

ANNOTATED POSITIVE BEHAVIOR SUPPORT PLAN

Student Name: _____ **Date of Plan:** _____

Team signatures:

Position:

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_____	_____
_____	_____

Annotation:

For a student with an Individualized Education Program (IEP), the positive behavior support plan is integrated within the IEP document. However, while focusing on behavioral interventions, the team may find it helpful to develop all components of the plan at one time. For this reason, the annotated positive behavior support plan includes relevant components of Section VI of the IEP document: **program modifications and specifically designed instruction, related services, and supports for school personnel provided for the child**. These may serve as reminders for the IEP team to consider in designing the positive behavior support plan. (Specially-designed instruction may be listed with each goal/objective and/or listed in Section VI). All applicable sections should be completed by the IEP team, even though these sections may be located in other parts of the IEP form.

Student Name: _____

ASSESSMENT SUMMARY

Strengths of the student:

Antecedents to the Behavior of Concern	Behavior of Concern	Consequences Maintaining the Behavior of Concern	Perceived Function of the Behavior of Concern*
Identify what happens <u>before</u> the behavior of concern: (Consider medical factors, social variables, activity demands, environmental stimuli, etc.)	Describe the behavior using measurable, observable terms:	Identify what happens <u>after</u> the behavior of concern: (What are actions taken by adults/peers? What activities does the student engage in or stop engaging in? What does the student gain, or what does the student avoid, escape, or postpone?)	To gain: To avoid, escape, or postpone: *Note: The perceived function of the behavior of concern is the team's hypothesis. Ongoing data collection and analysis are required to support or refute this hypothesis.
<p>Hypothesis statement:</p> <p>When (antecedents to the behavior of concern) _____</p> <p>the student (behavior of concern) _____</p> <p>in order to (perceived function of the behavior of concern) _____</p>			

Identify educational (skill) deficit(s) related to the behavior of concern: *(Academic skill deficits, communication and/or social skill deficits, sensory processing skill deficits)*

Refer for further assessment: *(Check here and describe plan for assessment if skill deficits have not previously been assessed and identified)*

Describe: *Assessment Plan*

Student Name: _____

Educational deficits addressed in other areas of IEP: *(Check here if deficits have previously been assessed and identified and describe how they are being addressed in the IEP.)*

Describe: *Areas of IEP that address the identified skill deficit(s)*

ANNOTATION: When behavior is checked as a special consideration on the IEP, assessment data should be added to the Present Levels section of the IEP (Section 2). Assessment data should include identification of antecedents, measurable description of behavior of concern, consequences, function, and hypothesis. Baseline data from functional behavior assessment or informal behavior assessment should be included in this section of the IEP.

All components of the Present Levels section should also include information relevant to the student's behavior of concern.

V. GOALS AND OBJECTIVES – Include, as appropriate, academic and functional goals. Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.

Short term learning outcomes are required for students who are gifted. The short term learning outcomes related to the student's gifted program may be listed under Goals or Short Term Objectives.

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents	Report of Progress

ANNOTATION:

Annual goals are designed to meet the student's needs that result from his/her disability to enable him/her to be involved in and make progress in the general education curriculum. Annual goals are designed to meet each of the student's other educational needs that result from his/her disability.

Measurable Annual Goal:

Annual goals, including academic and functional goals, are statements in measurable terms that describe what reasonable expectations can be accomplished within a twelve-month period. A measurable goal must contain the condition (situation, setting, or given material) under which the behavior is to be performed.

- The student's name.
- Clearly defined behavior: The specific action the student will be expected to perform.
- The performance criteria desired: The level the student must demonstrate for mastery, the number of times the student must demonstrate the skill for mastery, and how frequently the teacher assesses the student's mastery of the skill.

There must be a direct relationship between the annual goals and the present levels of academic achievement and functional performance. Annual goals are required for areas that are directly affected by the student's disability.

Describe **how** the student's progress toward meeting this goal will be measured: The IEP team must decide how the annual goals will be measured. Behavior goals can be measured through formal or informal assessment tools such as: rubrics, checklists, and scatter plots.

How progress will be measured is determined by the IEP team. Progress monitoring is linked to the day-to-day instructional and assessment process.

Describe **WHEN** periodic reports on progress will be provided to parents: The IEP team must decide when the progress on those annual goals will be reported to parents. This reporting must be done at least concurrent with the issuance of report cards through quarterly and other periodic reports, such as:

- Addenda to report cards
- Special progress reporting instruments
- Duplicated copies of the goals and objectives page of the IEP
- Documented phone conferences with parents, OR
- Other means decided by the IEP team

Report of Progress:

This last column is to document the student's progress toward each goal to the parent. It is not to be completed when the IEP is being developed. It may be helpful to write the date when progress will be reported. This page can be duplicated and sent home as the progress reporting instrument.

Student Name: _____

ANNOTATION:

Short term objectives/benchmarks are only required for students who are eligible for special education who take alternative assessments aligned to alternate standards (i.e., students severely cognitively disabled and assessed by the Pennsylvania Alternate System of Assessment (PASA)). Once the IEP team has developed measurable annual goals, the team must determine short-term objectives/benchmarks that serve as a plan for reaching annual goals and a means for measuring progress toward meeting the annual goals.

Short term objectives/benchmarks provide a mechanism for determining whether the student is progressing during the year to ensure that the IEP is consistent with the student's instructional needs, and if appropriate, to revise the IEP. The team may indicate the expected level of achievement, using for example, a percentage score, number of correct responses, etc. The method of evaluation may also be indicated on the IEP by listing specific ways achievement will be measured.

The IEP team may decide to include short term objectives on any student's IEP, not just for those who are taking alternate assessments aligned to alternate standards. Short term objectives/benchmarks should include the same components as an annual goal:

- Condition
- Student's name
- Clearly defined behavior
- Performance criteria

Gifted:

The IEP of a student with a disability who is gifted must include:

- A statement of annual goals and short term learning outcomes which are responsive to the learning needs identified in the Evaluation Report, and
- Appropriate objective criteria, assessment procedures and timelines for determining, on at least an annual basis, whether the goals and learning outcomes are being achieved.
- Each short term learning outcome must relate to only one Annual Goal.

SHORT TERM OBJECTIVES – Required for students with disabilities who take alternate assessments aligned to alternate achievement standards (i.e., PASA).

Short term objectives / Benchmarks

VI. PROGRAM MODIFICATIONS AND SPECIALLY DESIGNED INSTRUCTION FOR THE POSITIVE BEHAVIOR SUPPORT PLAN:

A Antecedent (prevention) Strategies:

Outline strategies to assist in preventing the behavior of concern from occurring and to increase the occurrence of the replacement behavior. This may include a description of environmental adjustments, or adjustments to type of content or instruction presented to the student.

B Replacement Behavior:

Identify the behavior that will be taught to the student as a replacement to the behavior of concern. The replacement behavior should efficiently achieve the same function as the behavior of concern. Include the plan for instruction including prompts, and systematic adjustment of behavior requirements over time (based on data).



C Consequences (reinforcement) for when the student performs the replacement behavior:

Describe specific procedures for providing reinforcement when the student performs the replacement behavior, so that the replacement behavior will be effective and efficient for the student in achieving the same function. Reinforcement should increase the likelihood that the student will continue or increase the replacement behavior. Also, include a plan for systematically thinning the reinforcement schedule over time (based on data).

Student Name: _____

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Consequences (including procedures to follow) when the student performs the behavior of concern:

Describe specific procedures to follow when the student performs the behavior of concern. Procedures should ensure that the behavior of concern will no longer be effective and efficient in achieving the function, thus weakening the behavior of concern. Include the order of progression of specific procedures to follow, and crisis plan, if appropriate.

VI. SPECIAL EDUCATION / RELATED SERVICES / SUPPLEMENTARY AIDS AND SERVICES / PROGRAM MODIFICATIONS – Include, as appropriate, for nonacademic and extracurricular services and activities.

A. PROGRAM MODIFICATIONS AND SPECIALLY-DESIGNED INSTRUCTION (SDI)

- SDI may be listed with each goal or as part of the table below.
- Include supplementary aids and services as appropriate.
- For a student who has a disability and is gifted, SDI also should include adaptations, accommodations, or modifications to the general education curriculum, as appropriate for a student with a disability.

Modifications and SDI	Location	Frequency	Projected Beginning Date	Anticipated Duration

ANNOTATION:

NOTE: Do not be overly concerned about the category of the items you write into this section (e.g., does this service/activity fall under the category of SDI, modifications, or supplementary aids and services?). Instead, include what the student needs and write it in where you believe is the most appropriate location.

Modification/SDI:

Special education means specially-designed instruction (SDI), at no cost to the parents, to meet the unique needs of a student with a disability. Specially-designed instruction means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the student that result from the student's disability and to ensure access of the student to the general education curriculum so that he or she can meet the educational standards.

Access may include providing instructional materials in alternate accessible formats or specialized formats (e.g., Braille, audio, digital, large-print) in a timely manner. "Timely manner" means that an LEA has taken reasonable steps to ensure that students who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Pennsylvania has adopted the National Instructional Materials Accessibility Standard (NIMAS). This refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials. NIMAS insures the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities.

Supplementary Aids and Services:

Supplementary aids and services means aids, services, and other supports that are provided in general education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate.

The purpose of providing supplementary aids and services is to support students with disabilities as active participants with nondisabled peers as well as to enable their access to the general curriculum. Supplementary aids and services include modification to the general curriculum. A student with a disability is not to be removed from general education classrooms solely because of needed modification in the general curriculum.

Federal law mandates that, "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."

- Supplementary aids and services are to be based on peer-reviewed research to the extent practicable.
- "Peer-reviewed research" generally refers to research that is reviewed by qualified and independent reviewers to ensure that the quality of the information meets the standards of the field before the research is published.
- "To the extent practicable" means that services and supports should be based on peer-reviewed research to the extent that it is possible, given the availability of peer-reviewed research. This does NOT mean that the service with the greatest body of research is the service necessarily required for a child to receive a Free Appropriate Public Education (FAPE).
- The failure of a public agency to provide services based on peer-reviewed research would not automatically result in a denial of FAPE. There is nothing in the law requiring that all elements of a program provided to a student be included in an IEP. It is an IEP team decision regarding which instructional methodologies are required based on an individual student's needs. Therefore, if an IEP team determines that specific instructional methods are necessary for the student to receive FAPE, those instructional methods may be addressed in the IEP.

Student Name: _____

Supplementary Aids and Services continued

Supplementary aids and services should be:

- Available to all students who need them
- Designed to provide meaningful educational benefit
- Provided in a manner that avoids stigmatizing students

Duration of the service must be listed. Duration refers to the anticipated ending date for service. IEP teams should be careful to not offer too few or too many modifications or accommodations as provided. For each service, the team must list the location and the frequency of the service to be provided. A framework for considering the full range of supplementary aids and services can be found on a publication titled, "Supplementary Aids and Services" available on the PaTTAN website (www.pattan.net) under "Publications." This framework includes four categories of supplementary aids and services (collaborative, instructional, physical, and social-behavioral) as well as many examples.

It is important that the IEP team develop specially-designed instruction from the assessment information for a particular student in consideration of the student's specific needs and the Pennsylvania academic standards. IEP teams should be careful to not offer too few or too many modifications or accommodations as either extreme can have a negative impact on the student's education.

Directions for completing the grid:

If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided. For each service, the team must list the location and the frequency of the service to be provided.

Location refers to where the student will be receiving the modification/SDI/Supplementary Aids and Services. Frequency refers to how often the student will be receiving the modification/SDI/Supplementary Aids and Services. Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the modification/SDI/Supplementary Aids and Services must be listed. Duration refers to the anticipated ending date for service.

Student Name: _____

B. RELATED SERVICES – List the services that the student needs in order to benefit from his/her special education program.

Service	Location	Frequency	Projected Beginning Date	Anticipated Duration

ANNOTATION:

Note: **Related services** refer to transportation and any developmental, corrective or other supportive service needed to assist a student with a disability to benefit from special education. The following examples are not a complete list of possible related services as related services are identified based on the individual needs of the student. Counseling services including rehabilitation counseling services.

Examples of related services include:

- Transportation Parent Counseling, Training
- Audiological Services Speech and Language Pathology/Therapy
- Psychological Services Adaptive Physical Education
- Physical Therapy Behavior Intervention Program
- Occupational Therapy Assistive Technology Devices and Services
- Counseling Services Rehabilitation Counseling
- School Health Services Interpreter
- Social Work Services Orientation and Mobility
- Mental Health Services provided by other than IU/SD
- Other

Directions for completing the grid:

If the IEP team determines that a student has an educational need for a service in order to benefit from a free appropriate public education, then it must be provided. For each service, the team must list the location and the frequency of the service to be provided.

Location refers to where the student will be receiving the related service. Frequency refers to how often the student will be receiving the related service.

Documentation of frequency using vague terms such as "As needed" is not appropriate. The projected beginning date and the anticipated duration of the related service must be listed. Duration refers to the anticipated ending date for service. **Anticipated Duration:** 5-12-14

Student Name: _____

C. SUPPORTS FOR SCHOOL PERSONNEL – List the staff to receive the supports and the supports needed to implement the student's IEP.

School Personnel to Receive Support	Support	Location	Frequency	Projected Beginning Date	Anticipated Duration

ANNOTATION:

School personnel who provide support to a student with a disability may need assistance in implementing the IEP. This section provides an opportunity for the team to discuss and articulate those specific supports or training necessary for school personnel to provide FAPE.

This could include:

- Aids
- Resource materials
- Training **or**
- Equipment

Directions for completing the grid:

For each support, the team must list the school personnel to receive the support, the support, location and the frequency of the support to be provided. Location refers to where school personnel will be receiving the support. Frequency refers to how often school personnel will be receiving the support. The projected beginning date and the anticipated duration of the support must be listed. Duration refers to the anticipated ending date for support.

Projected Beginning Date: October 2013

Anticipated Duration: April 2014

Commonwealth of Pennsylvania

Tom Corbett
Governor

Department of Education

Carolyn C. Dumaresq, Ed.D.
Acting Secretary

Patricia Hozella
Director, Bureau of Special Education



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