

A-5 Supporting Students with Behavioral Challenges Through the IEP Process

Presenters:

Laura Kern, University of South Florida; Kate Dooley, University of St. Joseph
& Katherine Meyer, University of Connecticut

Content Facilitator: Karen Robbie, University of Connecticut

Topic: Disability

Keywords: Special Education, Behavior



Virtual Forum Expectations

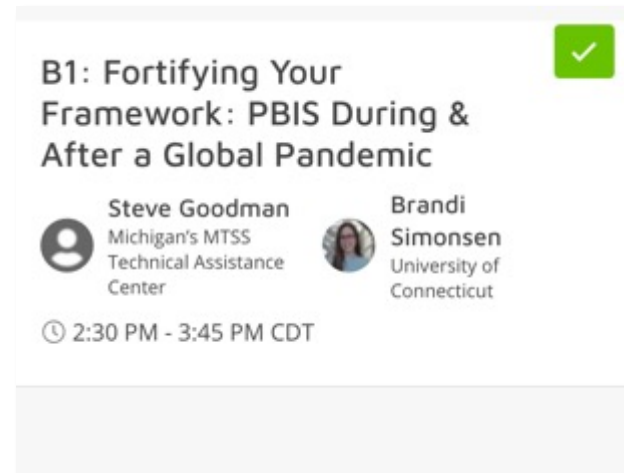
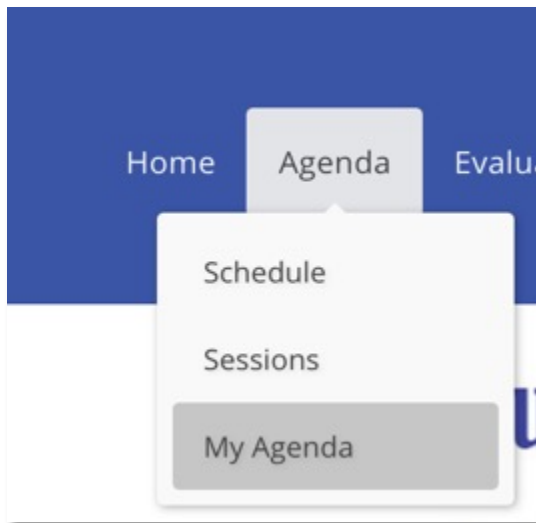
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
BE RESPONSIBLE	<ul style="list-style-type: none"> Use a shared action plan for your team Complete session evaluations 	<ul style="list-style-type: none"> Post positive on-topic comments Questions for the presenters go in the POLLS tab ⇨ 	<ul style="list-style-type: none"> Add questions before and/or during session
BE RESPECTFUL	<ul style="list-style-type: none"> Limit distractions Follow up on your assigned action items 	<ul style="list-style-type: none"> Use inclusive language 	<ul style="list-style-type: none"> Use sincere phrasing Complete additional polls when prompted
BE SAFE	<ul style="list-style-type: none"> Take movement breaks Be aware of your stress level 	<ul style="list-style-type: none"> Engage in productive dialogue 	<ul style="list-style-type: none"> Ask solution-oriented questions
<i>For Presenters</i>	<ul style="list-style-type: none"> <i>Ensure Files Tab has current materials and related weblinks</i> 	<ul style="list-style-type: none"> <i>Monitor and remove inappropriate comments</i> 	<ul style="list-style-type: none"> <i>Identify common Qs to address in final 15 minutes</i>



Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



Tips for Participants

Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows a web interface for a PBIS session. At the top is a navigation bar with links: Home, Schedule, Agenda-At-A-Glance, People, Session Evals, Overall Eval, Materials, SCTG, Social Media, and Help Desk. Below the navigation bar is a header with 'AGENDA' and a 'MANAGE' button. The main content area features a session titled 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' under a 'DRESS REHEARSAL' tag. The session is presented by Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. A description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'. To the right of the session details is a 'JOIN MEETING' button and a 'SPEAKER ONLY: join the live meeting now' link. Below the session details is a chat window with tabs for 'Chat', 'Polls', 'People', and 'Files'. The chat shows a message from Diane LaMaster: 'I had to open zoom to hear'. The chat window also has a 'yes!' message. The annotations 1, 2, and 3 are placed over the session title, the 'JOIN MEETING' button, and the chat window respectively.



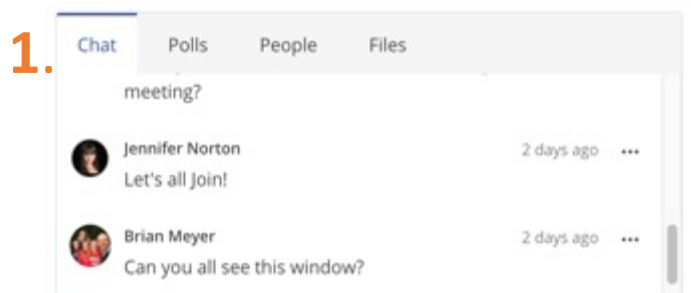
Tips for Participants

Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

Presenters may use chat differently in specific sessions.

Follow overall Forum expectations for *responsible, respectful, and safe* chatting



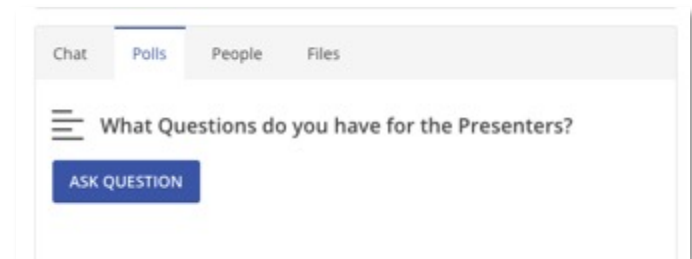
2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

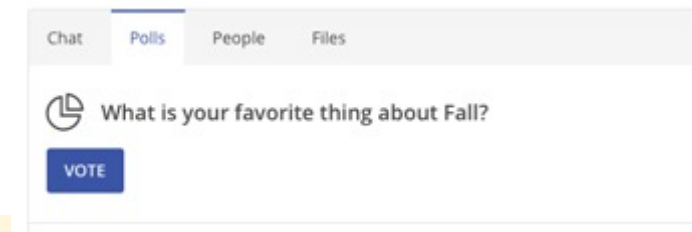
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



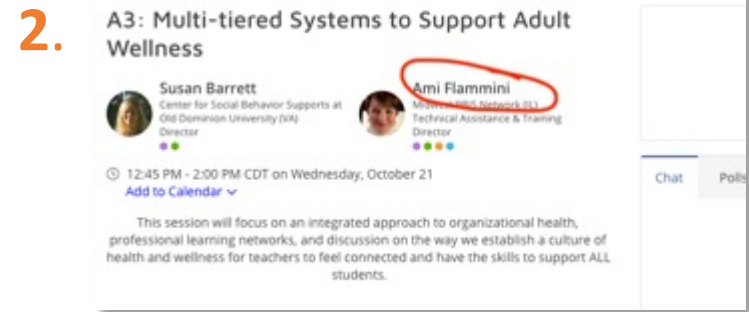
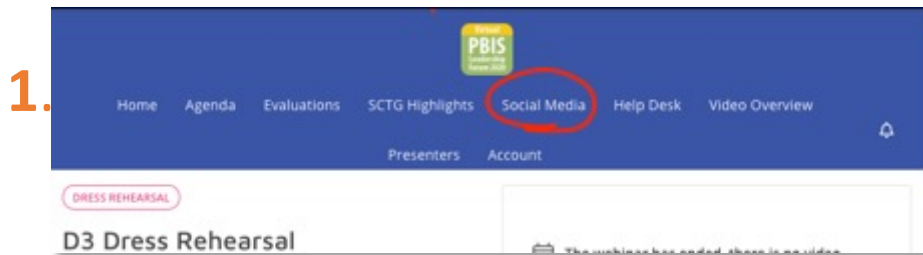
3.



Be careful of accidentally navigating away

While participating in a live Session...Be Present!

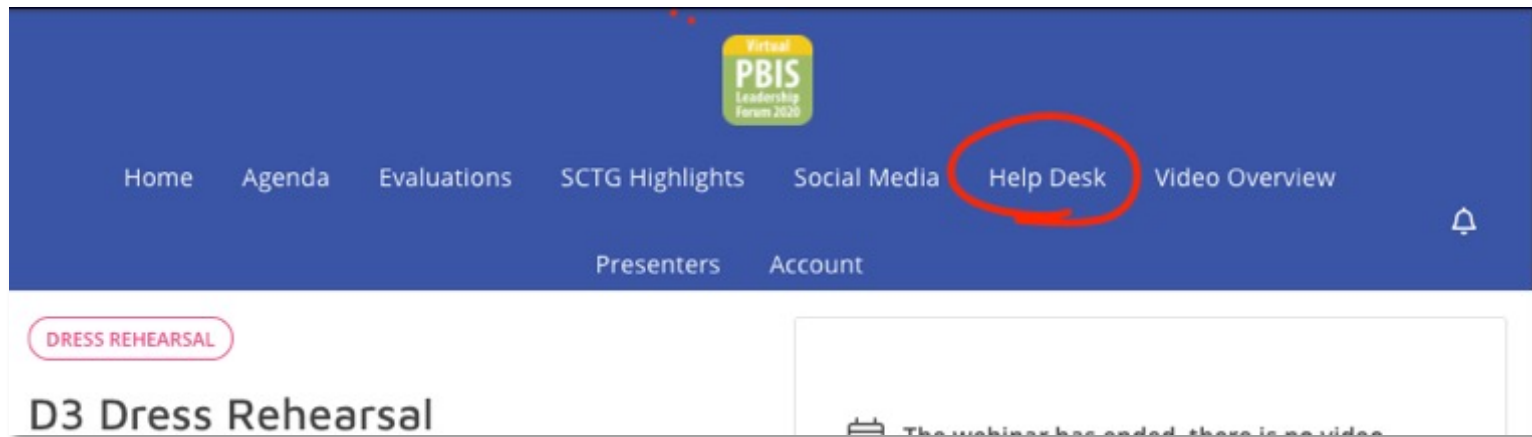
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
 1. Clicking on any area of the navigation menu
 2. Clicking on a Person’s name



Tips for Participants

Support is Available

If at any time you need support as a participant,
use the **Help Desk**:



When Working In Your Team

Consider 5 Questions

- How does this compare to our priorities?
- What team would oversee this work?
- What should we stop doing to make room for this work?
- How will we assess whether it's (a) implemented well and (b) working?

Learning Objectives

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



Tell us about yourselves!

What's your
name?

Where are
you joining
us from?

What's your
role/
position?



Why? A Non-example

Present level of Academic Achievement and Functional Performance:

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

Goal

- Laura will make friends in 85% of occasions.

Questions

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



Let's start at the very beginning...

Model of Special Education

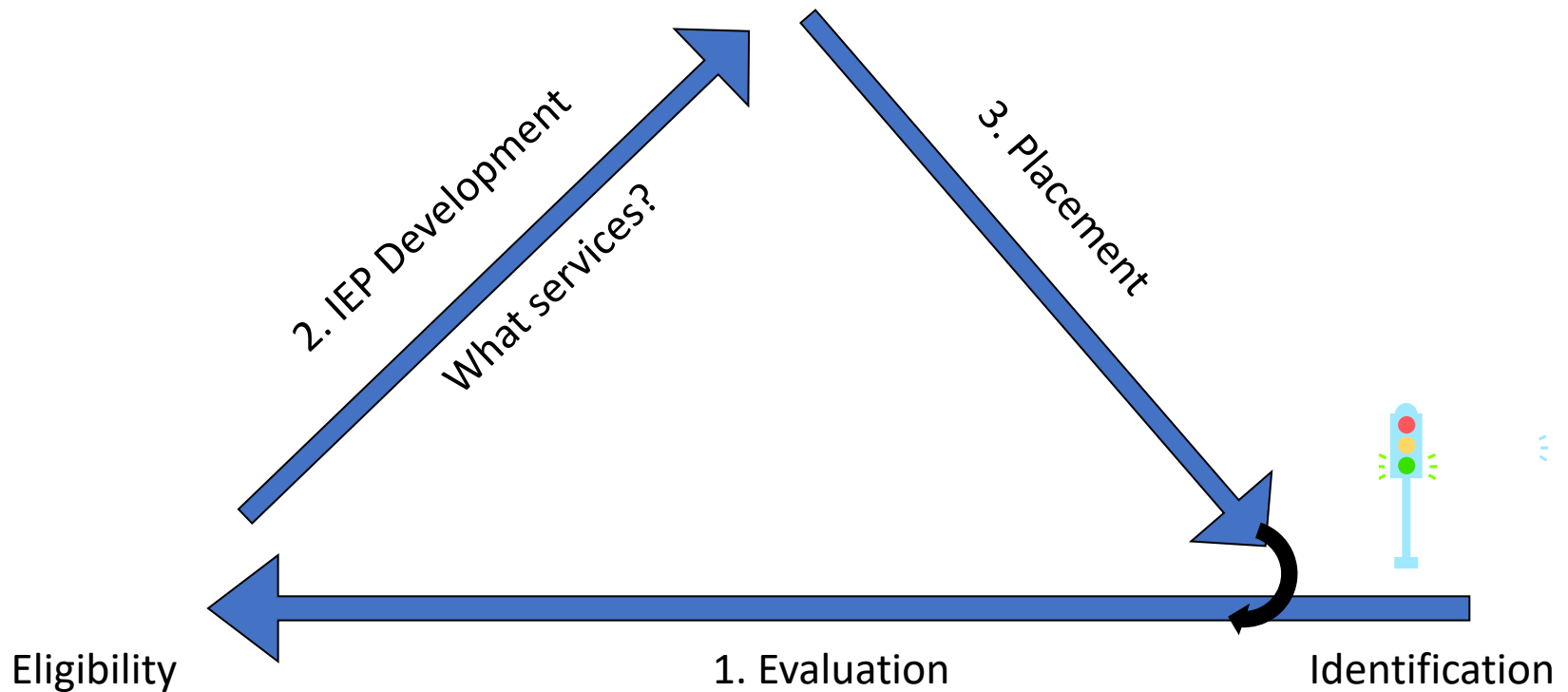


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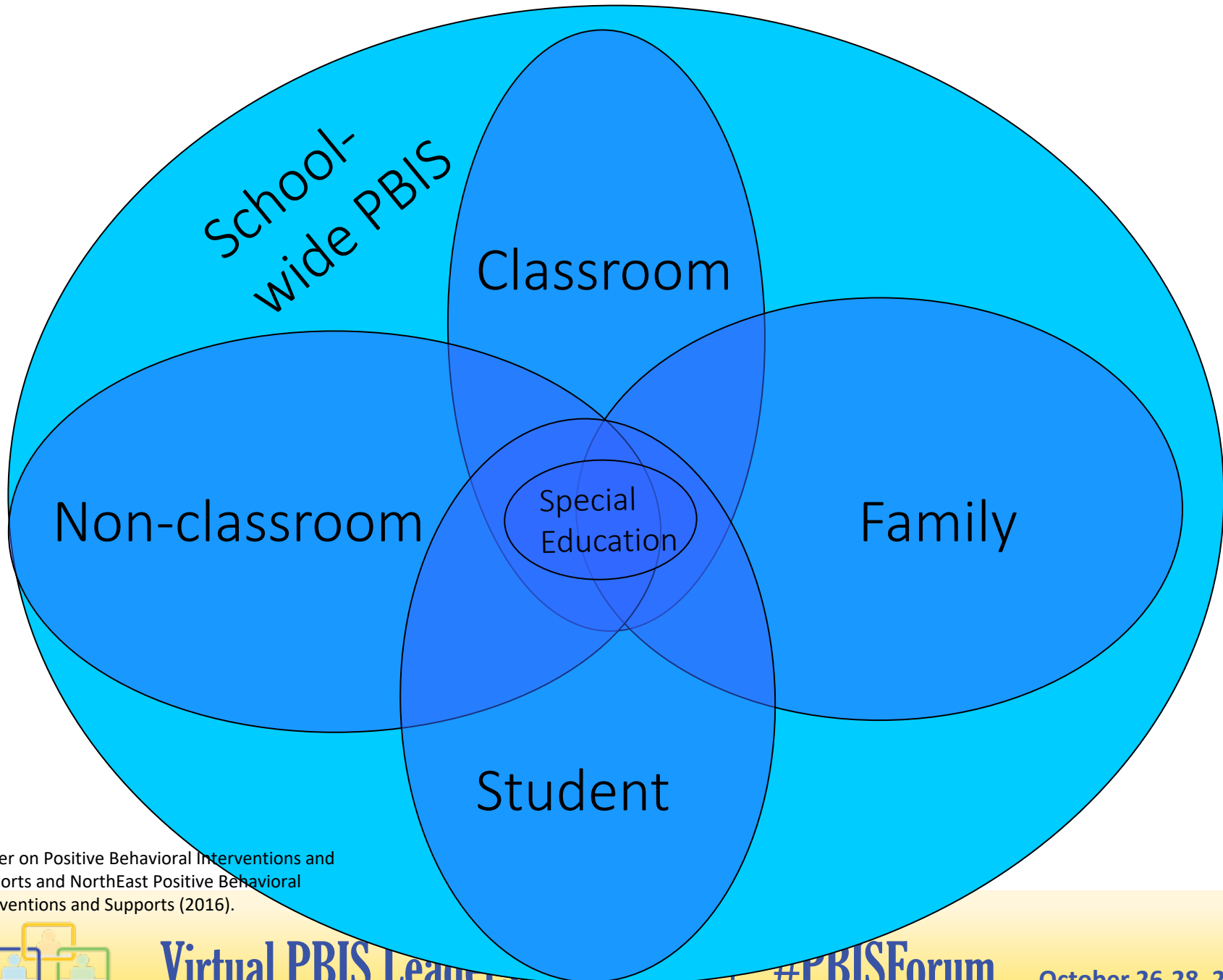
Model of Special Education

(Bateman & Linden, 2006, p. 19)



- Child Find Laws
- In School Referral Process

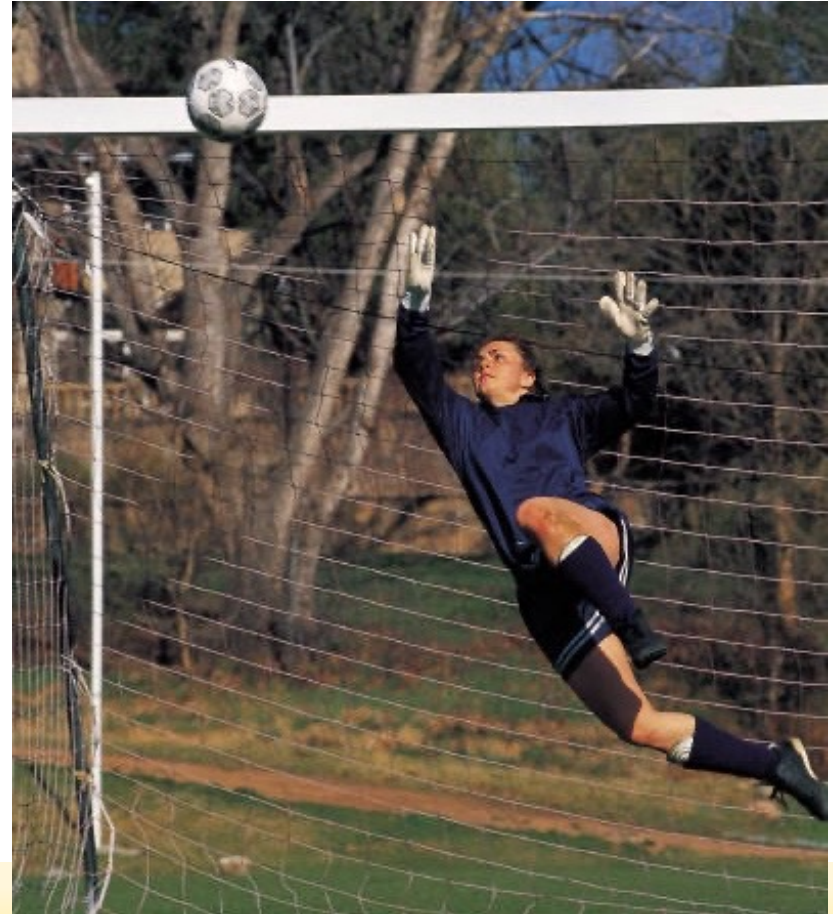




Center on Positive Behavioral Interventions and Supports and NorthEast Positive Behavioral Interventions and Supports (2016).



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



The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Broad Legal Definition of Parent

(from *IDEA 2004*)

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

(20 U.S.C. § 1402)



What do parents bring to the table?

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

Help to provide insight on what is
APPROPRIATE!!!



What is an Appropriate Program?

What is appropriate?

- FAPE
- Free Appropriate Public Education

What steps do special educators take?

- Assessment
- Documenting Present Level of Performance (PLOP or PLAPFF)
- IEP goal development
- Decisions about services



FAPE

Free Appropriate Public Education

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

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

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

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

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



Identifying Skills to Teach

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





Step 1: Identify Skills to Teach

- What are critical and appropriate behavior skills to teach?
- What is the student's present level of performance?

Step 2: Develop Goal

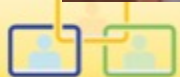
- What is a meaningful and achievable goal?

Step 3: Measure Progress

- How will we know if the student is making meaningful progress?
- If the skill is generalizing?



What are critical and appropriate behavioral skills?



Guiding Principles

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

These are skills we can identify & teach!



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



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

Have a conversation:

- What skills will result in socially significant behavior change?
- What skills are important to the student and their family?
 - Across contexts (e.g., school, home, community)

Increase independence

Safety/Quality of life

Communication

Address barriers interfering with learning



Assessment

Rating Scales

Summary perceptions of functioning

- + Objective, less expensive
- + Low freq. bx.
- Response bias

Direct Observation

Observe and record behavior in natural setting

- + Considers context
- Time intense

Structured Interviews

Structured way to obtain specific info

- + Flexibility
- Unreliability, inconsistency, req. training

Records Review

Consider relevant existing data

- + Unobtrusive, accessible, broad context
- Limited depth



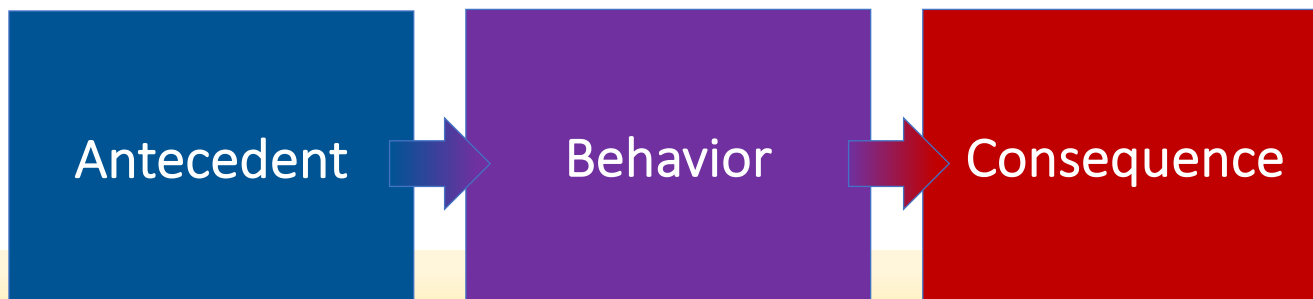
Evidence-based Rating Scales

Tool	Raters	Description
Achenbach System of Empirically Based Assessment (ASEBA)	Parent (Child Behavior Checklist) & Teacher (Teacher Report Form)	Clinical assessment of social, thought, and attention problems
Behavior Assessment System for Children (BASC-3)	Parent & Teacher	Differential diagnosis of behavior & learning problems
Clinical Assessment of Behavior (CAB)	Parent & Teacher	Assesses adjustment, psychosocial strengths and weaknesses, and problem behaviors
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	Teacher	Universal screener for school-, class-, and individual-level SEL needs
Social Skills Improvement System (SSIS) Rating Scales	Parent, Teacher, Student	Evaluate social skills, problem behaviors, academic competence



Direct Observation

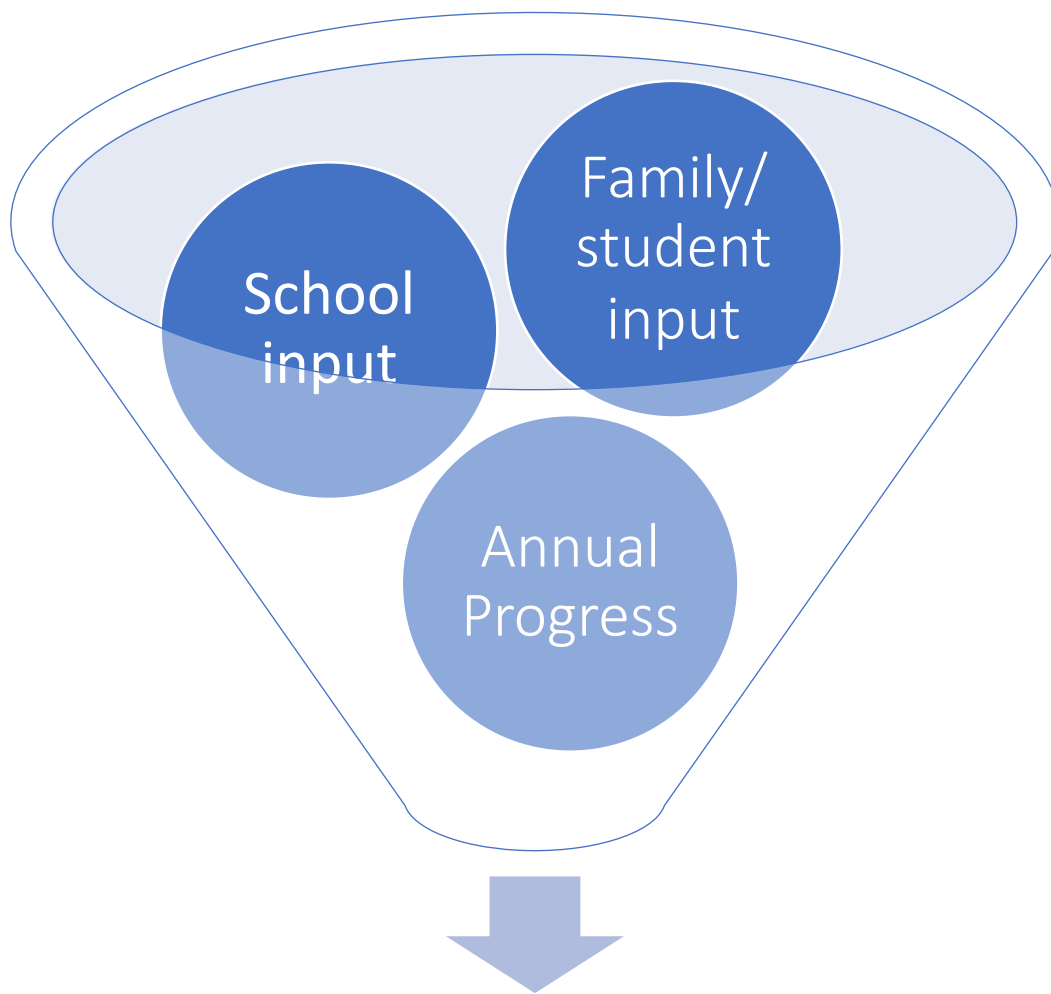
- *When* does the student experience challenges?
 - What is the context/setting/routine?
 - Who is or isn't around?
 - Are there times when the student *does* perform the skill?
 - Are the challenges limited to school or do they occur at home?
- *What* does the behavior of concern look like (specific,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



Back to our example Laura: Worksheet

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





Present Levels of Performance



Present Levels of Academic Achievement and Functional Performance

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

Bateman & Linden, 1998; Yell, Bateman, & Shriner, 2022)



PLAAFP

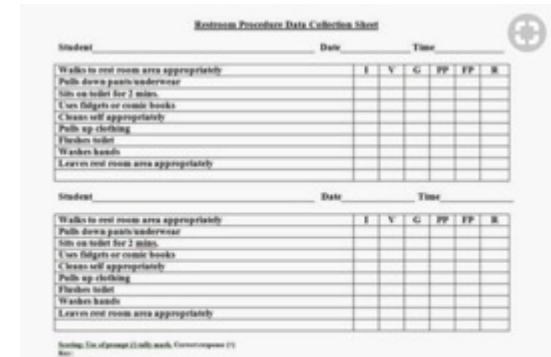
- Observable and Measurable Behavior...What does the behavior look like? What are the baseline levels of the behavior?

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

- "Behavior Problems"

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

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



Restroom Procedure Data Collection Sheet

Student _____ Date _____ Time _____

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

Student _____ Date _____ Time _____

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

Source: Use of Restroom (1) only with Consent (2) only with Consent (3) only



PLAAFP

- Functional Areas

- When and Where does the student need to perform the behavior?
- What skills is/is not the student performing?
 - Consider school, home, and community

- Behavior Problems

- When is where is the problem behavior occurring and not occurring?
- What is the frequency, duration, etc. of the problem behavior?
- What is the replacement behavior or desired behavior? This is the expected behavior?
 - Are they performing the **expected behavior**?



PLAAFP Expected Behavior

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



What does the Behavior Look Like?

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



Expected Behavior: Peer Interactions

Examples

- Peer greetings (e.g., good morning)
- Response to peer questions (e.g., how was your weekend?)
- Contribute to group discussion (e.g., shares ideas, solutions)
- Collaborate with peers on assignments
- Sits with peers during lunch
- Plays mutually enjoyed games with peers during recess

Non Examples

- Greets teachers/staff
- Responds to teachers/staff
- Completes group work independently and turns it into teacher or group
- Sits with peers during group assignment and remains silent or puts head down
- Sits with teachers/staff during lunch
- Stands with teachers during recess



Back to our example Laura: Worksheet

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



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

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

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

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



Examples

Objective

- Promote skill acquisition

- Enhance skill performance

Example

- Academic: Learn to blend letter sounds
- Behavior: Learn to identify different emotions in self & others

- Academic: Search for main idea in text across all subjects
- Behavior: Use "please" and "thank you" consistently



Examples

Objective

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

Example

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



Select One Skill: Peer Greetings

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



Back to our example Laura: Worksheet

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



Developing Meaningful Goals

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



Step 1: Identify Skills to Teach

- What are critical and appropriate behavior skills to teach?
- What is the student's present level of performance?



Step 2: Develop Goal

- What is a meaningful and achievable goal?

Step 3: Measure Progress

- How will we know if the student is making meaningful progress?
- If the skill is generalizing?



IEP Goals Are

Designed
to:

- Meet needs **resulting from disability**
- To enable participation and progress in **general curriculum**
- Meet **other** needs

For the
purpose of:

- Assessing **appropriateness of services**
- Monitoring **child's progress**

(20 USC §1414(d)(1)(A)(i)(III)); DOE, 1998 Appendix C, Question 4 as cited in Bateman & L
1998



Annual Goals

Every child must have annual goals in areas of need

Benchmarks (short term objectives)

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



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



Goals/Objectives should be linked to assessment



What should goals look like?

Goals and objectives should have 4 components:

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

Poll: What percent of the goals you see include all 4 components?



Example

Given _____ (conditions), _____ (learner) will
_____ (behavior) _____ (criteria) with an average of
_____ accuracy across 5 trials
or
on _____ out of _____ opportunities.



Example goal (Kate)

Poll: In your experience, which component is most likely to be excluded or forgotten?

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

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

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



Example/non-example Goal

Examples

- During whole group instruction, without prompts (Conditions), Katie will raise her hand before speaking (Behavior), on 90% of occasions across 10 sampled opportunities.
- At the end of lunch, Laura will throw away her trash at the end of lunch, 100% of occasions across 10 opportunities.
- During peer-to-peer interactions (e.g., lunch, recess, free play) given a list of questions and teacher prompts, Karen will ask peers questions about her/his hobbies or interests in 3 out 4 sampled opportunities across 5 consecutive sessions.

Non-Examples

- Katie will raise her hand during class 85% of the time
- Laura will throw away her lunch in 4 out of 5 opportunities.
- Karen will increase social interactions with peers 85% of the time.

Measuring Progress

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



Step 1: Identify Skills to Teach

- What are critical and appropriate behavior skills to teach?
- What is the student's present level of performance?

Step 2: Develop Goal

- What is a meaningful and achievable goal?

Step 3: Measure Progress

- How will we know if the student is making meaningful progress?
- If the skill is generalizing?



How will we know if criteria has been met?

Methods of Evaluation

How was the test created?

- Standardized (DIBLES etc.)
- Developed locally

Scores referenced to

- Self
- Criteria
- Norms

Student responses

- Written
- Observation
- Verbal



Expected Behavior: Goals and Objectives

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



Matching the assessment to the students level of learning

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



Generalization

Type in the chat: What challenges have you encountered with ensuring generalization?

Across settings

- Within the school
- Outside of school (e.g., home, employment, community living, post-secondary education)

Across people

- Teachers/peers within the school
- Adults/peers outside of school

Adapting

- Adjusting the behavior to new context



Back to our example Laura: Worksheet

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



Putting it together: Writing a meaningful IEP goal



Review: What should goals look like?

Goals and objectives should have 4 components:

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



Review: Example

Given _____ (conditions), _____ (learner) will
_____ (behavior) _____ (criteria) with an average of
_____ accuracy across 5 trials
or
on _____ out of _____ opportunities.



Back to our example Laura: Worksheet

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



Example

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



In sum, an IEP must have the following components:

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



Bonus! Accommodations and Modifications



Accommodations and Modifications



Supports for students receiving special education that:

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

Hamilton & Kessler (2013)
nichcy.org



What is the difference between an accommodation and a modification?

Accommodation

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

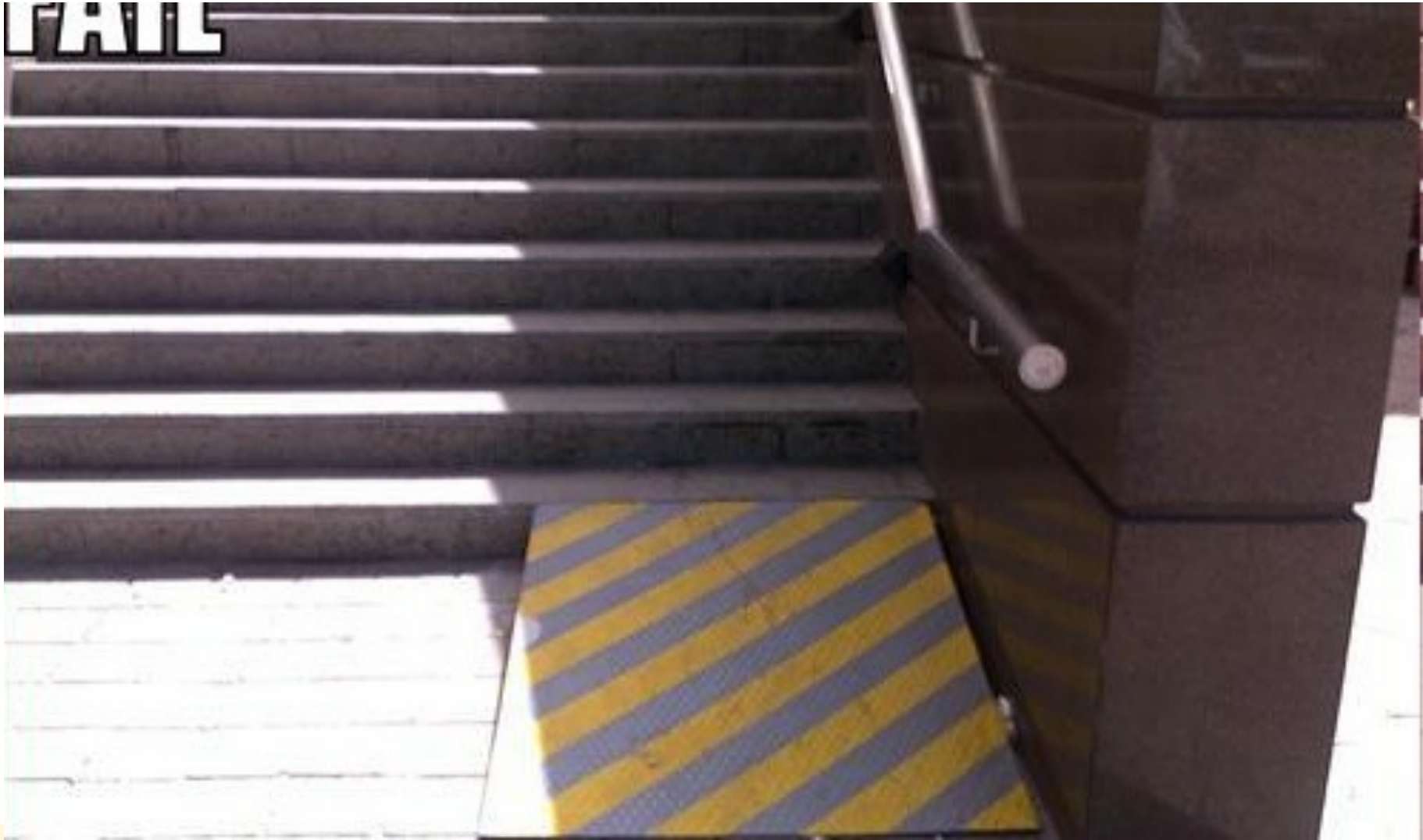
Example: Student allowed to type answers to essay questions.

Modification

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

Example: Student is only given multiple choice questions





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Examples

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

Non-Examples

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



Back to our example Laura: Worksheet

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



Questions?

- See handout for additional resources



Please Complete this Session's Evaluation

Session #A5 - Intentional Integration of Intensive Intervention

1. In the Event Platform/App:

- In “Files” tab,
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We send reminder emails to all participants.*

