

Students in all levels may demonstrate behaviors that impede their learning or the learning of others. As a result, they may require a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) regardless of programming level.

ECSE Program Descriptors

Buckeyes - Level 3	Primary Focus for Skill Acquisition	<p>Students in this program are likely to have limited communication and learner readiness skills. These students may require intensive teaching to target the establishment of a communication system, express their basic wants and needs, respond to simple instruction, and engage in a variety of play/instructional activities for increasing lengths of time. They may also require direct and systematic teaching to manipulate classroom materials appropriately. Students may require specific teaching in the following learner readiness skills: seeking out or showing interest in adults or peers, performing simple tasks prior to receiving reinforcement, waiting without engaging in problem behavior, tolerating delay/denial/termination of desired items, and cooperating with or performing tasks related to health and safety. Skills targeted in this area include learning to participate within a group setting without engaging in problem behavior, responding to instructions delivered to a group of students, and engaging in classroom routines with adult support. These students may also engage in problem behaviors that require the identification of functionally equivalent replacement behavior and systematic intervention protocols to reduce problem behaviors and promote prosocial behaviors.</p>
	Instructional Strategies	<p><u>Intensity of Instruction</u> Instruction in this classroom should incorporate intensive teaching strategies in both the naturalistic and structured teaching settings. Practice with targeted skills should occur daily in an organized and planned fashion, with clear instructional targets, and best practice behavioral and educational intervention procedures (e.g., discrete trial teaching, prompting, fading, shaping, transfer of stimulus control, use of motivating operations, differential reinforcement, etc). Data on student performance regarding skill acquisition and problem behaviors should be collected and monitored daily to ensure that data-based decisions regarding teaching strategies can be implemented as necessary.</p> <p><u>Learning Environment</u> A variety of learning opportunities should be provided where targeted skills can be practiced within a natural setting (e.g., within play, during lunch periods, etc) as well as within structured, individualized lesson plans that continue to incorporate motivation. Instruction may include pre-requisite skills required to participate in a group setting. Students in this classroom may not yet be able to acquire academic skills within a group setting but will require explicit instruction in related skills (e.g., waiting for access to preferred activities, remaining seated for 5 minutes without challenging behavior, attending to and following simple instructions presented to a group, etc). Group instruction should be centered around highly motivating activities and social interactions. These students should participate in learning environments with their typically developing peers as determined appropriate.</p> <p><u>Communication Training</u> All students in this classroom should be working toward establishing an individualized system of communication. The classroom environment should be set up with a focus on creating meaningful and motivating opportunities for students to develop basic communication skills across a variety of child lead, teacher directed instructional activities. Students may require consultative services from a speech pathologist or an AT specialist to identify an appropriate communication modality.</p> <p><u>Behavior Reduction</u> Function-based Interventions for reducing barriers to learning should be incorporated within daily instruction.</p>

Students in all levels may demonstrate behaviors that impede their learning or the learning of others. As a result, they may require a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) regardless of programming level.

ECSE Program Descriptors

Monarchs - Level 2	Primary Focus for Skill Acquisition	While students in this classroom have demonstrated emerging learning and language skills, their academic programs should focus on expanding these skill sets. This includes continuing to focus on expanding basic communication skills, following more complex instructions, developing social and verbal interactions with peers, establishing group skills, participating in classroom routines, and acquiring skills with less intensive teaching supports. Students may require specific focus on increasing independence in task persistence and self care skills.
	Instructional Strategies	<p><u>Intensity of Instruction</u> Instruction in this classroom should incorporate intensive teaching strategies in both the naturalistic and structured teaching settings. Practice with targeted skills should occur daily in an organized and planned fashion, with clear targets, and best practice behavioral and educational intervention procedures (e.g., discrete trial teaching, prompting, fading, shaping, transfer of stimulus control, use of motivating operations, differential reinforcement, etc). Some skills, including both acquisition and mastered tasks, should be taught in a group setting both within the self-contained and the general education classrooms. Direct instruction will likely be required to teach independence across all skills areas. Data on student performance regarding skill acquisition and problem behaviors should be collected and monitored consistently (daily and/or weekly) to ensure that data-based decisions regarding teaching strategies can be implemented as necessary.</p> <p><u>Learning Environment</u> A variety of learning opportunities should be provided where targeted skills can be practiced within a natural setting (e.g., within play, during lunch periods, etc) as well as within structured, individualized lesson plans that continue to incorporate motivation. These students may begin learning new skills or practicing previously acquired skills within a small group setting. Students should regularly participate in adult facilitated social interaction and learning opportunities with typically developing peers to target the generalization of skills into more natural, lesser restrictive environments.</p> <p><u>Communication Training</u> Students in this classroom should have an established, individualized system of communication. If they do not, one should be identified. The classroom environment should be set up with a focus on creating meaningful and motivating opportunities for students to develop basic communication skills across a variety of child lead, teacher directed instructional activities. Students should be learning to use their communication systems to request, label, and respond to the verbal statements of others. Students may require consultative services from a speech pathologist or an AT specialist to support the development of communication.</p>

Students in all levels may demonstrate behaviors that impede their learning or the learning of others. As a result, they may require a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) regardless of programming level.

ECSE Program Descriptors

Skippers - Level 1	Primary Focus for Skill Acquisition	Although students in this classroom have likely demonstrated a solid foundation of learner readiness skills that allow for more advanced language, social, and academic instruction within the general education classroom setting, students may continue to regularly demonstrate problem behaviors that interfere with learning or other barriers to learning that require specific planning and instruction to reduce interference and increase prosocial replacement behaviors. Students in this class may demonstrate a level of knowledge commensurate with their peers. Students may require direct instruction to develop appropriate social skills related to peer interaction, adaptive behavior, and/or learning behavior.
	Instructional Strategies	<p><u>Intensity of instruction</u> Instruction within this setting should resemble that of a traditional early childhood learning environment. Instruction may focus on providing opportunities to teach functionally equivalent behavior to replace targeted problem behavior. Instructional opportunities should also focus on the development of desirable behavior related to problem behavior. These teaching opportunities should occur within both contrived and naturally occurring situations. Students may require some additional small group instruction related to deficits in pre-academic skills and/or specific prosocial behaviors (e.g., social skills, remaining engaged in group, engaging in classroom routines, etc). Staff should plan and provide opportunities for students to generalize these skills to a more traditional learning environment (e.g., general education classroom setting).</p> <p><u>Learning Environment</u> Learning opportunities should involve traditional early childhood targets for learning and may occur in a small or whole group format. The environment should allow for targeted skills to be practiced within a natural setting (e.g., within play, during lunch periods, etc) as well as within structured, differentiated lesson plans that continue to incorporate motivation and a focus on acquiring the social skills necessary for the environment.</p> <p>A low staff to student ratio allows for the provision of opportunities for repeated practice for newly introduced skills. A lower staff to student ratio will also allow for structured opportunities for students to engage in independent work and play activities with faded adult facilitation such that students are able to remain engaged in learning activities during less structured times within the daily schedule.</p> <p><u>Communication Training</u> Students in this classroom should have a foundation of communication that includes requesting, labeling, and emerging conversational skills. Students may require specific instruction in applying mastered communication skills to a variety of social settings, such as within play with peers, during group instruction, with unfamiliar adults, etc. Students may also require specific, systematic instruction in using communication skills functionally in place of problem behavior.</p> <p><u>Behavior Reduction</u> Function-based Interventions for reducing barriers to learning should be a focus within daily instruction. Data on interfering behavior should be collected daily and graphed/analyzed at least once per week.</p>

Students in all levels may demonstrate behaviors that impede their learning or the learning of others. As a result, they may require a Behavior Support Plan (BSP) or Behavior Intervention Plan (BIP) regardless of programming level.

ECSE Program Descriptors

Swallowtails - Level 1	Primary Focus for Skill Acquisition	Students in this classroom have most likely demonstrated a foundation of learner readiness skills that will allow for more advanced language, social, and academic instruction within the larger group, general education classroom setting. This classroom should focus on expanding students' language, social, and academic skills using research based teaching strategies designed for a traditional early childhood classroom. Students in this learning environment may continue to require implementation of an individualized behavior plan to develop functionally related replacement behaviors associated with barriers to learning. The focus of intervention should be on expanding conversation skills, expanding mean length of utterance, developing more complex requests (such as requests for information), using verbal skills in socially appropriate ways, increasing peer interactions, expanding the student's ability to participate and learn in a group setting, continue to develop beginning academic skills, increasing independence across the school day with both task persistence and self-directed leisure time.
	Instructional Strategies	<p><u>Intensity of instruction</u> Instruction in this classroom should utilize research based teaching strategies in a more traditional, early childhood education setting, similar to that of typically developing peers. Newly introduced skills may need to be taught in a manner that addresses individual student learning strengths and needs, while differentiating task presentation to a student's specific learning style. Students in this classroom are able to learn new skills within a group setting but may require repeated practice to demonstrate skill maintenance. Students may also require specific planning to target the generalization of newly acquired skills across contexts. Student performance regarding skill acquisition and problem behaviors should be collected and monitored weekly to ensure that data-based decisions regarding teaching strategies can be implemented as necessary. Data can be collected and monitored more frequently if needed.</p> <p><u>Learning Environment</u> A variety of learning opportunities should occur within the natural environment of this general education classroom. Structured lessons and individualized accommodations can be implemented as necessary for students to acquire specific skills. A reduced staff to student ratio allows for the provision of opportunities for repeated practice for newly introduced skills. A reduced staff to student ratio will also allow for structured opportunities for students to engage in independent work and play activities with faded adult facilitation such that students are able to remain engaged in learning activities during less structured times within the daily schedule.</p> <p><u>Communication Training</u> Students in this classroom should have an established, individualized system of communication that can include picture exchange, AT device, sign, and/or vocal speech. Students may require specific instruction in applying mastered communication skills to a variety of social settings, such as within play with peers, during group instruction, with unfamiliar adults, etc.</p> <p><u>Behavior Reduction</u> Function-based Interventions for reducing barriers to learning should be incorporated within daily instruction.</p>