

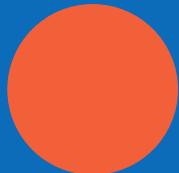


Apojos conductuales en el entorno escolar:

Herramientas para padres, tutores y cuidadores

**10 de diciembre de 2025
Dr. Kordney Govan**

Agenda



Comprender los derechos de los padres y tutores

Consideraciones sobre la disciplina

Apoyos conductuales

Estrategias específicas para el autismo

Derechos de los padres y tutores

Derechos de los padres/tutores

Aviso Sobre Procedimientos de Protección
Enero 2025



THE TEXAS LEGAL FRAMEWORK
for the Child-Centered Special Education Process
FW.ESCAPPS.NET

TEA
Texas Education Agency
TEA.TEXAS.GOV/TEXASSPED

SPEDTEX
Special Education Information Center
SPEDTEX.ORG

- Aviso Sobre Procedimientos de Protección
- Aviso previo por escrito
- Cómo navegar el debido proceso

Consideraciones sobre la disciplina escolar

Comprender la disciplina escolar

Por conductas menores, las consecuencias pueden incluir:

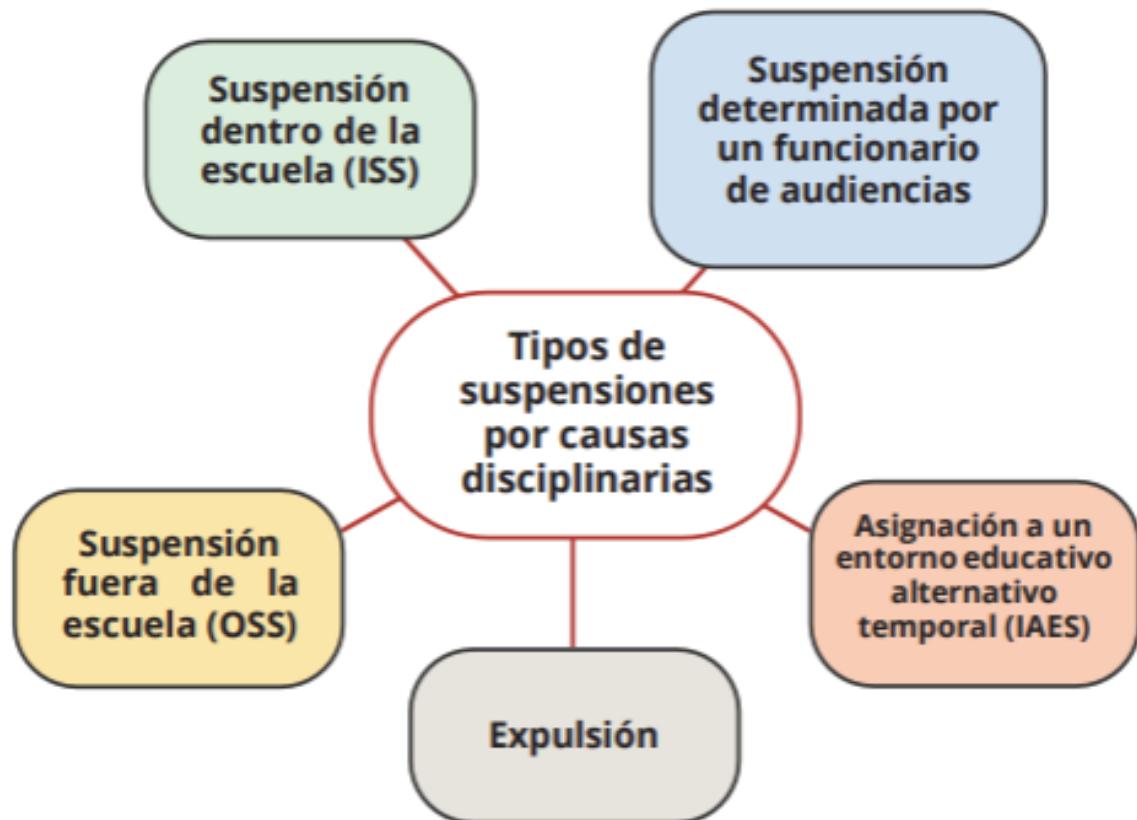
- Charla privada o advertencia
- Contactar con el parent o madre del estudiante
- Reunión con el parent o madre
- Asignación de detenciones

Consecuencias más graves podrían incluir:

- Suspensión dentro de la escuela (ISS, por sus siglas en inglés)
- Suspensión fuera de la escuela (OSS, por sus siglas en inglés)
- Transferencia al Programa de Educación Alternativa Disciplinaria (DAEP, por sus siglas en inglés) – a veces denominado "escuela alternativa" o "campus alternativo"
- Expulsión

- Código de conducta estudiantil
- Código de educación de Texas, Capítulo 37

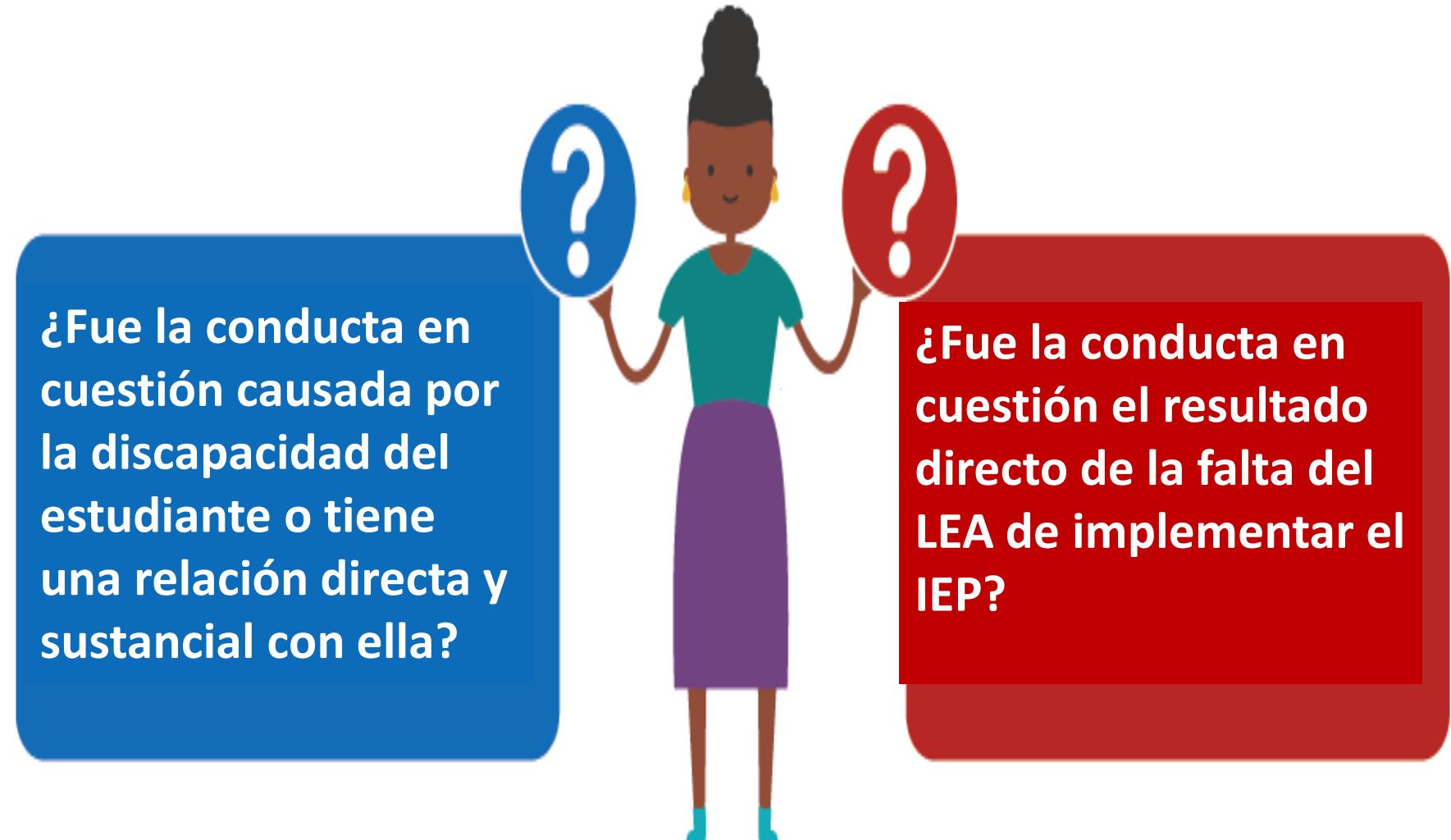
Consideraciones sobre la Disciplina



- Ley de Educación para Individuos con Discapacidades
- La educación pública gratis apropiada (FAPE)
- Retiros de colocación actual
- Cambio de colocación

Consideraciones sobre la Disciplina

- Revisión de determinación de manifestación
- Circunstancias especiales
- Estudiantes no elegibles para educación especial

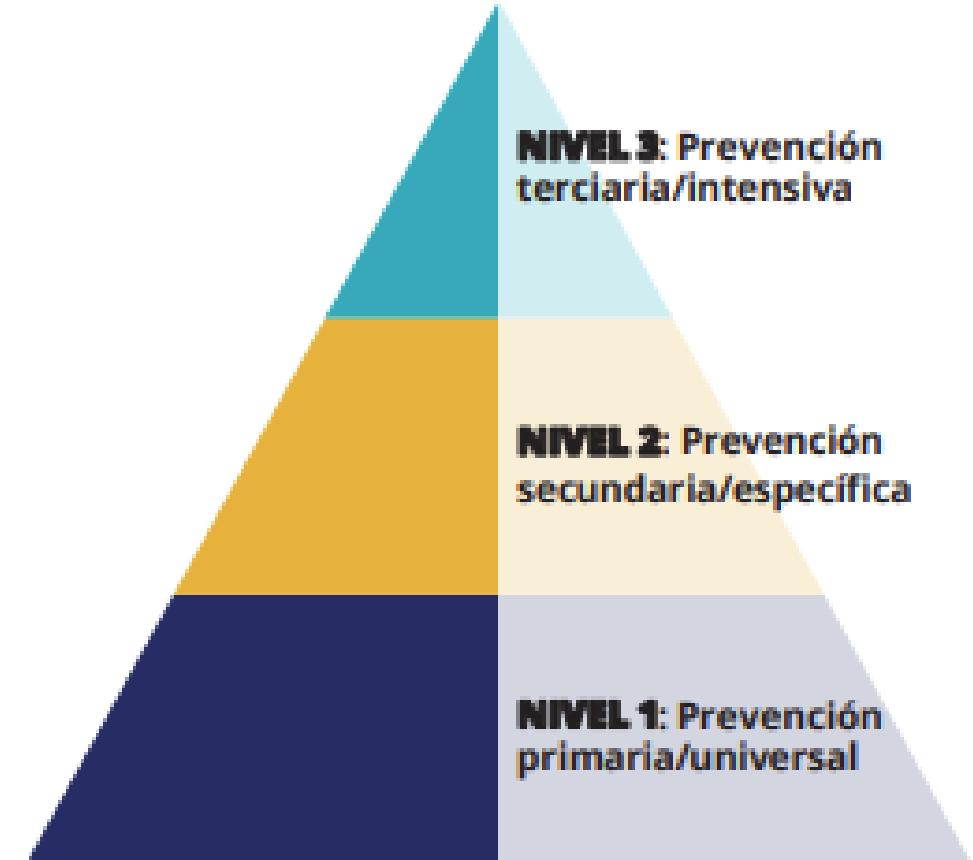




Apoyos conductuales

Por qué son importantes los apoyos conductuales

- El comportamiento es una forma en que los niños se comunican.
 - *Ejemplo: Si un niño lanza objetos, el comportamiento podría estar comunicando frustración, no desafío.*
- Los apoyos conductuales están destinados a ayudar a los niños a aprender habilidades positivas.
 - *Ejemplo: Un niño aprende a pedir un descanso cuando se siente frustrado en lugar de lanzar un objeto.*
- Cuando se utilizan de manera efectiva, los planes de apoyo conductual pueden prevenir suspensiones escolares y crisis.



Comprender el Plan de Intervención Conductual

Un Plan de intervención conductual (BIP, por sus siglas en inglés) es un plan detallado que aborda las necesidades conductuales individualizadas de un estudiante. Un BIP es desarrollado por el comité de Admisión, Repaso y Retiro (ARD) del estudiante y se utiliza para enseñar o reforzar comportamientos positivos.

Behavior Supports and Guidance for Students with Disabilities

Behavior Intervention Plans (BIPs)

What is a BIP?

Once an FBA is completed, an ARD committee can use this evaluation to, if necessary, develop a plan that addresses the individualized behavioral needs of the student. A BIP is developed by the ARD committee and used to teach or reinforce positive behaviors. The BIP typically includes:

- teaching strategies designed to increase appropriate replacement behaviors that serve the same function as the interfering behavior for the student
- changes that will be made in classrooms or other environments to reduce or eliminate problem behaviors (environmental/personal strategies)
- support for the student that promote the appropriate behaviors (e.g., reinforcement)
- Consequence strategies (what to do when challenging behavior occurs, what to do when replacement behavior occurs)

When to Consider a BIP

A BIP is **REQUIRED** when a student has been removed from his current educational placement for a behavioral or disciplinary offense determined to be a manifestation of the student's disability (if a BIP has not already been developed).

Additional situations may occur where the ARD committee should consider developing a BIP. Certainly, any of the situations on page 20 that may trigger the need for an FBA may also lead to the development of a BIP. In general, whenever a student's behavior impedes his learning or the learning of others, IDEA requires that the ARD committee consider the use of PBIS. These supports may include a BIP.

NOTE: The **AUTISM SUPPLEMENT** requires ARD committees to consider specific strategies that may be necessary to support students with autism. Positive behavior strategies, including an FBA and BIP, is one of the required considerations for all students with autism. For some students with autism, a BIP will be a necessary component of providing PBIS.

Writing a BIP

A BIP includes multiple components to ensure it is appropriately designed to reduce interfering behaviors and teach and promote replacement behaviors aligned with the expectations in the IAA. A complete BIP includes the following components: descriptions of the interfering behavior(s), function(s) of the interfering behavior(s), appropriate replacement behaviors, antecedent/prevention strategies, instructional strategies, and consequences (i.e., replacement behaviors, reinforcement for replacement behaviors).

Descriptions of Behavior

Interfering behaviors targeted in the BIP should have clear and objective descriptions. The detailed descriptions of behaviors used to record data, sometimes referred to as operational definitions, often come from the FBA.



Behavior Supports and Guidance for Students with Disabilities

Sample BIP Components

BIP Section	Example
Description of Interfering Behavior	Physical aggression - may look like, but is not limited to, hitting, kicking, and/or pinching others
Function(s) of Behavior	Escape/evasion of task demand
Replacement Behaviors	Request a break, assistance with work, or alternate assignment using the Augmentative and Alternative Communication (AAC) device
Antecedent/Prevention Strategies	Visual schedule; Chunking of assignments; Pre-teaching of concepts; Visual cue; Choice between two assignments that serve same learning outcome
Instructional Strategies	Modeling use of AAC device; Social Narratives; Role-play use of AAC device
Responses to Behavior	Staff prompting the use of replacement behavior; Ensuring peers are not within reach; Redirection to assigned task
Reinforcement	As identified in preference assessment: high fives, stamps on hand, short music/dance break. Functionally aligned reinforcement examples are short breaks from work, assistance with work, and providing alternate assignments each time requested.

Behavior Goals in the IEP

For students who require a BIP to address interfering behaviors, the ARD committee should develop behavior goals in the IEP to progress monitor how well the BIP is working. Behavior goals should follow the same format as any other goals in the IEP, with a clearly outlined timeframe, condition, behavior, and criteria. For additional information on writing behavior goals, refer to the **Individualized Education Program (IEP) and Progress Monitoring** section of the **Planning for Academic Achievement and Functional Performance (PLAAFP)**, typically using baseline data gained from the FBA.

Timeframe	Condition	Behavior	Criteria
By the end of the sixth progress reporting period	given implementation of replacement behaviors from his BIP and staff instruction to complete a math assignment	John will either work on the assignment or use a replacement behavior (e.g., a break, staff assistance on the assignment, or an alternate assignment)	across 70% of math assignments during a reporting period for mastery.

To learn more about developing measurable IEP goals, please refer to these TEA resources:

- Question and Answer Document: **IEP Measurable Annual Goals**
- Individualized Education Program (IEP) Development
- Writing PLAAFP and Developing Measurable Annual Goals

Behavior Supports and Guidance for Students with Disabilities

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Apoyos y orientación en materia de comportamiento para estudiantes con discapacidades

Paginas 29-36

Proceso del Plan de Intervención Conductual



Evaluar

- Evaluación Funcional del Comportamiento (FBA)
 - Ayuda a identificar POR QUÉ ocurre un comportamiento al observar diferentes factores.
- Planificar y crear estrategias proactivas
 - Detallar maneras específicas de ayudar al niño a aprender y practicar comportamientos más adecuados.
- Enseñar habilidades de reemplazo
 - Ayudar al niño a aprender mejores formas de expresarse, manejar la frustración o seguir las reglas.
- Monitorear el progreso
 - Las escuelas recopilarán datos para ver si el plan está funcionando y cómo le está yendo al niño.



Planificar



Apoyar

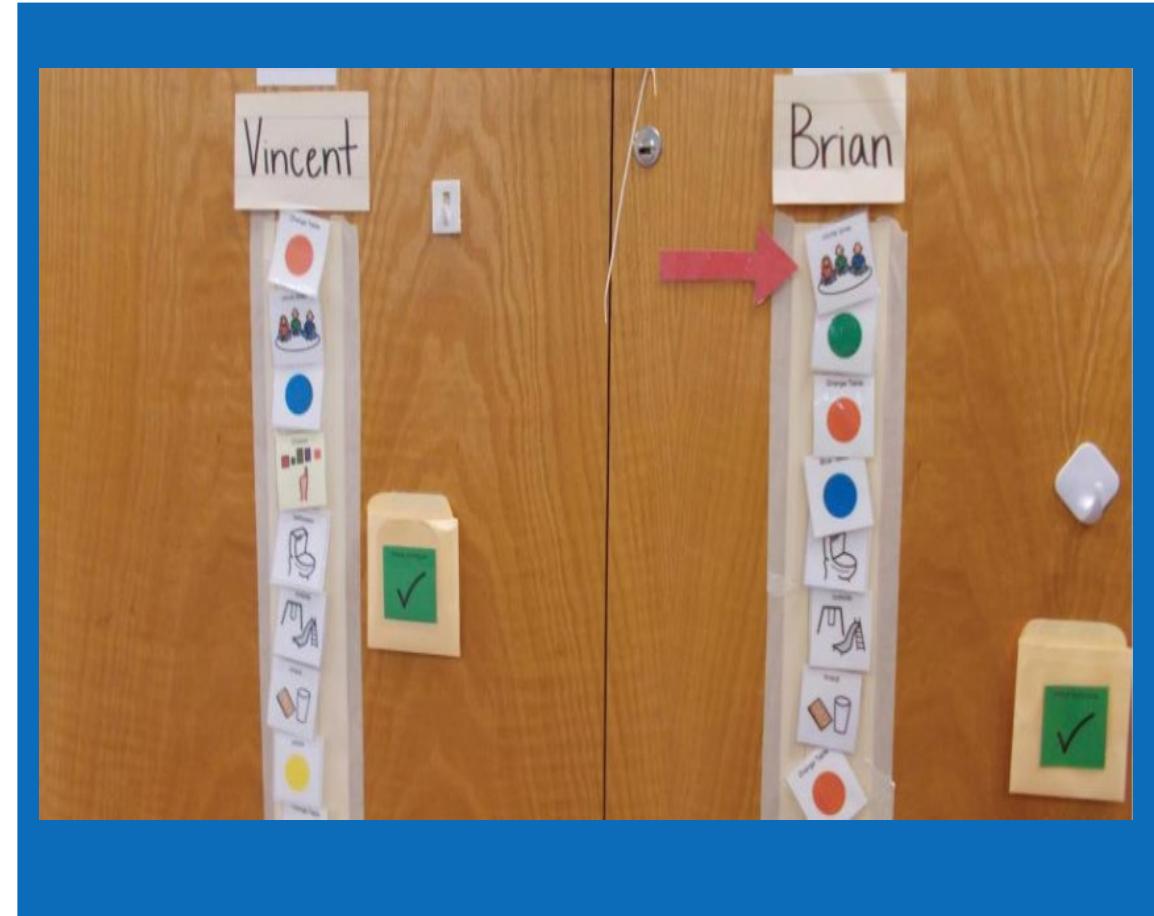


Monitorear

Estrategias específicas para el autismo

Estrategia - Preparación Anticipada

- Prepara a los estudiantes para el éxito
- Anticipar expectativas
- Aumentar la predictibilidad
- Vista previa simple



Estrategia - Primero-Después

- Aumenta la motivación
- Utiliza un reforzador o una actividad muy preferida
- Proporciona refuerzo inmediato

Primero	Después
 trabajo	 tiempo de juego

Narrativas sociales

- Narrativas estructuradas
- Definen situaciones sociales
- Usan lenguaje sencillo
- Aumentan la comprensión
- Utilizan apoyos visuales
- Oraciones descriptivas



**Intentaré respetar a los demás
dándoles espacio personal. A mis
profesores les gustará eso. A otros
niños también les gustará eso.**

Más información sobre los derechos de los padres



Más información sobre sus derechos como padre se puede encontrar a continuación:



spedtex.org
1-855-773-3839

SPEDTEX
Centro de información de educación

**Ayuda para Educación
Especial para Padres**



[Visión general de la educación especial para padres](#)



[Aviso Sobre Procedimientos de Protección](#)

Recursos

- [Conectarse Con Apoyos Comunitarios](#)
- [Autism Strategies in Action](#)
- [Aviso Sobre Procedimientos de Protección](#)
- [Visión general de la educación especial para padres](#)
- [TEA Autism Program and Autism Supplement Guidance](#)
- [Localizador de Recursos SPEDTex](#)
- [Apoyos y orientación en materia de comportamiento para estudiantes con discapacidades](#)
- [Conceptos básicos para comprender el comportamiento de los estudiantes - IRIS Center](#)
- [Descripción general de la disciplina escolar en Texas](#)
- [Special Education Prior Written Notice Quick Guide](#)



Gracias