

Parkrose Elementary Behavior Classroom

Purpose:

Provides specially designed instruction and environmental and behavior support for students with emotional and behavioral challenges that prevent them from being successful in less restrictive placements. Priority skills taught in the Behavior Classroom include: self-regulation and calming strategies, social communication skills, problem-solving, social interaction and relationship skills. Students will also receive specially designed instruction in academic skill areas.

Classroom Outcomes:

Students will demonstrate safe, prosocial behavior throughout the school environment with typical supervision and individual supports outlined in the IEP and Behavior Support Plan.

Students:

- No more than 12 students with IEPs
- Grades K-5, with priority focus on younger grades
- Priority skills needed in self-regulation, social communication, social interaction

Staffing:

- 1 FTE Special Education teacher (to be hired)
- 3 Educational Assistants (from current staff)

Entrance Criteria:

- Primary area of need is behavior instruction and support; not life skills or functional communication
- Neighborhood school team has implemented the following:
 - IEP with goals in behavior, self-regulation, social communication, etc.
 - UFB or FBA
 - Behavior Support plan implemented, and revised, with data
 - Full range of supports at the school, including visual schedule, alternate recess/lunch, incentive plan, break schedule, etc.
 - Designated adult time for safety or supervision
- Student is coming from more restrictive setting (therapeutic school or Day Treatment)

Referral Procedure:

- Neighborhood school team reviews data, implementation of supports and discusses referral
- School psychologist contacts Student Services Director
- Student Services Director attends Placement Determination meeting
- Parents and student visit the classroom, meet the teacher prior to starting
- Whenever possible, at least 2 weeks between new students starting mid-year in order to let students adjust.

Structure of classroom:

- Consistent routines
- Expectations posted
- Whole group activities
- Small group instruction
- Behavior and academic data collected consistently
- Room is organized with areas for:
 - Whole group on rug
 - Small group instruction
 - Individual work
 - Reading area
 - Break area

Classroom follows principles of:

- PBIS-prevent, teach, reinforce
- Function-based thinking
- Collaborative Problem Solving
- Zones of Regulation
- Culturally Relevant Teaching
- Oregon Intervention System
- Restorative Justice
- Direct Instruction

Percentage of time outside of General Education:

Students generally participate 60-100% of their time in the Focus Classroom. The amount of time a student spends in this classroom is dependent on the amount of progress made toward IEP goals and the present needs of the student.

Exit Criteria (Return to neighborhood school):

- Student can effectively take a break and calm, with adult prompting, when needed
- Safe at least 80% of the time
- Follows schedule/routine at least 80% of the time
- Participates in instruction, completes work at least 80% of the time

Necessary training for classroom staff:

- OIS
- Escalation cycle
- Use of incentives, proximity, schedules
- Zones of regulation
- Etc.

Other:

- Special Ed transportation from home to school
- Requesting additional Mental Health support