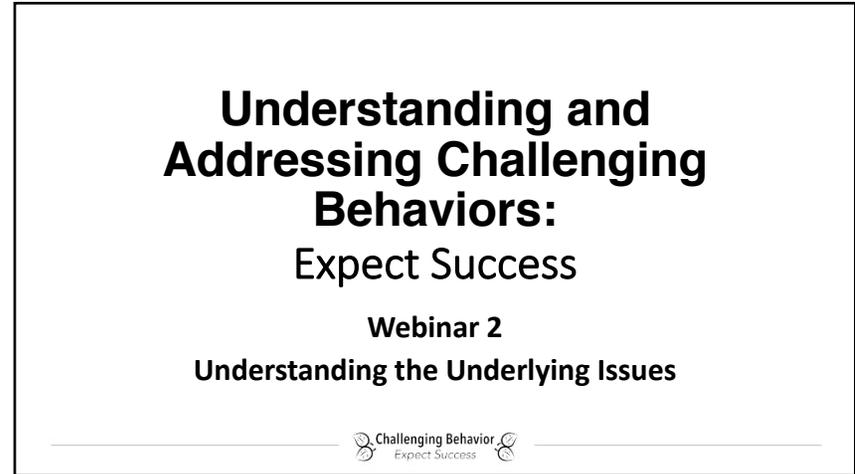
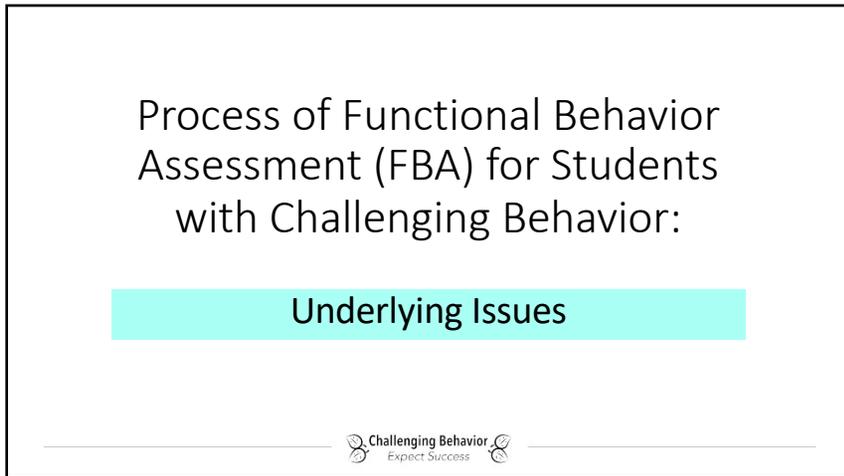




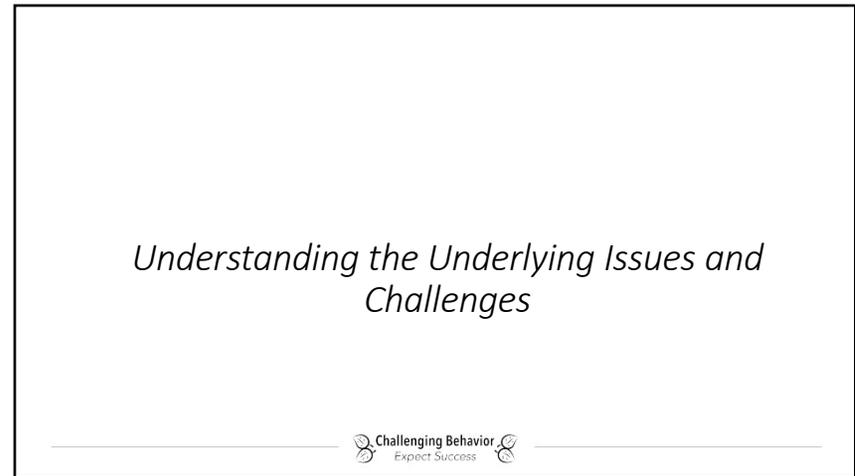
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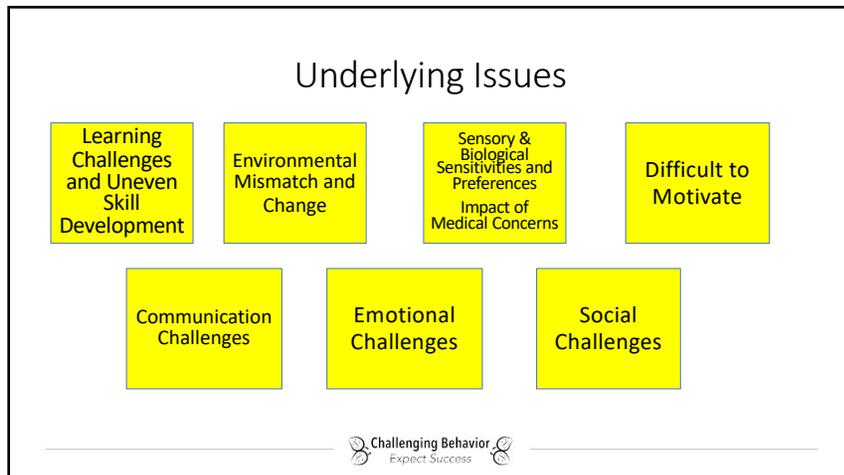
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4



5

Informal Assessment: Learning Challenges and Uneven Skill Development

- Difficulties with executive function skills (organization, focus, attention)
- Frustration resulting from attempts to adapt to the instruction style
- Mismatch between instructional style and learning style
- Cognitive challenges
- Challenges with pace of class or job
- Gaps in skills. May have high skill levels in some areas, yet few skills in other areas

Challenging Behavior
Expect Success

6

Informal Assessment: Environmental Mismatch and Change

- Placement in least restrictive environment
- Environmental atmosphere is challenging (noise, pace, etc.)
- Needing, using and insisting on routines
- Anxiety and stress escalates with unpredictable change, even small changes
- Needs control. Escalates behavior to gain control
- Lacks necessary coping skills to compensate for a difficult, confusing or overwhelming environment, including cultural differences

Challenging Behavior
Expect Success

7

Informal Assessment: Sensory/Biological Sensitivities and Preferences Impact of Medical Concerns

- Emotions and anxiety that result from difficulty tolerating certain aspects of sensory input (light, sounds, touch)
- Need sensory input (such as movement) to stay alert and focused
- Multiple medical conditions impact the ability to learn
- Side effects from medications
- Impact of co-occurring conditions/diagnoses, including mental health issues

Challenging Behavior
Expect Success

8

Informal Assessment: Difficult to Motivate

- Does not see relevance of what s/he is learning
- Does not value learning and new knowledge
- Is not motivated by typical reinforcements
- Hyper-focused on areas of interests to the exclusion of other areas
- Lacks awareness of the importance of having a broad range of skills or knowledge



9

Informal Assessment: Social Challenges

- Problems understanding and adjusting to the social rules in a variety of situations
- Knowing the social rules (acquisition) but not being able to apply them (performance)
- Difficulty problem-solving what to do in social situations
- Difficulty accurately interpreting social messages from others
- Masking symptoms of their disability to fit in
- Lacks Coping Skills to tolerate the social situations



10

Informal Assessment: Emotional Challenges

- Difficulties expressing needs, wants, feelings, emotions, ideas, etc.
- Difficulty accurately interpreting and understanding emotional messages from others
- Masking symptoms of disability that increases negative emotions and exhaustion
- Wanting exclusive attention of others, or avoids attention from others
- Difficulty problem-solving what to do about emotional challenges
- Lacks Coping Skills to tolerate the situations of challenge and confusion



11

Informal Assessment: Communication Challenges

- Difficulty sharing wants and needs
- Knowing the appropriate pragmatics (rules for social language) to use
- Being able to understand and follow directions
- Difficulty using language appropriate to a variety of situations
- Limited or no functional way to communicate
- Lacks Coping Skills to tolerate the challenge and confusion of communication situations



12

Meet Molly

Molly is a young child that is attending her first year of “organized” education. She has been described as being very cute and engaging, until things don’t go her way! She likes many aspects of the kindergarten class, but certain activities seem to be a problem. Circle time is just not her favorite time and that seems to be the time when she becomes the most unhappy. Activities at the table, hands on activities, music and the playground are all happy times for Molly. She likes a schedule and generally wants the schedule to be on her time. Although Molly is verbal, she seems to have trouble finding words to tell the teachers “what’s wrong” when she is upset. Instead she screams and kicks and hits.



13

Molly’s Underlying Issues

1. Underlying Issues (Use Guiding Questions document)	
Learning Challenges & Uneven Skill Development	Reading skills are very low (need to review assessment results); close proximity to others in large group is difficult; if learning is not active and/or hands on, she struggles to pay attention and interact with activities
Environmental Mismatch & Change	Having to move with the whole class to a specific activity rather than when she is ready; sitting close to others who may touch her; having to interact socially with peers; no coping skills on how to manage her feelings/emotions
Sensory/Biological/Medical Impact of Concerns	Sensitive to touch from others; no daily sensory protocol developed to meet sensory needs (need to talk with OT about eval); no medications considered



14

Molly’s Underlying Issues (Continued)

Difficult to Motivate	Struggles when academics are introduced particularly in the large group; no consistent reinforcement system in place
Social Challenges	Difficulty with less predictable peer behaviors; no way to successfully communicate with peers
Emotional Challenges	Expresses how she feels by getting upset, crying or refusal to participate; easily upset by others touching her and daily transitions; no coping skills to deal with feelings/emotions
Communication Challenges	No functional communication system; lacking assessment data that will help to develop a functional communication system



15

Molly’s Summary

Summarize your students challenges in 6 sentences or less:

Molly has challenges with reading. She needs extra personal space and gets upset when peers touch her. She doesn’t have a functional communication system, and sometimes expresses how she feels through crying and refusal. She struggles to pay attention in more academic situations.



16

Meet Joe

Joe is a 14-year-old boy educated in his neighborhood school. He is in a regular education classroom for a portion of his educational day and also receives part of his instruction in a small group in the “resource room”. Sometimes the special education aide is available to assist in the regular education classroom and sometimes he attends with no assistant.

Joe can read simple, clear directions and understands familiar questions in a written format. He has difficulty following a story that is more than a paragraph in length.

Math is a strength. He understands the concepts well and can complete the worksheets with little assistance; however, he becomes stressed if he is required to write for more than 15 minutes. When he is able to work on the computer or keyboard, he can attend to the academic task for up to 30 minutes.



17

Meet Joe (A. Continued)

Verbal directions and instructions are very hard for Joe to understand. He easily becomes confused when the teacher gives two- or three- step directions or when she speaks quickly. Others have noticed that Joe is more likely to respond promptly and accurately when the aide gives the directions, instructions or requests.

If they are familiar, Joe can answer questions in short phrases. He has difficulty expressing himself verbally in situations that are emotional or when there is too much activity in the environment. He is more successful verbally when he is given “wait time” after he is presented with a question.



18

Meet Joe (B. Continued)

Joe is most comfortable in small social groups or one-on-one social interactions. He has been observed to pull away when others come close. It is difficult for him to participate in large groups. Joe generally chooses to interact with three boys in the class. These are the boys that are quiet and tend to be interested in books, computers, cars, and music.

Joe is very selective and has a narrow range of clothing items that he will wear. He also is very particular about the types of foods he will eat – mostly chips, crackers, french fries, and he will separate lunchmeat, cheese and bread on a sandwich and eat each individually.



19

Joe’s Underlying Issues

1. Underlying Issues (Use Guiding Questions document)	
Learning Challenges & Uneven Skill Development	Reading long written passages; following verbal directions; lectures without guided notes and visuals; handwriting more than 15 minutes
Environmental Mismatch & Change	Rapid speech/directions; doing school work in a busy environment; doesn't respond to teacher directions/instructions (but will when given by aide)
Sensory/Biological/Medical Impact of Concerns	Narrow range of clothing he can wear comfortably; limited food choices
Difficult to Motivate	When overwhelmed by physical environment or demands by adults, can't focus on work



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Joe's Underlying Issues (Continued)

Social Challenges	Large groups are more difficult; moves away when too many people are around
Emotional Challenges	When upset, will push items off desk, leaves situations/rooms; no coping skills when he is stressed
Communication Challenges	Needs wait time to answer questions verbally; short verbal replies to questions



21

Joe's Summary

Summarize your students challenges in 6 sentences or less:

Joe has challenges following verbal directions, especially from people who have a fast rate of speech. He has some sensory needs including noise and tactile issues. Joe gets upset in large group settings and when he doesn't understand what to do. He has to have extra time to process verbal language. Joe is lacking coping skills when his emotions escalate.



22

Meet Rubin

Rubin is a 16 year old sophomore who attends his neighborhood school in the ED (Emotionally Disturbed) program. He is in the ED classroom for some of his classes, and in general education for Biology, American History, Industrial Arts, and Choir. He participates in Industrial Arts and Choir completing all assignments.

In his more academic classes, many times Rubin puts his head down on his desk, doesn't participate, and doesn't complete assignments. If pushed to join class and do his work, his behavior can escalate to verbally threatening staff and punching furniture/walls/lockers.



23

Meet Rubin (A. Continued)

Rubin can read at a seventh grade level, although his rate is slow and comprehension is at a fifth grade level. His math skills are at a sixth grade level.

Rubin withdraws when there are longer reading passages, or if he has to do a lot of writing. He doesn't ask for help, and doesn't accept help when it is offered.

He has three close friends and does well socially other than some inappropriate language (i.e., swearing, suggestive jokes). In classes, he tends to sit in the back and only talks with kids he already knows well. He doesn't like to work in small groups.



24

Meet Rubín (B. Continued)

Rubín takes medication for ADD and for depression. His home-life is challenging—just mom in the home; dad in jail; 2 older brothers are known drug dealers and are in the criminal justice system; no support for school success. He falls asleep in classes.

Rubín wants to be a car mechanic. He has trouble connecting his school work to becoming a mechanic.



25

Rubín's Underlying Issues

1. Underlying Issues (Use Guiding Questions document)	
Learning Challenges & Uneven Skill Development	Reading level 7th grade; comprehension 5th grade; slow reading speed; math level 6th grade
Environmental Mismatch & Change	Difficulty working in small groups
Sensory/Biological/Medical Impact of Concerns	On medication for ADD and for depression; sleep issues
Difficult to Motivate	Lacks coping skills when feeling negative (withdraws, sleeps, behavior escalates); difficult to reach once he shuts down; doesn't like to accept help when needed



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Rubín's Underlying Issues (Continued)

Social Challenges	Will only interact with a small group of friends; difficulty reaching out and making new friends; doesn't like to work in small groups
Emotional Challenges	Diagnosed with depression; challenging home life (family incarceration, family drug and criminal justice involvement); family does not support school successes
Communication Challenges	Doesn't communicate to adults when he needs help, is upset, or doesn't know how to complete assignments; doesn't communicate during small group work



27

Rubín's Summary

Summarize your students challenges in 6 sentences or less:

Rubín has challenges with reading speed and comprehension. He tends to withdraw and not respond to adults or peers when he needs help. He has to deal with a lot of family issues, like incarceration and drugs. He is diagnosed with depression and doesn't always get enough sleep.



28

Team Roles and Responsibilities

- **Recorder:** responsible to type all information on form
- **Parking Lot Attendant:** responsible for Parking Lot form
- **Timekeeper:** keeps team moving through activities in a timely fashion
- **All other team members:** responsible to participate in developing the positive behavior support plan



29

Behavior Plan Steps Chart: Underlying Issues

Behavior Plan Steps Chart	
When Complete	Challenging Behavior: Expect Success Process Complete Each Step
	Select the target individual. Create the behavior team.
	Identify underlying issues that may be associated with the behavior. Informal assessment questions are provided in the Guiding Questions Document: Section 1. Underlying Issues. See Behavior Form: Section 1. Underlying Issues
	Define the behavior in measurable terms. Questions to consider: What behavior is having an impact on the individual's ability to access learning, least restrictive environment, social opportunities, or safety? What behavior is the team going to focus on to learn a new process? See Behavior Form: Section 4. Target Behavior
	Think about actions and reactions of adults and peers. Use the questions to identify one thing others do that make things worse for your individual and one thing others do that make things better. See Behavior Form: Section 2. Impact of Actions and Reactions of Adults and Peers
	Identify antecedents, setting events, quick triggers, precursor behaviors, and consequences. These are your initial ideas related to the target behavior identified in Section 4. You may refine as you go through the process. To discover potential antecedents and consequences use the questions



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Your Team's Turn: Underlying Issues

1. Underlying Issues (Use Guiding Questions document)	
Learning Challenges & Uneven Skill Development	
Environmental Mismatch & Change	
Sensory/Biological/Medical Impact of Concerns	
Difficult to Motivate	
Social Challenges	
Emotional Challenges	
Communication Challenges	

Summarize your individual's challenges in 6 sentences or less:



- Complete Section "1. Underlying Issues" using Guiding Questions Document (handout)
- You don't have to answer every question. The questions are provided to help the team think about many aspects of each area.
- Summarize your individual's challenges in 6 sentences or less on the form under Section 1.

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