

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the number '32' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several small white tables and chairs arranged in the room.

# **Individual Education Program (IEP) Consideration of Special Factors: Behavior Needs and Supports**

Office of Special Education and Early Learning (OSEEL)

# State Regulation

“An ARC shall: (a) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;” [[707 Kentucky Administrative Regulation \(KAR\) 1:320, Section 5 \(2\)\(a\)](#)].



# Behavior Needs and Supports

## Consideration of Special Factors for IEP Development

(The ARC MUST address each question below and consider these issues in the review and revision of the IEP.)

Does the child's behavior impede his/her learning or that of others?

☐

Yes

☐

No

If **Yes**, consider, if appropriate, strategies, including positive behavioral intervention strategies and supports to address that behavior.

KAR Item 320.5.2

# Guiding Questions for the Admissions and Release Committee (ARC)

- What behavior(s) does the student display that is different from those of their similar-age, non-disabled peers?
- When is the student most likely and least likely to engage in inappropriate behavior?
- What specific event(s) appear to be contributing to the student's inappropriate behavior(s)?

# Guiding Questions for the ARC

- What might the student be communicating through the behavior?
- What function(s) does the behavior serve for the student?
- Does the student's disability affect the student's ability to control the behavior(s)?

# Connecting the Puzzle



Do the Present Levels include behavior data?



Does the student have annual behavior goals?



Does the student have a Behavior Intervention Plan (BIP)?



What program modifications and supports are needed based on the goals and BIP?



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**Special Factor,  
Behavior:**

Use of noise canceling headphones for overstimulation in loud areas such as gym and cafeteria.

**Special Factor, Assistive  
Technology (AT):**

Noise canceling headphones  
AND check "See BIP."

**Program Modifications  
and Supports:**

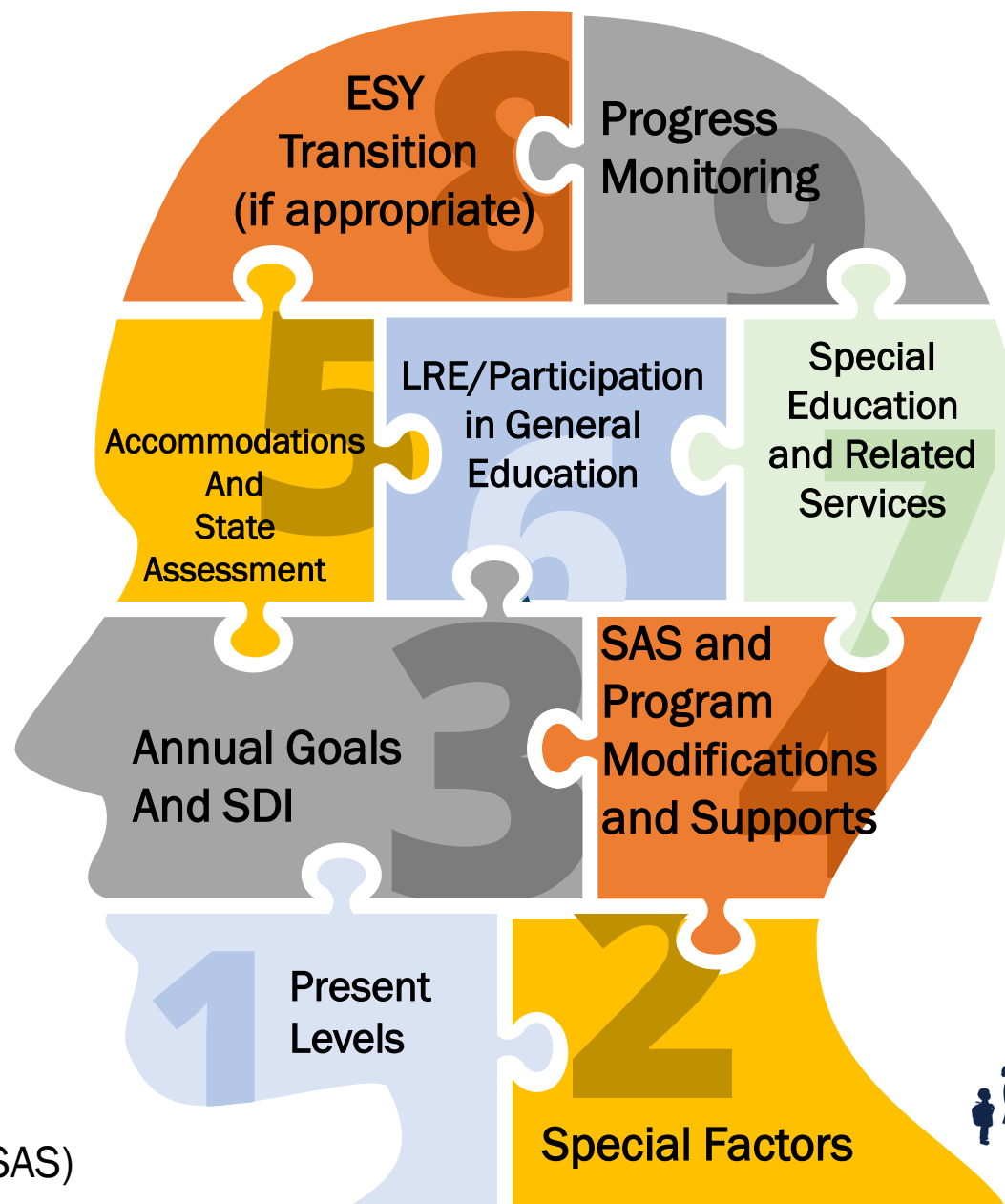
Training on Precorrection strategy, responses and reinforcement.

**Annual Goals:**

Includes goal(s) to address specific behavior(s) and goal(s) to address academic impact.

# Behavior Strategies

# Connecting the Puzzle



Extended School Year (ESY)  
Least Restrictive Environment (LRE)  
Specially Designed Instruction (SDI)  
Supplementary Aids and Services (SAS)



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# Resources

- [IDEA Part B Regulations: Issued August 14, 2006 - Effective October 13, 2006 \(71 FR 46540\)](#)
- [OSEP and the Office of Civil Rights \(OCR\) comprehensive guidance package](#) to help schools and early childhood programs in supporting children with disabilities and to avoid discriminatory use of discipline practices.

# Questions

Contact the Division of IDEA Monitoring and Results (DIMR)  
(502) 564-4970