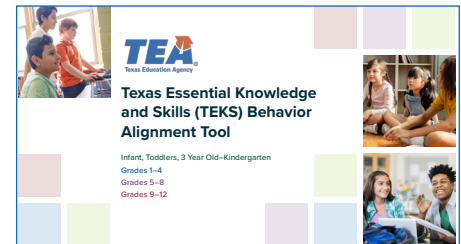


# ARD Committee Guide

## How to Use the TEKS Behavior Alignment Tool for IEP Development

The [TEKS Behavior Alignment Tool](#) includes a continuum of behavior skills that ARD committee members can utilize to:

- » Select relevant TEKS based on the student’s current grade level.
- » Review TEKS from previous grade levels to address skill gaps or regression in behavior-related competencies.
- » Use the selected TEKS to draft behavior and/or functional IEP goals that are instructionally aligned and support prerequisite skill acquisition.
- » Identify developmentally appropriate, evidence-based instructional practices that align with specific TEKS and support targeted behavioral skill development.



This approach ensures that IEP goals are not only standards-based but also instructionally aligned to support meaningful skill acquisition.

The following scenario provides an illustration of how ARD committees can use the [TEKS Behavior Alignment Tool](#) in practice:

## Example Scenario

- » **Context:** Gina is a 6th-grade student with disabilities who has demonstrated challenges with interpersonal communication, particularly within the general education setting.
- » **Identified Need:** Gina struggles with turn-taking, active listening, and engaging in appropriate peer interactions throughout class, particularly during small group activities. Gina often interrupts others, misses opportunities to respond thoughtfully to peers, or avoids participation in group discussions. These behaviors interfere with her ability to build peer relationships and contribute meaningfully to shared academic tasks.
- » **Using the TEKS Behavior Alignment Tool:**
  - i. Gina’s special education case manager (Mrs. Rodgers) uses the [TEKS Behavior Alignment Tool](#) to identify English Language Arts (ELA) 6th-grade TEKS 6.1D related to communication and social interaction: *“participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.”*
  - ii. Mrs. Rodgers determines that this 6th-grade TEK is not developmentally appropriate for Gina based on her observations in the general education setting. Gina frequently interrupts peers, has difficulty engaging with collaborative tasks, and is still developing the skills needed to respond constructively to others’ ideas. Mrs. Rodgers reviews the vertical alignment of the standards by examining ELA TEKS from 3rd, 4th, and 5th-grade to scaffold Gina’s learning.
  - iii. Mrs. Rodgers recognizes that Gina would benefit from strengthening foundational skills such as understanding and following group norms (Grades 3-4) and accepting responsibility for tasks within a team (Grades 4-5) before she can demonstrate effective participation in student-led discussion (Grade 6).

- iv. Based on the selected and reviewed TEKS, Mrs. Rodgers drafts a functional/behavioral IEP goal with input from Gina's general education teacher and the campus administrators: *"By October 2026, given visual cues, Gina will demonstrate appropriate turn-taking (e.g., waiting her turn without interrupting) and active listening skills (e.g., making eye contact, nodding, or responding appropriately to a topic) during small group activities in the general education setting, with 80% accuracy across three consecutive small group sessions, as measured by teacher observation."*
  - v. The [TEKS Behavior Alignment Tool](#) outlines developmentally appropriate behavioral expectations aligned with evidence-based practices (e.g., role-play activities, visual cues, peer modeling) that can be used to support Gina in achieving this goal.
- » **Outcome:** The IEP goal is standards-aligned, measurable, and supported by targeted interventions, increasing the likelihood of ambitious and meaningful progress. Since the IEP goal was developed collaboratively, it reflects shared priorities across settings and promotes alignment among stakeholders. This team-based approach supports consistent implementation to help Gina make progress toward this IEP goal.

## Benefits for ARD Committees

- » Promotes consistency and alignment between IEPs and the TEKS.
- » Encourages collaborative, informed decision-making within ARD committees.
- » Supports data-driven, standards-based practices in special education.
- » Enhances access to aligned resources for special educators and related service providers.