

1

Maintaining LRE Through Supplementary Aids and Supports

Diana Browning Wright
 Diana Browning Wright, Inc.
www.dianabrowningwright.com
dianawright@earthlink.net

2

www.pent.ca.gov

3

Presentation Scope

- Legal Underpinnings
- What ARE the supports?
 - Accommodations
 vs.
 - Behavior Support Plans
 - Use of Aides
 Reducing prompt dependence
- Monitoring Student Response

4

The Legal Underpinnings

Why is LRE so critical?



6

First: Qualify for 'Special Education'

- The term 'special education' means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including
 - (A) instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (B) instruction in physical education.
- Sec. 603. (20 USC 1402)

Specially Designed Instruction

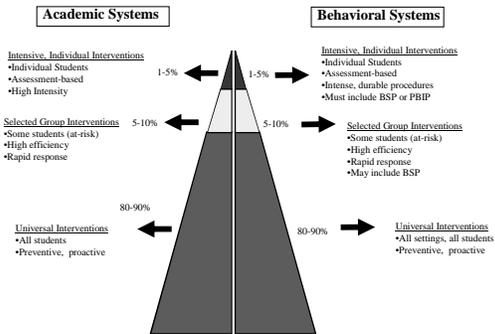
- The term “specially designed instruction” means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction –
 - To address the unique needs of the child that result from the child’s disability; and
 - To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children

Then: Supplementary Aids and Services

- Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with Sec. 300.114 - 300.116.

20 USC 1401(33)

Designing School-wide Systems for Student Success



Least Restrictive Environment

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that--

(a) The placement decision--

(1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

(2) Is made in conformity with the LRE provisions of this subpart, including Sec. Sec. 300.114 through 300.118;

(b) The child's placement--

(1) Is determined at least annually;

34 CFR 300.116

Least Restrictive Environment

(2) Is based on the child's IEP; and

(3) Is as close as possible to the child's home;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;

(d) **In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and**

(e) **A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.**

20 USC 1412(a)(5)

ACCOMMODATIONS, Modifications and SUPPORTS

Each teacher and provider described in paragraph (d)(1) of this section is informed of--

(i) His or her specific responsibilities related to implementing the child's IEP; and

(ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

34 CFR 300.323(d)(2)

Justification for BSP/BIP

- Regulations: 34 CFR 300.324(a)(2) i
- (i) 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 ...
- See handouts and www.pent.ca.gov/forms

IDEA and LRE

One requirement in providing a free, appropriate public education (FAPE) for each child is to place each child with disabilities in the “least restrictive environment” (LRE)

LRE Maintenance

That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled; and. . .



LRE and Restrictive Settings

- Regulations: 34 CFR 300.114(a)(2)(ii)
- (ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

Free Appropriate Public Education

- Free appropriate public education.--The term 'free appropriate public education' means special education and related services that—
 - (A) have been provided at public expense, under public supervision and direction, and without charge; [[Page 118 STAT. 2654]]
 - (B) meet the standards of the State educational agency;
 - (C) include an appropriate preschool, elementary school, or secondary school education in the State involved; and
 - (D) are provided in conformity with the individualized education program required under section 614(d).

Rowley Decision

- Hearing Officer determined that an interpreter was unnecessary, as student was progressing “educationally, academically, and socially.”
- Federal district court and court of appeals disagreed, concluding that FAPE required provision of the opportunity for the student to achieve her full potential.
- In 1982, the U.S. Supreme Court reversed the lower courts.

Rowley Decision

Based on the legislative history and IDEA's definitions of FAPE, special education, and related services, the U.S. Supreme Court concluded that the IDEA does not require that States maximize the potential of students with disabilities:

"[T]he intent of the Act was more to open the door of public education to handicapped children on appropriate terms than to guarantee any particular level of education once inside."

Rowley Decision

The *Rowley* Court concluded that an IEP must:

- Meet the procedural requirements of the IDEA; and
- Be reasonably calculated to enable a child with a disability to "achieve passing marks and advance from grade to grade."

Rowley Supreme Court Decision take home message.....

- Some educational benefit
 - The minimum is not enough
 - "Serviceable Chevy" is just right
 - The maximum "Cadillac" is too much



Example of a Continuum of Alternative Placements

- Least Restrictive
- Regular education with weekly monitoring from a special education provider
 - Regular education with daily consultation from a special education provider
 - Regular education with special education services and supports included in that setting which are aligned with the general curriculum (utilizing such strategies as flexible groupings, universally-designed curriculum, overlapping curriculum, cooperative learning, peer tutoring, parallel or alternative instruction, team teaching)
 - Regular education with special education services provided for part of the day in a resource room or a special education classroom
 - Self-contained special education classroom
 - Special day school (outside the school environment)
 - Residential treatment facility
 - Hospital
 - Detention facility
 - Homebound
- Most Restrictive

Full Inclusion Defined

- All students, regardless of handicapping condition or severity, are educated in the regular education environment
- All services are taken to the student in that setting

IDEA 2004 and Full Inclusion

- IDEA **does not** require full inclusion
- The law states that students with disabilities be educated in the "least restrictive environment" appropriate to meet their "unique needs."
 - The "least restrictive environment" analysis should begin with placement in the regular education classroom

Greer v. Rome City Sch. Dist.
18 IDELR 830(11th Cir. 1992)

- In this case, the court decided in favor of parents who objected to the placement of their daughter in a self-contained special education classroom.
 - "Before the school district may conclude that a handicapped child should be educated outside of the regular classroom it must consider whether supplemental aids and services would permit satisfactory education in the regular classroom."

Poolaw v. Bishop
23 IDELR 406 (9th Cir. 1995)

- The court ruled in favor of the district's offer of a residential placement **contrary** to the wishes of the family that their child be educated in a regular education classroom.
 - "[T]he child's previous and current district placements had adequately explored the effectiveness of regular education placement with supplemental aids and services."

Conclusion from Case Law

- Courts will carefully examine the facts in individual cases to determine whether school districts have offered a continuum of placements, beginning with general education
- Courts will examine IEP team processes to ensure that placements are based on the individual needs of each student

Accommodate, Modify and Support

IDEA 1997 specified (300.342(b)(3)) that the public agency shall ensure... **each teacher and provider is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.**

But, comments to "proposed regs" state this was removed as unnecessary because "[p]ublic agencies are required to share this information with responsible Individuals in order to meet their obligations under the Act."



IDEA '97, and now 2004

• **Special Factors**

- Behavior impeding learning of student or peers
- Requires strategies, including positive behavioral interventions, strategies and supports
- Requires staff be informed of their specific responsibilities



Behavior Support Plans Behavior Intervention Plans

Why?

- It's the law!
- It is best practice
- It improves outcomes
- It maintains LRE
- It increases staff morale



IDEA 97, and now 2004

- Discipline
 - Requires MD, then an FBA if a manifestation (likely a plan) for suspensions past 10 days
 - Requires MD for involuntary placement change (expulsion is an involuntary placement change) and an FBA if the behavior IS a manifestation (and likely a behavior plan)
- Interim Alternate Placements
 - Requires services to prevent behavior from reoccurring (and likely a plan)
- IS THERE A THEME HERE?



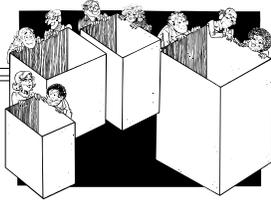
32



Accommodation Plans

**Remove Barriers to Learning
And Demonstrating What Has Been
Learned; Addressing, "I'd rather be
bad than stupid"**

Accommodations, Modifications and
Differentiating Instruction: To achieve
higher outcomes for diverse learners



What Is the Difference?

- Differentiated Instruction
 - Terminology from general education
- Accommodations
 - Terminology from special education
- Are all students entitled to accommodations?
 - Ponder this

What Is Modified with Modifications? The Goal of the Activity!

- Goal: To allow physical and social access to a full array of IEP-team-determined LRE to achieve individualized goals and objectives.
- Individualized goals are developed, skills taught and measured through either standard assessments with modifications (mild disabilities) or through alternate assessments (moderate to severe disabilities).

Implications of Modifications

- High school diploma may or may not be earned, depending on the student's meeting of district graduation requirements and any existing high school exit exams with modifications. When do we tell families that?
- With modifications, what is taught and assessed is highly individualized. Achievement is not compared to grade level peers.

Find this page in your packet

Nine Types of Curriculum Adaptations		
<p>Quantity *</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>For example:</i> Reduce the number of social studies terms a learner must learn at any one time.</p>	<p>Time *</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>For example:</i> Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Level of Support *</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p><i>For example:</i> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p>Input *</p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>For example:</i> Use different visual aids, change text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p>Difficulty •</p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>For example:</i> Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</p>	<p>Output *</p> <p>Adapt how the student can respond to instruction.</p> <p><i>For example:</i> Instead of answering questions in writing, allow a verbal response; use a communication book for some students; allow students to show knowledge with hands-on materials.</p>
<p>Participation *</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>For example:</i> In geography, have a student hold the globe, while others point out locations.</p>	<p>Alternate Goals •</p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>For example:</i> In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</p>	<p>Substitute Curriculum •</p> <p>Provide different instruction and materials to meet a learner's individual goals.</p> <p><i>For example:</i> During a language test one student is learning computer skills in the computer lab.</p>

Nine Types of Curriculum Adaptations

Quantity of Practice*

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery

For example:

Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets prior to assessment of skill mastery

Ponder This

Does altering amount of seatwork completed prior to assessment of content mastery constitute a modification or an accommodation?

- **If I reduce practice, and now student can't demonstrate mastery?**
- **If I reduce practice and student can still demonstrate mastery?**



Nine Types of Curriculum Adaptations

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Ponder This

- Does giving more time to complete an assignment or take a test result in a lowering of a standard?
- How should this be graded or evaluated?
- Is this practice a modification or an accommodation?

Discuss



Nine Types of Curriculum Adaptations

Level of Support *

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills.

For example:

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Ponder This

- Is this a common practice?
- Do students without disabilities often have this support?
- Do we use this too frequently or too infrequently?
- Is this an accommodation?
If so, for what?
- Are we using one on one?
- Paraeducators effectively?



Nine Types of Curriculum Adaptations

Input *

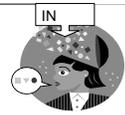
Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Input Enhancement

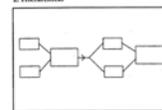
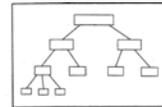
- Use strategies and scaffolds to accommodate diverse learners
- Accommodation during INPUT a service or support to help fully access the subject matter and instruction



Input Enhancement

Using graphic organizers when teaching content...

- Organization of ideas is self-evident to students
- Reduces information processing demands needed to understand new information



INPUT: Visual Displays

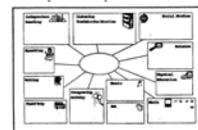
Portray relationships among information presented in instruction

- Includes diagrams, concrete models, concept maps, videos situating learning in a meaningful context, or digital material presented during instruction.
- Intended to help students organize information in long-term memory



Visual Displays

- Activate prior knowledge during instruction
- Function as an accommodation when they scaffold the creation of linkages among information in the learner's long-term memory



INPUT: Pre-teaching with Advance Organizers

Defined: Pre-instructional materials to aid linkage of new information with prior knowledge stored in long-term memory.

- **May be verbal, written, or be presented in a question format.** Examples:
 - Questions presented prior to a discussion or reading assignment
 - Vocabulary words presented on the board or a handout
 - Verbal statements by the teacher designed to activate knowledge prior to instruction

Nine Types of Curriculum Adaptations

Difficulty •

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Ponder This

Discuss

- **Is altering the difficulty of an assignment a good practice?**
- **When is it an accommodation or a modification?**



Nine Types of Curriculum Adaptations

Output *

Adapt how the student can respond to instruction.

For example:

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.

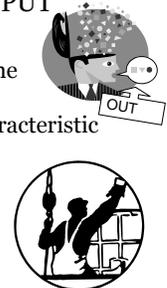
Output Accommodations

- Altered methods of demonstrating mastery of the instruction
- Measures what the student learned, not the student's disability or characteristics
- Removes barriers



Output Goal

- Accommodation during OUTPUT
 - A service or support to help the student validly demonstrate knowledge, removing the characteristic or disability interfering with demonstration of what has been learned



Output Accommodations

Samples:

- Multiple choice vs. essay
- Dictating vs. writing
- Typing vs. handwriting
- Demonstrating vs. writing
- Timed quizzes vs. un-timed ones



Ponder This

Do I alter the grading if I have altered the output method?

- Is this an accommodation or a modification?
- Do not continue to measure a known skill deficit; measure attainment of content



Review: Input & Output Accommodations

- Input Accommodation
 - A service or support to help fully access the subject matter and instruction
- Output Accommodation
 - A service or support to help validly demonstrate knowledge



In a Nutshell:

The most critical components of “Effective Instruction” and “Accommodation Planning”

- **Input Accommodation Strategy:**
Circumvent learner characteristic barriers: Alter presentation of information to the student
- **Output Accommodation Strategy:**
Circumvent learner characteristic barriers: Alter production from the student

In a Nutshell: The Testing Nuance

What is clearly an “accommodation” for a learning characteristic instruction during classroom instruction, may be defined as a “modification/non-standard accommodation” on a high stakes test

- **Input** e.g., reading the text or chapter test in social studies is an accommodation, reading the high stakes test likely defined as a modification
- **Output** e.g., writing the dictated essay may be an accommodation in social studies, but be a modification on standardized assessment

In a Nutshell: Students with IEPs

Are entitled to removal of barriers to accessing and progressing in core/general curriculum

- If an accommodation is on the IEP to level the playing field/remove the barrier, even if it is defined as a modification on a high stakes test, the student is entitled to that modification if necessary, regardless of the effects on “aggregating data”
- To do otherwise would be discriminatory

Nine Types of Curriculum Adaptations

Participation *

Sometimes called “engagement”

Adapt the extent to which a learner is actively involved in the task.

For example: During instruction, using “every pupil response techniques” or “choral responding.” In geography, have a student hold the globe, while others point out locations. **Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).**

Participation Enhancement to Increase Student Engagement

1. Choral Responses (answers are short/same)

- Students cue you they are attending (“eyes on me”)
- Provide thinking time
- Signal group response

Adapted from Dr. Kevin Feldman, 12/01 in-service

Participation Enhancement to Increase Student Engagement

2. Every Pupil Response Techniques (answers are short/different)

- Student answers with gestures or answer card

3. Partner Responses (answers long/different)

- Teacher assigns - provide a label/role “1’s tell 2’s”
- Alternate ranking for partnering
- Specific topics/jobs - no one is passive

Adapted from Dr. Kevin Feldman, 12/01 in-service

Participation/Enhancement

4. Written Responses

- List first, then share
- Touch something - “put your finger on the _____”

5. Individual Responses (AFTER practice on the new skill)

- Randomly call on individuals to share



Adapted from Dr. Kevin Feldman, 12/01 in-service

Participation AND INPUT

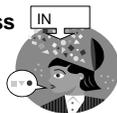
Differentiating During Whole Class Instruction Options include:

• Graphic Organizers

- Visual Thinking - vary the support (e.g. Partially filled out, partner dialogue)

• Projects - Individual & Small Group

- key is organization/structure
- ~ rubrics ~ touch points along the way



Peer-Mediated Instruction

Defined--Students as instructional agents, including:

- peer and cross-age tutoring
- class-wide tutoring
- cooperative learning

Primary purpose---increase opportunities for distributed practice with feedback. Usually has well-scripted or structured interactions designed and mediated by the teacher.



Nolet (2000)

Input & Participation Enhancement

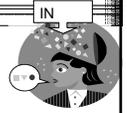
Comprehension instruction: PALS

<http://kc.vanderbilt.edu/kennedy/pals/>

- Stronger reader reads a paragraph
- Weaker reader prompts



Input & Participation Enhancement



Weaker reader prompts stronger reader to:

1. **Name the Who or What.**
 - * identification
2. **Tell the most important thing(s) about the Who or What.**
 - * elaboration
3. **Paraphrase in 10 words or less (paraphrasing "straight jacket")**
 - * consolidation



* continue for 5 minutes - then switch roles (new text)

Ponder This

- How common is this practice?
- Is it better to use participation/engagement strategies with a distractible student, or should that student be isolated so as not to distract others?

Is this an accommodation or a modification?



Nine Types of Curriculum Adaptations

Alternate Goals •

Adapt the goals or outcome expectations while using the same materials.

For example:

In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Ponder This

Discuss

- **For whom is this adaptation appropriate?**
- **Why would we do this in the era of high standards?**



Nine Types of Curriculum Adaptations

Substitute Curriculum •

Sometimes called "functional curriculum"

Provide different instruction and materials to meet a learner's individual goals.

For example:

During a language lesson a student is learning toileting skills with an aide.

Ponder This

Discuss

- For whom is this adaptation appropriate?
- Why would we do this in the era of high standards?



74



Behavior Support Plans

Teach a functionally equivalent behavior.
All functions are desired, it is the form that could use some work!

Behavior Support Plans - Why?



"I know the kids don't like you and they pick on you, but you have to go to school... you're the teacher!"

Behavior Support Plans

- **MUST be done by a team, not developed by one team member and ratified**



BEHAVIOR SUPPORT PLAN
 For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date SDI plan date Team meeting date

Student Name: _____ Today's Date: _____ Next Review Date: _____

1. The behavior impeding learning is (describe what it looks like): _____

2. It impedes learning because: _____

3. This need for a Behavior Support Plan: Early stage intervention moderate serious extreme

4. Frequency or intensity or duration of behavior: _____

5. Reported by: _____ and/or observed by: _____

PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

6. What are the predictors for the behavior? (Situations in which the behavior is likely to occur: people, time, place, subject, etc): _____

7. What supports the student using the problem behavior? (What is missing in the environment/curriculum or what is in the environment/curriculum that needs changing?) _____

8. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (Changes in Function/Classroom/Structure to remove stimulus of behavior) _____

9. Who will establish? _____ Who will monitor? _____ Frequency? _____

PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

10. Teach behaviors the behavior occurs because: (Function of behavior in terms of getting, avoiding, or avoiding something) _____

11. What new behavior(s) will be taught? (Specify a replacement behavior that meets the same need) _____

12. What new behaviors the student needs to do? (List 2-3 of the problem behaviors) (How much the student's behavior improves or get his/her need met in an acceptable way?) _____

13. What teaching Strategies/Necessary Curriculum/Materials are needed? (List successful teaching steps for student to learn replacement behavior(s)) _____

14. Who will establish? _____ Who will monitor? _____ Frequency? _____

15. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?

16. Schedule of reinforcer based on: reinforce for using replacement behavior reinforce for general increase in positive behaviors

17. By whom? _____ Frequency? _____

www.pent.ca.gov



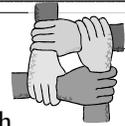
- Forms
- Behavior Support Plan, Quality Evaluation Guide (BSP-QE II)
- Materials to support teacher effectiveness
- PPTs of this training, and more! Plus, handouts for training and a plan development manual: **BSP DESK REFERENCE: Building Effective Behavior Support**
- And much, much more

QUALITY Behavior Plans

- All effective plans address **both** the environment and the function of the behavior
 - Change environments to eliminate the need to use this behavior
 - Teach alternative, acceptable behavior (functionally equivalent replacement behavior) which allow student to get or reject something in an acceptable manner.



What IS the Positive Behavior Support Process ?



- A data-driven **team** approach with built-in accountability
 - Follows a carefully look at the context of the problem behavior
 - Hypothesizes why the behavior is occurring.
 - Develops a plan to teach the student a replacement behavior and new skills
 - Changes environments to match student needs
 - Involves people who really care about the student
 - Develops a written plan capturing the team's decisions and methods



1. *Positive Behavioral Support Principle:*

Behavior serves a purpose for the student. All behaviors, including problem behavior, allow the student to get a need met (i.e., behavior serves a function). Although all functions are legitimate and desirable, the method or form of the behavior may require alteration.



Key Concept:

- This behavior has worked in the past, or it is currently working to either:
 1. GET something the student desires or
 2. REJECT avoid or protest something the student wishes to remove

Behavior has a function!



"Oh, all right, all right! I'll UNzip it so that you can ZIP it!"



2. *Positive Behavioral Support Principle:*

Behavior is related to the context/ environment in which it occurs

Key Concept:

Something is either present in the environment, or NOT present in the environment which increases the likelihood the problem behavior will occur





□ **3. Positive Behavioral Support Principle:**

There are two strands to a complete behavior plan—environment and function



Key Concept:

Changing behavior requires addressing both the environmental features (removing the need for use of problem behavior to get needs met) AND developing a replacement behavior (teaching a functionally-equivalent behavior that student can use to get that same need met in an acceptable way).



□ **4. Positive Behavioral Support Principle:**

New behavior must get a pay-off as big or bigger than the problem behavior.



Key Concept: To achieve maintenance of a new behavior, it must be re-inforced.

Reinforcement is actions we take, privileges or tangibles we give, that the student really wants to get, and therefore he/she does the behavior again and again to get that reinforcement.

Power, Frequency, Variety, Immediacy



□ **5. Positive Behavioral Support Principle:**

Implementers need to know how to handle problem behavior if it occurs again.

Key Concept:

The behavior plan must specify reactive strategies across four stages:

1) **Beginning stage:** Prompting the alternative replacement behavior or reorienting with supports;

Key Concept:

The behavior plan must specify reactive strategies across four stages:

2) Mid-behavior stage: The problem behavior is fully present and now requires staff to handle the behavior safely through an individualized, careful deescalating of the behavior. This might include specific techniques, calming words, presenting of choices, distraction, and redirection. Each technique will likely be unique to the student. What has worked in the past is important to discuss. Some staff deescalate the student better than others and this should be considered.



"WELL, HE STARTED IT!"

Key Concept:

The behavior plan must specify reactive strategies across four stages:

3) **Problem-solving/Debriefing stage:** Debriefing with the student is to review what happened, practice the alternative behavior again, and plan what to do next.

4) **Required consequences stage:** Clearly written consequences or other team determined actions because of the behavior are important, e.g., school and district disciplinary required actions; calling parents; notifying probation department; attendance at special seminars, detention, and so forth.

 **6. Positive Behavioral Support Principle:**

On-going communication needs to be between all important stakeholders in the student's life.

 **Key Concept:**

The behavior plan must specify who communicates with whom, how frequently about what, and in what manner. Two-way communication between message senders and recipients is important.

92



Para Educator Supports

Least Restrictive Environment With The Least Restrictive Supports

Thanks to Vicki Butler, Riverside County special educator, for contributing some of the following paraeducator slide content and graphics through the PENT network

93

Special Circumstances
Paraeducators Handbook

- Download from the PENT website at:
<http://www.pent.ca.gov/05PosEnvInt/eParaeducators/SanDiego/tableofcontents.doc>

94

Inclusion Needs 

- General education teachers feel they need extra support in order to fully include special education students
- One-on-one assistants have provided that support
- Some students are even provided one-on-one support in a special day class

IS THIS REALLY LRE THOUGH?

IDEA 

- 1997 amendments to IDEA allows “paraprofessionals and assistants who are appropriately trained and supervised, in accordance with State law, regulations, or written policy . . . To be used to assist in the provision of special education and related services to children with disabilities.”**
- Many states and districts are struggling as they implement this provision**

More Paraeducators 

- “The size of the paraeducator workforce continues to climb as schools and districts place more students with disabilities in programs alongside their peers without disabilities.”** (Pickett, 1999)
- “Special education budgets inflated as paraeducators were hired due to the belief that the only way a student could successfully be included in a general education classroom was to have adult support.”** (Giangreco, Broer, & Edelman, 1999)

Training May Not Be Adequate



- **Many instructional assistants are thrust into positions where they have little or no training** (Wallace, Shin, Bartholomay, Stahl, 2001)
- **Teachers may not feel adequately prepared to train instructional assistants**
- **Many are performing instructional tasks with little or no training** (Wallace, Shin, Bartholomay, Stahl, 2001)

Hovering Assistants



- Individual one-on-one help can have far-reaching effects on the following:
 - Classroom teacher's ability to assume ownership for the student
 - The frequency and types of peer interaction
 - The student's ability to become an independent learner (Giangreco, Edelman, Luiselli, & Macfarland, 1997 and Marks, Schrader & Levine, 1999, Mueller & Murphy, 2001)

Teacher role becomes clouded



- Teachers may not take responsibility for the student
- Teachers may not know how to adapt the curriculum for special needs
- Curriculum modification and adaptation may be left up to the paraprofessional
- Paras may be viewed as the "expert" in understanding student needs (Marks, Schrader, Levine, 1999; Giangreco, Edelman, Luiselli, & Macfarland, 1999)

Velcro Assistants Research Shows:



- Assistants maintain close proximity with student
 - **Physical contact**
 - **Sitting immediately next to student**
 - **Accompanying students everywhere**
- Such proximity can be detrimental to the student
 - **Student learns to rely on assistant**
 - **Peers avoid the student**

Giangreco, Edelman, Luiselli, & Macfarland, 1997; Marks, Schrader & Levine, 1999; Mueller & Murphy, 2001

Social Skills Development



- Aides may separate the student from classmates
- Hovering assistants interfere with natural supports: peer supports
- Aides interaction with sp.ed. student may interfere with general ed student's attention and concentration

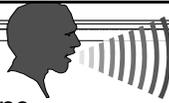
Giangreco, Edelman, Luiselli, MacFarland, 1999

Independent Functioning



- Assistants may do too much for the student
- Little evidence of fading of prompts (Giangreco, Edelman, Luiselli, MacFarland, 1999)
- Assistants perceive their job as helping the student not to be a "bother" to the teacher (Marks, Schrader, Levine, 1999)
- Assistants may have little or no planning time with the teacher (Marks, Schrader, Levine, 1999)

Codependent Communication Patterns



103

- Parent may approach the aide for ongoing information or to make educational suggestions (Marks, Schrader, Levine, 1999)
- Teacher may rely on the aide to communicate daily progress--sometimes in writing or by phone

Problems



104

- Using One-on-one 's to support individual students
 - Decreases teacher "ownership" of disabled students
 - Decreases appropriate home-school communication patterns
 - Decreases student acquisition of social skills and independent functioning
 - Increases dependence
 - Increases expenditures

Looking for Trends

- Are natural supports being used
- Would assistive devices help the student, rather than using a person?
 - Look at classroom management issues

See handouts: checklist



105

More and More Paraeducators

- "The size of the paraeducator workforce continues to climb as schools and districts place more students with disabilities in programs alongside their peers without disabilities." (Pickett, 1998)
- National Resource Center for Paraprofessionals in Education and Related Services estimate paraprofessionals working in special ed in U.S. is over 300,000. (Griance, Edelman, Broer, Doyle)

106

Paraprofessionals work with students who have the **most intensive** needs . . .

... And receive the **least amount** of training and ongoing support. (Griance, Edelman, Broer, 2001)

107

Griance, Edelman and Broer of the University of Virginia reviewed literature from the last decade (43 pieces of professional literature, 26 nondatabased sources and 17 research studies). They concluded:

"Studies present no discernible line of research and insufficient data on student outcomes" regarding the efficacy of instructional assistant services.

108

We must inform our families

- **Full time 1-on-1 support can create dependency and decrease teacher “ownership”**
- **IEP team must always plan for decreasing support**
- **Parents need to see the departure of a 1-on-1 aide as a victory, not a loss**

Paras and Training

Despite the growing number in the educational system,

Paraeducators remain a largely untrained workforce that is given increased levels of responsibility in the classroom.

French & Pickett, 1997



Reasons for Training

- It's the law: IDEA says, “*appropriately and trained and supervised*”
- “*The quality of the instructional services that paraeducators provide is directly related to the training they receive.*” (Diane Carroll, Teaching Exceptional Children, 2001)
- It takes skill to facilitate independent functioning, to fade prompts, decrease proximity, teach the student to independently use assistive devices, and more.

No Child Left Behind



- Paraprofessionals hired after 1/8/02 and working under funding from Title I shall have by 2006:
 - Completed at least 2 years of study at an institution of higher education, or
 - Obtained an associates (or higher) degree, or
 - Met a rigorous standard of quality through a formal state or local academic assessment
 - Knowledge of and ability to assist in instructing reading, writing, and math
 - Knowledge of, and ability to assist in instructing reading readiness, writing readiness, and math readiness.

Fading Assistance Requires Training

Staff and training is necessary :

- Fading prompts
- Facilitating independent functioning
- Decreasing proximity
- Positive behavioral intervention and student self-control
- Charting, monitoring progress, data collection

Resources



- Manual: How to be a Parapro: *A Comprehensive Training Manual for Paraprofessionals* by Diane Twachtman-Cullen, www.starfishpress.com
- Paraprofessional's Role in Inclusive Classrooms: Support Manual. CA Dept of Special Ed and video
- *Enhancing Skills of Paraeducators: A Video-Assisted Program (5 manuals, 5 videos, facilitator's guide, 5 tests and 10 school-based exercises)*, www.trisped.org or call 1-877-722-3991

115

Riverside County SELPA
2002-2003

Have a Process

- **Ensures all accommodations, modifications and behavioral supports are in place prior to considering additional assistance**
- **Increases awareness of roles and responsibilities of those providing support**
- **Provides clear understanding that the decision is student centered, based on student needs**
- **Provides a structure for decision making**

116

If you determine extra paraeducator support is absolutely necessary ...

- How much time support is needed (hours?)
- Can existing staff from other classes be used to fill the need?
- Write a goal (and objective for moderate to severe disabilities) for the student to complete with the instructional assistant
- Agree on expected duration
- Discuss training needed
- Discuss that this is not a permanent solution
- Agree on a review date (3 to 6 months)

117



Focus on STUDENT NEEDS

Provide Support, Not a Person

Students who need individual assistance, can be supported in a variety of ways



118

Riverside County SELPA
2002-2003

New Ways to Provide Support

- Hire assistants for the classroom, not for a specific student (add extra support)
- Always rotate aide support—cross train
- Use lead-paras to train others



119

Riverside County SELPA
2002-2003

Consider a "Super" Para Model

- Highly trained and supervised by special education supervisor level
- This can provide a career ladder for paras
- Send into classrooms where extra support is perceived to be needed
- S/he works with student(s) for transition or on a behavioral issue, etc.
- Models and trains others to provide the support
- Fades to another classroom



120

Riverside County SELPA
2002-2003

Peer Supports

- Are natural ways to provide support
- Increase self-esteem for both students
- Volunteer peers can be trained
- Opportunities for social skills and language development
- Peers can model appropriate behavior
- Try cross-age peers
- Students enjoy peer support
- Friendships can develop



**This is a win-win process!
Teacher, student and peer
ALL BENEFIT!**

121

Consider Assistive Devices and Technological Support

- Could a word processor help?
- Could a communication board device assist?
- Could a response switch (yes, no, etc.) give the student more control?
- What about an electric wheelchair?
- Teach the student to use large print or Braille




122

Teachers and Para's Need to Teach Independent Behavior

- Teach the student to use a schedule
- Provide a means for the student to communicate wants and needs (e.g. PECS)
- Teach the student to ask for help
- Wait for the student to perform a task
- Never underestimate what a student can do!

123

*"A major factor is the 'mind set' of the instructional assistant. It would be much easier to assist a student than it is to **promote independence**. The assistant must focus on the student's independence consistently, the **bigger picture** must be considered at all times."*

Anita Haines

"MIND SET"



124

Reducing Prompt Dependence

- See handouts
- Necessary to achieve full social inclusion
- Necessary to accurately assess student progress

125



Progress Monitoring Supports

- Reduce Support
- Continue Supports
- Intensify Supports
- Continue more Restrictive Placement

BEHAVIOR PLAN PROGRESS MONITORING – GOALS WORKSHEET

Goal(s) for Monitoring an Increase in General Positive Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?			
Goal(s) for Monitoring Reducing/Eliminating Problem Behavior	By when?	Who?	Will do what?	Under what Conditions?	At what level of proficiency?	As measured by whom, and how measured?			
Goal(s) for Monitoring Conditional Use of a Functionally Equivalent Behavior	By When?	Who?	Instead of what problem behavior?	For the purpose or function of what?	Will do what?	For the purpose or function of what (repeat)	Under what contingent condition?	At what level of proficiency?	As measured by whom, and how measured?

BEHAVIOR PLAN PROGRESS MONITORING – COMMUNICATIONS WORKSHEET

Complete Communication: 6 Format	Who? Specific information exchange partners	Under what condition(s)?	Manner?	Frequency?	Content?	Two-way specification?
		<ul style="list-style-type: none"> Continuous? <ul style="list-style-type: none"> - ongoing monitoring agreed upon by partners Conditional? <ul style="list-style-type: none"> - incidents, change in medication, precipitating event likely to affect today's behavior 	<ul style="list-style-type: none"> - paper student carries, email 	<ul style="list-style-type: none"> - everyday, twice a week, monthly, etc. 	<ul style="list-style-type: none"> • Goal progress <ul style="list-style-type: none"> - FERB, positive increase or problem decrease; • New information <ul style="list-style-type: none"> - incident report or critical new student information 	How will each partner respond with new information, reflections, reports on outcome, new ideas, etc.; NOT signature of receipt <ul style="list-style-type: none"> - parent reports back the student's response to debriefing about the daily behavior report, etc.

Train on progress monitoring: Communication provisions

128



Respond to LRE Supports Success

Maintain, Decrease, Intensify
Last resort: Non categorical placements to support success

129



BARRIERS

Belief system about “fair”
Old model 32 years vs. new model now
Desire for HA not HALO

130

What is Fair?

- Everyone getting the same thing?

Or

- Everyone getting what they need?
- No Child Left Behind, or This Child Left?

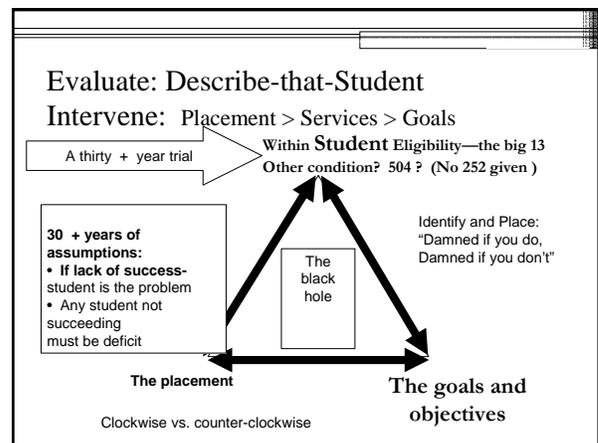
131

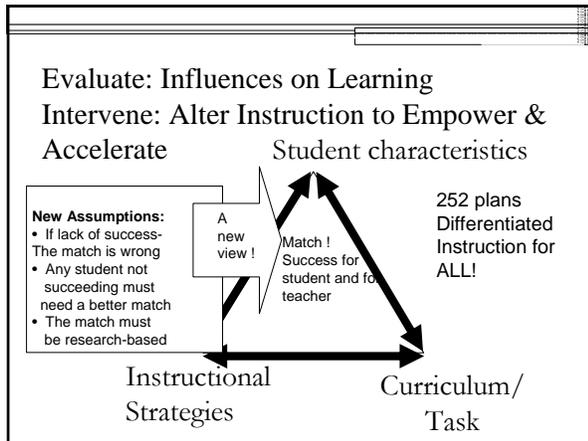
Every Teacher Desires:

High and Average Students

EVERY TEACHER GETS: The HALO

High, average LOW and OTHER





- 134
- ### Take-Home Messages
- LRE is best supported by the least restrictive supports
 - A highly effective teacher!
 - Accommodations (and for moderate to severe alternate test takers: modifications)
 - Behavior support
 - Parapro assistance to the teacher for short term goals is better than velcro aides
- “Impressions” about needs and progress aren’t enough:
IN GOD WE TRUST— for all others,
SHOW ME THE DATA**

135

Questions?

To reach Diana Browning Wright
www.dianabrowningwright.com
dianawright@earthlink.net



Handout 1

PROMOTING LRE Through Reduction in Prompt Dependence

By Diana Browning Wright, 2008

(Adapted from an original by Browning Wright, Kraemer, Morton, 1994)

Students who benefit from a para educator assigned to the classroom due to “special circumstances” often become prompt dependent. That is, their inclusion suffers as the aide applies interventions too restrictive for the students need. Assessment to determine the least intrusive prompt for an activity can be essential to avoid overuse of prompts which interferes with development and maintenance of independence. "Prompt dependence" occurs when either excessively intrusive prompts or a high frequency of prompts predominates. An analysis of the student's need for prompts should occur for each activity in which it is concluded an aide's assistance would be helpful. Requiring either continuous or periodic prompt recording teaches para educators the necessary discrimination on level of prompting and provides data on student progress. Students with disabilities may need more or less prompting across activities, times of day or days during the week. On-going monitoring and record keeping is essential for progress monitoring.

Definition of a Prompt:

A range of instruction stimuli provided in order to direct an individual toward the performance of a desired response.

Prompting Levels

Prompts range from the least to the most intrusive. The amount of assistance increases with each level in the hierarchy.

- 1. Natural Cue:**
Behavior independently occurs as a result of a natural cue to a stimulus in the environment. The individual performs the behavior without any assistance. WAIT before prompting further.

Example: Peter stands up to go to lunch when he sees his friends stand up.
- 2. Gestural Prompt:**
Physical gestures that may include pointing, beckoning, or shaking one's head to indicate approval or disapproval.

Example: Ms. Browning points to the yellow square to signal time for yellow reading group.
Mr. Jones holds up two fingers to signal "quiet now."
- 3. Indirect Verbal Prompt:**
The instructor uses words to imply that some behavior needs to occur.

Example: Mrs. Keller says, "Children, what time is it?" Students understand it is time to quiet down and open their books.
- 4. Modeling:**
Performing the desired behavior in order to encourage the initiation of that behavior by the individual.

Example: Mrs. Brown sits up tall in her seat with her hands folded on top of the desk as students come to a reading group. She waits until they copy her behavior.

5. **Symbolic (Pictorial or Written) Prompt:**
 Symbols (pictures or words) are presented to guide behavior. Often a sequence of pictures or a lists of words are used, combined with the gestural prompt of pointing to the symbol of the desired behavior for that moment in time.

Example: Michael has 4 pictures of how to make a pizza which he uses in sequence to prepare a snack. When he appears confused, his teacher gesturally redirects him to the correct picture.

6. **Direct Verbal Prompt:**
 The instructor explicitly state, the behavior that needs to occur.

Example: "Boys and girls, please stand up now."

7. **Minimal Physical Prompt:**
 Slight physical contact that guides the individual toward the behavior.

Example: When Phil does not open the door when verbally told to do so, Mrs. Jones lightly touches his elbow. *Note, depending on the situation, a minimal physical prompt may be less intrusive and facilitate more independence than a direct verbal prompt.

8. **Partial Physical Prompt:**
 The instructor physically starts the individual on the desired behavior, and then ceases the physical assistance so the individual may complete the behavior independently.

Example: When Phil does not open the door after being lightly touched on his elbow, Mr. Wright gently nudges his arm upward until the knob is touched and then he releases contact.

9. **Full Physical Prompt:**
 Use with caution. DO NOT IMPLEMENT WITHOUT COACHING; LACK OF TRAINING CAN RESULT IN RESTRAINT FOR NON COMPLIANCE AND INJURY TO STAFF AND STUDENT WHEN RESISTANCE OCCURS. A BRIEF PHYSICAL PROMPT SHOULD NEVER TRANSITION TO A SUSTAINED RESTRAINT FOR NON COMPLIANCE. ONLY IMMINENT DANGER TO SELF OR OTHERS JUSTIFIES A RESTRAINT. The instructor physically guides the individual through the entire behavior..

Example: John's mother physically positions his finger on the tape player eject button, provides a downward push motion, then moves his hand to grasp the tape. John does not resist, and is curious throughout the episode.

Record Keeping to Reduce Prompt Dependence

Record each prompt provided in a table and indicate if desired response occurred, speed of compliance, next steps conclusion (R= reduce next time) K=keep at current level)

Natural Cue	N	Direct Verbal PromptDV
Gestural Prompt	G	Minimal Physical PromptMP
Indirect Verbal Prompt	IV	Partial Physical PromptPP
Modeling.....	M	Full Physical PromptFP
Symbolic (Pictorial or Written) Prompt .	S	

Example Prompt recording entry

1.Art activity N, G, S yes 2 minutes to comply (K)
2.Solo text reading DV, yes 30 seconds (R to G next)

Handout 2

When a Plan to Support LRE (Accommodation/Differentiated Instruction or BSP) Doesn't Work

1. Meet with implementer(s) review/observe for each element of plan being implemented. Perhaps it was implemented poorly or not at all!
2. If plan **is** being implemented:
 - Check data--is the plan really not working? If no data, how do you know?
 - Check for functional equivalency of replacement(s)?
 - Check for frequency of instruction of replacement--opportunities for successful practice built into schedule? (vs. just waiting for opportunities to use)
 - Check for efficiency of replacement--is it easier to use the targeted behavior because replacement isn't being prompted/shaped or reinforced?
 - Are coping behaviors also being instructed?
 - Check reinforcement--schedule? Was it given even when replacement behavior was prompted?
 - If student is old enough (3rd grade on usually), was the student involved in assessment and plan development? If no, then back up and include, if yes, ask them!
 - Any new "stuff" in class, home, etc. that could be impacting success?
3. Usually I find one of the above items needs addressing.
4. If plan **is not** being implemented, probe as to why not:
 - Not matched to skills of staff
 - Not matched to resources of classroom-time, materials, etc.
 - Staff not trained
 - Copy of plan not in classroom
 - Staff didn't agree with plan
 - Monitoring/support for staff hasn't occurred
5. If one of the above is an issue, collaboratively problem solve to gain a new solution.
6. If none of the above 'fit,' revisit the assessment (function/antecedents probably not accurate or characteristic of the student is not being addressed adequately or barriers are present preventing the student from succeeding that were not initially noticed).
7. If all above suggestions result in no change, revisit the assessment yet again:

Accommodations: What is the nature of the instructional strategies, curriculum and tasks. Do they match this student's support needs?

Behavior Support: Revisit the function of the behavior, and the triggering antecedents. You may not have identified the accurate variables supporting the problem and therefore will need to reformulate your conceptualization and design new interventions.

DIFFERENTIATED INSTRUCTION OR ACCOMMODATION/MODIFICATION PLAN COVER SHEET

Student Name _____

Teacher(s) _____

Class/Subject Area _____

Date this plan was developed _____

This student has an: IEP Plan 504 Plan Early Intervention Plan

Instructional Support Team Plan

Other _____

Date of the above plan: _____

The attached plan has been determined to be necessary for this student to make progress in mastering state standards.

- If for any reason these accommodations/modifications can not be fully implemented, or prove unsuccessful, please immediately contact the case manager _____ available (time/dates) _____ phone/location _____ for assistance on next steps.
- If you need further assistance in developing accommodations/modifications or determining grading/assessment methods, contact _____ available _____ phone/location _____.

DO NOT DISCONTINUE PROVIDING THESE SPECIFIED ADAPTATIONS WITHOUT IEP TEAM, 504 TEAM, SCHOOL TEAM, OR OTHER TEAM SPECIFIC DIRECTIONS. (An IEP or 504 plan is a legally binding document.)

Staff distributing this plan _____

This document is necessary to complete the student's IEP or other plan documentation.
Please sign and return the bottom portion to the principal: _____ Deadline: _____



tear off

I understand that _____ will be receiving differentiated instruction/accommodations in my classroom according to his/her plan. I understand support and assistance on how to grade this student's progress is available to me to assure these adaptations are implemented as specified. Personnel to contact is: _____ available (times _____). I understand that a new team meeting with my participation, can/will occur at any point necessary to assure the student's access to appropriate/alternative adaptations if for any reason the currently specified accommodations prove unsuccessful. I understand I can propose alternatives at further team meetings.

Signature: _____

Date: _____

INDIVIDUAL Differentiated Instruction or Accommodation PLAN

FOR TEACHER USE ONLY
NOT FOR DISPLAY

Student:	Subjects:	IEP or other meeting date:
QUANTITY of Practice	TIME	LEVEL OF SUPPORT
INPUT	DIFFICULTY	OUTPUT
PARTICIPATION Engagement	ALTERNATE GOALS	SUBSTITUTE CURRICULUM
	Specify individual goals developed for student taking alternate assessments	Specify function skills for students taking alternate assessments
GRADING		

COMPLETE GOALS

6 Format for (a) Increase General Positive OR (b) Decrease, or Stop Problem Behavior

1. By when?	2. Who?	3. Will do what? Or will stop/decrease doing what?	4. Under what Condition(s)?	5. At what level of proficiency?	6. As measured by whom, and how measured?
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the behavior will look like (a) an increase in desired (b) a decrease or stop undesired Do not use self-esteem enhanced, feelings of anger reduced which are difficult/impossible to accurately measure.	Considerations: Location(s): at desk, during assemblies Person(s) present or absent: with peers, with aide Activity requirement(s): given a written assignment, when told to begin Prompting and degree of prompts: with no prompts/reminders, with gestural cue Etc:	Considerations: How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	Who: Teacher? Aide? Considerations: Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. Observation techniques: 3/5 observations in 3 weeks of observations,

9 Format for a Functionally Equivalent Replacement Behavior

1. By When?	2. Who?	3. Instead of what problem behavior?	4. For the purpose or function of what?	5. Will do what?	6. For the purpose or function of what (repeat)	7. Under what contingent condition(s)?	8. At what level of proficiency?	9. As measured by whom, and how measured
Specify when full mastery of the goal is expected	The student's name	Specify in observable, measurable terms, what the non-desired problem behavior looks like	Specify the hypothesized function of the non-desired problem behavior this FERB is in lieu of: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify in observable, measurable terms, the new, socially more acceptable behavior that achieves the same outcome for the student as the problem behavior	Repeat the hypothesized function: 1. to gain what? OR 2. to reject (protest, escape, avoid) what?	Specify the conditions when the student would likely use a problem behavior, but will now select the FERB to achieve the desired outcome. Considerations: See above 6 format description of possible contingent conditions	Considerations: How well will the behavior be performed: Using 4/5 steps taught? With what degree of success: 4/5 items?	Who: Teacher? Aide? Considerations: Data collection: Recording in record book, teacher-made rating sheet, random/continuous time sampling,? etc. Observation techniques: 3/5 observations in 3 weeks of observations,

COMPLETE COMMUNICATION SIX COMPONENTS

1. Who ?	2. Under what condition(s)	3. Manner?	4. Expected Frequency?	5. Content?	6. Two-way specification
<p>Specify all persons for each data exchange (e.g., Behavior Data Monthly Summary: psychologist/physician, Daily report card: teacher/parent; Problem incident report: principal/teacher/counselor; Serious threats to harm self: Therapist/teacher/counselor/parent)</p>	<p>(a) Continuous? Often daily reports, weekly or monthly summaries expected for duration of the plan</p> <p>(b) Conditional?-if X behavior occurs? Often if a problem is at a particular level of severity, or a positive behavior is beyond expectations</p>	<p>Transmittal Considerations: paper to office file, email, paper student carries, telephone direct, telephone answering machine</p>	<p>Hourly, daily, bi-weekly, weekly, monthly, every report card, every IEP meeting (frequency and conditions can be merged or separate)</p>	<p>Conditional use of a FERB when a problem behavior might have been used; General positive behavior increase or problem decrease; Summaries of goal progress from data reports (event, time sampling, etc.); Incident reports; Critical student information, e.g., potential medication reactions or changes; if injured during behavior, etc.</p>	<p>Exchange partners expectations on how each will respond BACK to the other as a result of a report, sending information facilitating on-going progress monitoring and teaming. Expected responses can vary, e.g., reflections on progress; new medication doctor will now give/or not give; reports on outcome of a discussion or counseling session on the behavior; new ideas recipient wishes to express; student's response to a reinforcer given contingently in another environment; A signature of receipt of information is NOT a reciprocal exchange, nor effective on-going teaming.</p>

Excerpt from the BSP QE II Manual, www.pent.ca.gov in BSP Desk Reference, section 15 Diana Browning Wright, 2008 all rights reserved

NOT FOR DISPLAY - FOR TEACHER/STAFF USE ONLY

BEHAVIOR SUPPORT PLAN

For Behavior Interfering with Student's Learning or the Learning of His/Her Peers

This BSP attaches to: IEP date: 504 plan date: Team meeting date:

Student Name Today's Date Next Review Date

1. The behavior impeding learning is (*describe what it looks like*)
2. It impedes learning because
3. The need for a Behavior Support Plan early stage intervention moderate serious extreme
4. Frequency or intensity or duration of behavior
 reported by and/or observed by

PREVENTION PART I: ENVIRONMENTAL FACTORS AND NECESSARY CHANGES

Observation & Analysis	<p>5. What are the predictors for the behavior? (<i>Situations in which the behavior is likely to occur: people, time, place, subject, etc.</i>)</p> <p>6. What supports the student using the problem behavior? (<i>What is missing in the environment/curriculum or what is in the environment curriculum that needs changing?</i>)</p>
-----------------------------------	---

Intervention	<p style="text-align: center;">Remove student's need to use the problem behavior</p> <p>7. What environmental changes, structure and supports are needed to remove the student's need to use this behavior? (<i>Changes in Time/Space/Materials/Interactions to remove likelihood of behavior</i>)</p> <p>Who will establish? Who will monitor? Frequency?</p>
---------------------	--

ALTERNATIVES PART II: FUNCTIONAL FACTORS AND NEW BEHAVIORS TO TEACH AND SUPPORT

Observation & Analysis	<p>8. Team believes the behavior occurs because: (<i>Function of behavior in terms of getting, protest, or avoiding something</i>)</p> <p style="text-align: center;">Accept a replacement behavior that meets same need</p> <p>9. What team believes the student should do INSTEAD of the problem behavior? (<i>How should the student escape/protest/avoid or get his/her need met in an acceptable way?</i>)</p>
-----------------------------------	--

Intervention	<p>10. What teaching Strategies/Necessary Curriculum/Materials are needed? (<i>List successive teaching steps for student to learn replacement behavior/s</i>)</p> <p>Who will establish? Who will monitor? Frequency?</p>
---------------------	---

Intervention	<p>11. What are reinforcement procedures to use for establishing, maintaining, and generalizing the replacement behavior(s)?</p> <p>Selection of reinforcer based on: <input type="checkbox"/> reinforcer for using replacement behavior <input type="checkbox"/> reinforcer for general increase in positive behaviors</p> <p>By whom? Frequency?</p>
---------------------	---

EFFECTIVE REACTION PART III: REACTIVE STRATEGIES

What strategies will be employed if the problem behavior occurs again?

12.

1. Prompt student to switch to the replacement behavior
2. Describe how staff should handle the problem behavior if it occurs again
3. Positive discussion with student after behavior ends

Optional:

4. Any necessary further classroom or school consequences

Personnel?

OUTCOME PART IV: BEHAVIORAL GOALS

Behavioral Goal(s)

13.

Required: Functionally Equivalent Replacement Behavior (FERB) Goal

By when	Who	Will do X behavior	For the purpose of y	Instead of Z behavior	For the purpose of y	Under what conditional conditions	At what level of proficiency	As measured by whom and how

Option 1: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

Option 2: Increase General Positive or Decrease Problem Behavior

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how

The above behavioral goal(s) are to: Increase use of replacement behavior and may also include:

- Reduce frequency of problem behavior Develop new general skills that remove student's need to use the problem behavior

Observation and Analysis Conclusion:

- Are curriculum accommodations or modifications also necessary? Where described: yes no
- Are environmental supports/changes necessary? yes no
- Is reinforcement of replacement behavior alone enough (no new teaching is necessary)? yes no
- Are both teaching of new replacement behavior AND reinforcement needed? yes no
- This BSP to be coordinated with other agency's service plans? yes no
- Person responsible for contact between agencies yes no

COMMUNICATION PART V: COMMUNICATION PROVISIONS

Manner and content of communication

14.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT

- Student
- Parent/Guardian
- Parent/Guardian
- Educator and Title
- Educator and Title
- Educator and Title
- Administrator
- Other
- Other

Individual Curriculum Adaptation Plan

3 students, 3 accommodations activity!

Student:

Subject:

IEP date:

QUANTITY

TIME

LEVEL OF SUPPORT

INPUT

DIFFICULTY

OUTPUT

PARTICIPATION

ALTERNATE GOALS

SUBSTITUTE CURRICULUM

GRADING

--