Setting Up a Research-Based, Ethical & Legally Defensible Behavior Class

Presented by:

Dr. Ann Hughes (annhughes@sangerisd.net)

NELI Conference - Dec. 5, 2024

According to the CDC, in 2021, …………

- 1 in 7 (13%) of children, ages 3-17, had current, diagnosed mental health condition
- Most common diagnoses were:
  - Anxiety (10%)
  - Behavior Disorders (7%)
  - Depression (4%)
- More than 1 in 3 with mental health diagnosis had 2+ conditions

  https://www.cdc.gov/children-mental-health/data-research/index.html#cdc_data_surveillance_section_1-childrens-mental-health-data

Percentage of students ages 5 (school age) through 21 served under IDEA, Part B, by disability category: Fall 2021 (45th Annual Report to Congress on Implementation of IDEA)

Other Disabilities
8.0%

ED
5.0%

ID
6.0%

ASD
12.0%

SI
17.0%

SLD
34.0%

OHI
18.0%

8%
5%
6%
12%
34%
17%
18%
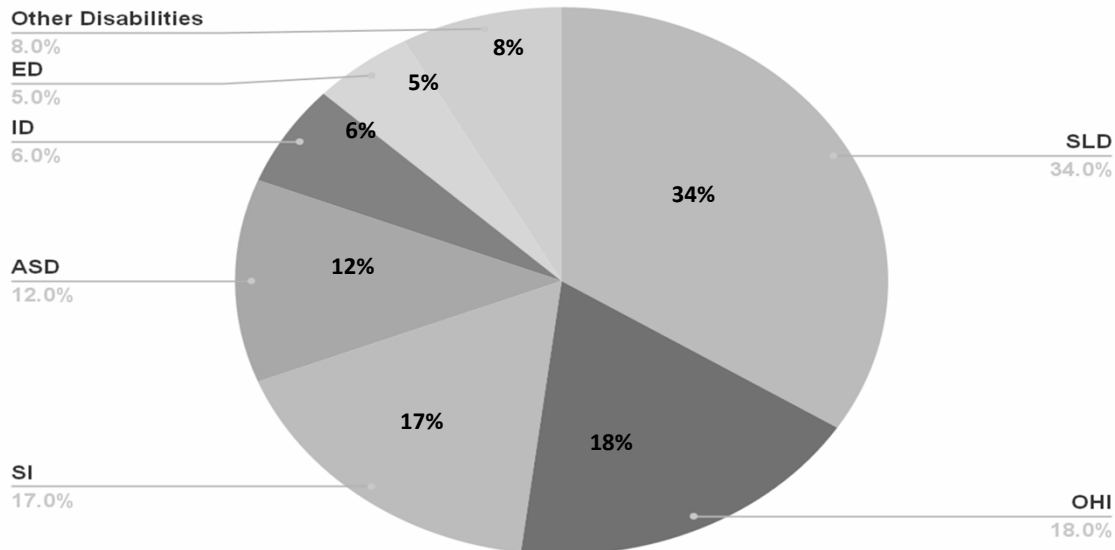
The Need Continues to Grow

The percentages of the populations ages 12 through 17 and 18 through 21 served under IDEA, Part B, that were reported under the category of *other health impairment in 2020-2021,* were 46.7 percent and 33.1 percent larger in 2021 than in 2012, respectively
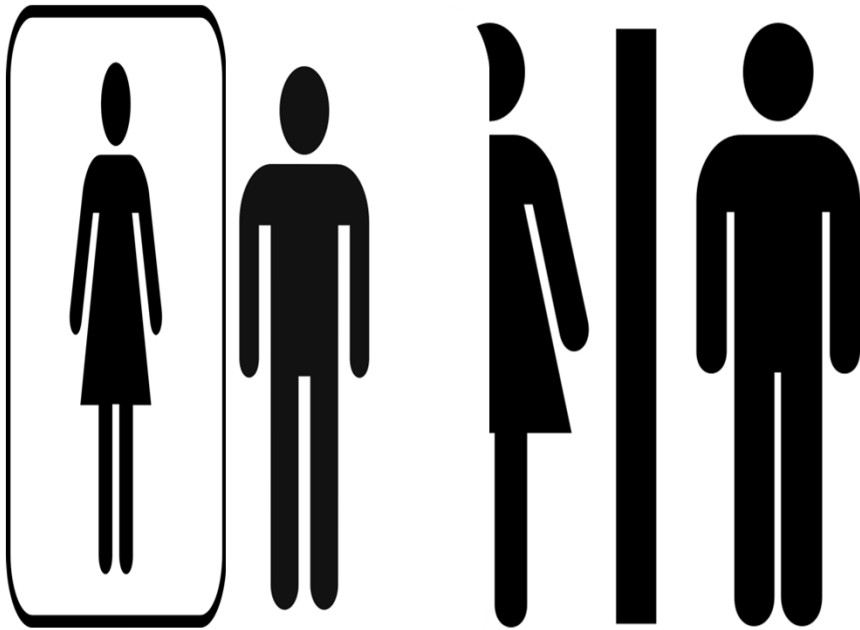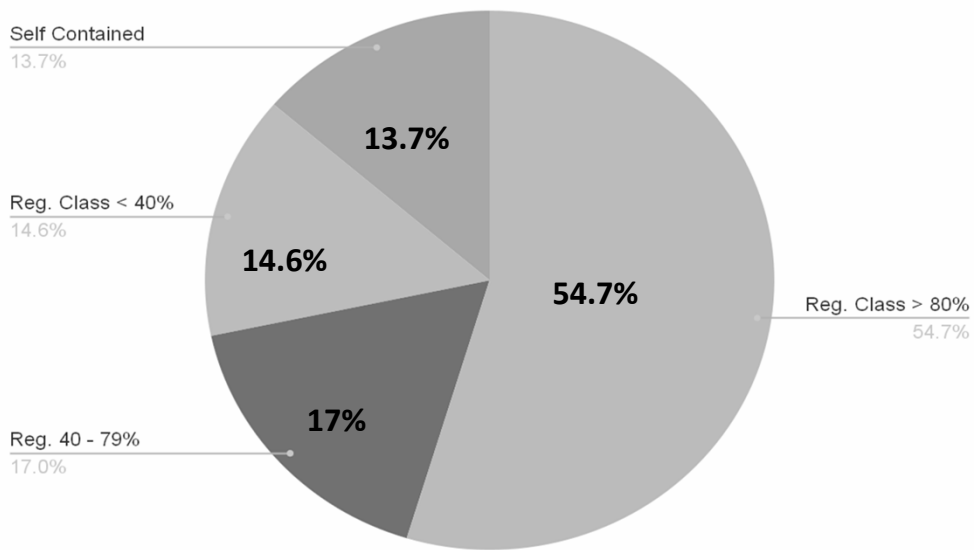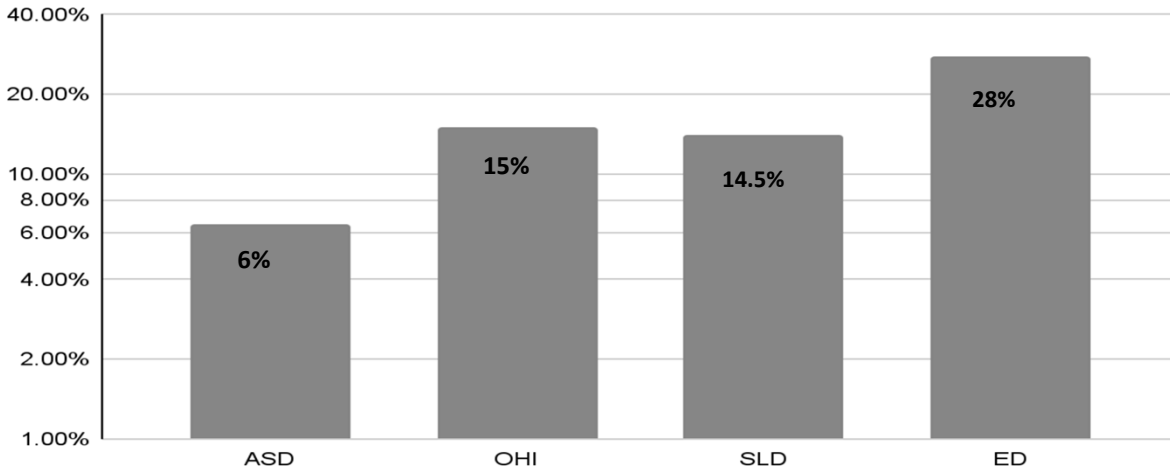
1 out of every 4 students

attending school has been exposed to a traumatic event within the past year that can affect learning and/or behavior.

W/out Disability W/Disabilities

Where are Students with ED Being Served?

Self Contained
13.7%

13.7%

Reg. Class < 40%
14.6%

14.6%

Reg. Class > 80%
54.7%

54.7%

Reg. 40 - 79%
17.0%

17%

Dropout Rates by Disabilities

School Discipline & Students with ED Trends

Removal to DAEP for drugs, weapons or serious bodily injury in TX Per 10,000 students	25	>1
Out of School Suspension Per 10,000 Students	55	22
In School Suspension Per 10,000 Students	29	15

REMEMBER DR. BRUCE PERRY'S ADVICE

There is no more effective neurobiological intervention for a child who has experienced trauma than a safe relationship.

Triangle of Reason (Dr. Bruce Perry)

REASON

RELATE

REGULATE
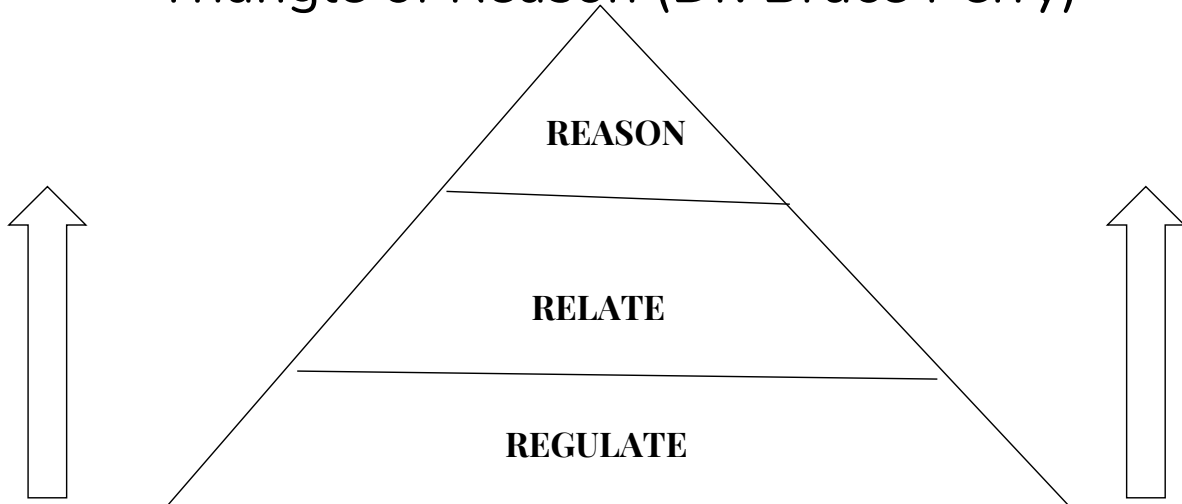
Key Principles of Trauma Informed Approaches (Adapted from SAMHSA)

Principles
1. Safety

2. Trustworthy and Transparency

3. Relationship/Peer Support

4. Collaboration and Mutuality

5. Empowerment, Voice and Choice

6. Responsiveness to Cultural, & Gender Issues

Application In Schools
1. Create a Safe, Predictable, Positive School/Classroom Environment

2. Foster Relationships, Partnering with Families and the Community

3. Build the Collective Capacity of Staff, Students, and Families

4. Support all students Using Child Centered Strategies that are Matched to Student's Needs.

5. Develop Instructional Discipline Policies that Emphasis Restoration over Punishment

6. Invest in Practices that promote Community & Positive School Culture, upholding the dignity & respect of all students

---

Behavior Classroom - A Continuum of Behavior Supports & Instruction

Most Restrictive   **Least Restrictive**
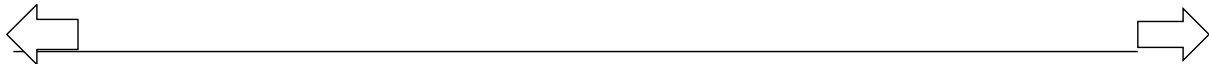
| All day in Behavior Classroom | Some classes in Behavior Classroom, some in Gen. Ed. | Daily Social Emotional/Teen leadership class | Access for "Reset," as needed | Check-In, Check-Out | Push-In Support | Monitoring/Case Management |

The Dirty Dozen - Essential Elements

- **Prework when setting up the classroom - PR**
- **Clearly delineated referral/program entry process & procedures**
- **A level/points system that is research-based, practical, ethical & legally defensible**
- **Variety of reinforcement approaches tailored to students' needs**
- **Instructional program that is research-based, aligns with students' IEP goals & incorporates students' interests**
- **Ongoing meaningful data collection that informs programming**
- **Regular direct instruction in social emotional/self regulation skills**
- **Trauma-Informed Practices**
- **Specified procedures when challenging behavior and/or crisis occurs**
- **Family engagement & support & Student Voice**
- **Adequate staffing who have specialized training & counseling supports**
- **Clearly delineated reintegration process & procedures**

The PR Component - An Essential Ingredient

- PreWork - Explaining purpose, methods to entire campus staff
- Student awareness (students in and out of the class)
- Avoiding students in, "that class," being viewed as "Those Kids," Crazy Kids," Bad Kids etc."
- Feeder campus training
- Mindset questions/challenges

When we plant lettuce, if it does not grow well, we
don't blame the lettuce.
We look into the reasons
it is not doing well. It may
need fertilizer, or more
water, or less sun. We
never blame the lettuce.
(Thích Nhat Hanh)

w well, we

Environmental Engineering of Behavior Classrooms

- **LESS IS MORE**
- Individual student work stations & small group/1:1 teaching area
- How to divide "self-contained students," from those "needing to reset," and/or those having "neurocrash and/or "jacked up on cortisol."
- Break/Chill Zone area
- Visual Schedules
- Physical Boundaries (e.g. tape on ground around desk; exercise/stretch area marked by tape; using shelves/file cabinets/walls as "natural," ways to mark boundaries in student work areas
- Large plastic containers on wheels
- Minimal furniture
- Locks for storage (zip ties??)
- Plexiglass windows
- Covers for electrical outlets
- Projectors/TVs mounted to ceiling
- Use of lower shelving units (not high ones that can be climbed to access ceiling)

Referral/Program Entry Considerations

- How long has the student been eligible for special education supports?
- What less restrictive settings have been tried & for how long?
- When was the student's last FBA?
- Does the student have a BIP & has it been refined as behavioral challenges arise?
- DATA, DATA, DATA (e.g. office referrals; daily sheets; ABC data)
- What is student's current reinforcement system & has he/she been successful with it?
- Have related services staff (e.g. LSSP and/or Behavior Specialist) been consulted & collaborated with to determine next steps?
- Opportunities for parent/guardian and student referred to tour classroom, meet with program staff etc., prior to the ARD to discuss programming options
- Observations by & input from Behavior Classroom staff

Level/Points System that is Research-Based, Practical, Ethical & Legally Defensible

- When students enter the program, is there a discussion and decision regarding what level of the points system they should start on, rather than just starting everyone on level 1?
- Does our system allow for reinforcers to be earned (frequently at first, then fading as students move to higher levels) & increased levels of privileges/independence as students move through the levels?
- Does our system avoid subjective, drastic "level drops," (e.g. where students can go from level 3 back to level 1, due to a few incidents? It is better practice to, "freeze," a student on the same level & require them to earn a certain percentage of daily points for a certain number of days prior to being eligible to move up levels)?
- Is there at least one individualized goal specific to that student (on their BIP) included on the students' daily points sheet?
- Are staff discussing ratings with students and rating students every 15 minutes, 30 mins, 45 minutes etc., based on what level students are on and the rating periods assigned to that level?
- Is there an element of self monitoring & self rating built into the points system as students progress through the levels?
- After Summer vacations, do students start back on the level they ended the school year at, not just automatically start over on level 1?
- Is it clearly delineated when discussions about reintegrating to mainstream classes should occur??
- Have we clearly identified processes and procedures for general education teachers to rate students' points sheets when the student attends class outside of the self-contained setting?
- Is there a structured process in place for reviewing students' progress and having staffings to review/revise the plan if students are not making steady progress on the level system?

Variety of Reinforcement Approaches Tailored to Students' Needs

- Developmentally appropriate
- Sticker charts/tokens/points/choice boards/Dojo points/;Desk Pets etc.
- Jigsaw puzzle concept
- Incorporate tangible, activity, and/or social reinforcers
- Reinforcement Schedules
  - Frequent
  - Random
  - Structured
- When to increase what's needed to earn tokens/points etc. - "Fading Process"
- Effective Delivery of reinforcer - behavior specific praise

Effective, Engaging Instructional Practices

- Research- Based (High-Leverage Practices from CEC)

  https://highleveragepractices.org/

- Avoid "Curriculum of Control/Worksheet Heaven"
- Aligns with students' PLAAFPS & IEP goals
- Incorporates direct instruction, guided practice, independent practice
- Incorporates students' interests & is relevant to their lives
- High rates of opportunities for student to respond
- Aligned with students' general education class scope & sequence
- Making learning fun (games, puzzles etc)
- Incorporates hands-on activities

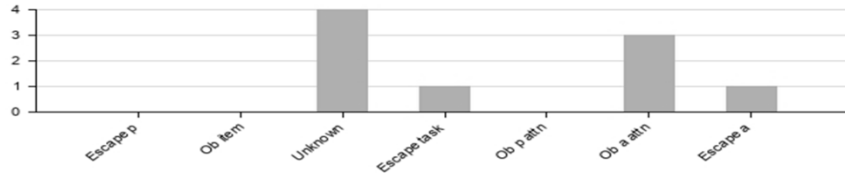# Avoiding DRIP

**DATA RICH,
IMPLEMENTATION
POOR**

Student Data

KEY - What information do I need & Why?

- **ARD requested Functional Behavior Assessment**
- **Student overall daily tracking sheet**
- **Data regarding specific behavior (intensity/frequency/duration)**
- **Progress Monitoring on functional IEP goals & BIP**

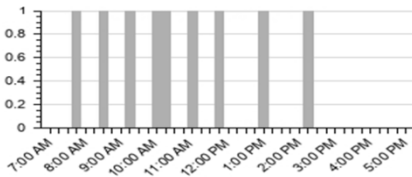# SchoolWide Information System (SWIS) - Individual Student Report

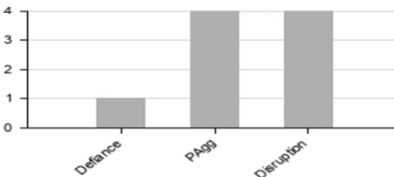# SchoolWide Information System (SWIS) - SchoolWide Reports
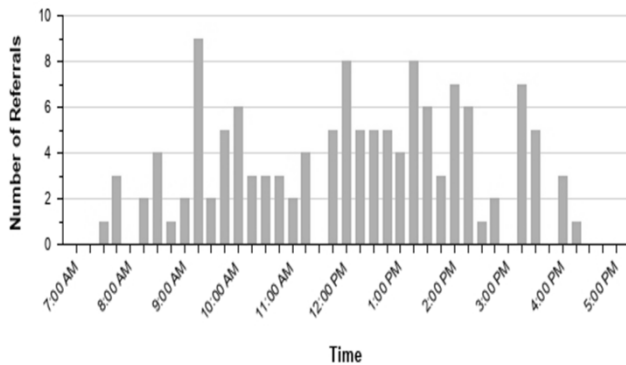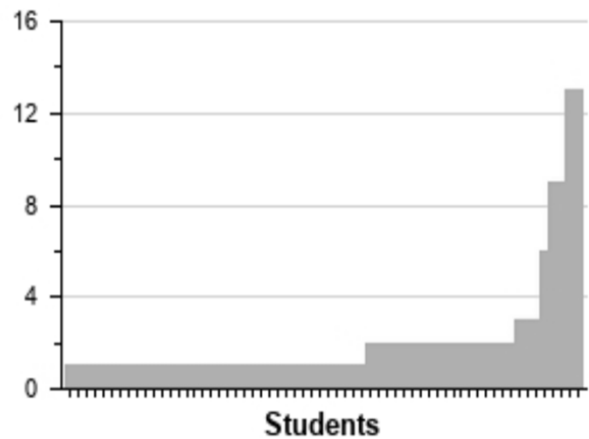
Data Collection that is Practical, Relevant & Actionable

Program Level Data/Evaluation

- Needs assessment based on, "Essential Components," list (See program evaluation tool in resources)
- How behavior classroom & its' staff are being utilized
- Number of students reintegrating into mainstream classrooms & their success rates
- Numbers of intensive incidents (aggression/violence, self-harm etc.,); police calls, restraints & use of time-out, ISS, OSS & DAEP
- Family, student, all staff satisfaction surveys

Key Considerations Student Daily Tracking Sheet

- Avoid Anecdotal records/daily parent communication logs
- Document positives (# activities completed etc.,) not just challenging behaviors
- Include more information than on regular classroom daily communication sheet
- Consider parent preference/access capacity to determine paper Vs. electronic sharing
- Structure so that analysis of data trends over time is easy to do
- Get teacher collaboration & input prior to finalizing daily tracking sheet to be used
- If significant behavior challenges occur that day, talk with parent before sharing the daily tracking sheet

Weekly Data for Use of Time

Counselor: _____ Campus: _____ Month: _____ Year: _____

Week 1

Day of the Week	Direct Student Services				System Support		Non-Counseling Tasks	
	Guidance Lessons (through classrooms, announcements, smaller groups, etc.)	Individual & Group Counseling Sessions formed by counselor for specific skills in social/emotional, organizational, etc.	Individual Planning (working with student on improvement plans, schedules, graduations requirements, etc.)	Responsive Services (responding to student, parent, or teacher referrals)	Student Support (consultation, parent education, community outreach)	Program Planning (PD, advisory committee, data analysis/reporting, lesson planning)	Duties assigned under Board Policy	Duties outside of Board Policy (such as morning, lunch, or after school duties, non-counseling meetings, etc.)
Monday	0	0	0	0	0	0	0	0
Tuesday	0	0	0	0	0	0	0	0
Wednesday	0	0	0	0	0	0	0	0
Thursday	0	0	0	0	0	0	0	0
Friday	0	0	0	0	0	0	0	0
Weekly Total	0	0	0	0	0	0	0	0
Weekly Percent	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

Week 2

(Direct Student Services — Individual & Group Counseling Sessions, Individual Planning (working with student on... System Support — Student Support, Program Planning; Non-Counseling Tasks — Duties outside of Board Policy (such as...)


Collaborative Problem Solving Model
(Ross W. Green)

"Kids do well when they can"

"Challenging behavior occurs when the demands and expectations being placed upon a child outstrip the skills he has to respond adaptively"

"Challenging kids are lacking the skills of flexibility, adaptability, frustration tolerance, and problem solving, skills most of us take for granted."

14
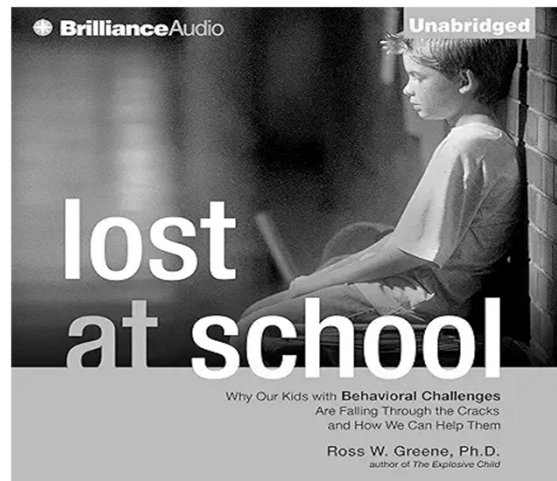
Social/Self Regulation/Self Advocacy Direct Instruction

- Needs to be formal, planned & intentional with opportunities for practice & use of skills across settings
- Exposure, Internalization & Generalization are key components
- "I do," "We do," "You do"
- Incorporate art, journaling, creativity, music, experiential games into our lesson/activities?
- Ensure that skills taught, instructional activities, role plays and/or example scenarios used are, 'street smart," culturally inclusive, developmentally appropriate, and accurately reflect the challenges/problems our students regularly face.
- FUN, Instructor Led, Student Centered, very interactive with opportunities for peers to learn from each other
- Curriculum and instructional activities are research-based, practical, and easy to implement.

Specific Plans for when Crisis/Significant Behaviors Occur

- How to call for help
- Room clear procedures
- Individualized crisis plan for each student based on "program," district has adopted (e.g. CPI; Handle with Care; Safety Care etc)
- Student training, practice & reinforcement for specific behaviors, "When someone else is having a hard time/crisis, we …………………………."
- Dynamic practice with staff including problem solving & role playing after crisis situation occurs
- Procedures for reviewing crisis incidents & postvention for staff (learning from the crisis)

When a Student Becomes Dyregulated

- Teach stress management/relaxation/breathing skills
- Be calm, quiet, and present
- Don't lecture or ask too many questions - student can't process too much
- Allow the student to tell you, "What happened?" when they are ready
- Co-regulate with the student (e.g. taking deep breaths)
- Don't use complex sentences or move a lot, have a poker face
- Teach positive self talk to students "I am safe," "I can calm down," "People here care about me."
- Use music, exercise, movement, stretching
- Don't forget the powerful impact of cold water and going outdoors
- Teach students to identify & label feelings (Zones of Regulation is a tool)

KNOW THAT YOU MAY NEVER SEE THE OUTCOMES OF YOUR EFFORTS, BUT TRUST THAT YOUR SIMPLE, COMPASSIONATE GESTURES ARE IMPORTANT ELEMENTS ON THE CHILD'S HEALING JOURNEY

Family Engagement/Support & Student Voice

- Student Advisory Group
- Student Ambassadors/Tours of program
- Active student involvement in all staffings, ARDs etc.
- Cross Age student mentors for induction of students entering the program
- "Fun," events with family members (Thanksgiving Luncheon; 5K club; awards assemblies; field trips)
- Needs assessment to determine training topics families are interested in; best time to provide it etc.
- Food, childcare & virtual options for any training/support sessions offered
- Remind parents of TEA's PDSES $1,500 one-time online grant to purchase educational goods & services for their student

  https://tea.texas.gov/academics/special-student-populations/special-education/parent-directed-special-education-services-pdses

- Parent Cafes   https://www.bestrongfamilies.org/cafes-overview
- Ongoing, regular communication in mode that parent prefers that includes positive, celebratory messages

Specialized Staff Training

- Trauma-Informed Practices
- Basic Behavior & Reinforcement Principles
- How to avoid/escape from Arguments and/or Power Struggles
- Effective strategies with students who have passive aggressive behaviors
- Effective management of low-level behavioral challenges
- Strategies when crisis behavior occurs
- Differentiated instruction
- Effective strategies for Social/Self Regulation/Self Advocacy Instruction
- Life Space Crisis Intervention

Clearly Delineated Reintegration Process & Procedures

REINTEGRATION TO GENERAL EDUCATION CLASSES NEEDS TO BE ADDRESSED AT EVERY ARD & STAFFING MEETING, BEGIN PLANNING FOR REINTEGRATION DURING INITIAL PLACEMENT ARD

- **When will student be, "eligible?"**
- **Communication with admin & Gen. Ed. staff**
- **Discussion with parents & student**
- **Individualized planning - frequency, which classes? levels of support etc.?**
- **Best timing - natural breaks? Grading periods?**
- **"Autopsy," of class they will be going to**
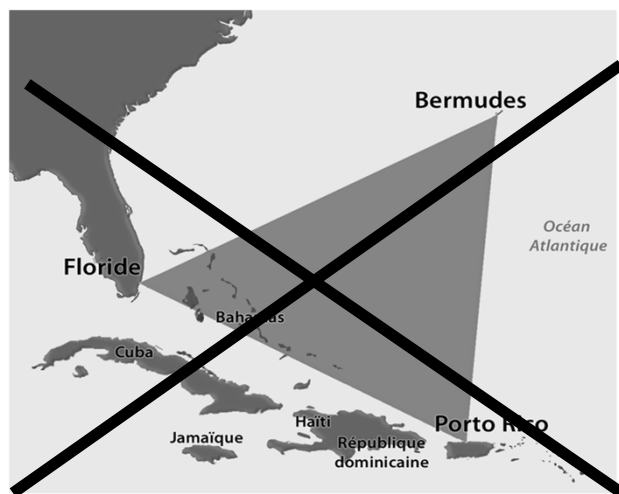
When Students are not Progressing in the Behavior Classroom……………!

CRITICAL NEED FOR SPECIFIED CRITERION WHEN STUDENT MUST BE STAFFED DUE TO LACK OF ADEQUATE PROGRESS

- Student has not earned required points % level for 3 days in a row and/or is remaining stagnant on level 1 of the level system
- Student has had 3 plus unexcused absences in 9 weeks grading period
- Student is failing 2 or more core courses
- Staffing should include classroom staff, administrator, district assigned LSSP and behavior specialist & be a collaborative problem solving meeting looking at behavior trends, possible tweaks to reinforcement system frequency, reinforcer types etc.
- Input from student & parent MUST be incorporated into staffing including any suggestions they have for programmatic changes

Books that have Adjusted my Lenses

- "The Boy Who was Raised as a Dog," (Dr. Bruce Perry)
- "The Body Keeps the Score," (Dr. Bessel Van Kolk)
- "The Deepest Well: Healing the Long-Term Effects of Childhood Adversity," (Nadine Burke Harris)
- "Emotional Poverty in all Demographics," (Ruby Payne)
- "Building Trauma Sensitive Schools," (Jen Alexander)
- "Man's Search for Meaning," (Dr. Victor Frankel)
- "Youth Development from the Trenches," (Rick Miller)
- "Kids at hope: Every Child Can Succeed, No Exceptions." (John Carlos & Rick Miller)

COMPONENTS/INDICATORS	SCORING KEY 1 = No evidence of implementation 2 = Partially developed 3 = Somewhat implemented 4 = Consistently implemented			
Sources of Evidence: Written Procedures, Discipline Referrals, T-TESS evaluations, Walkthroughs, Observations, SWIS Data Systems, CPI certifications, PD training certifications, etc.				
Component 1: The program has adopted and written referral, exit criteria and reintegration practices that are based on best practices in the field				
1. Written procedures are in place that describe the referral process to the programs including activities to be completed during the referral, timelines for completing referrals and the role of home campus, LSSPs, behavioral specialists and home campus staff clearly defined,	1	2	3	4
2. Within four weeks from receipt of Challenge referral, activities including Challenge campus observation of student, interviews of home campus staff and parents will be completed.	1	2	3	4
3. There are agreed upon entrance procedures including an intake process that orients the student and parents to program policies, procedures and approaches to academic and behavioral expectations	1	2	3	4

4. There are clearly delineated exit criteria that define when students are considered to begin transition to general education classes campuses and students have individualized transition plans developed and implemented to meet their specific needs	1	2	3	4
5. Home campus staff are involved fully in the transition process and are communicated with regularly by RISE program leads as to their students' progress towards meeting transition criterion	1	2	3	4
6. During the transition process, RISE Program Administrator/Counselor stays in ongoing contact (minimal weekly) with the student's home campus staff to check progress and provide additional support as needed	1	2	3	4

Strengths: Consistency and frequency of communication and support provided between RISE Program and home campus administration during the transition process

Recommendations: Increase home campus involvement prior to the start of the transition process (e.g. having home campus staff observe the student in RISE prior to transition starting; having collaborative staffing/conference prior to transition starting to review students' strengths, goals and programming).

Ensure that referral process activities (student observations, staff & parent interviews etc.), are completed within a four-week time frame. Within one week of receiving RISE referral, RISE Administrator will review referral packet for completeness and communicate with home campus administration with any immediate recommendations to be implemented.

Combine all written procedures into an updated procedures manual.

Component 2: A positive, supportive staff that models effective communication skills in their interactions with colleagues and students and who implement positive behavioral supports with fidelity				
1. Staff demonstrates a ratio of at least 3:1 positive to negative verbal redirection/feedback.	1	2	3	4
2. Staff effectively use behavior specific feedback.	1	2	3	4
3. Staff attempt to redirect negative behavior by encouraging positive behavior or reinforcing competing behaviors demonstrated by peers.	1	2	3	4
4. Staff verbalize high expectations concerning students' academic work and behavior.	1	2	3	4
5. Staff monitor their own behaviors and emotions, respond non-defensively to conflict and do not engage in power struggles with students.	1	2	3	4
6. Staff use choice language with students and help students to make adaptive behavioral choices.	1	2	3	4
7. Staff employ language and teaching methods that help students take responsibility for their behavior and begin to self monitor and self rate their behavior.	1	2	3	4
8. Staff understand and maintain professional boundaries with students.	1	2	3	4
9. Classrooms are highly structured with clear, consistently enforced expectations and limits.	1	2	3	4

Strengths: Staff respond appropriately to escalating behaviors and do not engage in power struggles with students. Effective professional boundaries between students and staff are maintained. High behavioral and academic expectations are held.

Recommendations: Provide staff training related to increasing use of planned ignoring for minor misbehaviors and increasing recognition of students who are demonstrating appropriate behavior during the incident.

Component 3: Consistent use of effective classroom management methods and skills.

	1	2	3	4
1. Staff is situationally aware of what is going on in class & circulates the room to monitor & support students.	1	2	3	4
2. Teachers prepare students transitions, having established routines for transitions that are consistently & effectively implemented.	1	2	3	4
3. Classroom procedures and expectations are clearly in place and students are able to describe them.	1	2	3	4
4. Students know the procedures for how disruptive behavior is handled and staff adheres to these procedures.	1	2	3	4
5. Students are directly taught how to recognize when they are getting angry and have "Take Time," options that they can take (and/or be prompted by staff to take) when they feel they need a break.	1	2	3	4
6. Adults consistently respond to students' behavior errors that disrupt the learning environment.	1	2	3	4
7. Data related to students' progress on academic and behavioral goals is regularly taken and shared with	1	2	3	4

5. All students have a personal behavioral goal they are working on included on their daily points sheets.	1	2	3	4
6. The points/level system has a student self rating and self monitoring component as the student moves through the levels.	1	2	3	4
7. The level system has no sudden "level drops," or demotions and token economy systems do not include response cost approaches.	1	2	3	4

Strengths: The points system is fully in place & effectively implemented based on best research practices for points systems. Middle & High School staff have been trained on and are effectively using the "Ripple Effects," social skills program.
Recommendations: Expand use of "Ripple Effects," social skills curriculum to all grade levels. Provide training for and begin implementing the Why Try? & Resilience Breakthrough," programs.
Work with staff & CoOp behavioral team to develop and implement procedures for students to be active participants in identifying their daily personal behavioral goals.

Component 5: Staff utilizes instruction students find meaningful, that is research-based, aligns with students' IEPS goals and students experience academic success.				
1. Students are involved in a combination of direct instruction, seatwork and projects.	1	2	3	4
2. Instructional technology is used to enhance student instruction and as part of the instructional program.	1	2	3	4
3. Academic work is developmentally appropriate, culturally sensitive, and actively engages students in meaningful learning.	1	2	3	4
4. Students are able to complete most work at approximately	1	2	3	4

students and their family. Students are aware of their goals and how they are performing on their goals.				
8. Student behavioral incidents are documented on daily points sheets and weekly in the SWIS data system to provide easily accessible, accurate behavioral data for staffings and decision making.	1	2	3	4

Strengths: Staff exhibit high levels of active supervision & monitoring and respond appropriately to inappropriate behaviors. Daily behavioral points sheets and weekly academic grades go home to parents.
Recommendations: Review and implement consistent transition procedures for when students are transitioning to lunch, PE etc. Increase consistent use of SWIS behavioral data by having monthly staffing meetings to address programming needs of students exhibiting high numbers of behavioral referrals.

Component 4: A social-emotional learning (SEL) & cognitive behavioral approaches are Integrated into all aspects of the program				
1. Staff receive training in, and support for, developmentally appropriate SEL methods and curriculum.	1	2	3	4
2. The program supports building core social skills and strategies; social understanding and self-regulation of emotions and behavior and social skills through the use of daily social skills lessons.	1	2	3	4
3. A clearly defined token economy/levels system is used where students earn increasing privileges and have increasing responsibilities as they move through the levels.	1	2	3	4
4. Decisions as to what level of the level system students begin on are individually based and determined at ARD meeting placing the student in the Challenge Program.	1	2	3	4

85% accuracy.	

Strengths: Staff uses a variety of instructional approaches to engage all students. Instructional technology is effectively integrated into ongoing activities. A 1:1 student to device ratio is in place.
Recommendations: Challenge program staff continue to attend grade relevant instructional staff development with SISD colleagues and continue to develop and increase their skills and use of "Canvas," and other relevant instructional delivery systems.

Component 6: Each student has a written program plan based on a behavior intervention plan and additional relevant information that includes universal program supports, counseling supports and tiered Individualized supports for academic, behavior and SEL needs.				
1. Group and individual counseling specific to students' needs are provided on a regular basis and per time specified in students IEP schedule of services	1	2	3	4
2. Staff is aware of community-based agencies and resources and provides information and referrals as needed to families and students.	1	2	3	4
3. The program staff understand the rationale behind a student's plan and are able to implement necessary, individualized supports.	1	2	3	4
4. Program staff review the current FBA and BIP and develop a consistent conceptualization of student behavior and a framework of academic and social support.	1	2	3	4
5. A staffing review of the student's targeted FBA and a reviewed, targeted BIP is developed when a student is not being successful behaviorally in the program.	1	2	3	4

Strengths: Staff demonstrate knowledge of students' behavioral strengths and programming needs and implement students' BIPs consistently. Challenge staff meets weekly to address programming questions and needs.

Recommendations: Challenge Staff and Coop Behavioral Team will consistently meet to proactively identify those students who are having behavioral challenges and will develop additional behavioral supports for them.

Component 7: All student families are communicated with consistently, and have opportunities for collaboration.				
1. LTHS communicates monthly with all families of school wide updates and upcoming events.	1	2	3	4
2. Parents are given opportunities to participate in parent training events to learn ways to further support their student(s) with behavioral and educational opportunities.	1	2	3	4
3. Parents have opportunities to participate in family events including "Meet the Teacher," "Open House," "Thanksgiving luncheon," "Spring BBQ," and volunteering at the LTHS Grocery Store.	1	2	3	4

Strengths: Prior to CoVid, several family events were hosted annually with high levels of parent and student participation rates.
Recommendations: Send out monthly newsletter campus-wide.
Schedule and host additional family events when CoVid restrictions are lifted.

Component 8: All LTHS staff are up to date with behavioral/mental health training				
1. All LTHS staff are current and up to date with CPI training.	1	2	3	4

2. Staff are trained regarding physical guidance, room clears and ALE procedures.	1	2	3	4
3. Consistent meetings with Challenge/Journey/AB teachers are held to address behavioral concerns and behavioral strategies.	1	2	3	4
4. Ongoing training such as "Mental Health First Aid," "Life Space Crisis Intervention," "Use of Applied Behavioral Analysis Principles in Classroom Settings," are provided for staff.	1	2	3	4

Strengths: Staff meets weekly to review programming needs and all staff is up to date in their CPI training.
Recommendations: Provide additional, ongoing staff training related to mental health and behavior.

FREE RESOURCE, LESSONS PLANS, INSTRUCTIONAL ACTIVITIES ETC.

TX School Safety Center   (lessons on anti-bullying, vaping prevention & intervention, free training to facilitate, "Just Say Hello," & other programs)
https://txssc.txstate.edu/
National Pyramid Center of Interventions (EC - 2). (Tons of resources related to instructional activities, behavior intervention/supports for primary grades etc).
https://challengingbehavior.org/
Overcoming Obstacles SEL Curriculum – Award winning, free K-12 life skills curriculum available free to educators with downloadable lessons, video clips etc., no registration required.
https://overcomingobstacles.org/
Centervention SEL Lessons & Activities – 95 free SEL activities, worksheets, & lessons for students in grade K-8
https://sites.google.com/scred.k12.mn.us/scredsel/educators/be-good-people-curriculum
Be Good People - Free curriculum & instructional activities for PreK-12. Have to register to access the curriculum, but you get it all for free once you register

https://www.centervention.com/
Pacer Center on Bullying – Free lessons, instructional activities etc., to creatively engage students to build their understanding on how to address & prevent bullying. Lesson plans and activities for entire school year including scope and sequence for lessons – Grades K-12

https://www.pacer.org
David's Legacy – Complimentary virtual presentations/lessons for grades K-12 students, educators, parents, and community members aimed at eliminating cyber & other bullying of teens and children.
https://davidslegacy.org
"I Believe in You," empowerment, Impact, Spirit & Connection lessons & activities (Lots of free resources, lessons etc.,(under engagement tab on main web page), focusing a lot on how to integrate character education/leadership development into sports teams, school spirit etc).
https://www.varsitybrands.com/
Emotional ABCs Curriculum (Ages 4-11; lots of free lessons and activities related to identifying & naming our emotions and handling them productively)
https://www.emotionalabcs.com/
Therapist Aid – (A free award winning evidence-based SEL Curriculum developed with Psychologists, Therapists & Educators based on the CASEL model. Counseling Worksheets/Interventions. Free worksheets, treatment guides & videos for mental health professionals. Topics include CBT, anger management, self-esteem, relaxation & more).
https://www.therapistaid.com/

Erika's Lighthouse Classroom Programs (A nonprofit organization that is on a mission to provide free mental health programs for any school anywhere. Educational lessons for grades 4-12 about mental health, depression & suicide)
https://erikaslighthouse.org/
Counselor1Stop – (High School Lessons A to Z compendium of resources made by school counselors for school counselors including guidance lessons for K-12; lesson plans for HS etc. college scholarship/academic resources, career planning resources)
https://counselor1stop.org/
The Jed Foundation is a nonprofit that protects emotional health and prevents suicide for our nation's teens and young adults, giving them the skills and support they need to thrive today…and tomorrow. Resources for teenagers & educators/parents.
https://jedfoundation.org/