

# The School Based Behavior Supports (SBBS) Program is Expanding Possibilities for Students in Special Education

The mission of the SBBS Program is to provide high quality services for students with challenging behavior that require intensive interventions delivered by specially trained staff in specific environments in order to successfully access their education, while developing the skills to return to a less restrictive environment.

Our sites are located in Baxter, Kasuun, Lake Hood, and Tyson elementary schools.



Anchorage School District  
*Educating All Students for Success in Life*

Elementary Special Education  
[asdk12.org/sbbs](http://asdk12.org/sbbs)  
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## The SBBS Program:

- Describes and reshapes observable behaviors of students;
- Teaches students appropriate ways to manage frustrations and to learn new ways of responding, thus clearing the way for improved academic learning;
- Provides interventions that emphasize self-monitoring, self-regulation, and self-management strategies combined with instruction that teaches social norms and expectations for classroom behavior;
- Involves staff continuously role-modeling appropriate ways to deal with feelings;
- Engages families as an important part of the team and emphasizes parental support as a crucial program component;
- Develops individual educational and behavioral intervention plans to promote student development and academic success;
- IEP team decides if a student needs to be in less restrictive educational placements;
- IEP team decides if a student needs to be in a setting with more intensive services.

Our service model encompasses training, resources, effective practices, and collaboration & networking.

Our methodologies include Positive Behavior Interventions & Supports (PBIS), Nonviolent Crisis Intervention (NCI), Trauma Informed Care (TIC), and Applied Behavior Analysis (ABA).

Our structure involves three types of classrooms – Transition Classroom, Targeted Classroom, and Intensive Classroom. Our structure also includes a Refocus Room and Safe Room.

Our instruction embraces social emotional learning (SEL), teaching replacement skills, and teaching recess skills.

Our process & procedures entails entering SBBS, transitioning between the 3 structured SBBS classrooms, transitioning into general education settings, and exiting out of SBBS.

Our multi-disciplinary team includes special education teachers, general education teachers, teacher assistants, behavior coaches, counselors, nurses, social workers, speech language pathologists, occupational therapists, school psychologists, department chairs, behavior analysts, administrators, families and district-level administration.

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# ASD Elementary Special Education School Based Behavior Supports (SBBS) Program

## SERVICE MODEL

Collaboration & Networking  
Training

Resources  
Effective Practices

## METHODOLOGY

Trauma Informed Care (TIC)  
Applied Behavior Analysis (ABA)  
Nonviolent Crisis Intervention (NCI)  
Positive Behavior Intervention Supports (PBIS)

## INSTRUCTION

Replacement Skills  
Recess Skills  
Social Emotional  
Learning (SEL)

## STRUCTURE

Transition Classroom  
Targeted Classroom  
Intensive Classroom  
Refocus Room  
Safe Room

## PROCESS & PROCEDURE

Entrance into SBBS Program  
Transition Between Structured SBBS classrooms  
Transition into General Education settings  
Exit out of SBBS Program