

## CommUNITY Meetings

March 18th, 6pm-7:30pm, SELF School  
Transitioning To HS & Graduation Pathways

May 20th, 6pm-7:30pm, Location TBD  
Don't Agree With The IEP, Now What?



# BEHAVIORAL SUPPORTS & SERVICES

## In-School & Out-Of-School Understanding

*Public schools are bound to IDEA (federal special education law) & Article 7 (state special education law)*

*Private (out-of-school) providers are not obligated to special education laws*

*Under IDEA, one of the district's responsibilities is Free Appropriate Public Education (FAPE)*

*FAPE is where behavioral supports & services are classified*



## MAKING SENSE OF ALPHABET SOUP:

### Functional Behavior Assessment (FBA):

A formal process to figure out why a behavior is happening (its "function") by looking at records, interviewing people, and observing the student.

### Behavior Intervention Plan (BIP):

A written plan, detailing specific positive supports, new skills to teach, and how progress will be measured.

### Positive Behavioral Interventions & Supports (PBIS):

School-wide or individual strategies that focus on preventing problems and reinforcing positive behaviors.

### Free Appropriate Public Education (FAPE):

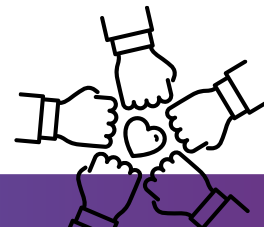
Federal law under IDEA & Section 504 ensures all eligible students with disabilities receive special education and related services at public expense to meet their unique needs.

## IF MY CHILD IS HAVING BEHAVIORAL ISSUES AT SCHOOL, WHO DO I CONTACT?

HELP!

### Reporting hierarchy for concerns/questions:

Teacher Of Record →  
Building Principal →  
District Director / Special  
Education Director



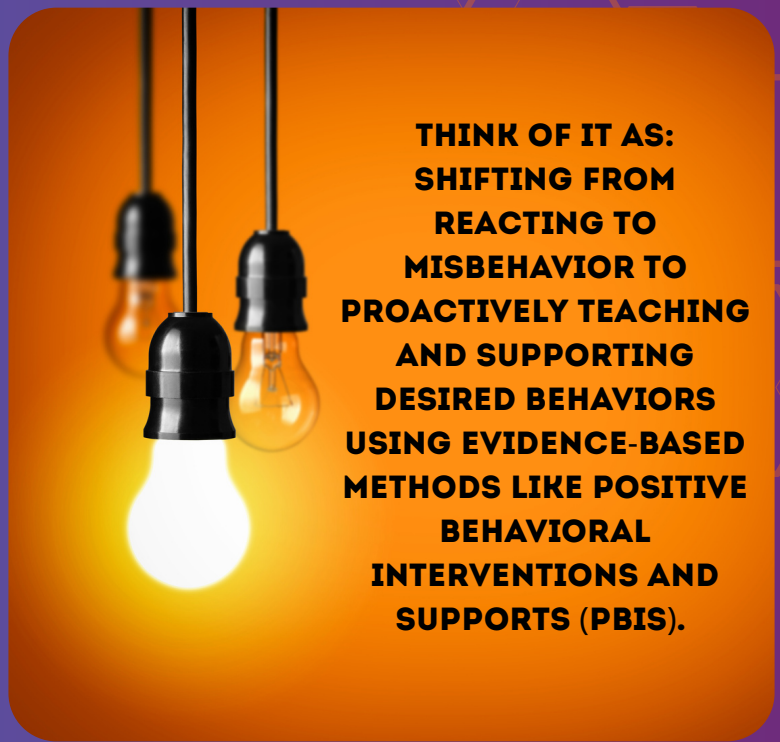
SEPAC Contact Info: [pcesparentgroup@pces.k12.in.us](mailto:pcesparentgroup@pces.k12.in.us)

## EXAMPLES OF SUPPORTS:

- Teaching communication skills to express needs instead of acting out.
- Modifying the classroom environment or schedule.
- Using appropriate staff to help implement the plan
- Implementing strategies to build social skills, routines, and self-management.

## EXAMPLES OF INTERVENTIONS & STRATEGIES:

- Teaching self-regulation or social skills.
- Changing classroom routines or providing choices.
- Using visual schedules or positive reinforcement.



Adding Tools To Your Toolbox



## HOW DOES THE ASSESSMENT, PLAN & SUPPORTS HELP MY CHILD?

- **Proactive Strategies:** These are services to help students develop skills for self-regulation, social interaction, and positive participation.
- **Goal-Oriented:** Aim to achieve self-determination, interdependence, productivity, and inclusion in school and community life.

These strategies can be used in all aspects of life. Home, school, and community are just a few of the places that this plan may be able to help your child.

If you would like to discuss special education matters, email us & include your name & district:

[pcesparentgroup@pces.k12.in.us](mailto:pcesparentgroup@pces.k12.in.us)

Contact Us:



Visit our website to learn more about our SEPAC & view previous topics presented:

[pces.k12.in.us/sepac](http://pces.k12.in.us/sepac)



## Interested in joining SEPAC?

Currently have Parent Representative vacancies in the following districts:

- Portage Township, SELF School, MSD Boone, Union Township & East Porter



ARTICLE 7



SEPAC WEBSITE