

Table with Function columns broken out follows this table.

Note: SSF (Student Support Form) is the term used at Dothan Brook for Behavior Observation Data (BOD) or Office Discipline Report (ODR) forms.

Dothan Brook School Inventory of Targeted Supports and Fading Possibilities 2019-20							
Targeted Support	Function (goal dependent)	SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria	Fading Possibilities
Check-in	Adult attn	Self-regulation	Difficult transition into school; Fade from CICO	AM SSFs Frequency ratings by teacher	Regulated AM integration into classroom; Confidence in independence	Fading plan success OR Check-in unsuccessful in meeting behavioral needs of student	• Otter Club staff visits in classroom later in morning;
CICO	Adult attn; Avoid task/activity; Gain item/activity	As identified through ALSUP	Need for consistent/frequent feedback to address lagging skills; need for additional adult attention	CICO SSFs Frequency ratings by teacher	Consistently meeting goals, ≥ 83% point goal, and no additional goals needed	Fading plan success, no additional goals needed OR CICO unsuccessful in meeting behavioral needs of student	• Teacher Check and Connect • Bridge to Bonuses • Student and teacher each fill out form
Teacher Check & Connect	Adult attn; Avoid task/activity	As identified through ALSUP	Need for consistent/frequent feedback to address lagging skills; Fade from CICO	CICO BODs Frequency ratings by teacher	Consistently meeting goals, ≥ 83% point goal, and no additional goals needed	Fading plan success, no additional goals needed OR TCC unsuccessful in meeting behavioral needs of student	• Student and teacher each fill out form
Bridge to Bonuses	Adult attn; Gain	As identified through	Transition from Earned	Bonus data BODs	Consistently receiving bonuses related to	When used as fading plan: Fading plan	When used as a transition between

	item/activity	ALSUP	Break punchcard to CICO OR Fade from CICO	Frequency ratings by teacher	goal, increased independence	success, no additional goals needed; When used as transition to CICO: student successfully handles disappointing feedback; OR bridge to bonuses unsuccessful in meeting behavioral needs of student;	earned breaks punchcard & CICO: • CICO
Targeted Support	Function (goal dependent)	SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria	
Earned Breaks	Adult attn; Peer attn; Avoid attn; Gain item/activity	As identified through ALSUP	Needs additional motivation to meet behavior expectations; Not ready to handle disappointing feedback from CICO To support positive peer interactions;	Breaks data SSFs Frequency ratings by teacher	Increased ratio of Earned Breaks to Processing Breaks; Increased intrinsic motivation to meet behavior expectations; Chooses to stay in classroom at some earned break times	When transitioning to Bridges to Bonuses: Needs less frequent positive feedback to meet behavior expectations; When transitioning to CICO: successfully handles disappointing feedback; When exiting from targeted supports: Chooses to stay in classroom instead of taking earned breaks; OR earned breaks unsuccessful in meeting behavioral needs of student;	• Bridge to Bonuses • CICO • Breaks in classroom
Scheduled Breaks	Adult attn; Peer attn (if group break); Avoid attn; Avoid task/activity;	As identified through ALSUP	Frequent use of unexpected behavior to avoid classroom; Needs sensory	Breaks data SSFs Frequency ratings by teacher	Increased ratio of Scheduled Breaks to Processing Breaks; Chooses to stay in classroom at some scheduled break	Able to manage behavior and delay gratification in classroom for longer periods of time; Chooses to stay in classroom instead of	• Earned Breaks • Breaks in classroom

	Gain item/activity; Sensory		or social break from classroom environment; Needs additional adult attention;		times	taking scheduled breaks; OR scheduled breaks unsuccessful in meeting behavioral needs of student;	
Targeted Support	Function (goal dependent)	SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria	
Processing Breaks	Adult attn; Avoid attn; Avoid task/activity; Sensory	Lagging skills as outlined in goals	Difficulty processing within classroom setting; Need additional instruction and practice to self-regulate and meet needs	Breaks data SSFs Frequency ratings by teacher	Increased ratio of scheduled breaks to processing breaks; Decrease in SSFs; Increased use of self-regulation strategies in classroom;	Successfully manages uncomfortable feelings in classroom and with support of supervising adult; OR processing breaks unsuccessful in meeting behavioral needs of student;	Processing toolkit in classroom
Lunch Group	Adult attn; Peer attn; Avoid task/activity; Gain item/activity; Sensory	Social skills, self-regulation ; need for calmer setting	SSFs during lunch; lagging social, self-regulation, and sensory needs as indicated by ALSUP	SSFs during lunch; Frequency rating by supervising adult	Reduced SSFs; Increased frequency rating of success; Interest in eating in cafeteria	Consistently able to meet cafeteria expectations; OR lunch group unsuccessful in meeting behavioral needs of student;	increased time in cafeteria
Recess Planning	Adult attn; Peer attn; Gain item/activity	Social skills, conflict resolution, self-regulation	SSFs during and directly after recess; consistently difficult transition back to classroom	SSFs during and directly after recess	Reduced SSFs during and directly after recess; Student report increased feelings of happiness and success at recess	Consistently self-regulates and manages social interactions at recess and in transition back to classroom OR recess planning	shortened recess planning time

			after recess			unsuccessful in meeting behavioral needs of student;	
Targeted Support	Function (goal dependent)	SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria	
Gear Up	Adult attn; Peer attn; Gain item/activity; Sensory	self-regulation	SSFs in AM; difficulty transitioning into classroom; difficulty with physical self-regulation (up or down)	SSFs in AM; Processing breaks in AM; If CICO is used: 1st period CICO data;	Reduction in AM SSFs; reduction in AM processing breaks, increase in 1st period CICO percentage; Interest in starting morning in classroom	Consistently self-regulates in AM in classroom OR Gear Up unsuccessful in meeting behavioral needs of student;	increased time in regular morning setting
Social Skills Group	Adult attn; Peer attn	Social skills; self-awareness; self-regulation	Needs additional instruction and practice in identified social skills; universal screening	SSFs Frequency ratings by teacher and counselor Pre/post by teacher and student	Groups have end point. As needed, student could be referred for additional group time or other Targeted support.	Groups have end point; OR social skills group unsuccessful in meeting behavioral needs of student;	additional short-term or on-going group and/or other Targeted support as needed
Confidence Boosters Group	Adult attn; Peer attn	Internalizing behaviors; self-advocacy; risk-taking; confidence	Exhibits internalizing behaviors that impede learning and social/emotional functioning; Needs additional instruction and practice in expressing and managing	Frequency ratings by teacher and counselor; Pre/post by teacher and student; Decreased visits to nurse	Groups have end point. As needed, student could be referred for additional group time or other Targeted support.	Groups have end point; OR confidence boosters group unsuccessful in meeting behavioral needs of student;	additional short-term or on-going group and/or other Targeted support as needed

			emotions, self-advocacy, risk-taking, and confidence in ability to succeed.				
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Inventory of Targeted Supports 2019-20											
Targeted Support	Function (goal-dependent)						SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria
	Adult attn	Peer attn	Avoid attn	Avoid task/activity	Gain item/activity	Sensory					
Check-in	x						Self-reg	Difficult transition into school; Fade from CICO	AM SSFs Frequency ratings by teacher	Regulated AM integration into classroom; Confidence in independence	Fading plan success OR Check-in unsuccessful in meeting behavioral needs of student
CICO	x			x (goal dependent)	x		As identified through ALSUP	Need for consistent/frequent feedback to address lagging skills	CICO SSFs Frequency ratings by teacher	Consistently meeting goals, ≥ 83% point goal, and no additional goals needed	Fading plan success, no additional goals needed OR CICO unsuccessful in meeting behavioral needs of student
Teacher Check & Connect	x			x (goal dependent)			As identified through ALSUP	Need for consistent/frequent feedback to address lagging skills	CICO SSFs Frequency ratings by teacher	Consistently meeting goals, ≥ 83% point goal, and no additional goals needed	Fading plan success, no additional goals needed OR TCC unsuccessful in meeting behavioral needs of student
Bridge to Bonuses	x				x		As identified through	Transition from Earned Break	Bonus data SSFs Frequency	Consistently receiving bonuses related to goal,	When used as fading plan: Fading plan success, no additional

							ALSUP	punchcard to CICO OR Fade from CICO	ratings by teacher	increased independence	goals needed; When used as transition to CICO: student successfully handles disappointing feedback; OR bridge to bonuses unsuccessful in meeting behavioral needs of student;
Targeted Support	Function						SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria
	Adult attn	Peer attn	Avoid attn	Avoid task/activity	Gain item/activity	Sensory					
Earned Breaks	x	x	x		x		As identified through ALSUP	Needs additional motivation to meet behavior expectations; Not ready to handle disappointing feedback from CICO To support positive peer interactions;	Breaks data SSFs Frequency ratings by teacher	Increased ratio of Earned Breaks to Processing Breaks; Increased intrinsic motivation to meet behavior expectations; Chooses to stay in classroom at some earned break times	When transitioning to Bridges to Bonuses: Needs less frequent positive feedback to meet behavior expectations; When transitioning to CICO: successfully handles disappointing feedback; When exiting from targeted supports: Chooses to stay in classroom instead of taking earned breaks; OR earned breaks unsuccessful in meeting behavioral needs of student;
Scheduled Breaks	x	x	x	x	x	x	As identified	Frequent use of	Breaks data SSFs	Increased ratio of Scheduled Breaks to	Able to manage behavior and delay

		(if group break)					through ALSUP	unexpected behavior to avoid classroom; Needs sensory or social break from classroom environment; Needs additional adult attention;	Frequency ratings by teacher	Processing Breaks; Chooses to stay in classroom at some scheduled break times	gratification in classroom for longer periods of time; Chooses to stay in classroom instead of taking scheduled breaks; OR scheduled breaks unsuccessful in meeting behavioral needs of student;
Targeted Support	Function						SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria
	Adult attn	Peer attn	Avoid attn	Avoid task/activity	Gain item/activity	Sensory					
Processing Breaks	x		x	x		x	Lagging skills as outlined in goals	Difficulty processing within classroom setting; Need additional instruction and practice to self-regulate and meet needs	Breaks data SSFs Frequency ratings by teacher	Increased ratio of scheduled breaks to processing breaks; Decrease in SSFs; Increased use of self-regulation strategies in classroom;	Successfully manages uncomfortable feelings in classroom and with support of supervising adult; OR processing breaks unsuccessful in meeting behavioral needs of student;
Lunch Group	x	x		x	x	x	Social skills, self-regulation; need for calmer setting	SSFs during lunch; lagging social, self-regulation, and sensory	SSFs during lunch; Frequency rating by supervising adult	Reduced SSFs; Increased frequency rating of success; Interest in eating in cafeteria	Consistently able to meet cafeteria expectations; OR lunch group unsuccessful in meeting behavioral needs of student;

								needs as indicated by ALSUP			
Recess Planning	x	x			x		Social skills, conflict resolution, self-regulation	SSFs during and directly after recess; consistently difficult transition back to classroom after recess	SSFs during and directly after recess	Reduced SSFs during and directly after recess; Student report increased feelings of happiness and success at recess	Consistently self-regulates and manages social interactions at recess and in transition back to classroom OR recess planning unsuccessful in meeting behavioral needs of student;
Targeted Support	Function						SEL Lagging Skills Addressed	Referral Criteria	Data Collection & Progress Monitoring	Fading Criteria	Exit Criteria
	Adult attn	Peer attn	Avoid attn	Avoid task/activity	Gain item/activity	Sensory					
Gear Up	x	x			x	x	self-regulation	SSFs in AM; difficulty transitioning into classroom; difficulty with physical self-regulation (up or down)	SSFs in AM; Processing breaks in AM; If CICO is used: 1st period CICO data;	Reduction in AM SSFs; reduction in AM processing breaks, increase in 1st period CICO percentage; Interest in starting morning in classroom	Consistently self-regulates in AM in classroom OR Gear Up unsuccessful in meeting behavioral needs of student;
Social Skills Group	x	x					Social skills; self-awareness; self-regulation	Needs additional instruction and practice in identified social skills; universal screening	SSFs Frequency ratings by teacher and counselor Pre/post by teacher and student	Groups have end point. As needed, student could be referred for additional group time or other Targeted support.	Groups have end point; OR social skills group unsuccessful in meeting behavioral needs of student;

Confidence Boosters Group	x	x					Internalizing behaviors; self-advocacy; risk-taking; confidence	Exhibits internalizing behaviors that impede learning and social/emotional functioning; Needs additional instruction and practice in expressing and managing emotions, self-advocacy, risk-taking, and confidence in ability to succeed.	Frequency ratings by teacher and counselor; Pre/post by teacher and student; Decreased visits to nurse	Groups have end point. As needed, student could be referred for additional group time or other Targeted support.	Groups have end point; OR confidence boosters group unsuccessful in meeting behavioral needs of student;
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Fading Plan Possibilities

Check-in →

- Otter Club staff visits in classroom later in morning

CICO →

- Teacher Check and Connect
- Bridge to Bonuses
- Student and teacher both fill out form

Teacher Check and Connect →

- Student and teacher both fill out form

Bridge to Bonuses (when used as a transition from earned breaks punchcard) →

- CICO

Earned Breaks →

- Bridges to Bonuses
- CICO

Scheduled Breaks →

- Earned Breaks

Processing Breaks →

- Processing toolkit in classroom

Lunch group →

- increased time in cafeteria

Recess planning →

- shortened planning time

Gear Up →

- increased time in regular morning setting

Social Skills Group →

- additional short-term or on-going group and/or other Targeted support as needed

Confidence Boosters →

- additional short-term or on-going group and/or other Targeted support as needed