

Behavior Outreach Process

Mild Misbehavior that may result in consultation:

Description: May interfere with a student's ability to reach their potential or have positive relationships with others

Examples: Noncompliance, property misuse, mild inappropriate language

Moderate Misbehaviors that may result in a collaborative behavior planning meeting:

Description: May disrupt the classroom, may interfere with student's ability to learn or have positive relationships with others

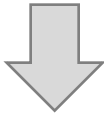
Examples: Mild physical aggression, defiance, class disruption, disrespect

Severe Misbehaviors that may result in a functional behavior assessment:

Description: Significant dangerous or threatening behaviors, concern of safety for self or others, severe withdrawal from school

Examples: Physical aggression, strong and repetitive defiance, self-injurious behaviors pattern of seclusion or restraint

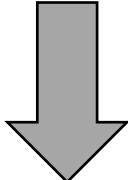
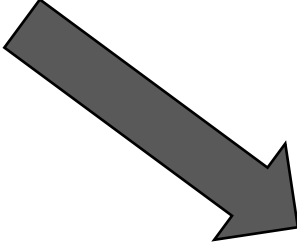
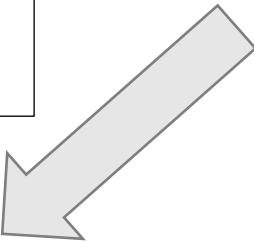
Requesting school staff member submits Request for Behavior Outreach Services with behavior data attached after principal reviews and signs request



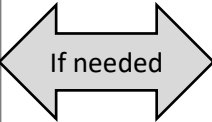
Outreach staff:
Observes student, collects fidelity data, assesses need for Consultation, Collaborative Behavior Planning meeting (CBP) or Functional Behavior Assessment (FBA) & shares recommendations with teachers & administrators.



Possible Outcomes



Consultation
Problem reasonably managed by school staff through implementation of consultation recommendations



CBP
Outreach staff facilitates CBP meeting, types action plan, meets to review action plan until behavior no longer interferes with learning



FBA
For students experiencing a pattern of seclusion, restraint, or exclusion; Or when MDR determines that a behavior is a manifestation of a student's disability; Or When behavior interferes with learning despite Tier I & Tier II PBIS in place. REED is completed if student is eligible for special education or a disability is suspected



**New for
2017-2018**