

Systems of Best Practice

System	Description	Examples
Relationship Building	Relationships are the key to success with any student. Respect and trust are earned over time. Staff should actively try to connect with students multiple times a day. It is the responsibility of the staff to help bridge connections.	<ul style="list-style-type: none"> • Actively engage students • Greet them at the door • Eat Lunch with them • Listen more than you talk • Acknowledge successes • Participate in student selected activities • Mentoring
Define Expectations	We must tell students what we expect of them. Do not assume they know what is expected in each setting because of their age. If all adults use the same expectations students will learn quicker.	<ul style="list-style-type: none"> • Use visual supports • Post and Review expectations daily • Pre-correct before transitions • Set a goal for the day/week
Teach Expectations	We must Teach expectations and behavior the same way we teach academics. Define, Model, Practice, Monitor and Acknowledge, Adjust for Efficiency.	<ul style="list-style-type: none"> • Model good behavior/words • Role play 1 situation each day • Give students feedback often
Acknowledge Expectations	Everyone likes to be acknowledged. Students are more likely to listen to you if are saying something positive. Research suggests our ratio of positives to negatives should be 8-1 to effectively shape behavior.	<ul style="list-style-type: none"> • Positive feedback /Specific praise • Compliments, high fives, smiles... • Token Economy <ul style="list-style-type: none"> ○ Individual acknowledgments ○ Group rewards ○ School-wide rewards • Special/Earned privileges • Positive note/call home
Respond Consistently To Unexpected Behavior	Staff consistency is a key to minimizing unexpected behaviors. Staff must know what an unexpected behavior is and how to respond to different levels of behavior. If we are all consistent over time, students will learn and respond more appropriately.	<ul style="list-style-type: none"> • Respond/re-teach without emotion • Define staff managed vs. office managed • Follow protocol/flowchart • Talk to students the way you would want to be talked to • Remember re-teaching is the best consequence
Use Data to Determine Who Needs More	All office managed behaviors should be documented. Documentation is not a consequence. It is data for the team to analyze patterns of behavior and to help problem solve solutions.	<ul style="list-style-type: none"> • Weekly Data reviews • Daily/weekly team meetings • Communicate concerns with appropriate staff (RTI team, Psychologist, Nurse, Social Worker, administrator)
Tier 2 Supports	Additional supports for <u>SOME</u> students who are not responding to Tier 1 Systems and are considered at risk.	<ul style="list-style-type: none"> • Intensify Tier 1 supports – Increase connections, feedback, acknowledgement, and supervision • Check In Check Out/ Check and Connect • Social Skills instruction/Counseling
Tier 3 Supports	Additional supports for <u>FEW</u> students who are not responding to Tier 1 or Tier 2 Systems and are considered in need of intense individualized supports.	<ul style="list-style-type: none"> • Intensify Tier 1 and Tier 2 Supports • Functional Behavioral Assessment • Behavior Support Plans/ Safety Plans • Wrap – Around supports