Best Practices for Behavior Management
You will learn

- Research based best practices for managing student behavior
- Legal requirements for managing student behavior
- Where to locate resources to support the management of student behavior
“I've come to the frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher I possess a tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.”

Haim Ginott
Child Psychologist
Texas Behavior Support Initiative
SB1196

Three-Tiered Model of Schoolwide Discipline Strategies

Universal
(All Students)
Schoolwide Systems of Support
(75-80% of Students)

- Social skills teaching
- Positive, proactive discipline
- Teaching supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline

Selected
(At-risk Students)
Classroom and Small Group Strategies
(15-25% of Students)

- Intensive social skills training
- Self-management programs
- Adult mentors (checking in)
- Increase academic support

Targeted/Intensive
(High-risk Students)
Individual Interventions
(5-10% of Students)

- Intensive social skills training
- Individual behavior intervention plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around)

Source: Institute on Violence and Destructive Behavior
Ector County ISD

**Tier 1**
- General Education Classroom management system
- Teacher interventions
- 4 weeks

**Tier 2**
- Teacher and Campus interventions
- 4 weeks

**Tier 3**
- Behavior Team with support from campus
- Teacher/RTI Specialist/Campus Core Team/Behavior Specialists/SpEd Itinerant Teachers/LSSP

**Tier 1—General Education Classroom management system—Teacher Step**
- Collect data (frequency, intensity, duration, latency, setting, content, time of day, day of week, group or independent work, etc.)—talk to the parent, other teachers, the student
- Prioritize—Identify the top 2 behaviors with the replacement behaviors for each
- Determine the function of the behaviors
- Identify meaningful incentives and meaningful consequences
- Put in a plan—positive focused (point sheet, incentive sheet, visual schedule, etc.)
- Implement the plan for at least 4 weeks
- If the student is not making progress—go to Step 2

**Tier 2—General Education Teacher involves additional campus support (i.e. administrator, Core Team, mentor Teacher, counselor)**
Teacher Guide for Working with children with behaviors – Tier 1

1. DATA

2. SYSTEM

3. STRATEGIES
Data

A Teacher Data Sheet should be completed for each serious or chronic behavior that impedes the learning of the child or others.

Having multiple teacher data sheets helps analyze behaviors and helps to see patterns.

Other information should be looked at such as: Anecdotal records, attendance records, parent information, grades, discipline records etc.
Because data is so important, after it is analyzed, it should be brought to RTI, 504, ARD meetings, etc.

**Data drives student needs and services** provided for students.

Without data, it is hard to determine appropriate strategies or systems needed for the child.
Also, if a behavior plan is needed, it is impossible to write a good plan without data.

Data should show 2 or 3 clear measureable behaviors that need interventions.
Classroom System

The teacher needs to come up with 2 or 3 replacement behaviors (behaviors they would like to see), and set up a system for positive supports for the child.

**Example:** if the child *hits and kicks*, the replacement behavior could be “hands and feet to self”. If the child *wanders the room*, the replacement behavior could be “stay in designated area”. If the child *yells and screams*, the replacement behavior could be “use inside voice when upset”.
Simple Strategies – *put in place prior to data analyzation or the function of the behavior is determined*

**Visual schedule** at the child’s desk (could also include a check off as the day goes by)

**Positive praise** when the student is doing the replacement behaviors (4 positives to every correction)

**Visual boundaries** - tape on floor around student’s work area, or tape around the child’s work space at a table.
Refocus area (not time-out) - clear boundary for place for the child to go if he/she needs to calm down. This should be proactive. The child goes here prior to a crisis. He/she has to be taught how to use it.
Visual reminders/Visual cues - many times children with difficulties with behaviors—do not respond to verbal directions or verbal corrections.

A. Children think “in pictures” so a picture of the direction or correction works better than a verbal strategy.

A. Taping some visual reminders or visual cues on a student’s desk if effective, and the teacher can point to the picture to redirect the child.
● Positive relationship opportunities for the child
Ideas for Teacher Consequences *(this needs to be meaningful to the child)*

private discussion of behavior
“system” incentive not received
lunch detention
before/after school detention,
recess detention
loss of preferred activity (computers)
call home
parent/student/teacher conference
## Best practices for the classroom teacher at Tier 1—even if the function of the behavior is unknown...

<table>
<thead>
<tr>
<th>Positive Practices</th>
<th>Behavioral Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Give 4 positive to 1 negative verbal or visual feedback</td>
<td>• Teach replacement behaviors</td>
</tr>
<tr>
<td>• Clearly defined limits, clear expectations</td>
<td>• Point sheet</td>
</tr>
<tr>
<td>• Visual schedule for the individual student</td>
<td>• Setting limits</td>
</tr>
<tr>
<td>• State directive 1 time and walk away</td>
<td>• Meaningful rewards and meaningful consequences</td>
</tr>
<tr>
<td>• Private discussion regarding behavior</td>
<td>• Use a timer (ex: student paying back class time missed)</td>
</tr>
<tr>
<td>• First, then strategy</td>
<td>• Detach when the student’s behavior escalates</td>
</tr>
<tr>
<td>• Opportunity to move with permission</td>
<td>• Consistency</td>
</tr>
<tr>
<td>• <strong>A genuine relationship with the student</strong>—establish trust</td>
<td>• No second chances</td>
</tr>
<tr>
<td>• Visual and tactile reminders</td>
<td>• Contracting/rewards/incentives for desirable behaviors</td>
</tr>
<tr>
<td>• Reduce words</td>
<td></td>
</tr>
<tr>
<td>• Defined boundaries</td>
<td></td>
</tr>
</tbody>
</table>

### References

1. [Best practices for classroom teachers at Tier 1](#)
NO POWER STRUGGLES!

Power struggles can be avoided by using verbal

**FOGGING**

*Defined* - The use of **nonjudgmental** opening statements

- Gives teachers time to breath before the situation turns into a crisis

**Examples**

1. Student: My mom said you’re stupid.
   Teacher: Thanks for the information sweetheart, now can everyone open your books to....

2. Student: This math class sucks!!!
   Teacher: That’s an interesting opinion.

3. Student: I’m not doing this work and you can’t make me
   Teacher: You’re right. So when you’re ready to begin let me know and I will assist you.
Possible statements are...

- "You might be right, do you have a better idea”
- That’s possible”
- “Could be”
- “Thanks for sharing”
- Thanks for the information”
- “That right, what should you be doing?”
- “Thanks for understanding”, Thanks for your cooperation”
- “Sounds like an argument? I argue at…”
- “Feel free to …”
- Do the unexpected—sing or chant what you want them to do.
- Ask for a favor...redirect the behavior.
- Yes/No questions
- “How do you plan to solve the problem?”
- “Is that helping your or hurting you?”
- “If you did care...what would you do?”
- “What’s your best guess?”
- “I noticed…”
- Use I statements
- Use thinking statements, not fighting words.
- Respond with “matter of fact” words (no emotion, no sarcasm)
- (Choose to not hear it—no response needed)
KEY POINTS FOR AVOIDING CONFLICTS

- Listen, Acknowledge, Redirect, Defer.
- Know what pushes your buttons.
- Don’t take the bait.
- Take charge of your negative emotions.
- Act - don’t react. Give yourself 3 seconds before responding.
- Model non-aggressive behavior
- Allow the student to save face. You do not have to have the last word.

Source: Bureau of Education & Research
“Rita Pierson: Teaching Tips (Win Win Conversations)” video is a great example of how to turn “lose lose” situations into “win win” situations.

Please go to YouTube and to watch it. After watching it, reflect on how this method can be implemented with your students.
## A = Antecedents

**Triggers / Precipitating Factors**

<table>
<thead>
<tr>
<th>Abuse/Neglect</th>
<th>Medications</th>
<th>Hungry</th>
<th>Tired/Sleepy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family problems:</td>
<td>Weather</td>
<td>Toothache</td>
<td></td>
</tr>
<tr>
<td>Divorce</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of day</td>
<td>Depression</td>
<td>Bullying</td>
<td>Drugs/Gangs</td>
</tr>
<tr>
<td>Sibling Rivalry</td>
<td>The new boyfriend</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### B = Behavior

**Defining the Behavior:**

- **Objective**
- **Observable**
- **Clear**
- **Measurable**

<table>
<thead>
<tr>
<th>Bad Example:</th>
<th>Good Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(ex.)</strong> Not following the rules</td>
<td>Out of seat 5 times in 10 minutes</td>
</tr>
<tr>
<td>(1.) Noncompliant</td>
<td>Refuse to go into classroom</td>
</tr>
<tr>
<td>(2.) Bullying</td>
<td>Slaps student on the head</td>
</tr>
<tr>
<td>(3.) Disrespectful</td>
<td>Says “shut up” to teacher</td>
</tr>
<tr>
<td>(4.) Rude</td>
<td>Interrupts teacher while teacher is talking to adults</td>
</tr>
<tr>
<td>(5.) Using Inappropriate Language</td>
<td>Says &amp;^%$# when he does not want to participate</td>
</tr>
<tr>
<td>(6.) Aggressive</td>
<td>Throw desk against wall when angry</td>
</tr>
<tr>
<td>(7.) Disrupting</td>
<td>Running around classroom</td>
</tr>
</tbody>
</table>
| (8.) Cursing | Calls students $%#@* &
C = Consequences
What happens right after the target behavior (inappropriate behavior) occurs?

**Examples:**

<table>
<thead>
<tr>
<th>Cried</th>
<th>Laughed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hit peer on arm</td>
<td>Grabbed teacher’s wrist</td>
</tr>
<tr>
<td>Cursed “B....”</td>
<td>Screamed “shut up”</td>
</tr>
<tr>
<td>Screamed at teacher</td>
<td>Apologized to peer</td>
</tr>
<tr>
<td>Complied with request</td>
<td>Fell asleep</td>
</tr>
</tbody>
</table>
From your ABC’s—you can determine the FUNCTION

Why is the inappropriate behavior happening?
## CAP Model for Analyzing Behavior

### Collect Data

| C | Functional Behavior Teacher Data Sheets |
|   | Frequency Counts                         |
|   | Attendance Record                        |
|   | Grades, Teacher Reports                  |
|   | Parent Information                       |
|   | Medical/Health Information               |
|   | Office Referrals                         |
|   | Outside Evaluations                      |
|   | Educational History Review               |
|   | Hypothesis Worksheet                     |
|   | Behaviors and Replacement Behaviors Worksheet |
|   | Therapeutic Rapport                      |
|   | Summary Questions Worksheet              |
|   | Functional Behavior Interviews           |
|   | Complete Formal FBA Observations – include times/settings/content/activity/A-B-C-functions (severe behaviors) |
|   | Interview Student for (Likes and Dislikes/P.O.V.) |
## Analyze Data

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>Put All Data Together Objectively</strong>&lt;br&gt;<strong>Include Patterns of A-B-C</strong>&lt;br&gt;<strong>Consider Functions of the Behaviors</strong>&lt;br&gt;<strong>Review Interventions Tried</strong>&lt;br&gt;<strong>Create Chart/Graph/Table for Data</strong>&lt;br&gt;<strong>Prioritize Behaviors (select 2 or 3 behaviors to target)</strong>&lt;br&gt;<strong>Determine Replacement Behaviors</strong>&lt;br&gt;<strong>Investigate Options/Ideas</strong>&lt;br&gt;<strong>Consider Team's’ Goals</strong>&lt;br&gt;<strong>When/Where are the Behaviors Happening?</strong>&lt;br&gt;<strong>When/Where are the Behaviors Not Happening?</strong>&lt;br&gt;<strong>Consider meaningful rewards and meaningful consequences for the student</strong>&lt;br&gt;<strong>Determine Positive Behavior Supports</strong>&lt;br&gt;<strong>Write FBA Report (Severe behaviors)</strong></td>
</tr>
</tbody>
</table>

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27
<table>
<thead>
<tr>
<th>Plan Intervention/System</th>
</tr>
</thead>
<tbody>
<tr>
<td>· <strong>Team Meeting</strong>- School/District Staff, Parent, Support Staff, Outside Agencies if applicable, Student – if appropriate</td>
</tr>
<tr>
<td>· Consider Best Practices Based on Functions of the Behaviors</td>
</tr>
<tr>
<td>· Consider Individual Student Skills</td>
</tr>
<tr>
<td>· Consider Verbal and Non-Verbal Systems</td>
</tr>
<tr>
<td>· Consider Contracts/Point Sheets/Self Monitoring Sheets</td>
</tr>
<tr>
<td>· Develop Best Practice Interventions/System – Always Include Positive Behavior Supports</td>
</tr>
<tr>
<td>· Plug in All the Holes</td>
</tr>
<tr>
<td>· Get “Buy-In” From All Team Members - Vigilance and Consistency for 4-6 Weeks</td>
</tr>
<tr>
<td>· Written Copies of System to Team – Clear and Concise</td>
</tr>
<tr>
<td>· Meet to Tweak After 4-6 Weeks – Using New Data</td>
</tr>
</tbody>
</table>
Positive Interventions/Best Practice Strategies for behaviors when the function is... CONTROL...

- Give responsibility, give control – set the boundaries
- Setting limits – 2 choices with positive and negative consequences
  - Visual schedule for correction
  - State directive 1 time and walk away
  - Visual environment and structure
  - Private discussion regarding behavior
- Implement meaningful consequences – planned out in advance
  - Clearly defined expectations – written down
AVOIDANCE or to ESCAPE/DELAY a difficult task or non-preferred activity, escape/avoid a setting...

• Homework tray for after school time
  • Visual schedule with incentives
    • Check off list
• Allow student to perform highly desirable task when assignment is complete and turned in
  • Student maintains a chart or graph of completed and turned in assignments, consider incentive
• Give alternative way to complete work – use of a voice recorder, use of a keyboard, dry erase board, book on tape
  • Use a timer
  • “Chunk” assignments
• Give choices for what to complete first
  • Earn homework pass or shortened assignment
    • Divide work into small steps
• Provide opportunities to practice and receive positive feedback
  • Teach cues to solicit assistance with difficult tasks
    • Peer tutoring, group assignment
Get SENSORY STIMULATION...

| Assign two seats with permission to move | Seat near teacher, seat away from distractions |
| Standing table to complete work | Visual reminders (cards, signs, body prompts, cues) |
| Use audiotapes and drawing activities | “Stop and think” |
| Fixed time interval checklist kept at student’s desk | Time out (tell, show, practice) (use a timer or visual) |
| Make “do” requests instead of constant “don’t” comments | Modeling, role-play appropriate behaviors |
| Verbalize what you need to see, not the negative behavior that is occurring | |
| Practice procedures (raising hand to ask for help, lining up for transition activities, turning in work, etc.) | Reinforcement when student exhibits self-control |
| Allow to stand for short periods of time | |
| Explain inappropriate behaviors and the replacement behaviors (behaviors student needs to increase) | |
| Provide incentives offering sensory stimulation (furry item, stress ball, koosh ball, tactile objects, pipe-cleaners, etc.) | |
| Reminder signal (student determines signal) (private signal) | Give tactile manipulative |
| Re-direct | Positive signal – when appropriate behavior occurs |
| Set visual boundaries around work area (duct/masking tape, etc.) | Respond to positive at a ration of 4 to 1 negative |
| Use timer for self monitoring on-task behaviors...start with shorter time and then increase time on task with success | |
| Teacher assistant/helper | “Chunking” work |
| Assist with “starting work” | Keep clutter off desk |
| Assign added responsibility to help with feelings of success | Use study carrels to isolate from levels of distraction |
| Self monitoring sheet with incentives, checklist for student to monitor appropriate behaviors | |
| Attention for positive behaviors, ignore minor infractions | Cards with window cut for frame – focus attention |
| Allow quiet place to work, offer headsets to eliminate noise, place away from distractions (not as a punishment) | |
| Maintain scheduled activities, decrease unstructured time | Attention to positive behaviors of peers |
| Set Limits – If you _______ then _______ will happen, but if you _______ then _______ will happen. (Give wait time and be sure to state the positive choice first.) |
Get PEER/ADULT ATTENTION, REWARD/TANGIBLE ITEM, GAIN ACCESS TO PREFERRED ACTIVITY...

- Respond to verbal challenges in a neutral way – “That’s possible”, “You might be right” – DO NOT ENGAGE IN A POWER STRUGGLE
- Give responsibility/control – set the boundaries
- State directive 1 time and walk away
- Teach procedures (Tell, Show, Practice)
- Correct and explain inappropriate behaviors – when student is calm and more rational
- Keep students actively involved continuously
- Redirect to the expected behavior with a gesture or visual prompt (not verbal)
- Visual reminders, use picture cues as a reminder for what you want to see
- Write clear expectations
- Studiously avoid using escalating prompts
- Delay responding
- Visual schedules with self monitoring
- Teach peers to ignore inappropriate behaviors of others
- Timeout – (begin with least restrictive and move to most restrictive) Planned ignoring, remove materials/work/toys, timeout card, timeout rug/chair, timeout square, head down timeout, timeout behind screen, timeout in a timeout room
- Set Limits – 2 x 2 (2 choices with 2 consequences) - state the positive choice first – give time and space (allow wait time for processing)
- Deliver an appropriate negative consequence – one time – then make sure you enforce the consequence
SKILL DEFICIT...

• **Break the task into small steps**
  - model a list of steps needed to complete a task
  - mark places in the plan where you might take a break
  - break assignments into doable lists

• **Teach strategies**
  - make a list of resources that might be needed and why
  - Help students visualize going through steps and determine what the final product will be
  - create a picture in the mind of the final outcome
  - tap into all learning modalities (auditory, kinesthetic, visual, tactile)

• **Check for understanding**
  - teach how to use checklists/rubrics
  - self-evaluate and celebrate small successes

• **Reteach the lesson**
  - model the lessons, assignments and instructions in small sequential steps, after modeling have students do deliberate guided practice
  - tell student exactly what to focus on and why
  - have student verbalize and draw images or use concrete techniques
  - teach students to highlight or underline important information
  - use engaging games and activities
There must be a balance between meaningful rewards and meaningful consequences!!
Green—Yellow—Red System

1. Identify the green behaviors (replacement behaviors)
   Identify the yellow behaviors (caution—time to correct behavior)
   Identify the red behaviors (serious or chronic behaviors)

2. Clearly plan what happens for green behaviors (meaningful rewards)
   Clearly plan what happens for yellow behaviors (visuals, nonverbal)
   Clearly plan what happens for red behaviors (immediate and meaningful)

3. Write down the plan in detail and staff the plan with the team (Plug up the “holes in the boat” and get last minute input from team)
   Must have commitment from team and parent to follow the plan (Consistently and vigilantly)
   Get buy-in from the parent
<table>
<thead>
<tr>
<th>GREEN BEHAVIORS</th>
<th>YELLOW BEHAVIORS</th>
<th>RED BEHAVIORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Follow teacher instructions...even if it is different than usual.</td>
<td>• Refuse to follow teacher instructions.</td>
<td>• Cursing at or around staff or peers.</td>
</tr>
<tr>
<td>• Walk in hallways to and from class.</td>
<td>• Being disrespectful to staff and students through loud volume and mean words.</td>
<td>• Yelling or being disrespectful to school staff.</td>
</tr>
<tr>
<td>• Be respectful by demonstrating the use of nice words and tone of voice.</td>
<td>• Fail to complete work in a timely manner.</td>
<td>• Hitting or hurting anybody.</td>
</tr>
<tr>
<td>• Complete all work to the best of my ability.</td>
<td>• Refuse to work with the group I have been assigned to.</td>
<td>• Throwing objects.</td>
</tr>
<tr>
<td>• Show an obedient attitude.</td>
<td>• Disrupt the learning environment.</td>
<td>• Damaging or destroying personal or school property.</td>
</tr>
<tr>
<td>• Accept responsibility for my actions.</td>
<td>• Not keeping my behavior in check.</td>
<td>• Running from school staff.</td>
</tr>
<tr>
<td>• Stay in control of my behavior.</td>
<td></td>
<td>• Leaving school property.</td>
</tr>
</tbody>
</table>
Senate Bill 1196

Texas Behavior Support Initiative

• States it is the policy of this state to treat all students with respect and dignity
Best Practices...Positive Strategies

1. Relationships Matter
   • Call students by their names
   • Greet students using appropriate eye contact and a smile
   • Shake hands with students
   • Compliment students who are being appropriate
   • Have a **positive** attitude with students
   • Show interests in their activities, hobbies
   • Acknowledge changes in their behaviors by showing empathy and concern
   • Be supportive at the early signs of anxiety or frustration
   • Respect their personal space
   • Listen
   • Use positive talk

2. Be a good listener—**listens** communicates respect and strengthens trust.

3. Be positive
   - Way to go!
   - I like the way you are sitting still!!
   - Good job!
   - I think you're on the right track now!!
   - I'm proud of you today!!
   - AWESOME!
4. Use good “verbal” strategies
   • Verbal Directive (use appropriate and respectful tone, volume, and cadence)
   • Say it—mean it—1st time
   • Use respectful words, tone, body language
   • Use Non-Verbal Strategies and Visual with your Words

5. Non-verbal strategies
   • Pictures / cues
   • Visual reminders
   • Visual schedule
   • Check off list
   • Chunked work
   • Green-Yellow-Red dots
   • Visual warning before action
   • Respect space
Responding to DISRESPECTFUL BEHAVIOR

Delay responding
Avoid escalating prompts
Respond calmly
Deliver appropriate negative consequence
Be consistent
Model the conversation you want to have
Reduce or stop words if behavior escalates
Quit taking it personal (QTIP)
Do not nag
It is not “what” you say, but how you say it

DO NOT ENGAGE IN A POWER STRUGGLE...
It’s a lose lose situation!!
Things to **AVOID**...

Getting in the student’s face
Discrediting student
Nagging or preaching

Arguing
Engaging in power struggles
Tugging or grabbing the student
Cornering the student
Shouting or raising voice
Feel like you are riding a dead horse?  
Try getting off and doing something different.

Thinking outside the box

Never give up!!

Ever ride a dead horse?

Try something new!

Doing the same thing over and over and expecting different results...crazy??

SB 1196
TBSI
Try a TBSI Time-out...

The legal definition of a time-out is a **behavior management technique** in which, to provide a student with an **opportunity to regain self-control**, the student is **separated from other students** for a **limited period** in a setting:

- that is not locked; and
- from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or
- another inanimate object

TEC § 37.0021 (b) (3)

A “restrictive” (documented) time-out must meet all of the underlined criteria mentioned above.

- One shall NOT use physical force or threat of physical force to place a student in time-out
- Technique should be used in conjunction with an array of positive behavior intervention strategies
- Include the IEP/BIP if utilized on recurrent basis
- Shall NOT be implemented in fashion that precludes involvement and progress in general curriculum and IEP

TAC 89.1053 (g)
RESTRAINTS

In some cases all of our best practice strategies and interventions are not enough for the crisis the student is experiencing and behaviors may continue to escalate. In the event that happens a staff member may have to perform a restraint on the acting out individual. Texas Behavior Supports Initiative (TBSI) has specific policies and procedures to consider when a restraint is inevitable for a student that is eligible for Special Education.

Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student’s body. TEC § 37.0021(b)(1)

Restraint can only be used in an emergency with the following limitations:
- Limited to reasonable force necessary to address emergency
- Discontinued when emergency no longer exists
- Implemented to protect health/safety of student and others
- Shall NOT deprive student of basic human necessities
  TAC 89.1053(c)

Emergency means a situation in which a student’s behavior poses a threat of:
- Imminent, serious physical harm to the student or others; or
- Imminent, serious property destruction
  TAC 89.1053(c)

Documentation of Restraint

Day of restraint
- Administrator/designee (written or verbal)
- Parent—good faith effort (verbal)

Within 1 school day
- Parent—placed in mail or otherwise provided (written)

Timely Manner
- Student
  Special Education Eligibility Folder for ARD consideration (written)
Don't ever give up.
The Texas Behavior Support Initiative, or TBSI, is a legislatively mandated state level training by Senate Bill 1196 and the Texas Administrative Code. §89.1053.

The TBSI training is designed to provide foundational knowledge for the use of Positive behavior Interventions and Supports for students with disabilities as well as with all students.

While the TBSI training meets legislative requirements related to procedures for the use of restraint and time-out, it also provides a framework for sharing a wide range of foundational level behavior strategies and prevention based school wide, classroom, and individual interventions.
TBSI Modules 1-6 may be completed on-line through Region IV @ http://www.esc4.net.

If you do not have an account with Region IV one must be created to begin this training. The TBSI Training ID# is 1267215. The Admin training ID# is 1267336.
Online Resources


For questions or clarification on any portion of this presentation, please contact...

Gail Johnson
432-456-5133

Chris Unterbrink or Anthony Scott, Behavior Specialists
432-456-5176