

## **Behavior Intervention Class** **Program Description**

The Capistrano Unified School District's TBIC classes are designed to provide Specialized Academic Instruction (SAI) in a small class structure to individuals with more intensive behavioral, social emotional and mental health needs. In addition to providing access to grade level academics, the program focuses on social skill development and behavioral and emotional regulation. Support for students in this program is provided by certificated special education teachers, itinerant staff and instructional support staff members. This program is designed to meet the individual needs of each student according to their Individualized Education Program (IEP).



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# **Capistrano Unified School District**

## **Elementary Therapeutic Behavior Intervention Class (TBIC)**

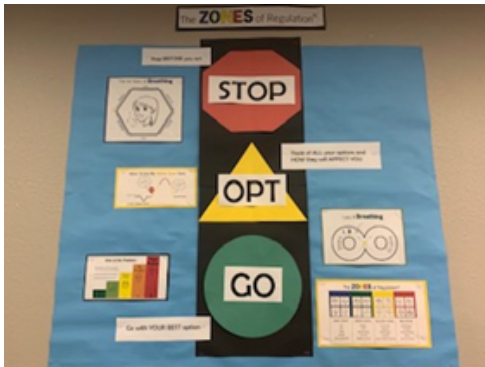


## **CUSD Mission Statement**

CUSD's mission, in partnership with the home and our richly diverse community, is to prepare our students to meet the challenges of a rapidly changing world.

## **Goal of the Therapeutic Behavior Intervention Class**

The goal of Therapeutic Behavior Intervention Class (TBIC) is to provide a highly structured, academically challenging environment which is nurturing, safe, and supportive. This environment will support each student in developing the skills needed to engage successfully with peers and adults in both school and community. As students acquire the necessary skills, structure and supports are faded to allow students to generalize and participate in less restrictive environments on the school site.



## **Program Components**

- Multi-tiered level system- Students are provided daily point sheets to earn points and monitor expected behaviors. Reinforcement is provided based upon point totals.
- Small class structure - Classes are designed to provide specialized academic instruction to individuals with more intensive behavioral and emotional needs.
- Routines and schedules are utilized to assist students in learning to manage their own behavior and continue academic progress.
- Research and evidence based practices and strategies are incorporated throughout the program.
- Social skills development as well as self-regulation and anger management instruction are embedded into daily structure.
- Students are taught replacement behaviors, identified in their Behavior Intervention Plans, which are affirmed through positive and immediate feedback in an environment rich in reinforcement for pro-social behaviors.

## **Positive Intervention Model**

The staff is committed to providing students with consistent feedback which will reinforce the student's repertoire of positive behaviors. Students are provided with clearly defined, achievable expectations which promote respect, responsibility and readiness. Positive reinforcement is provided to students for the demonstration of these qualities and behaviors.



## **Designated Instruction and Services (D.I.S.)/Related Services**

These services, also known as related or supplementary services, may be required to assist a student with special needs to benefit from their education. These related services may include: transportation, speech/language therapy, psychological services, adapted physical education, physical or occupational therapy, assistive technology support, and counseling services. The IEP Team determines the need for these services.