

Structuring and Supporting Successful Programs for Students with Emotional and Behavioral Disabilities (EBD) and Chronic Problem Behaviors – Day 1

Presented by Lisa Hoyt & Bridget Walker
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Opening Activity #1

Who are you and what do you do?

What are you hoping to take away from these two days?

What are 3 things that you believe about programming for students with chronic behavioral challenges?

Activity #2 – Your Programs

What are some of the issues that affect your ability to support meaningful change and improvements in the programs for students with EBD and related disabilities that you work with?

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Activity #3 - Philosophy

What is the mission/focus of your classroom or program?

What is your program's philosophical framework?

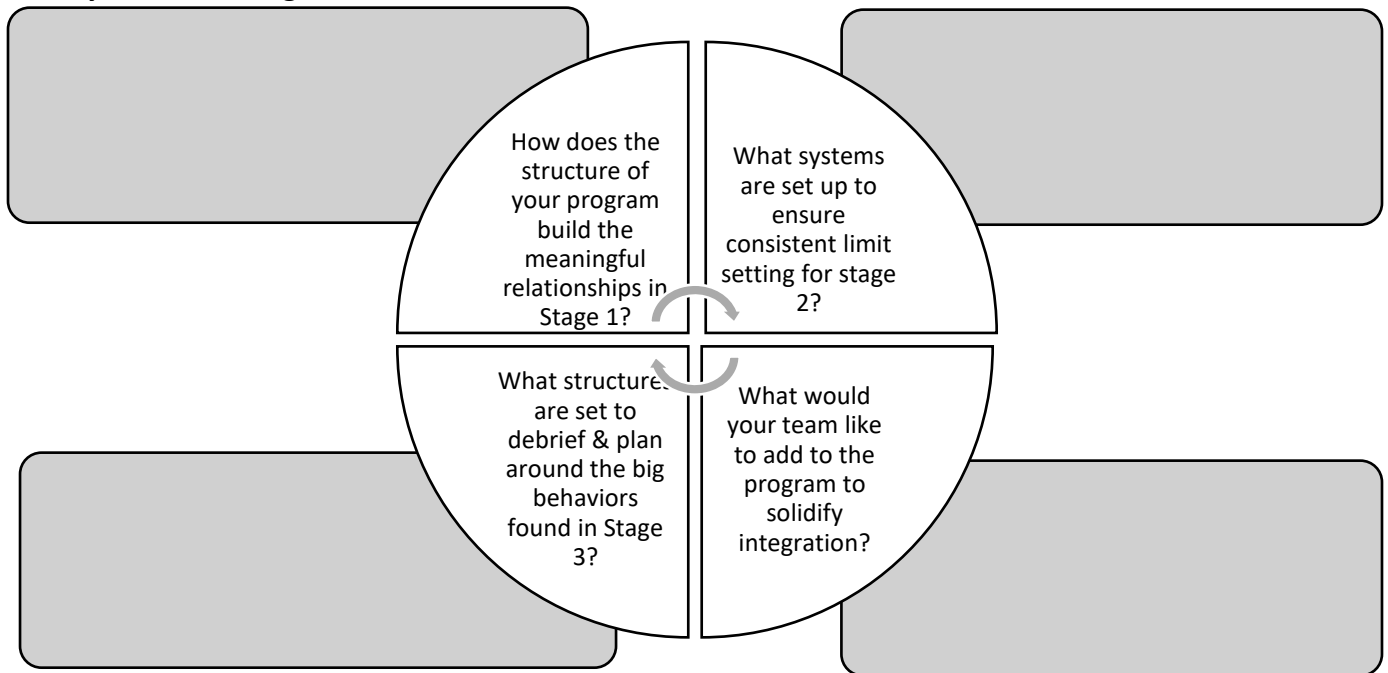
What aspects are critical to implement YOUR work?

How are the mission and philosophy shared with staff, students and families?

Activity #4 - Philosophy

Your Mission and Philosophy	
Is there anything you heard this morning that you would like to capture or add to your mission/philosophy?	
How does my/our current practice relate to the mission and philosophy?	
What is the starting point for you to bring this mission and philosophy into reality?	

Activity #5 – Nine Stages



Activity #6 – Nine Stages

How are you using data to evaluate growth?	How is your team growing and developing each other to support consistent boundaries and adding to the expectations as students are improving?	What kinds of groups are you currently running and what might you want to start/add to these?

Activity #7 – Nine Stages

Currently, how does your team determine that a student is ready for transitioning to a less restrictive setting?

How does your program set the goal for transitioning out your programs as the intention of the work?

As a team, how will the reality that students will have significant behavior before being recommended for less services be communicated to the faculty?

What ceremonies or rituals are currently in place to celebrate student success?

What would your team like to add to the program to solidify the transition and integration routines?

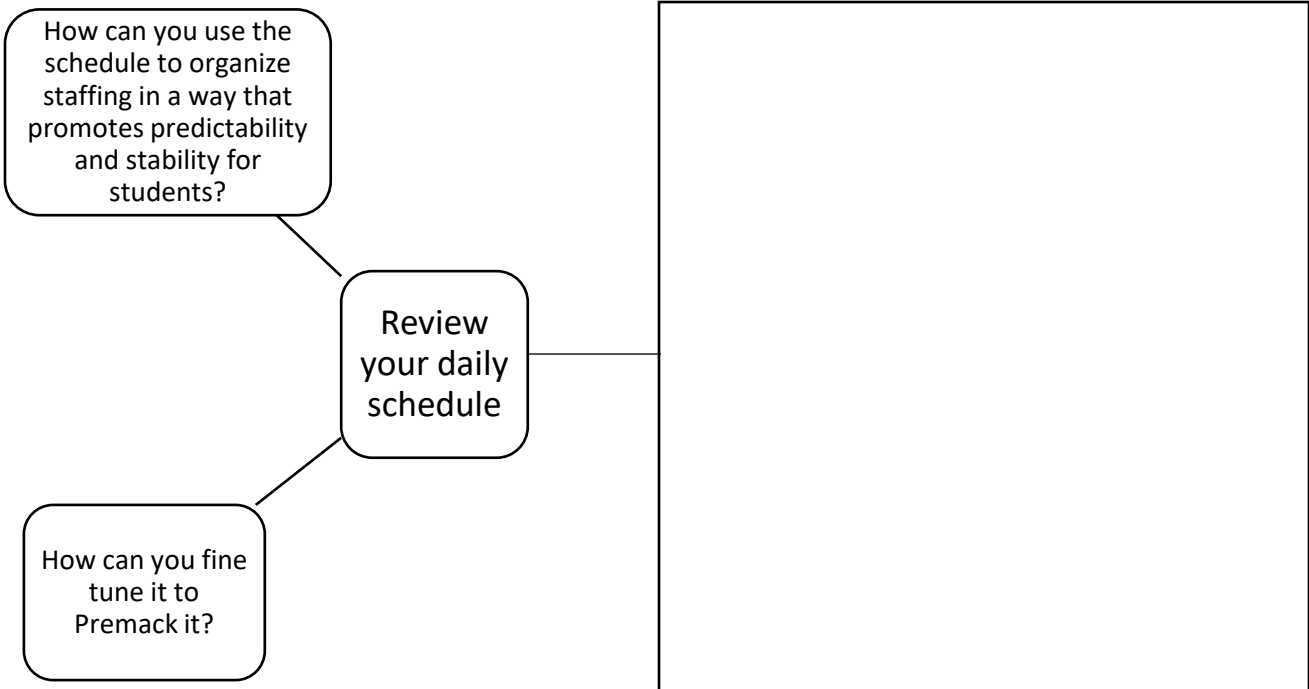
Activity #8

What is your definition of RESPECT?

Activity #9 - Expectations

<p>Review the expectations in your classroom, program, school. Make sure they are clear, observable and specific.</p>	
<p>How can they be made clear and objective for the students?</p>	<p>What is your plan for ongoing teaching, practice and reinforcement of these expectations?</p>
<p>Draft a classroom agreement or behavior matrix to help make these clear and specific to students' and staff.</p>	

Activity #10 - Schedule



Activity #11 - Routines

What routines and procedures stand out to you as most important to address first with students as school starts?	Define both staff and student steps	What is your plan for teaching, practicing and reinforcing these routines and procedures?

Activity #12 – Classroom Structure Checklist

