

Petersburg School District

Stedman Eaglets and Eagles

Intervention and Support Strategies

This document outlines research-based positive behavior strategies and developmental supports for Stedman Eaglet Preschool and Stedman Eagles K-5, part of the Petersburg School District (PSD).

Petersburg School District Policy Goals

The Stedman Eaglet and Eagles framework aligns with Program Standards by emphasizing proactive, restorative, and inclusive behavior supports. This plan integrates district-wide policies and early intervention practices to promote social-emotional growth, positive school culture, and equitable discipline practices.

Research-Based Positive Behavior Strategies

Emotional & Relational Support	Classroom & Transition Supports	Play & Behavior Supports
Adults walk through transitions with children; pair students for transitions.	Visual schedules and pre-teaching expectations; use transition signals (songs, lights dimming, count downs, timers, etc.).	Playful transitions, non-verbal cues (thumbs up, smile), and leadership opportunities.
Provide check-ins at beginning and end of day; increase 1:1 attention.	‘Safe Space’ or ‘Cool Down Space’ for calming. Zones of regulation identification.	Provide sensory areas; token board, sticker chart, tally post-it for reinforcement.
Support separation from families with goodbye rituals and if needed visual caregiver pictures.	Choice boards, shorter group times, and adult self-talk for problem-solving.	Encourage peer interaction through shared materials and cooperative play and interactions.

Developmental and Communication Supports

The Petersburg School District supports children's growth through structured communication, sensory, and social opportunities. Teachers and the school counselor collaborate to model language, teach self-regulation, and scaffold interactions across daily routines.

Communication	Motor & Sensory	Cognitive & Literacy
Model language slightly above child's level; pair words with actions.	Provide appropriate-sized seating and tools for toileting and self-care.	Read repetitive stories; use as a whole class, CKLA Amplify or Heggerty.
Increase adult support during peer interactions if needed.	Provide sensory tools (yarn, velcro, putty, beads, heavy work) and movement breaks.	In small groups or 1:1 use other interventions outlined on the MTSS Plan (DRIP).
Use visual supports when needed.	Adapt seating for stability (desk, wobble stool, cube chair, rocking chair).	Focus on sounds that are outlined in Heggerty and CKLA.

These strategies are designed to promote independence, self-regulation, and positive social-emotional development. The Petersburg School District encourages collaboration between educators, families, and the school counselor.