Supporting Social/Emotional and Behavioral Needs Through the IEP

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Outcomes

- Understand Social, Emotional, and Behavioral Assessments and how assessment results inform student support.
- Connect assessment results to Present Levels of Performance to identify students' strengths and areas of need.
- Develop meaningful goals that address students' social, emotional, and behavioral needs based on their present levels of performance.
- Coordinate services and supports to help students make progress toward their IEP goals.
- Explore school-based activities and strategies that support the social, emotional, behavioral, and academic success of all students.

Connect the Dots

Connect the Dots

- Present levels of academic achievement and functional performance (based on assessments)
- Areas of educational need and Special factors
- Goals (and objectives)
- Accommodations and Services
- Educational setting

Social/Emotional Assessments
Educationally Related Mental Health Services (ERMHS)

Social-emotional assessments help the school team better understand a student's feelings, behavior, relationships with others, and ways of managing emotions and challenges. These assessments may include:

- **Observations**: Watching how the student interacts with others and responds to different situations in settings such as the classroom, playground, or hallways.

- **Rating Scales and Questionnaires**: Forms completed by parents, teachers, and sometimes the student to share information about the student's emotions, behavior, and social interactions.

- **Interviews and Conversations**: Talking with the student, family, school staff, and private providers (if necessary) to learn more about the student's experiences, development, strengths, and areas where additional support may be helpful.

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Functional Behavior Assessment (FBA)

Under the Individuals with Disabilities Education Act (IDEA) and California special education guidelines, schools must consider a student's behavioral needs and provide appropriate positive behavioral supports when behavior interferes with the student's learning or the learning and safety of others.

Understanding why a behavior occurs can help the school team identify supports that meet the student's needs and encourage positive behaviors. The team gathers information to identify patterns, understand what may be contributing to the behavior, and determine what supports may help the student succeed. Behaviors may serve different purposes, including:

1. **Escape or Avoidance**: The student may be trying to avoid or take a break from a difficult task, activity, or situation.

2. **Attention and Connection**: The student may be seeking interaction, support, or a response from adults or peers.

3. **Access to Items or Activities**: The student may be trying to get something they want or enjoy, such as a toy, preferred activity, or other item.

4. **Sensory Needs or Self-Regulation**: The student may be responding to sensory input or trying to manage their emotions, energy level, or physical needs.

The goal is to understand what the student may be communicating through their behavior and identify positive, supportive strategies that help them succeed.

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Behavior Intervention Plan (BIP)

The results of a Functional Behavioral Assessment (FBA) are shared with the Individualized Education Program (IEP) team. If the team determines that additional support is needed, they may use the results to develop a Behavior Intervention Plan (BIP).

A BIP is a plan that outlines positive strategies and supports to help a student learn and succeed when challenging behaviors interfere with their learning or the learning of others.

The goal of a BIP is to understand and address the student's needs, teach helpful new skills, and create a supportive environment where the student can learn, grow, and thrive.

Source: [pent.ca.gov]

A BIP may include:

- **Positive Behavioral Strategies:** Identifying ways to encourage and support positive behaviors.
- **Replacement Behaviors:** Teaching the student new skills to help them meet their needs in more appropriate and effective ways.
- **Environmental and Instructional Supports:** Making changes to the learning environment or how activities and directions are presented to help the student be successful.
- **Positive Reinforcement:** Recognizing and encouraging behaviors that support learning and success.
- **Response Strategies:** Identifying how adults can respond consistently and supportively when challenging behaviors occur.
- **Team Communication:** Helping family members and school staff work together to support the student's progress.

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Present Levels of Performance



Present Levels

Educational Needs and Special Factors

Goals

Accommodations and Services

Educational Setting

Student's functioning in:

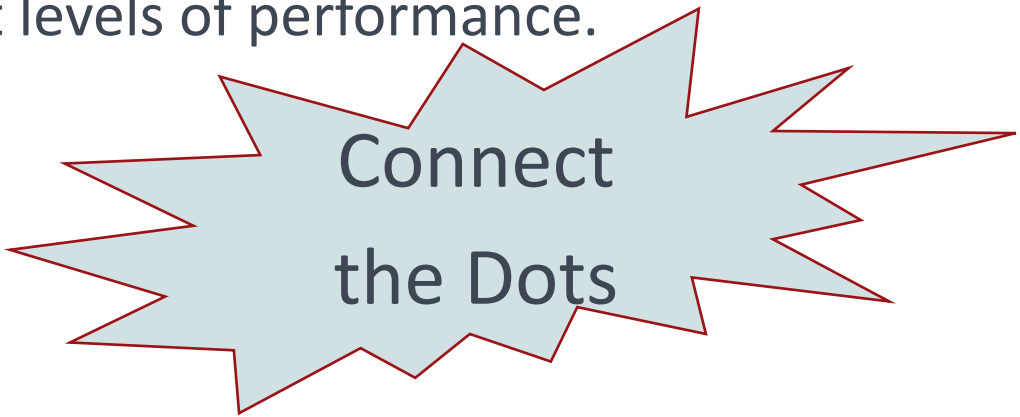
- Pre-academics/Academics

  (reading, writing, math, listening)
- Communication
- Gross/Fine Motor
- **Social Emotional/Behavioral**
- Health
- Vocational
- Adaptive Daily Living Skills

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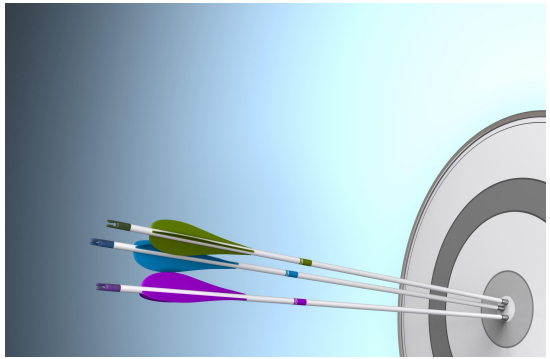
IEP Goals

Annual IEP goals are statements that describe what knowledge, skills and/or behaviors a student is expected to achieve within the year the IEP will be in effect. The IEP must include measurable annual goals consistent with the student's needs and abilities, as identified in the student's present levels of performance.



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Social/Emotional and Behavioral - Goal Examples



By annual review, when feeling frustrated or overwhelmed, John will utilize a pre-taught coping strategy (e.g. deep breathing, using a fidget, or requesting a break) with no more than one adult prompt in 4 out of 5 opportunities as measured by staff records.

By annual review, when involved in a peer disagreement, Sam will pause, use an “I statement” to express her feeling, and propose an alternative solution in 4 out of 5 opportunities as measured by staff records.

By annual review, during high-stress or unstructured times (e.g., transitions, recess, or lunch), Kat will utilize a calm body and verbalized or visual replacement behaviors to manage frustration with 4 out of 5 observed opportunities, as measured by teacher and aide data collection.

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Supports and Services

Possible Accommodations:

Access to fidgets,

Allow time to process,
Provide breaks,

Access sensory supports,

Provide time with preferred staff

Possible Services:

Individual Counseling

Counseling and Guidance

Psychological Services

Parent Counseling

Behavior Intervention Services

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Special Education and Related Services

Each service will have a start and end date	Typically, these dates align with the IEP date
Service Provider	The provider of the special education or related services
Frequency	The frequency of the service being provided, such as daily, weekly, monthly, yearly, or any other frequency
Duration	The duration of service and the number of times per frequency
Location	The location of where the service is provided

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Special Education and Related Services

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SPECIAL EDUCATION and RELATED SERVICES

Service: *Specialized Academic Instruction*	**Start Date:** *9/21/2026*	**End Date:** *9/20/2027*
Provider: *District of Service*	☐ Ind ☑ Grp ☐ Sec Transition	
Duration/Freq: *100* min served *Weekly*	**Location:** *Separate classroom in public integrated facility*	
Comments:		
Service: *Individual counseling*	**Start Date:** *9/21/2026*	**End Date:** *9/20/2027*
Provider: *District of Service*	☑ Ind ☐ Grp ☐ Sec Transition	
Duration/Freq: *90* min served *Monthly*	**Location:** *Service provider location*	
Comments:		

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Social Emotional Learning

Understanding the Three Tiers of Social-Emotional Support

Every student has different social, emotional, and behavioral needs. Many schools use a three-tiered system of support to help students build skills, develop positive relationships, and feel successful at school. Support can increase or change as a student's needs change.

What Families Should Know

- Students may receive different levels of support depending on their needs.
- Schools can adjust supports as students make progress or need additional help.
- The goal is to provide the right support at the right time so every student can thrive.
- These tiers describe levels of support and do not, by themselves, determine special education eligibility.

Source: pent.ca.gov

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Social Emotional Learning Continued

Tier 1-Universal Supports

For All Students

Building a strong foundation

These supports are available to all students and help create a safe, welcoming school environment where students can learn and grow.

Examples include:

- Learning about emotions and self-regulation
- Developing social skills and positive relationships
- Practicing problem-solving and coping strategies

Tier 2-Targeted Support

For Some Students

Extra practice and guidance

These supports are for students who may benefit from additional help with specific social, emotional, or behavioral skills.

Examples include:

- Small-group social skills instruction
- Small-group social-emotional learning
- Support with managing emotions or resolving conflicts
- Short-term, targeted interventions with progress monitoring

Source: pent.ca.gov

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Social Emotional Learning Continued

Tier 3-Intensive Support

For Individual Needs

More individualized assistance

These supports are designed for students with more significant or ongoing needs who require individualized, more frequent, or more intensive assistance.

Examples include:

- Individualized behavioral or social-emotional interventions
- More intensive mental health support
- Individual plans with ongoing monitoring and collaboration among the student's support team
- Could be embedded in the IEP as a direct service

What Families Should Know

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School Based Activities



Unified Sports and PE



Lunch Bunch







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Resources

Parent Mental Health Resource Guide

Exceptional Family Resource Center

Child Mind Institute

First 5 California-Parent Tip Finder

Love and Logic

https://www.sdcoe.net/students/health-well-being/mental-health-supports

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