



Addressing Student Behavior **Fact Sheet**

In order for a school to be a safe and an orderly place for teaching and learning, it must have a code of conduct, or school rules. Some schools may also have school-wide programs that teach, support, and reinforce positive student behaviors in order to establish a climate in which appropriate behavior is the norm and learning is maximized. However, some students who do not respond positively to classroom or school-wide rules and programs may need individualized support.

Where does the individualized support process start?

In New Mexico, the school's Student Assistance Team (SAT) is the starting point to address behavior for an individual student in regular education who is not responding positively to classroom or school-wide behavioral interventions. Thus, a student with frequent, persistent, or severe behavioral challenges needs to be referred to the SAT. The SAT will have a meeting with the student's parents (and the student, if appropriate) to talk about the concern. For students already eligible and receiving special education services, the student's Individualized Education Program (IEP) Team will meet with the parent and student, if appropriate, about this concern.

Then what?

The SAT or the IEP Team may determine that it is in order to study the situation more effectively, it must analyze what triggers the problematic behavior through conducting what is known as a Functional Behavioral Assessment (FBA). The SAT or IEP Team will designate one or more school staff to conduct the FBA which generally consists of record reviews, observations, and interviews. An FBA is important because it may identify underlying reasons for the problematic behavior. The results of the FBA provide a foundation for the SAT or IEP Team as it develops informal interventions or a more formalized Behavioral Intervention Plan (BIP) for the student, depending on the severity of the behavior.

What is a Behavioral Intervention Plan (BIP)?

A BIP is a written plan with specific strategies, interventions, and supports designed to teach acceptable behaviors while decreasing or eliminating opportunities for the student to engage in inappropriate behaviors. For example, a student who is physically aggressive at recess may have a BIP that combines teaching her self-control or conflict resolution skills along with strategies for staff to more effectively manage the student during recess. The SAT or IEP Team will include in the BIP a method by which to collect data, monitor, and evaluate the student's BIP at specific intervals, making adjustments based on the student's response to this individualized intervention.

Where can I learn more?

- To learn how to design and implement a school-wide system of positive behavioral supports and interventions for all students go to Positive Behavioral Interventions and Supports (PBIS) at www.PBIS.org. A companion to PBIS is the School-Wide Information System, (SWIS), a program to assist schools in collecting discipline referral data and using it to drive decision-making about the school plan. www.swis.org
- The New Mexico Public Education Department has published a comprehensive technical assistance manual for schools in how to conduct an FBA and develop a BIP for an individual student. Please see *Addressing Student Behavior: A Guide for Educators* at the **Rtl link** at www.ped.state.nm.us
- If you have questions about the code of conduct and/or positive behavioral supports at your school, please contact the school principal.