

# **Individual Education Plan (IEP) and Behavior Support Process Overview**

# Chuck's Story

Chuck lives with his parents and younger brother in a small rural community. Shortly after his fifth birthday, Chuck's parents enrolled him in a general education kindergarten class at a nearby elementary school. Chuck had several behavioral challenges in kindergarten. His teacher reported that Chuck frequently had difficulty following directions and would sometimes throw a tantrum when he did not “get his way.” He also had problems getting along with his peers. Chuck did not like to “wait for his turn” or “stand in line” with his class.

Chuck's mother reported that he displayed similar behaviors at home. For example, his mother was concerned that Chuck often “did not listen” to her or her husband. He often tried to “be the boss” with his brother—both at home and during family outings in the community.

Chuck's problem behaviors continued and escalated in first grade. For example, he repeatedly defied his teacher and refused to follow her instructions. Loud verbal arguments led to fistfights with other boys, and occasionally girls, at lunch or recess. Given the increasing frequency and severity of these and other problem behaviors, Chuck was referred to the school's Individual Education Program (IEP) team, assessed, and qualified for special education services under Other Health Impairment. Some time passed with little to no improvement with Chuck's behavior so the IEP team is holding an amendment IEP meeting.

# Group Activity



## Task

With your table group, use the information provided in “Chuck’s Story” to develop the following:

- Robust Present Levels of Performance (PLOP) in the area of Social/Emotional/Behavioral
- Behavior Goals (at least two)
- Special Factors in the area of how behavior impedes learning of self or others
- Supplementary aids/ accommodations to support positive / appropriate behavior

# MTSS for Behavior Support Needs (SWD)

## PLOP

Provide a robust description in the present levels using evidence of student performance (data) to determine area of need for goals.

## Goals

Develop **behavioral goals and update Special Factors page** with a description of how the behavior impedes the learning of the student and/or peers.

## Supports

Add supplementary aids and accommodations to support positive behavior.

## BCBA

When little to no improvements after interventions have been implemented with fidelity and data collection, an admin can submit a BCBA referral form.

## BIP

A Tier 2 Behavior Intervention Plan is developed in collaboration between the case carrier and the BCBA

## FBA

A Functional Behavior Assessment (FBA) is needed when the function of the behavior is unknown or the team feels additional adult support is necessary to implement strategies

4-6 week Implementation and Progress Monitor through Data Collection.

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# Why ?

## PLOP

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Develop behavioral goals and update Special Factors page with a description of how the behavior impedes the learning of the student and/or peers.

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Implement accommodations to support positive behavior.

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# Reminder for BCBA support

- Admin submits a BCBA referral form once classroom staff have exhausted all Tier 1 and Tier 2 interventions (BCBA is a Tier 3 intervention)
- IEP Goals need to be implemented prior to submitting a BCBA referral
- BCBA's role:
  - observe
  - provide strategies, and
  - train staff on implementing strategies
  - train staff on data collection
  - collaborate with case carriers on Tier 2 BIP
- BCBA support is provided through staff coaching; not a direct service to student in isolation
- Collect data for FBA
- BCBA support fails to improve student behavior when there is a lack of fidelity with implementation, and lack of accountability / oversight by admin.

# Success and Failure of BCBA support

- BCBA support fails to improve student behavior when there is a lack of staff (not BCBA) fidelity with implementation of strategies, and lack of accountability / oversight by admin.

*What accountability and oversight methods can you implement to support staff fidelity of strategy implementation?*

Write the names of 3 SWD that have  
behavior support needs

Individual Activity (**No Share Out**)

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Individual Activity (**No Share Out**)



**Circle their name if they have one or more behavior goals**

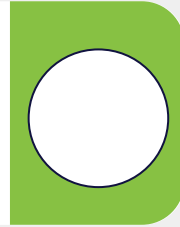


Write the names of 3 SWD that have behavior support needs

Individual Activity **(No Share Out)**



**Circle their name if they have one or more behavior goals**



**Place a star by their name if they have a Tier 2 or Tier 3 behavior plan being implemented**

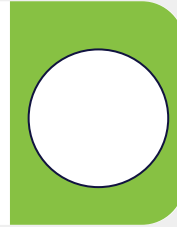


Write the names of 3 SWD that have behavior support needs

Individual Activity **(No Share Out)**



**Circle their name if they have one or more behavior goals**



**Place a star by their name if they have a Tier 2 or Tier 3 behavior plan being implemented**



**Place a question mark by their name if you are unsure and need to check SEIS/follow up**



Questions???

# District Communication

Where do I find what I am looking for?

**Ed Services  
Weekly Memo**



**Shared Special  
Education  
Google Drive**



**Monthly  
Collaboration  
Agenda**



**Quarterly  
Newsletter**

