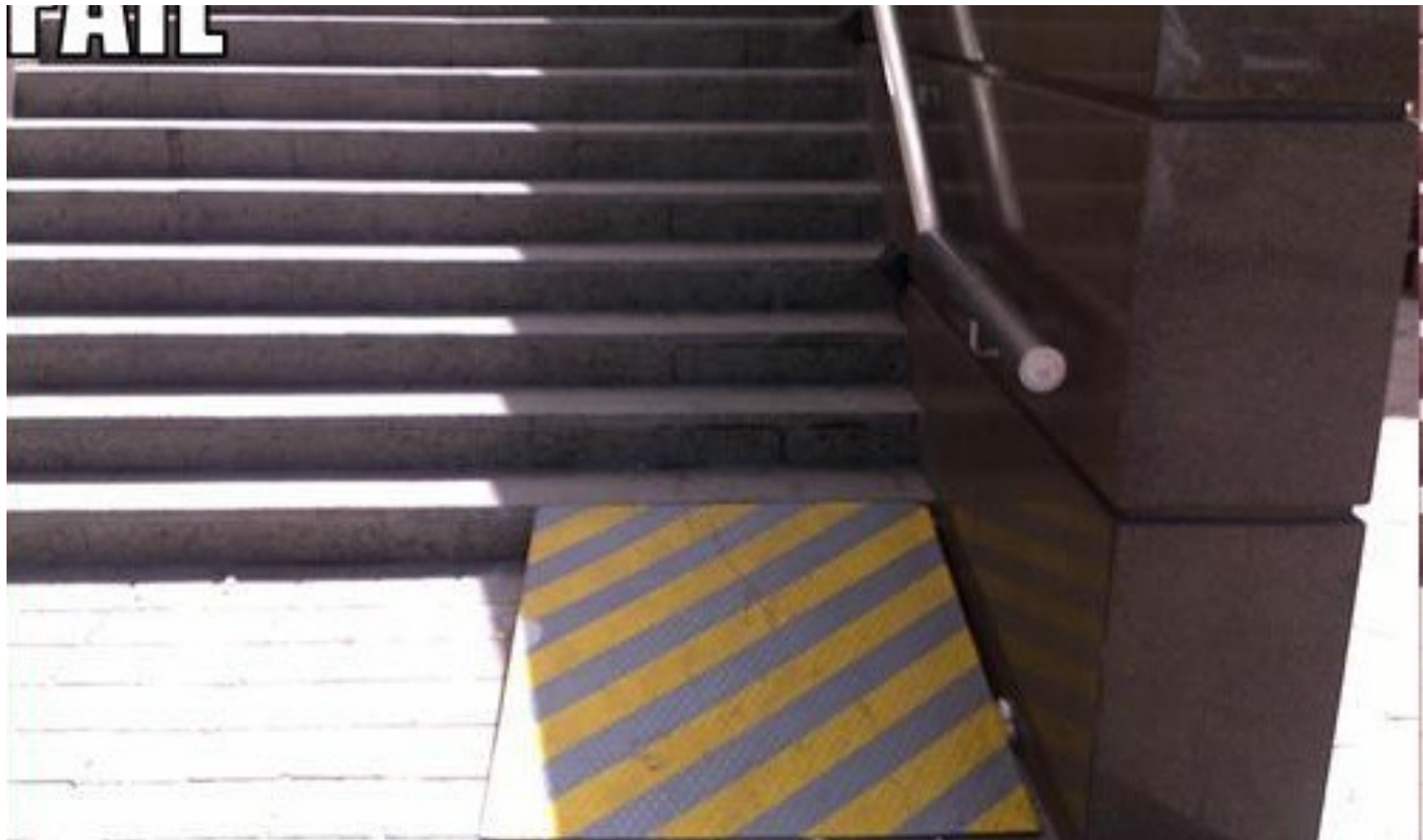
“A change that helps a student overcome or work around the disability. These changes are typically physical or environmental changes”

Example: Student allowed to type answers to essay questions.

## **Modification**

“Modifications are generally connected to instruction and assessment, things that can be tangibly changed or modified. Usually a modification means a change in what is being taught to or expected from the student”

Example: Student is only given multiple choice questions



## Examples

- Assessment: Kate has difficulty taking notes in a classroom because she is easily distracted by peers
- Accommodation: Kate is given preferred seating in the front of the class
- Assessment: Katie is reading at a 3<sup>rd</sup> grade level and is in 6<sup>th</sup> grade.
- Modification: She is given a reading passage matched to her reading level in her English class

## Non-Examples

- All students with ADHD sit at the front of the class
- All students with learning disabilities are given 3<sup>rd</sup> grade alternate reading passages

# Back to our example Laura: Worksheet

- Laura is a second grade student with average receptive and expressive verbal skills
- **What are relevant accommodations/modifications?** Laura often plays and completes classroom assignments independently when asked to work with her peers she puts her head down and walks out of the classroom. Laura's refusal to interact with peers make it difficult for her participate in small group/large group activities and collaborative projects. Additionally, Laura often sits and interacts with adults during lunch and recess.
  - What accommodations/modifications would help support her individualized needs?

# Questions?

- See handout for additional resources



# SESSION EVALUATION

Your feedback is critical to future planning of this event.

**PLEASE** take a moment to share your valuable insight!

**THANK YOU!**



<https://bit.ly/NEPBISForum2023>

