
Guidelines for Success:

1. Have the school-wide GFS expectations been clearly identified?
 2. Are common-area expectations posted and clearly communicated?
 3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
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Questions to guide discussion:

Guidelines for success and goals for students are as follows:

The Paul B Stephens school-wide behavior plan is designed to meet the needs of most students across all subgroups. PBS uses the STAR program for a school wide plan. The STAR program is as follows:

STAR Expectations/Rules:

S - Safety First

Follow Safety Procedures: Walk Don't Run, Keep your Hands, Feet, and Objects to Yourself, Push your Chair under Table when Leaving Seat

T- Tell Others Your Needs and Wants

Advocate (Speak Up) for Yourself: Raise your Hand to Talk or Ask Questions, Use Nice Word, Use Good Manners

A – Accept Responsibility: Enter Room Quietly, Follow Directions 1st time

Stay on Task

R – Respect Yourself and Others: Use Good Manners, Raise your Hand to Speak or Leave your Seat, Keep Your Hands, Feet, and Objects to Yourself

Behavioral expectations are posted in common areas and include visual cues as well as "5 Point Scale" indicators. Classroom expectations are posted by individual instructors in the form of written expectations with pictorial cues.

The Paul B Stephens Behavior Plan strives to provide structure that insists on the best behavioral programming in an environment that provides for the care, welfare, safety and security of its staff and students.

Goal 1: Teaching our students to monitor and self regulate their behaviors.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation of Superflex curriculum in elementary classrooms and DOJO and Brainworks curriculum in intermediate and high school classrooms.

Implementation Steps

Ensure that all classroom teachers have the appropriate materials and training needed to implement the Superflex, Brainworks and DOJO curriculum in their classrooms.

Person(s) Responsible

Linda Lannewher and Vera Sheremeta will provide Superflex materials and training to elementary teachers and classes not already utilizing the program.

Occupational Therapists will provide Brainworks and DOJO materials and training to intermediate and high school classes.

Timeline / By When?

All classrooms will have Superflex, Brainworks or DOJO material on or before September 30, 2014.

All teachers will be trained in the use of Superflex, Brainworks or DOJO and the programs will be integrated into the daily classroom schedule and behavior plan .

Initiated

1/26/15 Revised

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implement the Incredible 5 Point Scale system into class-wide and school-wide behavior programs.

Implementation Steps

Provide training on the Incredible 5 Point Scale for faculty.

Person(s) Responsible

Melanie Wagner

Timeline / By When?

September 14, 2014 and additional training during PLC's during the 14/15 school year.

Initiated

1/26/15 Revised

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Black students' behavior will be commensurate (or similar to) their non-black peers with similar disabilities.

**14/15 School-wide Behavior Plan
Paul B. Stephens ESE Center**

2/2/2015

Implementation Steps

Data from the SIS (Student Information System) documents that black students earn fewer referrals for behavior than their non-black peers with similar disabilities.

Person(s) Responsible

Gail Cox
Janelle Johnson-Jenkins

Timeline / By When?

Ongoing

Initiated

1/26/15 Revised

Completed

Goal 1 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
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Strategy

Survey classroom teachers
Observation

Implementation Steps

Distribute a written survey to all classroom teachers to determine the number of classrooms in which the curriculum is being utilized and offer an opportunity to identify barriers to implementation.
Administrator walk-through.

Person(s) Responsible

David Shields will create and distribute the survey.
Gail Cox and Janelle Johnson-Jenkins will perform the walk-through observations.

Timeline / By When?

The survey will be distributed 12/01/2014 with a return deadline of 12/12/2014, and on May 11, 2015 with a return deadline of 5/22/2015.
Administrator walk-through observations will be ongoing during the first and second semesters.

Initiated

2/16/15 Revised

Completed

Strategy

Monitor the effect of the implementation of Superflex, DOJO and Brainworks on student behavior.

Implementation Steps

Evaluate behavior referrals and ABRs entered on local server and Behavior Referrals entered in SIS (Student Information System).

Person(s) Responsible

David Shields

Timeline / By When?

By 12/12/2014 for first semester and 5/22/2015 for second semester.

Initiated

2/16/15 Revised

Completed

Goal 2: Maintain and/or reduce frequency of physical restraints utilized

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Increase awareness of behaviors associated with sensory integration dysfunction in ASD and cognitively disabled population.

Black students' behavior will be commensurate (or similar to) their white peers with similar disabilities

Implementation Steps

Book study open to Paul B. Stephens' staff on the book the Out-of-Sync Child.

Book study open to Paul B. Stephens' staff on the book the Ten Things Every Child With Autism Wishes You Knew.

Person(s) Responsible

Gail Cox will design and moderate a course of study on each book.

Kathy Watson will open enrollment for the book studies on Moodle LMS.

Janelle Johnson-Jenkins will facilitate the purchase of needed copies of each book for use in the studies.

Timeline / By When?

Materials will be purchased and enrollment open by 09/22/2014 for the Out-of-Sync Child and by 01/26/2014 for the Ten Things Every Child With Autism Wishes You Knew..

The book study course will run from 09/29/2014 through 12/12/2014 for the Out-of-Sync Child and from 02/02/2015 through 05/01/2015 for the Ten Things Every Child With Autism Wishes You Knew.

Initiated

2/16/15 Revised

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Black students' behavior will be commensurate (or similar to) their non-black peers with similar disabilities as reflected by the frequency of restraints or seclusions reported.

Implementation Steps

Data from the Florida Department of Education Restraint and Seclusion Incident database documents that restraints and seclusions are used with less frequency with black students than with their non-black peers with similar disabilities.

Person(s) Responsible

Gail Cox

Janelle Johnson-Jenkins

Timeline / By When?

Ongoing

Initiated

2/16/15 Revised

Completed

**14/15 School-wide Behavior Plan
Paul B. Stephens ESE Center**

2/2/2015

Goal 2 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
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Strategy

Determine an increase or decrease in the number of restraints used.
Compare restraint data for the 13/14 school year to the 14/15 school year.

Implementation Steps

Utilizing the FDOE Restraint/Seclusion database determine the number of restraints utilized at Paul B. Stephens during each of the two school years. Data will be presented for 1st Semester and 2nd Semester as well as the school years as a whole.

Person(s) Responsible

David Shields will compile the data, graph the results and present to the school administrators.

Timeline / By When?

1st Semester data will be completed by 1/16/2015. 2nd semester data will be completed by 6/4/2015.

Initiated

Status

Completed

Goal 3: Reduce disruption and increase time on task

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Increase the use of sensory diets , sensory interventions and movement to meet the sensory needs our students by opening a multi-sensory room. Integrate the Brain Gym program into classroom schedules.
Black students' behavior will be commensurate (or similar to) their white peers with similar disabilities.

Implementation Steps

Obtain the funding (through "Find It Fund It Florida") and purchase items to furnish the multi-sensory room.
Train staff on the appropriate use of the multi-sensory room.
Train staff and provide necessary materials to incorporate the Brain Gym program into the classrooms.

Person(s) Responsible

Occupational Therapy team will arrange for funding, make purchases for, and train staff on the use of the multi-sensory room.
Vera Sheremeta will train staff on the implementation of the Brain Gym program.
Janelle Johnson-Jenkins will purchase necessary materials for the Brain Gym Program.

Timeline / By When

"Find It Fund It Florida" account has been set up as of June 2, 2014.
Multi-sensory room will be open by 10/31/14.
Initial purchases for the Brain Gym program will be made by 9/30/2014.
Initial training on the Brain Gym program occurred on September 1st.

Initiated

revised 2/16/15

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Black students' behavior will be commensurate (or similar to) their non-black peers with similar disabilities

Implementation Steps

Data from the SIS (Student Information System) documents that black students earn fewer behavior referrals for disruption than their non-black peers with similar disabilities.

Person(s) Responsible

Gail Cox
Janelle Johnson-Jenkins

Timeline / By When

Ongoing

Initiated

revised 2/16/15

Completed

**14/15 School-wide Behavior Plan
Paul B. Stephens ESE Center**

2/2/2015

Goal 3 Data Collection and Management:

1. Did your team access and use the student data information systems?
 2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
 3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
 4. Does the plan identify a regular schedule of data and analysis?
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Strategy

Data will be collected on the frequency of use of multi-sensory room and implementation of the Brain Gym program. Impact on the frequency of disruptive behaviors will be evaluated. Use of multi-sensory room will be monitored by school administrators. Implementation of the Brain Gym program will be monitored through administrative observation. Referral data will be used to determine if there has been an increase or decrease in disruptive behaviors, school-wide. Walk through

Implementation Steps

The multi-sensory room sign-up sheet, as well as evaluation of daily flow and lesson plans will be used to determine frequency of use. Implementation of the Brain Gym program will be evaluated by administrator walk-throughs and evaluation of lesson plans. Frequency of disruptive behaviors will be graphed, using referral database and reviewed at the monthly MTSS meeting.

Person(s) Responsible

Occupational Therapy team will monitor the sign-up sheet for the multi-sensory room. School administrators will evaluate lesson plans and perform walk-throughs. David Shields will compile referral data.

Timeline / By When?

Walk throughs and lesson plan reviews will be conducted bi-monthly.

Initiated

revised 2/16/15

Completed

Strategy

Monitor the effect of the use of sensory interventions on student behavior.

Implementation Steps

Evaluate behavior referrals and ABRs entered on local server and Behavior Referrals entered in SIS (Student Information System).

Person(s) Responsible

David Shields

Timeline / By When?

By 12/12/2014 for first semester and 5/22/2015 for second semester.

**14/15 School-wide Behavior Plan
Paul B. Stephens ESE Center**

2/2/2015

Initiated

revised 2/16/15

Completed

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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Strategy

Recognition of Behavior Student of the Month in elementary, middle and high school level at the monthly awards assembly.

Individual rewards and recognition built into each classroom behavior plan.

Implementation Steps

Establish criteria for Behavior Student of the Month and identify individual students - produce certificate for presentation. Individual classroom teachers develop rewards and recognition plans specific to their student population.

Person(s) Responsible

Behavior team to establish criteria and produce and present certificates at each monthly assembly. Classroom teachers responsible for rewards and recognition specific to their needs of their students.

Timeline / By When?

Students of the month will be identified on a Monthly basis for all months of the school year. Classroom rewards and recognitions will be integrated into the classroom flow as appropriate.

Initiated

2/16/15 Revised

Completed

Strategy

A school store and a game room will be made available to students from all grade levels..

Implementation Steps

Stock the school store with merchandise appropriate for all grade levels.
Organize the game room with a variety of electronic games, board games and activities.
Establish criteria for earning either reward.

Person(s) Responsible

Behavior team to establish criteria, procure needed materials and organize areas for each implementation step.

Timeline / By When?

Both the school store and the game room will be open for use during the week of 09/02/2014.

Initiated

2/16/15 Revised

Completed

Alignment of Classroom Management Systems With The School-Wide Behavior Plan:

1. How, when, where, and by whom will strategies be implemented?
 2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implement the self-monitoring /regulating curriculum, including Superflex, Brainworks, Classroom DOJO and the Incredible 5 Point Scale, into appropriate, individual classrooms.

Implementation Steps

Ensure that all teachers are offered necessary materials and training to implement the self-monitoring /regulating curriculum including Superflex, Brainworks, Classroom DOJO and the Incredible 5 Point Scale.

Person(s) Responsible

Classroom Teacher
School administrators and behavior team to assist when requested by individual teachers.

Timeline / By When?

Curriculum to be integrated into classroom management systems by 10/01/2014.

Initiated

1/26/15 Revised

Completed

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Incorporate self monitoring/regulating curriculum, and sensory sensory interventions into individual students' IEP's, FBA's an PBIP's, as appropriate.

Implementation Steps

Include aspects of the Superflex, Brainworks, Classroom DOJO and the Incredible 5 Point Scale curriculum, and Brain Gym program and use of multi-sensory room during annual review of IEP and reviews of FBA or PBIP, as appropriate to individual student needs.

Person(s) Responsible

Teacher and Behavior specialist

Timeline / By When?

Ongoing, at time of IEP, FBA or PBIP review.

Initiated

1/26/15 Revised

Completed

Action Plan:

Plan to Monitor for Fidelity of Implementation

School administrators will monitor implementation of both the self monitoring/regulating strategies, and the sensory interventions into the classrooms through bi-monthly walk-through observations and lesson plan evaluations and will provide materials and training as they deem necessary. They will also monitor registration into the book studies and encourage participation by at least 33% of the staff. Occupational Therapy team will report on the participation of classes in the multi-sensory room to the school administrators after one month of operation.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

Book studies on the Out-of-Sync Child the Ten Things Every Child With Autism Wishes You Knew.
Training on the Brainworks program during staff meeting.
Incredible 5 Point Scale discussions during PLC meetings
CPI 1 and 2 training and refresher courses.
"Behavior Tips" presented by Behavior Team at each staff meeting.
Behavior data reported at all staff and MTSS meetings.

Midyear:

1. Which goals, barriers and strategies were revised based on response to intervention?
2. What evidence was used to drive the revisions?

Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

Black students' behavior will be commensurate (or similar to) their non-black peers.

- Black students make up approximately 9.5% of the student population
- Black students received a total of 2 referrals, or 2.4% of the referrals logged into the SIS