

Addressing Behavioral Concerns The ABC's of IEPs

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DE-PBS PROJECT

PROJECT COACH



Today's Objectives

Morning

- ☐ Review Data Considerations and Other Special Factors
- ☐ Present Level of Performance & Benchmarks
- ☐ Making IEP Goals Measurable
- ☐ Social Skills Goals
- ☐ Group Case Study or Individual IEP Work



Afternoon

- ☐ Functional Behavior Assessments
- ☐ Behavior Support Plans
- ☐ Collecting Data
- ☐ Writing Effective Behavior Goals for the IEP
- ☐ Data Collection
- ☐ Group Case Study Work
- ☐ Individual Work Time

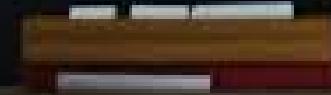
Group Roles

Select one for your group

- **Facilitator** - Guides the case study activity; remains objective
- **Timekeeper** - Keeps track of time spent on issue; prompts group when allotted time is up
- **Recorder/Note taker** - Takes notes; keeps track of decisions made
- **Reporter** - Uses recorder's notes to share with the group

Teaching

The profession that
creates all other
professions.



tieks
by the way

Purpose of the IEP

- Communication
- Management
- Accountability
- Compliance & Monitoring
- Evaluation

-Bateman, 2015



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

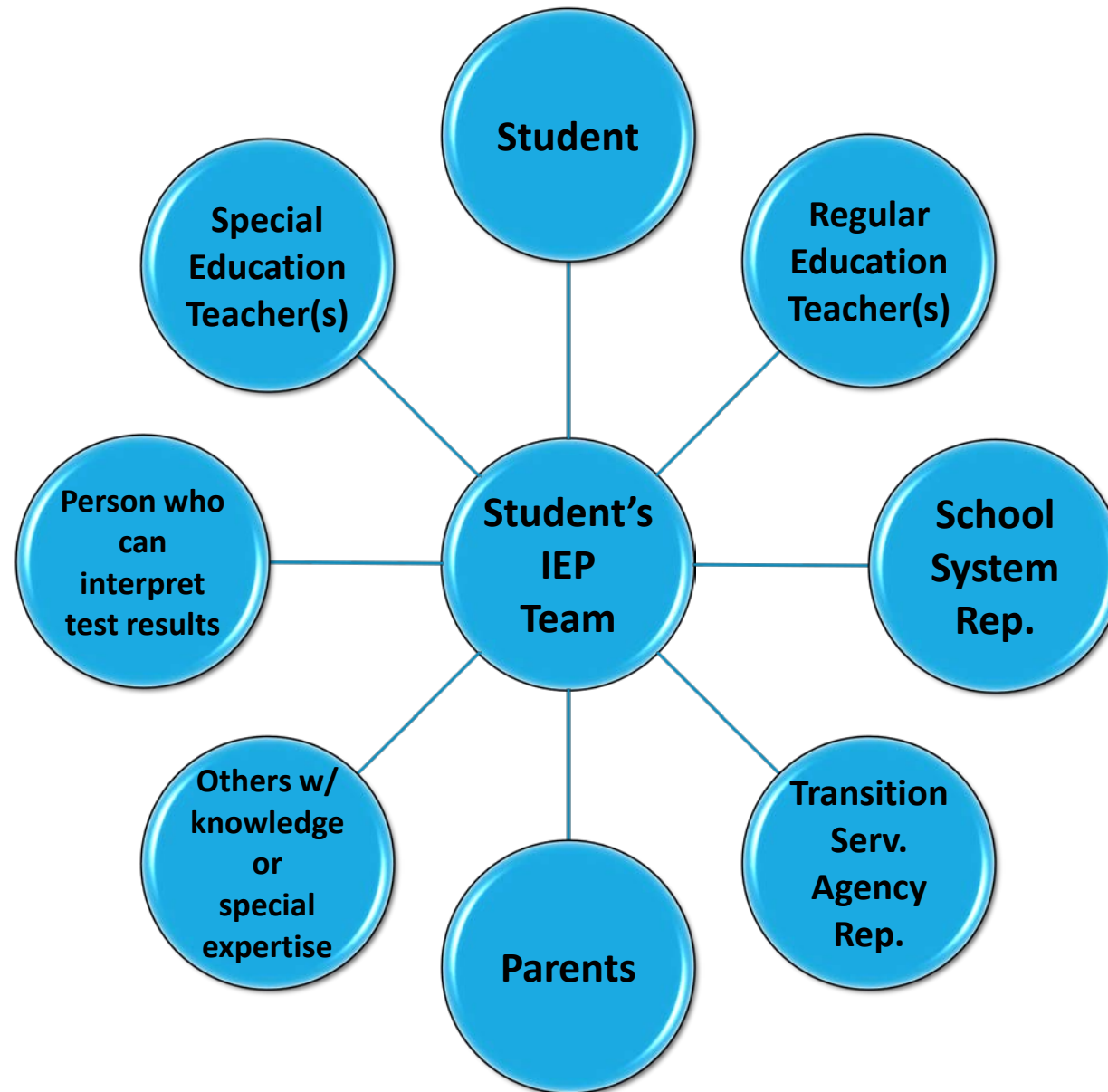
OSEP DEAR COLLEAGUE LETTER ON SUPPORTING BEHAVIOR OF
STUDENTS WITH DISABILITIES:

A SUMMARY FOR STAKEHOLDERS¹

The U.S. Department of Education's Office of Special Education Programs (OSEP) has released a Dear Colleague Letter to provide significant guidance for schools and other agencies to clarify their responsibility under the *Individuals with Disabilities Education Act (IDEA)* to provide children with disabilities appropriate behavioral interventions and supports that are necessary to ensure they have meaningful access to their education. Doing so ensures that eligible children with disabilities who have behavioral needs receive a free appropriate public education (FAPE) and placement in the least restrictive environment (LRE). This guidance is not intended to limit schools' and agencies' appropriate use of disciplinary removals that are necessary to protect children; instead, it is intended to provide alternatives, which schools can use to effectively support and respond to problem behaviors so that disciplinary removals are infrequent or unnecessary. By following this guidance, schools and agencies can increase the opportunity for children with disabilities with behavioral needs to participate in instruction, avoid the negative impacts of inappropriate disciplinary removals, and maintain access to their LRE. The main points of the guidance are summarized below.

- *IDEA* requires individualized education program (IEP) Teams to consider the use of positive behavioral interventions and supports for children with disabilities whose behavior interferes with their learning or the learning of others.
- When a child displays inappropriate behavior, such as violating a code of student conduct or disrupting the classroom, this may indicate that behavioral supports should be included in the child's IEP; this is especially true when the child displays inappropriate behavior on a regular basis or when the behavioral incidents result in suspensions or other disciplinary measures that exclude the child from instruction.
- If a child displays inappropriate behavior despite having an IEP that includes behavioral supports, this may indicate that the behavioral supports in the IEP are not being appropriately implemented, or the behavioral supports in the IEP are not appropriate for the child. In these situations, the IEP Team would need to meet to discuss amending the current IEP to ensure that the interventions and supports in the IEP can be implemented, or to revise the behavioral interventions and supports that are currently in place.
- *IDEA* requires that needed behavioral supports in the IEP, whether provided as special education, related services, or supplementary aids and services, be based on peer-reviewed research to the extent practicable. The supports chosen should be individualized to the child's needs. Some

¹ This document is a summary of the OSEP DCL on Supporting Behavior of Students with Disabilities to share with Stakeholders. To read the official DCL please see: www2.ed.gov/policy/gen/guid/school-discipline/files/dcl-on-pbis-in-ieps-08-01-2016.pdf.





Data Considerations



1. What are the student's strengths?
2. What are the educational concerns of the parent (or student, if appropriate)?
3. What multiple data sources (including district or statewide assessments) are being used to create this IEP?
4. How does the child's disability affect the child's involvement and progress in the general education curriculum?
5. What are the child's other educational needs that result from the child's disability (e.g., organizational needs, self-care, fine/gross motor)?
6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:

What are the student's strengths?

- Information about the child's strengths, interests, how he or she learns best can be documented in this section.
- This can include behavioral, social, academic and functional living skills.
- Information from age-appropriate transition assessments can be placed in this section as well.

Student Strengths

- Should be based on data collected in assessments, teacher observations, data sheets, etc.
- **Quantitative** measures.
- Based on skills, not qualities.
 - Qualities may be included as supplemental but not as the sole descriptor.

1. What are the student's strengths?

Tom reads at the same instructional level as same aged-peers. According to classroom work samples, he is able to do single-digit addition, subtract using numbers zero through ten. Tom's organizational skills assist him in his daily work in the classroom. He completes his work on time and based on e-school has good attendance.

Data Considerations

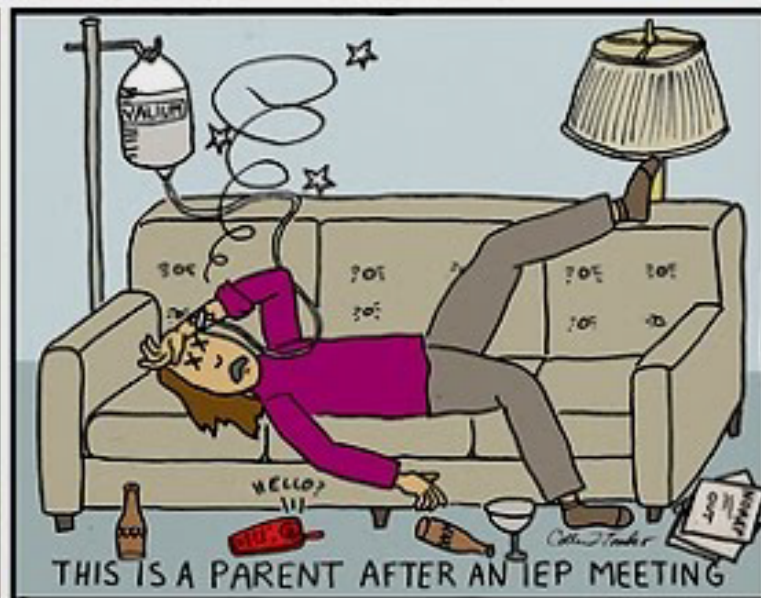


1. What are the student's strengths?
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6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:

What are the educational concerns of the parent and/or student?

- Valuable sources for assessment information are the student and family. Concerns and needs can be solicited from the parent or student in this section.
- **This is something that the school obtains prior to the meeting.**

THE PARENT SIDETM



ANY QUESTIONS?

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Parent Input on the IEP

Which sounds best?

1. "Parent did not provide any input."
2. "The parent felt _____ but the school does not see that same problem."
3. **"The parents had a concern about....."**

2. What are the educational concerns of the parent or student if appropriate?

The parents are concerned about Tom's mathematical skills, his outbursts in class and his off-task behavior. They are also concerned with his social skills when he communicates with adults and peers.



Be sure to consider these concerns when developing the IEP!

Student Input

“It may be appropriate to include the student when the team believes the student is sufficiently mature to contribute ideas, or when the student’s participation may increase his or her buy in to the IEP”

- “Better IEPs” by Barbara Bateman & Mary Anne Linden

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6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:

What behavioral data sources do you use in your classroom?



Multiple data sources

- Information and data that are considered as part of developing the IEP should be included in this section.
- The data should be relevant to the student's needs that are impacting access to the general education curriculum.
- **This includes all behavioral data!**

Data Source Examples

- Classroom behavioral data (Point Card, goal data, etc.)
- Behavior Rating Scale (BASC, Vanderbilt, etc.)
- Triennial Evaluations (psycho-educational, fine motor, sensory integration, visual motor)
- Functional Behavior Assessment/Behavior Support Plan data
- Attendance data (if necessary)
- Discipline Referral data (if necessary)
- Related Services Data (OT, PT, Speech, etc.)

How Specific?

- Be specific enough on the data source to assist in developing the your behavior and social goals.
- Remember that every reader should get a clear picture of your student's behavioral and social needs.



3. What multiple data sources (including district or statewide assessments) are being used to create this IEP?

Discipline Referrals 2016-2017:

Aggression-10

Outbursts-2

Classroom data

Aggression – 3 per day average

Tantrum- 4 per day average

Requesting break- 0 times per day

Remain on task- 2 minute average per independent activity

Data Considerations



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6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:

How does the child's disability affect the child's involvement and progress in Gen-Ed?

- ☐ In relation to behavior or social skills, what areas are impacted due to the disability?

Questions to answer on the IEP.....

*What areas are affected due to the disability
(describe the student's specific need)?*

*How does the need impact the student's
involvement in the general education curriculum?*

*When and Where is the need having an impact the
student throughout the day?*

Sample Impact Statement

4. How does the child's disability affect the child's involvement and progress in Gen-Ed?

Tom's behavior affects him as he uses obscenities when frustrated and becomes disengaged when given directions. These behaviors impact his ability to follow teacher directions, comprehension, time on task, and focus on instruction and influence his academic success in all instructional settings including oral presentations, reading, written language, math, science, and social studies.

What areas are affected due to the disability (describe the student's specific need)?

How does the need impact the student's involvement in the general education curriculum?

When and Where is the need having an impact the student throughout the day?

Take a moment to practice!

Using these questions, create a behavioral and social skills impact statement in your group and have your reporter ready to share!

What areas are affected due to the disability (describe the student's specific need)

How does the need impact the student's involvement in the general education curriculum?

When and Where are you seeing these behaviors impact the student throughout the day?

Data Considerations

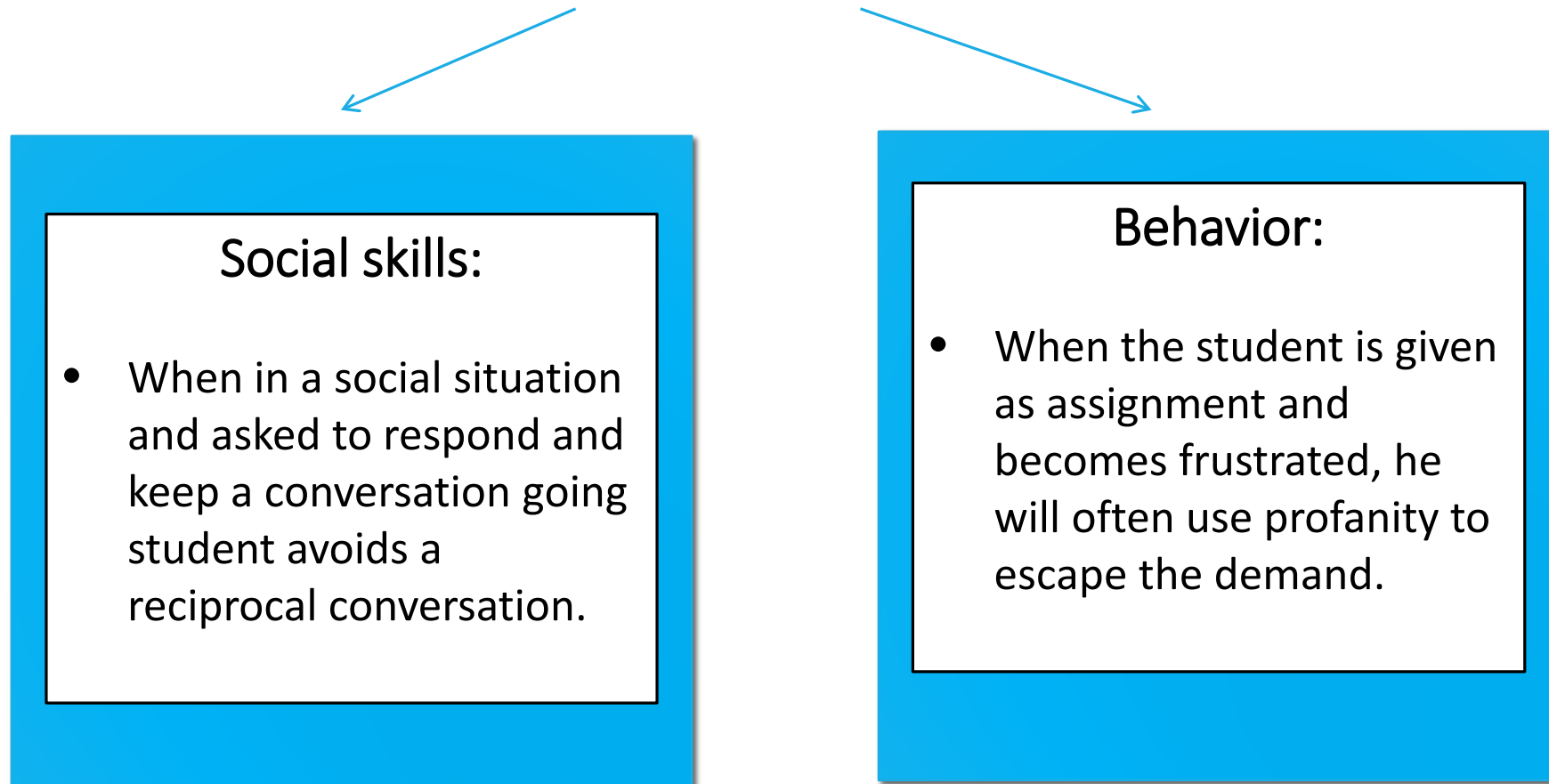


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6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:

Other Needs

- Areas of need and skills that would further achievement across content areas are included.
 - Example: Behavior, Social Skills or Organization
- ***Skill needs to be addressed within the IEP!***

5. What are the child's other educational needs that result from the child's disability (e.g., organizational skills, self care, fine/gross motor)?



Data Considerations

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6. Will the student participate with non-disabled students in extra-curricular and non-academic areas? If yes, identify supports and services on the "Needs, Services and Annual Goals" page. If no, explain why below:



Participation in Extra-Curricular Activities

- What supports are needed for the student to participate in activities after school?
- What hinders their participation in school?
- How will that effect them when behavioral supports are not available?

Participation in extra-curricular and non-academic areas?

- Supports relate to data which indicate areas of need that can expand beyond the classroom.
- Evidence of the need for support is provided.
- Evidence as to why supports are not needed is provided.

Participation in extra-curricular and non-academic areas?

- Indicate yes or no to each item (extracurricular and non-academic).
- Non-academic and extracurricular areas may include: meals, recess periods, counseling services, athletics, health services, recreation activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance and employment of students, including both employment by the district and assistance in making outside employment available.

Participation in extra-curricular and non-academic areas?

- An explanation should be provided here if answering no to either item.
- If yes is indicated, supports and services needed would be added to the appropriate “need” on the “Needs, Services and Annual Goals” page of the IEP.

Other Factors to Consider:

IEP team must consider each of the factors. If there is a need identified, check “yes” and address in the IEP.

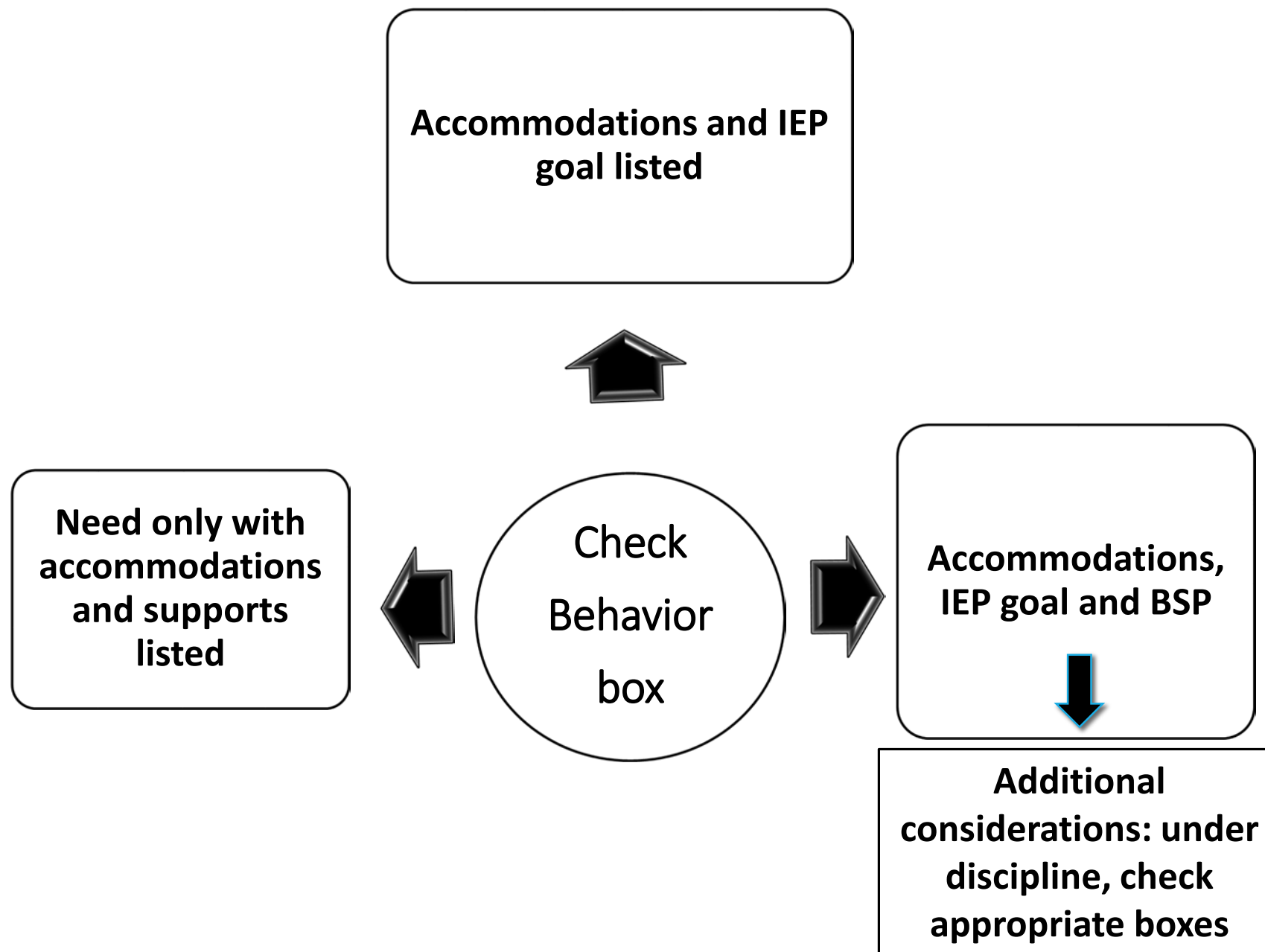
Yes	No	
<input type="checkbox"/>	<input type="checkbox"/>	Communications needs of the student
<input type="checkbox"/>	<input type="checkbox"/>	Braille instruction for students who are blind or visually impaired
<input type="checkbox"/>	<input type="checkbox"/>	Communication and language needs for students who are deaf/hard of hearing.
<input type="checkbox"/>	<input type="checkbox"/>	Language needs for students with limited English proficiency
<input type="checkbox"/>	<input type="checkbox"/>	Positive behavior interventions, supports, and strategies for students whose behavior impedes learning
<input type="checkbox"/>	<input type="checkbox"/>	Need for assistive technology devices and services
<input type="checkbox"/>	<input type="checkbox"/>	Intervention supports and strategies for students who have difficulty accessing and/or using grade-level textbooks and other core materials in standards print formats



Positive behavior intervention, supports, and strategies for students whose behavior impedes learning

- In the case of a child whose **behavior** impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior

-IDEA



Group Reflection Time

- Are there areas that you could develop differently on data considerations or other special factors for behavior or social skills on an IEP?
- Be ready to share out!



Unique Educational Needs and Characteristics	<p>Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child:</p> <ul style="list-style-type: none">• to advance appropriately toward attaining the annual goals;• to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and,• to be educated and participate with other children with disabilities and non disabled children.
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Unique Educational Needs and Characteristics

- Provide a statement of special education and related services and **supplementary aids and services**, based on peer-reviewed research to the extent practical, to be provided to the child, or on behalf of the child, and a **statement of the program modifications or supports** for school personnel that will enable the child to....

Unique Educational Needs and Characteristics

- Advance appropriately toward attaining the annual goals
- Be involved and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities
- Be educated and participate with other children with and without disabilities

Unique Educational Needs and Characteristics

- Use this section to write down all the supports, accommodations and modifications (if needed), that you provide to that individual student in order to make them successful in the classroom!
- Be specific with each individual need (i.e. Math, ELA, Social Skills, Behavior)

What are some behavioral or social accommodations, modifications and supports you currently use to support a student's individual needs?

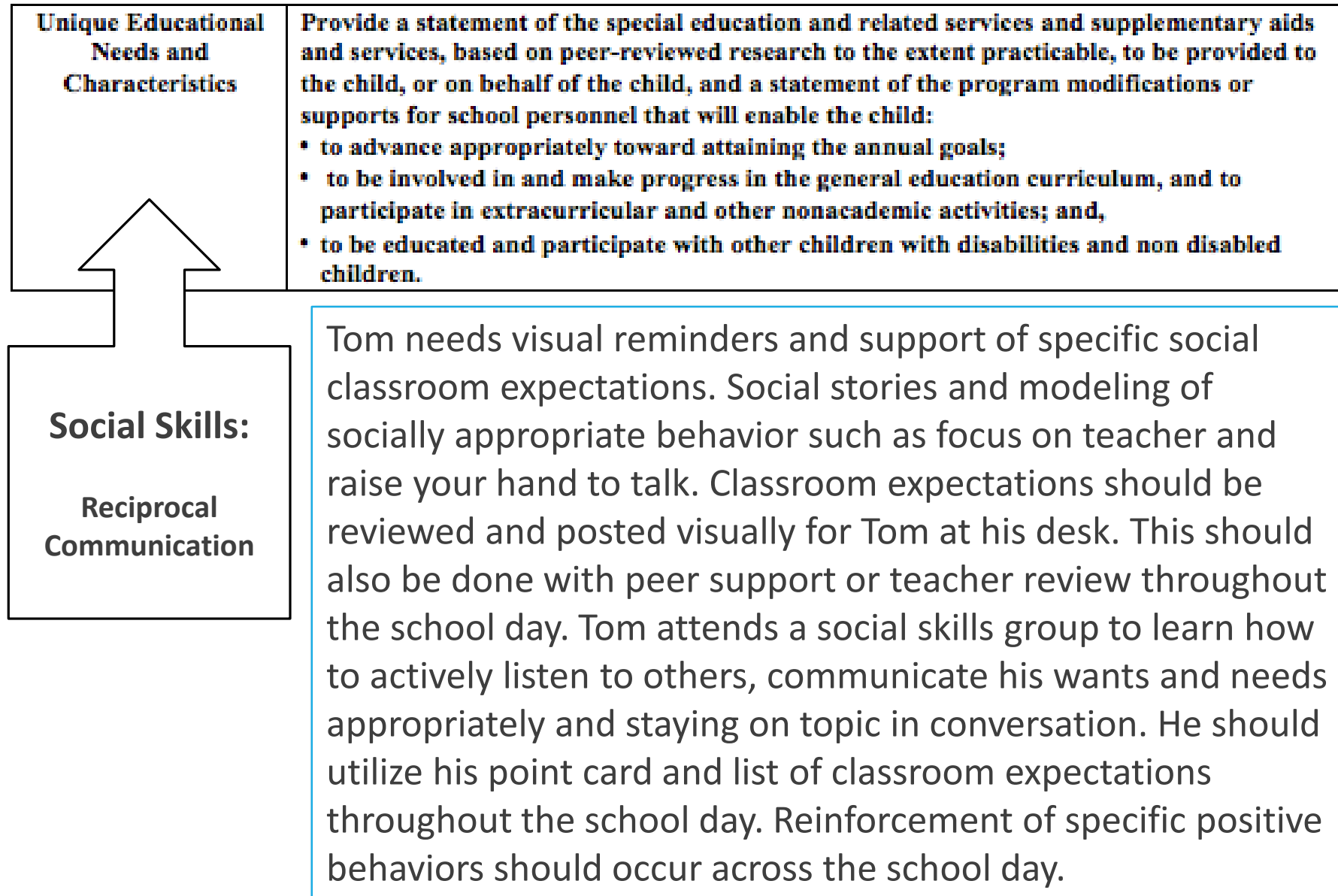
Behavioral Supports and Accommodations

- | | |
|---|---|
| <ul style="list-style-type: none">❖ Differential rates of reinforcement❖ Behavior teaching❖ Limitation of distractions❖ Peer support❖ Small group instruction❖ Structure and predictability❖ Re-teaching of assignments❖ Specific behavior praise❖ Check in- Check out❖ First/Then schedules❖ Individual schedule❖ Visual schedule❖ Close proximity to materials and instructions❖ Close teacher proximity❖ Seating choice❖ Sensory break❖ Visualization strategies❖ Self-calming techniques❖ Deep breathing❖ Transition Cueing❖ Frequent review of rules and expectations❖ Repeated directions❖ Vibrating watch❖ Fidget/sensory toys❖ Advanced warnings❖ Social stories❖ Exercise❖ Frequent Breaks❖ Use of prompt hierarchy for reminders❖ Flexible seating positions | <ul style="list-style-type: none">❖ Change location requests❖ Provide clear beginning and end to activities and tasks❖ Opportunities for one-on-one instruction (plan to fade)❖ Role play❖ Develop and use rules (social, communication and behavior)❖ Consistency across classroom❖ Generalization across multiple environments and people❖ Visual Cues❖ Set of textbooks at home❖ Have child repeat directions to the teacher❖ Peer assisted instruction❖ Maintains a planner for assignments❖ Limited number of assignments at once❖ Multiple modes of instruction (visual, auditory and hands-on)❖ Chunking material❖ Increased reinforcement❖ Offer choice❖ Preview schedule as needed❖ Frequent breaks❖ Modeling❖ Preferred activities scheduled into routines❖ Schedule adjustment❖ Monitoring Checklist |
|---|---|

Unique Educational Needs and Characteristics	<p>Provide a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will enable the child:</p> <ul style="list-style-type: none">• to advance appropriately toward attaining the annual goals;• to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities; and,• to be educated and participate with other children with disabilities and non disabled children.
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Behavior:
Staying
on task

Tom has a behavior support plan that includes the following elements: All staff members should provide individualized positive behavior supports such as choice making, specific positive reinforcement, and increased proximity throughout the day across content areas. He needs a classroom that is highly structured through the use of predictable routines and visual supports. These include a visual classroom schedule, classroom rules and academic expectations. To reduce frustration on instructional demands, Tom needs smaller quantities of work (i.e. choose odd or even number) and given the opportunity to make choices and take breaks throughout the school day. Use of the prompt hierarchy should be implemented for both behavioral needs and academic tasks.



Adaptation

Changes made to a learning environment, curriculum, instruction and or assessment practices for a student to become a successful learner

- * Includes accommodations and modifications and individualized for students



Content Modifications vs. Instructional Accommodations

	Instructional Accommodation	Instructional Modification
EXPLANATION	<p>Changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Accommodations DO NOT change what the student is expected to master. The objectives of the course/activity remain intact.</p>	<p>Also changes <u>how</u> the content is</p> <ul style="list-style-type: none"> • taught, • made accessible, and/or • assessed. <p>Modifications DO change <u>what</u> the student is expected to master. Course/activity objectives are modified to meet the needs of the learner.</p>
EXAMPLES	<p>One-on-one or small group instruction</p> <ul style="list-style-type: none"> • Extended time on assignments and/or assessments • Braille or large print materials • Shortened assignments and/or assessments • Slant boards or study carrels <p>Oral administration of subject-area tasks that do not assess decoding/reading comprehension</p>	<p>Instruction that focuses on selected grade-level material instead of all of the material for the grade-level course</p> <ul style="list-style-type: none"> • Changes in the scoring rubrics or grading scale • Reducing the complexity of the activity (e.g., only one step as opposed to multiple steps to solve a problem) <p>Cueing or prompting the student during a grade-level activity</p>

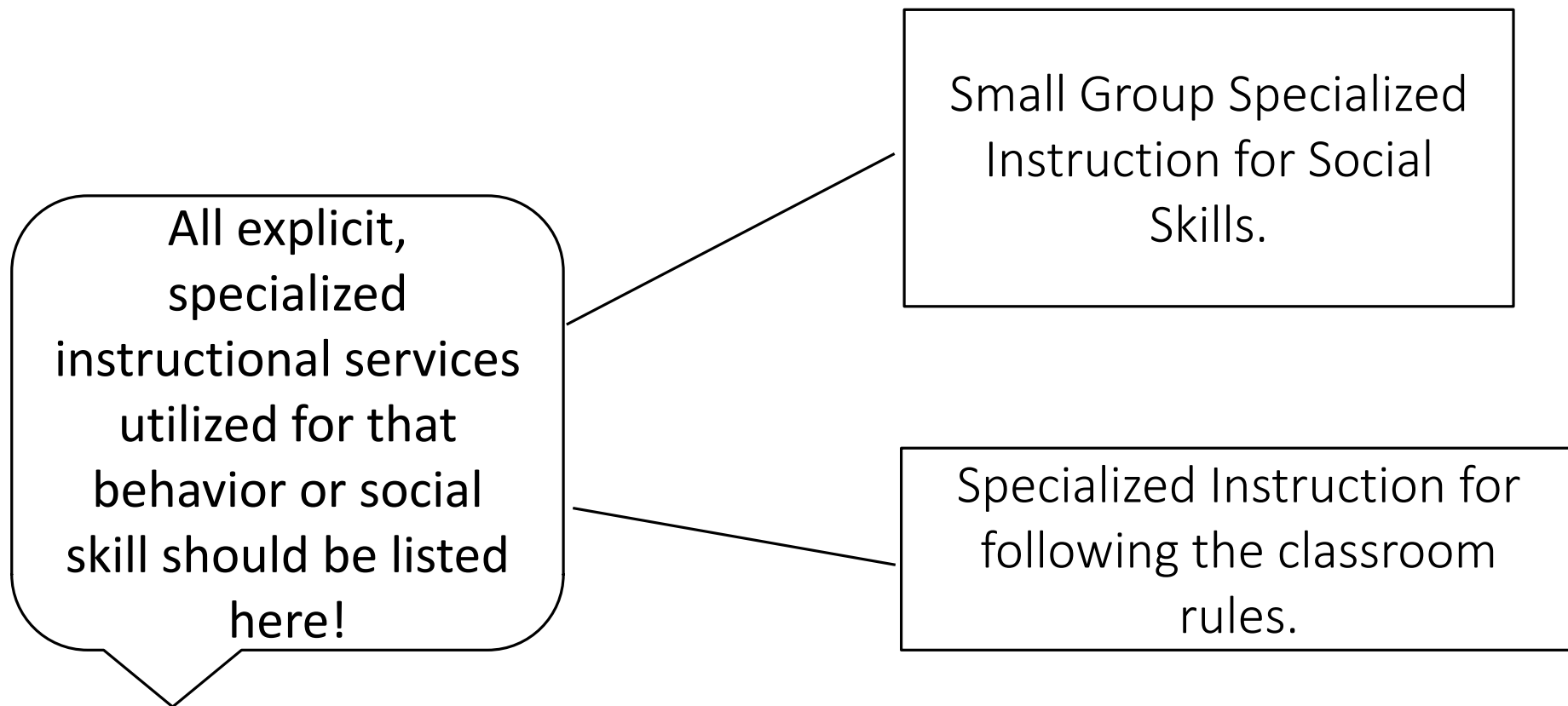
MODIFICATION = What
ACCOMMODATION = How

Service, Aids & Modifications

- Add **specific services** that are provided as part of the classroom instruction.
- This is used to describe any **explicit, specialized instruction or service** that is needed to address the need above.

Specialized Instruction

- Specially designed instruction describes the types of unique instructional services needed by a student with a disability to accomplish IEP goals and objectives.
- These services may include alterations, modifications, and adaptations in instructional methods, materials, techniques, media, physical setting, or environment.



Services, Aids & Modifications	Start/End Date	Frequency	Duration	Location
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What are some other examples?



Group Reflection Time

- What are some educational needs and characteristics (specific behavioral concerns) that your students have?
- What are some modifications and supports they benefit from?
- Make a list and be prepared to have your reporter share out a few!



Present Level of Performance (PLEP)

“The law requires that student’s present level of performance be indicated in a readily understandable way that is sufficiently precise to let us measure progress.”

“Better IEPs” by Bateman & Linden



Where do I get the PLEP?

- Prior IEP progress
- Data collected on classroom assessments
- RTI data, etc.

PLEP and Data Collection

- Be sure that baseline data was collected to establish your PLEP.
- Your PLEP's language and data measurement need to match your annual goal.



Create a data sheet to collect your PLEP and assure your goal is measurable.

“There should be a direct relation between your PLEP and all other components of the IEP.”

-“Better IEPs” by Barbara Bateman and Mary Ann Linden

PLEP: When participating in classroom activities and before she becomes frustrated (screaming, crying, banging on desk), Donna currently requests a break, sensory activity or walk around the class 50% of opportunities needed.

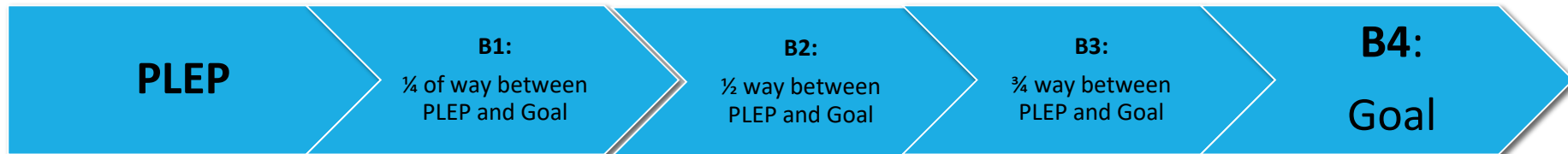
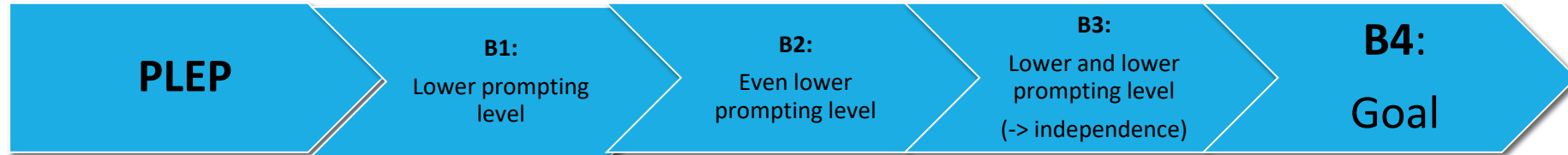
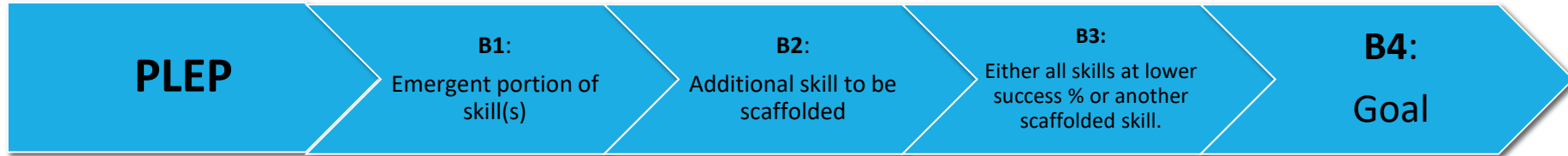
Benchmark 1

Benchmark 2

Benchmark 3

Annual Goal: When participating in classroom activities and before she becomes frustrated (screaming, crying, banging on desk), Donna will request a break, sensory activity or walk around the class 80% of opportunities needed.

Benchmark Options



Characteristics of a Measurable Goal

- Reveals what to do to measure whether the goal/benchmark has been accomplished
- Yields the same conclusion if measured by several people
- Allows a calculation of how much progress it represents
- Can be measured without additional information

- "Better IEPs" by Barbara Bateman and Mary Ann Linden

Do you need a goal?

- Is the problem behavior or social skill deficit related to the disability?
- Does the data collected and needs statement indicate that it is a priority for this student?

IEP goals
should be...

S

Specific

M

Measurable

A

Achievable

R

Results-focused

T

Time-bound

Parts of a SMART goal

Specific, Realistic and Relevant (Conditions)

- The student (who)
- Description of relevant instruction (under what conditions or context)
- Are the specific skills addressed that could be identified and duplicated by someone else?

Measurable

- Performance level
- Evaluation schedule
- To what level or degree (criterion)
- Can they be measured with quantifiable numbers?
- Example: (Completion percentage, opportunities, frequency, etc.)

Parts of a SMART goal (con't)

Achievable

- Given a year's worth of instruction, is it feasible for the student to be able to achieve them within a year?

Results-Focused

- Do the goals focus on an end product or ability to be demonstrated?
- Does it relate to overall student improvement?

Time Bound

- Are there time limits set forth for the goals to be completed?
(benchmarks, time-assigned criteria, frequency duration)

Goals with SMART(S)

S. Specific- Are specific skills addressed that could be identified and duplicated by someone else?

M. Measurable- Can it be measured with quantifiable numbers?
(Completion %, Opportunities, Frequency, etc.)

A. Achievable- Given a year's worth of instruction, is it feasible for the student to be able to achieve them within a year?

R. Results-Focused- Do the goals focus on an end product or ability to be demonstrated? Does it relate to overall student improvement?

T. Time-Bound- Are there time limits set forth for the goal to be completed? (benchmarks, timed-assignment criteria, frequency duration)

S. Standards-Based- Does the goal seek to teach the skills needed in order to access and achieve the Common Core State Standards for the student's grade level?

A=AUDIENCE

B=BEHAVIOR

C=CONDITION

D=DEGREE

"Data Without Tears" by Terri Johnston, pg. 12-25



A=AUDIENCE

- The “Who”
- The audience is the learner or student

When given a topic of discussion, **Tom** will respond on topic to peer and/or teacher questions with 90% accuracy across opportunities observed.

B=BEHAVIOR

- The “What”
- The behavior must be written in terms of observable, visible actions.



-“Data Without Tears” by Terry Johnston

Behavior Descriptions

Vague Statements

- “Will make wise choices when upset.”
- “Will demonstrate appropriate social skills”

Clear Statements

- “Will choose and demonstrate a self-calming plan from a list of pre-learned and practiced strategies.”
- “Will look at the speaker when greeting the person”

Observable	Not Observable
Match feelings to an emotion on chart	Be aware
Raise her hand when she has a question or comment	Remain quiet
Will choose to respond in a calm manner when upset	Respect authority

-adapted from “Better IEPs”, Bateman & Herr, p. 19

What does the behavior look like on a goal?

When given a topic of discussion, **Tom** will respond on topic to peer and/or teacher questions with 90% accuracy across opportunities observed.

C=CONDITION

“Context in which you are expecting the student to perform the new skill or reduce the occurrence of the problem behavior.”

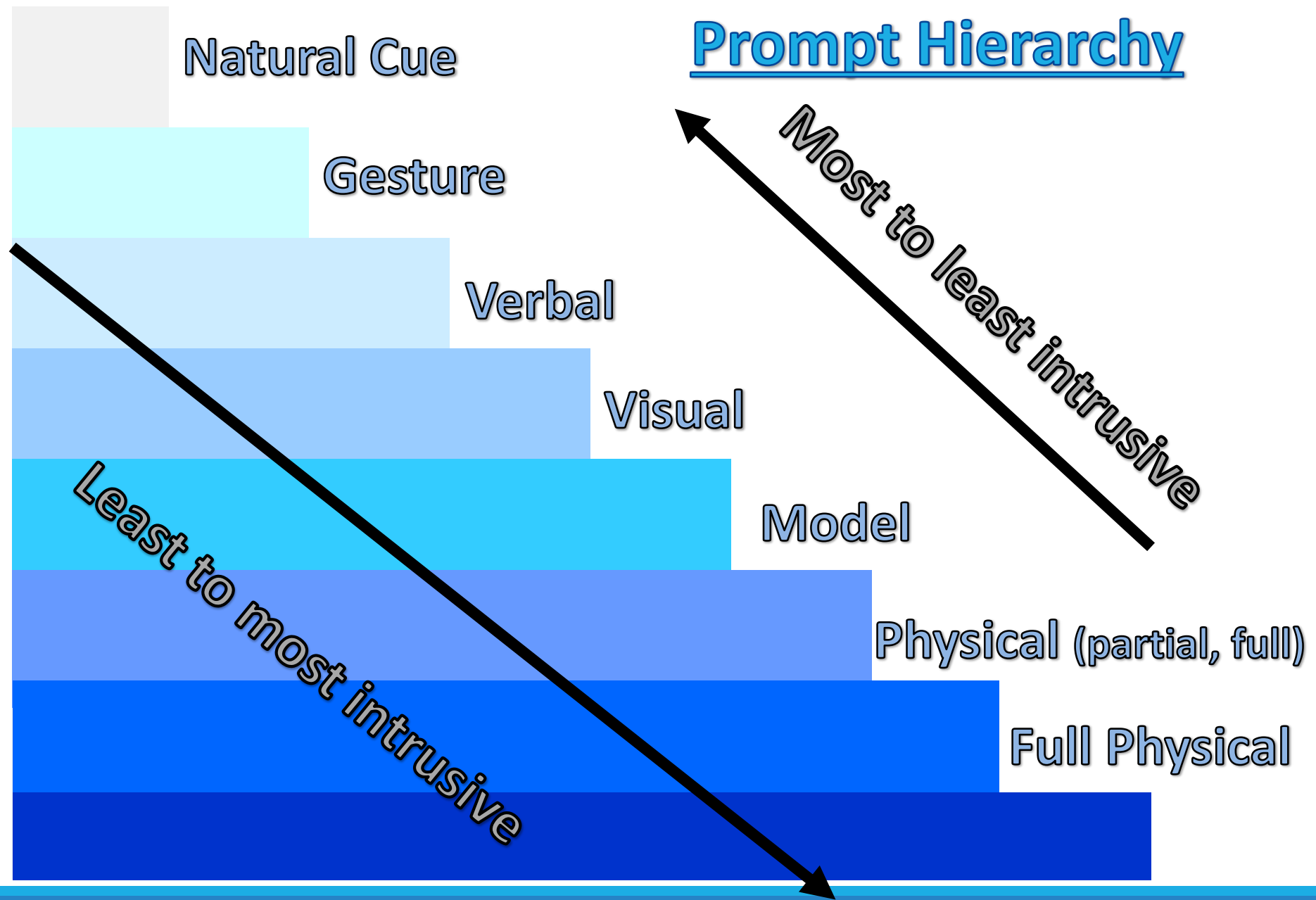
Special supports can also be shown here. Example: prompting strategies (use the prompt hierarchy and be specific)

Examples:

- Upon completing a structured work task.....
- When presented with a teacher-directed classroom activity.....
- When given a verbal prompt.....

What does condition look like in a goal?

When given a topic of discussion, Tom will respond on topic to peer and/or teacher questions with 90% accuracy across opportunities observed.



D=DEGREE

- Degree is the criteria
- “An effective goal or objective needs to state clearly what is considered to be acceptable performance.”

Examples

- number correct
- within a given time period
- complete all steps
- percentage
- frequency
- duration

What does degree look like in a goal?

When given a topic of discussion, **Tom** will respond on topic to peer and/or teacher questions **with 90% accuracy** across opportunities observed.

What are social skills?

Social skills are the **skills** we use to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance.

<http://www.skillsyouneed.com/ips/social-skills.html>

Importance for Social Communication

- Demonstrating empathy and sensitivity
- Adjusting appropriate amounts of background knowledge to clearly communicate to a variety of partners
- Reading non-verbal cues
- Prediction of other's reaction to your own social behaviors
- Self-awareness and adjustment of one's own actions

-Jill Kuzma, 2015



- ❑ Some kids learn social skills from observation...others learn from systematic instruction or trial and error.
- ❑ It may take some time for interventions to work so, don't give up!

Social Skills Resources

<http://jillkuzma.wordpress.com>

www.socialthinking.com

Authors:

- Carol Gray
- Julia Cook
- Mo Willems
- Nancy E. Shaw

What are we measuring with a social skills goal?

The student's skill level in a social context

Examples:

- Increasing eye contact
- Increasing interactions (e.g., greetings and salutations, answering questions from teacher or peer)
- Increasing on topic, two way conversations
- Increasing time spent with peers participating in reciprocal interactions or play

What are social skills you are currently working on in the classroom?



What social skills would you like to measure?

Condition	Audience	Behavior	Degree
The "When"	The "Who"	The "What"	The Criteria

Adapted from "Data Without Tears" by Terri Chiara Johnston

When given a topic of discussion, Tom will positively respond on topic to peers and teacher questions, with 90% accuracy.

Condition	Audience	Behavior	Degree
When given a topic of discussion	Tom	Will respond on topic to peer and teacher questions	With 90% accuracy.

Let's practice!

Take out your sample or current IEPs and as a group create 1-2 measurable social skills goals together!





Multi-Tiered Systems of Support for Student Success

Academic Systems

Tier 3/Tertiary Interventions 1-5%

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 80-90%

- All students
- Preventive, proactive

Behavioral Systems

Tier 3/Tertiary Interventions 1-5%

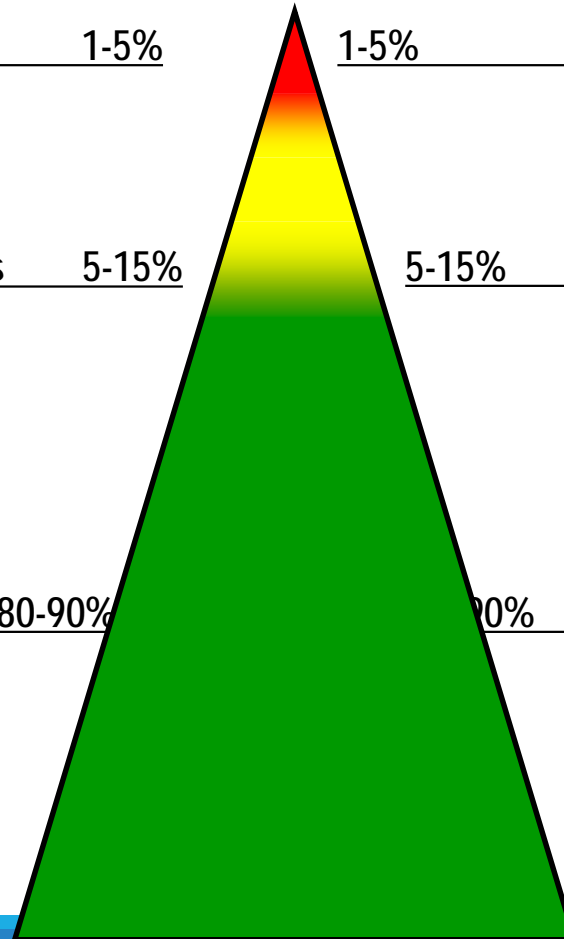
- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions 5-15%

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions 90%

- All settings, all students
- Preventive, proactive



*Illinois PBIS Network, Revised May 15, 2008.
Adapted from "What is school-wide PBS?" OSEP
Technical Assistance Center on Positive
Behavioral Interventions and Supports.
Accessed at <http://pbis.org/schoolwide.htm>*

Merriam-Webster defines behavior as:

a: the way a person acts

b: the manner of conducting ones self

Keep in mind: Behavior serves a function...

What does that mean for us,
as educators?

What behaviors have you seen from students?

<u>Adaptive</u>	<u>Maladaptive</u>
<ul style="list-style-type: none">• Walking to and from class as expected• High-fiving a friend• Raising a hand to answer a question• Helping someone that is hurt• Smiling at a teacher• Recycling or picking up trash	<ul style="list-style-type: none">• Ignoring a teacher• Spitting on the floor• Hitting a student or teacher• Leaving the classroom• Use of profanity• Work refusal

Function of a behavior

- **Gain something**

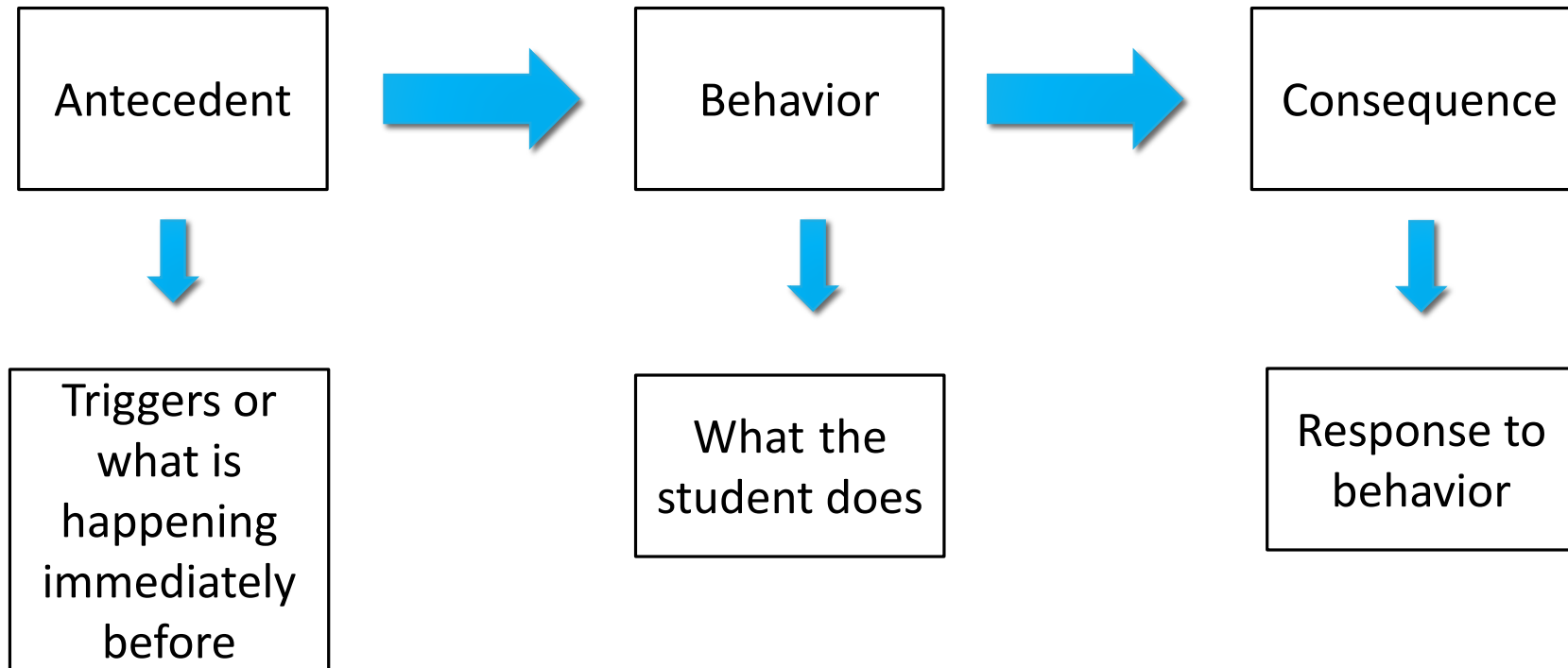
(tangible, activity, sensory or attention)

- **Get away from something**

(avoid, delay or terminate)

The ABCs of Behaviors

Behavior ***always serves a function*** and is observable and measurable!



Student Name: _____

A-B-C Data Collection Form

Date: _____

Time	Setting & Staff	Antecedent (What happened before the Behavior?)	Behavior (Describe the behavior of concern?)	Consequence (What were the results/reactions?)	Comments

How do you currently identify a behavior for an IEP??



Keep this in mind....

- What impacts the student's growth in the general educational classroom?
- What impedes the student the most?
- What is the replacement skill that I want to teach the student?



Use data collected to make an data-driven decision!

Replacement Skills or Alternative Behavior

Think about the function of the behavior!!

- ❖ Gives you the same outcome as the challenging behavior
- ❖ Increases the likelihood the student will use their new skill



Developing a hypothesis for the replacement behavior assists the team in selecting a function-based intervention/goal

-Dunlap, Iovannone, Kincaid, Wilson, Christiansen, Strain & English, 2010

Group Activity



What is a replacement skill could I teach for.....

Outbursts

Aggression

Non-compliance

Case Studies

What is the specific behavior,
it's possible function
and a replacement skill?

Case Study #1

Clara loves school. Her teacher reports that she reads and comprehends on grade level and is eager to please and ready to learn. But Clara tends to disrupt the classroom by blurting out answers before she is called on and has difficulty waiting her turn. She interrupts others and intrudes on conversations with peers and adults. Students often laugh and roll their eyes in response to Clara. The teacher either praises or corrects her depending on the circumstance.

Behavior, Function and Replacement Skill?

Case Study #2

Dan is new to the school this year and sits in the back of the classroom. He gets easily frustrated by schoolwork and uses profanity. He even kicks the chair in front of him when he is frustrated with the task at hand. The whole class stares and the teacher sometimes give him less work so he doesn't get as frustrated.

Behavior, Function and Replacement Skill?

Case Study #3

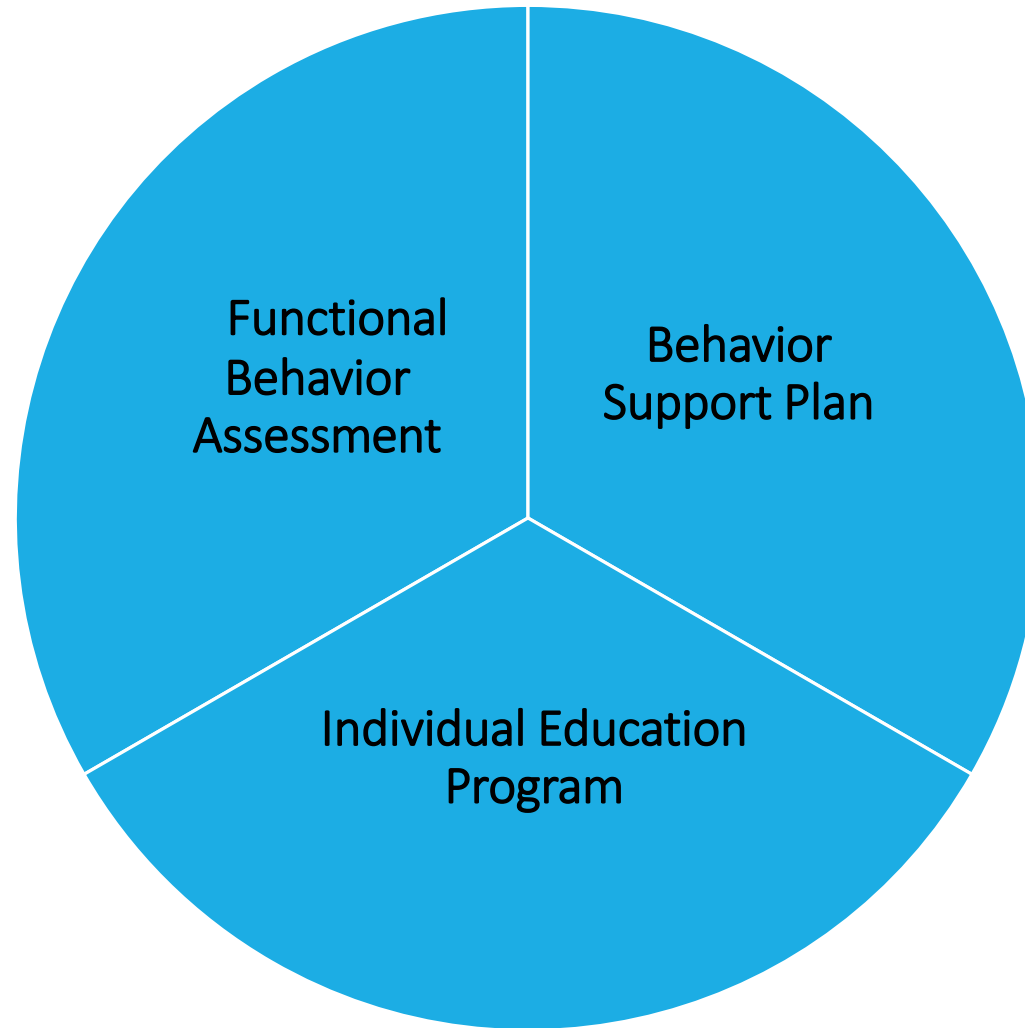
Donna catches on to the subject at hand quickly. She answers questions by raising her hand and is usually correct. She does however have a hard time completing her work on time and has daily tantrums such as screaming or crying when things don't go her way.

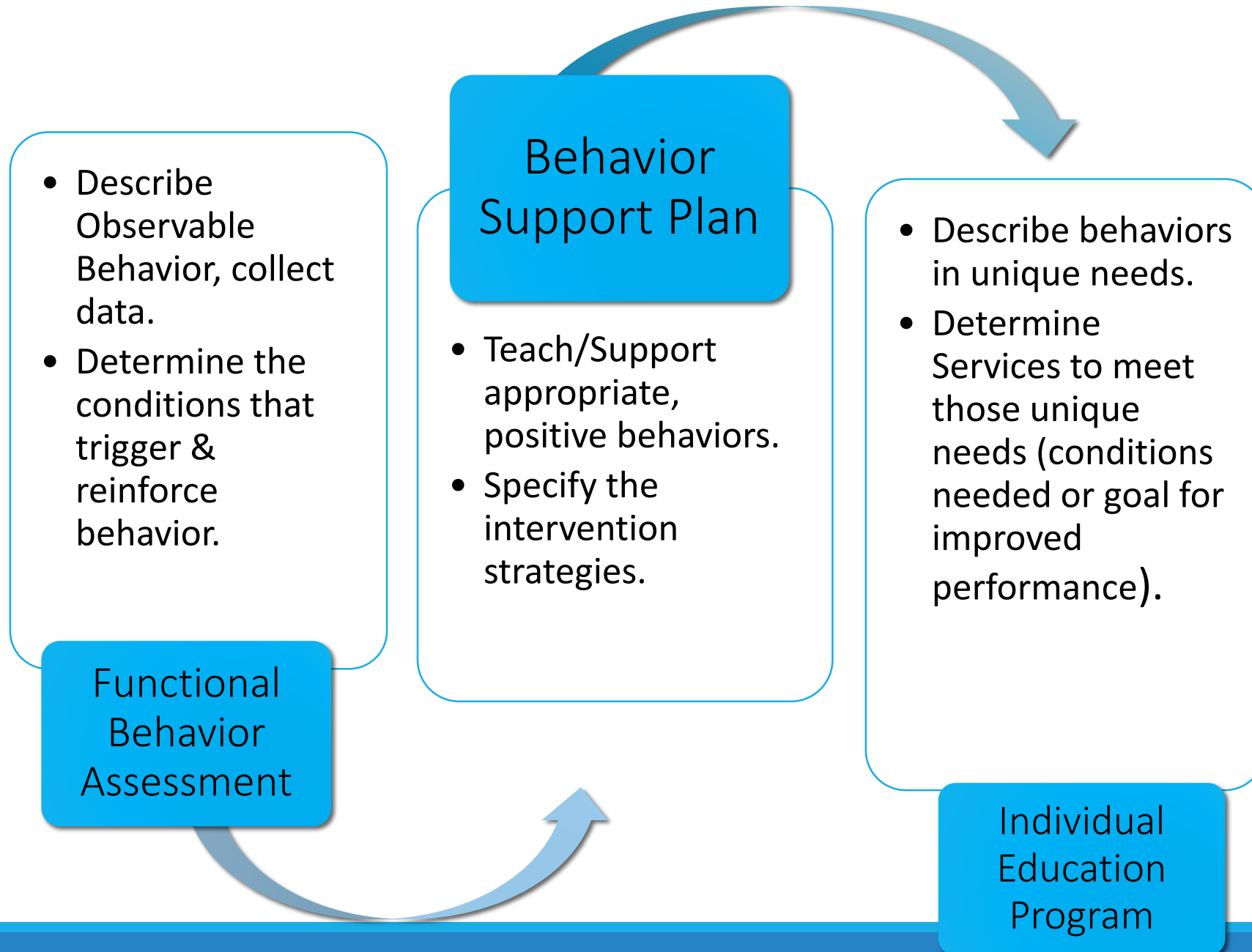
Behavior, Function and Replacement Skill?

Group Activity

What behaviors in your class do you need to find a replacement skill for?

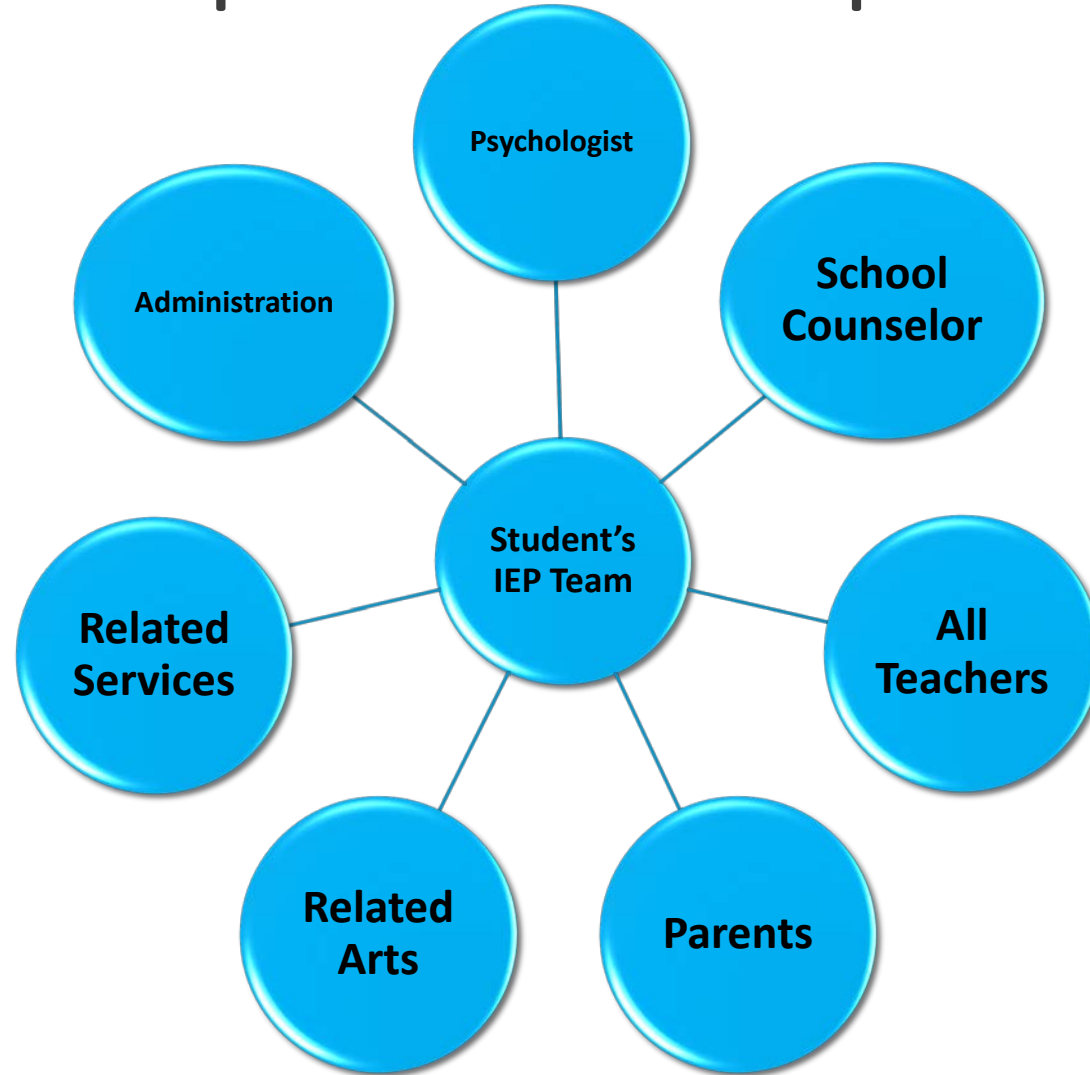






FBA Process

Who is part of the FBA process?



Functional Behavior Assessment (FBA)

A **Functional Behavior Assessment (FBA)** is a systematic set of strategies that is used to determine the underlying function or purpose of a behavior, so that an effective intervention plan can be developed.

Purpose of an FBA

- To identify the **antecedents and/or setting events** that trigger the student to engage in challenging behaviors
- To determine the **function** or purpose of the student's inappropriate behavior
- To ascertain the people, situations, items, and/or activities that **reinforce** the student's behavior
- Find a **replacement behavior** for the inappropriate behavior

When should an FBA be developed?

- When the current intervention used is not effective or improving and become a disruption to the academic environment for the student and those in the classroom and been through other tiers of support.
- IDEA requires an FBA whenever a child with a disability has his or her current placement changed for disciplinary reasons.
- During the manifestation process, if needed.

-Family and Advocates Partnership for Education (FAPE)

PTR Functional Behavior Assessment: Prevent Component

1a. Are there *times of the school day* when problem behavior is *most likely* to occur? If yes, what are they?

☐ Morning ☐ Before meals ☐ During meals ☐ After meals ☐ Arrival
☐ Afternoon ☐ Dismissal

Other: _____

1b. Are there *times of the school day* when problem behavior is *very unlikely* to occur? If yes, what are they?

☐ Morning ☐ Before meals ☐ During meals ☐ After meals ☐ Arrival
☐ Afternoon ☐ Dismissal

Other: _____

2a. Are there *specific activities* when problem behavior is *very likely* to occur? If yes, what are they?

<input type="checkbox"/> Reading/LA	<input type="checkbox"/> Writing	<input type="checkbox"/> Math	<input type="checkbox"/> Science
<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group work	<input type="checkbox"/> Large group work	<input type="checkbox"/> Riding the bus
<input type="checkbox"/> One-on-one	<input type="checkbox"/> Computer	<input type="checkbox"/> Recess	<input type="checkbox"/> Lunch
<input type="checkbox"/> Free time	<input type="checkbox"/> Peer/cooperative	<input type="checkbox"/> Centers	<input type="checkbox"/> Discussions/Q&A
<input type="checkbox"/> Worksheets, seatwork	<input type="checkbox"/> work	<input type="checkbox"/> Specials (specify)	<input type="checkbox"/> Transitions (specify)

Other: _____

2b. Are there *specific activities* in which problem behavior is *very unlikely* to occur? What are they?

<input type="checkbox"/> Reading/LA	<input type="checkbox"/> Writing	<input type="checkbox"/> Math	<input type="checkbox"/> Science
<input type="checkbox"/> Independent work	<input type="checkbox"/> Small group work	<input type="checkbox"/> Large group work	<input type="checkbox"/> Riding the bus
<input type="checkbox"/> One-on-one	<input type="checkbox"/> Computer	<input type="checkbox"/> Recess	<input type="checkbox"/> Lunch
<input type="checkbox"/> Free time	<input type="checkbox"/> Peer/cooperative	<input type="checkbox"/> Centers	<input type="checkbox"/> Discussions/Q&A
<input type="checkbox"/> Worksheets, seatwork	<input type="checkbox"/> work	<input type="checkbox"/> Specials (specify)	<input type="checkbox"/> Transitions (specify)

PTR Functional Behavior Assessment: Reinforce Component

1. What responses (**consequences**) typically occur after the student engages in the **problem behavior**? Identify the top 3-5 responses that adults or peers almost always do immediately after the student does the problem behavior.

- | | | |
|---|--|---|
| <input type="checkbox"/> Sent to time-out | <input type="checkbox"/> Gave personal space | <input type="checkbox"/> Verbal reprimand |
| <input type="checkbox"/> Chair time-out | <input type="checkbox"/> Sent to behavior specialist/counselor | <input type="checkbox"/> Stated rules |
| <input type="checkbox"/> Head down | <input type="checkbox"/> Assistance given | <input type="checkbox"/> Physical prompt |
| <input type="checkbox"/> Sent to office | <input type="checkbox"/> Verbal redirect | <input type="checkbox"/> Peer reaction |
| <input type="checkbox"/> Sent home | <input type="checkbox"/> Delay in activity | <input type="checkbox"/> Physical restraint |
| <input type="checkbox"/> Calming/soothing | <input type="checkbox"/> Activity changed | <input type="checkbox"/> Removal of <u>reinforcers</u> |
| | <input type="checkbox"/> Activity terminated | <input type="checkbox"/> Natural consequences (Specify) |

Other: _____

2. Does the student **enjoy praise** from teachers and other school staff? Does the student enjoy praise from some teachers more than others?

- ☐ Yes *List specific people* _____
- ☐ No

3. What is the likelihood of the student's **appropriate behavior** (e.g., on-task behavior; cooperation; successful performance) resulting in acknowledgment or praise from teachers or other school staff?

- ☐ Very likely ☐ Sometimes ☐ Seldom ☐ Never

4. What is the likelihood of the student's **problem behavior** resulting in acknowledgment (e.g., reprimands, corrections) from teachers or other school staff?

- ☐ Very likely ☐ Sometimes ☐ Seldom ☐ Never

5. What school-related items and activities are **most enjoyable** to the student? What items or activities could serve as special rewards?

- | | | |
|---|---|--|
| <input type="checkbox"/> Social interaction with adults | <input type="checkbox"/> Music | <input type="checkbox"/> Art activity |
| <input type="checkbox"/> Social interaction with peers | <input type="checkbox"/> Puzzles | <input type="checkbox"/> Computer |
| <input type="checkbox"/> Playing a game | <input type="checkbox"/> Going outside | <input type="checkbox"/> Video games |
| <input type="checkbox"/> Helping teacher | <input type="checkbox"/> Going for a walk | <input type="checkbox"/> Watching TV/video |
| <input type="checkbox"/> Line leader | <input type="checkbox"/> Reading | <input type="checkbox"/> Objects (Specify) _____ |
| <input type="checkbox"/> Going to media center | <input type="checkbox"/> Extra PE time | _____ |
| <input type="checkbox"/> Sensory activity (specify) | <input type="checkbox"/> Extra free time | <input type="checkbox"/> Food (Specify) _____ |

Questions?

- ☐ Who is part of your schools FBA process?
- ☐ When have you determined to start the process?
- ☐ What kinds of forms do you use?

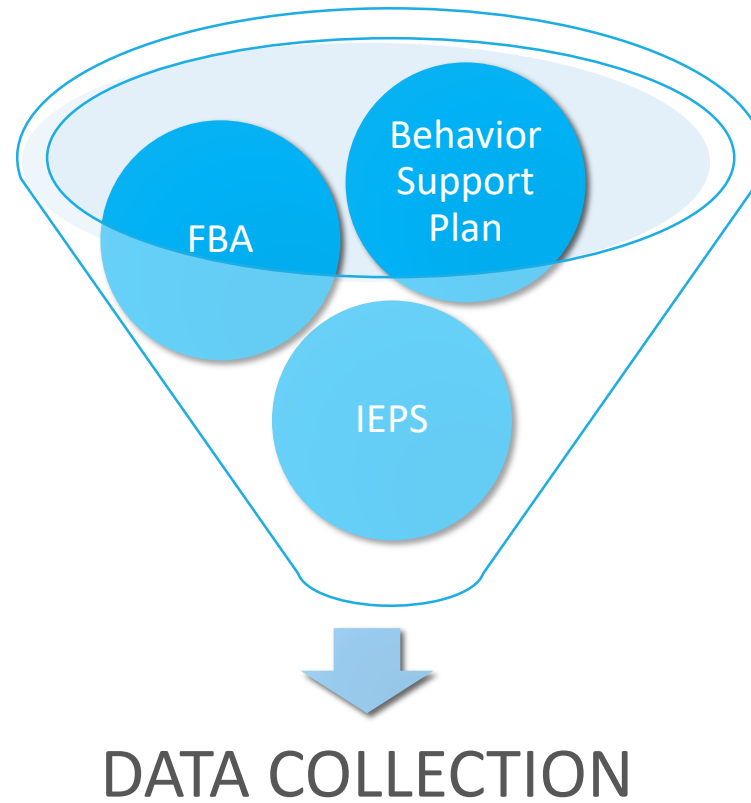
Behavior Support Plan

- ❑ The plan to replace challenging behaviors with identified replacement skills identified during the FBA process or determined by the IEP teams data.

BSP should include

- Description of student reinforcement preferences
- Definition of target behaviors
- Summary of FBA (if needed)
- Staff responsible for carrying out plan (if needed)
- Intervention plan
 - Antecedents and how we can prevent
 - Replacement behavior and how we will teach them
 - Reinforcement strategies
- **Data collection procedures**

Where do I begin in writing my IEP goal??





**KEEP
CALM
AND
COLLECT
MORE DATA**



Creating a data sheet for your IEP goal

intervals



Behavior
Observation
Made Easy



duration

frequency

Data Collection

Begin collecting data from Day 1 of IEP implementation!

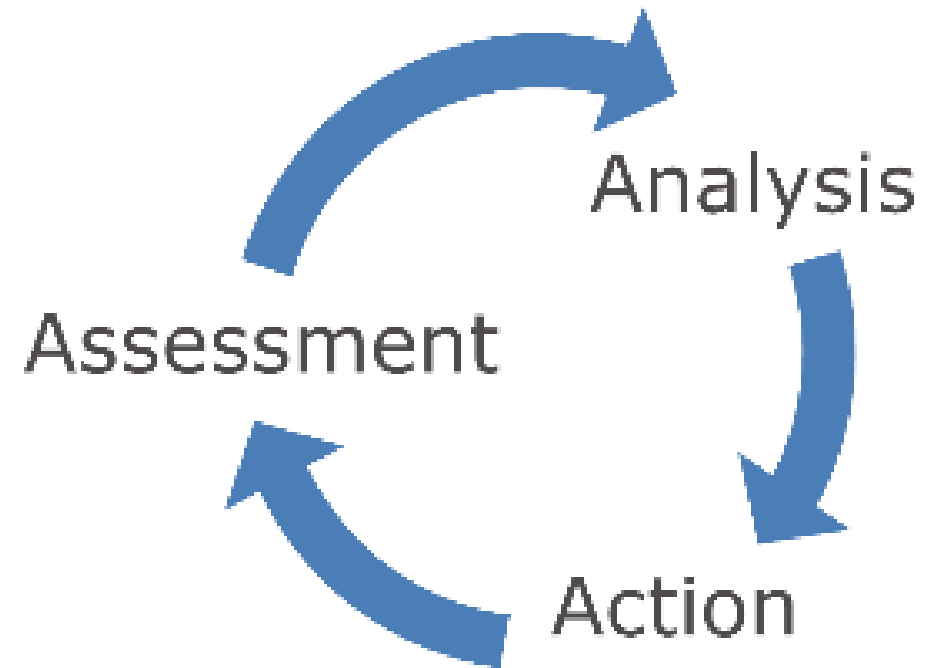
Benefits:

- Benchmark reports
- Evaluation of student performance
- Informs programs and decisions made for that student's education
- Helps to answer any questions the parent or other members of the IEP may have

-Bateman, 2015

What do I do with the data?

- Analyze data on a regular basis
 - Determines student needs in the classroom
 - Helps team decide whether or not to increase or decrease interventions
 - Does the data show that your intervention or goal is benefiting the student?
 - What instructional strategies do I need to add or fade?
 - Example: Increased repetition, increased proximity, higher levels of reinforcement



Type of Data Collection Techniques

Type of Measure	Definition	Example	Advantages	Disadvantages
Frequency	Records the number of times a specific behavior occurs	Number of books read, hand raised, call outs	Good for behaviors with a clear start and end Easily recorded	Not good for highly frequent behaviors Not good for behaviors that last an extended amount of time
Duration Recording	Records the length of time a behavior occurs	Length of time to complete assignment; amount of time it takes to begin instruction	Good for discrete behaviors with a beginning and end Good for extended time behaviors	Not good for high frequency Use of a stop watch
Interval - time sampling	Records the presence of absence of a given response within a time interval	Thumb sucking, hand flapping, engaging in conversation	Good for continuous behaviors Good for behaviors with high frequency	Behavior should occur at least every 15 minutes Only gives an estimate of the actual number of times the behavior occurs.
<i>Whole Interval Time Sampling</i>	Records the response when it is emitted through the entire interval	On task behavior, cooperative play	Useful when you want to know if a behavior is sustained Use when looking for an increase in behavior	Tends to underestimate the occurrence of a behavior
<i>Partial Interval Sampling</i>	Records the response when a single instance of the behavior occurs in the interval	Cursing, calling out, throwing objects	Used to record behaviors that may occur in fleeting moments Use when looking for a decrease in the behavior	Tends to over estimate the occurrence of a behavior
<i>Momentary time sampling</i>	Records the response if emitted at the moment the interval ends	Eye blinking, seat behavior	Use to record behaviors that are apt to persist for a while Useful to record behaviors that occur at least 10% of the time	Difficult to record and teach

Weekly Frequency Count

Student Name: _____ Observer: _____

Target Behavior: _____

Description of Target Behavior: _____

Instructions: Place a tally under each time target behavior occurs.

From:	To:	Monday	Tuesday	Wednesday	Thursday	Friday
		Date: Initial:	Date: Initial:	Date: Initial:	Date: Initial:	Date: Initial:
7:00	7:30					
7:30	8:00					
8:00	8:30					
8:30	9:00					
9:00	9:30					
9:30	10:00					
10:30	10:30					
10:30	11:00					
11:00	11:30					
11:30	12:00					
12:00	12:30					
12:30	1:00					
1:00	1:30					
1:30	2:00					
2:00	2:30					
2:30	3:00					
3:00	3:30					
3:30	4:00					
Frequency avg.						

Duration Weekly Data

Student Name: _____ Observer: _____

Target behavior: _____

Description of target behavior: _____

Instructions: Record the start and end time of each occurrence of the behavior under the appropriate day of the week.

Monday <small>Date/Initial:</small>	Tuesday <small>Date/Initial:</small>	Weds. <small>Date/Initial:</small>	Thursday <small>Date/Initial:</small>	Friday <small>Date/Initial:</small>
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____	Start: _____ End: _____
Total durations:	Total durations:	Total durations:	Total durations:	Total durations:
# Of minutes observed:	# Of minutes observed:	# Of minutes observed:	# Of minutes observed:	# Of minutes observed:
Average:	Average:	Average:	Average:	Average:

Interval Weekly Data

Student Name: _____ Observer: _____

Target behavior: _____

Description of target behavior: _____

Instructions: Mark yes or no if the behavior occurred during that interval of time

Monday		Tuesday		Weds.		Thursday		Friday	
Date/Initial:		Date/Initial:		Date/Initial:		Date/Initial:		Date/Initial:	
7:00-	Yes	7:00-	Yes	7:00-	Yes	7:00-	Yes	7:00-	Yes
7:30	No	7:30	No	7:30	No	7:30	No	7:30	No
7:30-	Yes	7:30-	Yes	7:30-	Yes	7:30-	Yes	7:30-	Yes
8:00	No	8:00	No	8:00	No	8:00	No	8:00	No
8:00-	Yes	8:00-	Yes	8:00-	Yes	8:00-	Yes	8:00-	Yes
8:30	No	8:30	No	8:30	No	8:30	No	8:30	No
8:30-	Yes	8:30-	Yes	8:30-	Yes	8:30-	Yes	8:30-	Yes
9:00	No	9:00	No	9:00	No	9:00	No	9:00	No
9:00-	Yes	9:00-	Yes	9:00-	Yes	9:00-	Yes	9:00-	Yes
9:30	No	9:30	No	9:30	No	9:30	No	9:30	No
9:00-	Yes	9:00-	Yes	9:00-	Yes	9:00-	Yes	9:00-	Yes
10:00	No	10:00	No	10:00	No	10:00	No	10:00	No
10:00-	Yes	10:00-	Yes	10:00-	Yes	10:00-	Yes	10:00-	Yes
10:30	No	10:30	No	10:30	No	10:30	No	10:30	No
10:30-	Yes	10:30-	Yes	10:30-	Yes	10:30-	Yes	10:30-	Yes
11:00	No	11:00	No	11:00	No	11:00	No	11:00	No
11:00-	Yes	11:00-	Yes	11:00-	Yes	11:00-	Yes	11:00-	Yes
11:30	No	11:30	No	11:30	No	11:30	No	11:30	No
11:30-	Yes	11:30-	Yes	11:30-	Yes	11:30-	Yes	11:30-	Yes
12:00	No	12:00	No	12:00	No	12:00	No	12:00	No
12:00-	Yes	12:00-	Yes	12:00-	Yes	12:00-	Yes	12:00-	Yes
12:30	No	12:30	No	12:30	No	12:30	No	12:30	No
1:00-	Yes	1:00-	Yes	1:00-	Yes	1:00-	Yes	1:00-	Yes
1:30	No	1:30	No	1:30	No	1:30	No	1:30	No
1:30-	Yes	1:30-	Yes	1:30-	Yes	1:30-	Yes	1:30-	Yes
2:00	No	2:00	No	2:00	No	2:00	No	2:00	No
2:00-	Yes	2:00-	Yes	2:00-	Yes	2:00-	Yes	2:00-	Yes
2:30	No	2:30	No	2:30	No	2:30	No	2:30	No
2:30-	Yes	2:30-	Yes	2:30-	Yes	2:30-	Yes	2:30-	Yes
3:00	No	3:00	No	3:00	No	3:00	No	3:00	No
3:00-	Yes	3:00-	Yes	3:00-	Yes	3:00-	Yes	3:00-	Yes
3:30	No	3:30	No	3:30	No	3:30	No	3:30	No
3:30-	Yes	3:30-	Yes	3:30-	Yes	3:30-	Yes	3:30-	Yes
4:00	No	4:00	No	4:00	No	4:00	No	4:00	No

Use your data

- What does your data collection tell you about the student?
- What behavior impacts this student the most?
- Is this behavior something that all students are exhibiting (across the school or class) or is this unique to the individual?

Writing an IEP for a target behavior

S M A R T

G O A L S

Goals with SMART(S)

S. Specific- Are specific skills addressed that could be identified and duplicated by someone else?

M. Measurable- Can it be measured with quantifiable numbers?
(Completion %, Opportunities, Frequency, etc.)

A. Achievable- Given a year's worth of instruction, is it feasible for the student to be able to achieve them within a year?

R. Results-Focused- Do the goals focus on an end product or ability to be demonstrated? Does it relate to overall student improvement?

T. Time-Bound- Are there time limits set forth for the goal to be completed? (benchmarks, timed-assignment criteria, frequency duration)

S. Standards-Based- Does the goal seek to teach the skills needed in order to access and achieve the Common Core State Standards for the student's grade level?

A=AUDIENCE

B=BEHAVIOR

C=CONDITION

D=DEGREE

"Data Without Tears" by Terri Johnston

Condition	Audience	Behavior	Degree
The “When”	The “Who”	The “What”	The Criteria

Case Study #3

Donna catches on to the subject at hand quickly. She answers questions by raising her hand and is usually correct. She does however have a hard time completing her work on time and has daily tantrums such as screaming or crying when things don't go her way (wanted to do math instead of reading) or she doesn't understand the assignment.

When participating in classroom activities, Donna will reduce major disruptions, defined as screaming, banging on desk and dropping to the floor to less than an average of 1 or few episodes per day.

Condition	Audience	Behavior	Degree
When participating in classroom activities	Donna	reduce major disruptions, defined as screaming, banging on desk and dropping to the floor	less than an average of 1 or few episodes per day

When participating in classroom activities and before she becomes frustrated (screaming, crying, banging on desk), Donna will request a break, sensory activity or walk around the class 80% of all opportunities needed.



Condition	Audience	Behavior	Degree
When participating in classroom activities and before she becomes frustrated (screaming, crying or banging on desk)	Donna	will request a break, sensory activity or walk around the class	80% of all opportunities needed.



Name: Donna

Behavior: Major disruptions

Defined: screaming, banging on the desk and dropping to the floor

Date	Activity	Requested Break without prompting	Requested Break With Prompting	Frustration shown without requesting break	Behavior exhibited	Staff initials
5/6/14	Math	+				SV
5/6/14	Reading			+	Crying at desk	SV

Condition	Audience	Behavior	Degree
The "When"	The "Who"	The "What"	The Criteria
Context in which you are expecting the student to perform the new skill or behavior	The student	Observable visible actions for behavioral or academic needs	Clearly stated measureable performance

Adapted from "Data Without Tears" by Terri Chiara Johnston



Condition	Audience	Behavior	Degree
The “When”	The “Who”	The “What”	The Criteria
Context in which you are expecting the student to perform the new skill or behavior Example: <ul style="list-style-type: none">• When given a task to complete	The student	Observable visible actions for behavioral or academic needs Example: <ul style="list-style-type: none">• Will complete the assignment given	Clearly stated measureable performance Example: <ul style="list-style-type: none">• 3 or less gestural prompts



Adapted from “Data Without Tears” by Terri Chiara Johnston

What behavioral goals would you like to address?

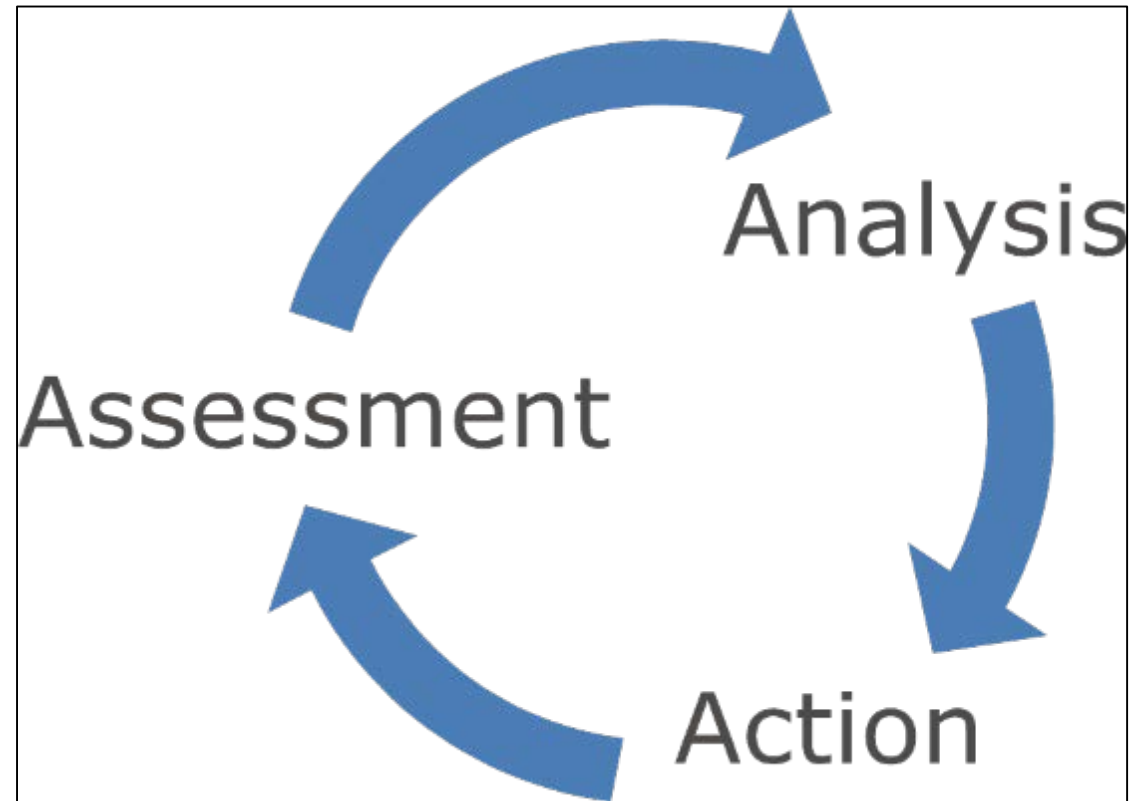


Let's practice!

Take out your IEPs and as a group create 3 measurable goals together!



Let's practice creating a data sheet tied to your goal!





Contact Information

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Resources for FBAs

Conducting School-Based Functional Behavioral Assessments, Second Edition: A Practitioner's Guide by Mark Steege, T. Steuart Watson and Frank M. Gresham

Functional Behavioral Assessment, Diagnosis, and Treatment, Second Edition: A Complete System for Education and... by Ennio Cipani PhD and Keven M. Schock MA BCBA

Prevent, Teach, Reinforce: The School Based Model of Individualized Positive Behavior Support by Dunlop, Iovannone, Kincaid, Wilson, Christiansen, Strain & English

Functional Assessment and Program Development for Problem Behavior: A Practical Handbook by Robert E. O'Neill, Richard W. Albin, Keith Storey and Robert H. Horner

Resources for the ABCs of IEPs

<http://www.behavioradvisor.com/FBA.html>

<http://cecp.air.org/fba/>

www.behaviordocor.org

www.educateautism.com/behavioural-principles/functions-of-behaviour.html

<http://www.pbisworld.com/data-tracking/>

Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data by Terri Chiara Johnston

<http://autismpdc.fpg.unc.edu/content/functional-behavior-assessment>

<http://jillkuzma.wordpress.com>

Writing Measurable and Meaningful Behavior Goals for the IEP by Joseph D. Otter LMSW (power point)

Better IEPs by Barbara D. Bateman and Mary Anne Linden

<http://www.northsmithfieldschools.com/what-specialized-instruction>

Bateman, D (Director) (2015, March 11) What Principals need to know about IEPs. Lecture conducted form CEC,.