ACTIVITY DESCRIPTION

Module: 3  Activity: Develop a schoolwide plan based on roles to support student Type: [ X ] Class Activity - 2 in public school setting [ ] Application Bridge [ ] Evaluation Activity

Match to CEC Standards: #5 Learning Environments and Social Interactions; #10 Collaboration

Describe the activity: In a team, learners develop a schoolwide plan to support the case student in a public school setting. After individually exploring a Program III case and completing the embedded activities, learners are assigned to roles and teams. Each team comprises four learners playing the roles of special educator, general educator, principal, and school psychologist. In these teams, learners review the data they have gathered on the student with regard to patterns of behaviors in terms of type, location, frequency, people present, etc. Then, learners identify both environmental changes that may support appropriate behaviors, skills that should be taught, and a reinforcement system to acknowledge and support use of appropriate replacement behaviors. Learners should provide a rationale/supporting details from the case to support their selections.

Cases that activity fits: All cases in Program III.

Tips for implementation:
Remind learners to review all records for individual and system data that may contribute to the occurrence of problem behavior. Encourage learners to consider the feasibility and acceptability of their plans to students, teachers, and administrators. Assign learners by grade level (e.g., elementary, middle, high school).

Suggestions for evaluation:
Have class teams evaluate the schoolwide behavior plans of other teams on the following criteria: (1) accurate identification of the problem behaviors; (2) accurate identification of environmental antecedents; (3) appropriate identification of replacement behaviors and skills; (4) appropriate plan for teaching skills; (5) appropriate identification of reinforcement system.

Links to instructional sequence:
Learners should have an understanding of antecedents, function-based interventions, and principles of reinforcement.