

# Online Resources for Behavioral Interventions

\*This list is a resource intended to provide additional websites for schools to use to help identify appropriate interventions based on the function of behavior. Florida's PBS Project: RTIB does not endorse or support any of the links or sites listed below.

[http://www.nasponline.org/advocacy/pbs\\_resources.aspx](http://www.nasponline.org/advocacy/pbs_resources.aspx)

**National Association for School Psychologists**, Advocacy page offers articles, books, and factsheets and handouts on issues related to positive behavior support. The web resources section also refers to the National Dissemination Center for Children with Disabilities (NICHCY): "Behavior Suite" which includes extensive weblinks, resources and information on behavior assessment, plans, and positive supports; behavior at home; behavior at school; and bullying.

<http://www.usu.edu/teachall/text/behavior/LRBI.htm>

**The Utah State Office of Education: LRBI Resources and the Provo School District** offers a variety of video resources on preliminary and positive behavioral strategies. Video resources include 'high rates of positives', 'parent conference', 'differential reinforcement', 'behavioral contracts', etc.

<http://www.interventioncentral.org/>

**Intervention Central** offers free tools and resources to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth. The site was created by Jim Wright, a school psychologist and school administrator from Central New York.

Visit to check out newly posted academic and behavioral intervention strategies, download publications on effective teaching practices, and use tools that streamline classroom assessment and intervention.

<http://www.jimwrightonline.com/pdfdocs/tbrc/tbrcmanual.pdf>

**The Classroom Behavior Report Card Resource Book** is a manual designed to assist classroom teachers with ready-made forms that can be used to rate the behaviors of their students. The book contains pre-formatted teacher and student behavior report cards, along with customized graphs, for common types of behavioral concerns in the classroom. It was designed to give teachers and other school professionals a convenient collection of forms for rating the behaviors of students in such areas of concern as physical aggression, inattention/hyperactivity, and verbal behaviors.

<http://challengingbehavior.fmhi.usf.edu/tools.html>

**The Teaching Tools for Young Children with Challenging Behavior** are intended to assist teachers in problem-solving a plan to support young children who are having challenging behavior. The User's Manual will explain how to use the tools and all of the technical information you will need to access the hyperlinked visual supports and materials. Also included within the Teaching Tools is the Routine Based Support Guide. The Guide is a document that accompanies all of the tools and is organized in routines and activities that typically occur in early childhood programs. It will assist teachers in support plan development.

<http://www.redandgreenchoices.com/>

**The Red and Green Choices** website offers a number of resources and strategies that have been successful with students with Autism. The resources are easily adapted to meet the needs of any student. The site suggests that for any intervention to be successful it must include: setting high and reasonable goals, student choice, high expectations, use applicable 'green' solutions, small and sequential steps, clear expectations and truth in the process.

<http://www.ldonline.org/indepth/behavior>

**The Learning Disabilities Online** website offers the "dos and don'ts" for fostering social competence, the teacher's role in developing social skills, and many helpful articles on behavior modification, anger management, disciplining students with disabilities, and the emotional issues experienced by some individuals with LD.

<http://www.ldonline.org/indepth/classroom>

**The Learning Disabilities Online** website also has put together a variety of articles to help teachers do everything from arrange furniture to manage behavior issues.

<http://www.state.ky.us/agencies/behave/bi/bi.html>

**The University of Kentucky, Department of Special Education and Rehabilitation Counseling: behavior page** offers intervention resources at each tier of behavioral support, Universal, Supplemental, and Intensive. Each tier on the website provides

<http://www.state.ky.us/agencies/behave/bi/ss.html>

**The University of Kentucky, Department of Special Education and Rehabilitation Counseling: behavior page** also offers a site specific to social skills instruction at each tier of support. As well as templates, additional resources, and tools.

[http://onlineacademy.org/modules/a201/lesson/a201c0\\_00100.html](http://onlineacademy.org/modules/a201/lesson/a201c0_00100.html)

**The University of Kansas, funded by the Office of Special Education Programs in the U.S. Department of Education** online academies provide web-based modules and other technology innovations for moving validated educational interventions from research to practice were developed. These resources were designed to enhance teacher education programs in offering online instruction in the areas of Reading, Technology and Positive Behavioral Support. The modules offer an extensive overview of pbs and related topics.

<http://elearndesign.org/resources.html>

The ELearning Design Lab offers a number of web based modules including positive behavior support., specifically, two modules that describe intervention strategies and one that discusses redesigning environmental systems to support learning and appropriate behavior.