

| <b>SPECIAL EDUCATION PROCEDURE</b>           |  |
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| <b>District Name</b>                         | Warren Woods Public Schools  |
| <b>Subject/Topic of This Procedure</b>       | <b>Developing IEP Content: Considering the Need for Positive Behavior Interventions and Supports</b> |
| <b>Date Procedure was Adopted or Revised</b> | 06/19/2023   |

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| <b>Legal Requirement with Citation</b>                       | <p><b>§300.320 of the Individuals with Disabilities Education Act (IDEA)</b> defines the content of an individualized education program.</p> <p><b>§300.324 of IDEA</b> indicates that in developing each child’s IEP, in the case of a child whose behavior impedes the child’s learning or that of others, the IEP team must consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.</p>  |
| <b>Under what circumstances will this procedure be used?</b> | This procedure will be used when developing a student’s IEP, at least once every twelve months.   |
| <b>Who will implement this procedure?</b>                    | Special education service providers and IEP Team members, including (but not limited to) special education teachers and related services staff  |
| <b>Describe the steps in this procedure.</b>                 | <p>1. Gather available data regarding the student’s performance from a variety of sources, such as (but not limited to):</p> <ul style="list-style-type: none"> <li>• Classroom-based and provider-based observations or reports regarding the student’s strengths and needs;</li> <li>• Information/concerns shared by the parent;</li> <li>• Current assessment results, including classroom-based assessments as well as districtwide, statewide, and transition assessments;</li> <li>• Report cards/progress reports;</li> <li>• Results of the most recent evaluation/reevaluation;</li> <li>• Progress monitoring data relative to previous IEP goals and objectives;</li> </ul> |

- Data regarding implementation of the positive behavior support plan;
- School attendance records;
- Discipline logs;
- Health/medical information;
- Information regarding the student's communication skills and proficiency in the English language;
- Data from worksite-based learning or work experience situations;
- Information regarding assistive technology which has been or may be necessary/helpful for the student, or presenting issues in the classroom which might be supported via assistive technology; and/or
- Any other information that is available in the student's educational record.

2. Based on a review of all available data and the PLAAFP statement, determine whether the student demonstrates behavior that impedes the learning of self or others. Note that "behavior" does not necessarily mean overt *misbehavior*, "acting out", or noncompliance. It could be *any* behavior that interferes with learning, including behaviors such as:

- Passive inattention
- Self-stimulating behaviors
- Obsessive/compulsive behaviors
- Physical or verbal tics
- Failure to complete or turn in work
- Withdrawal/social isolation/disengagement
- Internalizing behaviors secondary to mental illness

3. Document the IEP team's determination regarding whether the student has behavior that impedes the learning of self or others in the "Consideration of Special Factors" section of the PSSP IEP form.

4. If the IEP team determines that the student does have behavior that impedes the learning of self or others, consider whether the student requires positive behavior interventions and supports. These interventions and supports might include, but are not limited to:

- Instruction in pro-social skills
- Participation in a schoolwide PBIS model
- Inclusion in a social skills group
- Regular meetings with the school counselor
- Check in/check out system
- Behavioral contracting
- Use of a visual schedule or token economy

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|                                    | <ul style="list-style-type: none"> <li>• Implementation of a sensory diet</li> <li>• Daily or weekly progress reports or home/school communication</li> <li>• Supplementary aids/supports in the IEP to address the behavior(s) of concern</li> <li>• Annual goals/STOs to learn specific behavioral/social skills</li> <li>• Service (direct or consultative) from a school social worker, school psychologist, or teacher consultant to support behavior</li> <li>• Placement in a special education program for more structure/support</li> <li>• Recommendation for a Functional Behavior Assessment</li> <li>• Incorporating a formal Behavior Intervention Plan into the IEP</li> </ul> <p>5. Determine the positive behavior interventions and supports that are appropriate to address the student’s needs and document the agreed-upon strategies and supports in at least one of the following sections of the PSSP IEP form:</p> <ul style="list-style-type: none"> <li>• Consideration of Special Factors</li> <li>• Supplementary aids/supports</li> <li>• Programs/services page</li> <li>• Other Considerations</li> </ul> <p>6. If the IEP team determines that the student demonstrates behavior that impedes the learning of self or others, but it is not addressed later in the IEP, ensure that the Prior Written Notice of the Offer of a FAPE includes an explanation of why the team decided not to address this need and the basis for that decision.</p> <p>7. Similarly, if the IEP team considers a positive behavior intervention/support which ultimately is not included in the IEP, ensure that the Prior Written Notice of an Offer of FAPE includes a description of the options that were considered and not selected and an explanation of the basis for that decision.</p> <p>(For more information see separate but related procedures relative to <i>Developing the PLAAFP, Developing Measurable Annual Goals, Developing Supplementary Aids/Supports and Identifying Needed Programs/Services.</i>)</p> |
| <b>What forms are necessary to</b> | IEP form   |

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| <b>implement this procedure?</b>   |   |
| <b>How, when and by whom will this procedure be consistently documented?</b> | Compliance with this procedure is documented on the PowerSchool Special Programs IEP form.  |
| <b>How, when and by whom will this procedure be routinely supervised?</b>    | <p>Consideration of the need for PBIS is part of IEP development in general. Compliant IEP PLAAFP development will be supervised by the Special education administrator.</p> <p>IEPs will be reviewed for compliance monthly based on a random sample.</p>  |
| <b>How, when and by whom will changes to this procedure be communicated?</b> | <p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and during scheduled professional development.</p> |