

Chapter 4 Checklist

How Do We Support and Intervene?

Goal	Long-Term Vision	First Steps
Establish respectful, predictable environments.	Staff acknowledge that the climates within the classrooms and across campus play a significant role in helping students make good choices.	<ul style="list-style-type: none"> <input type="checkbox"/> All staff commit to modeling appropriate behaviors, including adults' responses to students' poor decisions. <input type="checkbox"/> Staff study and implement a curriculum of caring. <input type="checkbox"/> All adults on campus acknowledge that their actions contribute significantly to student behaviors and are willing to examine changes they can make to improve challenging situations.
Diagnose antecedents to poor behavior.	Staff analyze student difficulties that lead to poor choices and behaviors so that they can address causes and not symptoms.	<ul style="list-style-type: none"> <input type="checkbox"/> First, staff ensure that they respectfully correct behaviors, focusing on the behavior, not the person. <input type="checkbox"/> Staff consider that academic frustration or failure may contribute to misbehavior and attempt to specify and ameliorate the difficulty. <input type="checkbox"/> Staff use a functional approach to determining why and what precedes poor behavior so that alternatives and precorrections can be introduced.
Exhibit a willingness to individualize settings and strategies for students at risk.	Staff approach the needs of students with the greatest behavioral challenges with respect, openness to alternatives, and the expectation that behavior will improve.	<ul style="list-style-type: none"> <input type="checkbox"/> Staff work on supporting students based in part on the nine needs of students with severe behavior challenges. <input type="checkbox"/> Staff work collaboratively to integrate supports for students most at risk to ensure consistency. <input type="checkbox"/> Staff recognizes that individual plans may be necessary for students with the most severe and unique needs—they may not be treated the same as others, at least temporarily.