Supporting Students with Disabilities through Positive Behavioral Interventions and Supports

Topic: Disability
Key words: Special Education, Behavior, Alternative Settings

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## Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✧ Use a shared action plan for your team</td>
<td>✧ Post positive on-topic comments</td>
<td>✧ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>✧ Complete session evaluations</td>
<td>✧ Questions for the presenters go in the POLLS tab ⇐</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✧ Limit distractions</td>
<td>✧ Use inclusive language</td>
<td>✧ Use sincere phrasing</td>
</tr>
<tr>
<td></td>
<td>✧ Follow up on your assigned action items</td>
<td></td>
<td>✧ Complete additional polls when prompted</td>
</tr>
<tr>
<td><strong>BE SAFE</strong></td>
<td>✧ Take movement breaks</td>
<td>✧ Engage in productive dialogue</td>
<td>✧ Ask solution-oriented questions</td>
</tr>
<tr>
<td></td>
<td>✧ Be aware of your stress level</td>
<td></td>
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</tr>
<tr>
<td><strong>For Presenters</strong></td>
<td>✧ Ensure Files Tab has current materials and related weblinks</td>
<td>✧ Monitor and remove inappropriate comments</td>
<td>✧ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>
Tips for Participants

Finding Your Registered Sessions in Pathable

Your Personalized Schedule (My Agenda)

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.
Tips for Participants

Navigating the Session Page

1. Session Details (Title, Presenters, Date & Time, Description, Keywords)
2. Join Session
3. Interact through Chat, Polls, & Uploaded Files
Tips for Participants

Chat, Polls, and Q&A

1. Use Chat for engaging with other participants around the session topic. 
   
   *Presenters may use chat differently in specific sessions.*

   Follow overall Forum expectations for responsible, respectful, and safe chatting

2. Find the Q&A under Polls. Questions for presenters go there.

3. Some sessions have other Polls or more Specific Questions.
   Complete those when prompted
Tips for Participants

Be careful of accidently navigating away

While participating in a live Session... Be Present!

• If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.

• What does navigating away look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person’s name
Tips for Participants

Support is Available

If at any time you need support as a participant, use the **Help Desk**:
College and Career Readiness for Transition (CCR4T)

Measurement Study funded by the Institute of Educational Sciences that includes a 5 domains of college and career readiness that map onto academic, social, and transition skills

Seeking school partners to:
• Field-test the online CCR4T as well as provide certain academic and behavioral school data in 2020-2021 and/or 2021-2022

Benefits:
• Online administration allows for use as a distance learning and/or re-entry tool to measure student perceptions
• The opportunity to provide direct feedback on the CCR4T data reports. Access to data will be provided to all school partners.
• A stipend of $5000 will be issued to school partners who can commit to both parts of the data collection in Fall semester 2020 (Oct-Dec)
• Visit http://ccr4t.education.uconn.edu
• Questions? Email allison.lombardi@uconn.edu
Session Objectives:

As a result of participating in this session, you will be able to:

1. Describe **critical features of PBIS** to support students with disabilities,

2. Discuss how to **differentiate** and **intensify** key practices in the current context, and

3. Use new **Center resources** to support students with disabilities at home and school throughout the 2020-2021 school year.
Where do students with disabilities “fit” within a PBIS/MTSS framework?

Everywhere!

ALL means ALL
Why is this important?

Students with disabilities...

- Spend most of their time in general education settings\(^1\)
- Experience poorer outcomes, including disproportionately high levels of reactive and exclusionary discipline\(^2\)
- Benefit from evidence-based practices implemented within a PBIS framework\(^3\)

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\(^1\) NCES (2019)  \(^2\) OCR (2018)  \(^3\) Center on PBIS (2020)
Core Features:

1. Invest in prevention

2. Integrate classroom practices

3. Tier 1 is for all

4. All means all

Intervention Strategies
“Top Ten List”
1

Design & adapt the physical environment
Develop & explicitly teach routines
Post, define, & teach 3-5 positive classroom expectations.

Teach, re-teach, & teach some more

Develop task analysis

Provide picture prompts/supports
Promote active engagement
Provide prompts.

- **Hallway**
  - **Be Respectful**
    - Quiet Voices
    - Keep hands by your side.
  - **Be Responsible**
    - Focus on yourself.
    - Find your name/classroom.
  - **Be Safe**
    - Walk.
    - Keep hands by your side.
    - Wait for the teacher.
Actively supervise.
7. Use behavior-specific praise & other strategies to acknowledge.

8. Use error correction & other strategies to respond.

9. Use more positives than correctives (5:1 ratio)
Collect & use data.
That’s great, but...

...what about now?
RETURNING TO SCHOOL DURING AND AFTER CRISIS:
A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

Center on PBIS
State Implementation and Scaling-up of Evidence-based Practices Center (SISEP)
National Integrated MTSS Research Network
National Center on Improving Literacy
Lead for Literacy Center


New Resource on Intensive Intervention

Differentiate or Intensify Critical Practices

Positive, Predictable, & Safe Learning Environments

- Connect
- Monitor
- Screen
- Teach
- Support

Students’ Social, Emotional, Behavioral, & Academic Growth
In addition to strategies to connect with all students and families, increase check-ins and actively collaborate with families and students to identify needs and support intervention selection and implementation, and establish relationships. Establish peer-to-peer relationships.

Beyond universal screening, conduct diagnostic academic and/or functional behavioral assessment to identify areas of strength and need to inform selection and implementation of targeted and/or intensive individualized supports.

In addition to establishing a safe, predictable, and positive environment, implement targeted (Tier 2) and/or intensive individualized positive behavioral support plans (Tier 3).

In addition to accessing high leverage Tier 1 instructional practices, implement targeted (Tier 2) and/or intensive individualized academic instruction (e.g., decrease group size, increase opportunities for explicit instruction and practice).

While maintaining fidelity of Tier 1 and Tier 2 implementation, use data from these tiers to identify students in need of intensive intervention. Monitor response to intervention for students receiving intensive intervention.
Let’s Zoom in on The Cedarhurst School
The Cedarhurst School

- Private, therapeutic, special education outplacement
- Students with ED and OHI labels
  - Social, emotional and behavioral problems
  - Psychiatric diagnoses
- Middle and High School (ages 11-21)
- Passage Program- transition activities (ages 18-21)
- School Engagement Program
• Public school students from all over Connecticut

• Tuition paid by sending Districts

• Small class size (no more than 8 per class)

• Self-contained and mainstream classrooms

• Special education teachers, social workers, behavioral support staff

• Therapeutic groups, individual counseling, crisis intervention, collaboration with collaterals

• Use of take-space
PBIS at Cedarhurst

- First implemented in 2007 with focus on Tier III interventions
- Regrouped with focus on Tier I and implemented with fidelity the following year
- With gradual progress on annual goals began to experience staff buy-in
- Have sustained high-fidelity implementation of PBIS practices for the last 12 years
- School culture and climate has completely transformed as a result
Average Number of Office Referrals per Day from Inception of PBIS

Average Number of Take Space Episodes per Day

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Average Number of Office Referrals per Day</th>
</tr>
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<tbody>
<tr>
<td>08-09</td>
<td>8.7</td>
</tr>
<tr>
<td>09-10</td>
<td>7.2</td>
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<tr>
<td>10-11</td>
<td>4.9</td>
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<tr>
<td>11-12</td>
<td>3.9</td>
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<td>12-13</td>
<td>4.1</td>
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<td>13-14</td>
<td>3.7</td>
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<td>14-15</td>
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<tr>
<td>15-16</td>
<td>2.9</td>
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<td>16-17</td>
<td>3.6</td>
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<tr>
<td>17-18</td>
<td>2.4</td>
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<tr>
<td>18-19</td>
<td>3.14</td>
</tr>
<tr>
<td>19-20</td>
<td>3.95</td>
</tr>
</tbody>
</table>
Components of PBIS at Cedarhurst

Level A’s
With Staff Permission
- One extra slice of pizza (on Thursday)
- Cookies or chips with lunch (on Monday)
- Two cups of juice at lunch
- Sign out from lunch and student center
- One out of the building activity per month

Level B’s
With Staff Permission
- One cup of juice at lunch
  - An extra cup can be purchased for 1 ticket
- One in the building activity per month
- Cookies or chips with lunch on Monday
- One homework pass

Privileges of a Level Status
- One activity per month (in the building)
- Attend the Level B Activity
- Use of your IPOD during PE (when not in a group activity)
- Two homework passes per week
<table>
<thead>
<tr>
<th>Responsibility</th>
<th>Safety</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Participation</td>
<td>-Use Equipment Appropriately</td>
<td>-Appropriate Language</td>
</tr>
<tr>
<td>-Focus on Task</td>
<td>-Physical/Verbal Boundaries</td>
<td>-Focus on Yourself</td>
</tr>
<tr>
<td>-Be Prepared</td>
<td>-Be on Time</td>
<td>-Follow Directions</td>
</tr>
</tbody>
</table>
### Level System

**LEARN AND EARN**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Advisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per.</td>
<td>Responsib.</td>
<td>Safety</td>
</tr>
<tr>
<td>1</td>
<td></td>
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<td>2</td>
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<td>6b</td>
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<td>8</td>
<td></td>
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<tr>
<td>HR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Tier II Supports: Y  N
## Recognition System:

*Students earn points, which provide access to 3 levels of privileges.*

<table>
<thead>
<tr>
<th>Level A</th>
<th>Level B</th>
<th>Level C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earned 90% of points for each expectation</td>
<td>Earned 80% of points for each expectation</td>
<td>Earned less than 80% of points for each expectation (are a new student or recently off 1:1 status)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Privileges</th>
<th>Privileges</th>
<th>Privileges</th>
</tr>
</thead>
</table>
| -outdoor privileges  
-one extra slice of pizza on Thursday  
-juice at lunch  
-invite to both the Level A and Level B activity  
-10 tickets per week  
-2 homework passes per week  
-use of music at PE | -juice at lunch  
-invite to the Level B activity  
-5 tickets per week  
-1 homework pass per week | |
Recognition System:

Students also earn tickets

- Student can earn tickets for a positive behavior in each of the three expectations categories.
- When tickets are given, students are directly told why they have earned them.
- Tickets are currency and can be used to buy activities, field trip, breakfast, special lunches, themed snacks, activity with specific staff members, auctioned items and raffled items.
- The homeroom who earns the most tickets in a week wins the “rock-on” award and is entitled to homeroom activity (donuts for breakfast, choice of music during lunch, play Wii during homeroom).
- Students can use tickets to buy items in the school store.
# Behavioral Matrix

<table>
<thead>
<tr>
<th></th>
<th>Responsibility</th>
<th>Safety</th>
<th>Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classroom</strong></td>
<td>- participation in class</td>
<td>- use equipment and materials appropriately</td>
<td>- be an active listener</td>
</tr>
<tr>
<td></td>
<td>- focus on task</td>
<td>- be on time</td>
<td>- follow directions</td>
</tr>
<tr>
<td></td>
<td>- ask permission to leave the room</td>
<td>- maintain physical and verbal boundaries</td>
<td>- focus on yourself</td>
</tr>
<tr>
<td></td>
<td>- be prepared</td>
<td>- be aware of your surroundings</td>
<td>- be supportive of others</td>
</tr>
<tr>
<td></td>
<td>- be attentive</td>
<td></td>
<td>- use appropriate language</td>
</tr>
<tr>
<td></td>
<td>- turn in cards at start of class</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Hallways/Stairs</strong></td>
<td>- use water cooler appropriately</td>
<td>- keep hands and feet to yourself</td>
<td>- use quiet voices</td>
</tr>
<tr>
<td></td>
<td>- dispose of cups</td>
<td>- keep walkways clear</td>
<td>- be considerate of others</td>
</tr>
<tr>
<td></td>
<td>- keep moving to your class</td>
<td>- walk at all times</td>
<td></td>
</tr>
<tr>
<td><strong>Bathrooms</strong></td>
<td>- wash hands</td>
<td>- turn off water after use</td>
<td>- knock before entering</td>
</tr>
<tr>
<td></td>
<td>- ask permission to use bathroom</td>
<td>- one person at a time in the bathroom</td>
<td>- use toilet appropriately</td>
</tr>
<tr>
<td></td>
<td>- flush toilet</td>
<td>-- place paper towel in trash can</td>
<td>- reply to knock on door</td>
</tr>
<tr>
<td></td>
<td>- inform staff of problems/lack of supplies</td>
<td>- clean up after yourself</td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
## Lesson Plans

<table>
<thead>
<tr>
<th>Classroom Lesson</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Expectation (Rule)</td>
<td>Responsibility, Safety, Respect</td>
</tr>
</tbody>
</table>

### Routine-Classroom
- Participate in task at hand
- Try your best
- Enter and exit in an orderly fashion
- Be prepared
- Use equipment and materials appropriately
- Be supportive of others

### Lesson Objectives
- Students will be able to classify and produce positive and negative examples of classroom expectation

### Lesson Materials
- Dry erase board
- Positive and negative example note cards

### Teaching Examples

<table>
<thead>
<tr>
<th>Positive Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility: raise hand, wait to be called on, ask permission</td>
</tr>
<tr>
<td>Safety: use appropriate language and keep personal space</td>
</tr>
<tr>
<td>Respect: encourage others, say “nice job”</td>
</tr>
</tbody>
</table>
## Lesson Plans--continued

### Negative Examples
- Responsibility: head on desk
- Safety: blurt out own personal issues for everyone to hear
- Respect: talk with another student while others are engaged in lesson

<table>
<thead>
<tr>
<th>Lesson Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model</strong></td>
</tr>
<tr>
<td>- Review class expectations and focus on matrix items not posted (ie. Be an active listener, turn in card at beginning of class)</td>
</tr>
<tr>
<td><strong>Lead</strong></td>
</tr>
<tr>
<td>- Pass out cards with positive and negative examples</td>
</tr>
<tr>
<td>- Create chart on board</td>
</tr>
<tr>
<td>- Have students read card and determine where it goes</td>
</tr>
<tr>
<td><strong>Test</strong></td>
</tr>
<tr>
<td>- As a group, generate one for positive and negative example for each expectation</td>
</tr>
<tr>
<td>- Have student self reflect and fill out own card based on expectations</td>
</tr>
</tbody>
</table>
Annual Action Plan

• Annual Goals
  – Reduce frequency and duration of time out
  – Increase percentage of students maintaining level
  – 4:1 ratio of positive reinforcement to negative consequences
  – Fidelity to the PBIS framework

• Data on progress compiled quarterly to keep us on track

• Achieving goals promotes on-going buy-in from staff and students
PBIS Team

- PBIS Team coach
- Teachers, paras, social workers, director
- Student council provides input
- Team meets once a week CONSISTENTLY
- Review data
- Plan PBIS activities
- Problem-solve
  - Problems are discussed by PBIS team
  - Solutions are sought from entire staff
Daily Wrap Up Meeting

• Entire staff meets every day for 30 minutes
  – Determine behavioral goals
  – Review data
  – Discuss levels
• All staff have opportunity to discuss PBIS practices, effectiveness and goals
• PBIS Team members present identified issues and ask for or offer possible solutions
  – Everyone takes ownership
Student Investment

• Student Council
• Student input into rewards
• Careers Class creates posters to advertise rewards

• Culture of participation has built over years
  – All students participate enthusiastically
Parent Involvement

• Weekly communication home
  – Email
  – Multi-staff approach
  – Texting and Zoom video conferencing

• Point card as communication tool
  – Parents reward school progress at home
Data Collection

• *Everyone* participates
  – Teachers: ticket tallying, expectation card tallying, sign up for events, tracking levels
  – Other staff

• Data drives decisions
  – Student
    • Tweak reward universally
    • Tier II plan
  – Time of Day
  – Location
  – Staff
How is PBIS Sustained at Cedarhurst?

Modify the program as you go to correct ineffective practices and address newly identified issues.
Example: Tier II Plan

FBA

<table>
<thead>
<tr>
<th>Did Student maintain appropriate verbal and physical boundaries?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date: _____________</td>
</tr>
</tbody>
</table>

Please indicate “Y” or “N” for this questions. If “N” please rate the intensity (1=sent out of class, 2=ISS, 3=OOSS)

<table>
<thead>
<tr>
<th>H.R.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>H.R.</th>
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If “N” rate intensity

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<tr>
<th>H.R.</th>
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</tbody>
</table>

Did Student do her work?

Please indicate “Y” or “N” for this question.

<table>
<thead>
<tr>
<th>H.R.</th>
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<th>2</th>
<th>3</th>
<th>4</th>
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Tier II Support Plan

Name: ___________________________ Date: ___________________________

Mentor(s) Name: ___________________________

Goal (specify the behavior that the student is working on, e.g. to decrease inappropriate comments) ___________________________

Non-contingent Reward (must be time with a preferred staff who can provide coaching toward goal - specify timeframe, with whom and activity) ___________________________

Contingent Reward (specify timeframe, with whom, activity and criteria) ___________________________

Additional Information (e.g. data tracking method, etc.) ___________________________

Person(s) developing plan: ___________________________
PBIS in the Pandemic

- WE CAN DO THIS!
- Wear face coverings
- Stay home if you’re feeling sick
- Practice social distancing
- Wash your hands
The Crisis: Abrupt Shift to Remote Learning

Modify the program as you go to correct ineffective practices and address newly identified issues

Because this was already our practice we knew early on that PBIS would be a tool to help us make the transition to remote learning
Differentiate or Intensify Critical Practices

Positive, Predictable, & Safe Learning Environments

- Connect
- Monitor
- Teach
- Screen
- Support

Students’ Social, Emotional, Behavioral, & Academic Growth
Focus on Engagement

- Wide variability in levels of attendance, participation, engagement across students and across the day
- With reduction in other disruptive behaviors we were able to focus almost exclusively on engagement as expected behavior
- Prioritize presence over content
- Reset expectations
Define, Teach and Reinforce Expectations

- Attendance
- Participation
  - Screen on
  - Classroom stream
  - Zoom chat
- Grading policy
- Weekly rewards
- Technology - coach and reinforce skills and appropriate use
Data Collection

• Teachers communicate attendance by email to social workers for every class period
• Social workers track attendance and participation throughout each day
• Social workers connect with students and parents in real time to encourage, support and reinforce engagement
Data

An Excel spreadsheet showing attendance monitoring for remote schooling. The spreadsheet displays attendance data for different days and times, with colored cells indicating present, absent, incomplete, and excused absence statuses.
Social/Emotional Support

• No apology for prioritizing social and emotional needs over academic needs

• Groups
  – Shift to process oriented
  – Social skills/opportunities

• Trauma Informed Lens
  – Acknowledge that life has changed drastically for students and families
    • Financial concerns
    • Health concerns
Support Parents

• The crisis affects everyone
• Parents lack skills/knowledge to support their students from home
• Technology
• Increase contact with parents significantly
  – Weekly Director’s email with concrete information
  – Phone and Zoom sessions with Social Workers
    • Parent guidance and emotional support
  – Access to administrators and social workers by text
Teacher Support

- Teachers are overwhelmed, stressed and exhausted
  - Validate feelings
  - Reduce responsibilities by having other staff step in
  - Find ways to give breaks
  - Give permission/validate different expectations
  - Resources
Tier II

• Define criteria for Tier II support focused on engagement
• Develop plan using template
• Collect and monitor data
• Tweak or fade the plan
Remote Learning Tier II Support Plan

Name: ________________________ Date: ________________________

Goal (what specific attendance or participation/work completion do you want to see?)
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Who will provide individual Zoom coaching (specify who, how often, etc.)
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Contingent Reward (specify timeframe, with whom, activity and criteria)
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Examples of contingent rewards: gift card or e-book, Zoom meeting with preferred staff, activity with staff (e.g. cooking by Zoom, art, etc.)

Additional Information (e.g. data tracking method, etc.)
_________________________________________________________________________________________________
_________________________________________________________________________________________________
_________________________________________________________________________________________________

Person(s) developing plan: ________________________________
PBIS Team/Staff Meetings

• Maintain standard practice of weekly PBIS meetings and daily staff meetings via Zoom
  – Plan adaptations to regular practices
  – Review data
  – Disseminate data and PBIS plans to whole staff
Build/Reinforce Community

• Find ways to offer community building activities
  – Friday afternoon activities
    • Family Feud
    • Kahoot
    • Book Club
    • Cooking Club
    • Music Group
  – Zoom Community Meeting
Returning to In-building/Hybrid Instruction

• Continue all of the above!
• Fold in new safety measures to behavior matrix, lessons and behavioral expectations
  – Develop separately for in-building days and remote days
New Expectations

RESPONSIBILITY

Participation
> Students will engage in class by attempting to complete work, participate in activities, and discussions.

Focus on Task
> Students will engage in assigned tasks with minimal distractions as deemed by staff.

Be Prepared
> Students will be on time.
> Students will keep a charged Chromebook, all necessary work, and passwords and homework submitted at start of class.
> Students will be dressed and ready to participate in Physical Education before start of class.

COVID SAFETY

Wear Your Masks Appropriately
> Mask and nose fully covered by mask

Maintain Appropriate Physical Distance
> Move directly to your destination
> Follow directional signs in the building
> Keep your hands to yourself

Follow Disinfection Protocols
> Wash hands/wipe sanitizer
> Wipe down personal area and belongings

RESPECT

Appropriate Language
> Students will use proper words at all times.
> Students will refrain from using verbal messages that include swearing, name calling, put downs or using words in an inappropriate way.

Focus on Yourself
> Students will refrain from engaging in the negative behavior of others, e.g. not adding their own contribution to the situation.
> Students will engage in the activity that is taking place to the fullest.

Follow Directions
> Students will accept and carry out the desired expectations from all staff members.
• Teach/coach/model expected behavior
  – Teach students behavioral expectations BEFORE they return to the building via Zoom

• Cue expected behavior
  – Verbally, visually (use signs everywhere!)

• Remember 4:1 positive reinforcement to negative consequence ratio

• Create digital methods of assigning points, and using tickets
Monitor

Track Points and Tickets Digitally

<table>
<thead>
<tr>
<th>Student: Weekly Points Earned</th>
<th>Weekly Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Responsibility</td>
<td>COVID Safety</td>
</tr>
<tr>
<td>Week's Score:</td>
<td>71</td>
</tr>
<tr>
<td>Monday</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td>HR 3 e</td>
</tr>
<tr>
<td>Period 1</td>
<td>3 e</td>
</tr>
<tr>
<td>Period 2</td>
<td>1 e</td>
</tr>
<tr>
<td>Period 3</td>
<td>3 e</td>
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<tr>
<td>Period 4</td>
<td>1 e</td>
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<tr>
<td>Period 5</td>
<td>2 e</td>
</tr>
<tr>
<td>Points Earned</td>
<td>13</td>
</tr>
<tr>
<td>Pds. Excused</td>
<td>0</td>
</tr>
</tbody>
</table>

| Tuesday | | | | | | | |
| Date: | HR 3 e | 3 | 1 | 3 | HR 3 e | 3 | 1 | 3 |
| Period 1 | 3 e | 3 | 1 | 3 | Period 1 | 3 e | 3 | 1 | 3 |
| Period 2 | 1 e | 10 | 0 | 10 | Period 2 | 1 e | 10 | 0 | 10 |
| Period 3 | 1 e | 10 | 3 | 10 | Period 3 | 1 e | 10 | 3 | 10 |
| Period 4 | 2 e | 18 | 1 | 18 | Period 4 | 2 e | 18 | 1 | 18 |
| Period 5 | 3 e | 18 | 2 | 18 | Period 5 | 3 e | 18 | 2 | 18 |
| Points Earned | 25 | 0 | 25 | 1 | Possible points | 30 | 0 | 30 |
| Pds. Excused | 0 | 10 | 0 | 10 | |

| Wednesday | | | | | | |
| Date: | HR 3 e | 3 | 1 | 3 | HR 3 e | 3 | 1 | 3 |
| Period 1 | 3 e | 3 | 1 | 3 | Period 1 | 3 e | 3 | 1 | 3 |
| Period 2 | 1 e | 10 | 0 | 10 | Period 2 | 1 e | 10 | 0 | 10 |
| Period 3 | 1 e | 10 | 3 | 10 | Period 3 | 1 e | 10 | 3 | 10 |
| Period 4 | 2 e | 18 | 1 | 18 | Period 4 | 2 e | 18 | 1 | 18 |
| Period 5 | 3 e | 18 | 2 | 18 | Period 5 | 3 e | 18 | 2 | 18 |
| Points Earned | 25 | 0 | 25 | 1 | Possible points | 30 | 0 | 30 |
| Pds. Excused | 0 | 10 | 0 | 10 | |

| Thursday | | | | | | |
| Date: | HR 3 e | 3 | 1 | 3 | HR 3 e | 3 | 1 | 3 |
| Period 1 | 3 e | 3 | 1 | 3 | Period 1 | 3 e | 3 | 1 | 3 |
| Period 2 | 1 e | 10 | 0 | 10 | Period 2 | 1 e | 10 | 0 | 10 |
| Period 3 | 1 e | 10 | 3 | 10 | Period 3 | 1 e | 10 | 3 | 10 |
| Period 4 | 2 e | 18 | 1 | 18 | Period 4 | 2 e | 18 | 1 | 18 |
| Period 5 | 3 e | 18 | 2 | 18 | Period 5 | 3 e | 18 | 2 | 18 |
| Points Earned | 25 | 0 | 25 | 1 | Possible points | 30 | 0 | 30 |
| Pds. Excused | 0 | 10 | 0 | 10 | |

| Friday | | | | | | |
| Date: | HR 3 e | 3 | 1 | 3 | HR 3 e | 3 | 1 | 3 |
| Period 1 | 3 e | 3 | 1 | 3 | Period 1 | 3 e | 3 | 1 | 3 |
| Period 2 | 1 e | 10 | 0 | 10 | Period 2 | 1 e | 10 | 0 | 10 |
| Period 3 | 1 e | 10 | 3 | 10 | Period 3 | 1 e | 10 | 3 | 10 |
| Period 4 | 2 e | 18 | 1 | 18 | Period 4 | 2 e | 18 | 1 | 18 |
| Period 5 | 3 e | 18 | 2 | 18 | Period 5 | 3 e | 18 | 2 | 18 |
| Points Earned | 25 | 0 | 25 | 1 | Possible points | 30 | 0 | 30 |
| Pds. Excused | 0 | 10 | 0 | 10 | |
• Weekly Health and Safety meeting to create culture of support around healthy and safe behaviors specific to infection control
• Continue to support teachers! Find ways to give them breaks and to feel heard.
• HUMOR!
• We are where we are
Let’s zoom back out to review big ideas.

The Cedarhurst School
Core Features:

1. Invest in prevention

2. Integrate classroom practices

3. Tier 1 is for all

4. All means all

New Resource on Intensive Intervention


Intervention Strategies

“Top Ten List”

1. Design & adapt the physical environment
2. Develop & explicitly teach routines
3. Post, define, & teach 3-5 positive expectations
4. Promote active engagement
5. Provide prompts
6. Actively supervise
7. Use behavior-specific praise & other strategies to acknowledge
8. Use error correction & other strategies to respond
9. Use more positives than correctives (5:1 ratio)
10. Collect & use data
Differentiate or Intensify Critical Practices

Positive, Predictable, & Safe Learning Environments

Teach, Monitor, Connect, Screen, Support

Students’ Social, Emotional, Behavioral, & Academic Growth
## Guiding Principles

Our recommendations are grounded in the **core elements of PBIS and MTSS**.
- Prioritize **equity**.
- Make student **outcomes** central to all decisions.
- Implement a small number of effective, culturally-relevant **practices** well.
- Use **data** to inform all decisions (screening, progress monitoring, equitable outcomes, and fidelity).
- Continue to invest in **systems** to support high-fidelity implementation across time.

1. **Provide Support throughout the Implementation Cascade**

To maximize student benefit, provide coordinated support and learn from feedback along the implementation cascade.

### State & District
- State Guide
- District Guide
- Webinars *coming soon*
- State and District Topic

### School & Classroom
- School Guide
- Webinar *coming soon*
- School-wide Topic
- Classroom Topic

### Family & Student
- Supporting Families with PBIS at Home Practice Brief
- Supporting Students with Disabilities at School and Home Practice Brief
- Family Topic

Please let us know what other resources would be helpful to support your implementation!

Check Back for Additional Resources throughout the Year

Please Complete the Session Evaluation to Tell Us What You Thought of This Session A5

Three Ways to Complete:

1) Pathable/Mobile App:
   a. Find the Evaluation Link in the “Files” Tab, or
   b. Click on “Evaluations” in the navigation menu

2) Online: click on the link in the Pathable “Chat”


3) QR Code