

Community Action Team, Inc.
CHILD & FAMILY DEVELOPMENT PROGRAMS
 Behavior Support Staff Role and Request Procedure

The role of Behavior Support Staff is to support children and classes in developing successful prosocial skills. They are responsible for supporting and assisting in the planning and implementation of targeted evidence-based Pyramid Model interventions and plans for children who have been identified through program procedures and verified by Education & Disabilities Specialist to require a higher level of support.

Process to access support

Behavior Support Staff will be assigned a caseload by the Education and Disabilities Specialist. To support this process, they will be assigned a class/home visitor rotation at the beginning of the year to help in establishing beginning of the year rules and expectations and get to know the children. As the year progresses:

1. Teachers and Assistants will follow and implement:
 - a. Guidance Policy 2-27
 - b. PBIS Procedure 2-36 and
 - c. PBIS Chronological Checklist 2-36a
2. Family Educator's will collaborate with families to implement Pyramid Practices at home, sharing appropriate resources and strategies.
3. Teachers and Family Educators will collaborate with their Supervisor that is part of Leadership Team to discuss needs and concerns
 - a. Appropriate documentation will be reviewed, such as BIR's, accident reports, and anecdotes
 - b. Tier level placement will be reviewed (Form 2-43)
 - c. Pre-referral Checklist Form 2-46 will be completed and submitted to the Education and Disabilities Specialist. This may be done with the support of the Behavior Support Staff.
 - d. BSS may assist in data collection for BIR as needed.
4. Education and Disabilities Specialist will review the Pre-referral Checklist and schedule an observation by either a Behavior Support Staff or self.
5. Requests for immediate support will be completed by the Supervisor who is part of Leadership team to the Education and Disabilities Specialist with clear justification for immediate need. The Education and Disabilities Specialist will either complete an observation or assign a Behavior Support Staff to observe.

6. After observations the Ed & Disabilities Specialist and Behavior Support Staff will meet with the teacher/family educator and supervisor that is part of leadership to debrief and establish a plan of support if needed. The plan will include time, skill focus, and duration of support.

Roles and Responsibilities

The Behavior Support Staff report to and are supervised by the Education and Disabilities Specialist. This is a role of support. When on site the Behavior Support Staff may do the following:

- Support staff on following the PBIS process, using Procedure 2-36 Program Wide Positive Behavior Support
- Support in the class(es) assigned for that day. Support may require transitioning between classes and/or centers during the course of the day.
- Assist on the playground in the class(es) assigned for that day
- Support a P3 home visit or socialization as assigned
- Collaborate and debrief with teaching teams/family educator on their case loads
- Collaborate with teaching team/family educator and Education and Disabilities Specialist to support data collection, developing, and revising student success plans
- Collaborate with teaching team/family educator to complete the 2-46 Pre-referral Checklist
- Teach targeted skills as planned
- Support Active Supervision
- Provide support in a class not assigned in to ensure child safety, i.e. an eloping child
- Model for classroom staff/family educator on caseload
- Provide temporary intervention with individual or small groups of children when necessary to diminish behaviors that are challenging.
- Complete observation summaries that will be shared with teaching team/family educator, their supervisor, and the Education and Disabilities Specialist preferred daily, but no less than weekly.
- Cover breaks and lunch periods as requested when it does not conflict with the plan for targeted support.
- If the child(ren) for targeted support are absent, Behavior Support Staff will collaborate with the Education and Disabilities Specialist for what the plan for the day will be.
- Create visuals, social stories, etc. that are designed to support a

student success plan.

The Behavior Support Staff may not:

- Take over the role of teacher or assistant when supporting a class unless it is to model a specific skill for a specific time that is part of the written support plan
- Take over the role of family educator in a home visit or socialization unless it is to model a specific skill for a specific time that is part of the written support plan
- Address concerns not related to their caseload. Staff will be referred to speak with their supervisor or someone from Admin
- Be asked to step into a class not assigned unless there is a serious concern for children safety or staff emergency or prior arrangements have been made with the education and disabilities specialist
- Observe a class that has not been assigned following the above process