

Northwoods Academy Flow Chart for Behavior Support – Phase 1

Step 1 Initial Identification: Teacher has child with behavior support needs (suggestion: this might follow one dangerous incident or when classroom procedures have been applied but we are not seeing a decrease in the rate of behavior).

1. Teacher contacts behavior specialist and provides copies of BIR.
2. Behavior specialist schedules observation and debriefing meetings with teacher
3. Teacher continues to collect BIR data.



Step 2: Behavior Specialist observation and meeting with teacher:

1. Behavior Specialist reviews BIR forms
2. Behavior Specialist observes during times/activities where behavior is most likely to occur
3. Behavior Specialist debriefs with teacher following observation. Teacher and behavior specialist determine next step (selecting one of the paths below). In all paths, teacher continues to monitor using BIR.



Use Pathway I if...

General classroom practices are being implemented and are not effective in preventing challenging behaviors.

Step(s)

1. Behavior Specialist provides teacher with strategies to try (verbal and written). This might also include classroom coaching on how to implement strategies.
2. Behavior Specialist and teacher meet to review the effectiveness of strategy implementation and next step.

Use Pathway II if...

General classroom practices being implemented and already seeing a gradual decrease in challenging behaviors continue to collect data (progress monitor).

Step(s)

- Teacher and Behavior Specialist decide to continue to monitor BIRs and meet at a future specified time to review child progress.

Use Pathway III if...

General classroom practices and interventions have been in place, but rate of challenging behavior is not improving and/or the behaviors are increasing in severity.

Behavior Specialist recommends that a functional assessment process is initiated

Step(s)

- Teacher and Behavior Specialist identify who and how the family will be contacted including strategies to use for engaging the parent as partner in support plan development (see Northwoods Phase 2 flow chart for behavior).