Writing Defendable IEPs: Behavior

Annotated Example: Emotional Support

Present Levels of Functional Performance

Since beginning in the Emotional Support classroom, Sara has been tardy 6 out of 30 school days. She is dropped off by her father in the mornings and he also picks her up in the afternoon. Sara has missed two days of school due to illness. There have been 15 Administrative Discipline Referrals submitted as a result of Sara’s behaviors of concern. The problem behaviors listed on the ADRs include: 6 incidents of fighting/physical aggression, 5 incidents of abusive/inappropriate/profane language, and 4 incidents of defiance/insubordination/disrespect/noncompliance. The motivation listed on the ADRs was to obtain adult attention. There were 8 incidents when safety mechanics was used (cradle assist-standing and extended arm assist techniques), 4 times Sara had a conference with an adult, and 3 incidents when she spent time in the office.

Sara participates in the Emotional Support classroom behavior management system. The system works in the following way: students receive a sticker every thirty minutes for following the classroom expectations (Respect Yourself, Others, and the Environment). If a student does not follow a rule, they do not receive a sticker for that time period. At the end of the day, the students count their stickers and they can pick out of three different prize boxes (of different values). There are 14 possible stickers that can be earned daily. Of 28 days in school, Sara has had 10 days of 10+ stickers, 8 days of 8-10 stickers, and 10 days of less than 8 stickers. 90% of the stickers Sara did not receive were a result of not respecting others (noncompliance, verbal aggression, physical aggression). Also, the staff identified that Sara enjoys helping others by cleaning up, is friendly, and knowledgeable about animals.

Provide a description of the POSITIVE classroom behavior management system. Also include data from the system (example: earned 25 out of 30 pennies for 5 days in a row). In addition, the student’s strengths can be included here also (try to include at least three).
A Complex Functional Behavior Assessment (FBA) for Sara was conducted by Lindsay McGaughhey, Positive Behavior Support Consultant. The following is a summary of the results of the record review, interviews, checklists and direct observations:

If a Functional Behavior Assessment was completed, indicate who completed the FBA and the level of FBA:
- Informal (record review, team problem solving meeting)
- Simple (Checklists, FBA worksheet)
- Complex (Direct Observations, Data Collection)

The behaviors targeted for change were:

**Noncompliance:** refusal to follow directions after two prompts (can include saying ‘no’ to being out of seat and crawling around)

**Verbal Aggression:** using negative and mean words (including but not limited to curse words) as well as disruptive yelling

**Physical Aggression:** acts of aggression that can include actions towards other and items (hitting, spitting, biting, kicking, throwing chairs)

The **Functional Analysis Screening Tool (FAST)** is a one page interview used to identify factors that may influence problem behaviors. On April 20, 2011, Mrs. Joseph completed the FAST and she indicated the behaviors of concern to be: verbal aggression, physical aggression, and non compliance. Mrs. Joseph reported that the behaviors occur daily and are moderate in their severity, which means there may be property damage or minor injuries. According to her responses, the tool indicated the potential source of reinforcement for Sara’s behaviors as gaining attention or preferred items.

The **Functional Assessment Checklist for Teachers and Staff (FACTS)** is a two page interview used by school personnel and it is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people who know the student best. In this situation, the FACTS was also completed by Mrs. Joseph on April 20, 2011.
The following is based upon information gathered from the FACTS:

Staff reported the behaviors occur daily and can last up to 45 minutes in duration. The behaviors can be dangerous and have a high intensity.

The staff was asked to rate the likelihood of a target behavior occurring during Sara’s daily schedule with 1 being a low likelihood of occurrence and 6 being a high likelihood. Play Time was scored as a 6 with the possibility of noncompliance and verbal aggression being displayed. Spelling scored as a 4. Activities that ranked as a 3 or less included: Breakfast, Reading, Circle Time, Math, Lunch, Gym, and Art.

Events that may predict when Sara will show a target behavior include: conflict at home, receiving a correction/reprimand, demands, unstructured time, tasks that are boring or too difficult, and when staff gives attentions to others. The staff has knowledge of the medication that Sara is taking and they do not believe the behaviors are a result of any side effects. Sara obtains adult attention when she displays the target behaviors. She also avoids tasks and situations when she displays the target behaviors.

Any type of checklist regarding the behaviors that staff complete can be summarized by stating the name of the checklist in bold, the explanation of the checklist, who completed it, when they completed it, and the results.

The strategies that have been tried to prevent the behaviors from occurring include: adapted assignments, giving Sara a helper role, chunking tasks within a half hour time frame, positive reinforcement thru an incentive chart to earn play time, giving choices, positive praise, pre-corrects and prompts, and preferred activity after work completion (puzzles, coloring, books).

The following strategies have been tried in response to the behaviors: planned ignoring, removal from the setting, giving choices, talking one-on-one, and loss of a reinforcer (playtime minutes). Of these strategies, the most effective ones were giving Sara a helper role and giving her choices.

List the strategies that have been tried to prevent the problem behaviors and the strategies tried in response to the behaviors. Also, explain if they were/were not effective.

Based upon the information gathered from the FACTS, observations were scheduled to occur throughout the entire school day, 9:00 to 2:30, for five days. The following is a summary of the direct observations conducted between 4/28/11 and 5/4/11:
There were 25 behavioral events that lasted an average of 4 minutes 49 seconds in duration. The events totaled 3 hours and 15 minutes over five days and totaled 9.9% of the observation time. The most active time of day was 1:30 PM at 60% and the most active day of the week was Wednesday. According to Sara's schedule, Play Time is 1:30 on Wednesdays and Fridays. Play Time is a high context frequency at 68%. The most frequent behavior was noncompliance at 64%, followed by verbal aggression at 28%. The strongest antecedent was when Sara was denied access (ex: lost a game or was unable to have play time). There were eight events when Sara was denied access and became noncompliant. There were nine times that Sara was redirected after being noncompliant. The most effective consequence was giving a choice at 100% accuracy for two times.

After the interviews, checklists, and direct observations, the hypothesis at this time is:

When (antecedent to behavior of concern) denied access (loss of reinforcer, loss of a game), (student) Sara becomes (behavior of concern) noncompliant, which can lead to verbal and physical aggression in order to (perceived function of the behavior) gain adult attention.

Data from direct observations can be summarized and included in the section. There may or may not be observation data to include, depending on the level of FBA completed.

A hypothesis statement needs to be included no matter what level of FBA is completed. This statement includes the antecedent, student name, problem behavior, and function of behavior. It is possible to have more than one hypothesis statement.

The goal is to reduce the number of incidents of noncompliance, and verbal and physical aggression. The replacement behaviors that Sara will be encouraged to use instead include: following a direction after two prompts and using relaxation/calming techniques (breathing, counting to five, asking to go for a walk with an adult). These skills, in addition to other skills (how to take turns, how to lose a game, how to follow the game rules) will be taught to Sara during a daily social skills lesson. During Play Time, Sara will participate in a more structured setting, where she will have the opportunity to practice these new skills. In addition, a more individualized behavior management system is going to be used with Sara. She will have the opportunity to receive a sticker every 15 minutes and she can exchange the stickers for a prize two times a day (before lunch and at the end of the day).
Measurable Annual Goals

- **MEASURABLE ANNUAL GOAL:** Given instruction in social skills and relaxation techniques, Sara will follow a staff direction (with no acts of verbal or physical aggression) with no more than two verbal prompts, earning 80% of possible stickers for the day, for 3 out of 4 consecutive weeks.

  *Student Interpersonal Skills Standards 2.B & 3.B*

If students have a Positive Behavior Support Plan, they will need a Measurable Annual Goal in the area of behavior. Use the information from the Present Levels of Functional Performance to help write the goal.

The Condition can be based on the techniques listed to support the replacement behavior and the antecedent events and settings from the hypothesis statement. The Clearly Defined Behavior would be the replacement behaviors, or alternative to the problem behaviors. The Performance Criteria can be based on the behavior data (ADR data, classroom management system data, observation data, etc.) that was collected and this also helps determine a baseline. In addition, consider how the data will be collected (using the current classroom behavior management system, using an individualized behavior reinforcement system, etc.)

- **SHORT TERM OBJECTIVE:** Given instruction in social skills and relaxation techniques, Sara will follow a staff direction (with no acts of verbal or physical aggression) with no more than two verbal prompts, earning 70% of possible stickers for the day, for 10 out of 15 consecutive days.

- **SHORT TERM OBJECTIVE:** Given instruction in social skills and relaxation techniques, Sara will follow a staff direction (with no acts of verbal or physical aggression) with no more than two verbal prompts, earning 60% of possible stickers for the day, for 10 out of 15 consecutive days.
The baseline of how Sara was doing in the classroom behavior management system was found by looking at how many stickers Sara was earning, as stated in the Present Levels of Functional Performance. She had 10 days of 70% or better (10+ out of 14 possible stickers), 8 days of 57-70% accuracy (8-10 out of 14 possible stickers), and 10 days of less than 57% (less than 8 out of 14 possible stickers).

To decide how to monitor Sara’s progress, the strategies that will be used to support the replacement behavior were considered. In the Present Levels of Functional Performance, it was stated that a more individualized behavior management system would be used and Sara could earn a sticker every 15 minutes. By looking at the classroom schedule, it can be figured out that there would be 28 opportunities to earn a sticker. A new sticker sheet will be created for Sara and this sheet can be kept and used as the progress monitoring form.

**Specially Designed Instruction**

- **Antecedent Strategy:** Teach social skills (ex: how to take turns, how to lose a game, etc.) to interact with peers and adults
- **Antecedent Strategy:** Teach and model relaxation techniques (counting to five, breathing, going for a walk)
- **Antecedent Strategy:** Provide structured activities within the recess/play period (partner activities, group game)
- **Antecedent Strategy:** Provide pre-corrections for the target goals
- **Antecedent Strategy:** Post rules and consequences prominently
- **Replacement Behavior:** Follow a direction after two prompts
- **Replacement Behavior:** Use of relaxation and calming techniques
- **Consequences (Reinforcement):** A token economy (sticker chart) where Sara will have the opportunity to earn a sticker every 15 minutes. These stickers can be exchanged twice daily (before lunch and at the end of the day) for items or privileges that the student chooses (give the student several options after they complete an interest inventory). The reinforcers could also be accumulated towards a larger item or activity. The reinforcers must be totaled on a set schedule and if the student does not display the appropriate behaviors, they do not earn the reinforcer for that time frame.
- **Consequences (Reinforcement):** Systematic attention for appropriate behaviors, such as positive praise
- **Consequences (Response to Concern):** Provide the student with a forced choice, where she will have two choices (both choices are acceptable with the staff)
• **Consequences (Response to Concern):** If the student displays inappropriate behaviors, the staff will engage the student in a problem solving session to reflect on his/her choices afterwards.

• **Consequences (Response to Concern):** Crisis Plan: When Sara displays behaviors that are considered a threat to herself and others, the paraprofessional will call for support from the office and program supervisor while the classroom teacher stays with the student. The teacher will use de-escalation techniques and interrupter strategies, without reinforcing the inappropriate behavior. If these strategies are unable to stop the behaviors, safety mechanics will be used (extended arm assist, two person transport technique). If the situation continues to be unsafe, the student’s parents and BSC will be called. If the BSC or parents are unable to pick up the student and/or the situation remains unsafe, the police may be called also.
Example: Life Skills Support

Present Levels of Functional Performance

Since the beginning of this school year, Jack has no tardies and has been absent three days out of 103 due to illness. There have been 10 Administrative Discipline Referral forms completed as a result of Jack’s problem behaviors over 100 days. There were 6 referrals for inappropriate location/out of bounds and 4 referrals for physical aggression. These referrals have occurred over the past month. The motivation was identified as to avoid tasks/activities. There were no incidents of safety mechanics, 7 incidents with a consequence of receiving individualized instruction, and three incidents of level 2 Time Out.

Jack participates in the Life Skills classroom behavior management system. The system allows Jack to earn a point after each class (10 possible points per day). Jack earns a point if he follows the classroom rules (Keep your hands and feet to yourself, Raise your hand, Be kind to others, Follow directions) If he earns 80% (8/10) of his points for the day, he can put up a sticker on the class chart. After 10 stickers on the chart in a row, Jack has the opportunity to participate in an activity of his choice (extra recess period, lunch with the teacher, etc.) In addition, Jack is able to use his points to “buy” a prize. The prizes range in value from 5 points to 80 points. Jack has the option to save his points to “buy” a larger prize on a later day. Of the 100 days of school, Jack has 80 days of earning 80% of his daily points. He has had 10 stickers in a row for four times. In the past month, Jack has not been able to get 10 stickers in a row and has not earned 80% on 11 different days. The staff also report that Jack has a social personality, makes academic gains, and participates and volunteers in class.

An informal Functional Behavior Assessment was completed by the IEP Team (teacher, speech therapist, school psychologist, and program supervisor). The team identified two behaviors of concern:

Elopement/Out of Bounds: leaving the area of instruction without permission from staff
Physical Aggression: aggressive acts towards staff and students that can include pushing, hitting, and biting

After reviewing the ADRs, the team found that the problem behaviors occur between 9:00-9:30 on different days of the week. This time is Circle Time on Jack’s schedule. The team also reviewed the strategies that have been tried to prevent the problem behaviors and these included: a peer buddy system, visual prompts, and a picture schedule.
The strategies tried in response to the problem behaviors include: loss of recess, 1-2-3 Magic, individualized instruction, and time out. These strategies have shown short term success but have not stopped the problem behaviors.

As a result of the Functional Behavior Assessment, the hypothesis at this time is:

_When (antecedent to behavior of concern) there is down time/activities that are considered boring, (student) Jack (behavior of concern) elopes, which can lead to physical aggression in order to (perceived function of the behavior) avoid the task/activity._

The team would like to decrease the behaviors of concern and have Jack demonstrate more appropriate replacement behaviors. These replacement behaviors would include: asking for a break and keeping his hands/feet to himself. Jack will receive four break cards in a day, which he can use at any time, and the break is for five minutes away from the area of instruction. Staff will teach Jack how to use the break cards. In addition, Jack will be given the opportunity to be an office helper or class helper from 9:00-9:30. Jack will have the classroom behavior management system adapted to fit his individual needs by changing the frequency of reinforcement and accuracy required, with a goal to transition Jack back to the original system in time.

**Measurable Annual Goal**

- **MEASURABLE ANNUAL GOAL:** Given instruction on how to use “break cards”, Jack will request a five minute break appropriately (use his words or show a “break card”) with one or less verbal reminder, with 75% accuracy (3 out of 4 opportunities for a break), for 8 out of 10 days.

*Student Interpersonal Skills Standards 1A & 2C*

- **SHORT TERM OBJECTIVE:** Given instruction on how to use “break cards”, Jack will request a five minute break appropriately (use his words or show a “break card”) with one or less verbal reminder, with 50% accuracy (2 out of 4 opportunities for a break), for 8 out of 10 days.

**Specially Designed Instruction**

- **Antecedent Strategy:** Provide choices within the assignment
- **Antecedent Strategy:** Teach communication skills to express emotions and needs
- **Antecedent Strategy:** Use of short and specific commands
- **Antecedent Strategy:** Jack will have the opportunity to have the role of “helper”
• **Replacement Behavior:** asking for a break and using “break cards”
• **Replacement Behavior:** keeping his hands/feet to himself
• **Consequences (Reinforcement):** A token economy (point system) where Jack will have the opportunity to earn a point every 15 minutes if he follows the classroom rules. If Jack earns 70% of his points for the day, he can put a sticker on the chart. After 10 stickers in a row, Jack can participate in an activity of his choice. On a daily basis, Jack will be able to use his points to “buy” a prize (5-80 points). If Jack does not display the appropriate behaviors, he does not earn the point for that time frame.

• **Consequences (Response to Concern):** One prompt to replace the target behavior followed by planned ignoring
• **Consequences (Response to Concern):** Use of a break card system: student is given the opportunity to de-escalate in a quiet calming area. He/she should be provided up to four break cards per day and these breaks should last no longer than five minutes each. These breaks should not be used as a restroom or sensory break and the student cannot lose them for displaying inappropriate behaviors.
Example: Autistic Support

Present Levels of Functional Performance

Ricky has had no absences or tardies for the 50 school days he has been in the Autistic Support classroom. He has had 20 Administrative Discipline Referrals. There were 10 referrals for physical aggression (which includes self-injurious behavior) and 10 referrals for disruption (ex: making noises). The motivation for the behaviors was to obtain adult attention. The consequences of the behavior included parent contact, time outs, and the use of safety mechanics. The two person transport technique was used on ten occasions and the floor control technique was used on five occasions.

Ricky participates in the Universal Autistic Support Program Behavior System. The system reinforces three positive behaviors on the behavior matrix: on task behavior, keeping body parts/objects to self, and using a quiet voice. In Ricky's classroom, the students receive pennies on a token board for displaying these three behaviors. He earns one penny for displaying each one of the three behaviors every fifteen minutes. Ricky can exchange the pennies for a daily reinforcer (edibles, prizes, preferred activities, etc.) twice a day: before lunch and before going home. He also has the opportunity to earn a larger, weekly reinforcer. The goal is for each student in the classroom to earn 80% or more of their pennies. Ricky has earned 80% or more of his pennies for 30 of 50 school days, which includes period of 8 days when he received 80% or better consecutively.

The staff reported that Ricky is able to follow a simple command, can complete puzzles, uses a communication device effectively to request a walk or preferred item, can lead a person to what he wants, and will work for an extended time on a preferred activity.

A Simple Functional Behavior Assessment (FBA) was conducted for Ricky by the IEP team, including the MIU IV school psychologist, classroom teacher, speech therapist, and program supervisor. The following is a summary of the results of the record review, interviews, and checklists:

The behaviors targeted for change were:

*Physical Aggression:* pinching, biting, kicking, throwing objects  
*Self Injurious Behavior:* hitting and scratching himself  
*Making Noise:* screaming and banging objects

The **Functional Behavioral Assessment (FBA) Worksheet** is a document published by the Pennsylvania Department of Education that guides IEP teams through the three steps of completing a FBA. On December 3, 2010, Mr. David Smith, the classroom teacher
completed the FBA Worksheet with the MIU IV school psychologist. They reported that the
target behaviors could not be related to a side effect of medication and were not the result
of physical deprivation. The target behaviors always occur when there is a change in
schedule and do not occur with any certain person. The behaviors never occur when Ricky
is engaged in a preferred activity.

Possible deficits that are related to the behavior of concern include: participation skills,
social skills, communication skills, self-regulation skills, play skills, and functional skills.
The target behaviors allow Ricky to gain adult attention and he may be receiving sensory
input from the restraints. The staff has tried the following antecedent strategies: the use of
a picture schedule, First/Then visual, a picture communication device, frequent movement
breaks, a work station with limited distractions, clear directions, and verbal prompting.

The following consequence strategies have been used: verbal praise, positive feedback,
frequent positive reinforcement with preferred activities and items, verbal redirections,
use of sensory materials to assist in calming, having Ricky go to a calmer area of the room,
not providing extra attention to the target behaviors, and providing praise when Ricky is
calm and returns to a task. Of the antecedent and consequence strategies, the most
effective ones include: a picture schedule, positive reinforcement with preferred activities,
and having Ricky go to a calm spot.

As a result of the Functional Behavioral Assessment, the hypothesis at this time is:

When (antecedent to behavior of concern) there is a change in his schedule, (student) Ricky
(behavior of concern) makes noises, which may then lead to physical aggression
towards others and himself in order to (perceived function of the behavior) to obtain adult
attention.

The team would like to reduce the number of behavioral incidents and they would like
Ricky to use his communication device more often to make an appropriate request as a
replacement behavior to the noise making. Instead of using physical aggression, and self-
injurious behaviors, the team would like Ricky to keep his hands and feet to himself and
make a request to go to the calm spot.

To accomplish this goal, the staff is going to continue the use of the picture schedule and
pair it with a timer to signal transitions and changes. The First/Then board will be paired
with the schedule and used for each activity. Ricky will receive more frequent
reinforcement for displaying the appropriate behaviors. He will also receive attention
when he is demonstrating the appropriate behaviors and the attention will be withdrawn
when his behavior is inappropriate.
Measurable Annual Goal

- **MEASURABLE ANNUAL GOAL:** Given frequent reinforcement and attention for appropriate behaviors, Ricky will keep his body parts/objects to himself in a safe manner (with no physical aggression towards himself or others) with no more than two verbal prompts, for 90% of possible pennies each day, for 10 out of 15 days. *Student Interpersonal Skills Standard 1A*

- **SHORT TERM OBJECTIVE:** Given frequent reinforcement and attention for appropriate behaviors, Ricky will keep his body parts/objects to himself in a safe manner (with no physical aggression towards himself or others) with no more than two verbal prompts, for 80% of possible pennies each day, for 10 out of 15 days.

Specially Designed Instruction

- **Antecedent Strategy:** Include Ricky’s name in the direction
- **Antecedent Strategy:** Use of visual cues to remind Ricky of the classroom rules
- **Antecedent Strategy:** Provide predictable classroom routines
- **Antecedent Strategy:** Review changes in the schedule ahead of time
- **Antecedent Strategy:** Use of video modeling, social stories, and task analysis to teach expected behaviors
- **Antecedent Strategy:** Teach and model how to use communication device to make requests
- **Antecedent Strategy:** Use of visual schedule and a First/Then board to support the daily routine and provide predictability for Ricky
- **Replacement Behavior:** Keep hands and feet to himself
- **Replacement Behavior:** Use of communication device to make appropriate requests
- **Consequences (Reinforcement):** Universal Classroom Behavior Management System (1 penny every 15 minutes for following each classroom expectation with the opportunity to exchange for a reinforcer two times daily).
- **Consequences (Reinforcement):** Frequent, specific positive praise
- **Consequences (Response to Concern):** If the student does not display the appropriate behavior, he/she will be given two prompts. The first prompt will utilize a request format (“Please”) and the second prompt will utilize a statement format of the expectation (“Need to”), also known as Precision Request.
- **Consequences (Response to Concern):** Crisis Plan: When Ricky displays behaviors that are considered a threat to himself and others, one paraprofessional will stay with the student while another staff person calls the program supervisor. If de-escalation strategies are unable to stop the behaviors, safety mechanics will be used (two person transport). If the situation continues to be unsafe, the student’s parents will be called.
If the parents are unable to pick up the student and/or the situation remains unsafe, the police and/or the Crisis Team may be called also.
Example: Multi-Handicapped Support

Present Levels of Functional Performance

For the 2010-2011 school year, Anna has been absent 25 days due to illness. She has had no Administrative Discipline Referrals during the 2010-2011 school year. Anna participates in the classroom behavior management system. This system allows Anna to earn a tangible reinforcement after completing a task. Anna has been able to earn all of the possible reinforcements on a daily basis. The classroom staff use verbal praise, a visual/tangible schedule, and timers to support Anna’s behavior. They report that she is has a pleasant personality, follows directions, and wants to work with others.

Specially Designed Instruction

- Use of visual/tangible daily schedule to support the classroom routines
- Use of prompts (timers and verbal) to signal a transition
- Classroom Behavior Management System (1 tangible reinforcement for every task completed)
- Positive Verbal Praise (Anna receives five positive statements specifically stating what she did correctly for every one corrective comment throughout the school day).
- Withdraw attention for any inappropriate behavior

Additional Examples

Measurable Annual Goal

- **MEASURABLE ANNUAL GOAL:** During group discussions and writing assignments, Chad will increase appropriate interactions (raise hand, ask/answer questions, contribute relevant ideas to class discussion, recruit teacher feedback/assistance) either independently or with no more than one reminder card, for 90% of probes across classes, for 2 out of 3 consecutive weeks, by the end of the school year. *Reading, Writing, Listening and Speaking 1.6.8.A, 1.6.8.D*

- **SHORT TERM OBJECTIVE:** During group discussions in targeted classes, Chad will contribute appropriately (raise hand, ask and answer questions, contribute relevant ideas) with no more than two reminder cards for 80% of daily probes for 2 out of 3 consecutive weeks within 12 weeks.

- **SHORT TERM OBJECTIVE:** When given writing assignments in targeted classes, Chad will seek feedback/assistance (raise hand and request assistance in quiet voice,
or place marker on desk) with no more than two reminder cards for 80% of daily probes for 2 out of 3 consecutive weeks within 12 weeks.

**Specially Designed Instruction**

**Antecedent Strategies**

- Adapt the difficulty level of the task
- Avoid the use of questions when giving a direction
- Redirect the student’s attention
- Provide a longer wait time for student’s response
- Intersperse easy and difficult tasks to allow the student to experience success
- Provide opportunities for the student to make choices
- Teach and model problem solving strategies
- If using a self-monitoring checklist, provide instruction on the use of the checklist and the procedures
- Present assignments in smaller chunks that would be more easily achieved and provide a sense of success

**Replacement Behavior**

- Complete assignments on an instructional level
- Use appropriate language to express frustration
- Use of problem solving strategies
- Following the classroom schedule
- Following a procedure for ask for information and/or help
- Utilizing feeling cards in replace of verbal communications

**Consequences (Response to Concern)**

- Use of proximity control