



Program Description

Characteristics

Students served in Elementary Behavior Support (EBS/EBS-AU/EBSK) programs require a high level of structure and support. Students with intense and/or frequent behavioral and/or emotional deficits are given individualized, small group, and/or in-class support in order to stabilize behaviors and prepare students to participate in the general education environment. Students served follow the NC Standard Course of Study and are supported throughout the school day in the general and/or special education classroom, based on individual needs as outlined in the IEP and BIP.

Specially Designed Instruction

- System for behavior management including direct instruction of social skills and replacement behaviors
- Individualized support is given in the following areas: emotional and behavioral regulation, communication, social interaction, sensory processing, executive functioning, thinking and learning
- Individualized academic support based on student needs i.e literacy, math, writing
- Individualized opportunities to mainstream into the general education setting based on IEP and progress monitoring
- Crisis intervention, short term stabilization, and reintegration into general education classroom
- Functional Behavior Assessment and Behavior Intervention Plan (FBA/BIP) in place
- Crisis Plan developed as needed

Class Size*

EBS & EBS/AU- Levels 1 and 2

- 8 Students : 1 Teacher : 1 Instructional Assistant

EBS- Kindergarten

- 6 Students : 1 Teacher : 1 Instructional Assistant

[*See link for program locations](#)

Participation in General Education

At the beginning of the school year or Initial Placement in the EBS program:

- In addition to the EBS classroom, **all** EBS students are assigned to a general education classroom. The EBS teacher will work with the general education teachers, and administration to determine the best placement for students prior to arrival.
- Each student will have an assigned desk/area in the general education classroom, and a space for their belongings (i.e. Cubby, desk crate, etc.)
- Students will receive all materials needed to access the general education CORE content (i.e. EL Workbooks (2-5), Letterland materials (K-2))
- When appropriate, the EBS teacher and the general education teacher will collaborate to include the EBS students in the general education classroom so they learn the expectations and procedures with the other students.
- When appropriate, include the EBS students in community building activities in the general education classroom.

The IEP team will discuss and determine general education participation based on the following:

- Behavioral data
- Academic strengths
- Ability to interact appropriately with peers in unstructured settings
- Interests, likes and dislikes

The EBS teacher and/or EBS Instructional Assistant should provide support in the general education classroom with a gradual decrease in the level of support based on the student's individual needs.

As the student makes progress, the IEP team should meet to discuss and determine any decrease in the level of EBS support and increase in time in the general education setting. Progress monitoring data must be used to make these decisions. When a student is consistently exhibiting appropriate behaviors for a majority of the school day in the general education classroom, the IEP team should discuss and determine whether the student continues to require services in the EBS program. Invite the Behavior Specialist to the IEP meeting.

Instruction

Core Instruction- Literacy

Teachers: Students enrolled in the EBS Regional Program receive academic instruction through the Standard Course of study which can be accessed through CMAPP. For questions and support regarding the curriculum and assessments, please contact the Instructional Facilitator in your building. When an EBS student is performing below grade level, the EBS teacher needs to remediate using the WCPSS approved programs ONLY.

- Enroll in the Special Education Literacy Course in Learning Central to access the guidelines for assessments and instruction per grade level.
 - K-2 SDI/remediation would be implemented using Letterland Interventions.
 - 3-5 SDI/ remediation would be implemented using Recipe for Reading.
- MClass assessments should be completed by general education teachers.

Parents: Please see link for [Instructional Toolkit](#).

Core Instruction- Math

Teachers: Students enrolled in the EBS Regional Program receive academic instruction through the Standard Course of study which can be accessed through CMAPP. For questions and support regarding the curriculum and assessments, please contact the Instructional Facilitator in your building. When an EBS student is performing below grade level, the EBS teacher needs to remediate using the WCPSS approved programs ONLY.

- Enroll in the SES Math Course in Learning Central
 - All EBS program schools have received Math Kits purchased by the district to be used beginning in the 2023-2024 school year to address IEP goals and remediate math skill gaps.

Parents: Please see link for [Instructional Toolkit](#).

Specially Designed Instruction

The primary core curriculum for social skills instruction is Zones of Regulation. The following are additional resources:

SELF-REGULATION RESOURCES:

- *The Zones of Regulation**
- *Conscious Discipline*
- *Shubert Books* (series of read aloud books)

SOCIAL SKILLS RESOURCES:

- Second Step
- *Room 14*
- *The Tough Kid Books (2)*
- *The Big Book of Therapeutic Activity Ideas for Children & Teens*
- *Second Step (See your school counselor for materials)*

Note: Social-emotional instruction should also be embedded into core instruction throughout the day.

Classroom Structures

Morning Meeting/Check-In

A valuable part of every school day in the Elementary Behavior Support classroom is Morning meeting. Morning meeting is the physical and emotional structure which supports the “school family,” e.g., teacher-student relationships, peer relationships, class culture/climate, and problem-solving. Morning meetings should be held EVERY DAY, preferably at the beginning of the day.

It should include the following:

- Check in with students
- Time to share personal news
- Review of daily schedule, lunch menu
- Notice of any changes in schedule
- Review of job assignments
- Upcoming events/School News
- Review of class expectations/school rules
- Review of individual behavior plans as needed

At the beginning of the school year, Morning Meeting is a great lead-in to relationship-building activities. If the schedule allows, it is also a great way to begin the Daily Social Skills lesson throughout the year. As the school year continues, the morning meeting is the perfect opportunity to check each student's emotional temperature.

Morning meetings give the children an opportunity to settle in and reconnect with the school family. It gives the teacher an opportunity to begin each day on a positive note and to quickly assess the condition of each child.

Free Choice Time/Check-Out

Scheduled Free Choice time is to reward students for maintaining self-regulation throughout the day. It is also when teachers would meet with students who exhibited significant behaviors during the day as explained in the SEL Progress Monitoring folder.

At the end of each day, the following should occur before scheduled free choice time:

- Teacher & IA review progress monitoring data to determine who will be allowed to participate in free choice time and who will need to meet with them in response to significant behaviors*
- Review next day's schedule with the class
- Review homework expectations
- Review behavioral expectations on cab/bus
- Celebrate successes of the day

Behavior Support System & Progress Monitoring

The Behavior Support System should first involve establishing structure in your classroom by directly teaching classroom routines, procedures, and expectations. Procedures help students know what to do upon arrival and dismissal, how to access classroom supplies, how to stand and walk in line, when they need to use the bathroom, etc. Research has proven that the direct instruction of routines and procedures reduces classroom disruptions and behavior problems because students know specifically how things will work. In addition, this approach creates predictability, consistency and safety which meets the needs of many of our students.

Classroom Behavior Expectations

The targeted expectations include Be Respectful, Stay On Task, and Follow Directions and should be clearly posted in the classroom. The expectations should be directly taught, modeled, and role played, and reviewed every morning during Morning Meeting and proactively throughout the day. *(See section "Social Skills" for teaching resources.)*

- **Be Respectful:** Students will:
 - Keep hands, feet & objects to themselves
 - Make no obscene gestures
 - Use appropriate language (i.e.no profanity)
 - Use kind words (i.e.no put-downs or mean/hurtful comments or rude tone of voice)
 - Interact with staff and peers in a way that honors the learning of everyone
 - Handle classroom materials appropriately

- **Stay On Task:** Students will demonstrate engagement with work assignments or social interaction:
 - Focus attention to instruction
 - Complete assigned work in a timely manner
 - Ignore inappropriate behaviors
 - Participate in group and independent activities
- **Follow Directions:** Students will
 - Complete requests with staff giving consideration to individuals' needs for time to process the directions and each student's cognitive capacities
 - Raise hand to speak and wait to be called on when that is the expectation
 - Ask permission to use or do things outside of practiced routines
 - Stay in assigned area

There is a [district wide common data collection tool](#) for EBS classrooms. On the daily data collection form, a check mark is used when the student demonstrates the expectation and the box is left blank when the behavior is not demonstrated by the student. Note significant behaviors objectively in the specifics section on the daily data collection form.

This daily data collection tool will be utilized in a positive capacity to support student growth and continued support of specific skill deficits to inform future instruction. The data gathered should be used in guiding next steps, positive praise, interventions, instruction, crisis plan development, modifying IEP goals, etc.

Individual Behavior Support

The behavior support system also includes support of each student addressing their specific or individual skill deficits. The teacher's observations of the student across school settings, along with the IEP, BIP, and/or the problem solving plan are used to inform the choice of interventions and social skill instruction. All plans should be proactive and positive with individualized reinforcers. Progress monitoring of these goals occur on a consistent basis and determine if interventions and instruction are effective.

To learn about other methods of progress monitoring, please access the ["Pathway to Progress Monitoring" Course](#) in Learning Central. Contact your Behavior Specialist to support you with determining which tools to use.

Responses to Significant Behaviors

Some behaviors are more serious than others and require immediate stabilization. These behaviors are:

- Physical aggression towards adults, peers, or self
- Threatening to harm adults and peers
- Leaving assigned area for more than 5 minutes
- Stealing
- Property destruction
- Prolonged disruption of instruction

The purpose of stabilization is to allow time for self-regulation. Immediate responses to these significant behaviors may include:

- **Time In**
- **Time out**
- **Isolation**
- **Seclusion**
- **Restraint (Physical)**

See definitions for each of these responses below. Please do not use these terms interchangeably.

All incidents involving a timeout, isolation, seclusion and incidents involving physical restraints must be documented using the district-mandated Seclusion & Restraint documentation form.

The teacher should specify a time that day for a Postvention with the student to process what happened and to collaboratively plan how to move forward. This could be done during the scheduled free choice time which gives the natural consequence of missing a desirable activity. Specific responses to the behaviors might include:

- Adult escort when leaving class
- Close adult supervision or adult check-ins at lunch in classroom/ cafeteria
- Close adult supervision or adult check-ins at recess with modifications if necessary
- Close adult supervision or adult check-ins in general education classes and specials
- Limited choices on individualized Free Choice Menu to self-regulation activities
- Review of self-regulation tools
- Make a plan for restitution, proactive next steps to prevent reoccurrence
- Conference with parent and student

If a student is frequently exhibiting challenging behaviors, additional strategies need to be developed. Contact your Behavior Specialist to support you with the development and implementation of an individualized plan to address their needs and skill deficits.

Definitions

Time In

- Designate a specific area in the classroom (i.e. specific chair, desk, calming corner, etc.)
- Establish clear expectations (facing forward, voice quiet, feet on the floor, etc.)
- Post visual reminders in each Time In space
- Model, role play, and practice using the Time In space appropriately at the start of the year as part of your social skills instruction. Teach the expectations when students are calm and provide positive reinforcement when they demonstrate an understanding of how to do a Time In correctly. Once Student is in Time In
- Set a timer for the designated number of minutes (max of 3 minutes). Time starts when the student is meeting the Time In expectations. Start the timer over if the student is not meeting expectations. For example, teacher or IA can say, "I'll start your time when you are facing forward and quiet."
- Do NOT engage or power struggle with a student in Time In. Be directive and walk away. *If the student is unable or unwilling to comply with the Time In expectations, consider using Time Out.*

Time out

- A behavior management technique in which a student is separated from other students for a limited period of time in a monitored setting.

Isolation

- A behavior management technique where the student is placed alone in an enclosed space but NOT prevented from leaving.

Seclusion

- A behavior management technique where the student is confined alone in an enclosed space, from which the student is either physically prevented from leaving or which the student is not capable of leaving, due to his or her physical or intellectual limitations. The distinction is very important in that the student is prevented from leaving.

Restraint (Physical)

- Physical restraint means the use of physical force to restrict the free movement of all or a part of a student's body.

Please do not use these terms interchangeably.

Role of the EBS Instructional Assistant

Taking the initiative in fulfilling the following responsibilities and duties while exhibiting strong dependability, job knowledge, and work habits are expectations to be exhibited in the classroom.

Responsibilities

Support the classroom teacher with:

- implementation of instructional activities
- preparation of instructional materials and daily data sheets
- completion of clerical duties
- collection and maintenance of behavioral & instructional data
- implementation of Collaborative & Proactive Solutions Problem-Solving Plans
- reinforcement of best practices
- maintenance of a sanitary and positive environment
- reinforcement of replacement behaviors throughout the day

Duties

Ensure the safety and welfare of all students:

- help establish and maintain a positive and respectful classroom and school environment
- obtain and maintain Nonviolent Crisis Intervention (CPI) certification
- assist with transitions to and from class
- support as needed during General Education mainstreaming, lunch, specials, and recess deliver breakfast to the classroom (for students that participate in school breakfast) **optional**
- escort students as needed
- utilize positive language and redirection throughout the day

Communication

Facilitate honest and respectful communication with teachers, co-workers, students, and parents (family/ guardians):

- **KEEP ALL STUDENT INFORMATION CONFIDENTIAL. DO NOT SHARE PERSONAL STUDENT INFORMATION WITH OTHER PARENTS, SCHOOL STAFF, OR ANYONE ELSE IN THE COMMUNITY.**
- do not post any comments on social media regarding the students, teacher, or class
- communicate ideas to teacher before implementing any changes to the current arrangement
- speak to the teacher before discussing or contacting a student's parent or guardian
- attend weekly meetings prepared to discuss what is working/ not working, make suggestions, share ideas, or concerns

Seclusion & Restraint

Training & Documentation

Seclusion and restraint training is required to be completed by each staff member at the start of every school year. Any use of seclusion or restraint **MUST** be documented on the [Seclusion and Restraint form](#). This applies to all students, regardless of their age, setting, and/or identification. Upon request, trained staff will provide parents with a demonstration of seclusion and restraint techniques. For more information about this, please contact Shiloh Lewis at slewis@wcpss.net or 919-431-7334.

Crisis Prevention Institute: Nonviolent Crisis Intervention

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[Explanation of Seclusion, Restraint, and CPI: Nonviolent Crisis Intervention](#)