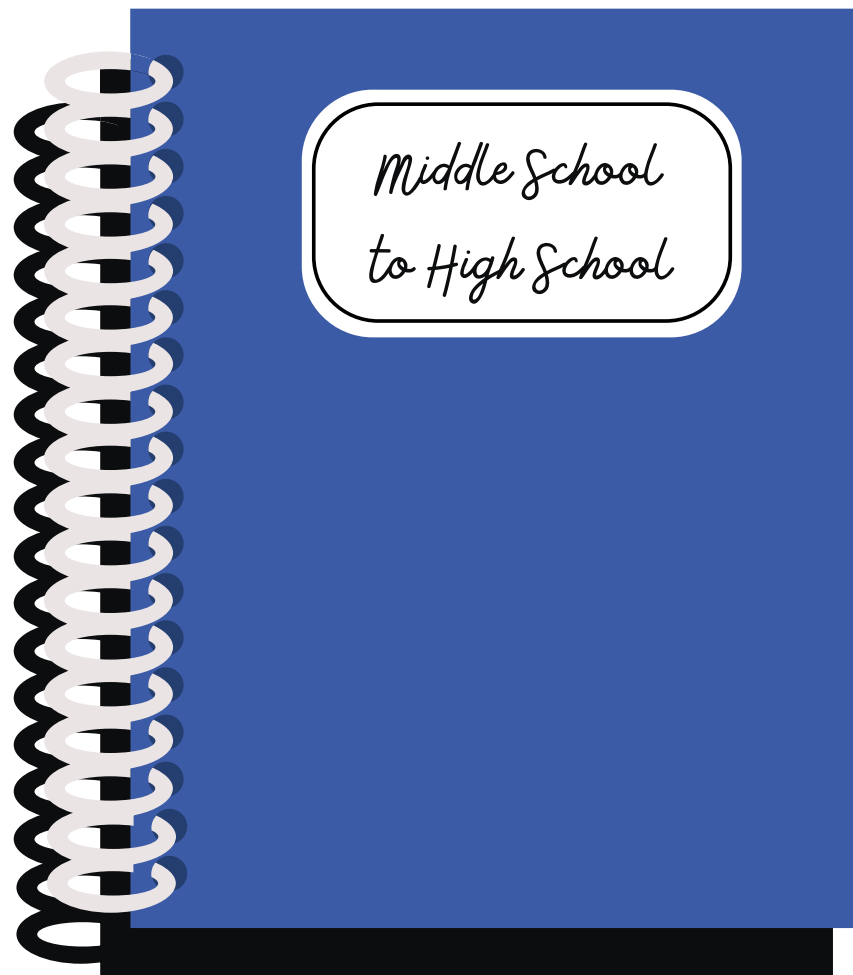
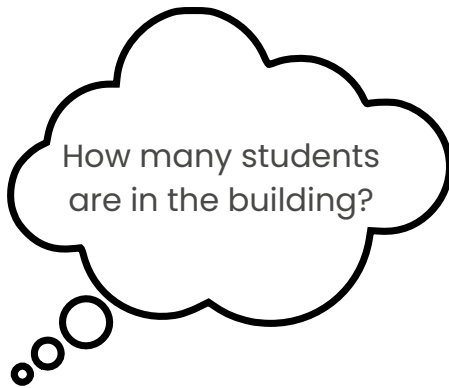




What You Need to Know **TRANSITION RESOURCES**



How to Prepare when Transitioning from Middle School to High School for Students with Disabilities



Stay involved and support your student's education.

Even though teenagers are known to want independence, it is important to approach high school as a team

- When parents participate you;
 - Have the opportunity to ask questions
 - Can express your concerns
 - Are an active team member
- Encourage your student to also participate
 - Attend meetings
 - Learn to communicate their strengths and needs in various formats
 - Understand their own IEP
 - Practice self advocacy

Take initiative and schedule regular contact with the school.

- Parents should initiate the contact - DO NOT WAIT FOR THE SCHOOL TO CALL YOU
- Communicate often
- Identify a main contact (social worker, case manager, teacher, etc.) and include the whole team in written correspondence
- Consider setting up a recurring check in time (weekly, monthly, etc)

Check your school's online parent portal system or other record keeping methods.

- At the beginning of the year make sure you have the correct log in information
- Check the website, at least weekly
- Communicate with your student about:
 - Tardies and absences
 - Missing assignments
 - What is working and what isn't

Show your support at home.

- Ask about your student's day at school:
 - "What was the best thing about your day?"
 - "If you could change one thing about your day, what would it be?"
 - "Tell me about your classmates."
 - "Tell me about your teachers."
 - "How are your classes going?"
 - "How can I help with a project/assignment?"
- Be open to when your student wants to talk and be non judgmental
- Attend school events if appropriate

Understanding Transitional Steps

(Ages 14-21 years)

Families are encouraged to consider the following general age-related transition steps to find appropriate adult services for those with IDD.



1

At age 14 or younger

- Complete the intake eligibility process through Rocky Mountain Human Services (RMHS): <https://www.rmhumanservices.org/>
- Contact Social Security Administration: **1-800-772-1213** or [ssa.gov](https://www.ssa.gov) to determine if financial assistance such as Supplemental Security Income (SSI) is possible.
- Consider a special needs trust for your child so that they are cared for after your death. Some trusts or monies in a child's name may impact eligibility for benefits and services.

2

At age 15

- School must identify a general goal/transition statement in the students IEP (Individualized Education Plan).



3

At age 16

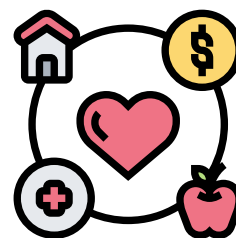
- School must identify goals and objectives in the students' IEP in the areas of education/instruction, career/employment, community/mobility, and adult living/residential.
- Obtain a driver's license, if appropriate, or a Colorado ID card.



4

At age 18

- Apply for Adult SSI benefits through Social Security Administration ON or IMMEDIATELY after the individual's birthday. The person will qualify as their own household even though he or she might live at home. If the individual already receives benefits, he or she must still requalify as an adult.
- Contact Rocky Mountain Human Services at **(303) 636-5600** regarding the status on adult wait lists: Supported Living Services (SLS) and Comprehensive Services. There may be a wait list for services.
- Contact the Colorado Division of Vocational Rehabilitation for employment options. Northglenn office: **(303) 866-2110**
- Request a transition staffing during the individual's senior year of high school. School districts provide a transitional program for ages 18-21.
- Individuals may register to vote.
- Apply for eligibility for transportation services with Access-A-Ride and disability card/pass at **(303) 299-2960**
- At the age of 18, individuals are their own legal guardian. If you believe your adult child is unable to make informed choices on their own, please go to guardianshipallianceofcolorado.org or call **(303) 228-5382**



HOW TO SUPPORT YOUR STUDENT AT SCHOOL WHEN THERE ARE SPECIAL EDUCATION NEEDS

- **Educate yourself with general special education processes and procedures**
 - Visit websites
 - Attend trainings and conferences
 - Search videos and information online
 - Join a parent listserv
 - Seek out support
- **Become familiar with the general sections of the IEP**
- **Become familiar with your student's IEP**
- **Educate yourself on your student's disability**
- **Ask questions or seek clarification of what you do not understand**
- **Make sure to receive IEP progress reports as often as report cards are issued**
- **Stay in touch with the IEP team; general education teachers, special education teacher, speech therapist, occupational therapist, mental health, etc. – group emails work well**
- **Ask how you can support your student's learning at home**
 - Academic skills
 - Therapeutic skills – speech, motor, social/emotional/behavioral
- **Prepare for the annual IEP meeting**
 - Send questions, concerns, or issues you wish to discuss with the IEP team ahead of time and in writing
 - If it is a Re-Evaluation IEP (every 3 years), request assessment information be sent to you in writing prior to the meeting
- **At the meeting:**
 - Ask clarifications
 - Compromise, if necessary
 - Skills can be worked on in a variety of ways
 - Your input on what you want your child to have vs. what programs/services the school district has in place vs. resources – staff/materials
- **Beyond:**
 - Stay in touch with your team
 - Help your child at home
 - Resolve issues sooner vs. later; go through the chain of command
 - **Visit sites.ed.gov/idea – parentcenterhub.org/iep – [wrightslaw.com](https://www.wrightslaw.com)**

HOW TO PREPARE FOR A PARENT/TEACHER CONFERENCE

Beforehand:

- Talk to your child – what is working, what is not?
- If you need an interpreter, let the school know 2 days in advance
- Prepare your notes
- Prepare your questions
 - What will my child learn this year?
 - What steps will be taken to ensure my child learns this year?
 - How will this be evaluated?
 - What are my child's strongest and weakest subjects?
 - Is my child engaged in class?
 - Does my child participate in class discussions?
 - Does my child seem happy?
 - Does my child have friends?
 - Do you have any concerns?
 - What can I do at home to help my child with their learning?

At the conference:

- Be on time
- Ask for explanations of anything you do not understand
- Ask the most important questions early on in the conference
- Vocalize any concerns
- Stay respectful and seek resolution on issues
- Create a plan of action on academic needs
- Express appreciation

After the conference:

- Discuss what you learned with your child
- Include the child in the plan of action
- Keep in touch with the teacher (email is best)
- Check in with the teachers in a proactive manner

COMMON IDEAS TO HELP MY CHILD SUCCEED AT SCHOOL

- **Develop a partnership with your child's teachers and school**
 - Meet the teachers
 - Attend back-to-school events
 - Get to know who is who (use school's website)
 - Teachers often use an app to communicate with families (ex: Google Classroom, Dojo)
 - Attend parent-teacher conferences and keep in touch with teachers
- **Support your child academically**
 - **Ask how your child is doing**
 - Does your child need extra help?
 - Ask about special services at school
 - Look for after school activities
 - Make sure your child completes homework – create a routine with location and time
 - Find help with homework if needed
 - Help your child prepare for tests
- **Get involved with your child's school**
 - Find out what the school offers
 - Volunteer at school and/or join PTA/PTO
 - Check school calendar for after school events, activities, and clubs
- **Get informed and be an advocate for your child**
 - Ask Questions
 - Learn about your rights and responsibilities – good food, water
 - Let the school know your concerns
- **Support your child's learning at home**
 - Show a positive attitude/expectation about education to your child
 - Monitor and limit your child's screen time (TV, videos, computer, phone, etc.)
 - Demonstrate organizational skills/work habits
 - Encourage your child to read – establish a quiet time
 - Talk with your child – language skills are important!
 - What worked for you?
 - What would you have done differently?
- **Take your child to the library, museums, zoo**
- **Encourage your child to be responsible and work independently**
- **Encourage active learning**
 - Dinner discussions – current events or what they learned about at school
 - Watch documentaries together
 - Discuss lessons learned in stories, movies, etc.
 - Reward their efforts, build self-esteem, show interest

Preparing for an Individual Education Program (IEP)

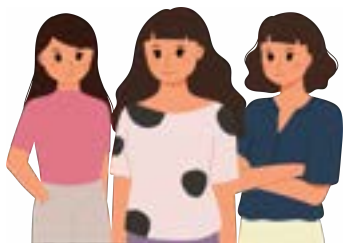
for Children/Youth with Intellectual and Developmental Disabilities (IDD)

Types of IEP Meetings

- **Initial /Eligibility Meeting** – the first meeting after the student has been found eligible for special education services.
- **Annual Review Meeting** – every year for next 2 years.
- **Re-Evaluation Meeting** – occurs every 3rd year to requalify for special education services.
- **Special Request/Additional Meeting** – occurs, as needed.
- **Placement Meeting** – occurs when current placement may not meet the needs of the student.
- **Manifestation Determination Review** – occurs when a student is under disciplinary review for behavior and has been suspended up to 10 days total.



Family/Guardian Should Know...



- Family is notified of the IEP date in writing at least 10 days prior to the meeting.
- Notify the IEP team if the selected day/time is not convenient for family.
- Can bring any person to the meeting for support.
- Family is part of the IEP team.
- Family can share important information regarding the student.
- Outside professionals invited by the family can share information regarding the student.
- Educational decisions are made by the IEP team.

Main Sections of the IEP:

- Student strengths
- Present Levels of Educational Performance
- Student Needs and Impact of Disability – Parent/Student Input
- Special Factors
- Annual Goals
- Accommodations and Modifications
- Extended School Year Determination
- State and District Assessments
- Related Services in Least Restrictive Environment



Suggestions for the IEP Meeting

Before the meeting:

- Make a list of questions/concerns prior to the meeting and email the team.
- Let the IEP team know if an outside professional will be attending.
- Request evaluation information prior to the meeting.
- Review information sent before the meeting.
- Share concerns, goals and hopes for the student.
- Consider inviting the student to all or part of the IEP meeting.
- Ask the student what is working and not working at school.



Suggestions for the IEP Meeting (continued)

During the meeting:

- Ask clarifying questions.
- Take notes.
- Practice good communication skills.
- Know how to self-advocate.
- Assist the student to self-advocate.
- Ask for another meeting, if needed.
- Parent/Guardian signature is required:
 - Agree to Evaluations for Eligibility
 - Agree to begin Special Education services at the initial IEP meeting
 - Attendance at the IEP meeting



Questions to ask:

- What is the best way and time to contact members of the IEP team?
- What are my child's strengths?
- What goals are recommended and why?
- What does daily support look like for my child?
- What support is the general education teacher providing to meet the goals?
- How is progress measured and how is this communicated?
- What can I do at home to support my child's goals?

After the meeting:

- Contact the IEP case manager if you do not receive a final copy of the IEP within 2 weeks. Most copies are sent in an email. You can ask for a hard copy.
- Make sure to receive Progress Reports on the IEP goals whenever a report card is issued.
- Contact the IEP team if there are questions/concerns during the school year.
- Keep all copies of IEPs and all evaluation reports. School Districts destroy all records when the student turns the age of 23.
- Let the team know when things are going well at school



Unresolved Concerns/Issues

Whenever possible, it is strongly recommended for concerns to be expressed and tracked in a written format. Email is acceptable.



Informal:

If you have concerns or issues that remain after the IEP meeting, please go up the chain of command and contact:

- 1.) IEP case manager/teacher
- 2.) Principal
- 3.) Special Education Coordinator/Director

Formal:

Department of Education: 3 Options

www.cde.state.co.us/spedlaw

- 1.) Mediation
- 2.) State Complaint
- 3.) Due Process



Special Education and IEP Resources

- **Colorado Department of Education:** cde.state.co.us/cdesped
- **IDEA: Individuals with Disabilities Education Act:** <https://sites.ed.gov/idea/>
- **Wright's Law:** wrightslaw.com
- **Parents Encouraging Parents:** cde.state.co.us/cdesped/pep
- **THRIVE Center:** thrivectr.org
- **PEAK Parent Center:** peakparent.com

Things to consider while looking over the IEP draft:

STUDENT NEEDS AND IMPACT OF DISABILITY:

This is the section after all the evaluation reports. This will state what your student struggles with, needs help in, and will be what the goals will be based on.

- **Read over to make sure you understand what your student is said to be struggling with.**
 - Is everything you are concerned about covered?
 - Anything missing?
 - Anything you do not quite understand?



PARENT INPUT:



This is a section in the IEP where you can give your opinions and desires for your student.

- **What would you like the school team to focus on?**
- **What goals do you have for your student?**
 - Be able to write his name
 - Be able to play with his peers appropriately
 - Be able to complete assignments in class independently
 - Be able to advocate for himself....etc.

You can change your input at the next IEP meeting as your student gets older and goals change.

- You can write as much or as little as you'd like. It would be useful to have this ready before the IEP meeting so they can add it in.

GOALS:

This is a section in the IEP where the goals your student will be working on for a year are described.

- **Look over the goals and make sure you agree with them.**
- **Write down any questions you may have**
- **If you have private therapists, have them look over the goals, what are their opinions on these goals? Are they appropriate? Do they have any suggestions for other goals?**
 - How will these goals help my student?
 - How will these goals be worked on?
 - When will I receive progress reports on these goals?

ACCOMMODATIONS AND MODIFICATIONS:

This is the section where there will be a list of what can be provided for your student.

- **Keep in mind, not everything on this list will be offered at all times.**
 - For example: having access to noise canceling headphones does not mean he must always wear them, it is just an accommodation that will be offered if your student decides they need them.
- **Make a list of accommodations and modifications you think would be useful.**
 - What would be helpful to have access to during the school day?
 - What would help your student stay on task and complete assignments?



SERVICE MINUTES AND LEAST RESTRICTIVE ENVIRONMENT:



The Least Restrictive Environment (LRE) is how much time the student will be in the general education classroom. Depending on the service minutes, the LRE can change.

- **Who is providing what services?**
- **Where will these services be delivered?**
 - Are these services in the gen ed room or outside?
 - Will these be 1:1, or in small group instruction?
- **Do these minutes seem appropriate to help my student?**
(Your BCBA can give their opinion on this as well)

BEHAVIOR INTERVENTION PLAN:

This is a separate document from the IEP. If your student has high behaviors, the IEP team can write a BIP to help decrease behaviors in the school setting. The BIP will outline what the school team will do in response to behaviors in various settings.

- **It would be useful to write a list of strategies that work to help avoid escalated behaviors and calming strategies that work at home.**
 - You can ask your BCBA for current useful strategies they may be using as well.



One last thing to consider:

It is useful for private and school therapists to communicate with each other. If you'd like, you can tell the school team that you would like for them to contact your private therapists. The team will give you a **release of information form**, which you can sign to give consent for information on your student to be shared.

Academic Activity Ideas

Here are some fun easy ideas that can help you and your student practice reading, writing and math at home!

Reading

Worksheets: <https://www.k12reader.com/>

Online Games: <https://www.education.com/games/reading/>

Ebooks: <https://www.funbrain.com/> , <https://www.uniteforliteracy.com/> ,
<https://daily.tumblebooks.com/>

Storybooks, activity guides and videos for grades K-5: <https://storylineonline.net/>

Social stories: <https://autismlittlelearners.com/the-social-story-library/>

For Adams 12 Students: use your student number and log in to access the following:

Online books K-5: <https://destiny.adams12.org/> , <https://mackinvia.com/> ,
<https://soraapp.com/welcome>

Other Resources: <https://www.scholastic.com/parents/school-success/learn-at-home.html>

<https://www.readingrockets.org/article/reading-adventure-packs-families>

Other Activity Ideas:

- Sing the alphabet and other kid songs
- Play rhyming games
- Read store signs as you drive, or product names while shopping

Writing

Online Games: <https://www.education.com/games/grammar/>

Mad Lib Printable: <https://www.readbrightly.com/mad-libs-printables-activities/>

Journal Writing Prompts:

K-12: <https://www.edutopia.org/article/50-writing-prompts-all-grade-levels-todd-finley>

9-12: <https://www.lovetoknow.com/parenting/teens/high-school-journal-topics>

Write a Book Review: <https://www.dogobooks.com/>

Ideas: Use google Earth to find a place your student wants to visit and write about it

Other Activity Ideas:

- Have your student help write a grocery list
- Spell out letters and words to your student and have them write it down
- Use different writing utensils, such as paintbrushes, thick markers, chalk, finger paints, etc to practice writing letters and words

Math

K-5: <https://tangmath.com/challenges>

K-6: <https://www.mathplayground.com/>

PreK - 8: <https://www.education.com/games/math/>

Online Games: <https://www.coolmath4kids.com/>

Other Math Activities:

<https://mathforlove.com/lessons/games/> , <https://solveme.edc.org/> ,
<https://sudoku.game/>

Other Activity Ideas:

- Play boardgames, cards games and dice games
- Point out objects and have your student count them
- Count steps as you walk, especially when walking up the stairs
- Ask the time throughout the day and have your student read a clock
- Collect coins in a jar and count them from time to time
- Look for shapes in your surroundings and point them out to your student
- Collect buttons, lids, pencils and pens or other objects and have your student sort them by size and/or color

Check out the following organizations on social media!
They offer a wide range of helpful information on
disability related services!



- Ability Connection of Colorado
- Adams County Childcare - Colorado
- Autism Society of Colorado
- Colorado Cross Disability Coalition
- Colorado Kids with Special Needs
- Denver Autism Parents
- Denver Kids Out and About
- Disability Law Colorado
- Early Childhood Partnership of Adams County (ECPAC)
- Family Voices Colorado
- JFK Partners
- Kids Mobility Network
- Parents Encouraging Parents
- Parent to Parent Colorado
- PEAK Parent Center
- Rocky Mountain Village Easter Seals Colorado
- Show and Tell
- Special Education Parent Empowerment Network
- Special Olympics Colorado
- The Arc of Adams County (or your local chapter)
- Thrive Autism Collective
- Wrightslaw: Special Education



SWIPE UP



Check out these Resources!

General:

www.parentingspecialneeds.org

www.exceptionallives.org

www.kidshealth.org

www.helpguide.org

Disability Information:

Parent to Parent www.abilityconnectionscolorado.org

Family Voices www.familyvoicesco.org

Thrive Center www.thrivectr.org

Colorado Cross Disability Coalition www.ccdconline.org

Disability Services:

Rocky Mountain Human Resources www.rmhumanservices.org

Social Security Administration www.ssa.org

Center for People with Disabilities www.cpwd.org

PEAK Parent Center www.peakparent.org

Easter Seals www.easterseals.com/co

Benefits in Action www.benefitsinaction.org

Benefit Finder www.benefits.gov/categories

Health:

Adams County Health Department www.adcogov.org

Health First Colorado (Medicaid) www.healthfirstcolorado.com

Medicaid Providers www.healthcoloradorae.com

Colorado Crisis Services www.coloradocrisiservices.org

Education:

Colorado Department of Education – Special Education www.cde.state.co.us/cdesped

Wrights Law www.wrightslaw.com

Adams County Head Start www.adcogov.org/head-start

Seek information on your local school district website (multiple districts in Adams County)

Arc of Adams County Resource Guide <https://arcadams.org/resources/>

Effective Communication, Conflict Resolution, and Self-Advocacy

for Children & Adults with Intellectual and Developmental Disabilities (IDD)

Communication is both what is spoken and what is understood. It is a very important skill in any relationship. Breakdowns in communication can occur often and lead to miscommunication. Effective communication is a skill that takes practice to achieve.

Tips for Effective Communication:

Expressive (Speaking)

- Be clear on what you want to say.
- Be calm and don't raise your voice.
- Focus on the problem and not the person.
- Use "I" and not "You."
- Keep the issue to current needs/concerns.
- Watch your body language.
- Use facts and data, not opinions.
- Concentrate on your tone of voice.
- Find a common goal.
- Ask for feedback to make sure you were understood.



Receptive (Listening)

- Be a good/active listener by making eye contact and hearing what they are saying.
- Let others finish their thoughts without interruption.
- Acknowledge the message you have heard.
- Ask clarifying questions.



Communication Styles

- **Passive** – staying quiet, not expressing wants/needs
- **Aggressive** – forcefully expressive, not agreeable
- **Passive/Aggressive** – not expressive, shows disagreement in other ways
- **Assertive** – expressing wants/needs in an appropriate manner

How to Self-Advocate

To advocate is the process to speak/defend one's needs/wants.

Advocating means to:

- Ask clarifying questions
- Be assertive (not passive or aggressive)
- Give eye contact
- Be clear what you want
- Have a plan/goal
- Be respectful

Examples of Self-Advocacy:

- Let the boss know you need a reasonable accommodation
- Let the school know that your child may need more assistance
- Express goals for after high school
- Speak up for what works or does not work
- Seek out-of-the-box ideas
- Identify how you can help with the plan/goal

Responses to Conflicts

Conflicts can be a reality of life and occur in most relationships. It arises from differences. It occurs when people disagree over values, opinions, perceptions, ideas, or desires.

Healthy/Helpful:

- Ability to see different viewpoints
- Ability to listen and compromise
- Ability to work towards a common goal
- Ability to address issues as they arise



Unhealthy/Not Helpful:

- Not able to see the other person's point of view
- React in a defensive, angry manner
- Not able to compromise
- Avoidance to resolve



Tips to Manage & Resolve Conflicts

Managing and resolving conflicts requires emotional awareness, self-control, and empathy.

Conflict Resolution Tips

(depends on the ability to):

- Manage stress and remain calm
- Control emotions and behavior
- Pay attention to what is being expressed
- Be respectful of differences
- Stay focused until resolution is reached



What to Do and Who to Go to:

- Share your questions and concerns in and email to the school
- Email address are often found on the school's website under Staff Directory
- If needed, go up the Chain of Command within the school district:
 - General Education Teacher/Special Education Teacher
 - IEP Case Manager
 - Assistant Principal/Principal
- School District – Special Education Administration
 - Coordinator/Assistant Director of Special Education
 - Special Education Director/Executive Director

Self-Advocacy Suggestions:

- Speak to the right people
- Build want/need on common ground
- Make your wants/needs/ concerns known
- Consider all possible resolutions

Building Social Skills

One of the most important skills for children to learn is how to socialize and get along with other people. Social skills help to develop connections with other people and impact all aspects of life.

1 What abilities are involved with social skills?

- **Nonverbal** – body language, eye contact, personal space, facial expressions
- **Verbal** – greetings, start/end conversations, ask questions, get needs/wants met, resolve conflicts
- **Support** – family, friends, school, authority figures, employment, community members
- **Pragmatic Language/Social Conversation** – hi/bye, how are you? please/thank you/you are welcome, etc.
- **Thinking** – perceptions, making choices, self-monitor, social norms, different behavior for different situations



2 How to teach social skills:

Teach, Model, and Practice:

- Identify what skills need to be developed
- Determine steps to build those skills
- Practice in different settings: family, restaurants, stores, school, etc.
- Step in to cue/prompt your child and lead by example
- Think about your own (adult) social skill abilities (strengths/challenges)
- Start where the child is currently
- Role play social situations with the child
- Remind your child to use certain skills before entering a social situation
- Look for teachable moments to educate your child about proper skills
- Afterwards, reflect with the child/youth what worked, what didn't
- Discuss what teasing and bullying looks like and what they can do
- Encourage, praise and be positive
- Acknowledge good/bad examples – videos, movies, in person, books, etc



Suggestions

- Home environments are important to develop these skills; don't leave it up to school or therapist
- Create social opportunities for your child – don't wait for others to invite your child to a party or park
- Research suggestions online for social skill building
- Limit the child using screens during social times unless the child uses it for communication
- Help the child to write thank you notes
- Find more ideas:
 - Use social stories – online, books or create your own
 - Use YouTube videos
 - Access community opportunities – library, park, recreation programs
 - Positive Behavior Interventions at school
 - Books/Links:
 - [Thinksheets for Teaching Social Thinking and Related Skills](#) by Michelle Garcia Winner
 - www.verywellfamily.com
 - www.childrenscolorado.org/conditions-and-advice/parenting
 - Life Skills for Kids: How to Cook, Clean, Make Friends, Handle Emergencies, Set Goals, Make Good Decisions and Everything in Between by Karen Harri



HEALTHY RELATIONSHIPS



HEALTHY RELATIONSHIPS

Key Characteristics of Healthy Relationships

- The two people are equal in the relationship.
- Each shows some flexibility in role behavior.
- Each avoids assuming an attitude of ownership toward the other.
- Each avoids manipulating, exploiting, and using the other.
- The two people encourage each other to become all that they are capable of becoming.

Discussion Questions for the Healthy Relationships Wheel:

- Which statements on this wheel describe your relationship with your partner?
- Which statements on this wheel are the most important to you when you think of respect? Why?
- Which statements on this wheel can help you deal with conflict (or disagreements) in a healthy way?

NOTE: This Healthy Relationships Wheel was adapted from Sexual Health: An Adolescent Provider Toolkit, by the Adolescent Health Working Group, 2010. Content was reviewed and adapted by SYN-United Colorado (Youth Advisory Group).

Resources for Further Discussion:

- **Healthy Relationships Workbook for Youth and Adults with IDD:**
<https://proceduresonline.com/trixcms2/media/18458/healthy-relationship-workbook-learning-difficulties.pdf>
- **Healthy Relationships Resource Kit for All Ages:**
<https://westernhealth.nl.ca/uploads/Addictions%20Prevention%20and%20Mental%20Health%20Promotion/Healthy%20Relationships%20Resource%20Kit%20-%20Western.pdf>
- **Healthy Relationship Educators Toolkit:**
<http://www.loveisrespect.org/wp-content/uploads/2016/08/highschool-educators-toolkit.pdf>
- **Accountability in Healthy Relationships Activity Guide:**
<https://idahocoalition.org/wp-content/uploads/2023/01/ICA-22.041-Accountability-Guide-Pgs.pdf>



BEHAVIOR IN SCHOOL



Have a meeting with the school team regarding new behaviors. Ask for data! What interventions have been tried, what is the plan moving forward?



ABC (Antecedent Behavior Consequence) Data: This data should include details on time, place, persons involved, outcomes and consequences.

Detailed data helps identify what could be causing the behavior!



FBA (Functional Behavior Assessment):

ABC data is a foundation for an FBA. The FBA is a formal assessment that school staff will administer in order to find the “why” a student is exhibiting behaviors).

An FBA needs: current data, detailed timelines, detailed settings, a variety of settings, data with different staff, etc.



Once a proper FBA has been conducted, a Behavior Intervention Plan can be created. This is a very specific plan that describes how to avoid behavior incidents and how they will be responded to in school settings.

Not all behaviors warrant a BIP.
The BIP specifies what actions will be taken to teach replacement behaviors.



A Crisis Plan can be considered when the student exhibits escalated behaviors that can be dangerous to themselves or others. The crisis plan outlines how the school staff will respond to an escalated behavior and will state who is to be notified and trained as well as how incidents will be communicated to the parent/guardian.





KEEP IN MIND!



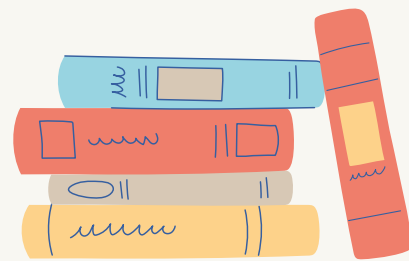
Placement

If another placement is thought to be more beneficial for a student, a re evaluation and current behavior data is needed before the team can consider changing the LRE (least restrictive environment).

You can request a behavior meeting at any time.

Who should attend?

- Parents
- School Admin
- Gen-Ed Teacher
- Sped Teacher
- Social/Mental Health Worker
- Private ABA therapists (if any)



The BIP is considered part of the IEP and should be updated as well.

Behaviors can change (worsen or get better) with intervention. It is important take data and allow some time to see if an intervention is useful.

Establish and keep open communication with the team regarding behaviors

PBIS: <https://www.pbis.org/>

IDEA Disciplinary Protections:

:<https://www.cde.state.co.us/choice/toolsforaddressinginequitiesindisciplineofstudentswithdisabilities>

ABA Therapy: <https://kyocare.com/autism-resources-for-caregivers/>

Resources



Visit arcadams.org for more information



Meet My Child!

These are example sentences to help you get started.
Please feel free to add information
as you see fit for your own child.

Name:

Strengths/Interests: My favorite things to do are:

I really love:

I am good at:

Working On: I would like to be able to:

I need help with:

Learning Strategies: I learn best when:

Academic Goals: I am becoming better at:

I have started to:

Communication Style To get attention, I can:

It is helpful when you:

Behavior Support: Sometimes I get upset when:

It really helps me when you:

Health Information: Allergies/Medication/Health Needs:

