

Off the Pyramid
Intensive Behavior Programming for K-8 Students

SELF
Students
Engaged in
Learning for their
Future

Based on the works by Diana Browning Wright and Dr. Clayton Cook
www.shoplrp.com



Rationale

- FAPE

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- Continuum of Services

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- Continuum of Services
- Wanted to Decrease
 - Dropout
 - Unemployment
 - Substance Abuse
 - Adult Mental Health Problems
 - Involvement in the Legal System

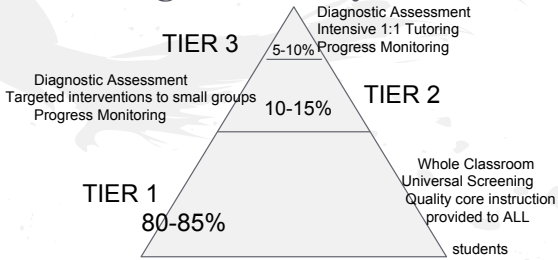
Goals of SELF Program

1. Reintegrate to Gen Ed
2. Improve Social, Behavior, Academics
3. Improve General Ed Environment
4. Increase Staff Satisfaction
5. Low Class Ratio - Strive for 3:1

Why a Regional Program?

- **Proven model--SUCCESS and TYKE
- **Allows small schools access to specialized services
- **ESU fiscal agent and hires staff

Original RTI Pyramid



Tier 1 Support

Core Services for ALL students

Preventative

Proactive

Tier 2 Interventions

Targeted GROUP Interventions

Moderate intensity

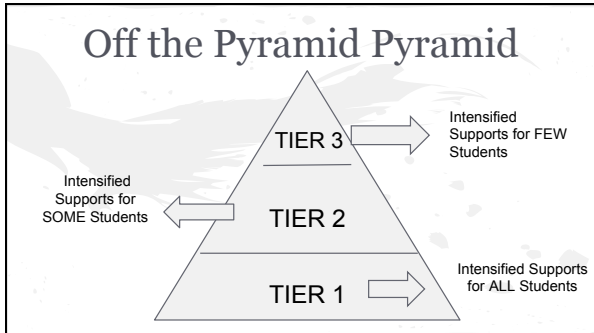
Short term

Tier 3 Programming

Intensive INDIVIDUAL Interventions

High intensity

Long duration



- #### Key RTI in Restrictive Settings Concepts
- Relationships - Establish, Maintain, Restore
 - Physiology to Learn and Behave Well
 - Positive Behavior Supports
 - Specially Designed Curriculum
 - Proactive Classroom Management
 - Good Behavior Game
 - Points and Levels System
 - Progressive Method of Responding to Problem Behavior

- #### Key RTI in Restrictive Settings Concepts
- Effective Academic Instruction
 - Honors Time/Outings & Reflective Time/Boring Room
 - Thinking Functionally About Behavior
 - Relentless Parent Outreach
 - Daily De-Briefs/Communication
 - Self-Governance Meetings

Handbook

ESU 6 document

Based on “RTI in Restrictive Settings”

Sign up for document to be emailed

- ### Entrance Criteria
- a. Entrance Criteria #1**
- i. Evidence that prior attempts*
of evidence based interventions have been attempted with fidelity in a less restrictive environment, and these attempts have occurred over a period of time (4-6 weeks for first level attempt and 4-6 weeks for second level attempt).
- 1. Examples of behavioral interventions for Tier II:*
- a. behavioral contract
 - b. school-home note system
 - c. self-monitoring protocol
 - d. mentor based program/check in check out
 - e. point sheet to keep track of students behaviors
 - f. use of honors room/reward system

- ### Entrance Criteria
- a. Entry Criteria #1**
- 1. Examples of behavioral interventions for Tier III:*
- a. formalized behavior support plan based on a functional behavior assessment
 - b. progress monitoring data
 - c. intervention fidelity data
 - d. student receives social skills instruction
- i. Override to entry criteria #1-- determined by the leadership team*
- ii. If a student engages in serious, violent behavior that endangers the less restrictive environment, or significant mental health needs that suggest a more restrictive environment would be the least restrictive environment placement*

Entrance Criteria

- b. Entry Criteria #2**
 - i. Data collected by a school psychologist via a standardized behavior rating scale (BASC, Social Skills Improvement System)
 - ii. The student's T score should be one standard deviation below the mean
- c. Entry Criteria #3**
 - i. Unanimous Team Confirmation the Leadership team followed by the IEP Team

Intensive Tier 1

- Proactive Classroom Management
- Integrated Academic and Behavior Supports
- Good Behavior Game
- Token Economy with Points and Levels
- Honors/Boring Room
- Social Skills, Social Emotional, Stress Reduction
- School/Home Communication
- Time Away/Crisis Management

Intensive Tier 2

- Behavior Contract
- Check In/Check Out Mentor Based Support
- Self Monitoring
- Daily School-Home Note System
- Small Group Social Skills Training

Intensive Tier 3

- Individual Cognitive Behavior Therapy
- Functional Behavior Assessment and Behavior Intervention Plan

Beyond Tier 3

Diana Browning Wright:

Not everyone can be served in Tiers model

(Boys Town, BEST, Epworth, Etc.)

Data Collection

Review 360--Pearson

Data Collection

Newsletter--Valuable!

Levels of Program

- Daily (17/20 - last 5 days in a row)
- Weekly (15 days in a row)
- Natural

Exit Criteria

Each student will be enrolled in the SELF program for a minimum of 45 days

Progress monitoring indicates that students are being successful at their current levels

Exit Criteria

The student spends at least 90% of their day in the general classroom

The SELF Classroom is no longer the student's least restrictive environment

A transition plan is developed for the student with input from local district and leadership team.

Program Costs and Funding

Annual Per Pupil Costs:

2012-2013	\$18,300
2013-2014	\$20,024

Reimbursed through NDE SPED financials

Results

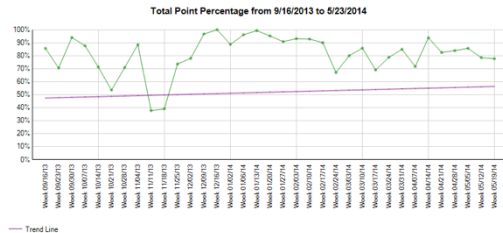
*Student 1 B

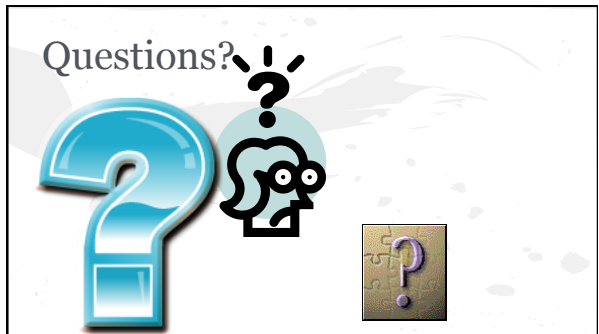
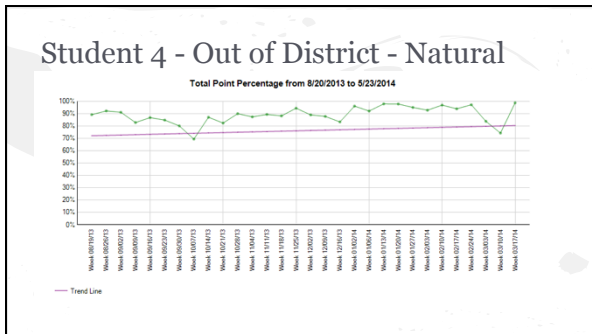
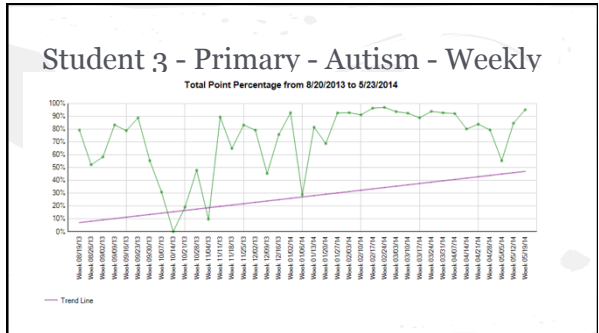
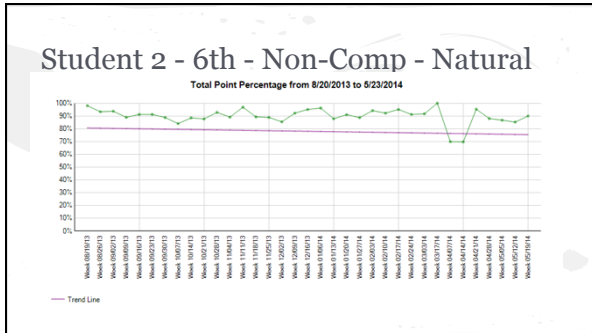
*Student 2 Br

*Student 3 - H

*Student 4 - M

Student 1 - 6th - Rule 18 - Daily Tier I





Contact Information

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