

2016-2017 Ryan Elementary School Model Classroom Summary of TIERS Elements

	Lower Elementary (1 st -3 rd)	Upper Elementary (4 th -5 th)
Teacher	1	1
Aides	2	2
Support Staff	1 Behavior Assistant, 1 Therapist, and 1 School Psychologist/Behaviorist	
Students	7	10
Students with BIPs	0	1
Elibility	7 ED; 2 OHI; 1 AUT	5 ED; 2 OHI

1. Social Skills Curriculum/Social Emotional Learning – Therapist utilizes The Incredible Years via individual and small group which addresses behavior and social emotional learning.
2. Physiology for Learning – Both classes utilize emotional scaling that is visually recorded and updated frequently throughout the day to gauge emotionality and level of stress. Typical scaling is done at least at the beginning of the day and end of the day.
3. Self-Governance Circles – The teacher check-ins with students on an as needed basis to address ongoing concerns. Incidental teaching may also be used in conjunction with role-playing and review of expectations.
4. Interval Delivered Point System – Classrooms utilize PBIS (Be Safe, Be Respectful, Be Responsible). Students receive feedback at least once hourly or at the end of each activity or period. Both classrooms utilize a color system, which consists of formal check in. The upper elementary class has an additional ticket system and provides students with a reset of color mid-day and at the end of the day. The lower elementary class provides students with three resets (after recess, lunch, and at the end of the day).
5. Daily Contingent Access – The program utilizes a color system (Red, Yellow, Blue, and Green). Dependent on the student’s earned color, they access reinforcements/choice time dependent on their behavior and academic involvement. The reinforcements are tiered, where students may access the maximum amount of reinforcers and privileges if they are in green. Student must complete work or fulfill expectations prior to being able to access reinforcements (e.g., must complete all work prior to accessing Fun Friday activities). Some reinforcements include play breaks, access to preferred staff, and computer access. The lower elementary class also has a snack option for students who have earned it mid-morning.

6. Level System of Motivation – This is linked to daily contingent access and color system. Students may earn a higher color by demonstrating prosocial behaviors and meeting behavior expectations. Students in the upper elementary class can work out of red. Students in the lower elementary class stay at the same color until the next reset. Students who are in red are provided with extra work and do not receive snack.
7. Point System – Please refer to #4-7. Students are encouraged to engage in projects of kindness and other relevant short term projects to increase their skill sets and earn incentives and experience natural reinforcers that result from engaging in positive character building projects. Students also receive mainstreaming opportunities when they are consistently on green.
8. Rigorous Academics – Read Well (intervention) and Envision (Math) are used and supplemented with the district’s Common core curriculum. Teachers work with district coaches and site administrator to implement intervention lessons, grade level lessons, and utilize centers to maximize learning time. Mainstreaming is also an area of focus to provide enriching academic opportunities.
9. Systematic Response to Behavior – Staff remains calm, is consistent, and follows through with each student regarding consequences, prompts, and reinforcement. Students receive frequent feedback based on the color system.
10. De-escalation Protocol – See #9. Students have access to break areas, coping tools, and can also take a walk. During a crisis, the therapist, school psychologist, or behavior assistant isolates the crisis and utilizes TCI De-escalation techniques. Staff also have a radio system to communicate in the event of emergencies and when communication is needed.
11. Reboot System – Students can access the therapist, behavior assistant, and school psychologist if needed to process upsetting events. The teachers and paras check in with students if needed after an escalation or crisis.