Addressing Behavior Needs in IEPs

When a student’s behavior impedes the student’s learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior. 34 CFR § 300.324(a)(2)(i). The IEP team may document how behavior is being addressed three ways:

1. **Goals and Objectives:** The IEP team may address the behavior through annual goals in the student’s IEP. 34 CFR § 300.320(a)(2)(i).

2. **Special Factors, Supplementary Aids and Assessments:** The student’s IEP may include modifications in his or her program, support for his or her teachers, and any related services necessary to achieve those behavioral goals. 34 CFR § 300.320(a)(4).

3. **Functional Behavior Assessment and Positive Behavior Support Plan:** If the student needs a behavior intervention plan to improve learning and socialization, the behavior intervention plan can be included in the IEP and aligned with the goals in the IEP. 34 CFR § 300.324(a)(2)(i).
   - IEPs must include a behavior intervention plan when the student’s behavior has “risen to the level of serious behavioral issues.”
   - IEPs can include a behavior intervention plan for students whose behavior is not at that level.
   - The IEP must reference and make the connection that the plan exists, but doesn’t need to be attached.
   - The IEP should not put all of the details of the behavior plan in the IEP; this gives the IEP team the flexibility to make changes to behavior plans outside of the IEP. Otherwise, a new IEP or Amendment would be required every time the plan is adjusted.
     - Teams must communicate with parents how they will be making changes to the behavior intervention plan and include this in Notice.

**Note:** If a student participates in a program that includes specific behavioral supports for all students within the program, those supports can be documented under Anticipated Needs and Other Comments:

**ANTICIPATED NEEDS AND OTHER COMMENTS**

Other Comments related to this IEP:
Student participates in the VBISD Program for Students with Autism Spectrum Disorder. This program includes visual supports, peer support, specialized instruction, increased supervision, and incentive systems.

If a student participates in such a program, any additional student-specific supports should be documented in one of the above outlined methods.
1. Complete the PLAAFP that describes the behavioral concern, utilizing recent data.

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Subarea of Need</th>
<th>Goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Emotional/Behavioral</td>
<td>Preparedness</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Work Completion</td>
<td></td>
</tr>
</tbody>
</table>

**Data Sources and Description of Need**

Sam participates well in group discussions and frequently scores well on assessments, but often forgets to bring the materials he needs for class (e.g., book, homework). Additionally, his teachers report that he often does not use his time in class wisely and often does not complete all of his assigned tasks in class. In preparation of the IEP, the team collected data on these areas of concern for 7 school days. At the beginning of each hour, Sam’s teacher would note whether or not he had arrived to class with all the required materials, and at the end of the hour, the teacher would mark approximately what percentage of assigned work was completed using a 0-25-50-75-100 Likert scale. The data indicates that Sam is only arriving to class prepared (i.e., with all required materials) about 55% of the time and that he is completing about 60% of the assigned work.

There is a school-wide rubric (0-4 scale) that defines learner behaviors. Both 55% preparedness and 60% work completion equate to a rating of “2” on the school-wide rubric for the individual rubric items. Most of Sam’s same-age peers achieve a “4” rating in both of these areas.

**Adverse Impact**

Sam’s teachers are concerned about how these behaviors are impacting his grades, as he is barely passing 3 of his 6 classes, despite the fact that he performs well on many of his assessments. The team is concerned that if Sam does not develop some better organization and work completion habits while in middle school, his grades will suffer even more in high school, potentially impacting his ability to earn a diploma within 4 years. In order to help Sam develop better habits, the team has developed a Check In/Check Out system for Sam targeting coming to class prepared and in-class work completion.

2. Indicate the need for positive behavioral interventions and supports by checking the appropriate box on the Special Factors, Supplementary Aids and Assessment page:

   The IEP team must consider the following for the student, as appropriate (Check all that apply):

   - [ ] The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.

3. Develop applicable goals and objectives:

   **Annual Goal:**
   By November 2017, Sam will come prepared for class (i.e., with all materials required for particular class) 90% of the time and will complete 85% of his in-class work by utilizing a Check In/Check Out sheet that provides a space for documenting needed materials and assigned work.

   **Will a graph be used to report progress toward the annual goal and associated objectives/benchmarks?**
   ☑ Yes ☐ No

   **Short-Term Instructional Objectives/Benchmarks:**

<table>
<thead>
<tr>
<th>Objectives/Benchmarks</th>
<th>Criteria</th>
<th>Evaluations</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By February 2017, Sam will come prepared for class 75% of the time and will complete 70% of his in-class work.</td>
<td>Average 75% rating for “I came to class prepared” and average 70% for “I completed my assigned classwork” on Check In/Check Out sheet.</td>
<td>Check In/Check Out Sheet</td>
<td>Recorded daily; reported on scheduled marking periods.</td>
</tr>
<tr>
<td>2. By November 2017, Sam will come prepared for class 90% of the time and will complete 85% of his in-class work.</td>
<td>Average 90% rating for “I came to class prepared” and average 85% for “I completed my assigned classwork” on Check In/Check Out sheet.</td>
<td>Check In/Check Out Sheet</td>
<td>Recorded daily; reported on scheduled marking periods.</td>
</tr>
</tbody>
</table>

1. Complete the PLAAFP that describes the behavioral concern, utilizing recent data.

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Subarea of Need</th>
<th>Goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Emotional/Behavioral</td>
<td>Social</td>
<td></td>
</tr>
</tbody>
</table>

**Data Sources and Description of Need**

While Sarah confidently approaches adults and seeks out interaction with them, she struggles to maintain age-appropriate friendships. In particular, she struggles with initiating interactions with peers and having quality conversations with them. The team used the Statewide Autism Resources & Training (START) Project’s Social Interaction Data for Elementary Level data sheet to collect data on how often she initiates with Sarah; how often she is initiating with them, and the overall quality of interaction(s). Data was collected during key social times (arrival, group, recess, hallway transition, lunch, and departure) 3 days per week for 2 weeks.

- A peer initiated an interaction with Sarah 47% of the observations.
- Sarah initiated an interaction with a peer 19% of the observations.
- The average overall quality of interactions was 1.1. A quality indicator of 1 is identified as: *Inappropriate/Awkward: Made mostly off-topic comments, body position turned away from peer, engaged in a type of physical contact that is not appropriate to the situation, refused assistance, made offensive or rude comments,* etc.

Sarah’s social experience in the school setting is very different than that of her same-aged peers. Typically, students her age are initiating with one another several times throughout the day, both in structured and unstructured times. Additionally, they have interactions that would be qualified as *Fair/Good: Showed positive emotions (e.g. smiling), eye contact, most comments made were relevant to topic, engaged in forms of physical contact that was accepted by peer (e.g. hug, fist bump, high 5), offered or accepted assistance, back and forth interactions, reflected emotions of peers (e.g. engaged in empathy, provided empathetic comments, etc.)* per the START Social Interaction Data for Elementary Level data sheet.

**Adverse Impact**

Sarah’s social experience is highly affected by her social skills deficits. She would benefit from a structured Peer to Peer program wherein peers are educated about her needs, taught how to support her, and included as a daily part of her programming.

2. Indicate the need for positive behavioral interventions and supports by checking the appropriate box on the Special Factors, Supplementary Aids and Assessment page:

   The IEP team must consider the following for the student, as appropriate (Check all that apply):
   - The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.

3. Outline the needed support on the Special Factors, Supplementary Aids and Assessments page.

<table>
<thead>
<tr>
<th>Supplementary Aids/Program Modifications/Support for School Personnel</th>
<th>Frequency/Timeline/Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer to Peer Program</td>
<td>Daily during social times: arrival, group, recess, lunch, and departure</td>
<td>General education settings.</td>
</tr>
</tbody>
</table>

FUNCTIONAL BEHAVIOR ASSESSMENT/POSITIVE BEHAVIOR SUPPORT PLAN

1. Complete the PLAAFP that describes the behavioral concern, utilizing recent data.

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Subarea of Need</th>
<th>Goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Socio-Emotional/Behavioral</td>
<td>Following Directions</td>
<td></td>
</tr>
</tbody>
</table>

**Data Sources and Description of Need**

Ryan receives assistance from an independence facilitator during both special education and general education classes. Ryan does not need assistance during lunch, recess, or specials, as he is able to navigate these environments independently. In academic settings, the independence facilitator’s role is to prompt Ryan to task if he becomes distracted and to help with work completion by reading or rephrasing instructions and breaking tasks down. Recently, Ryan has been increasingly more difficult to keep on-task. At times, his behavior escalates to the point that his independence facilitator removes him from the classroom to the office. This happens when Ryan yells, screams, or throws classroom materials. Once, Ryan hit his independence facilitator following several prompts to task. During September and October 2016, Ryan was removed from class 14 times due to his behavior.

Other students Ryan’s age do not typically yell, scream, throw materials, or strike others when they become upset. Rather, Ryan’s same-age peers are able to use appropriate coping mechanisms such as asking for a break or asking for help.

**Adverse Impact**

Ryan’s increasing difficulty with following prompts to stay on-task is interfering with his ability to access instruction and complete his work. If his removal from class continues on the same trajectory, it will impact his academic growth.

A Functional Behavior Assessment (FBA) was completed in October 2016 and the hypothesized function of behavior was escape from difficult tasks. The team developed a Positive Behavior Support Plan (PBSP) to address the related variables and to teach replacement behaviors.

2. Indicate the need for positive behavioral interventions and supports by checking the appropriate box on the Special Factors, Supplementary Aids and Assessment page:

   The IEP team must consider the following for the student, as appropriate. (Check all that apply):

   - The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.

3. Reference the Positive Behavior Support Plan on the Special Factors, Supplementary Aids and Assessments page:

<table>
<thead>
<tr>
<th>Supplementary Aids/Program Modifications/Support for School Personnel</th>
<th>Frequency/Timeline/Conditions</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive Behavior Support Plan (PBSP)</td>
<td>As outlined within the most recent PBSP document.</td>
<td>As outlined within the most recent PBSP document.</td>
</tr>
</tbody>
</table>

4. Regularly review PBSP to monitor student progress and plan fidelity.