Effectively Addressing Behavioral Concerns within the Individualized Education Program

Special Education Leadership Institute
August 26, 2013
8:30 a.m. – 4:00 p.m.
Tony Doggett, Ph.D., Fluency Plus, LLC
Objectives of the Training

• Operationally define behavioral concerns and obtain relevant baseline data for use within the Present Level of Performance section on the IEP.

• Identify potential targets for the development of measurable and objective social/emotional/behavioral goals that can be tracked through the assessment to intervention process.

• Identify appropriate special education and related services, accommodations and modifications, and support for personnel.

• Utilize collaborative problem-solving to make data-based decisions regarding student response to intervention and fidelity of implementation of behavioral supports.
IDEA 2004

The Individuals With Disabilities Education Improvement Act of 2004 (IDEA 2004) was designed to ensure that each student with a disability obtains:

• a free appropriate public education (FAPE)
• delivered in the least restrictive environment (LRE), which includes
  • appropriate assessment and evaluation;
  • an individualized education program (IEP);
• parent and student participation; and
• due process and procedural safeguards.

(Cullinan, 2007, p. 27)
Individualized Education Program (IEP) Development

IDEA (2004) requires that the IEP contain:

• Specific information about the student’s present level of educational performance;
• Measurable annual goals, with regular monitoring and reports to parents;
• Criteria for evaluating whether instructional objectives are being met, and a schedule (at least once per year) for performing this evaluation;
• What special education and related services are being provided, including the extent to which the student will participate in the general education program with nondisabled peers;
• When the services will begin, their anticipated duration, and where the services will be provided;
• Accommodations for the student’s participation in district-wide or state-wide assessments.

(Cullinan, 2007, p. 28)
IEP Development

The IEP is the “make or break” component in FAPE for every student with a disability.

Three important questions to ask when developing each student’s IEP:

1. What are the child’s unique needs?
2. What services and supports will school personnel employ to address each need?
3. What will the child be able to accomplish as a result of these educational services?

(Bateman & Herr, 2006, pp. 10-11)
Potential Behavior, Emotional, Social Concerns for Students with Disabilities

**Externalizing Problems**
- Noncompliance/Defiance
- Threatens or harms others
- Tantrums
- Fights/physically aggressive
- Lies, cheats, steals
- Destroys others property
- Lack of remorse or guilt for behavior

**Internalizing Problems**
- Overly emotional/Sensitive
- Feels worthless
- Too fearful and/or anxious
- Withdrawn, keeps to self
- Depressed, does not enjoy activities
- Unhappy, sad, agitated
- Keeps things to self

**Thought Problems**
- Can’t get mind off certain thoughts
- Strange, Repetitive, Compulsive Behavior
- Strange Thought Process; Hears things

**Attention Problems**
- Can’t focus or concentrate/Inattentive
- Can’t sit still/Hyperactive
- Acts without thinking/Impulsive
- Poor school performance

**Social Problems**
- Chooses companions poorly
- Engages in drug use/abuse
- Feels that others mistreat them
- Jealous or envious of others
- Feels isolated or lonely
- Not well liked by others
- Involved with Juvenile Justice System
Linking the BIP to the IEP

Behavior Intervention Plan (BIP): Essential Components

- Summary of FBA including Summary Statements
- Identification of Replacement Behaviors
- Prevention or Proactive Strategies
- Educatively or Teaching Strategies
- Reinforcement Strategies
- Corrective Strategies
- Behavior Monitoring and Evaluation
- Intervention Integrity Monitoring

Related Individualized Education Program (IEP) Sections

- Present Levels of Performance
- Modifications/Accommodations
- Support for Personnel
- Annual goals and related short-term instructional objectives
- Related Services
- Least Restrictive Environment
Present Levels of Performance

- Typically includes the following information:
  - Description of how the disability affects involvement and progress in the general curriculum
  - Detailed description of current performance in reading and math
  - Results of the initial or most recent evaluation
  - Student’s strengths
  - Parental concerns for enhancing the student’s education
  - Description of social, behavior, and/or emotional skills
“Would you tell me, please, which way I ought to go from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where——” said Alice.

“Then it doesn’t matter which way you go,” said the Cat.

“——so long as I get somewhere,” Alice added as an explanation.

“Oh, you’re sure to do that”, said the Cat, “if only you walk long enough.”

*Alice’s Adventures in Wonderland*, Lewis Carroll (1980, p. 95).
Problems with PLPs

• PLPs typically contain a lot of information that is 1-3 years outdated.
  – “Based on the evaluation conducted in 2010, Joe scored. . .”
• PLPs may not contain measurable data that can be used to evaluate current performance.
  – “Joe does not handle his anger well. He acts out often.”
• PLPs may contain data that is not be comparable to the type of data being used to evaluate progress toward attaining an annual goal.
  – “Joe throws fits an average of 2 times per day.” However, annual goal is written to reduce tantrums down to less than one minute per day.

• In contrast, PLPs should provide an objective starting point from which to evaluate the student’s progress across the IEP year and to develop annual goals and progress markers (Bateman & Herr, 2006, p47).
• PLPs should include a current baseline level of performance for each target behavior.
Methods for Writing IEP Goals

• A-B-C-D Method (Melograno, 2002; Johnston, 2010)
  – Audience, Behavior, Condition, Degree
• SMART (Wright, Wright, O’Connor, 2013)
  – Specific, Measurable, use Action words, Realistic, Time-limited
• Characteristics of “measurability” (Bateman & Herr, 2006)
  – Observable learner performance (what the learner will be doing)
  – Any important conditions (e.g., “Givens”)
  – Objective criteria which specify the level at which the student’s performance will be acceptable (e.g., speed, accuracy, frequency, duration, intensity, quality)
  – Time period for assessing or evaluating outcome
Myths of Measurability

• If a goal contains a percentage, it must be measurable.
  – Dale will manage his behavior 80% of the time.
  – Jen will control her temper 90% of the time with 75% accuracy.

• If a goal contains technical language or professional jargon, it must be measurable.
  – Ken will demonstrate appropriate interpersonal and communication skills.
  – Sara will internalize an attitude of self-respect.

• If a goal contains an “action verb”, it must be measurable.
  – Mike will determine risk taking behavior.
  – Linda will demonstrate an understanding of social well-being.

(Bateman & Herr, 2006).
## Measurable Descriptions

<table>
<thead>
<tr>
<th>Vague Descriptions of Behavior</th>
<th>Objective, Clear, Measurable Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tim will not be off-task.</td>
<td>When given behavioral supports, Tim will demonstrate on-task behavior by looking at the teacher during instruction and by using the SLANT* technique as evidenced by earning 90% of positive teacher ratings on his behavior note. (*Sit up, Lean Forward, Answer Questions, Nod and Attend to Lecture, and Track the teacher with his eyes.) When given academic supports, Tim will complete academic assignments with appropriate supports within allotted time limits with a minimum of 70% accuracy.</td>
</tr>
<tr>
<td>George will not be oppositional.</td>
<td>When given behavioral supports, George will demonstrate compliant behavior as evidenced by earning 80% of positive ratings on his CICO behavior note. When given effective instructions, George will follow instructions on 8 of 10 trials (80% compliance rate).</td>
</tr>
<tr>
<td>Sarah will not be mean.</td>
<td>When given behavioral supports, Sarah will be respectful of the personal space of her peers by keeping her hands, feet, and objects to herself 100% of the time during a 15 minute recess period as evidenced by direct observation by teaching staff.</td>
</tr>
<tr>
<td>Grace will not be withdrawn.</td>
<td>When interacting with peers, Grace will initiate/maintain at least 1 verbal interaction for 15 seconds with a peer during a 10 minute free time period on 3 of 5 days each week based on direct observation by the teacher.</td>
</tr>
</tbody>
</table>
Are Objectives and Benchmarks Required?

- Technically, objectives or benchmarks are only required on the IEPs for students with disabilities who are assessed by alternative assessments; however, all IEPs must contain “a description of how the child’s progress toward meeting the annuals will be measured and when the periodic reports on the progress” will be provided (Bateman & Herr, 2006, p. 31).

- It is important to remember that the overall purpose of objectives and benchmarks are to assess progress and student response to intervention and supports.

- “To try to get by without measurable and measured progress markers is to court educational, legal, and perhaps financial disaster. Without measured progress, a child may be found to have been denied FAPE.” (Bateman & Herr, 2006, p. 13).
Progress Markers for Annual Goals: Objectives & Benchmarks

IDEA 1999 Regulations, Appendix A, Question 1:

• Short-term objectives break “the skills described in the annual goal down into discrete components”

• Benchmarks describe “the amount of progress the student is expected to make within specified segments of the year” (e.g., grading periods).
Goals and Progress Markers: Objectives & Benchmarks

Make and maintain eye contact when given an instruction

Comply with instructions

Remain within 1 foot of adult when given an instruction

Begin completing the task within 60 seconds of being given an instruction

Refrain from arguing or talking back when given an instruction

Given effective instructions, Joe will comply with 10 of 10 instructions daily by the end of the 4th 9 week grading period.

Given effective instructions, Joe will comply with 8 of 10 instructions daily by the end of the 3rd 9 week grading period.

Given effective instructions, Joe will comply with 6 of 10 instructions daily by the end of the 2nd 9 week grading period.

Present Level of Performance: Joe currently complies with an average of 2 of 10 adult instructions. He fails to make eye contact, argues, or runs away during an average of 8 of 10 adult instructions.

Adapted from Bateman & Herr (2006)
Strategically Selecting Relevant Modifications/Accommodations & Support for Personnel

- Review ALL summary statements from the FBA
- Review suggested prevention strategies on the BIP
- Review suggested teaching strategies on the BIP
- Review suggested consequent (e.g., reinforcement/corrective) strategies on the BIP
- Determine level of collaboration required to successfully implement IEP
- Determine level of professional development needed to successfully implement IEP
Determining Behavioral Supports and Related Services

- Link behavioral and related services to outcomes from current FBA and BIP
- Evaluate current student performance on relevant targets (e.g., Attendance, Behavior, Course Performance) to determine supports
- Evaluate student outcomes on objective measures (e.g., Social-Emotional Assets and Resilience Scales; SEARS) to determine potential need for behavioral and related services
Related Services Provision

• Service providers should be appropriately trained and hold appropriate certifications to provide service.
  – Relevant related service provisions include speech therapy, psychological services, school social work services, counseling, special transportation

• Be sure to indicate provision of related services appropriately in two locations on the IEP:
  – Explanation of nonparticipation in General Education
    • *Jane will participate in all general education classes and activities with the exception of receiving school social work services for 30 minutes twice per week in the counselor’s office from the social worker.*

  – Related Services Section
    • Service (School Social Work), Beginning/Ending Date (8/6/2013 – 5/23/14), Physical Location (Counselor’s Office), Amount of time (30 minutes), Frequency (2 times per week)
Empirically-Based Related Services to Address Behavioral Concerns

• Based on research (e.g., Applied Behavior Analysis, Behavior Therapy, Cognitive-Behavior Therapy)

• Utilizes an empirically-based or evidence-based curriculum (e.g., Aggression Replacement Therapy, SkillStreaming curriculum, Strong Kids curriculum, The Incredible Years program)

• Includes essential components for teaching replacement behaviors based on a lesson plan
Targeted Social Skills Instruction

• Specific and direct instruction that focuses on improving social/coping skill(s) deficits
• Utilization of empirically-based procedures including modeling of skill, repeated practice, direct and immediate feedback, reinforcement of appropriate performance, guided correction for incorrect performance
• Scheduled appropriately (e.g., daily, weekly) based on student need
• Monitored for compliance and integrity
• Continued until behavioral patterns improve
• Identify plans for transition to classroom and generalization to new environments
Teachers’ Top 10 Excuses for Not Collecting Data

1. “It’s a waste of time.”
2. “I can’t teach and take data at the same time.”
3. “There aren’t enough hours in the day.”
4. “There are too many kids and too many goals or objectives to track.”
5. “When will I have time to teach?”
6. “That’s not how I track progress.”
7. “I have too much paperwork already.”
8. “I’ve never had to track data before.”
9. “Nobody else tracks data.”
10. “It’s an impossible task.”

(Johnston, 2010, p. 1)
## Methods of Data Collection

<table>
<thead>
<tr>
<th>Data Collection Method</th>
<th>Effectiveness/Usage</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Permanent Product                | • Generally accurate & convenient  
• Familiar & efficient  
• Use whenever appropriate & possible                                   | • Grades on Assignments  
• Office Discipline Referrals (ODRs) |
| Structured Behavior Observations | • Most accurate  
• Efficient but must be explained or taught  
• Use at designated times                                                 | • Frequency Counts  
• Duration Measures  
• Latency Measures  
• Intensity Measures  
• Behavior Reports/Notes |
| Qualitative Measures or Impressions | • Generally vague and not measurable  
• Typically time consuming  
• Can be used to supplement more objective measures | • Teacher Narratives  
• Written Notes  
• Anecdotal reports based on memory |
# Compliance Data Collection Form

<table>
<thead>
<tr>
<th>Session #</th>
<th>Initial Compliance</th>
<th>After Warning</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>1</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>2</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>3</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>4</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>5</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>6</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>7</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>8</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>9</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>10</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Cpy Ncpy Tan Agg</td>
<td>Praise TO Other</td>
</tr>
<tr>
<td>Subject</td>
<td>Be Safe</td>
<td>Be Respectful</td>
<td>Be Responsible</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------</td>
<td>--------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Math</td>
<td>Keep hands, feet and objects to self, stay in your seat, No horseplay</td>
<td>Use kind words and actions, No classroom disruptions</td>
<td>Follow directions first time given, Bring all materials needed for class</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Math</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ELA</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>ELA</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>PE</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Enrichment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total Points= ______
Possible Points= 48

Today ______%  Goal 80%  Met Goal Yes/No

Parent Signature
Guidelines for Analysis of Data

Change in **Level**

Baseline

Intervention

Change in **Trend**

Baseline

Intervention

Change in **Variability**

Baseline

Intervention
Intervention Fidelity or Integrity

- Fidelity or integrity is to the degree to which the intervention or treatment was implemented as prescribed in the BIP or behavior contract.
- Most, if not all, interventions need to be implemented consistently with at least 90% integrity to be effective in addressing student problem behavior.
- Remember, failure to implement any part of the IEP (including the BIP) will result in a denial of FAPE for the student.
Behavior Intervention Plan Integrity Checklist

BIP attaches to: ☐ IEP date: ☐ BIP development date: ☐ BIP implementation date:
Student Name: ☐ MSIS #: ☐ DOB: ☐ Eligibility:
School: ☐ Grade: ☐ IEP Teacher:

Student Removal Dates:

Method of Evaluation of Intervention Integrity: ☐ Direct Observation ☐ Self-Report
BIP Integrity Checklist completed by: Date:

### Behavior Intervention Plan Development

<table>
<thead>
<tr>
<th>ITEM #</th>
<th>ITEM DESCRIPTION</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Functional Behavioral Assessment (FBA) has been completed for each incident as designated in the Code of Conduct.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td></td>
<td>Student has an active Behavior Intervention Plan (BIP) with preventative, teaching, reinforcement/reward, and corrective strategies that have been clearly explained to school personnel by appropriate behavioral support personnel.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td></td>
<td>Relevant school personnel (certified teaching personnel, certified behavioral support personnel, noncertified personnel) have a copy of the current BIP and can clearly articulate the strategies in the plan.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td></td>
<td>School administrators have a copy of the current BIP and can clearly articulate the strategies in the plan.</td>
<td>1 1 0  NA</td>
</tr>
</tbody>
</table>

### Behavior Intervention Plan Implementation

<table>
<thead>
<tr>
<th>Item Description</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>All school personnel implement designated behavioral preventative strategies consistently.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel implement designated academic preventative strategies consistently.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel implement designated behavioral teaching strategies consistently.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel implement designated reinforcement/reward strategies consistently.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel implement designated corrective strategies (including alternatives to removal) consistently.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel rate the student’s behavior at the designated times on the Daily Behavior Rating Form.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>All school personnel provide feedback to the student regarding his or her behavior at the designated times on the Daily Behavior Rating Form.</td>
<td>1 1 0  NA</td>
</tr>
</tbody>
</table>

### Behavior Intervention Plan Evaluation

<table>
<thead>
<tr>
<th>Item Description</th>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points from the Daily Behavior Report Form are tallied daily and entered into the database weekly.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>Student behavior is graphed weekly and visually evaluated for changes in performance.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>School personnel reconvened IEP to conduct an FBA (if required) and review/revise BIP as designated by the Code of Conduct.</td>
<td>1 1 0  NA</td>
</tr>
<tr>
<td>School personnel reconvened IEP to review/revise BIP if graphed performance indicates that student is not responding to designated intervention strategies within the plan.</td>
<td>1 1 0  NA</td>
</tr>
</tbody>
</table>

At least % intervention compliance and integrity is required to document appropriate implementation of the BIP. Total Percentage of Intervention Compliance and Integrity = /  = %

____________________________________, Teacher or Other School Personnel

____________________________________, Administrator
# Protocol to Review Behavior Services

**Calcassieu Parish School System**

**Student:**

**Behavior Facilitator:**

**Date Completed:**

## 9 Weeks

### Review of relevant information

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School attendance is 94% or greater?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A review of discipline data indicates <strong>NO</strong> increase in frequency of office referrals and/or ISS/OSS?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. If the student has received a cumulative # of ISS/OSS exceeding 4.7 or 10 days, was an FBA completed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. FERB data collection reflects that the student is making progress with current BIP in place.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Objective

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documented Support Services</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Specific Related Replacement Behavior(s) (e.g., FERB, Social Skills) are listed.</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Behavior Support Plan Section 9</td>
</tr>
</tbody>
</table>

**General Content of Behavior Facilitator and Social Worker support:**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Description of teaching/coaching procedures for developing replacement behaviors is provided.</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Behavior Support Plan Section 10.</td>
</tr>
<tr>
<td>3. Reinforcement procedures for encouraging the display of replacement behaviors are provided.</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Behavior Support Plan Section 11</td>
</tr>
</tbody>
</table>

**Documentation on the utilization of replacement behaviors:**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Appropriate data collection form is established to track data on replacement behaviors</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Weekly Progress Monitoring Graph</td>
</tr>
<tr>
<td>5. Data is collected on the display of the replacement behaviors in other settings (i.e., lunch, classes, transitions)</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Daily FERB Report Card</td>
</tr>
<tr>
<td>6. Data is collected &amp; evaluated at least weekly.</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Weekly Progress Monitoring graph</td>
</tr>
</tbody>
</table>

**Evaluation of Generalization Practices:**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Teachers are using the Student FERB Report Card form to rate students behavior for each identified setting (each class, transition)</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Daily FERB Report Card</td>
</tr>
<tr>
<td>8. Teachers are following the behavior support plan with adequate levels of integrity.</td>
<td></td>
<td></td>
<td>Behavior Facilitator: Teacher rated at ____% compliance according to the Teacher Implementation of Behavior Support Plan.</td>
</tr>
</tbody>
</table>

**Treatment Integrity:** ___ / ___ = ____% (Total number of achieved objectives divided by the total number of possible objectives (8) from entire Protocol to Review Behavior Services form).
Protocol to Review Progress in Social Work Related Services
Calcasieu Parish School System

Student: ___________________________ School: ___________________________
Social Worker: ___________________________ Date Completed: __________

Review of relevant information for progress report input

<table>
<thead>
<tr>
<th>Areas</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School attendance is 94% or greater?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Session attendance is 85% or greater?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A review of discipline data indicates <strong>NO</strong> increase in frequency of office referrals and/or ISS/OSS?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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</tr>
<tr>
<td>1. Appropriate Related Service Goal(s) are on the IEP.</td>
<td></td>
<td></td>
<td>Social Worker: Social Goal on the IEP is related to Behavior Support Plan.</td>
</tr>
<tr>
<td>2. Student was provided the opportunity for related service sessions as stated on the IEP.</td>
<td></td>
<td></td>
<td>Social Worker: Social Worker Activity Log, Student IEP</td>
</tr>
<tr>
<td><strong>General Content of Behavior Facilitator and Social Worker support:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Coverage of Related Service Goal(s) in session;</td>
<td></td>
<td></td>
<td>Social Worker: Running Record</td>
</tr>
<tr>
<td>4. Coverage of Specific Related Behavior(s) (FERB) with examples and non-examples in SW sessions;</td>
<td></td>
<td></td>
<td>Social Worker: Running Record</td>
</tr>
<tr>
<td>5. Description of the generalization techniques used to encourage the display of the replacement behaviors in more naturalistic settings;</td>
<td></td>
<td></td>
<td>Social Worker: Running Record</td>
</tr>
<tr>
<td>6. Other relevant issues (e.g., changes to behavior targets, session content or length, IEP, etc) are documented;</td>
<td></td>
<td></td>
<td>Social Worker: Running Record IEP Behavior Support Plan</td>
</tr>
<tr>
<td><strong>Documentation on the utilization of replacement behaviors/Generalization Practices:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The IEP Goal related to student’s behavior is reviewed and included in the counseling session.</td>
<td></td>
<td></td>
<td>Social Worker: Running Record and Progress Reports</td>
</tr>
</tbody>
</table>

**Treatment Integrity:** ________/_______ = ____% 
(Total number of achieved objectives divided by the total number of possible objectives (7) from entire Protocol Related Services form).

**Attendance Compliance (Student / Social Worker):** Provide the Students number of Sessions and Minutes documented on the IEP_________. (Example 1: 60). Student attended _________ minutes / SW offered _________ minutes = _________ % (Total number of minutes attended divided by the total number of offered minutes). If 100% compliance is **NOT** met please explain:
<table>
<thead>
<tr>
<th><strong>Student Concerns:</strong> The following student concerns have been identified for this grading period. Please check all that apply:</th>
<th><strong>Student Procedures:</strong> The following procedures were used to address the identified concerns. Please check all that apply:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td>Conference with Student</td>
</tr>
<tr>
<td>_______ School Attendance below 94%</td>
<td>Parental/Legal Guardian Contact</td>
</tr>
<tr>
<td>_______ Related Service Session Attendance below 85%</td>
<td>Attendance Personal Contact</td>
</tr>
<tr>
<td><strong>Student Behavior</strong></td>
<td>Revision to Student Course Schedule</td>
</tr>
<tr>
<td>_______ Student receives combined total of 2 days ISS/OSS removals</td>
<td>Revision to Student Related Service Schedule</td>
</tr>
<tr>
<td>_______ Student receives combined total of 4 days ISS/OSS removals</td>
<td>Consult with administrative/teaching personnel</td>
</tr>
<tr>
<td>_______ Student receives combined total of 6 days ISS/OSS removals</td>
<td>Consult with School Counselor</td>
</tr>
<tr>
<td>_______ Student receives combined total of 10 or more days ISS/OSS removals</td>
<td>Consult with Behavior Service Personnel</td>
</tr>
<tr>
<td>_______ Student receives Alternative placement</td>
<td>Contact with personnel to request an MDR</td>
</tr>
<tr>
<td>_______ Behavior graph reveals inconsistent responding or deterioration in performance</td>
<td>Request IEP reconvene to modify student academic intervention strategies and supports</td>
</tr>
<tr>
<td>_______ Behavior Ratings (i.e., Sears) suggest need to implement/modify supports</td>
<td>Request IEP reconvene to modify accommodations, modifications, support for personnel</td>
</tr>
<tr>
<td><strong>Academic Outcomes</strong></td>
<td>Request IEP reconvene to modify student educational track</td>
</tr>
<tr>
<td>_______ Student receives failing grade in 1 or more core subject areas</td>
<td>Request IEP reconvene to discuss modification to related services minutes if social/behavioral/emotional concerns are affecting attendance, grades, or discipline</td>
</tr>
<tr>
<td>_______ Student not responding to current academic interventions and supports</td>
<td>Outside Agency Referral</td>
</tr>
<tr>
<td>_______ No student concerns this grading period</td>
<td>Other supports: ____________</td>
</tr>
<tr>
<td>_______ No modification to supports required</td>
<td></td>
</tr>
</tbody>
</table>
Putting It All Together

Best Practices in
Addressing Student Behavioral Concerns and Evaluating Outcomes
Present Levels of Performance, Objectives/Benchmarks, Annual Goal, Behavioral Services

Student: Joe
School: Capital City Elementary School
Grade: 2nd
Date: October 15, 2013

Copy of Progress Report sent to parent/legal guardian at the end of grading period: 1 2 3 4

Present Level of Performance: Joe currently complies with an average of 2 of 10 adult instructions based on baseline data obtained from his teacher during the week of August 14-19, 2013. He also fails to make eye contact, argues, or runs away during an average of 8 of 10 adult instructions.

<table>
<thead>
<tr>
<th>Objectives/Benchmarks for Each Grading Period of the 13-14 SY:</th>
<th>Actual Level Reached by the Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When provided with effective behavioral instructions, Joe will comply with 4 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 1st 9-week grading period.</td>
<td>2. Joe complied with an average of 5 of 10 effective behavioral instructions daily (50%) during the 1st 9 week grading period.</td>
</tr>
<tr>
<td>2. When provided with effective behavioral instructions, Joe will comply with 6 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 2nd 9-week grading period.</td>
<td></td>
</tr>
<tr>
<td>3. When provided with effective behavioral instructions, Joe will comply with 8 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60</td>
<td></td>
</tr>
</tbody>
</table>
4. **Annual Goal**: When provided with effective behavioral instructions, Joe will comply with 10 of 10 instructions daily (e.g., maintaining eye contact with the speaker while receiving the instruction, beginning the task within 60 sections of receiving the instruction, refraining from running away or arguing) during the 4th 9-week grading period.

**Behavioral Supports and Services**: Joe attends a group-based social skills class one time per week from 9:00 – 9:30 a.m. on Tuesdays with the behavior specialist in a separate classroom. He is expected to attend a minimum of 90% of scheduled sessions. He currently has a Behavior Contract that identifies specific replacement behaviors, goals, incentives, and corrective strategies for addressing his referral concerns. His behavior contract should be implemented with a minimum of 90% integrity.

**Compliance and Integrity**: Joe attended 7 of 8 scheduled group sessions (88% compliance) from August 13, 2013 through October 15, 2013 due to having an excused absence (e.g., doctor’s appointment) on August 28, 2013. The Behavior Contract was implemented with 80% integrity using an integrity checklist completed by the behavior specialist on Oct. 12, 2013. Consultation will be provided to teaching staff during the 1st week of the 2nd 9-week grading period to address identified areas of concern.

Adapted from Bateman & Herr (2006)
Present Levels of Performance, Objectives/Benchmarks, Annual Goal, Behavioral Services

Student: Jane  
School: Capital City Middle School  
Grade: 8th  
Date: October 15, 2013

Copy of Progress Report sent to parent/legal guardian at the end of grading period: 1  2  3  4

Present Level of Performance: Jane earned an average of 20% of her possible points on her Behavior Report across 5 days from August 26-30, 2013 (baseline data collection) during the 2013-2014 school year. The Behavior Report is designed to address Jane’s display of three (3) replacement behaviors including Being Safe (keeping hands, feet, objects to self; staying in seat; refraining from horseplay), Being Respectful (using kind words and actions; refraining from creating classroom disruptions), and Being Responsible (following directions the first time given, bringing all materials for class) each period of the school day and is rated by teaching and behavior support staff using a 3-point rating system (0=needs improvement, 1=good, 2=excellent).

<table>
<thead>
<tr>
<th>Objectives/Benchmarks for Each Grading Period of the 13-14 SY:</th>
<th>Actual Level Reached by the Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 40% of her total possible points (19 of 48 points) on her behavior report each week during the 1st 9-week grading period.</td>
<td>1. Jane earned an average of 50% of her total possible points each week (average of 24 of 48 total possible points) during the 1st 9-week grading period.</td>
</tr>
<tr>
<td>2. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 60% of her total possible points (29 of 48 points) on her behavior report each week during the 2nd 9-week grading period.</td>
<td></td>
</tr>
<tr>
<td>3. When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 70% of her total possible points (34 of 48 points) on her behavior report each week during the 3rd 9-week grading period.</td>
<td></td>
</tr>
</tbody>
</table>
4. **Annual Goal:** When provided with behavioral supports, Jane will display replacement behaviors as evidenced by earning an average of 80% of her total possible points (38 of 48 points) on her behavior report each week during the 4th 9-week grading period.

**Behavioral Supports and Services:** Jane receives school-based social work services for 30 minutes twice per week in the counselor’s office from the social worker on Tuesdays and Thursdays from 11:30 a.m. – 12:00 p.m. She is expected to attend a minimum of 90% of scheduled sessions. She has a Functional Behavior Assessment (FBA) that was completed on September 1, 2013. According to the results of the FBA, Jane potentially engages in target problem behaviors (e.g., noncompliance with adult requests, making negative comments to adults, getting out of her seat) in order to escape/avoid social interactions when presented with instructions or task demands. She also potentially engages in target problem behaviors (e.g., making negative comments to peers, hitting peers) in order to escape/avoid social interactions when peers tease her. She currently has a function-based Behavior Intervention Plan (BIP) dated September 5, 2013 that identifies specific replacement behaviors, goals, incentives, and corrective strategies for addressing her referral concerns. Her BIP should be implemented with a minimum of 90% integrity.

**Compliance and Integrity:** Jane attended 9 of 9 scheduled related service sessions (100% compliance) from August 6, 2013 through October 15, 2013. The BIP was implemented with 90% integrity using an integrity checklist completed by the school-based social worker on Oct. 13, 2013.

Adapted from Bateman & Herr (2006)
Resources


