



Resource Spotlight

A resource brief to support virtual professional learning for division partner staff and families

Social, Emotional, Behavioral Instruction Resources

- [Supporting Students with Disabilities within the Classroom with a PBIS Framework](#)- National Center on PBIS practice brief describing intervention strategies educators implement to support all students, including students with disabilities, in their classrooms.
- [Behavior Strategies for Intensifying Intervention](#)- National Center on Intensive Intervention (NCII) menu of behavior support strategies, organized by antecedent modification, self-management, and reinforcement strategies, along with approaches for intensification.
- [Behavior Intervention Guides](#)- Integrating Behavior Support and Team Technology (ibestt) guides describing evidence-based strategies for function-based positive behavior interventions and supports.
- [Behavior Instruction and Intervention](#)- Virginia Department of Education (VDOE) guidelines and resources to support behavior instruction and intervention, and the FBA/BIP process.
- [Behavior Fact Sheets and One-Page Practice Guides](#)- VDOE and Cooperative for Effective Behavior Intervention and Supports (CEBIS) downloadable behavior resources, such as fact sheets, one-page practice guides, and infographics for teachers, administrators, and families/community members throughout Virginia.

High Leverage Practices (HLPs)

- [Teaching Social Behaviors Practice Brief](#)- Progress Center brief describing how to plan social behavior instruction for students with disabilities and support access to the general education curriculum.
- [Supporting and Responding to Behavior: Evidence-Based Classroom Strategies](#)- National Center on PBIS practice guide summarizing evidence-based, positive, and proactive practices that support students' social, emotional, and behavioral needs.
- [Social Emotional Learning Program Guide](#)- Collaborative for Academic, Social, and Emotional Learning (CASEL) resources including social, emotional, and behavioral instruction strategies, high-quality indicators, and effective program guides.

Family Supports

- [Discipline and Students with Disabilities](#)-VDOE companion video to the Virginia Family's Guide to Special Education to help families better understand the discipline process while engaged in their child's education.
- [Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports](#)-National Center on PBIS e-book on ways to enhance family engagement in schools for improved academic, social, emotional, and behavioral student outcomes.
- [Intensive Intervention Overview for Parents and Families](#)- NCII resources and infographics for families describing intensive intervention and positive behavior support for students.

Professional Learning Opportunities

- [Ultimate Behavior Toolkit: What Works](#)-VDOE and Center for Implementation and Evaluation of Education Systems (CIESS) module series on evidence-based classroom strategies for elementary and secondary teachers to teach and support positive prosocial behaviors in their classrooms.
- [Functional Behavior Assessments and Behavior Intervention Plans](#)-VDOE and CEBIS module series on function-based behavior instruction and problem-solving that builds academic and behavior-related skills and effectively reduces persistent interfering behaviors in the school setting.
- [Classroom and Behavior Management](#)-CEEDAR Center module offering tools and practices for multiple levels of intervention, including schoolwide, classwide and individual behavioral supports.
- [Social Skills Instruction](#)- VCU Autism Center for Education (VCU-ACE) microlearning series offering foundational knowledge and easy-to implement social-emotional learning strategies for students with autism.
- [Behavior Support for Intensive Intervention](#)- National Center on Intensive Intervention (NCII) online course consisting of eight modules on designing and delivering effective behavioral supports for students with intensive needs.

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