

What are the ABCs of Behavior?

- **A**ntecedent: An event that occurs before a behavior
- **B**ehavior: Action of the student
- **C**onsequence: The event that occurs directly following a behavior

What are the Functions of Behavior?

- To gain access to an item, activity or person
- To escape/avoid an item, activity or person

Why focus on Behavior?

- Behavior communicates a need that children have identified based on their interaction in the environment.
- Students can learn how to control their behavior just as they learn how to read and write.



Special Education Department

Mission

Our Special Education Staff is committed to providing specialized academic and behavioral support and services to students with exceptional needs in order to fully engage them in high quality learning environments that challenge and prepare them to be well-rounded, active members of a global society.

Our Special Education Staff has identified four key commitments that will ensure this mission is fulfilled:

1. Responsiveness – timely communication with students, parents, and staff
2. Guidance – program implementation in accordance with federal and state laws
3. Support – to create stimulating learning environments
4. Resolution – to ensure a free and appropriate education for all students



Positive Behavior Support Program

A Reference Guide for Parents, Teachers, and Administrators

Vista Unified School District



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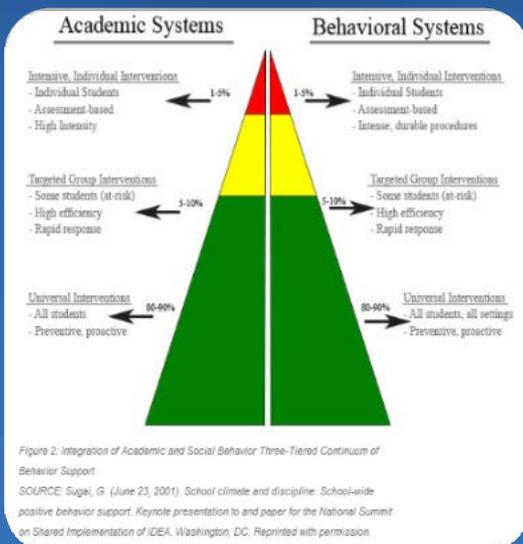
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Parent's Role

Parents play a key role in supporting their child's behavioral success. Good things happen when families and school personnel discuss challenging behavior when it occurs rather than just hoping that it will go away. Open communication between home and school keeps the focus on what the child needs for success. Parents can reinforce their child's behavior at school by promoting positive behaviors in the home setting. The partnership between parents and the teacher will create a consistent setting for children to learn the difference between appropriate and inappropriate behavior, and, most importantly, how to self-monitor and adjust their behavior accordingly.



Response to Intervention Framework



Teacher's Role

Behavior is an important and valuable component of the educational process. The Individuals with Disabilities Education Act (IDEA, 2004) defined a Response to Intervention (RtI) framework that identifies two systems of support to ensure that all students, including students with disabilities, have access to grade level standards and are successful academically.

The RtI framework identifies three tiers of support for the Academic System and three tiers of support for the Behavioral System. Teachers utilize the different tiers of behavioral support to assist students learn how to manage their behavior so that their academic achievement is not interrupted.

Teachers work in unison with parents to help develop and encourage appropriate behavior in the classroom setting. Teachers work with support staff to determine the



function of a maladaptive behavior to identify appropriate behavioral interventions. These interventions may include: individual counseling, social skills groups, behavior support plans (BSP), and Functional Analysis Assessment (FAA)

As California deepens the implementation of the Common Core state standards, one key aspect of support for all students will be to address behavioral needs. This will support students in developing the requisite skills, knowledge, and ability to be prepared for college and career.