

Behavior Language, Assessments & Goals

David D'Antonio

Davidbehavior@aps.edu

Objective Language

- ▶ Observable
- ▶ Measurable
- ▶ Without judgment
- ▶ Less is better

What does it look or sound like?

Practice Activity

In small groups, read the case study provided, choose three behaviors described and define these in objectives terms. How will you measure progress over time? Choose a spokesperson to share with the large group.

Progress Notes

- ▶ **S: Subjective (indirect) data**
 - ▶ Information gathered from the student, guardian or other professional not reported from direct observation
- ▶ **O: Objective (direct) data**
 - ▶ Verifiable information (e.g., student recently placed in foster care)
 - ▶ Observable information
- ▶ **A: Assessment**
 - ▶ Objective measure of progress
- ▶ **P: Plan**
 - ▶ What are the next steps?

Progress Notes: Another Perspective

- ▶ Intervention
 - ▶ What you did
- ▶ Outcome
 - ▶ What happened
- ▶ Plan
 - ▶ What you will do

Remember: Check with your district for the standard (if any) that need to be followed

Other Considerations

- ▶ Use of 3rd person in descriptions
- ▶ Confidentiality is important
 - ▶ Keep paper/electronic notes locked
 - ▶ Remember who can access what information
- ▶ Always use objective language

Let's Practice

Using the same case study, write a progress note using one of the samples provided or one that you are currently using. Choose a spokesperson who will share with the large group.

The IEP

- ▶ Present level of performance
 - ▶ A baseline of the student's social, emotional, behavioral functioning
- ▶ IEP Goal
 - ▶ SMART goals
- ▶ Service schedule
 - ▶ Service time per week, month or semester
- ▶ Accommodations and modifications
- ▶ FBA & BIP if needed
- ▶ Progress reporting
 - ▶ At least quarterly, a file copy and a copy home

Present Levels of Performance

- ▶ It is how the student is currently function which then related to the functional goal
- ▶ It should include a statement of need of how the disability affects involvement and progress in the general curriculum

An Example of Present levels of Performance

David has made progress over the past school year. He is able to take redirection from a few favored adults without an emotional outburst and when there is an outburst, he can regain control faster and afterwards can say what upset him. He is still unable to self-regulate with strong emotions and still cannot use many copying skills so there are still many instances of emotional outbursts which leads to physical aggression. This still interferes with his ability to participate in typical classroom activities.

IEP Annual Goal (1)

- ▶ SMART goal
 - ▶ Specific
 - ▶ Measurable
 - ▶ Achievable
 - ▶ Relevant
 - ▶ Time Bound
- ▶ Align goals to the Common Core Standards (NM Content Standards - Health)

The IEP Goal (2)

- ▶ It identifies what skills, knowledge or behaviors the student should be able to show within a prescribed period (one year)
- ▶ **Measurable:** what is the criteria for reaching the goal and how do you plan to measure it?

The IEP Goal (3)

- ▶ Choose a standard from the health content standards
 - ▶ e.g., Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.
 - ▶ K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:
- ▶ From the chosen content standard write your annual goal

An Example of a Goal

Category: Health Education Grade 01, Demonstrate Positive Ways To Express Needs, Wants, And Feelings:

Within one year, in a variety of school settings, David will identify and manage feelings (i.e. anger, anxiety, stress frustration) on a daily basis with 65% frequency as measured by the teacher/ social worker.

Objectives

- ▶ The specific subset of skills knowledge or behavior required for the student to meet the goal
- ▶ It should contain:
 - ▶ The conditions where the behavior is observed
 - ▶ The specific behavior required
 - ▶ The criteria (standard or measurement) required

An Example of an Objective

Within 3 months, in a classroom setting, David will be able to identify that he is angry with visual and verbal cues 9 out of 10 times as measured by teacher and social worker.

More Practice

Using your case study and the CES Annual Measurable Goal form as a model, write an annual goal.

David D'Antonio

David has 36 years of experience in the area of special education. His first 11 years were spent in a classroom for emotionally disturbed students and the last 25 years as a resource teacher for students with emotional disturbance and other behavioral problems. His expertise is in behavior intervention, FBAs and BIPs and specific populations with behavioral concerns including Tourette Syndrome, Fetal Alcohol Syndrome and oppositional & conduct disorders.