

# EBICS Educational & Behavioral Interventions for Challenging Students

SECEP's EBICS Program offers students, with intellectual disabilities and who exhibit severe and disruptive behaviors in the school setting, an environment where they can flourish beyond expectations.

Instruction is based on state standards and life skills. Classroom staff are trained in basic Applied Behavior Analysis (ABA) competencies. ABA principles and procedures, as well as other methodologies, are utilized to structure and organize the educational environment to promote learning. Each student's active participation in their instructional day is encouraged by providing meaningful opportunities to make choices and initiate communication.

Program staff are committed to maintaining a positive, safe approach to teaching and interacting with students. Behavior interventions are designed to teach desirable behaviors and reduce problematic behaviors. Board Certified Behavior Analysts work with classroom staff and students to design, implement and monitor behavior programs.

## EBICS at a glance:

**Our students.** The EBICS program provides services to students age two through 21 who have been found eligible for special education services for students with intellectual disabilities and who exhibit severe and disruptive behavior in a school setting.

**Convenient classrooms.** We currently operate more than 35 classrooms throughout the region, and the majority of students are served in public school buildings with regular education peers and appropriate grade-level opportunities.

**Small class size.** The EBICS program classrooms have a typical student to staff ratio of 2 to 1. There are typically four to five students in each classroom.

**A team approach.** Classroom teams consist of a Licensed Special Education teacher, an Education Specialist, trained Teacher Assistants and a SECEP Principal. Additional support is provided by: Speech and Language Pathologists, Board-Certified Behavior Analysts (BCBA), Reading Specialists, Teacher Specialists, Occupational Therapists, Licensed Social Workers and Assistive Technology professionals.

**Measuring progress.** The classroom team uses prescriptive assessments to develop an Individualized Educational Program (IEP) for each student. Progress is continually monitored. Instructional decisions are based on data that is reviewed every 4.5 weeks. Student achievement is reported to families every 4.5 weeks. As appropriate, students participate in state assessments (Standards of Learning Tests or Virginia Alternative Assessment Program).

