

# Dickinson Behavior Teaching Continuum

	Level of Support 1	Level of Support 2	Level of Support 3	Level of Support 4 (Self-Contained)
<b>Description</b>	<ul style="list-style-type: none"> <li>- For all students, all campuses, all the time</li> <li>- Positive behavior supports are in place in the classes and school wide</li> <li>- Behavior Coach provides professional development and consult to teachers regarding specific students and/or behaviors so that teachers are providing direct behavioral interventions in their class</li> <li>- Proactive, positive, flexible, and instructional in nature</li> </ul>	<ul style="list-style-type: none"> <li>- For students who receive 504 or Special Education in need of support for behavior with a daily checkup.</li> <li>-504 should have a BIP and be provided through interventions and accommodations not specially designed instruction</li> <li>- Sped an ARD is required to include the BIP and the following               <ul style="list-style-type: none"> <li>• Daily check (I.e., 5 min daily; 15 min daily)</li> <li>• Social skills schedule (I.e., 30 min 3x 9 weeks or 30 min 7x 9 weeks; 30 min 1x weekly)</li> <li>• Consult (I.e., 10 min 3x 9 weeks; 5 min 7x 9 weeks)</li> </ul> </li> <li>- Daily support provided to students in various forms as recommended based on the student’s needs as indicated in their ARD or 504 (such as home base, check in/check out, monitoring, class checks, redirection etc.). Documentation of logs are kept on daily support.</li> <li>- Social/adaptive skills taught in a pull-out setting per their BIP and/or social skills goals based on ARDed services. Documentation includes logs, lesson plans and progress monitoring.</li> <li>- Consultation with teachers is provided for the student per their ARDed services. Documentation of consultation is kept via log, email, or another format.</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>- Specially designed instruction for students with <b>special education services</b> may receive short-term reorientation, provided in a pull-out setting to intervene when behavior is impeding learning and progress. Designed to teach replacement skills for target behaviors, with modeling, practice and social/adaptive skills planned, taught, and documented.</p> <p>- Length of time in reorientation is based on the student's response to behavior intervention. Not to exceed an accumulation (not consecutive) of 12 days. Not disciplinary in nature.</p> </div>	<ul style="list-style-type: none"> <li>- For students with Special Education needing direct support for behavior requiring high frequency of intervention in a pull-out setting-Orientation/Reorientation.</li> <li>- An ARD must be held to review/adjust BIP, increase monitoring, and social skills               <ul style="list-style-type: none"> <li>• Daily monitoring (I.e., 1x per class period daily; 1x every 30 min daily; 1x per hour daily)</li> <li>• Social skills schedule (I.e., 30 min 1x weekly; 30 min 2x per week)</li> <li>• Consult (I.e., 10 min 3x 9 weeks; 5 min 7x 9 weeks)</li> </ul> </li> <li>- Hourly support provided to students either via monitoring in general education settings, redirection or pull out for direct instruction. Documentation of tracker and logs are kept on hourly support.</li> <li>- Social/adaptive skills taught in a pull-out setting weekly or more frequently, per their BIP and/or social skills goals based on ARDed services. Documentation using logs, lesson plans and progress monitoring.</li> <li>- Consultation with teachers is provided per the ARDed services. Documentation of consultation is kept via log, email, or another format.</li> <li>- Specialized instruction for <u>Orientation</u> in a pull-out setting is required to address the student’s specific behavioral needs and work with the student on triggers, interventions, and T-chart of target behavior. Documentation using log, lesson plans and t-chart.</li> <li>- Specialized instruction for <u>Reorientation</u> in a pull-out setting for direct intervention and support. Designed to teach replacement skills for target behaviors, with modeling, practice and social/adaptive skills are planned, taught, and documented.</li> <li>- Length of time in Reorientation is based on student’s response to behavior intervention, typically up to 50% of the day or week for reorientation. If a student is in extended re-orientation for 2 weeks consecutively a staffing needs to be held with district staff. Not disciplinary in nature- administrators can not assign days.</li> </ul> <p>*Students who receive special education and require BTC support should start at level 3 to first receive orientation and understanding of their behavior and replacement behaviors for prosocial skills.</p>	<ul style="list-style-type: none"> <li>- For students with Special Education requiring intensive direct support for behavior provided in a highly structured self contained pull out setting. It is designed to give the additional support that a small percentage of the “highly at-risk” category of students may need. An ARD must be held to review/adjust BIP, goals, increase social skills to daily, and change instructional arrangement to self contained               <ul style="list-style-type: none"> <li>• Pull out self contained setting</li> <li>• Social skills schedule (I.e., 30 min daily or 1 hour daily)</li> <li>• Consultation provided to the student by the gen ed/sped teacher while the student is in the pull out setting</li> </ul> </li> <li>- Full time support provided to students in a special education setting. This level of support is in a pull out setting designed to support students with intense emotional disabilities or behavioral deficits who are experiencing difficulty demonstrating appropriate school/social behaviors and need a specialized self-contained setting for support. T-chart and replacement behaviors are addressed and practiced as part of the daily schedule. Documentation using trackers, log, lesson plans and t-chart to record daily support..</li> <li>- Social/adaptive/behavioral skills taught daily as part of the schedule, per their BIP and/or goals based on ARDed services. Documentation using logs, lesson plans and progress monitoring on goals.</li> <li>-LPC is considered</li> <li>- An LSSP will consult with the Behavior Coach a minimum of once every 2 weeks. The purpose is to ensure students are progressing behaviorally. This also provides support to the teacher in difficult cases.</li> </ul>
<b>All Teachers</b>	<ul style="list-style-type: none"> <li>-Establish and teach class and campus positive behavior expectations and routines and implement positive behavior support</li> <li>-Restorative Practices</li> <li>-Communicate with parents</li> <li>-Coordinated system of support (RtI/MTSS)</li> <li>-Keep behavioral data</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the student’s behavior intervention plan (BIP) / system of support</li> <li>- Maintain data and documentation</li> <li>- Collaborate/consult with behavior coach</li> <li>- Implement classroom management and campus expectations for all non-BIP behaviors</li> <li>- Allow students a clean slate when returning to class</li> <li>- Provide instructional lesson plans, slide deck, and activities to the behavior coach for the student while in reorientation</li> <li>- Build and maintain the relationship and connection with the student</li> </ul>	<ul style="list-style-type: none"> <li>- Implement the student’s behavior intervention plan (BIP) / system of support</li> <li>- Maintain data and documentation</li> <li>- Collaborate/consult with behavior coach</li> <li>- Implement classroom management and campus expectations for all non-BIP behaviors</li> <li>- Allow students a clean slate when returning to class</li> <li>- Provide instructional lesson plans, slide deck, and activities to the behavior coach for the student while in orientation / reorientation</li> <li>- Visit your student during orientation/reorientation (check on them, their work and maintain the relationship)</li> </ul>	<ul style="list-style-type: none"> <li>- Collaborate and communicate with the behavior coach</li> <li>- Provide instructional lesson plans, slide deck, activities, and any supplemental tools and/or resources to the behavior coach for the student</li> <li>- Continue to maintain a relationship with the student, check on them, assist with their work and provide instruction where needed</li> <li>- Allow students a clean slate when returning to class</li> </ul>



# Dickinson Behavior Teaching Continuum

	Level of Support 1	Level of Support 2	Level of Support 3	Level of Support 4 (Self-Contained)
<b>Behavior Coach</b>	<ul style="list-style-type: none"> <li>- Provides school wide professional development to general education teachers and PLC teams</li> <li>- Provides consultation with teachers</li> <li>- PBIS and Restorative Practices</li> </ul>	<ul style="list-style-type: none"> <li>- Behavior Coach provides direct support to students on specific behavioral needs and instruction of replacement behaviors using a behavior intervention plan (BIP)</li> <li>-Behavior Coach provides direct social skills to students. Provide direct instruction in replacement behaviors and social/adaptive skills per their ARDed services and IEP goals. A lesson plan is required.</li> <li>-Consultation to teachers regarding implementation of the BIP, behavior management strategies, and their data collection</li> <li>-Daily monitoring of students (more frequent if needed)</li> <li>-Systematic data collection and reward system (logs, trackers, t chart, lesson plans, progress data)</li> <li>-Develop and implement FBP/BIP and goals, progress monitor and progress reporting data must be maintained.</li> <li>-Monthly behavior meeting with campus (admin &amp; LSSP) and job alike with district</li> <li>-Adapt lessons from Gen ed teachers during reorientation</li> </ul>	<p>Behavior Coach provides direct support and high frequency monitoring to students to enable analysis on specific behavioral needs and instruction of replacement behaviors using a behavior intervention plan (BIP).</p> <ul style="list-style-type: none"> <li>- Provide direct instruction in replacement behaviors and social skills lessons matched to IEPs with at least 30 minutes per week of social/adaptive skills. A lesson plan is required</li> <li>-Consultation to teachers may include modeling how to implement the BIP, behavior management strategies, and collaboration while in reorientation. Logs should be kept.</li> <li>-Hourly monitoring of students (more frequent if needed)</li> <li>-Systematic data collection and reward system (logs, trackers, t-chart, lesson plans, progress data)</li> <li>-Develop and implement FBP/BIP and goals. Progress monitor and progress reporting data must be maintained.</li> <li>-Monthly behavior meeting with campus (admin &amp; LSSP) and job alike with district</li> <li>-During Reorientation and extended reorientation, adapt lessons from Gen ed teachers and schedule with staff to come in and check in with the student</li> </ul>	<ul style="list-style-type: none"> <li>- Provide a daily schedule and routine for instruction to include pro-social behavior and intense small group instruction through a skills demonstration / acquisition process to exit the program. Instruction is focused on teaching school appropriate social skills that are considered critical to the ability to integrate in the school environment. Students are provided instruction in areas of social skills, behavior, and academics while in the self-contained setting. Collaborate and communicate with the student's teachers to get academic assignments, academic resources, and ensure they are aware of support for the student. Adapt lessons as needed based on student needs and behavior.</li> <li>- Behaviorally, students progress on a highly structured acquisition system, and as the student demonstrates success, the student integrates back into his/her previous educational setting up to 50% of the time. Attention is given to appropriate and purposeful inclusion of students in the general education setting, as the student demonstrates acquisition of pro-social behaviors following the phases of learning: Acquisition, Fluency, Maintenance, and Generalization. A transition meeting occurs between the teacher(s) and the behavior coach when students are returning to classrooms outside of the pull out classroom. This meeting covers expectations of the student and the teacher, including implementation of the BIP.</li> <li>- There is a minimum of weekly communication with parents, with a preference for daily communication.</li> </ul>
<b>ARD</b>	Not applicable	FBP + BIP + behavior and social/adaptive Goals + Daily Monitoring + Consult + Accommodations + Data	FBP + BIP + behavior and social/adaptive Goals + Hourly monitoring + Consult + Accommodations + Data	FBP + BIP + behavior and social/adaptive Goals + Goals for all core subjects + Accommodations + Data