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Targeted Group Support

- Approximately 10-15% of the school
- For children who need additional teaching to meet the expectations of the school
- Small, targeted group interventions based on function of behavior

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Targeted Group Support: Benefits

- Is time efficient for teachers to focus on groups rather than individuals
- Enables people to get help without being singled out
- Provides more intensity than universal support, but it is not as time-consuming as individual support

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The Third Component Is...

Individual Interventions & Support



Tertiary

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Individual Support

- Comprehensive behavioral support individually designed to reduce severe problem behavior
- Utilizes the important tool of **functional assessment**

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Tertiary (Individual Student) Interventions

- Approximately 5% of school population (typically, 1 or 2 students per classroom)
- Behavioral expertise needed at school team level
- Function-based, individualized & intensive behavior support provided
- Team- & data-based planning & decision making
- Comprehensive person-centered planning & wraparound processes for most challenging students
- Targeted social skills & self-management instruction
- Individualized instructional & curricular accommodations developed & implemented in Behavior Support Plan—focus on Prevent, Teach & Reinforce/Correct

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Tertiary Interventions

Individual PBS Committee

- Linked to school-wide systems
- Technical behavioral competence
- Fluency in process and content of Functional Assessment and Behavior Support Plans
- Need both General and Special Educators
- Regularly scheduled meetings
- Structured agenda

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Highland Park Central Elementary:
School-wide Expectations

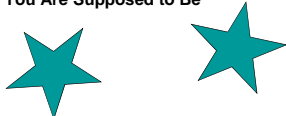
- Stay Safe
- Take Responsibility
- Act appropriately
- Respect Others



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Arrowhead Middle School's
School-wide Expectations

- **Be Respectful**
- **Be Responsible**
- **Be Prepared**
- **Be in Control of Hands, Feet and Objects**
- **Be Where You Are Supposed to Be**



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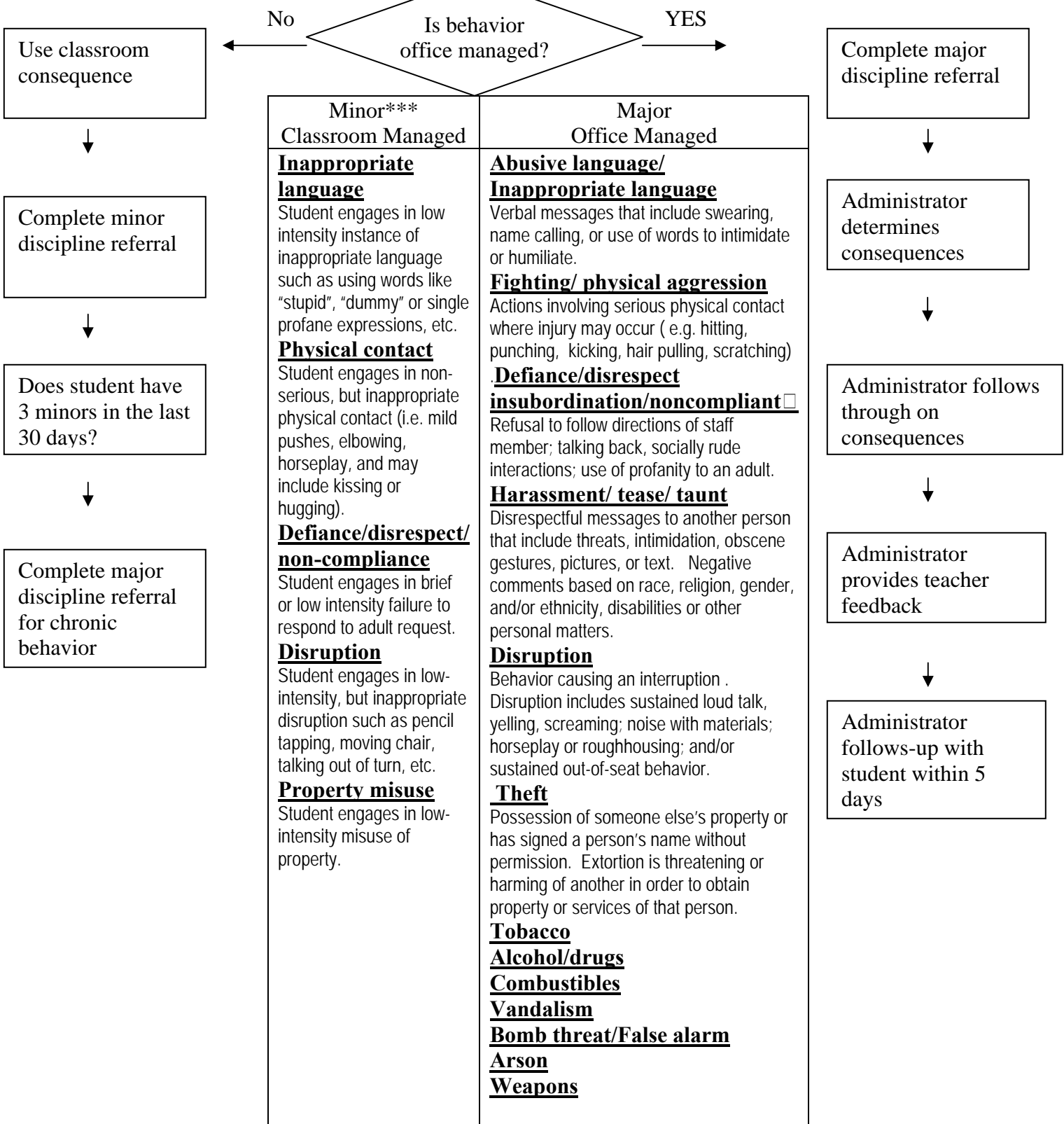
Identifying Expectations

- Review the "Identifying Positive School-wide Expectations" checklist in teams.
- Begin to identify possible items for your Action Plan.

<u>Expectation Matrix</u>	Hallway/ Transitions	Cafeteria	Playground	Assemblies	Arrival/ Dismissal	Bus	Restroom
S stay safe	Walk on right side Single file Face Front	Walk quietly in the lunchroom Walk quietly to the playground	Stop, look, and listen to teacher's whistle Follow adult instructions Use equipment properly	Walk quietly in the multi-purpose room	Walk quietly when entering or leaving buildings Sit on the SCOTTIE WALL to wait for ride	Stay seated with knees facing forward Walk on and off the bus quietly	Keep restroom clean and dry
T take responsibility	Walk directly to destination	Clean up your seating area Return your tray	Return school equipment properly Follow game rules	Listen for directions Give attention to the speaker	Walk quietly to destination	Take all your belongings with you	Keep restroom clean Use appropriate amount of soap/paper/ water Place towels in trash
A act appropriately	Walk quietly Hands, feet and objects to yourself	Sit correctly Hands, feet and objects to yourself Visit quietly Follow adult instructions	Hands, feet and objects to yourself Participate in approved activities	Sit quietly with legs criss-crossed Hands, feet and objects to yourself Follow adult instructions	Hands, feet and objects to yourself Follow adult instructions	Hands, feet and objects to yourself Talk quietly Follow adult instructions	Use restroom quickly and quietly Hands, feet and objects to yourself
R Respect others	Hold door for others Give others personal space	Stay in line Raise hand to speak Use table manners	Play fair Include others Use kind words	Applaud to show appreciation Raise hand to speak	Use kind words	Use kind words	Respect privacy of others Flush Be quick

Observe Problem Behavior

Warning/ Conference with Student



- Minor Discipline Referral**
1. Complete referral when student does not respond to pre-correction, re-direction, or verbal warning.
 2. Give copy to parent to sign.
 3. Keep original (white copy) for yourself.
 4. Teacher will give legible copy to Nathan (yellow page or photocopy).
 5. Take concrete action to correct behavior (seat change, conference with student, behavior reflection writing).

- Major Discipline Referral**
1. Send student to office with DR for extraordinary circumstances.
 2. Turn in all other major DR's ASAP and Dr. Owens will call student down.
 3. Front office will send parent copy home for signature.
 4. Teacher will give legible copy to Nathan (yellow page or photocopy).

Effective Behavior Support (EBS) Team Implementation Checklists Version 2.2 (Quarterly)

Data Collection Protocol

- ✓ Used by teams to guide activities.
- ✓ Updated quarterly during initial implementation process.

Effective Behavior Support Team Implementation Checklists (Quarterly)

School _____ Date of Report _____
 District _____ County _____ State _____

INSTRUCTIONS: The EBS team should complete both checklists quarterly to monitor activities for implementation of EBS in the school.

EBS Team Members _____

Person(s) Completing Report _____

Checklist #1: Start-Up Activity						
Complete & submit Quarterly .		Status: <u>A</u> chieved, <u>I</u> n Progress, <u>N</u> ot Started				
		Date: (MM/DD/YY)	Oct.	Dec.	Mar.	May
Establish Commitment						
1. Administrator's support & active involvement.	Status:					
2. Faculty/Staff support (One of top 3 goals, 80% of faculty document support, 3 year timeline).	Status:					
Establish & Maintain Team						
3. Team established (representative).	Status:					
4. Team has regular meeting schedule, effective operating procedures.	Status:					
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behavior support.	Status:					
Self-Assessment						
6. Team/faculty completes EBS self-assessment survey.	Status:					
7. Team summarizes existing school discipline data.	Status:					



8. Strengths, areas of immediate focus & action plan are identified.	Status:				
Establish School-wide Expectations					
9. 3-5 school-wide behavior expectations are defined.	Status:				
10. School-wide teaching matrix developed.	Status:				
11. Teaching plans for school-wide expectations are developed.	Status:				
12. School-wide behavioral expectations taught directly & formally.	Status:				
13. System in place to acknowledge/reward school-wide expectations.	Status:				
14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed.	Status:				
Establish Information System					
15. Discipline data are gathered, summarized, & reported.	Status:				
Build Capacity for Function-based Support					
16. Personnel with behavioral expertise are identified & involved.	Status:				
17. Plan developed to identify and establish systems for teacher support, functional assessment & support plan development & implementation.	Status:				



Checklist #2: On-going Activity Monitoring					
Complete & submit Quarterly.		Status: <u>A</u>chieved, <u>I</u>n Progress, <u>N</u>ot Started			
1. EBS team has met at least monthly.	Status:				
2. EBS team has given status report to faculty at least monthly.	Status:				
3. Activities for EBS action plan implemented.	Status:				
4. Accuracy of implementation of EBS action plan assessed.	Status:				
5. Effectiveness of EBS action plan implementation assessed.	Status:				
6. EBS data analyzed.	Status:				

Additional Observations/Comments/Questions:



Action Plan for Completion of Start-Up Activities

Activity	Activity Task Analysis	Who	When
1. Establish Commitment <ul style="list-style-type: none"> • Administrator • Top 3 goal • 80% of faculty • Three year timeline 	a.		
	b.		
	c.		
	d.		
	e.		
2. Establish Team <ul style="list-style-type: none"> • Representative • Administrator • Effective team operating procedures • Audit of teams/initiatives 	a.		
	b.		
	c.		
	d.		
	e.		
3. Self-Assessment <ul style="list-style-type: none"> • EBS survey • Discipline data • Identification of strengths, focus • Action Plan developed • Action Plan presented to faculty 	a.		
	b.		
	c.		
	d.		
	e.		



<p>4. School-wide Expectations</p> <ul style="list-style-type: none"> • Define 3-5 school-wide behavioral expectations • Curriculum matrix • Teaching plans • Teach expectations • Define consequences for problem behavior 	a.		
	b.		
	c.		
	d.		
	e.		
<p>5. Establish Information System</p> <ul style="list-style-type: none"> • System for gathering useful information • Process for summarizing information • Process for using information for decision-making 	a.		
	b.		
	c.		
	d.		
	e.		
<p>6. Build Capacity for Function-based Support</p> <ul style="list-style-type: none"> • Personnel with behavioral expertise • Time and procedures for identification, assessment, & support implementation 	a.		
	b.		
	c.		
	d.		
	e.		

