

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.

<b>Thread of Educational Benefit</b>	<b>Possible Role(s) of Service Providers Related to Behavior</b>			
<b>Assessment</b>	<b>Academic</b>	<b>Psychoeducational</b> (Social-Emotional, Behavior)	<b>Speech/Language</b>	<b>Occupational Therapy</b>
<b>Present Levels/Needs</b> <i>(non-exhaustive list)</i>	← Executive Functioning →			
	Frustration tolerance related to academic work (not MH related)	Internalized/Externalized Manifestations of Behavior Social/Emotional Functioning	Social/Pragmatic Language	Sensory Needs/ Sensory Processing
	Functional Academics (Mod/Severe)	← Social Interactions →		
<b>Goals</b> <i>(non-exhaustive list)</i>	<ul style="list-style-type: none"> <li>● Organization</li> <li>● Time management</li> <li>● Study skills</li> <li>● Editing</li> <li>● Self-advocacy</li> <li>● Functional Academics (e.g., daily living skills, emotional regulation, self-monitoring, feelings identification)</li> </ul>	<ul style="list-style-type: none"> <li>● Coping skills</li> <li>● Emotional regulation</li> <li>● Self-Monitoring</li> <li>● Peer interactions</li> <li>● Attendance</li> </ul>	<ul style="list-style-type: none"> <li>● Social communication skills</li> <li>● Functional communication skills</li> </ul>	<ul style="list-style-type: none"> <li>● Replacement behaviors related to sensory needs</li> <li>● Following routine</li> <li>● Daily living skills</li> </ul>
<b>Services, based on identified goals</b> <i>(non-exhaustive list)</i>	Specialized Academic Instruction	Individual Counseling Counseling & Guidance Psychological Services	Speech/Language Services	Occupational Therapy
	Behavior Intervention Services (BIS) in direct support of behavior goal as identified through assessment.		Behavior Intervention Services (BIS) may be supported by an SLP or OT ONLY when supervised by appropriately credentialed staff pursuant to the implementation procedures outlined by an FBA/BIP to make progress towards goals.	
<b>Progress</b>				
<b>Service Provider(s)</b>	Educational Specialist	ERMHS Providers Board Certified Behavior Analyst <i>(may provide BIS only)</i>	Speech Language Pathologist	Occupational Therapist
<b>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.</b>				
General Education Teacher				

