Facilitator's Guide

Lagging Skills
Professional Learning Library

Intended Audience:

Special Education Teachers, Behavior Interventionists, School Psychologists, School Social Workers, Administrators

Estimated Time:

60 minutes

Delivery Format: In-Person | Virtual | Hybrid

In-Person

Facilitator Role(s) and/or Background:

BCBAs, Behavior Interventionists, School Psychologists, School Social Workers, Special Education Teachers with Instructional Strategist II: Behavior Disorders, Individuals with strong behavioral backgrounds

Date / Version:

January 2026 / Version 1

Overview

Description of Learning Materials:

This course is designed to be completed in a single, 60- minute session.

Learning Objectives

By the end of this session, participants will be able to:

- Define and describe the Lagging Skills categories identified in ACHIEVE
- Explain how to identify Lagging Skills using Reviews, Interviews, and Observations
- Identify and write prevention, teaching, and behavior response strategies for the five Lagging Skills categories in ACHIEVE
- Write IEP goals addressing the five Lagging Skills in ACHIEVE

Facilitator Preparation

Prior to facilitating this session, facilitators should:

- Review the slide deck and accompanying speaker notes in full
- Review relevant federal and state guidance related to the topic

- Prepare examples, scenarios, or case studies as applicable
- Identify common misconceptions or areas of confusions to address
- Confirm technology, timing, and participant engagement tools

Materials & Resources

Required:

- [Lagging Skills.pptx](#)
- [Lagging Skills Facilitation Guide](#)
- [Case Study](#)

Common Questions and Clarifications

Facilitators may encounter questions related to:

- Are there any specific resources I should be using to identify Lagging Skills?

  Answer: At this time, the Department of Education is not recommending or requiring any specific resource to help identify Lagging Skills. Many Lagging Skills can be identified using the RIO portion of RIOT during a Functional Behavior Assessment.

- How do I identify a Lagging Skill if a learner needs a BIP but an FBA was not conducted?

  Answer: If an FBA was not completed but a learner requires the support of a Behavior Intervention Plan, the IEP team should review the learner's records, conduct interviews, and observe the learner in the natural environment in order to help determine which Lagging Skill(s) a learner may be demonstrating difficulty with.

- What if the Lagging Skill identified doesn't quite fit into any of the categories listed in ACHIEVE?

  There is a section titled "Other" that Lagging Skill information can be entered into. Just remember to be clear and specific about the lagging skill that has been identified and how it is potentially impacting the behavior of concern. Then, write strategies that are aligned with the identified skill into the learner's BIP.

Closing and Next Steps

Conclude the session by:

- Reviewing key learning points
- Reinforcing how the content supports compliant practice

Encourage participants to reflect on how this information applies to their role and current practices.

Facilitator Feedback

Use this Google form to document any feedback or questions after delivering this course/module: [Google Form](#)