
Build a practical behavior support framework

From reactive to resource map

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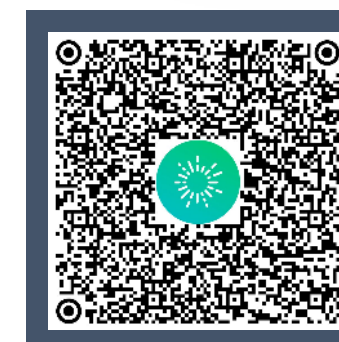
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MEET OUR SPEAKERS

**Cynthia Cobos
Price, MSW, LCSW**

Chief Executive Officer Tobosa
Developmental Services
Roswell, New Mexico

A Licensed Clinical Social Worker with extensive experience in behavioral health, education, human services, and organizational leadership, dedicated to improving opportunities and outcomes for individuals with developmental disabilities and their families.

Cynthia guides Tobosa's programs with a focus on person-centered support, community inclusion, collaboration, and long-term organizational impact.



MEET OUR SPEAKERS

Brandy Samuell, M.Ed.

Solutions Consulting Director
eLuma

Thirty-two years in public education, from classroom teacher to assistant superintendent, spanning general education, special education, mental health support, and school turnaround — in charter, rural, suburban, urban, and virtual settings.

Certified in Critical Incident Stress Management, Brandy has managed multiple school crises and trained staff and first responders in crisis response.

SEGMENT 1

OVERVIEW

What you'll leave with

01

A clearer understanding
of what behavior is
communicating

02

A practical tool for
connecting screeners to
tiered interventions

03

A crosswalk you can use
with your team
immediately

This is a working session, not a lecture.

SEGMENT 2

What is behavior telling us?

SEGMENT 2 • WHAT IS BEHAVIOR TELLING US?

Behavior is communication, not defiance

WHEN A STUDENT SAYS

"I don't know how to do this."

We reteach.

WHEN A STUDENT ACTS OUT

The same skill gap, expressed differently.

We punish or remove.

What would it look like if we responded to behavior the way we respond to academic gaps?

Functions of behavior

S Sensory

Seeking or avoiding physical input — the body is regulating itself.

E Escape

Getting out of a task, setting, or demand that feels out of reach.

A Attention

Connection with an adult or peer, by whatever route works fastest.

T Tangible

Access to an item, activity, or outcome the student wants.

Step back from the FBA: what is this child trying to tell us **before** we jump to the plan?

Segment 3

Building a System

What reactive systems cost



Disciplinary cycles

The same students, the same referrals, the same outcome — repeating all year.



Staff burnout

Teachers absorbing crisis after crisis with no protocol to hand off to.



Missed instruction

Every removal is instructional minutes the student does not get back.

Resource Mapping: The Shape System

Teaming

School districts are in the position of ensuring that school mental health efforts are appropriately staffed and supported by multidisciplinary teams that have effective communication and collaboration practices.

Needs Assessment

A needs assessment is a collaborative process used by a system to identify gaps between current and desired conditions and system strengths.

Tier 1 Services & Supports

Tier 1 services and supports are mental & behavioral health-related activities designed to meet the needs of all students. Tier 1 activities include promotion of positive social, emotional, and behavioral skills and well-being.

Tier 2 & 3 Services & Supports

Tier 2 addresses the mental & behavioral health concerns of students who are experiencing mild distress, or are at risk for a given problem or concern.
Tier 3 addresses mental & behavioral health concerns for students who are already experiencing significant distress.

Screening

Screening is a systematic tool or process used with an entire population, such as a school’s student body or grade level(s), to identify individual students at risk for social behavioral concern. Screening can be used to identify personal strengths as well as emotional distress or mental health risk.

Impact

Impact refers to the long-term effects or changes that occur as a result of the programs, practices, and/or policies implemented within a comprehensive school mental health system.

Funding & Sustainability

Funding and sustainability refers to strategies to optimize financial and non-financial assets needed to maintain and improve school mental health systems over time. Sustainability is always evolving, but the goal is to ensure that the operational structures and capacity of schools is sound.

DEMONSTRATION • RESOURCE MAPPING

Impact Map (The Shape System)

Built on the SHAPE System — the School Health Assessment & Performance Evaluation System from the National Center for School Mental Health at the University of Maryland.

It takes a snapshot of the tiered services, staffing, financing, and data systems already in place, at the school and district level.

Map

School behavioral health services and supports as they exist today.

Assess

System quality against national performance standards.

Report

Customized summaries of system strengths and needs.

Plan

Strategic guidance and resources for closing the gaps.

Segment 4

Screeners as the Bridge

SEGMENT 4 • SCREENERS AS THE BRIDGE

Most districts screen for academics. Few screen for behavior.

Universal screening is what turns a hunch about a student into a decision your team can act on — and it closes the gap between "we know this student is struggling" and "we don't know what to do next."

Multiple validated tools exist. Several districts already own one.

6x

Students are six times more likely to receive behavioral health support in schools than in community settings.

National Center for School Mental Health

Segment 5

Tiered Support

Tier 1 — all students

Tier 1 • All students	Tier 2 • Some students	Tier 3 • Individual students
WHAT PBIS, SEL, positive climate SCREENER ROLE Universal identification SUPPORT ROLE Consultation & PD		

Tier 2 — some students

Tier 1 · All students	Tier 2 · Some students	Tier 3 · Individual students
	WHAT Check-In/Check-Out, group counseling, targeted skill building SCREENER ROLE Confirms targeted need SUPPORT ROLE Counseling, behavioral health	

Tier 3 — individual students

Tier 1 • All students	Tier 2 • Some students	Tier 3 • Individual students
		WHAT FBA, BIP, intensive individualized intervention SCREENER ROLE Guides individualized planning SUPPORT ROLE School psych, FBA/BIP support

The tiered support crosswalk

	Tier 1	Tier 2	Tier 3
WHO	All students	Some students	Individual students
WHAT	PBIS, SEL, positive climate	Check-In/Check-Out, group counseling, targeted skill building	FBA, BIP, intensive individualized intervention
SCREENER ROLE	Universal identification	Confirms targeted need	Guides individualized planning
SUPPORT ROLE	Consultation & PD	Counseling, behavioral health	School psych, FBA/BIP support

From the classroom to post-secondary: **these interventions build the social-behavioral skills students need beyond school.**

Segment 6

Where does your district have the strongest infrastructure?

Where is the biggest gap?

SEGMENT 6 • Take Away

Build your action plan

01

What are your state and district priorities right now?

02

What are the strengths you can build on?

03

Where is your most urgent gap — teaming, screening, Tier 1, or Tier 2/3?

04

What is ONE action you can take in the next 30 days?

Segment 7

Reflection / Questions

SEGMENT 7 • Reflect

Reflect, celebrate, close



What is one win from this past school year around behavior support?



What is one thing you'll do differently in 2026–2027?



Questions & answers

Click the question mark icon, or post in the chat.

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ATTENDEE DRAWING

Win a guided strategic resource mapping session

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