

Behavior intervention plan



**ASSIGN
BUSTER**

Introduction In today's modern society, schools are sometimes forced to leave some children behind. However, the noble idea of not leaving a child behind has not yet been taken seriously with the general public and a lot of educational systems which includes special education. Furthermore, the progressions of credentials, assessment, categorization, placement, and instruction have truly meant to put down their linguistic differences. With that, it is apparent that school systems overlook diversity especially in educational intervention, where the autism students are placed (Obiakor 2000).

The Council for Exceptional Children (CEC) is the largest international professional organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC advocates for appropriate governmental policies, sets professional standards, provides professional development, advocates for individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice (CEC).

Discussion

Other than using communication techniques, educators should involve the students' parents to help the barriers so that the child can learn effectively and comfortably. Knowing that they have their parents support, they learn with confidence from effective teaching due to the fact they feel like they have a comfort zone when family is around. When parents are involved, children feel that they have their acceptance to learn. It is apparent that some of the communication techniques can be used on children within educational intervention to break down some of the barriers. For example, prompting children for good behavior and using computers as a way to

communicate with minority children can be extremely helpful until a proper way of communicating between the educator and student becomes establish, which they will feel comfortable with. Once a communication technique is established, it will become easier to understand one's another way of thinking. Furthermore, educational intervention would be more accepting of diversity, which means no child will be left behind despite their differences.

The PACER Center (Parent Advocacy Coalition for Educational Rights) is a statewide nonprofit parent center that for nearly twenty years has served parents of children with disabilities from birth through secondary school. Through Families and Schools Together (FAST) Forward, PACER is expanding its operations to include all parents. FAST Forward provides the following six levels of service statewide in order to increase the involvement of parents, especially low income parents, in their childrens learning and strengthen partnerships between parents and professionals (PACER).

Conclusion

Schools are forced to leave some children behind. However, the noble idea of not leaving a child behind has not yet been taken seriously with the general public. The progressions of credentials, assessment, categorization, placement, and instruction have truly meant to put down their linguistic differences. School systems overlook diversity especially in educational intervention, where the autism students are placed (Obiakor 2000).