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| Freedom Park | Cooper’s behavior plan |

Ms. Cooper’s Behavior plan’s key focus is on proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within the school is implemented in areas including the classroom, and non-classroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom) and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation for all children and youth by making targeted behaviors less effective, efficient and relevant, and desired behaviors more functional.

The following diagram illustrates the multi-level approach offered to all students at Freedom Park School. These group depictions represent systems of support not children:

**Academic Instruction**  **Behavioral Instruction**

**Universal Interventions**

* All Settings
* Preventive, Proactive

**Secondary Interventions**

* High Efficiency
* Rapid Response

**Tertiary Interventions**

* Assessment Based
* Intense, durable procedures

**Secondary Interventions**

* High Efficiency
* Rapid Response

**Universal Interventions**

* Preventive, Proactive

**Tertiary Interventions**

* Assessment Based
* High Intensity

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| ***F R E E D O M P A R K P O SI T I V E B E H A V O R*** | Classroom Procedures | Hallway Procedures | Recess Procedures | Media Center Procedures | Bathroom Procedures | Cafeteria Procedures | Physical Education Procedures | Bus Procedures |
| Bring all necessary materials to class | Be quiet, courteous and considerate | Be courteous and considerate | Be quiet, courteous and considerate | Be quiet, courteous and considerate | Be quiet, courteous and considerate | Be courteous and considerate | Listen to and obey the bus driver |
| Raise your hand to speak | Walk in a single file line on the right | Follow directions | Use soft voices | Flush the toilet after use | Eat your own food | Physical contact is not allowed | Stay in your seat |
| Stay seated | Keep walls clean | Play in designated area | Return materials to the appropriate area | Turn water off after use | Talk only to people at your table | Be careful when handling PE equipment | Quiet voices |
| Follow directions | Walk don’t run | Use equipment appropriately |  | Respect others and their Privacy | Clean your area before leaving | Only one student at a time in PE restroom | Hands and feet to yourself |
| Hands and feet off others | Keep hands and feet to yourself | Keep the playground clean |  | Wash Hands | Stay seated until dismissed |  | Keep bus clean and damage free |
| Show respect for adults, peers and property |  | Leave nature alone |  | Use restroom in a timely manner | Show good sportsman ship |  |  |
|  |  | Avoid hands on games |  |  |  |  |  |

**Tier one**

Freedom Park has implemented universal interventions for all students. This is a proactive plan that includes the following components:

**Effectively Teaching appropriate behaviors to all students** It is Freedom Park School’s belief that all children can exhibit appropriate behavior. As a result, it is our responsibility to identify the contextual setting events and environmental conditions that enable exhibition of appropriate behaviors. We then must determine the means and the systems to provide those resources.

**Early Intervention** It is best practices to intervene before targeted behaviors occur. If we intervene before problematic behavior escalate, the interventions are much more manageable. Highly effective universal interventions in the initial stages of implementation which are informed by time sensitive continuous progress monitoring, enjoy strong empirical support for their effectiveness with at-risk students.

**Monitoring of Student Progress to inform interventions** the only method to determine if a student is improving is to monitor the student’s progress. Determining the effectiveness (or lack of) an intervention early is important.

**Tier Two**

Secondary Prevention or Tier Two is designed to provide intensive or targeted interventions to support students who are not responding to Primary Prevention efforts. Interventions are more intensive since a smaller number of students requiring services.

**Tier Three**

Tertiary Prevention or Tier Three is designed to focus on the needs of individual who exhibit patterns of problem behavior. At this level attention is focused on addressing behaviors that are dangerous, highly disruptive and/or impede learning and result in social or educational exclusion. Support will be tailored to specific needs and circumstances. The goal of Tier Three intervention is to diminish problem behavior and to increase the student’s adaptive skills.