

# Indiana IEP Behavioral Components Frequently Asked Questions



## Transitioning to the New Behavioral Components

*Why can't we type in the three text boxes where a behavior plan was entered before the new behavior plan components were added to Indiana IEP?*

Any text in in the Behavioral Concerns text fields **prior** to the update to the section is no longer editable. Your text will remain in the workspace for viewing until the next IEP is finalized (this includes any IEP Revision).

*We revised an IEP and the current BIP did not print!*

Any behavior plan that was in an IEP prior to the new components has been hard-coded (visible but un-editable) and saved in the workspace for users to reference when moving the information into the new format.

For the currently active BIP to print in the IEP, it must be entered into the new format. For details on how to do this see **“How do we embed the current Behavior Intervention Plan into the new components?”** in this document. The hard-coded text remains visible in the workspace until the IEP is revised or until a new IEP is developed.

Many users are copy/pasting from a PDF of the last IEP, or typing in the information from the three boxes to transfer it into the new sections. The **“Analysis of Functional Behavior Assessment”** can be completed using previous case conference notes.

*How do we **embed a current Behavior Intervention Plan** into the new components?*

- Select **“yes”** to the statement, **“There is a behavior of concern for the Case Conference Committee to discuss.”**
- Enter the description of the behavior.
- Indicate the behavior impedes the student's learning or that of others.

- Enter the rationale for this decision.
- In the CCC Determination section, select **“A FBA was completed outside of the Indiana IEP System”** section. This opens the FBA Assessment Analysis and Behavior Intervention plan sections.
- Complete the FBA Assessment Analysis (re-type or copy/paste from PDF of the CCC discussion and rationale for developing the behavior plan currently in effect.)
- Upload the current FBA to attach it to the student’s IEP file.
- Complete the Behavior Intervention Plan (retype or copy/paste from PDF the current behavioral strategies, environmental supports, and a description of skills to be taught and learned into the new fields).
- Check the box in the behavior plan section that indicates, **“A goal has/will be written to support behavioral needs.”**
- Enter the current behavioral goal in the annual goals section of Indiana IEP. Indicate this goal has been written to support behavioral needs by checking the box beside **“Behavioral Need”**

***Any text box not completed in the workspace will show on the finalized IEP as a header with no text.***

*We need to **revise a current behavior plan** developed before the new components were added. How do we do this?*

### Option #1

- Follow steps for embedding the current behavior plan in to Indiana IEP. (See **“How do we embed the current Behavior Intervention Plan into the new components?”** in this document.)
- Embed the current behavior plan into the new components.
- At your case conference, revise the sections.
- Include the rationale and documentation supporting the CCC decisions.
- Make any agreed upon revisions to goals and services/related services.
- Select **“After review the CCC determined to implement the BIP with revisions.”**

### Option #2

- Develop your revised behavior plan in the Behavioral Concerns section from the beginning of the process, **“There is a behavior of concern for the CCC to discuss.”**
- Complete all of the sections based upon your Case Conference Committee decisions.

*Do we have to create a new Functional Behavior Assessment (FBA) to use the new Behavior Intervention Plan (BIP) components in Indiana IEP?*

No, if an FBA was already completed, this option can be selected in the **CCC Determination Section**. The team then completes the **Analysis of the FBA Data** and develops the behavior plan by following the prompts.

## Behavior(s) of Concern

*What would be a behavior of concern that rises to the level of documenting in the IEP?*

It could be any behavior. It really depends upon the student, the behavior, and the situation. A specific behavior entered and discussed here, may or may not result in developing a behavioral intervention plan. This first text box allows the team to identify any concern, discuss it and determine if any further action is needed at that time. At the very least, it allows the team to document what is going on within the context of that student's current situation and the school.

Consider behaviors that

- Have the potential to remove the student from instruction (student is no longer part of the lesson, student is no longer in the room, student is no longer in the building),
- Are harmful/dangerous to self,
- Are harmful/dangerous to others,
- Isolate a student from others (internalizing behaviors),
- Regularly interrupt instruction, or
- Pull self or others off task

The team discusses and decides if there is a pattern to the behavior and if it is impeding learning. If not, they provide a rationale for saying it is not to that level. If so, the IEP team must take action. Those actions include whether to complete a functional behavior assessment and the subsequent behavior intervention plan or to start with behavioral supports.

*Can we address more than one behavior of concern in the new workspace?*

Yes, more than one behavior of concern can be entered. The text box will hold more than 10 pages of singled spaced type. We suggest using a separate paragraph or headers for each behavior of concern determined by the Case Conference Team.

## Selecting Behavior Support or Functional Behavior Assessment

*When might a Case Conference Team select a behavioral support?*

After the Case Conference Team determines there is a behavior of concern and it is impeding learning, (by resulting in a separation of the student from instruction, or interfering with others' access). They can decide to make a change to the environment (ex. moving the student's locker to another area), or add an accommodation (ex. the teachers are now using non-verbal strategies for redirection); or to just teach a skill (ex. teach the steps to joining a game on the playground with some skill practice).

There are times when we have a clear idea of something that can be effective in addressing the student's behavior. Think of this as a tiered support model. The team is addressing the behavioral concerns and documenting the effectiveness of the behavioral support(s). This decision might address the behavior successfully, if not, at the very least they have gathered more information to carry on to the development of a behavioral intervention plan.

A district might want to determine some discussion points or critical questions to help a team decide when to try a behavioral support before doing the reevaluation. EX: Could this be reactive? Was there a recent incident or situation that might have led to this behavior? Consider the seriousness of the behavior, was someone harmed or injured? Is this uncharacteristic behavior for this student? Etc.

Always or Never scenarios may be problematic because there is inevitably a unique situation that comes along and defies our best-laid plans. However, this would be a discussion and decision for a local district to make.

## Analysis of Functional Behavior Section

*It seems like we answer the same questions in the Evaluation Summary of the Functional Behavior Assessment and the Functional Behavior Assessment Data Analysis.*

The intent of the Analysis of FBA data is not to repeat the reevaluation report or summary. The analysis section allows the team to discuss and document what was determined from the reevaluation data. The team may now be able to add to their knowledge and understanding of the student's behavior and the environment where it is occurring. The reevaluation data may confirm what was known, or provide more, or more thorough, information for the Team to consider as they develop a plan for teaching skills that help the student become more academically and behaviorally successful in the learning environment.

In some school districts, teams have always had this type of discussion. The data analysis allows documentation of the conversation in the Behavioral Concerns section, instead of on the notes page at the end of the IEP document.

For districts that have not had this type of discussion in the past, it prompts them to discuss the results and implications for the student's behavior plan as a team. The data analysis discussion ends with a hypothesis of the function of the student's behavior. Development of the behavioral intervention plan follows the analysis of data.

The headers for the FBA Analysis section, the team responses and the Behavior Intervention Plan all print in the IEP, IEP at a Glance, and the ISP.