



SEAS 7-12

**Social-Emotional and Academic Support
Program Manual**



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Overview

The (SEAS) Social-Emotional Academic Support program in Wylie is a specialized, non-traditional classroom for students in grades K-12. The focus of this program is to identify, teach and practice, **self-regulation skills**, **social skills**, and **academic learning supports**, in a small classroom environment and help students generalize those newly acquired skills into the general education environment at a pace tailored to their success.

Students will practice self-regulation skills, social skills, frustration tolerance, and motivational techniques which will allow students to join their general education peers with increased behavioral success. Students will have opportunities to interact with their grade level peers in an effort to reinforce the generalization of skills.

While in the SEAS program, students will follow the general education curriculum and TEKS. Students will have access to modified TEKS as determined by the ARD committee. The SEAS program is a special education program with social, behavioral, and emotional support; it is not a punitive or disciplinary placement, as part of the LRE continuum of services for Wylie ISD.

Note: As part of the LRE continuum of services for Wylie ISD, the SEAS classroom will always be considered before Sierra placement is considered.

Reminders:

- All students are general education students first:
 - The students enrolled in the SEAS program are all connected to a general education class and should be considered part of that specific homeroom.
 - The goal for every SEAS student is to successfully demonstrate prosocial behaviors through participation in the general education environment.
 - SEAS teachers are the case managers of the students currently receiving services through the SEAS program.



Students Participating in the SEAS Classroom

SEAS Program includes students:

- Enrolled in grades K-12
- With documented eligibility for special education services demonstrating behavioral/psychological needs, who exhibit severe problem behaviors in the general education and/or resource environment, and have had access to behavioral interventions and supports with documented lack of behavior and/or academic progress based on multiple data measures over time.
- With current Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP)
- Data has been reviewed through the [Change of Placement Review Process](#)
- The ARD committee has determined that this program is needed in order for them to make progress in and gain access to the general education environment.

Qualifying Descriptors:

Students who participate in the SEAS Program demonstrate deficits in:

- **Social Skills** (including, but not limited to relationship with self and other, conflict resolution, self-awareness, self-esteem, collaboration, sense of belonging, empathy, flexibility, problem-solving)
- **Self-Regulation Skills** (including, but not limited to the ability to understand and manage behavior and reactions to own feelings and the events happening in the school environment under normal circumstances)
- **Academic Learning Skills** (including, but not limited to demonstrating appropriate classroom behavior such as, appropriately sit in chair, remain in designated area, completing assignments, appropriately participating in lessons)



SEAS Program Guidelines

Non-negotiables:

- SEAS staff will be responsible for utilizing the Function-Based Reinforcement System and will be modified to meet the student's specific emotional and behavioral needs.
- Monthly meeting with General Education teachers to discuss and plan to support student progress and curriculum access/materials.
- Students will have goals for academic content, social, and/or behavior when instruction occurs in the SEAS (Special Education) classroom.
- SEAS teachers will provide a classroom structure, including but not limited to:
 - Predictable daily routines and procedures.
 - An uncluttered and safe classroom environment.
 - A clearly defined "safe space" for students to utilize as needed.
 - Clearly stated and posted age-appropriate calm-down strategies.
 - Individual workspaces for each student.
 - At least one space designated for group work.
 - Clearly stated and posted classroom expectations.
 - Clearly stated and have easy access of the schedule for all teachers and staff.
 - Clearly stated and posted schedule for each student.
 - Function-based reinforcement menu posted.
 - An area within their classroom where the campus staff is able to routinely place copies of each students' work for each grade level.
 - An organized system (such as a tabbed folder or sectioned off bin) that has the students' work organized by day ready to go for the week.
 - [Program Data Binder](#)
- A **Function-Based Reinforcement System** will be utilized and paired with age and school-appropriate, extrinsic, and function-based motivators. Individualized reinforcement sheets will also serve as data collection to show progress through the program.
 - **Functional-Based Point Sheets** will be utilized for each student as it allows for continued behavior monitoring, frequent opportunity for reinforcement and student feedback, and built in data collection.
- SEAS Teachers will meet with the SEAS/SAIL Learning Specialist twice a month to review student progress. During this time, the teacher will review student's classroom readiness scores, points earned, points lost, functions of behaviors observed, functions of reinforcers purchased, goal data, and progress towards generalization of skills into the general education environment.



SEAS Teacher/Staff Expectations

Before school starts: see appendix for example

- Become familiar with each student's IEP. Pay special attention to the Schedule of Services page, BIP, goals and accommodations to ensure compliance.
- Provide a printed copy of and an explanation of the BIP and accommodations to any General Education teacher providing direct instruction to the student, **BEFORE** the student attends the class. Follow Special Education Department Guidelines for distribution of documents and verification of receipt.
- Have a printed copy of the planned daily class schedule. This should be posted in your classroom as well as in your program binder.
- Prepare each students' Function-Based Point Sheets.
- Create/revise classroom norms and routines (include student input on norms when appropriate.)
- Set up Frontline:
 - Teachers must collect data at least four times per grading period for each goal.
 - Paraprofessionals/Teacher collect data on personal care, inclusion minutes and accommodations.
 - Use the [Slide Guide](#) for assistance.
- Begin communicating with parents/family.
- Establish/revise individualized Function-Based Reinforcement System.
- Plan learning centers and organize the classroom.
- Begin communication with student's General Education teachers and request access to their lesson plans and materials.
 - The SEAS Teacher will work with Campus Administration who will set the directives for the grade level staff on who will get the work to the SEAS classroom.
 - Collaborate with the General Education teacher in each grade/subject area:
 - a. General Education lesson plans will be adapted to meet the needs of the students in the SEAS classroom.
 - b. Materials may need to be shared between the SEAS and General Education classrooms.
 - The SEAS Teachers will have an area within their classroom where the campus staff is able to routinely place copies of each students' work for each grade level.



- The SEAS Staff will have an organized system (such as a tabbed folder or sectioned off bin) that has the students' work organized by day ready to go for the week.
- Each student in the SEAS program must have an individualized schedule with each subject and place of instruction (example: SEAS Room or Mrs. Burkes room 205 with Mrs. Jones support).
- Work with campus administrator to create:
 - [Classroom disruption plan](#) (see *appendix for example*)
 - Classrooms should be cleared if a student's behavior is escalated to the point that students are able to learn, they are not safe, and/or someone is being restrained.
 - Where the regulated students can go during all times of the day
 - How, when, and who to call for support, if needed.
 - Create a "to go bag" to include:
 - Work for the students to complete in the new location
 - Copies of their current schedules
 - [Program Data Binder](#) (see *appendix for example*)
 - Plans for Substitute
 - Plans for teacher absences
 - Plans when two staff members are out
 - Copies of important documents to ensure substitute success

[Throughout the school year](#): see *appendix for example*

- Practice all classroom routines, norms and expectations with students regularly
- Collect data on all goals.
- Use/maintain daily Function-Based Reinforcement System point sheets
- Maintain an up to date [Program Data Binder](#).
- Offer and model pro-social behaviors and academic support to General Education teachers as needed.
- Complete student needs assessments within 10 days of new student arrival (contact SEAS/SAIL Learning Specialist for access).
- Prepared social skills lessons will be taught daily and situational social skills lessons should be taught as they arise.
- Provide access for ALL SEAS staff to daily lessons and assignments in the event of an emergency or disruption in the daily schedule.
- All SEAS staff should have a strong understanding and be trained in de-escalation, calm down strategies, and be CPI certified.
- All SEAS staff should be capable of assisting students with academic, self-regulation, and social skills.
- All SEAS staff should be capable of de-escalation, assisting with and debriefing crisis situations with students.



- SEAS teachers will communicate with parents, Administrators and General Education teachers frequently about any notable changes in student behavior.
- Program Learning Specialists and Emotional Behavior Support Specialists are available upon request and during campus visits to brainstorm strategies in both academics and behavior struggles.
- All students will complete the [ACT matrix](#) at least weekly.
- During each school day SEAS staff and students will complete at least one restorative circle. This would be a great time for the student to join their homeroom class. *see appendix for example*
 - [Circles Topics](#)
 - [Let's Talk](#)
 - [Quick overview](#)
 - [Quick Example](#)
- Three gratitudes will be completed each afternoon.



Increasing Minutes Out of SEAS

Students earn one class at a time, starting with the most successful setting after consulting with SEAS Learning Specialist.

- General Education class selection should be prioritized based on classes with the highest chances of academic and behavioral success first with direct social skills being the last connection to SEAS.

Supporting Documentation:

- The following information will be needed at the bi-weekly meeting with the SEAS Learning Specialist to increase a students time out of the SEAS classroom:
 - Classroom Readiness Checklist
 - Function-Based Point Sheets
 - How often the student is being reinforced
 - Out class checklist (if applicable)
 - Subject the student shows the greatest success in

When the student is participating in out classes the following will occur:

- Check-In Requirements:
 - SEAS Teacher will check-in at least weekly with the General Education classroom teacher that the student has for out classes.
 - The General Education teacher must complete an “[outclass](#)” checksheet for every class outside the SEAS classroom.
 - Inclusion support may be provided based on academic needs.
 - Students should not require significant support for behavior while participating in the General Education setting. Skills should be taught in the SEAS classroom setting and practiced in the General Education classroom.
- Schedule of Services:
 - ARDs might be necessary depending on the students current schedule of service page, communicate with your Diagnostician to determine if an ARD is necessary.
 - It is the SEAS teacher’s responsibility to communicate with the Administration, Parents, and General Education teacher of any increase or decrease of time in the general education classroom.



Function-Based Reinforcement System

Goal: reinforce all appropriate behaviors to effect lasting change, so that the students can demonstrate appropriate classroom behavior across all settings.

- An appropriate functional reinforcement schedule must be designed to ensure that the students are accessing timely, meaningful reinforcement for appropriate classroom behavior.
- Students have the opportunity to earn points for demonstrating appropriate replacement behaviors.
- Students have the opportunity to lose points for demonstrating target behaviors (ones specifically outlined in their Behavior Intervention Plan).
- Students will earn and lose points throughout their school day, which can be exchanged or “cashed in” for access to reinforcers at predetermined times.
 - The number of exchanges or “cash outs” will be at an interval that is developmentally appropriate:
 - Younger students will require more frequent cash outs for smaller reinforcers (see table below).
 - Older students will require fewer cash outs for larger reinforcers (see table below).

Age	Exchange	Price Points	Options for Reinforcement Menu
9-12	2 times per day	Minimum Price: 10 points Maximum Price: No more than 90% total points possible	6 per function
13-18	1-2 times per day	Minimum Price: 10 points Maximum Price: No delay or cost restrictions	8 per function
Use the grid to ensure that functional reinforcers are available at various price points. The following are examples and need to be individualized and expanded upon for students in your classroom.			
Function	Low Cost	Medium Cost	High Cost
Attention	Switch seats Line leader Work with Partner	Sit with friend at lunch 5-minutes 1:1 staff time Teacher's helper	Tell a joke to the class 15-minutes 1:1 staff time Lunch with teacher
Escape	Skip a problem 3-minute break Teacher does a problem	Skip an assignment 5-minute break Take a walk	Homework pass 10-minute break Visit another teacher
Tangible	Candy Special Snacks Trinkets	Special drink iPad Time	Computer time Toys Special Lunch
Sensory	Shoes off	Art box	Extra recess



	Sensory toy Sit on special chair	Extra PE/Recess time Music time	Sensory room Movie time
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- Reinforcement: When determining reinforcement, it is important to ensure that there are a variety of options available per functions at varying “prices” (see table below)
 - The purpose is to ensure that each child is provided an appropriate amount of reinforcement when they demonstrate low levels of appropriate behavior as well as high levels of appropriate behavior.
 - Regularly update reinforcement options available.
 - Be creative: do daily promotions at different times throughout the month like sales at grocery stores i.e. buy one get, one half off; buy one get, one free; 20% off; etc.
 - Menu needs to be available for students to see in a mode they can read and comprehend. Each point block contains a reinforcer for each function (attention, escape, tangible, sensory). See the table below as an example:

Point Menu		
Low Cost	Medium Cost	High Cost
10 points: <ul style="list-style-type: none"> ● Gum ● Send message home ● Switch seats ● Skip a problem ● Shoes off 	150 points: <ul style="list-style-type: none"> ● Sit on a bench outside ● Special snack ● Music for 15 minutes ● Teacher helper 	500 points: <ul style="list-style-type: none"> ● Play a game with the class ● Help out in office ● 30-minutes of movie time ● Visit another teacher for 15-minutes
50 points: <ul style="list-style-type: none"> ● Mechanical pencil ● 10-minute in-class break ● Lay across chairs ● Skip journal for the day 	200 points: <ul style="list-style-type: none"> ● 25-minutes free computer time ● 10-minutes of extra recess ● Soda ● No homework pass 	1000 points: <ul style="list-style-type: none"> ● Select time to purchase from a local store (under \$5)
100 points: <ul style="list-style-type: none"> ● Juice ● Sitting/laying on the floor ● 20-minutes of free time ● 10-minute visit with staff 	300 points: <ul style="list-style-type: none"> ● Extra visit to the store ● Wear a hat ● 15-minute energy burner ● Lunch with a friend 	2000 points: <ul style="list-style-type: none"> ● Individual Movie ● Lunch with teacher ● Skip an assignment
Stay tuned for Daily and Weekly Specials!		



Self-Monitoring

Goal: To teach students to actively engage in reflection, assessing and working towards academic, behavioral, and social goals. Through the process of self-monitoring on their daily Function-Based Reinforcement point sheet, the students will be practicing receiving and giving themselves feedback to support progress in the classroom environment.

- Each daily Function-Based Reinforcement point sheet will have a section for the student and teacher to reflect on the successes and challenges for the day.
- The student should fill this out prior to the teacher completing it.
- If a student requires help writing in the box as it is effortful, this can be a conversation between the teacher and student. The teacher will act as a scribe.
 - The teacher will ask the student, “What did you do really well today?”, “What are you most proud of?”, etc.
 - Once the student answers, the teacher will agree or disagree and provide the student with the teacher’s opinion about their successes. Both the student’s and the teacher’s answers will be written on the point sheet.
 - The teacher will then ask the student, “What was really hard today?”, “What was the yucky stuff that happened?”, “What did you have to practice the most today?”, etc.
 - Once the student answers, the teacher will praise the student for identifying what was challenging and will provide where they saw one challenge for the day (if different). Both the student’s and the teacher’s answers will be written on the point sheet.
- Once the student and teacher have answered all the questions, assist the student in creating a goal for tomorrow based on the student’s identified challenges. Ask the student how the teacher can help them in successfully completing that goal. This will be written on the next day’s point sheet to ensure that the student and teacher remember.
- Sample point sheets are listed in the Appendix.



Debriefing After Target Behavior

- After the occurrence of a target behavior the SEAS staff and student will hold space for a restorative conversation regarding the events that occurred.
 - The conversation must include:
 - The incidents that occurred.
 - The effects of that behavior.
 - Who was affected?
 - How were they affected?
 - How the student can restore the environment and relationships.
 - What the adults can do to help with the information discussed above and what the adult can do next time to support the student prior to target behaviors demonstrated.
 - Documentation of the conversation.
 - This can include, but is not limited to:
 - Reflection Sheets
 - Behavioral Contracts
 - ACT Matrix



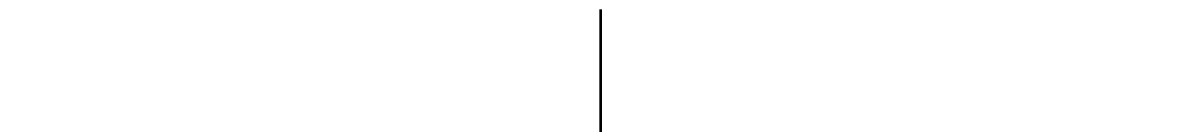
ACT Matrix

Goal: To teach students psychological flexibility (recognizing what is happening in their current environment/situation and to change/continue appropriate replacement behaviors that support success in the General Education classroom/setting).

- ACT is a science-based procedure that combines the development of mindful behavior to assist students in noticing situations within their environment that triggers them to react rather than respond.
- All students will complete the **ACT matrix** with the SEAS teacher and/or SEAS paraprofessional at least weekly (during Monday Social skills class), during their designated social skills time. It is most beneficial when it is completed daily.
 - The **ACT matrix** will be referenced frequently throughout the day and referred back to after maladaptive behaviors and will help the student connect their behavior and their choices throughout the day to attainable and self-directed goals and desires.
- Having natural conversations about:
 - What/who the students love, the goals that they have for themselves
 - The yucky things that happen or have happened
 - How they react to those situations whether it brings them closer to the things/people they love
 - The goals they have or moves them away from the things/people they love and the goals they have
- During daily social skills lessons, students will identify the goals that they have in the SEAS classroom (one of which should be to increase time outside of the SEAS classroom) as well as things they/people love/are grateful for.
- The SEAS teacher/staff should also model the aforementioned things as well. This will serve to combat negativity and increase a positive, safe environment for everyone. This will also help to teach the students to continue to move towards the goals and/or people/things they love.

How to Complete the ACT Matrix:

- Step 1: Draw a matrix (see below).





- Step 2: Write the following in the matrix (see below). This can be pre-written as a template to save time.

Away Moves:

Towards Moves:

Yucky/Hard Things:

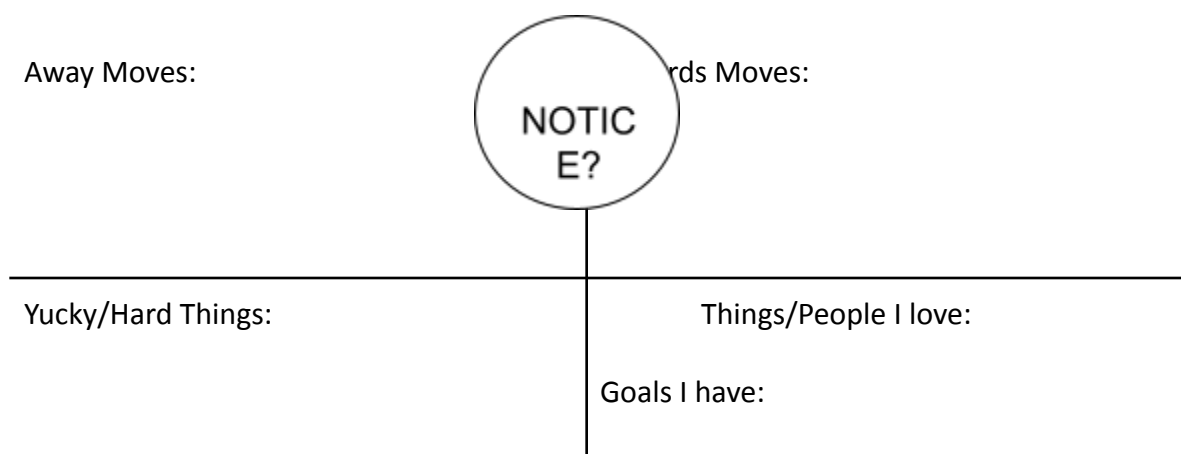
Things/People I love:

Goals I have:

- Step 3: Ask the students to identify the things/people they love and at least two goals they have. One goal must be to increase time outside of the SEAS classroom or to graduate from the SEAS program (whatever makes the most sense for your students). You will write down their answers in the bottom right section of the matrix.
- Step 4: Ask the students to identify the yucky/hard things that they have experienced. There isn't a right or wrong answer for this box. You can ask them guiding questions to support them in answering the question, i.e. "Anything make you upset/angry recently?" "Anything that you try to avoid?", etc. In the beginning many children have difficulty with talking about their emotions or experiences that are not pleasant and will avoid talking about them. If that is the case, add talking about emotions or things that have happened in the past to this box.
- Step 5: As soon as they identify what is yucky/hard you will ask them how they respond to that situation. If they are unable to respond or don't know, ask them guiding questions, i.e. "Do you say 'Yeah, sure! I would love to do that!'" or "Do you whine?" "What does your body feel like when this happens?" "What does your body look like when this happens?" "Can you show me?"
 - If they provide information that highlights responses to a situation that will bring them closer to the people/things/goals they have, then this information goes in the top right box.
 - If they are demonstrating behavior/reacting this information goes in the top left box.



- Continue to complete until each student provides at least one yucky or hard thing and their responses/reactions.
- Doing this in a group allows students to see that other people have similar situations happen to them as well.
- Step 6: We draw a circle in the center of the matrix and write the word notice in the center of the circle (see below).



- Step 7: We ask the students if they can take the time to notice when the yucky/hard things are happening, take a breath, and decide if they are going to make away moves or toward moves.
 - The students just need to respond with a “yes.”
- Step 8: Provide praise and reinforcement when you notice the students noticing when the yucky/hard things come up and are choosing towards moves. This generally looks like demonstrating replacement behaviors taught or even noticing that they want to do an away move and telling you what they want to do.



SEAS Behavior Contract

[SEAS Behavior Contract](#) (see appendix for example)

- If a student begins to demonstrate behaviors that are not addressed in their current IEP, begins to demonstrate self-harm behavior or harmful behaviors toward others, the student will return to the SEAS room full time for a predetermined amount of time.
- Steps to follow:
 - The teacher and EBSS will meet to discuss a plan for remediation of behaviors and return to “out classes.”
 - The teacher will meet with administration to discuss a plan for remediation of behaviors and return to “out classes.”
 - The teacher will meet with the student to complete the SEAS behavior contract.
 - The administrator and teacher together will call the parent to inform them of the SEAS behavior contract plan.
 - The teacher will email/send home a copy of the SEAS behavior contract for the parent to sign.
 - The teacher will collect data regarding the SEAS behavior contract.
 - The teacher will meet with the EBSS to determine prior to the end date of the SEAS behavior contract to determine the next steps.



Returning to SEAS Environment for Support

Returning back to the SEAS classroom would occur after at least one [SEAS Behavior Contract](#) has been completed within the past 45 days. For returning to the SEAS environment to be considered the campus staff will need to consult with SEAS Learning Specialist, General Education Teacher, and EBSS together.

Supporting Documentation:

- The following information will be needed at the meeting with the SEAS Learning Specialist, General Education Teacher, and EBSS to decrease a student's time out of the SEAS classroom:
 - Function-Based Point Sheets
 - How often the student is being reinforced
 - Out class checklist (if applicable)
 - Subject the student shows the least success in
- When meeting with the SEAS Learning Specialist, General Education Teacher, and EBSS, data from the above documentation will be examined to determine if the student is demonstrating deficits in performing their ready to learn and emotional regulation skills independently to access the general education classroom setting.

If determined that the student return to SEAS environment the following will occur:

- Requirements:
 - [Self Management Checklist](#)
 - Follow the steps on the direction page of the Google sheets
 - SEAS Teacher will check-in at least weekly with the General Education classroom teacher that the student has for out classes.
- Schedule of Services:
 - The ARDC should consider times that the student is successful and can remain in the general education classroom.
 - ARDs might be necessary depending on the students current schedule of service page, communicate with your Diagnostician to determine if an ARD is necessary.
 - It is the SEAS teacher's responsibility to communicate with the Administration, Parents, and General Education teacher of any increase or decrease of time in the general education classroom.
- Students should not require significant support for behavior while participating in the SEAS environment. Skills should be taught in the SEAS classroom setting



and practiced in the General Education classroom after they have demonstrated ready to learn and emotional regulation skills independently for 2 consecutive weeks within the SEAS environment. Refer to Increasing Minutes Out of SEAS above.



Transition Procedures

Home Campus/District Administrator's Responsibilities:

- Once a SEAS placement has been decided upon by the ARD committee the home campus is responsible for collecting and delivering the following items to the receiving teacher/ campus:
 - Pertinent health/safety information.
 - All academic assessments, Frontline progress, and grades must be updated and current.
 - Student's supplies, workbooks, textbooks, kits, personal items, etc.
 - Behavioral documentation (data collection, behavior intervention plan).
 - Behavioral strategies currently being used or tried (visuals, social stories, point sheets).

Exiting Criteria:

- General Education class selection should be prioritized based on classes with the highest chances of academic and behavioral success first with direct social skills being the last connection to SEAS.
 - An “out class” check sheet should be utilized for every class outside the SEAS classroom.
 - Fading support will vary per student, but can look like the SEAS Staff reducing the time from whole class to half class, beginning, and end or during independent work or whole class teaching time. Fading should be based on the staff reducing time-based on the students' most successful times and remaining for the more challenging times. Staff should work closely with the classroom teacher during the fading process.
 - Students should be successful for about two months or an agreed-upon time period on the out class check sheet before removing them from SEAS social skills to the campus social skills group.
 - After removing from SEAS social skills the students will be on weekly check-in status for a minimum of two months or an agreed-upon time period before exiting the SEAS program.

Reintegration to Home Campus:

- When a student receiving support from the SEAS program is reintegrated back to the home campus (exited from the SEAS Program), the SEAS campus will be responsible for setting up a review ARD in collaboration with the home campus and amending the student's IEP.
- The SEAS teacher, EBSS team, and Learning Specialist will provide transitional support to the student and receiving home school staff.



- Information on the student's progress and the best ways to continue to support academics and social-emotional success ongoing will be shared.
- The EBSS team will remain in contact and will be able to consult with the receiving teachers and administrators.

*The following research-based practices have been used to create the SEAS program behavior management system and are included as part of the program: Individual Goal Setting; Token Economy; Replacement Behavior Strategies; Social Skills Curriculum; Highly structured classroom environment; Active problem-solving; Individualized System.



APPENDIX



Out Class Check In Example

Class: _____ Date: _____		
Expectations:	Yes	No
Follow directions within 30 seconds of initial prompt		
Actively attempted class assignments and/or activities		
Body and personal items stayed within assigned area		
Appropriate volume and topics for environment		
Teacher Initials		
Class: _____ Date: _____		
Expectations:	Yes	No
Follow directions within 30 seconds of initial prompt		
Actively attempted class assignments and/or activities		
Body and personal items stayed within assigned area		
Appropriate volume and topics for environment		
Teacher Initials		
Class: _____ Date: _____		
Expectations:	Yes	No
Follow directions within 30 seconds of initial prompt		
Actively attempted class assignments and/or activities		
Body and personal items stayed within assigned area		
Appropriate volume and topics for environment		
Teacher Initials		



Before School Year Starts

To Do List:	Who can help you	Completed
Become familiar with each student's IEP. You will need to pay special attention to the Schedule of Services page, BIP, goals and accommodations.	Kelly Burke	
Begin communication with your student's general education teachers and request access to their lessons.	Campus Administration or Campus Special Education Team Lead	
Provide a printed copy of and explanation of the behavior intervention plan and accommodations to any general education teacher providing direct instruction to your student, BEFORE the student attends the class.	Campus Administration or Kelly Burke	
Plan daily class schedule.	Kelly Burke	
Create/revise classroom norms and routines (include student input on norms when appropriate.)	EBSS	
Set up Frontline	Kelly Burke	
Begin communicating with parents/family		
Establish/Revise individualized reinforcement system	Kelly Burke	
Pair up with a teacher in each grade/subject area to get: Lesson plans, Materials as needed	Campus Administration	
Classroom disruption plan: Where the regulated students can go during all times of the day	Campus Administration	
Go Bag: Work for the students to complete and copies of their current schedules	EBSS	
How, when, and who to call for support if needed	Campus Administration	
Sub plans: If the teacher is out, If two staff members are out	Campus Administration and Campus Special Education Team Lead	
Function based system ready for each student	Kelly Burke	



Throughout the School Year

To Do List:	Who can help you	Completed
Practice all classroom routines, norms and expectations regularly	Campus assigned EBSS	
Collect data on all goals	Campus Special Education Team Lead	
Maintain an up to date Binder (click link)	Kelly Burke	
Use/maintain daily Function-Based Reinforcement System point sheets	Kelly Burke	
Offer and model behavior and academic support to general education teachers as needed	Campus Administration	
Complete student needs assessments within 10 days of new student arrival	Kelly Burke	
Prepared social skills lessons should be taught daily and situational social skills lessons should be taught as they arise.	EBSS/Kelly Burke	
All SEAS staff should have easy access to daily lessons and assignments	Campus Administration	
CPI certified	Adriane Schoch	
All SEAS staff should be capable of assisting students with academic, self-regulation, and social skills.	EBSS/Kelly Burke	
All SEAS staff should be capable of avoiding, assisting with, and debriefing about crisis situations with students.	Campus assigned EBSS	
SEAS teachers will have 2-way communication with parents, administrators, and General Education teachers frequently about any notable changes in student behavior.	Campus Administration or Campus Special Education Team Lead	
General Education class selection should be prioritized based on classes with the highest chances of academic and behavioral success first and direct social skills being the last connection to SEAS	Campus Administration and Kelly Burke	
All students will complete the ACT matrix with the SEAS teacher and/or SEAS paraprofessional on the first day of each academic week, during their designated social skills time.	EBSS/Kelly Burke	
Referred back to the ACT Matrix frequently throughout the day and referred back to after maladaptive behaviors.	EBSS/Kelly Burke	
Three gratitudes will be done verbally or in writing by all students, SEAS teacher, and SEAS paraprofessionals each afternoon.	Campus assigned EBSS	



SEAS Binder

1. Student Skyward Profile
2. Campus Required Parent Communication Log
3. Student's Daily/Weekly Schedule
 - a. To include classes/minutes outside of the SEAS classroom
4. Needed ARD paperwork
 - a. Goals
 - b. Behavior Intervention Plan
 - c. Accommodations/Modifications
5. [Learning Style Inventory](#)
6. Classroom Readiness Skills
 - a. Completed at the beginning of the school year
 - b. Data collected at least four times per 9-weeks
7. Function-Based Reinforcement System
 - a. Reinforcement Menu
 - b. Blank daily point sheet
 - c. Completed daily point sheet
8. ACT Matrix
9. [Student Progress Review](#)
10. [Classroom disruption plan](#)



Restorative Practices



Circles

We are starting now with the use of circles to build community. After we have established a strong process we will eventually be able to use circles as a restorative tool to repair the harm caused by discipline.

1. VALUE ROUND

Determine the values you want to hold each other accountable for during circle time. This can be done with a grade-level appropriate question such as-

- Who is your favorite person and why
- If you were picking a best friend, what one quality would be important to you

2. TALKING PIECE

An object used to let people know whose turn it is to talk while everyone else listens.

Increases respectful listening and models the importance of every voice.

A talking piece is even more meaningful when it is something of value to circle participants.

3. NORMS

Whatever works best for your class some ideas include:

Listen with Respect
Speak with Respect
Assume Good Intent
Confidentiality
Passing is Aloud

4. QUESTIONS

Possible Topics

- ice breaker question
- something positive
- a weakness or vulnerability
- opportunity
- something funny
- something interesting



Classroom Disruption Plan Example

Time of day/ class period	Where to take the students	Phone number and who to call for help?

List of student:

1.

Medical concerns for students (make sure to have seizure/medical plans available):

- Student X has seizures (Example)
- Student Y has diabetes (Example)

Needed supplies:

- Diabetes monitor (Example)
- Go bag
 - Copy of BIP
 - Work for the students to complete in the new location
 - Copies of their current schedules
 - [Program Data Binder](#)

Need to know student details:

- Jon and Kelly do not work well together (Example)
- Alex only works independently
- Jim needs movement breaks every 5-10 minutes
- James stands and works



SEAS Behavioral Contract

Student Name: _____ Date: _____

The purpose of this contract is to bring attention to behavioral concerns that have lead to **STUDENT** returning to the SEAS classroom for # number of (days/Subject class period). The previous inappropriate behaviors include but are not limited to:

LIST BEHAVIORS HERE OR SKYWARD REFERRALS

Our goal is to work together to ensure your understanding of the rules, but also to generate ideas to change your behavior. The following is a list of ways that this behavior can be changed and/or managed:

1. _____

2. _____

3. _____

In the event these concerning behaviors are not managed student will return to the SEAS classroom for (enter the predetermined problem areas).

Student Signature: _____

Printed Staff Name: _____

Staff Signature: _____

Printed Admin Name: _____

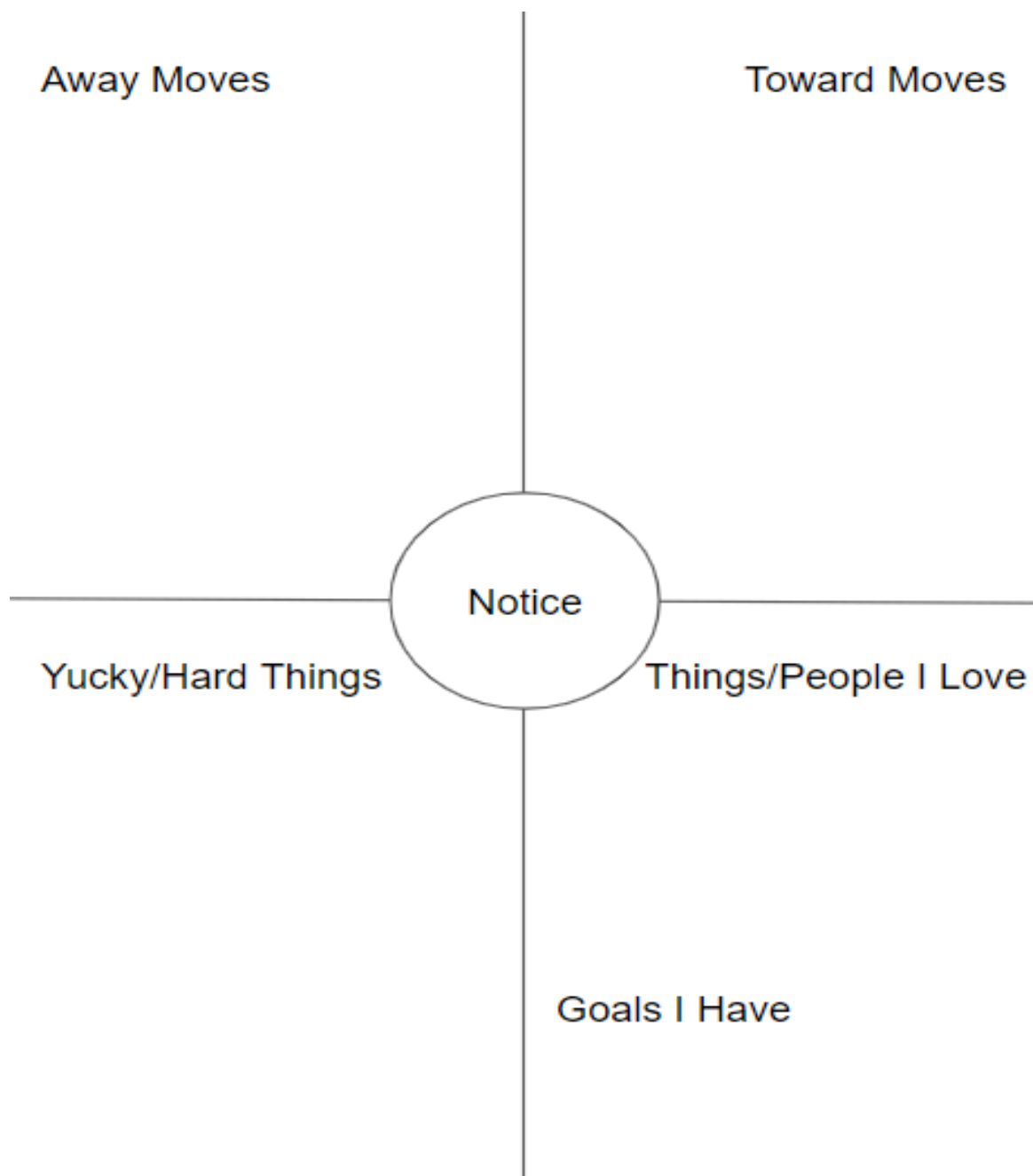
Admin Signature: _____

Parent Signature: _____

Date: _____ Follow up date to review: _____



ACT Matrix





Sample Function-Based Point Sheets



Function Based Point Sheet - A

Student Name:	Date:	Starting Points:
---------------	-------	------------------

My Personal Goal:

Classroom Behavior Points

Time Period	Points Earned	Target Positive Behaviors	Points Lost	Target Behaviors	Function
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S
	0 5 10		0 5 10		A E T S

TOTAL: POSSIBLE =

EARNED =

10 pts for >1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior
 5 pts for 1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior
 0 pts for instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior

Bank Balance:			My Reflection	
1st Cash Out	Earned Pts:	+	Student Ex.	Successes:
	Lost Pts:	-		
	Sub-Total:	=		Challenges:
	Cash Out:	-		
	Total:	=		
	Purchase Function	A E T S		
2nd Cash Out	Earned Pts:	+	Teacher Ex.	Successes:
	Lost Pts:	-		
	Sub-Total:	=		Challenges:
	Cash Out:	-		
	Total:	=		
	Purchase Function	A E T S		
3rd Cash Out	Earned Pts:	+	Teacher Ex.	Successes:
	Lost Pts:	-		
	Sub-Total:	=		Challenges:
	Cash Out:	-		
	Total:	=		
	Purchase Function	A E T S		

Notes:

End of Day Balance



Function Based Point Sheet - B								
Student Name:		Date:		Starting Points:				
My Personal Goal:								
Classroom Behavior Points								
Time Period	Points Earned	Target Positive Behaviors	Points Lost	Target Behaviors	Function			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
	0 5 10		0 5 10		A E T S			
TOTAL:		POSSIBLE =	EARNED =					
10 pts for >1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior 5 pts for 1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior 0 pts for instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior								
Bank Balance:			My Reflection					
AM	Earned Pts:	+	Student Ex.	Successes:				
	Lost Pts:	-						
	Sub-Total:	=						
	Cash Out:	-						
	Total:	=						
Purchase Function		A E T S						
PM	Earned Pts:	+				Student Ex.	Successes:	
	Lost Pts:	-						
	Sub-Total:	=						
	Cash Out:	-						
	Total:	=						
Purchase Function		A E T S						
Notes:			<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="background-color: #d3d3d3; padding: 5px;">End of Day Balance</div> <div style="border: 1px solid black; width: 100px; height: 30px;"></div> </div>					



Function Based Point Sheet - C						
Student Name:		Date:		Starting Points:		
My Personal Goal:						
Classroom Behavior Points						
Time Period	Points Earned	Target Positive Behaviors	Points Lost	Target Behaviors	Function	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
	0 5 10		0 5 10		A E T S	
TOTAL:		POSSIBLE =		EARNED =		
10 pts for >1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior 5 pts for 1 instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior 0 pts for instances of appropriate/targeted positive behavior OR violations of rules/targeted behavior						
Bank Balance:			My Reflection			
Cash Out	Earned Pts:	+	Student Ex.	Successes:		
	Lost Pts:	-		Challenges:		
	Sub-Total: =					
	Cash Out:	-				
	Total: =					Teacher Ex.
	Purchase Function A E T S			Challenges:		
End of Day Balance						
Notes:						



Function Based Point Sheet Prosocial Behavior Examples

Function	Prosocial Behaviors
Escape	<ul style="list-style-type: none"> • Asks for a break • Asks for help • Asks for headphones • Asks for a lessened assignment • Asks to do work in a different location • Asks for headphones • Completes part or all of assignment • Uses visual/timer to remind themselves when the task will be complete • Identifies what they would have done, e.g. "I wanted to rip up the paper", etc. • Follows directions • Remains in their assigned area
Attention	<ul style="list-style-type: none"> • Raises hand • Uses someone's name • Taps to gain attention • Waits until attention is available • Says "excuse me" • Has a conversation • Demonstrate age-appropriate play with others • Participates in social skills lessons • Requests to play with others • Identifies what they would have done, e.g. "I wanted to hit them, but I didn't", etc.
Tangible	<ul style="list-style-type: none"> • Waits turn • Asks for item/activity • Identifies what they would have done, e.g. "I wanted to take that from you, but I didn't", etc.
Sensory	<ul style="list-style-type: none"> • Uses fidget • Asks to take a walk • Asks to jump on the trampoline • Asks for alternative seating • Asks for headphones • Asks for dimmed lights • Asks for a blanket/jacket • Asks for a snack/water • Stands at desk • Identifies what they would have done, e.g. "I wanted to run out of the room", etc.

- Point sheet should be completed at the end of each interval of time for each student.



- Staff should be consistently looking for when students are demonstrating prosocial behavior (see examples above).
- Points will be awarded for demonstrating prosocial behavior (see examples above):
 - The student will be awarded **5 points** for every check earned for demonstrating targeted skills (as specified in the student's IEP).
 - The student has the opportunity to earn **5 points** for demonstrating a practiced targeted skill.
 - The student will be provided the opportunity to practice a targeted skill 4 times each time a targeted behavior (as defined in their BIP) is demonstrated.
 - **5 points** will be removed for every target behavior that has been demonstrated.
- Prosocial behaviors should be taught throughout the school day, so the student can earn points and be reinforced for prosocial behavior.
 - If the student is not demonstrating any prosocial behavior:
 - Identify what skill(s) the student needs to be successful in the school setting
 - Teach the student the skill(s) outside of the time you typically see escalated behavior



Self Management Checklist

Name: _____		Date: _____	
Self-Management Checklist			
Goal: ____/____		To get: _____	
Class and Time	Did I...	Student Circle one	Teacher Circle one
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
	Behavior #1	Yes No	Yes No
	Behavior #2	Yes No	Yes No
	Behavior #3	Yes No	Yes No
____/____			
Behavior	Meaning		
Behavior #1			
Behavior #2			
Behavior #3			
Did I meet my goal? Yes No			