

# What Parents Need — to Know About — Behavior Supports

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**BEHAVIOR**  
**IS**  
*Communication*

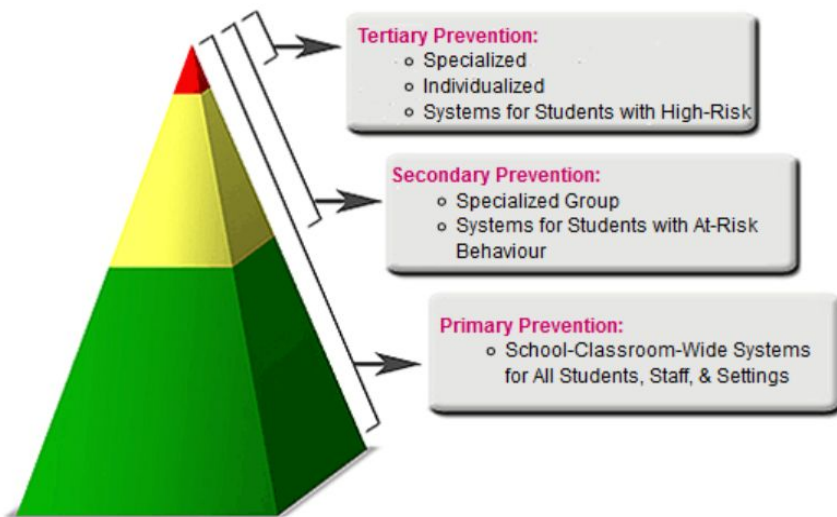
# ALPHABET SOUP

FBA

BIP

SEL

MTSS



Punishment  $\neq$  Intervention

When used properly, consequences should teach a replacement behavior.

### **Tier 3 - Individual Interventions - Intensive**

Alternative Education Placement  
 Return-to-School Circles (after suspension)  
 IEP Caseload  
 504 Referral  
 FBA/BIP/StIP  
 ECBI - Expanded Childhood Behavioral Intervention  
 Teacher-Student Circles  
 Check and Connect  
 Intensive Academic Interventions (3-5 days per week for 45 minute minimum; 3-5 students)

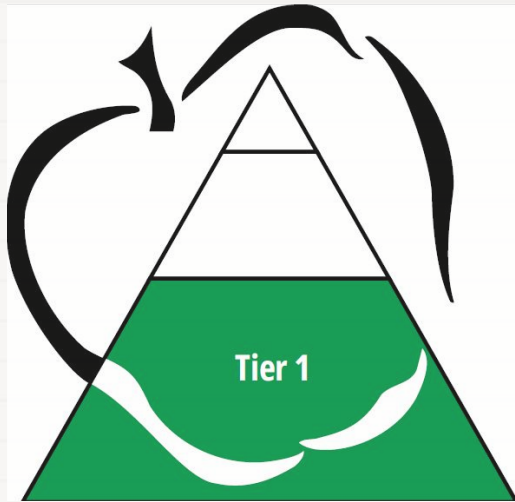
### **Tier 2 - Group Interventions - Targeted**

Topic Circle Series  
 Student-Student Circles (5 questions)  
 Check in Check Out (CICO)  
 Collaborative Decision Making (CDM)  
 Group Counseling  
 Academic Strategy Groups and Intervention Groups  
 Alt.One Caseload  
 Behavior Intervention Specialist Support

### **Tier 1 - Universal Interventions (ALL)**

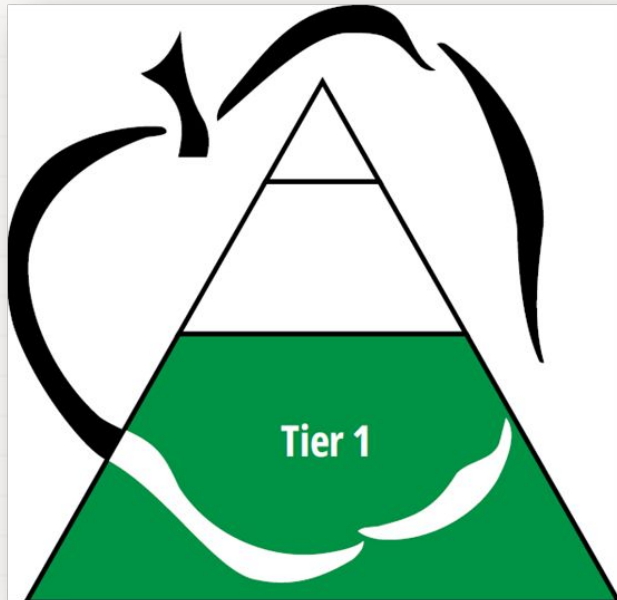
Community Building Circles  
 Advisory Lessons (SEL)  
 Second Step (SEL)  
 Schoolwide Expectations  
 Core Curriculum with Differentiated Instruction

# Characteristics of Tier One Supports/Interventions



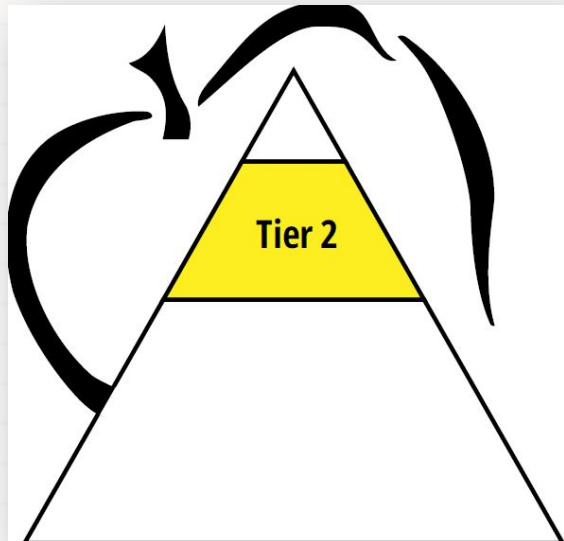
- Universal academic and behavioral supports
- Actively teaching & reinforcing (practicing) schoolwide expectations
- Clearly defined major vs. minor behaviors
- Using active feedback & encouragement for students that display the expectations
- Using a range of strategies to discourage undesired behaviors
- System that actively monitor tier one supports and structures

## Examples of Tier One Supports/Interventions



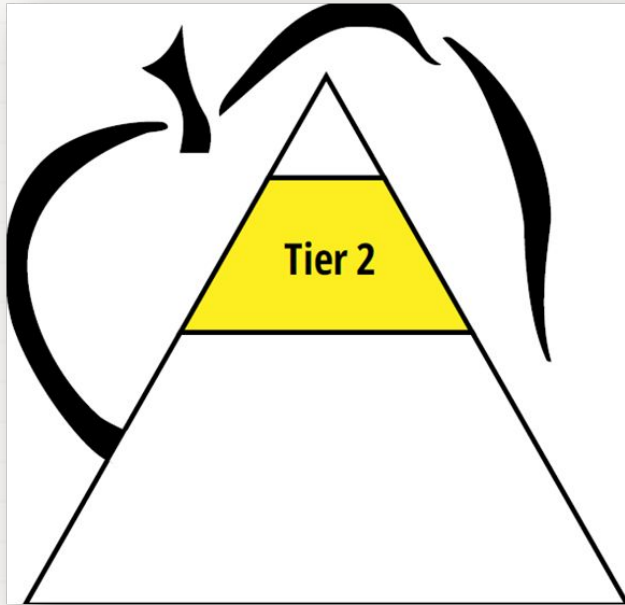
- Community Building Circles
- Universal Design for Learning (UDL)
- Universal Classroom Discipline Ladder
- Classroom vs. Office Managed Behavior Chart
- Scheduled Teaching & Practice Sessions of Schoolwide Expectations -at Natural Entry Points
- Schoolwide Acknowledgement System
- Second Step Lessons
- Differentiated Instruction (DI)

# Characteristics of Tier Two Supports/Interventions



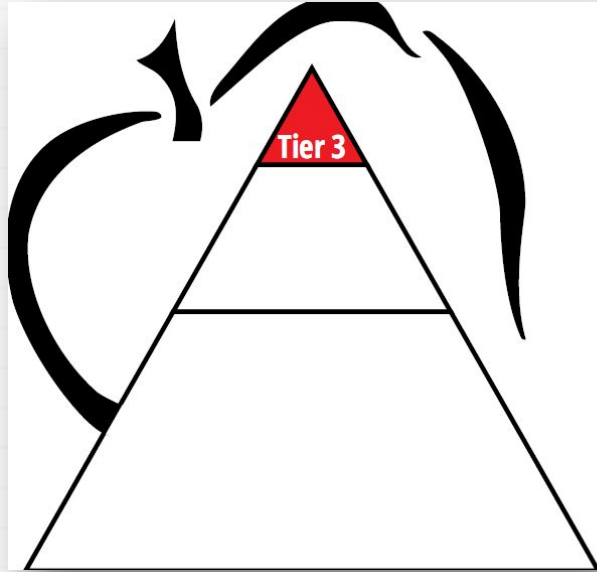
- Support for a targeted small group- 15% of your school population
- Support for students with mild behavior concerns
- Increased explicit instruction of expectations and skills (academic & behavioral)
- Students in this group need additional prompting, reinforcement & acknowledgement (arrow up)
- Home/School Communication
- Gradual Release from support

## Examples of Tier Two Supports/Interventions



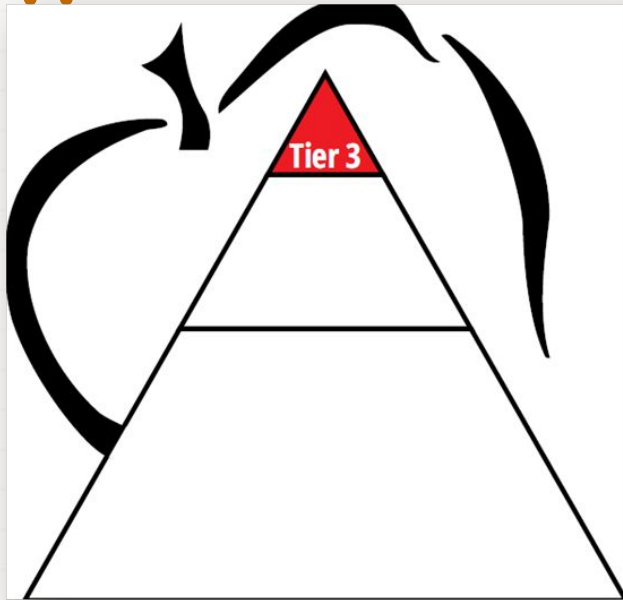
- Responsive Circles
- Check In/Check Out
- Academic Intervention
- Alt. One Caseload
- Small Group Counseling
- Check and Connect
- Behavior Intervention Support

# Characteristics of Tier Three Supports/Interventions



- Support for students that require an individualized assessment to design a unique comprehensive academic or behavioral plan- *5% of your school population*
- Support is provided by staff with expertise to support individual plans
- Coordinated with parents or guardian & sometimes with community or outside agencies
- Students in this group need **intensive** prompting, reinforcement & acknowledgement (arrow up)

## Examples of Tier Three Supports/Interventions



- Return to School Circles
- Collaborative Decision Making (CDM)
- 504 Referral
- Therapeutic Services (e.g., Villa, Thrive)
- Functional Behavior Assessment Referral (FBA-BIP)

# ALPHABET SOUP

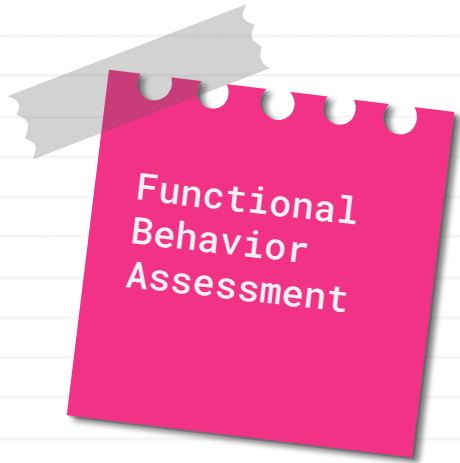


BIP

SEL

MTSS

# FBA



"... the systematic process of gathering information to guide the development of an effective and efficient behavior intervention plan for the problem behavior."

COMAR 13A.08.04.02

# FBA INCLUDES:

## Functions

Identification of the functions of problem behavior



## Description

Description of the problem behavior in the educational setting



## Factors

Identification of environmental and other factors that contribute to, or predict, the occurrence or non-occurrence of the behavior



## FBA, continued...



**Define the behavior**

- Process for developing an understanding of a target behavior
- Multiple team members collect & analyze the data
- Consent must be provided by the parent
- Can be done for any student
- Must have clear definition of the problem behavior

# ALPHABET SOUP

FBA



SEL

MTSS

# BIP



"... proactive, data-based, structured plan that is developed as a result of a functional behavior assessment which is consistently applied by trained staff to reduce or eliminate a student's challenging behaviors and to support the development of appropriate behaviors and responses."

COMAR 13A.08.04.02

## **BIP INCLUDES:**

**Strengths**



**Problem Behavior(s)**



**Behavior Goals**



**Replacement Behaviors**



**Preventative Measures**



**Teaching Strategies**



**Reactive Measures**



**Progress Monitoring**



# How Families Support the BIP



## Home strategies

What works at home?



## School strategies

What works at school?



## Outside strategies

Who else may have a strategy that works?



## Reinforcement

Reinforce behaviors at home.

# ALPHABET SOUP

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# Social Emotional Learning

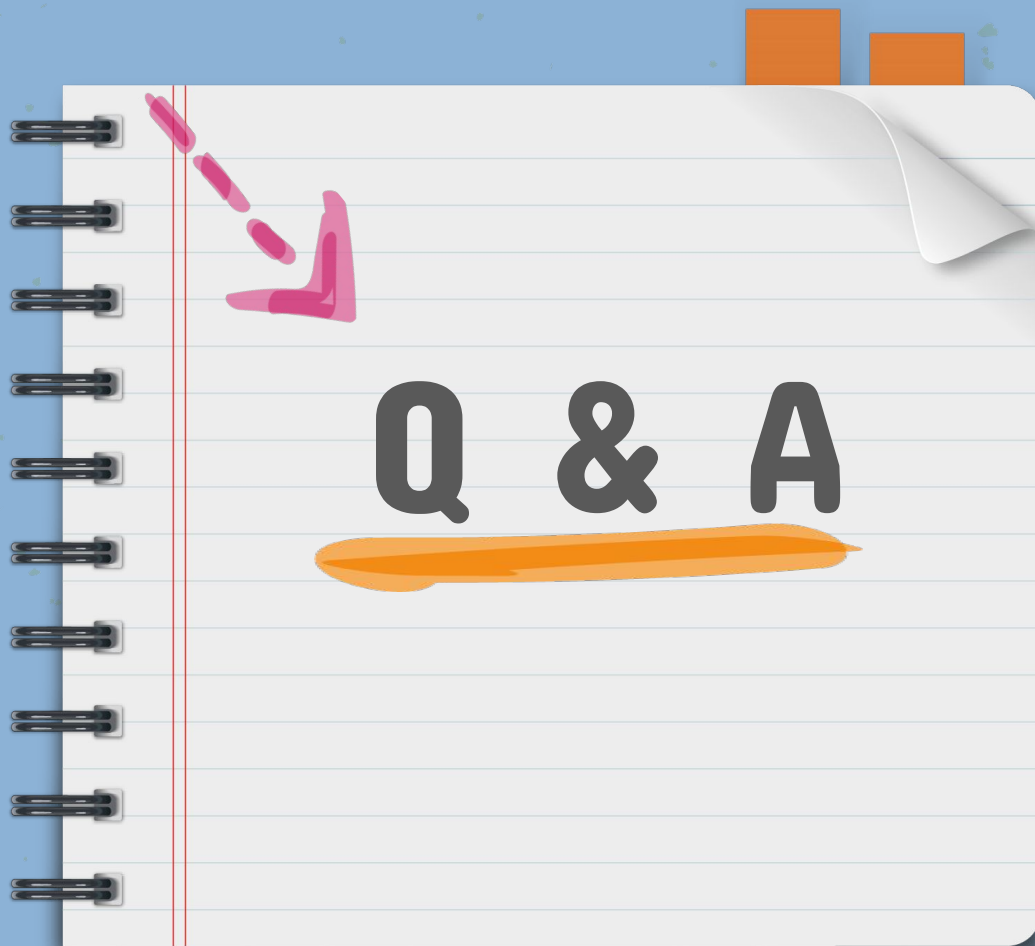
## SEL in AACPS

Elementary	Middle	High
Second Step Curriculum	Second Step Curriculum	New Global Community Citizenship (GCC) Course – 9 <sup>th</sup> Grade
Move, Move, Move Curriculum	School – Wide Campaigns/Celebrations (Unity Day, Mo Gaba Day, Kindness Campaigns)	Wellness Curriculum (JHU)
Interactive Read Alouds and Mini Lessons	Health Curriculum	Health Curriculum
School Counseling Core Curriculum	School Counseling Core Curriculum	School Counseling Core Curriculum



Center on the Social and Emotional  
Foundations for Early Learning





# Thanks!

Do you have any  
questions?

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