

**FUNCTIONAL BEHAVIORAL ASSESSMENT,
BEHAVIORAL INTERVENTION PLANS,
AND POSITIVE INTERVENTION AND SUPPORTS:
AN ESSENTIAL PART OF
EFFECTIVE SCHOOLWIDE DISCIPLINE
IN VIRGINIA**



Virginia Department of Education
Richmond, Virginia

Second Edition, 2005-2006

Emerging Challenges and Opportunities for Virginia Schools

School administrators, classroom teachers, and parents share common goals—to help students increase their academic achievement, improve positive relationships, and develop qualities and skills that lead to a successful and satisfying life. To accomplish these goals, schools throughout the Commonwealth have begun a number of initiatives to improve student performance on the Standards of Learning. Progress to date is encouraging. However, numerous challenges remain to ensuring safe and effective schools for all students.

Teachers at all grade levels recognize that not every student comes to school ready to learn. Because of diverse backgrounds and experiences, students possess differing levels of preparation for learning. Now, both general and special educators are responsible for teaching students who evidence serious academic problems. Other students may lack appropriate social skills, problem-solving skills, or self-control.

One or two students can monopolize a substantial amount of teacher time and energy and impede the teaching/learning process. When these situations arise, practitioners usually rely on standard strategies to deal with misbehavior. Either independently or with the support of their colleagues, teachers find ways to intervene to eliminate the problem. The majority of students respond positively to these efforts because previous experience has enabled them to learn from simple interventions and negative consequences. These intervention strategies teachers use include sharing behavioral expectations with students, enforcing classroom rules, using physical proximity to students, promoting high levels of academic engagement, praising appropriate student behavior and giving regular feedback on performance, delivering mild reprimands for improper behavior, and enforcing a loss of privileges. Unfortunately, for some students, these strategies fail to produce the desired outcome and may even exacerbate an already difficult situation. Today, a growing number of youngsters exhibit behaviors that challenge the success of daily classroom instruction. Recent Federal legislation includes provisions that address the

negative effects that student behavior can have on classroom teaching and

