

Student Name: _____ Date: _____

Behavior Program Criteria

Updated 2/26/2025

Please see the timeline and steps below prior to completion of the entrance criteria

Entrance Criteria

Instructions: Please answer “yes” or “no” to the following questions.

	Is the student identified as a Special Education student with an implemented Individualized Education Program (IEP)? If the answer is NO - Student is not eligible for the Behavior Program, the intervention team should look to complete a special education referral form if appropriate.
	Is the student identified according to IDEA under one of the following categories? • Other Health Impairment • Autism • Emotional Disturbance • Multiple Disabilities (if one of the present disabilities is one of the listed above)
	Have you worked with the BCBA (or member of the BCBA Referral Team) for consultation, development and/or revision of a Positive Behavior Support Plan currently active and being implemented?
	Is daily data collection being implemented to target specific disruptive and/or dangerous behavior as outlined in their Positive Behavior Support Plan?
	Does the student exhibit behavior that impedes their ability to follow their general education schedule without adult support/intervention? <i>Example: Student may be dysregulated and requires an alternative setting to complete an academic task, student may struggle to attend class on time or for the duration of the class period.</i>
	Does the student require functional goals and specially designed instruction directly related to their identified disability beyond executive functioning skills and social work instruction? Examples of Functional Skills: • Emotional regulation • Behavior reduction (for specific target behaviors) • Social skills • Conflict Resolution • Behavior Management
	Has the behavior been displayed over an extended period of time (6 months or more), with Tier II interventions having been implemented with fidelity? <i>Note: If a significant trauma occurred for the individual, this could potentially be waived given team discussion</i>

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	Have any of the following individuals informally observed the student to examine adverse behavioral issues: ● Building Administrator and/or Director of Special Education ● Social Worker ● BCBA ● Behavior Program Teacher
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If you answered “**yes**” to all of the above questions, the student does qualify for the Behavior Program. An IEP team meeting needs to be scheduled. In the meantime, please fill out the timeline (listed below).

If you answered “**no**” to one or more of the above questions, proceed below:

	Does the student exhibit continued behavior that presents a risk to serious bodily harm to themselves or others without significant behavior intervention? Examples: Students who have a history of behavior that qualifies as very dangerous, requires restraint/seclusion, SRO involvement, suspensions, and/or crisis interventions.
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If you answered “**yes**” to the above question, the student *may* qualify for the Behavior Program. An IEP team meeting needs to be scheduled. In the meantime, please fill out the timeline below:

If you answered, “no” to the question above, the student does not qualify for the Behavior Program programming. Please meet back as a team and re-evaluate the student’s allocation of programming.

Date to be implemented	Steps
	Behavior Program Clinician (if applicable) and BCBA conduct observation of student potentially requiring another placement within special education
	Staff meeting is scheduled with: Administration, Team Leader, IEP Coordinator, BCBA, Social Worker, Case Manager
	Staff Meeting Held (within 1-2 weeks) ● All relevant data pertaining to areas of need and reason for the staffing should be presented to the team ● Entrance Criteria will be completed
	If the student meets criteria, the current case manager along with clinical staff will contact the parent

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	Parents and staff meet with BCBA to fill out Behavioral Questionnaire
	IEP Team meeting is conducted to determine any changes to the IEP that need to be made
	IEP and Positive Behavior Support Plan (PBSP) is updated to reflect current needs
	Staff complete Orientation Plan • Schedule • Activities • Timeline • Further observations/consultations • Fading of staff (if applicable)
	Student & family visits program (if applicable)
	Student meets staff members working with them
	Student starts in program

Programming Levels

Level	Support Provided	Criteria
Level 4 Least Restrictive	• Academics are serviced through the behavior program, resource room and/or general education setting without support. • Behavior consultation is provided • Participate independently in all school activities (not including SDI time on IEP) • Student participates in check in/check out (morning and afternoon) in general education setting. <i>Note: Once a student has been at a level 4 for 12 consecutive weeks, the IEP team may reconvene to determine if the student continues to require placement in the behavior program.</i>	• 5% or less of behaviors observed per partial interval data collection • Behavior plan embedded within the resource room and/or classroom • No incident sheets in the last 10 days
Level 3	• Academic and social skills instruction is serviced through the behavior program or General Education setting • Participate independently in assemblies, specials • Participate in lunch and recess with peers (with support as needed)	• Targeted behaviors observed in no more than 10% of measured intervals • Individualized behavior plan

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	• Navigate hallways independently • Participate in check in/check out (morning, midday, afternoon) in the behavior program room.	• No incident sheets in the last 10 days
Level 2	• Some academics occur in the general education setting • All behavior and some academic instruction occurs in the behavior program • Alternative lunch and/or recess • Supervision during transitions • Access to technology during break/unstructured times • Supervision during specials • Student will participate in social skills 2x/week led by the special education teacher • Student participates in a “check in” time after each work block	• Targeted behaviors observed in no more than 20% of measured intervals • Individualized behavior plan • Incident sheets but only for minor behavior(s)
Level 1 Most Restrictive	Self Contained (including part of behavior program homeroom) • All behavior and academic instruction occurs in the behavior program • Direct supervision within hallways, arrival and dismissal • Alternative lunch and recess • Alternative specials (art, music, PE, library) in special education • Student will participate in social skills 2x/week led by the special education teacher • Student participates in a “check in” time after each work block <i>Note: If a student exhibits a pattern of “major” level behavior (aggression, elopement outside, threatening) they will immediately move down to a level one for the remainder of the day. Student will remain at a level 1 until they have shown: 0 occurrences of major behavior and 15% or less disruptive behavior for the remainder of the day or the following day (based on recommendation by the Behavior Interventionist). Student will then move to a level 2 and will be re-evaluated on a biweekly basis (per protocol).</i>	• Disruptive behavior observed in 30% or more of measured intervals • Unless indicated on their IEP, level 1 is to be treated as a short-term intervention.