

Dothan Brook School
Permission for Targeted Supports

Teachers: Please be sure to include a copy of the Targeted Supports FAQ when you give this form to parents.

Parents: The Targeted Supports FAQ provides descriptions of the Targeted Supports. Please feel free to contact your child's teacher or school counselor if you have questions or would like more information.

Student _____ Grade _____

Teacher _____

Parent Name _____

As your child's teacher explained, your child has been nominated to participate in the following Targeted support(s):

- Check-in/Check-out
- Structured Breaks
- Planning/Work Breaks
- Recess Planning
- Gear Up
- Social Skills/Self-Regulation Group
- Confidence Boosters Group
- Teacher Check and Connect

Please sign below to give consent for your child to receive the Targeted supports indicated above.

Parent Signature _____ Date _____

Parent Phone _____

Parent e-mail _____

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DBS targeted Supports FAQs are on the following two pages.

DBS Targeted PBIS Supports FAQ

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a positive, proactive, school-wide approach to helping students learn how to manage their behavior so that they can be socially, emotionally, and academically successful. The DBS expected behaviors - to be Caring, Safe, and Responsible - are taught and reinforced to all students through classroom lessons, school-wide activities, and frequent positive reinforcement through our Universal PBIS program.

What are Targeted PBIS Supports?

Sometimes students need extra support to help them manage behaviors that interfere with their own and/or other students' ability to learn. Targeted PBIS supports help students with persistent, low-level behavior or self-esteem issues learn and practice the skills that will enable them to consistently show Caring, Safe, and Responsible behaviors toward themselves and others. (Examples of low-level behavior issues include calling out, talking back, refusing to work, not following directions, and distracting or being unkind to others.) Targeted supports at DBS include check-in/check-out, structured breaks, planning/work breaks, recess planning, Gear Up, social skills/self-regulation groups, and Confidence Boosters groups. Supports are provided depending on a particular student's needs; some students may have only one support, others may have several. Students receiving Targeted supports spend almost all of their time in their regular classrooms. Parent permission is required for students to receive Targeted supports. *Please see following pages for more detailed information about each of the Targeted supports.*

What is the Otter Club?

The Otter Club, located off the back atrium, is the "home base" for some of the Targeted supports, including check-in/check-out, structured breaks, and recess planning. The Otter Club is staffed by Mrs. Plante, who provides these supports.

Does getting Targeted supports or going to the Otter Club mean a student is "in trouble" or "a bad kid"?

Not at all! In the same way that some students need some extra help learning how to read or do math, others need some extra help learning skills that will help them manage their behaviors so that they can be happy and successful learners and friends.

For how long does a student receive Targeted supports?

Depending on individual needs, students receive Targeted supports for a minimum of six weeks. but may continue to use them for the rest of the year. During this time, behavioral data is collected and reviewed. If a student continues to have difficulty managing his/her behavior, additional supports are provided. As students gain skills, supports are gradually decreased, and the student takes on more responsibility for self-monitoring. The goal is for students to be able to exhibit Caring, Safe, and Responsible behaviors in the classroom setting at least 80% of the time.

Please see following 2 pages for more info about specific Targeted supports

What is Check-in/Check-out and how does it work?

Check-in/Check-out helps students learn how to self-monitor their behavior by providing them with frequent and consistent feedback about their Caring, Safe, and Responsible behavior. Students receiving Check-in/Check-out use a Daily Progress Report (DPR) form to help them learn how to self-monitor their behavior. (See below.) During the school day, students and their teachers check in at the end of each class period to assess together how Caring, Safe, and Responsible (CSR) they have been. This provides frequent feedback to the student and allows him/her to begin to learn how to self-monitor. These frequent student-teacher interactions are positive, even if the student has shown minimal CSR behaviors during that period. The teacher and student talk about it in a matter-of-fact way, without judgment, and record how the student has done on the Daily Progress Report form. The new period begins with a clean slate.

When Check-in/Check-out students arrive at school in the morning, they go directly to the Otter Club room. There, they Check-in with Mrs. Plante, who helps them assess their readiness for school and together they go over their plan for the day. They may have a quick reminder about a skill they are working on or do some advance planning or trouble-shooting for challenges such as having a substitute teacher, change in the schedule, or something that had been difficult the day before. They pick up their Daily Progress Report form and head off to class. Their first experience at school has been positive, nurturing, and encouraging.

At 2:25, students return to the Otter Club room for Check-out where they talk about their day, go over their Daily Progress Report with Mrs. Plante, and count up how many points they have earned for their Caring, Safe, and Responsible behaviors. They make sure that they have what they need for home and may get started on homework. A copy of their Daily Progress Report goes home for parents to see and discuss with their child.

Here is an example of a Check-in/Check-out Daily Progress Report (DPR):

The Otter Club: Daily Progress Report										SSF	<input type="checkbox"/>
Student _____ Date _____ Parent Signature _____											
☹= Not observed (0 pts) 😊= Partial (1 pt) ☺= Consistent (2 pts)	Be Caring	Be Safe		Be Responsible			Teacher Initials				
	Use kind words and actions. Be friendly.	Keep body to self. Keep body under control. Use equipment and materials appropriately.	Follow directions. Tell the truth. Ask for help when needed.								
Morning work/routine	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Reading	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Writing/Spelling	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Math	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Science/Social Studies	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Special	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺	☹ ☺ ☺							
Points Goal: ____		Points Earned: ____		Goal Reached? Yes No							

What are Structured Breaks?

Structured breaks are helpful for those students who need some quiet time outside of the classroom to rest, recharge, and or touch base about how his/her day is going. Sometimes knowing that a break is coming can help a student stay focused on work and expected behaviors. Short break times (10-15 minutes) are arranged with the classroom teacher to best suit the student's needs and minimize any disruption of their learning.

What are Processing/Work Breaks?

Processing/Work Breaks are used as needed, when a student's behavior requires 1:1 adult help (beyond what can be provided within the classroom) to manage behavior, refocus, and complete work. During Processing/Work Breaks, Mrs. Plante or one of the counselors help a student work through the feelings and behaviors that are interrupting their own or their classmates' work. The student then completes any work that they need to before returning to class.

What is Recess Planning?

Recess Planning is used when a student is having difficulty managing behavior during recess; it runs like a mini check-in/check-out: stop in the Otter Club room before heading out to recess and discuss their plan for success with Mrs. Plante, then stop in again at the end of recess to report how recess went and to process any concerns that keep them from being able to focus on their work when they return to class.

What is Gear Up?

Gear Up provides a physical activity time before school starts to help students regulate their bodies so that they can be "Ready to Learn." Depending on individuals' needs, our P.E. teacher, Ms. Canfield, works with students to help them either reduce or increase their energy levels so that they are prepared for learning in the classroom.

What are Social Skills Groups?

Social Skills Groups are small counseling/instructional groups that help students learn attentional skills, empathy, perspective-taking, manage emotions, and solve problems so that they can become better able to self-regulate. The groups run once a week during the Integrated Arts block and are facilitated by the school counselors, Amy Wheeler and Rebecca Lallier.

What are Confidence Boosters Groups?

Confidence Boosters Groups are small counseling/instructional groups that help students recognize their own strengths, learn self-advocacy skills, and build self-confidence in classroom and social settings. The groups run once a week and are facilitated by the school counselors, Amy Wheeler and Rebecca Lallier.

If you have any questions about Targeted supports, please contact your child's teacher or school counselor/Targeted coordinator Rebecca Lallier at lallierr@hartfordschools.net or (802) 295-8647