ABLE Program Plan: Secondary

Section 1: Physical Environment

Creating an optimal learning environment is crucial in an ABLE classroom. The classroom should be well-lit, orderly, and devoid of unnecessary clutter. Defined spaces should be strategically arranged to ensure that all students are within adults' line of sight at all times. Furniture should not be used to create hidden areas or obstruct views. Safety measures should be implemented to secure furniture that could potentially tip over accidentally. To enhance visual recognition, each area will be marked with images and labels, such as a designated sensory path.

In every ABLE classroom, the following spaces should be present or students should have access to:
(a) Break Space
(b) Individual Workspaces
(c) Small Group Space
(d) Movement/Sensory Space
(e) Large Group Space
(f) Flexible Seating

Requirements for each space will be clearly outlined to ensure that they cater to students' diverse needs effectively, promoting a supportive and conducive learning environment in the ABLE classroom.

Break Space	The break space is available for students to use at any time during the day for regulation purposes. It should be age-appropriate, inviting, and well-maintained, providing a comfortable environment. Calming strategies should be clearly displayed, and soft items should be accessible in the space. Each classroom should have posted expectations for using the break space, such as limiting the number of students inside to two and encouraging students to seek additional strategies if they frequently use the space within a given period. While staff can suggest a student use the break space, they may not require the student to stay there for a specific duration. Moreover, students should never be prevented from leaving the break space if they feel ready to return to their regular activities. This approach ensures the break space remains a supportive and empowering resource for students' emotional regulation.
Individual Spaces	These spaces are designated for individual work and can consist of desks, tables, or study carrels. A designated area for personal belongings should also be identified.
Small Group Space	This space can be set up as a group of desks, or a table.
Movement/Sensory Area	The movement/sensory area must be hazard-free, allowing unobstructed movement. Sensory activities, such as standing push-ups or shape tracing, may be displayed on walls. Sensory tools should be conveniently stored in a nearby basket or on a shelf for easy access.

Large Group Space	This space can also serve for small group or individual work if needed. It should offer flexible seating options, allowing it to accommodate whole group, small group, and/or individual work situations as required.
Seating	In the classrooms, staff should offer flexible seating options whenever possible. This may include different types of seats or allowing students to choose their preferred seating location. Clear expectations for using specific seating areas should be thoughtfully determined beforehand, shared with the students, and consistently reinforced to ensure a conducive learning environment.

Section 2: Classroom Management
A successful school experience relies on effective classroom management for all individuals involved. Key components include planning rules, expectations, routines, classroom norms, and communication systems. The physical arrangement of the classroom is essential for efficient management. By creating clear pathways for the flow of traffic, educators can proactively and supportively reinforce expectations and routines. It is important to consider how the classroom setup supports classroom management and aligns with the teacher's tolerance for activity, noise, and clutter. These factors should be incorporated into the classroom management plan to create a conducive learning environment.

Visual Supports	Prominently displayed in the classroom are age-appropriate rules, a daily schedule, and clear expectations. Pictures/icons and simple easily understandable lettering and familiar words are used. Any unfamiliar words on the schedule are directly taught to the students. Additionally, areas of the room are labeled, and visual reminders of calming strategies, such as emotion charts or "rainbow breathing," are provided to support the students' self-regulation.
Expectations and Rules	In the classroom, rules and expectations are framed positively and brief. Each classroom should have 3-5 rules/expectations that are in line with the school and district's (PBIS) framework. It is crucial for all adults in the room to consistently model and reinforce these rules and expectations. For instance, if one expectation is to use "inside voices" while in the classroom, adults should avoid shouting across the room to get a student's or another staff member's attention, demonstrating the expected behavior themselves.
Building Community	Building a strong sense of community within the classroom is vital for effective classroom management. When students feel connected and valued as part of a community, they are more likely to engage positively in their learning and demonstrate respect for one another. Teachers can employ various strategies to foster this sense of community: Morning meetings provide a structured time for students to greet each other, share experiences, and set the tone for the day. Morning Meeting Resource for Secondary

	Restorative circles encourage open communication, conflict resolution, and empathy-building among students. SPS Info on Restorative Circles/Practices Class meetings offer a platform for collaborative decision-making and problem-solving, empowering students to have a voice in shaping the classroom environment. Resource for Class Meetings By implementing these strategies and creating a safe, inclusive space where students feel supported and heard, teachers can enhance community bonds, which, in turn, positively influences classroom management and overall academic success.
Supplies and Belongings	Materials and tools are arranged in an organized and accessible manner, tailored to the needs of the students. To ensure a clutter-free environment, unnecessary materials are removed from the classroom. Any items that could potentially be used as a weapon, like scissors or a stapler, are safely stored on a shelf out of the students' reach or kept in a secure cabinet. Similarly, tools and materials that are used less frequently, such as paints and stencils, are stored in a cabinet when not in use, maintaining a safe and well-organized classroom space. Staff members are responsible for securely storing their belongings in areas inaccessible to students, such as locking cabinets, desk drawers, file cabinets, or the staff room. While students should be educated about the expectations regarding staff spaces, it ultimately falls upon the staff to ensure that their valuables are properly SECURED and out of reach for students. Please work with your administrator to determine an appropriate space if none is currently present in the classroom.
Wall Space	Utilize wall space and bulletin boards in the classroom to showcase a variety of valuable elements. Display student work, celebrating their emotional, behavioral, and academic achievements. Additionally, use these spaces to exhibit grade-appropriate school-related content that supports the students' learning journey. By utilizing wall displays thoughtfully, educators can create an inspiring and motivating environment that fosters pride in students' accomplishments and encourages continued growth and success.
Routines and Procedures	It is essential to establish clear routines and procedures to provide structure and support for students' learning. These routines should be simple, consistent, and tailored to the specific needs and abilities of the students. Here are some appropriate routines and procedures to include: Arrival/Dismissal, classroom rotations, independent work, accessing breaks, movement within and outside of the classroom (e.g., getting a drink of water, bathroom, accessing nurse, etc.), sensory areas, transitions within and outside of the classroom, passing periods. Consider how you will proactively teach routines and procedures and how they will be reinforced. Also consider how students will be corrected or re-taught if they do not follow a routine or procedure.

Communication Systems	Consider the diverse communication needs of your students and ensure that all of them can access their communication systems throughout the classroom. It may be necessary to incorporate portable picture icons and communication boards to facilitate communication. Create a thoughtful plan for how students will have convenient access to their Augmentative and Alternative Communication (AAC) devices during various classroom routines and activities. By doing so, you will foster an inclusive and supportive learning environment that empowers every student to effectively express themselves.

Section 3: Proactive Behavior Management System

Every ABLE classroom must possess a well-defined behavior management system that aligns with the school's PBIS (Positive Behavioral Interventions and Supports) framework. These systems should prioritize proactive approaches rather than punitive measures and should not incorporate a response cost, meaning there will be no deduction of points or earned reinforcers.

The preferred and most effective method for this purpose is a token economy. In this system, conditioned reinforcers, known as tokens, are given to students in response to their positive behaviors. These tokens can later be exchanged for backup reinforcers, providing additional motivation for continued positive conduct. All token economies consist of the following key components:

1. Clearly defined desired behaviors: The system identifies specific behaviors that need strengthening, including replacement behaviors and adhering to classroom and building expectations.
2. Tokens as conditioned reinforcers: The tokens can take various forms such as points, class/building cash, stickers, raffle tickets, etc., which are delivered when students exhibit desired behaviors.
3. Backup reinforcers for exchange: The earned tokens can be exchanged for various backup reinforcers like coupons for extra free time, special calls home, trinkets like stickers, pencils, cars, school gear, snacks, etc. It's important for these items to vary in size and worth to cater to individual preferences.
4. Token delivery schedule: The frequency of token delivery should be determined based on each student's skill level and changes in the classroom environment.
5. Rate of token exchange: Tokens should be redeemable for backup reinforcers at a specified rate, depending on the reinforcement schedule and individual progress. It could be on a daily, twice-daily, hourly, or weekly basis.
6. Time and place for exchange: To receive backup reinforcers, students can visit a designated location, such as a class store, treasure box, prize cart. This should occur at a scheduled time with the ability to be flexible to meet individual student needs.

It is essential that the token economy incorporates both individual reinforcement, tailored to specific students, and group reinforcement, which fosters positive behavior among the entire class. By implementing these components effectively, the token economy can be a powerful tool for promoting positive behaviors and a conducive learning environment.
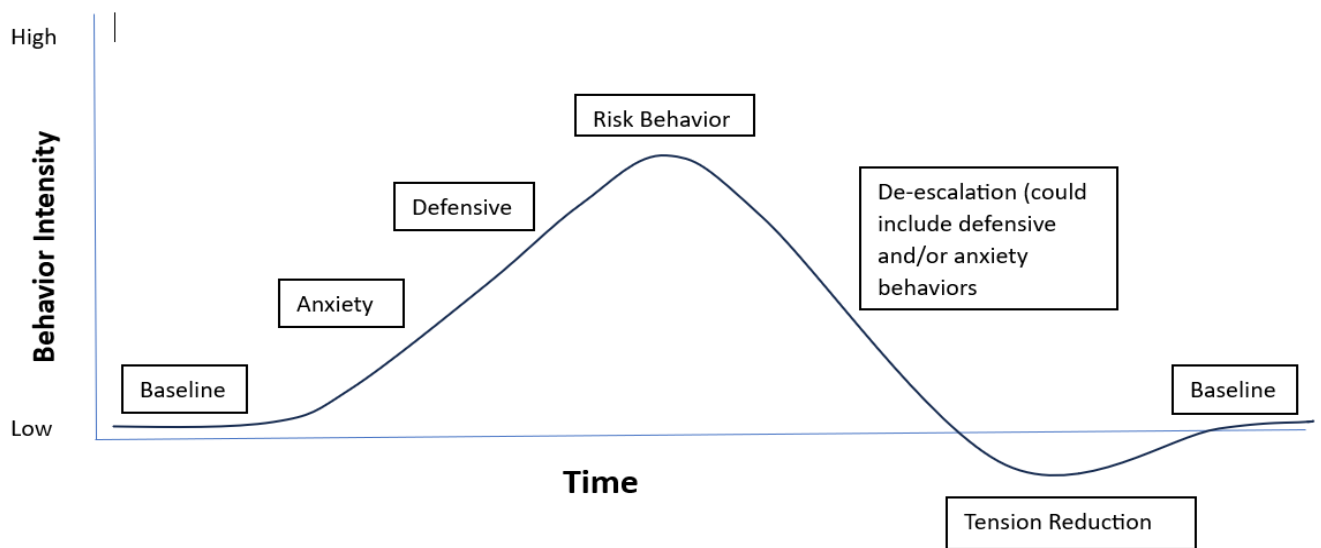
Tokens	The tokens can take various forms such as points, token boards, class/building cash, stickers, raffle tickets, etc., which are delivered when students exhibit desired behaviors. Desired behaviors include replacement behaviors, new skills, meeting class and building expectations, and positive classroom interactions. Tokens for meeting class-wide expectations (transition from music to class, group participation, etc) may be items such as marbles, paper chain links, building cash, or points or stamps on a graph or chart.
Reinforcers	Individual reinforcers may include small, inexpensive prizes (fidgets, match cars, special interest items), additional outside time, computer time, or special time with a preferred adult (e.g., play a game with a teacher). Individual reinforcers should be desirable to the student. Utilizing preference assessments and gaining input from home is helpful. Reinforcers for the class-wide system may include activities such as class celebrations, fun Fridays, or special guest visitor. A reinforcement schedule should be determined based on how long the teacher expects it to take for the new skill to be learned by the average student or the entire (or majority of) class.
Considerations	All staff members should be trained on the reinforcement system, so they are able to adhere to it consistently. It is crucial to treat each day as a clean slate, with no consequences from the previous day carrying over. To maintain a positive learning environment, staff should aim to provide a 4-1 ratio of praise to correction. Praise should be specific to the observed behavior, avoiding generalities. Behavior-specific praise can be applied to any classroom setting and is a powerful way to reinforce positive behaviors and encourage students to continue demonstrating those behaviors in the future. By recognizing and praising specific actions and efforts, educators can create a supportive and motivating learning environment for their students.

Section 4: Responding to Problem Behavior
The integrated experience emphasizes the reciprocal nature of behavior, where an educator's response directly impacts student behavior. When faced with distracting, disruptive, or destructive behavior, it is crucial to take a proactive and positive approach while the behavior is at a low intensity level. By observing, listening, and waiting for cues that the behavior is subsiding or escalating, educators can better respond effectively. Maintaining rational detachment is essential to avoid instinctive or defensive reactions that could escalate the situation further. Awareness of both verbal and nonverbal communication from adults can help defuse challenging behavior and promote a shift towards more positive behaviors.

Verbal and Paraverbal Communication	When a student is escalated, it is crucial to minimize verbalizations and avoid lecturing the student. Instead, a single adult should provide brief and non-judgmental directions or options. For example, saying, "chair down" or "drawing or books?" Using a calm and slow voice is essential to achieve our goal of calming the student. While tone of voice may seem like a small aspect of communication, its impact should not be underestimated. To redirect or de-escalate student behavior effectively, use a tone that conveys empathy, understanding, and assertiveness simultaneously.
Nonverbal Communication	Your body language also conveys your communication. For instance, hands on your hips and arms crossed can communicate anger. Similarly, facial tension, such as a clenched jaw, intense eye contact, and furrowed brows can also indicate anger. It is crucial to maintain personal space to avoid conveying intimidation. As a student's behavior escalates, use a supportive stance to address the situation effectively. Avoid standing over a child, as this may communicate anger, power, and intimidation. When dealing with escalated students, utilize position, posture, and proximity wisely. Adjusting your proximity and attention may be necessary as a student moves through the escalation cycle to ensure a constructive and supportive response. In managing students' behavior, it's important to be flexible with the level and quality of attention given, taking into account the individual and the situation at hand. As students show signs of de-escalation or engage in less risky behaviors, it may be beneficial to increase the attention provided. However, attention should never be completely removed or withheld from a student solely based on their behaviors. On the other hand, if a student's behaviors seem to be driven by attention-seeking, it might be appropriate to temporarily reduce the level and quality of attention given. It is crucial to address these specific situations through function-based recommendations outlined in the student's Behavior Intervention Plan. By tailoring the approach based on the student's needs and the functions of their behavior, educators can better support and guide students through challenging moments while still maintaining a caring and understanding presence.
De-escalation Strategies	De-escalation strategies should be progressive, based on the stages of the escalation cycle. Possible responses should be identified, based on CPI and other sources of research/best practice on de-escalation techniques at each stage. See the sample table below for possible (general) strategies for each stage of the escalation cycle. De-escalation strategies are used in conjunction with strategies and interventions outlined in a student's BIP.

Room Clears	A room clear is the removal of students and staff from a space where a student's behavior presents imminent risk of harm to themselves, or others and all other de-escalation attempts have failed. A room clear is used to eliminate the risk of harm without the need for restraint. A room clear should not be used for low-intensity behaviors such as non-compliance or work refusal. At least one staff member must be present at all times in the room with the student to be defined as a room clear. Room clears will be documented and reported to parents. During a room clear, avoid isolating the student. Adults should give the student space while remaining in the same room and maintaining visual contact. Leaving the student unattended should be avoided. If the situation escalates to an imminent risk of serious harm, restraint is necessary, and additional support should be on standby when a room clear is used. The primary goal is to ensure the safety and well-being of all individuals involved while effectively managing and de-escalating the situation.

Potential Responses at Each Stage of the Escalation Cycle
This is a sample of expected behaviors at each level of the escalation cycles and associated staff responses. This tool can be individualized for students, especially when a safety plan is needed. Based off the Crisis Development Model from Crisis Prevention Institute.

Student Behavior	Staff Attitude/Staff Approaches
Baseline Student is on task, following instruction and calm as they participate in classroom activities	**Reinforce:** Provide behavior-specific praise to reinforce desired behaviors, using a proactive behavior management system. Provide high quality, engaging instruction. The classroom environment should be structured, supportive, and safe.
Anxiety Student's behavior is increasing and may look like: talking that is disruptive to instruction, pacing, increased self-stimulating behaviors, head down etc.	**Supportive:** Validating the student's feelings and employing attending behaviors like eye contact and maintaining an open body posture can reinforce their verbal expression of emotions and needs. It is crucial to provide the student with ample personal space to respect their boundaries. Using precorrection or prompts and positive reinforcement can be effective in preventing problem behavior from occurring. Proximity can also be used in a supportive manner, not confrontational, to maintain a connection with the student. Offering a break is a useful strategy. Breaks can be taken in the student's seat, in a designated break area, or with a supervised walk down the hallway. The duration and setting of the break should be tailored to the student and their specific behavior. If a break area is used, it is essential to have an adult present to continue de-escalation efforts and avoid leaving the student alone in that space. Certain students may require more than just a break; they might benefit from participating in a different and occasionally more favored activity. It is essential to work closely with these students to create opportunities for communication and understanding their needs. Once the student returns to their baseline state and feels ready, they can go back to the initial activity they took a break from. Flexibility and open communication play a vital role in addressing the individual requirements of these students and fostering a positive learning environment for them.
Defensive Student continues to escalate, and behavior may look like: questioning	**Directive:** If the behavior escalates, staff should transition from supportive to directive approaches while maintaining a primary focus on de-escalation and restoring a calm state. Communication should be respectful, using simple language and a calm, but assertive voice to avoid escalating the student's behavior.

others; refusal, yelling, swearing, intimidation	It is important to remember that each situation may vary, and the response should be tailored to the individual needs and circumstances of the student. A focus on de-escalation, empathy, and maintaining a safe environment is essential when dealing with defensive behaviors. Some recommended interventions are the following:
	1. Remain Calm and Composed: Staff should maintain a calm and composed demeanor to model emotional regulation and avoid escalating the situation further.
	2. Use Active Listening: Listen attentively to the student's concerns without interrupting or becoming defensive. Demonstrating active listening shows respect for their perspective.
	3. Use Respectful Language: Respond with respectful and clear language, avoiding any aggressive or judgmental tones.
	4. Set Clear Limits: Establish clear boundaries and expectations for appropriate behavior. Communicate these limits calmly but firmly.
	5. Empathize and Validate: Acknowledge the student's feelings and experiences, even if you disagree with their behavior. Validating their emotions can help defuse their defensiveness.
	6. Avoid Power Struggles: Refrain from engaging in power struggles with the student. Instead, focus on de-escalation and finding common ground.
	7. Offer Choices: Providing the student with choices within reasonable limits can empower them and reduce defensiveness.
	8. Step Back and Provide Space: If the student appears overwhelmed, consider stepping back to give them space. This can help them regulate their emotions.
	9. Avoid Using Force or Restraints: Physical interventions should only be used as a last resort when there is an imminent risk of harm to the student or others.
	10. Seek Additional Support: If the situation continues to escalate, request support from other staff members or appropriate professionals to ensure the safety of all involved.
Risk Behavior Student continues to escalate and is engaging in behavior that poses a serious risk to self or others	**Safety Intervention:** Staff should remove any potentially dangerous items, set clear limits, and eliminate triggering people or situations that could escalate the situation. Call for assistance to ensure the safety of both the student and staff. In situations where staff can reasonably predict that a student is about to engage in behavior placing themselves or others at imminent risk of harm, a room clear may be necessary to ensure safety. If the student's behavior poses an imminent risk of serious harm despite other de-escalation attempts, a restraint might be necessary to protect all parties involved. However, if the student is engaging in risk behavior without posing an immediate threat, staff should continue to use de-escalation strategies. Only one person should interact with the student, while others maintain a quiet and supportive stance.

	Importantly, a restraint should only be applied as long as the imminent risk exists. Once the risk has subsided, the student should be released from the restraint promptly, focusing on ensuring their well-being and safety.
De-escalation The student's behavior is beginning to de-escalate and is no longer engaging in risk behavior; note that student may re-engage in anxiety and defensive behaviors during this time	**Supportive and/or Directive** When a student begins to show signs of de-escalation, staff should respond by continuing to provide a supportive and calming environment. Staff members should use a gentle and reassuring tone of voice while actively listening to the student's concerns and emotions. Offering choices within appropriate limits can empower the student and help maintain their sense of control. Additionally, validating the student's feelings and acknowledging their progress towards de-escalation reinforces positive behavior. Throughout this process, it is crucial for staff to remain attentive, patient, and empathetic, as they continue to support the student in their journey back to a calmer state.
Tension Reduction The student has de-escalated and may be engaging in the following behaviors: crying, apologizing, requesting food/water, sleeping, wanting to be left alone, etc.	**Supportive/Therapeutic Rapport** Staff should respond by maintaining a supportive and understanding approach. It is essential to acknowledge the student's progress in de-escalation and reinforce their efforts positively. Staff should continue to provide a safe and calming environment, allowing the student to regain composure and feel respected. Encouraging the student to express their emotions and thoughts while actively listening to them fosters a sense of trust and connection. Throughout this phase, staff should remain attentive and ready to offer further assistance or support if needed. A focus should be placed on re-establishing the therapeutic rapport and the relationship between staff and student. Staff may find at this time that they are participating in a preferred activity with the student.
Return to baseline	After an incident, when appropriate, it is essential to discuss it with the student in a respectful, neutral, and non-judgmental manner. Collaborate with the student (as appropriate) to create a plan for their return to class activities and learning, facilitating a smooth transition back to a constructive learning environment. Once the incident has been debriefed with the student, avoid revisiting or further discussing the event or any planned consequences. This approach ensures that the focus remains on supporting the student's progress and fostering a positive and forward-looking educational experience.

Section 5: General Education time
In an inclusive education setting, all students are considered general education students, regardless of their Least Restrictive Environment (LRE). Each student should have a place on a general education roster, promoting an inclusive learning environment. Case managers and general education teachers collaborate to ensure that every student receives access to the Core Curriculum, as well as the necessary accommodations, modifications, and supports to thrive in the school setting.

General education entails providing students with access to all building activities. When determining how students will participate in building activities like assemblies, concerts, and field trips, collaboration with building administration and support staff is crucial. Working together, educators can ensure that every student can fully engage in and benefit from all aspects of the school experience, fostering a truly inclusive educational environment. |

Identify General Education Teacher.	Work with building administrators and counselors as appropriate to facilitate students being assigned to general education teachers. When appropriate facilitate introductions between students and teachers.
Scheduling General Education Access Time(s)	All students should have scheduled time in general education settings as appropriate. This could include Lunch, class periods or portions of classes. Start at times the student will be most successful and build upon that success at a rate appropriate for each individual student.
Student Support	Students may need support in accessing general education time. Consider this when assigning staff roles and responsibilities. Support will include collaborating with general education teachers to create community and implementation of the IEP (including BIP, accommodations, modifications, and data collection).

Section 6: Staff Management
A well-organized and supportive learning environment relies on effective staff management. It is vital for all classroom staff to be well-informed about their roles and responsibilities. Regular sharing of student information among staff ensures a comprehensive understanding of each student's needs and promotes a collaborative approach. Additionally, creating and sharing staff schedules allows for smooth coordination and ensures that everyone is aware of their duties and commitments, contributing to a cohesive and inclusive educational setting.

Staff Roles and Responsibilities	Identify the roles and responsibilities of all staff. Provide training as needed and refer to identified responsibilities throughout the school year.

Student Information	All relevant staff should have access to student information (e.g. IEP, BIP, accommodation, modifications, safety plan etc.). Consider creating binders with student information. At-a-glance documents are helpful for quick information processing. Having a specific area for information to be held allows staff to know where to look when they have a question. This could be student and class binders, a specific drawer in a file cabinet or electronic files that all staff have access to. This is secured when not in use.
Staff Schedule	This should be updated as needed and posted in a designated area that relevant staff have access to.
Feedback	Feedback is critical to teamwork. Consider gathering information on how your staff would like to receive feedback and then as a team discuss a plan for giving and receiving feedback amongst each other.

Section 7: Data Management
Effective classroom and behavior management rely on systematic data collection and management of behavioral data. Each student's target and replacement behaviors must be clearly defined and understood by all adults in the classroom. Regular data collection is essential to track the topographical elements of these behaviors, such as frequency, duration, and intensity, as well as student performance on class expectations. Data collection can be done electronically or in hard copy format, like a chart or table, which allows for easy measurement of topographical features. For instance, if a student is calling out without raising their hand first, a frequency chart partitioned by 5-minute intervals could be utilized during data collection. It is essential that all adults in the room collect data in the same manner to ensure consistency and accuracy in tracking behavior patterns. This data-driven approach helps educators make informed decisions and tailor interventions, fostering a positive and supportive classroom environment.

Data Collection	Teachers are expected to collect data, frequency determined by IEP/BIP, on student progress toward target behaviors and replacement behaviors. The data collection system should be straightforward and understood by all adults in the classroom. Teachers should have a plan for who will collect data on each student's behavior throughout the day. If that person is absent, there should be a back-up plan.

Data Storage	The data management system used in the classroom should be user-friendly and easily understood by all staff members. Data may be collected and stored either electronically or in hard copy format.
	For electronic data, storing it in an accessible format like an Excel spreadsheet is recommended. On the other hand, hard copy data should be securely kept in a locked cabinet within the classroom.
	To monitor progress and make informed decisions, data should be reviewed regularly and ideally graphed. This allows for assessing the effectiveness of interventions and determining if any adjustments or additional support are needed. Classroom staff should convene regularly, such as bi-weekly, to discuss patterns and trends in the data, facilitating collaborative efforts in supporting students' behavioral growth and success.
Communication of Data with Parents/Guardians and Students	Behavior data should be shared in an easy-to-understand format with parents/guardians (and students, as appropriate) on a regular basis (e.g., daily, weekly).

Section 8: Instruction
Strong instructional strategies play a pivotal role in education as they are the foundation for effective teaching and learning. These strategies provide educators with a framework to effectively communicate information, foster student engagement, and facilitate understanding. A well-planned and executed instructional approach ensures that students receive clear, organized, and coherent lessons, enhancing their comprehension and retention of subject matter. Moreover, strong instructional strategies cater to diverse learning preferences and abilities, promoting inclusivity and ensuring that all students have the opportunity to succeed. By employing evidence-based methods, teachers can assess student progress, identify areas of improvement, and adjust their teaching accordingly. Ultimately, strong instructional strategies create an enriched and supportive learning environment, empowering students to achieve their academic potential and acquire the necessary skills to thrive in their personal and professional lives. Whole group instruction and individual work time should be thoughtfully considered and implemented with scaffolded support.

Teaching Novel Behaviors/Skills	Explicitly teaching replacement and novel behaviors or skills is a critical aspect of a student's individualized education plan. By clearly defining and instructing alternative responses to challenging behaviors and novel skills educators help students understand appropriate ways to cope with difficult situations, emotions and daily living.
	Some examples of how to explicitly teach novel skills and behaviors include:
	1. Role-Modeling: The teacher and/or support staff can demonstrate the desired behavior in various scenarios, showing the student how to respond appropriately in differing or challenging situations.
	2. Social Stories: Creating social stories or narratives that depict the expected use of behaviors in specific situations can help the student understand and remember the appropriate responses.
	3. Direct Instruction: The teacher can explicitly explain and discuss the behaviors with the student, breaking them down into step-by-step instructions for clarity.
	4. Visual Aids: Using visual aids such as charts, posters, or cue cards with illustrations and prompts can remind the student of the behaviors in real-time.
	5. Role-Playing: Engaging in role-playing activities with the student allows them to practice the behaviors in a safe and controlled setting, receiving feedback and encouragement from the teacher.
	6. Positive Reinforcement: The teacher can offer praise, rewards, or tokens when the student displays the behaviors, reinforcing their usage and encouraging continued adoption.
	7. Repetition and Practice: Consistent practice of the novel behaviors helps the student internalize and generalize across various situations.
	8. Self-Monitoring: Encouraging the student to self-monitor their behavior and reflect on their choices helps them become more aware of when to apply the behaviors.
	9. Peer Support: The teacher can involve peers to model and reinforce the use of novel behaviors, fostering a positive and supportive classroom culture.
	10. Regular Check-Ins: Frequent check-ins with the student to discuss progress and offer feedback on their use of newly acquired behaviors can help determine if additional or modified teaching is needed.
	Remember that every student is unique, and the strategies used to teach novel behaviors and skills may vary depending on the individual's needs and learning style. Patience, consistency, and a supportive approach are key elements in effectively teaching and reinforcing these new behaviors.

Work block Rotation Schedule	To schedule rotations for work blocks, begin by identifying the tasks or activities to be completed during the work period. Then, assign roles and responsibilities to individuals who will be supporting each group or station. Consider the specific needs and abilities of the students when determining the level of support required. Set a predetermined time for each rotation, ensuring a balance between the complexity of tasks and the available support. During the rotation, make sure that clear instructions and expectations are provided to both the students and the supporting individuals. Regularly monitor the progress of each group and address any challenges or questions that arise. By carefully organizing and coordinating these rotations, you can optimize student engagement, individualized support, and overall productivity during work blocks.
Use of Approved Curriculum	Using approved curriculum is essential for ensuring standardized instruction. Approved curricula meet educational standards, providing accurate, appropriate, and effective content for student learning. They offer a structured framework with clear learning outcomes, instructional materials, and assessments, promoting consistent and cohesive lessons. Using approved curriculum supports equitable education, enabling all students to access a research-based learning experience. This ensures academic success and allows teachers to focus on effective instruction and student growth. Students in the ABLE Program should be accessing Core Curriculum and Supplemental Curriculum approved for use within their building and grand band. *See Special Education Manual for list of approved curricula.
Class and Individual Schedules	To ensure a well-organized and accessible class schedule, prominently display the overall class schedule in a visible area of the classroom, such as on a whiteboard or bulletin board. Use clear headings and color-coded blocks for different subjects or activities to enhance readability. Additionally, create individual schedules for students who may benefit from personalized visual aids. These individual schedules can be placed on their desks or in designated areas for easy reference. Personalized schedules can include pictures or symbols to represent each activity to accommodate students with diverse learning preferences/needs. Regularly update the schedules to reflect any changes or upcoming events. By providing a clearly displayed class schedule and offering individual schedules as needed, students can better anticipate their daily activities and transitions, fostering a more structured and organized learning environment.

High Leverage Teaching Practices	High leverage teaching practices in education refer to instructional strategies and approaches that have a significant positive impact on student learning outcomes. These practices are considered highly effective and have been widely recognized for their ability to promote student achievement across various subjects and grade levels. High leverage teaching practices are often supported by research and evidence-based studies. Below are some examples of high leverage teaching practices for instruction:
	1. Identify and prioritize long and short-term learning goals.
	2. Adapt curriculum tasks and materials for specific learning goals.
	3. Utilize task analyses to teach complex skills.
	4. Provide scaffolded supports.
	5. Use explicit instruction.
	6. Use flexible grouping.
	7. Use strategies to promote active student engagement.
	8. Use assistive and instructional technologies.
	9. Provide intensive instruction.
	10. Provide positive and constructive feedback to guide students' learning and behavior.
	Link for more information on instructional high leverage practices and others: IRIS | High-Leverage Practices (vanderbilt.edu)
Applied Behavior Analysis (ABA) Principles	Prompting: Prompting is used to assist the student in giving the correct response when learning a new skill. Prompting can be physical (hand-over-hand guidance), gestural (pointing or nodding), verbal (verbal cues), or visual (using pictures or written cues). Prompting is gradually faded as the student becomes more independent. The Prompt Hierarchy

| | Task Analysis: Breaking down complex tasks into smaller, manageable steps is known as task analysis. This helps students learn new skills more effectively by focusing on one step at a time, making the learning process less overwhelming.

Functional Communication Training (FCT): FCT focuses on teaching students appropriate communication skills to replace challenging behaviors, such as tantrums or aggression, as a means of expressing their needs and wants.

Discrete Trial Training (DTT): DTT involves breaking down skills into individual components and teaching them through repeated structured trials. Reinforcement follows correct responses and an error correction procedure follows incorrect responses. Error correction could be prompting the correct response modifying the presentation of the teaching instruction.

Natural Environment Teaching (NET): NET involves incorporating learning opportunities into the student's natural environment, making the learning experience more relevant and meaningful for the student.

Generalization: Skills learned in one setting need to be applied to other environments and situations. Teachers should work on helping students transfer their learned skills to real-life situations. This can be done by using multiple examples and settings when teaching and practicing new skills. This should be planned intentionally for each student.

Differential Reinforcement: This involves reinforcing positive behaviors while ignoring or redirecting challenging behaviors. It helps promote desirable behaviors while reducing unwanted ones. |