As a means of addressing the needs of the whole child, the purpose of this document is to assist IEP teams in understanding the various roles service providers may have when supporting behavior through the lens of educational benefit.

<table>
<thead>
<tr>
<th>Thread of Educational Benefit</th>
<th>Possible Role(s) of Service Providers Related to Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Academic</td>
</tr>
<tr>
<td>Present Levels/Needs (non-exhaustive list)</td>
<td></td>
</tr>
<tr>
<td><strong>Goals</strong> (non-exhaustive list)</td>
<td></td>
</tr>
<tr>
<td><strong>Services, based on identified goals (non-exhaustive list)</strong></td>
<td></td>
</tr>
<tr>
<td>Progress</td>
<td></td>
</tr>
</tbody>
</table>

### Assessment

- **Academic**
  - Frustration tolerance related to academic work (not MH related)
  - Executive Functioning

- **Psychoeducational** (Social-Emotional, Behavior)
  - Internalized/Externalized Manifestations of Behavior
  - Social/Emotional Functioning

- **Speech/Language**
  - Social/Pragmatic Language

- **Occupational Therapy**
  - Sensory Needs/Sensory Processing

### Goals (non-exhaustive list)

- **Organizational Skills**
  - Organization
  - Time management
  - Study skills
  - Writing

- **Emotional Regulation**
  - Coping skills
  - Emotional regulation
  - Self-Monitoring
  - Peer interactions
  - Attendance

- **Functional Academics**
  - Functional Academics (e.g., daily living skills, emotional regulation, self-monitoring, feelings identification)

- **Social Interactions**
  - Social communication skills
  - Functional communication skills

### Services, based on identified goals (non-exhaustive list)

- **Specialized Academic Instruction**
  - Individual Counseling
  - Counseling & Guidance

- **Behavior Intervention Services (BIS)** in direct support of behavior goal as identified through assessment.

- **Speech/Language Services**
  - Speech/Language Services

- **Occupational Therapy**
  - Occupational Therapy

### Service Provider(s)

- Educational Specialist
- ERMHS Providers
- Board Certified Behavior Analyst (may provide BIS only)
- Speech Language Pathologist
- Occupational Therapist

The role service providers’ have in supporting behavior is contingent upon the underlying need as indicated by assessment(s), pursuant to the student’s IEP goals. Collaboration amongst service providers is crucial in providing FAPE to ensure meaningful educational benefit for the student.

General Education Teacher