

Transition Behavior Scale IEP and Intervention Manual

Goals, Objectives, and Intervention Strategies for Behavior Necessary for Success in Independent Living and Employment

Stephen B. McCarney

© 1989 by Hawthorne Educational Services, Inc.

All rights reserved.

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

Printed in the
United States of America.
6/20



HAWTHORNE

**Educational Services, Inc.
800 Gray Oak Drive
Columbia, MO 65201
Phone: (573) 874-1710
Fax: (800) 442-9509
www.hawthorne-ed.com**

Table of Contents

I. Introduction	4
II. Using the <i>Transition Behavior Scale IEP and Intervention Manual</i> in conjunction with the companion evaluation scale	6
III. Goals, Objectives, and Interventions	7
Behavior Number	
1. Attempts new assignments	7
2. Begins assignments after receiving directions, instructions, etc.	10
3. Completes assignments within a specified time period	14
4. Completes assignments with at least minimal accuracy	17
5. Completes the required number of assignments in a given period of time	20
6. Is able to be productive in a group situation	23
7. Uses time outside of class appropriately	26
8. Responds appropriately to redirection in academic situations	28
9. Makes appropriate use of free time	30
10. Follows written directions	32
11. Has necessary materials for specified activities	35
12. Remains on-task for the required length of time	37
13. Changes from one activity to another without difficulty	41
14. Demonstrates short-term memory skills	44
15. Follows directions without requiring repetition, explanations, etc.	47
16. Makes responsible decisions on his/her own	50
17. Is organized	52
18. Is dependable	55
19. Demonstrates initiative in the absence of directions	58
20. Is independent	61
21. Demonstrates problem-solving skills	64
22. Is attentive	66
23. Is persistent in seeking success	68
24. Takes responsibility for his/her own actions	71
25. Is willing to assume extra responsibilities, tasks, etc.	73
26. Responds appropriately to typical physical exchanges with peers	76
27. Responds appropriately to friendly teasing	78
28. Cares for personal appearance	80
29. Demonstrates the ability to resolve conflict situations	82
30. Participates in extracurricular activities	84
31. Interacts appropriately in classroom/work activities	87
32. Uses communication skills to maintain positive interpersonal relationships with peers	90
33. Demonstrates appropriate hygiene	92
34. Can be relied upon to work cooperatively with peers	94
35. Interacts appropriately with a peer(s) in nonacademic situations	97
36. Demonstrates appropriate behavior in competitive activities	99
37. Uses communication skills to maintain positive interpersonal relationships with authority figures	102
38. Adjusts easily to new situations	104
39. Demonstrates stability	107

40.	Demonstrates loyalty to friends and organized groups	109
41.	Is responsible for appropriate care of personal property.	112
42.	Responds appropriately to environmental cues	115
43.	Stays in assigned area for the specified time period	117
44.	Follows the rules of the classroom.	120
45.	Demonstrates appropriate behavior in nonacademic settings	122
46.	Demonstrates appropriate behavior in an academic group setting.	124
47.	Behaves appropriately in the absence of supervision	127
48.	Responds appropriately to redirection in social situations.	128
49.	Follows verbal directions	130
50.	Comes to an activity at the specified time	133
51.	Is in attendance unless legitimate reason is given	135
52.	Waits appropriately for assistance from a supervisor	137
53.	Demonstrates appropriate behavior in the presence of a substitute authority figure. . . .	139
54.	Demonstrates the ability to follow a routine.	142
55.	Accepts change in an established routine	144
56.	Demonstrates appropriate use of school-related materials.	147
57.	Demonstrates appropriate care and handling of others' property	150
58.	Adjusts behavior to expectations of different situations	153
59.	Is honest	156
60.	Uses supplies or operates equipment and machinery safely.	160
61.	Does not possess or use drugs or alcohol at school	163
62.	Demonstrates the ability to control temper	165

IV. Appendix 169

I. Introduction

The *Transition Behavior Scale IEP and Intervention Manual (TBIM)* was designed to provide students with additional support and preparation in specific areas to increase the likelihood of success in employment or independent living. These behaviors were identified by education professionals and employers as the most relevant predictors of success in employment and independent living.

The intent of the **TBIM** is to provide educators with goals, objectives, and intervention strategies for the areas of concern identified by the *Transition Behavior Scale (TBS)*. The concept of identifying behaviors which contribute to success in societal transition and employment came from the recognition that, regardless of skills attained, inappropriate behavior will result in termination of employment, termination of independent living, and, quite possibly, removal from a community. The **TBS** and this manual provide an assessment of behaviors which will contribute to successful transition as well as goals, objectives, and interventions for those behaviors which, without improvement, will limit successful transition to employment and independent living.

The goals and objectives identified in this manual will serve as samples which may be used in writing IEPs for students preparing for transition. Criteria for measuring the success of the student's attainment of the goals and objectives must be determined by those professionals and parents who are aware of the student's current abilities and program recommendations.

The interventions listed under each behavioral characteristic should serve as a guide for program development or change for any student in need of behavioral improvement. Interventions may be chosen by a team of professionals, a special educator (in a self-contained class, resource room, or acting as a consultant), or by a regular education teacher. The interventions have been found appropriate for special education, as well as regular education classrooms. Professional judgment should dictate the choice of interventions for any particular student.

The assumption is made, in any professionally responsible educational setting, that all related variables will be considered in choosing appropriate interventions to facilitate student success. Thorough assessment should identify all related variables influencing student behavior to appropriately respond to individual situations. The

student's age, gender, grade level, local community standards, and any handicap which may exist are all to be considered in selecting appropriate interventions. Vision, hearing, general health, nutrition, and family case history should be considered to avoid the omission of any historical or contemporary determinants of behavior.

The expectation is that the appropriate interventions will be selected, agreed upon, and consistently used by all instructional personnel working with the student. Use of the same interventions by all teachers in all settings greatly facilitates the likelihood of student success in the educational environment. These interventions lend themselves particularly well to creating continuity across all the classes and educational settings in which the student functions.

To respond to the broad spectrum of implications related to behavior patterns, the interventions contained in this manual are designed to represent possible solutions which are both preventive and reactive. Preventive interventions are environmental modifications such as reducing stimulation, teaching the student problem-solving skills, etc. Reactive interventions are more immediately related to the situation such as removal from the group, increased supervision, natural consequences, etc.

Some interventions in this manual apply to most students and should be considered first to provide a more general approach to appropriate behavior. Other interventions are more specific and should be individually selected for students based on the appropriateness of the intervention to the situation.

For any behavior exhibited, it will be of value to assess the extent to which institutional variables influence the behavior. Limited supervision in classrooms, hallways, and during extracurricular activities, as well as arbitrary groupings and seating arrangements are examples of factors which are inherent in the educational setting and often contribute to inappropriate behavior. As a first step in improving a situation, these variables should be evaluated and acted upon to reduce the influence of variables which result in unsuccessful or inappropriate behavior.

This manual is designed to respond to the most typical behavioral characteristics which students need to exhibit to successfully move to employment and independent living. The interven-

tions listed under each behavioral characteristic should serve as a guide for program development for any student needing assistance. The student need not be identified as having any particular handicap. The appropriateness of the intervention relates directly to the behavioral characteristic and not to a classification label. Education professionals, parents and others intent on helping students have found these interventions to be successful.

Every attempt was made to provide interventions which are likely to contribute to improvement of behavior and reflect the positive behavior expected of educators in our schools. All interventions included in the **TBIM** have been observed to contribute to student success in transition to employment and independent living.

II. Using the *Transition Behavior Scale IEP and Intervention Manual* in conjunction with the companion evaluation scale

*NOTE: If the *Transition Behavior Scale IEP and Intervention Manual* is not being used in conjunction with the companion evaluation scale, the following procedural steps need not be followed.

- Step 1: The student is rated with the companion evaluation scale.
- Step 2: Conversions of raw scores on the evaluation scale are made. Subscale standard scores and the behavioral quotient and percentile are determined; and the companion evaluation scale *Profile Sheet* is completed.
- Step 3: Determine on which of the three characteristics (subscales) the student scores one or more standard deviations below the mean.
- Step 4: For each of the characteristics on which the student scored one standard deviation or more below the mean, determine which behaviors constitute primary concern in the educational environment (the behaviors with the highest raw scores).
- Step 5: Find goals and objectives from the *Transition Behavior Scale IEP and Intervention Manual* which represent each behavior indicated as a primary concern on the companion evaluation scale.
- Step 6: Determine those interventions from the *Transition Behavior Scale IEP and Intervention Manual* which are most appropriate in facilitating the student's success and meeting the goals and objectives chosen in Step 5.
- Step 7: If there are any behaviors which are of concern on subscales other than those with scores more than one standard deviation below the mean; goals, objectives, and interventions should be selected and written for those behaviors as well.
- Step 8: Share those goals, objectives, and intervention strategies selected for the student with all personnel involved in the student's educational program.

III. Goals, Objectives, and Interventions

1 Attempts new assignments

Goal:

1. The student will attempt new assignments.

Objectives:

1. The student will attempt new assignments/activities with physical assistance on ____ out of ____ trials.
2. The student will attempt new assignments/activities with verbal prompts on ____ out of ____ trials.
3. The student will attempt new assignments/activities with peer assistance on ____ out of ____ trials.
4. The student will independently attempt new assignments/activities on ____ out of ____ trials.
5. The student will attempt new assignments/activities within ____ (indicate a given time period).

Interventions:

1. Present the task in the most interesting, attractive manner possible.
2. Maintain mobility to provide assistance for the student.
3. Structure time units so the student knows exactly how long he/she has to work and when the work must be finished.
4. Provide the student with more than enough time to finish an activity. As the student demonstrates success, decrease the amount of time given to finish an activity.
5. Give directions in a variety of ways to increase the probability of understanding (e.g., if the student fails to understand verbal directions, present them in written form).
6. Have the student repeat the directions verbally to the teacher.
7. Give a signal (e.g., clapping hands, turning lights off and on, etc.) before giving verbal directions.
8. Provide the student with a predetermined signal when he/she is not beginning a task (e.g., verbal cue, hand signal, etc.).
9. Tell the student that directions will only be given once.

10. Rewrite directions at a lower reading level.

11. Deliver simple, verbal directions.

12. Help the student with the first few items on a task. Gradually reduce the amount of assistance over time.

13. Follow a less desirable task with a highly desirable task; make the completion of the first task necessary to perform the second.

14. Provide the student with shorter tasks given more frequently.

15. Provide the student with a schedule of daily events so he/she knows exactly what and how much there is to do in a day.

16. Prevent the student from becoming overstimulated by an activity (e.g., frustrated, angry, etc.).

17. Specify exactly what is to be done for the completion of a task (e.g., make definite starting and stopping points, identify a minimum requirement, etc.)

18. Require the student to begin each assignment within a specified period of time (e.g., three minutes, five minutes, etc.).