

Implementing School Wide Positive
Behavior Interventions and Supports
in a Separate School Facility for
Students with Significant Disabilities

Dr. Crystal L. Vogtsberger



Table of contents

01

Introduction

02

Literature Review

03

Methodology

04

Findings

05

Practical
Application

Who Is In
The Room?

When SWDRIS is implemented

SwSD are often disproportionately placed in separate schools (Schelling & Harris, 2016), but there is very little research to determine the successes or challenges to implementing a multi-tiered system such as SWPBIS in a separate school (Hawken & O'Neill, 2006; Schelling & Harris, 2016).

(Horner et al., 2009; Horner et al., 2010; Nelson, 1996; Nelson et al., 2008)

- Increase instructional time
- Strengthen overall climate of the school
- Improved Social Skills

(Bradshaw et al., 2009; Chitiyo & May, 2018; Kern et al., 2006; Horner et al., 2009; McIntosh et al., 2006; Muscott et al., 2008; Sugai et al., 2000).

Bird's Eye Overview



4

3

2

1

SWPBIS is supposed to be for all students; however, research has shown that students with significant disabilities are often left out of the multi-tiered system of support (Shuster et al., 2017).

School Wide Positive Behavior Interventions & Supports was originally established based on the applied behavioral analysis theory that was used to support students with significant disabilities (Oher et al. (2012).



Chapter 1

Problem Statement

- The number of students with disabilities placed outside of their neighborhood school due to behaviors has increased dramatically over the past 30 years (Gelbar et al., 2015)
 - “Such students may benefit from a continuum of proactive SW-PBIS practices, even in these more restrictive settings” (Gelbar et al., 2015, p. 191).
 - There is very little research on implementing a multi-tiered system of support, such as SWPBIS, in a separate setting.
 - More specifically, there is even less research available to support this framework for schools who support only students with significant disabilities (SwSD).
-

Research Question 1

What factors contribute to implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

Research Question 2

What factors may or may not hinder the implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

Research Question 3

How do educators (administrators, teachers, related-service professionals, behavior specialists, and paraprofessionals) view the actual and anticipated benefits of involving their students with disabilities in various aspects of SWPBIS?

Purpose

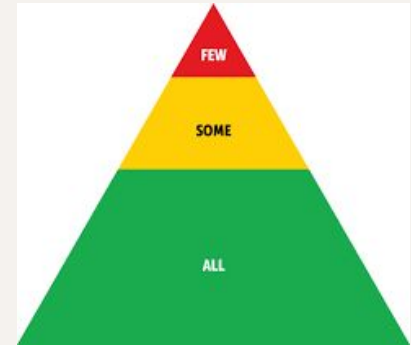
This qualitative study aims to determine the successes, challenges and barriers of implementing School Wide Positive Behavior Interventions and Supports (SWPBIS), Specific to Tier 1, in a separate school facility for students with significant disabilities.

The image features two horizontal lines, one at the top and one at the bottom. Each line has a smooth, curved end on the left and right sides, creating a frame-like effect. The text 'Chapter 2' is centered between these lines.

Chapter 2

What Information Is Reflected In Research? SWPBIS

- School Wide Positive Behavior Interventions and Supports (SWPBIS) is a multi-tiered system of support framework that utilizes a continuum of evidence-based interventions to achieve positive academic, social, and behavioral outcomes for all students (Bubak, 2013; Carr et al., 2008; Dunlap et al., 2009; Sugai & Horner, 2006).
- According to Sugai and Horner (2020), “PBIS features are defined as described in a defensible, replicable, and efficient implementation framework” (p. 130).
- The characteristics of SWPBIS have been tested, replicated, and applied through experimental and quasi-experimental research designs (Bubak, 2013; Horner et al., 2010; Sugai & Simonsen, 2012).



What Information Is Reflected In Research?

SWPBIS and Students With Significant Disabilities

- Students in an separate school settings typically receive the most intensive interventions (one-to-one counseling, therapeutic interventions, functional behavior assessments, positive behavior interventions, individualized education plans, direct instruction)
- Many researchers have emphasized that in separate school settings students would benefit from a multi-tiered system of support such as SWPBIS.

(Gelbar et al., 2015; Jolivette et al., 2013; Scott & Cooper, 2016; Simonsen et al., 2010; Simonsen & Sugai, 2013; Swoszowski et al., 2013)

What Information Is Reflected In Research?

SWPBIS and Students With Significant Disabilities

Kurth & Zagona's Research (2018)

- Conducted in schools with general education and special education programs together
- Overall perception of respondents did not believe that the SWPBIS model was intended to be utilized by students with significant disabilities

Shuster & Colleagues Research (2017)

- Conducted in 491 schools in 113 districts
 - Public, general education schools
 - Respondents noted that special education teachers did not receive the Professional development or resources to implement PBIS as everyone else.
 - There were no accommodations or modifications made to behavioral lessons
-

What information remained to be explored?

- There is a lack of research studies on the implementation, effectiveness, and challenges in implementing SWPBIS: Tier 1, in schools that serve students with significant disabilities.
- Those students that make up the 1% - 2% of students that take an alternative assessment; students diagnosed with an intellectual disability, autism, or multiple disabilities are often not afforded with the opportunity to learn within a multi-tiered system of support such as SWPBIS (Kurth & Zagona, 2018).

Can schools that serve students with significant disabilities implement SWPBIS: Tier 1 when they are usually focused on individual student needs?

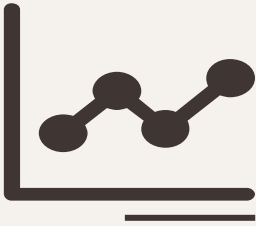
The image features a white background with two horizontal lines, one near the top and one near the bottom. Each line has a smooth, curved end on the left and right sides, resembling a sine wave or a similar mathematical function. The text 'Chapter 3' is centered between these lines.

Chapter 3

How Was the Research Framed?

Research Questions

1.



What factors contribute to implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

2.



What factors may or may not hinder the implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

3.



How do educators (administrators, teachers, related-service professionals, behavior specialists, and paraprofessionals) view the actual and anticipated benefits of involving their students with disabilities in various aspects of SWPBIS?

How Was Research Conducted? Research Design

- Qualitative Study
- Open-Ended Interviews



Ethical Safeguards

Validity Measures

The interview protocol has been utilized with success in a past study.

The interview protocol will be piloted to ensure validity within the context of the current study.

The open-ended interview protocol will be administered in an appropriate and standardized manner.

Anonymity & Confidentiality

Each participant will be given a consent form to sign.

Each participant will be given an identification number rather than using his or her name.

To ensure confidentiality data gathered will be stored securely.

Personal Bias

The researcher will conduct the study as a researcher and not as a SWPBIS facilitator.

In qualitative research, the interpretations of the data can not be divided from the researcher's personal views (Creswell & Clark, 2011) and in this case, the researcher's expertise will become valuable in analyzing and interpreting the results.

Location

Criteria

- School had to be a separate, but public school, that educates only SwSD.
- Educators in the school need have been formally trained by a PaPBS Network Facilitator in at least Tier 1
- The school needed to complete a fidelity assessment with a PaPBS Network facilitator within the previous year
- The school needed to report outcome data on school-wide initiatives

Selected School

- One school was selected
 - Educate students 5 - 21 years of age with significant special needs.
 - 234 Students
 - 119 Faculty and Staff
 - Students are from urban, suburban, and rural communities
 - Programs offered: Autistic Support, Emotional Support, Life Skills Support, and Physical Support
-

Participants

Based on their varied roles, they provide a unique, first-hand perspective of the successes, barriers and challenges on implementing SWPBIS: Tier 1 with SwSD.

- Administrators
- Teachers
- Behavior Specialists
- Paraprofessionals



Chapter 4

Participants

Role

Teacher

Paraprofessional

Behavior Specialist

Administrator

Number of
Participants

4

3

1

1

Participant Support & Years of Service

Student Support Roles of Participants

Support Role	Life Skills Support	Emotional Support	Autistic Support	Building Wide
Number of Participants	3	3	1	2

Participants' Years of Experience

Years of Experience	23-26	19-22	15-18	11-14	7-10	3-6
Number of Participants	2	2	3	1	0	1

Data Analysis Procedures

1. After each interview the researcher listened to the interview for a second time and took notes in order to find potential themes and connections (Creswell & Clark , 2011; Patton 2015).
 2. Each interview was transcribed.
 3. The research was organized into broad trends (Creswell & Clark, 2011).
 4. The researcher identified code abbreviations and definitions from the themes that arose.
 5. The Dedoose web-based application was utilized to manage the codes and transcribed data into graphs.
 6. The researcher compared the interpreted data to the research questions .
-

Major vs. Minor

In order to be considered a major theme, at least five participants had to mention a similar topic during the interview process and at least 10 excerpts had to be coded for that topic.

To be considered a minor theme, at least three participants had to mention a similar topic and at least five excerpts had to be retrieved from the interview.

Major Themes Aligned to Research Question 1

What factors contribute to implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

Participant Role	<i>N</i> Excerpts for Theme 1: Incorporating Acknowledgments & Behavior-Specific Praise	<i>N</i> Excerpts for Theme 2: Collection & Use of Data	Explicit Teaching of Expectations and Rules	<i>N</i> Excerpts for Theme 4: Staff Buy-In and Supports	<i>N</i> Excerpts for Theme 5: Student Support & Voice
Teacher	14	7	15	12	2
Para-Educator	17	2	2	4	1
Behavior Specialist	7	7	1	4	7
Administrator	6	4	5	7	3
Total Excerpts	44	20	23	27	13

Major Themes Aligned to Research Question 1

- **Student Voice & Student Support**

- “I think our students are also a big resource for making sure we are successful. A lot of times we try to have them give their input on what they want or what they want to earn or what they think problems are in the school.” Participant T3

- **Staff Buy in & Staff Acknowledgments**

- “We have a lot of people that are actually really dedicated to this. We couldn’t make it work without them.” Participant BS1

- **Incorporating Acknowledgments and Behavior Specific Praise**

- “We created Mustang money that staff received. At the beginning of the week, they would receive so many tickets to pass out to students. It was related to our motto, respectful, responsible, and safe, which was taught to the students so that it was that common language. All the students got to really know that and when you would see a student following those respectful, responsible, safe guidelines in the hallway, you would use that positive phrase, ‘Nice job walking quietly and safely in the hallway.’ Participant T1

Minor Themes Aligned to Research Question 1

What factors contribute to implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

Participant Role	N Excerpts for Theme 6: Administrative Support	N Excerpts for Theme 7: Expectations Defined	N Excerpts for Theme 8: Professional Development	N Excerpts for Theme 9: Active Team
Teacher	2	7	3	8
Para-Educator	0	1	2	0
Behavior Specialist	1	2	1	2
Administrator	1	0	0	0
Total Excerpts	4	10	6	10

Minor Themes Aligned to Research Question 1

- **Active Team**

- “I think the main reason why we were successful in that is making sure that there was a representative from each department and age group on the SWPBIS team.” T3

- **Professional Development**

- “We had training from the two people that are responsible for it in our school. Then they gave us a handout to show us what it curtails and everything.” P1

- **Expectations Defined**

- “All staff and students can be connected and supported through knowing and understanding that we are respectful, responsible, and safe.” T1

- **Administrative Support**

- “Honestly, I have to give a big kudos to our administration because our principal and assistant principal are always at our meetings. They never miss our SWPBIS meetings, and they are there to make sure any questions we have or any obstacles we have to maneuver, they give us answers.” T3
-

Major Themes Aligned to Research Question 2

What factors may or may not hinder the implementation of SWPBIS: Tier 1 with fidelity in separate school facilities for students with significant disabilities (SwSD)?

Participant Role	N Excerpts for Theme 1: Adapting the SWPBIS Framework to fit the needs of students (age, disability, grade)	N Excerpts for Theme 2: Data and Updates are Not Shared with All Staff Regularly
Teacher	9	3
Para-Educator	1	4
Behavior Specialist	10	2
Administrator	6	0
Total Excerpts	26	9

Major Themes Aligned to Research Question 2

- **Adapting the SWPBIS Framework to Fit the Needs of Their Students (Age, Disability Category, Grade)**
 - Again, our kiddos have their specific needs. We have our directives to implement whatever academic, all of the different things, and then we have to adapt those to fit the individual needs of our kiddos. So, I feel like SWPBIS is the same thing. We got that framework and there are components that you've got to have. Some of them don't quite fit what we need so we have to adapt that or change that or add in some things or take some things out and make sure that it fits what our kids need. - Participant BSW
 - **Data and Updates are Not Shared with All Staff Regularly**
 - “We just enter our behavioral data into the system for them. Honestly, I don’t know where it goes after that.” -Participant P1
-

Major Themes Aligned to Research Question 3

How do educators (administrators, teachers, related-service professionals, behavior specialists, and paraprofessionals) view the actual and anticipated benefits of involving their students with disabilities in various aspects of SWPBIS?

Participant Role	<i>N</i> Excerpts for Theme 1: Subjectively and Objectively Staff Believe that Implementing SWPBIS is Benefiting Students
Teacher	4
Para-Educator	9
Behavior Specialist	5
Administrator	2
Total Excerpts	20

Major Themes Aligned to Research Question 3

- **Subjectively and Objectively Staff Believe that Implementing SWPBIS is Benefiting Students**
 - “Well, I think back, when we were rolling it out into the hallway and the cafeteria, if you went into those places after a week or two after the rollout, and you saw the overall atmosphere improving, that would be an indicator of success.” Participant T4
 - “Four or five years ago, we had a huge spike in restraints and I don’t know what the number is right now but we probably cut restraints by 2/3 from four or five years ago. And they continue to keep going down. - Participant A1



Chapter 5



Findings & Alignment

RQ	Findings	Aligned to Literature	Aligned to TFI
1	Schools that serve only SwSD should focus on the Core Features of PBIS and the Tiered Fidelity Assessment when implementing SWPBIS	✓	✓
2	Schools that serve only SwSD should be aware of the shared challenges and barriers they may face when implementing SWPBIS.	✓	✓
3	Implementing SWPBIS in a separate school facility that focuses on SwSD can positively impact behaviors and perceptions of behaviors.	✓	

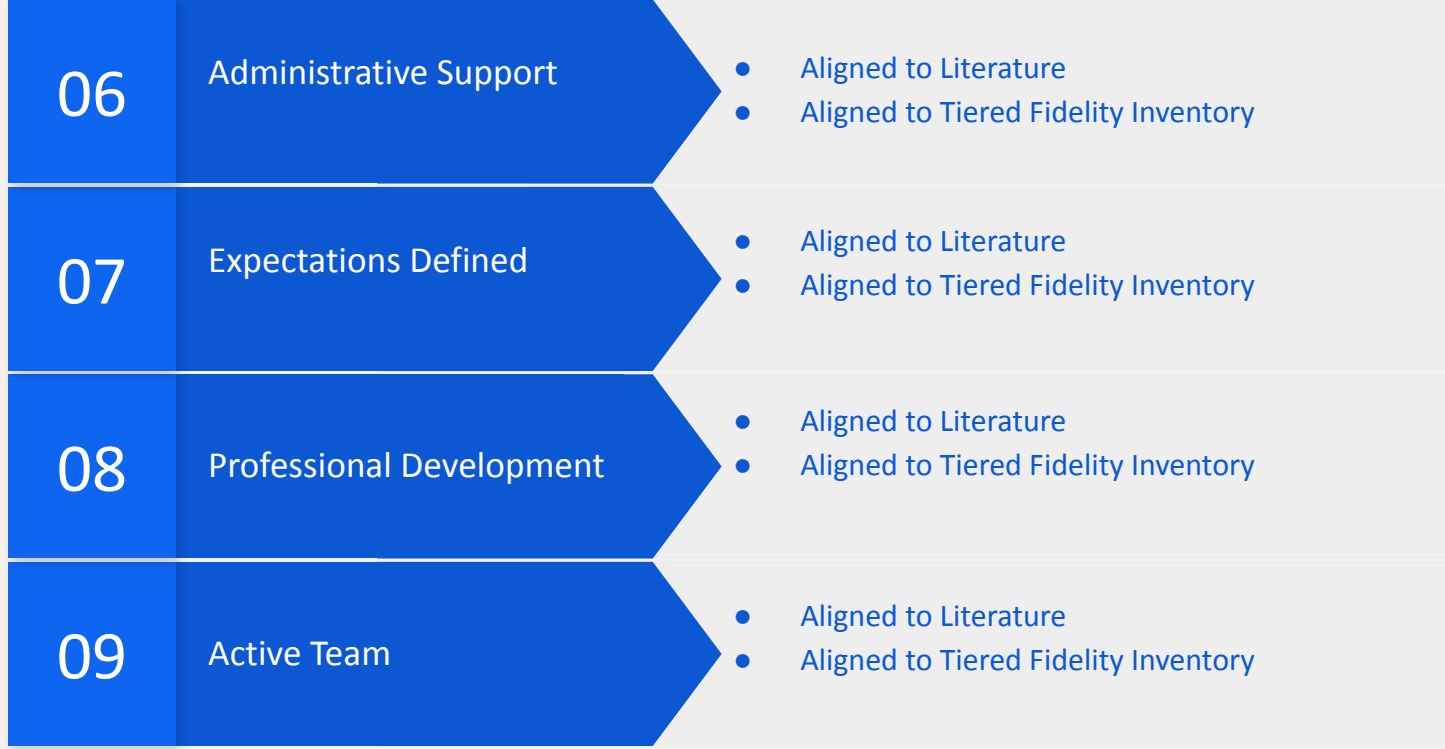
Finding 1:

Schools that serve only SwSD should focus on the Core Features of PBIS and the Tiered Fidelity Assessment when implementing SWPBIS

01	Incorporating acknowledgements and behavior specific praise	<ul style="list-style-type: none">• Aligned to Literature• Aligned to Tiered Fidelity Inventory
02	Collection & use of data	<ul style="list-style-type: none">• Aligned to Literature• Aligned to Tiered Fidelity Inventory
03	Explicit teaching of expectations and rules	<ul style="list-style-type: none">• Aligned to Literature• Aligned to Tiered Fidelity Inventory
04	Staff buy in and support	<ul style="list-style-type: none">• Aligned to Literature• Aligned to Tiered Fidelity Inventory
05	Student voice and student support	<ul style="list-style-type: none">• Aligned to Literature• Aligned to Tiered Fidelity Inventory

Finding 1:

Schools that serve only SwSD should focus on the Core Features of PBIS and the Tiered Fidelity Assessment when implementing SWPBIS



Finding 2:

Schools that serve only SwSD should be aware of the shared challenges and barriers they may face when implementing SWPBIS.

01

Adapting the SWPBIS framework to fit the needs of their students (age, disability, category, grade)

- Aligned to Literature

02

Data and updates are not shared with staff regularly

- Aligned to Literature
- Aligned to Tiered Fidelity Inventory

Finding 3:

Implementing SWPBIS in a separate school facility that focuses on SwSD can positively impact behaviors and perceptions of behaviors.

01

Implementing SWPBIS in a separate school facility that focuses on SwSD can positively impact behaviors and perceptions of behaviors

- Aligned to Literature

Conclusion

The use of SWPBIS in a separate school facility that educates SwSD can be effectively implemented and have an educational benefit to students if the framework is implemented using the core features outlined in research, the critical elements outlined on the Tiered Fidelity Inventory, and if the SWPBIS team adapts the framework to meet the unique needs of their students and their context.

Jamboard Activity: <https://tinyurl.com/APBSSwSD>

What are ways or ideas that you can brainstorm to adapt SWPBIS for your setting or a setting that you support that would better support students with significant disabilities? Think about Expectations, Rules, Routines, Acknowledgement Systems, Lesson Plans, Discipline Procedures, and Data.



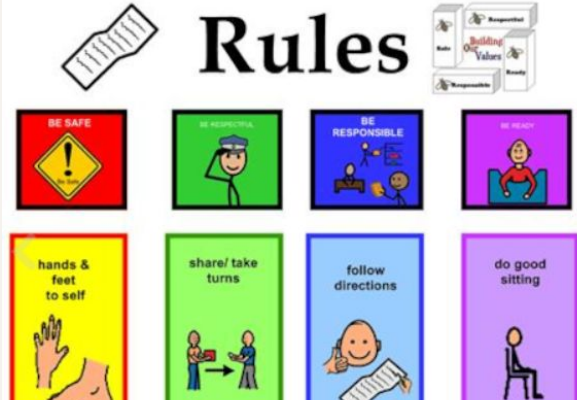
Examples of Rules with Visuals

 <p>Quiet Please</p> <p>Use Inside Voices</p>	 <p>Eat Your Food</p>	 <p>Stay Seated While Eating</p>
<p>Thanks!</p>  <p>Use Kind Words</p>	 <p>Throw Away Trash</p>	 <p>Keep Hands, Feet & Objects to Yourself</p>

















GO FLUSH WASH LEAVE

Rules



- BE SAFE
- BE RESPONSIBLE
- BE RESPONSIBLE
- BE RESPONSIBLE
- hands & feet to self
- share/ take turns
- follow directions
- do good sitting

Example: Choices for Rewards

Motivation Menu for Daily Ticket	
Front of the lunch line pass with a friend	
Hat Day Pass	
No Shoes for a day Pass	
Bring stuffed animal to school for a day	
Use your teacher's chair for a period	
Bring a favorite thing to school for a day	
Teacher preferred minutes of extra free time	
Visit with a friend at the end of the day	
Teacher preferred minutes of extra computer time	
Dance in the room to a song of your choice for preferred minutes	
Play a game of your choice with your teacher	
Help with Morning Announcements for a day	
Assist teacher for determined minutes	
Use remote control item for predetermined time	
Serve as library clerk with Mrs. Randolph for 15 minutes	
Eat lunch with a friend in the classroom	
Eat lunch with an adult of your choice	
Help Mrs. Paolucci for a period	
Play b. ball for 30 minutes with class	

What's it going to be?

Go to Recess Early		Eat Lunch in the Classroom		Eat Snack in the Classroom		15 Minutes of Free Choice	
No Homework Today		Teacher Does all the Homework		Cup of Hot Chocolate		Music in the Classroom	
Stuffed Animal Day Tomorrow		Pajama Day Tomorrow		Hat Day Tomorrow		Craft Stamps During WOW Tomorrow	
Free 1-Pointer Sticker for Everyone		Walk in the Woods		Gum in the Classroom		Craft Punches During WOW Tomorrow	
SMARTboard Game		Sour Gummy Worm for Everyone		Hershey Kiss for Everyone		Paint During WOW Tomorrow	
15 Minutes of Computer Time		Do the Conga!		Do the Freeze!		Do the Hand Jive!	
Extra Session of Daily 5		New Pencil for Everyone!		New Pen for Everyone!		Show and Tell	
Popcorn!		Pick a Read Aloud Book		Wrist Smelly for Everyone		Bubbles!	

WE ARE RESPECTFUL

WE ARE RESPONSIBLE

WE ARE SAFE

Example Lesson Plan Adaptation

Behavior Lesson Plan
Setting: Arrival/Dismissal

I am respectful, I am responsible, I am safe

Arrival/Dismissal Rules Expectations	Respectful	Responsible	Safe
	Use kind words, kind tone	Follow staff directions the first time	Body and objects to self
	Use level 1 voice	Walk to assigned area	

Why this is important (staff **needs** to verbally state and discuss why it's important to class): To create a positive, socially appropriate environment that allows everyone to enter and exit the building safely.

	Initial Teaching Respectful, responsible, safe behavior	Re-teaching (if/when necessary or scheduled)	Optional Booster/Extra activities (if/when necessary or scheduled)
<i>Procedure</i> (What to do)	<p>Review universal expectations. (R,r,s)</p> <p>1. Review, discuss, model expectations for arrival/dismissal and voice levels.</p> <p>Respectful at Arrival/Dismissal: use kind words, have personal space</p> <p>Responsible at Arrival/Dismissal: walk directly into the building and to assigned area or to bus</p> <p>Safe at Arrival/Dismissal: stay on the safe side of the red line and to self</p> <p>2. Choose 2 activities below.</p> <p>3. Check for understanding.</p>	<p>Review universal expectations. (R,r,s)</p> <p>1. Review; explain rules regarding arrival/dismissal (above).</p> <p>2. Review why the rules are important.</p> <p>3. Choose new activity from initial teaching or create re-teaching activities or create new activities.</p>	<p>Review universal expectations. (R,r,s)</p> <p>1. Review; explain rules regarding arrival and dismissal (above).</p> <p>2. Review why the rules are important.</p> <p>3. Choose new activity from initial teaching or create re-teaching activities or create new activities.</p> <p>4. Check for understanding.</p>
<i>Activities</i>	<p>1. Role playing (scenarios below)</p> <ul style="list-style-type: none"> -Staff to students -Students -Buddy Reflection <p>3. Practice (stay on safe side of red line) (in environment)</p> <p>4. <u>Show videos to students:</u></p>	<p>1. Story Starter/Journal/Writing Prompt</p> <p>2. Rap/Song</p> <p>3. Student created videos</p> <p>4. Student created posters/drawings</p>	<p>1. Student created posters/drawings</p> <p>2. Student created videos</p> <p>3. Student created posters/drawings</p> <p>4. Student created posters/drawings</p> <p>5. Student created posters/drawings</p> <p>6. Student created posters/drawings</p> <p>7. Student created posters/drawings</p> <p>8. Student created posters/drawings</p> <p>9. Student created posters/drawings</p> <p>10. Student created posters/drawings</p> <p>11. Student created posters/drawings</p> <p>12. Student created posters/drawings</p> <p>13. Student created posters/drawings</p> <p>14. Student created posters/drawings</p> <p>15. Student created posters/drawings</p> <p>16. Student created posters/drawings</p> <p>17. Student created posters/drawings</p> <p>18. Student created posters/drawings</p> <p>19. Student created posters/drawings</p> <p>20. Student created posters/drawings</p> <p>21. Student created posters/drawings</p> <p>22. Student created posters/drawings</p> <p>23. Student created posters/drawings</p> <p>24. Student created posters/drawings</p> <p>25. Student created posters/drawings</p> <p>26. Student created posters/drawings</p> <p>27. Student created posters/drawings</p> <p>28. Student created posters/drawings</p> <p>29. Student created posters/drawings</p> <p>30. Student created posters/drawings</p> <p>31. Student created posters/drawings</p> <p>32. Student created posters/drawings</p> <p>33. Student created posters/drawings</p> <p>34. Student created posters/drawings</p> <p>35. Student created posters/drawings</p> <p>36. Student created posters/drawings</p> <p>37. Student created posters/drawings</p> <p>38. Student created posters/drawings</p> <p>39. Student created posters/drawings</p> <p>40. Student created posters/drawings</p> <p>41. Student created posters/drawings</p> <p>42. Student created posters/drawings</p> <p>43. Student created posters/drawings</p> <p>44. Student created posters/drawings</p> <p>45. Student created posters/drawings</p> <p>46. Student created posters/drawings</p> <p>47. Student created posters/drawings</p> <p>48. Student created posters/drawings</p> <p>49. Student created posters/drawings</p> <p>50. Student created posters/drawings</p> <p>51. Student created posters/drawings</p> <p>52. Student created posters/drawings</p> <p>53. Student created posters/drawings</p> <p>54. Student created posters/drawings</p> <p>55. Student created posters/drawings</p> <p>56. Student created posters/drawings</p> <p>57. Student created posters/drawings</p> <p>58. Student created posters/drawings</p> <p>59. Student created posters/drawings</p> <p>60. Student created posters/drawings</p> <p>61. Student created posters/drawings</p> <p>62. Student created posters/drawings</p> <p>63. Student created posters/drawings</p> <p>64. Student created posters/drawings</p> <p>65. Student created posters/drawings</p> <p>66. Student created posters/drawings</p> <p>67. Student created posters/drawings</p> <p>68. Student created posters/drawings</p> <p>69. Student created posters/drawings</p> <p>70. Student created posters/drawings</p> <p>71. Student created posters/drawings</p> <p>72. Student created posters/drawings</p> <p>73. Student created posters/drawings</p> <p>74. Student created posters/drawings</p> <p>75. Student created posters/drawings</p> <p>76. Student created posters/drawings</p> <p>77. Student created posters/drawings</p> <p>78. Student created posters/drawings</p> <p>79. Student created posters/drawings</p> <p>80. Student created posters/drawings</p> <p>81. Student created posters/drawings</p> <p>82. Student created posters/drawings</p> <p>83. Student created posters/drawings</p> <p>84. Student created posters/drawings</p> <p>85. Student created posters/drawings</p> <p>86. Student created posters/drawings</p> <p>87. Student created posters/drawings</p> <p>88. Student created posters/drawings</p> <p>89. Student created posters/drawings</p> <p>90. Student created posters/drawings</p> <p>91. Student created posters/drawings</p> <p>92. Student created posters/drawings</p> <p>93. Student created posters/drawings</p> <p>94. Student created posters/drawings</p> <p>95. Student created posters/drawings</p> <p>96. Student created posters/drawings</p> <p>97. Student created posters/drawings</p> <p>98. Student created posters/drawings</p> <p>99. Student created posters/drawings</p> <p>100. Student created posters/drawings</p>
<i>Materials Needed</i>	<p>Social Scenarios</p> <p>Arrival/Dismissal video</p>	<p>Video camera</p> <p>Story Starter/Journal/Writing Prompt</p> <p>Rap/Song Starter</p>	

Choose 2 initial activities

Choose 1 additional activities

*Constant checks for understanding should be occurring throughout the day within natural settings for generalization. Ex. Review the rules prior to transition, ask the students if they followed rules after a transition.

Additional Adapted Material

Social scenarios:

You are walking quietly and safely to your classroom and Dr. Dowell sees you. What will happen next?

You want to eat breakfast with your friend, but they have not arrived yet. What do you do?

You are angry with a peer and you see their bus pull up. What do you do?

You see a friend get on another bus that you want to talk to, what do you do?

Your bus pulled in late, and you want to get to breakfast. What do you do?

Arrival/Dismissal Story Starter/Rap Word Bank:

Walk, hands to self, voice level, going to assigned area, listen to staff directions, look up, keep to the side, bus, arrive, leave

Story starters:

When I get to school in the morning, I need to: _____

Being responsible at arrival and dismissal means: _____

List 2 ways to be safe at arrival and dismissal.

Any Questions?



Crystal L. Vogtsberger
crystal.vogtsberger@aiu3.net
412-335-0702