



# SPECIAL EDUCATION BEHAVIOR SERVICES



## PODCAST OF THE MONTH

Start your morning commute listening to this great podcast for many tips on managing behavior in the classroom.

## COMMUNITY CONNECTION

Southern Reins is offering two winter workshops that include sessions of hippotherapy, therapeutic riding, & unbridled riding. For more information check out their website at: <http://www.southernreins.org/equine-assisted-activities>

## STRATEGY OF THE MONTH

Scripted Interventions: Listen to the podcast on scripted interventions at: [bit.ly/scripted-interventions](http://bit.ly/scripted-interventions)

## CREATING MEANINGFUL, MEASURABLE & OBSERVABLE BEHAVIOR GOALS

### GOOD BEHAVIOR GOALS

- Measure student behavior, not adult behavior
- Are based on targeted behaviors that impact education
- Designed to TEACH replacement behaviors
- Use specific tools to objectively measure the skill area
- Do not set expectations of SPED students higher than those of Gen Ed students

### NOT SO GOOD BEHAVIOR GOALS

- Speak generally about behavior
- Do not pass the “stranger test”
- Discuss what students will NOT do rather than what they will do
- Progress on the goal revolves around adult tolerance

For more guidance and information on writing behavior goals check out [https://www.scred.k12.mn.us/UserFiles/Servers/Server\\_3022443/File/Social%20Behavior/](https://www.scred.k12.mn.us/UserFiles/Servers/Server_3022443/File/Social%20Behavior/)



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## Boost family engagement to improve IEP

The IDEA considers parent participation crucial to the IEP development process and makes parents mandatory members of the IEP team. [34 CFR 300.321](#) (a)(1). But just inviting them to an IEP meeting once a year and offering regular progress reports is not necessarily going to make them feel welcomed and respected as part of the team.

**ALLOWED IN**

**BUY-IN**



To ensure parents feel engaged in their child's education year-round, review these tips:

- **Be culturally sensitive.** Ensure you find out what services and resources match the needs and priorities of the families of diverse backgrounds in your district rather than setting up a generic family outreach program that may not fit everybody's needs. Recognize when to use interpretation and translation services in your dealings with parents.
- **Know how families live.** Encourage teachers to periodically conduct home visits to understand the context within which students live and learn and to let go of any misconceptions they have about students' families. Help parents understand how to talk with their child about school and set up a structured learning area for her to do homework at home. If parents don't want a teacher to enter their home, suggest they meet at the public library or another spot in the neighborhood to become better acquainted.
- **Use technology.** Invite parents to use an app to review their child's assignments, then reinforce what he is learning at home. Maintain ongoing communication with parents through email or texting. Focus on positive communication by sending messages about their child's achievements and photographs of him learning.
- **Promote parent training.** Offer learning opportunities to parents, such as monthly classes. Figure out which topics to cover, such as behavior management, after conducting surveys to find out their concerns.
- **Bring parents together.** Organize activities that allow parents to connect with each other and help each other navigate the special education process. Encourage them to discuss their successes and challenges. Involve local organizations when possible to help families feel more connected to others in the community.

*Kara Arundel covers special education for LRP Publications.  
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