



Additional Information Regarding Accessing GenEd Behavioral Support

- Objective data collection (i.e., frequency and/or duration measures) will expedite the process in most cases
- Documentation within Aeries on the Pre-referral Intervention and Intervention Page will typically expedite most cases
- There are no specified/legal timelines regarding behavioral supports but the Equity Behaviorist will attempt to respond to schedule an observation to all Behavior Observation Referral Form Requests within 2 weeks of receipt of the form.
- Questions about the process/procedures can be addressed by the Equity Behaviorist, Adriel Wong, at 925-682-8000 ext. 6286 or wonga@mdusd.org.

Examples and non-examples of behaviors that may merit additional behavioral support:

Examples (occurring at least consistently for at least 3 weeks)		
High	Moderate	Low
<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> • Aggression- hitting, punching, pulling hair, throwing objects, pushing, fighting, kicking, physical altercations, and any form of aggression with an object that poses direct and immediate danger to others. All behaviors listed are directed towards others. • Self-Injurious Behavior (SIB) - banging head, hitting oneself, throwing body towards objects, aggression toward self with an object that poses direct and immediate danger to self, potential of drawing blood. • Large Property Destruction- Destruction of; electronics, desk, window, others belongings. • Elopement- Running from the classroom and not returning, leaving campus. • Tantrum-A combination of two or more challenging behaviors lasting longer than 10 seconds. • Inappropriate touching- touching another peer or adult in sexually explicit nature <p>Frequency of behavior - occurring at least twice per week or displaying multiple of the behaviors described above along with multiple within the Moderate section at least weekly per behavior.</p> <p><i>If behavior only occurs once per week or every other week, but puts the student or others in immediate danger, qualifies for a high intensity behavior.</i></p>	<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> • Verbal Aggression towards others- calling others inappropriate names, using non-appropriate school language, threatening statements, teasing others, using inappropriate language in a way of addressing others. • Inappropriate language- racially charged aggressive language, sexually aggressive • Social emotional- Crying for more than 10 minutes during class, refusal to speak, withdrawn • Non-compliance- refusal to participate in class activities, respond to peers or adults. • Disruptive Behavior- Any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe for longer than 10 seconds and it is difficult to redirect the other students within the class back to the assigned activity (e.g., making sounds, touching others, throwing small objects, singing, running around the classroom, dancing, making joking comments) • Property Destruction- Breaking pencils, ripping up more than 5 pages in one sitting, swiping items. Multiple occurrences must occur within the setting <p>Frequency of behavior - occurring multiple times per week per behavior displayed.</p>	<p>Includes, but not limited to:</p> <ul style="list-style-type: none"> • Inappropriate Language- at times uses non-appropriate school language. • Non-compliance- at times refuses to engage in work, but is easily redirected and reengaged • Chronic absenteeism- student has missed multiple days of school and parents relay that it is a result in behavior- may change in ranking due to the amount of time missed, mainly in relation to distance learning. • Disruptive behavior - any instance of the student engaging in activities other than the assigned activity or lesson that causes other students to observe, but the other students can be easily redirected back to the assigned activity. <p>Frequency of behavior - occurring less than 5 times per week per behavior displayed.</p>
<p>Non-examples (to be addressed via basic classroom management strategies, schoolwide supports, possibly a BSP)</p> <p>Occurring in isolation:</p> <ul style="list-style-type: none"> • Playful behavior • Noncompliance • Minor disruption including talking out in class, walking around the classroom • Behavior in which other students also engage regularly • Inappropriate language including swearing, insults • Spitting • Crying/minor tantrums (lasting less than 2 minutes) • Verbal defiance • Refusal to engage • Sleeping <p>Note: Any combination of the above behaviors may constitute “Severe disruption” as described in the other column. In addition, behaviors listed here (or not listed here) that severely impact the education of the student may also merit support. Data should support all such claims.</p>		

Depending on the severity and intensity of the behavior, the plan created by the site needs to be implemented for the following periods of time, with progress and data collected prior to submitting a Behavioral Observation Referral Form:

- High Intensity Behavior: 1-2 weeks
- Moderate Intensity Behavior: 2-4 weeks
- Low Intensity behavior: 4-6 weeks

PLEASE SEE REVERSE FOR ADDITIONAL INFO