

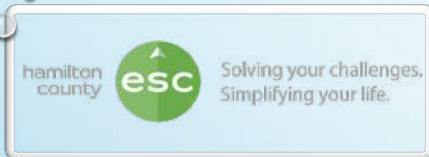
# CONNECTIONS PROGRAM

ELIZABETH FENIMORE, BEHAVIORAL HEALTH AND MENTAL WELLNESS  
SUPERVISOR- HAMILTON COUNTY EDUCATIONAL SERVICE CENTER

SANDY BLANCK, SPECIAL EDUCATION SUPERVISOR-NORTHWEST LOCAL SCHOOL  
DISTRICT

HEIDI STICKNEY, DISTRICT ADMINISTRATOR OF SPECIAL EDUCATION-NORTHWEST  
LOCAL SCHOOL DISTRICT

## PARTNERSHIP



THE CONNECTIONS PROGRAM IS A PARTNERSHIP  
BETWEEN  
NORTHWEST LOCAL SCHOOL DISTRICT (NWUSD)  
AND  
HAMILTON COUNTY ESC



## NWLSD INITIAL PROGRAM DEVELOPMENT

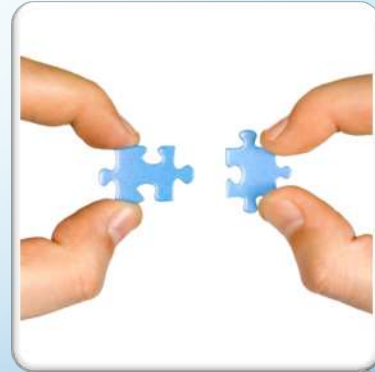
- THE PROGRAM WAS DEVELOPED IN RESPONSE TO A HIGH NUMBER OF ELEMENTARY STUDENTS EXHIBITING DANGEROUS VIOLENT BEHAVIORS IN THE SCHOOL BUILDINGS, INCLUDING PHYSICAL ASSAULT OF STAFF (BREAKING BONES), BREAKING WINDOWS AND FURNITURE, KICKING HOLES IN WALLS, AND PHYSICAL ALTERCATIONS WITH PEERS. MOST OF THE STUDENTS ENROLLED HAD MULTIPLE OUT OF SCHOOL SUSPENSIONS, AND SOME EVEN HAD MULTIPLE EXPULSIONS. DURING THEIR STAY, STUDENTS ARE PARTICIPATING IN NWLSD CURRICULUM, LEARNING BEHAVIOR STRATEGIES, BEING EVALUATED, AND HOOKED UP WITH COMMUNITY-BASED SERVICES.
- STUDENTS EXHIBITED SEVERE BEHAVIORS IN AN EDUCATIONAL SETTING PRIOR TO ENROLLMENT, WHILE MOST STUDENTS ENROLLED DIRECTLY FROM NWLSD ELEMENTARY SCHOOLS, SOME STUDENTS STARTED AS A STEP-DOWN FROM A SEPARATE FACILITY INCLUDING CINCINNATI CHILDREN'S HOSPITAL, GENESIS CENTER AND ST. JOSEPH'S ORPHANAGE.
- PRIOR TO THE EXISTENCE OF CONNECTIONS, STUDENTS WERE REFERRED AND PLACED IN SEPARATE FACILITY PROGRAMS AT DISTRICT EXPENSE.

## NWLSD/ESC PROGRAM CONCEPT

- STUDENT DATA IS REVIEWED EVERY 1-2 WEEKS TO DETERMINE SUCCESS AND NEEDS.
- 6-12 WEEK, IN DISTRICT, INTERVENTION PROGRAM OFFERING SOLUTIONS TO MEET STUDENT NEEDS.
- ACADEMIC INSTRUCTION.
- SOCIAL-EMOTIONAL CURRICULUM POSITIVE BEHAVIOR SUPPORTS.
- SOCIAL SKILLS & DE-ESCALATION INSTRUCTION.
- PROGRAM STRATEGIES TO INCREASE PROTECTIVE FACTORS.
- STUDENT COUNSELING & MENTORSHIP SUPPORT.
- IDENTIFIED STUDENTS.
- NON-IDENTIFIED STUDENTS (WITHIN A 60-MONTH AGE RANGE) PRIOR TO IDENTIFICATION.
- STUDENTS WILL HAVE AN INDIVIDUALIZED BEHAVIOR INTERVENTION PLAN AND/ FUNCTIONAL BEHAVIORAL ASSESSMENT
- FULL DAY (6 HOURS) AND PARTIAL DAY (3 HOURS) PROGRAMMING IS AVAILABLE TO STUDENTS AS DETERMINED APPROPRIATE BY THE CHILD'S EDUCATIONAL TEAM.
- HIGHLY TRAINED STAFF IN NONVIOLENT CRISIS INTERVENTION AND BEHAVIOR SUPPORTS.

## CONNECTIONS PROGRAM

- CONNECTIONS IS AN INTENSIVE TIER 3 BEHAVIORAL SUPPORT PROGRAM FOR ELEMENTARY STUDENTS IN THE NORTHWEST LOCAL SCHOOL DISTRICT.
- STUDENTS ARE EXPERIENCING BOTH BEHAVIORAL AND EMOTIONAL NEEDS THAT REQUIRE INTENSIVE SUPPORTS FOCUSING ON EMOTIONAL REGULATION, COPING SKILLS, PROBLEM SOLVING SKILLS, AND SOCIAL SKILLS WHILE MEETING EACH STUDENT'S EDUCATIONAL NEEDS.



## PROGRAM COMPONENTS

The program is designed for both general education students as well as special education students.



The program provides intensive behavioral support while continuing to provide academics.

**PROGRAM COMPONENTS**

The diagram consists of a white rounded rectangle on a light blue background with water bubbles. Inside the rectangle, a purple box at the top contains the text 'The program is designed to meet individual student's educational needs.' A large purple arrow points downwards from this box to a red box at the bottom containing the text 'The students placed in the program are generally students that have been unsuccessful in the elementary schools due to significant unsafe behaviors.'

The program is designed to meet individual student's educational needs.

The students placed in the program are generally students that have been unsuccessful in the elementary schools due to significant unsafe behaviors.

**PROGRAM COMPONENTS**

- THE PROGRAM ALLOWS THE STAFF THE OPPORTUNITY TO COLLECT DATA, ANALYZE AND DETERMINE THE MOST APPROPRIATE LEAST RESTRICTIVE ENVIRONMENT TO MEET THE INDIVIDUAL NEEDS.

## STAFFING

HAMILTON COUNTY ESC STAFF ON SITE FOR THE PROGRAM:

- 2 FULL TIME INTERVENTION SPECIALISTS.
- 4 DAY A WEEK SUBSTITUTE INTERVENTION SPECIALIST.
- 1 FULL TIME BOARD CERTIFIED BEHAVIORAL ANALYST.
- 5 BEHAVIOR TECHNICIANS
- RELATED SERVICE STAFF (OT & SLP): PROVIDE SUPPORT FOR IDENTIFIED AND UNIDENTIFIED STUDENTS THROUGH WHOLE AND SMALL GROUP ACTIVITIES.
- AN OCCUPATIONAL THERAPIST SPECIALIZING IN SENSORY INTEGRATION TO DEVELOP PLANS, CREATE PROCEDURES, MODEL AND TRAIN STAFF WITH THE SENSORY ROOM.
- PROGRAM ADMINISTRATOR AND A NWLSD SPECIAL EDUCATION ADMINISTRATOR COLLABORATE REGARDING PROGRAM AND STUDENT NEEDS.

## OVERALL GOAL OF CONNECTIONS

- TO CREATE A SAFE AND PRODUCTIVE ENVIRONMENT WITHIN THE DISTRICT. THIS CLASSROOM PLACEMENT MAINTAINS THE STUDENT IN HIS/HER HOME SCHOOL DISTRICT.
- THE PROGRAM PROVIDES SOCIAL, EMOTIONAL, AND BEHAVIORAL SUPPORTS TO STUDENTS.
- WITH SUPPORT FROM THE CONNECTIONS STAFF THE STUDENT WILL HAVE AN INDIVIDUAL TRANSITION PLAN CREATED TO RETURN TO A CLASSROOM SETTING.
- THE CONNECTIONS AND SCHOOL TEAM WILL WORK IN COLLABORATION TO ENSURE A SEAMLESS AND SUCCESSFUL TRANSITION OF RETURNING STUDENTS.

## **HIGHLIGHTS OF THE PROGRAM FOR DISTRICT**

- INDIVIDUAL STUDENTS PROGRESS.
- SUPPORTS OCCUR WITHIN THE SCHOOL DISTRICT (NOT AN ALTERNATIVE LOCATION) ALLOWING THE STUDENT TO REMAIN PART OF THE DISTRICT COMMUNITY.
- HAVING ON SITE SUPPORTS REDUCE THE COST OF PROGRAMMING FOR THE DISTRICT (REDUCTION IN TRANSPORTATION AND FACILITY COSTS).
- HIGHLY TRAINED STAFF ON SITE TO IMPLEMENT THE PROGRAM.
- 1:3 STAFF TO STUDENT RATIO (UNLESS STUDENT NEEDS DICTATE ADDITIONAL SUPPORT)
- ENROLL UNIDENTIFIED STUDENTS, THAT REQUIRE A BEHAVIOR INTERVENTION.

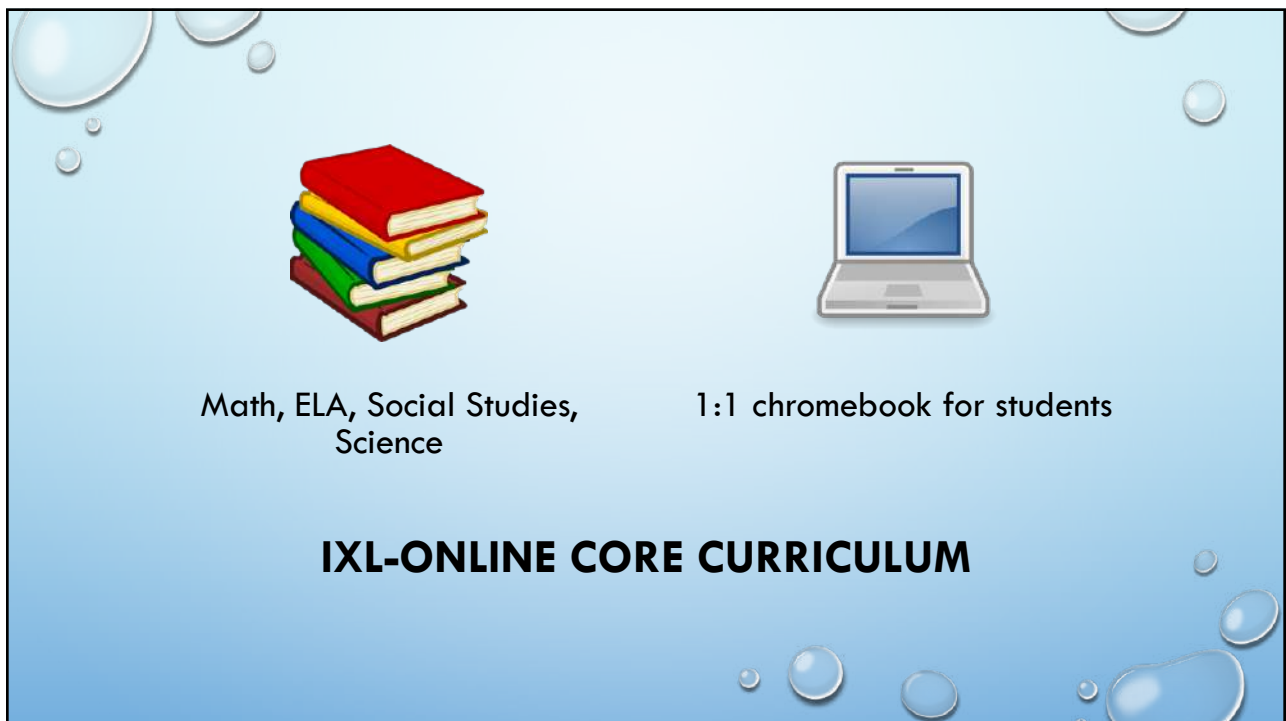
## **ADDITIONAL CLASSROOM**

- THE SUCCESS OF THE PROGRAM HAS GROWN IN THE DISTRICT AND HAMILTON COUNTY ESC STAFF ARE NOW FACILITATING A DISTRICT UNIT CLASSROOM.
- STAFFING FOR THIS CLASSROOM IS 1 INTERVENTION SPECIALIST, 1 2-DAY A WEEK BCBA, 1 BEHAVIOR TECHNICIAN, AND 1 REGISTERED BEHAVIOR TECHNICIAN.
- INCREASED COLLABORATION BETWEEN THE NWLSD STAFF AND THE ESC STAFF WORKING WITH THE IDENTIFIED STUDENTS IN GRADES K-5.
- STUDENTS ARE RECEIVING INTENSIVE BEHAVIORAL SUPPORTS, AIM CURRICULUM, AND PARTICIPATING IN CLASSROOMS WITH THEIR TYPICAL PEERS.





**TRANSITIONAL  
SUPPORTS**



Math, ELA, Social Studies,  
Science

1:1 chromebook for students

**IXL-ONLINE CORE CURRICULUM**

# CLASSROOM SCHEDULES PRIMARY

MORNING	AFTERNOON
1. ARRIVAL	1. LUNCH
2. CHECK-IN	2. RECESS
3. BREAKFAST	3. YOGA
4. MORNING MEETING	4. MATHS
5. ELA	5. STORY
6. SOCIAL	6. FREE TIME!
7. FREE TIME!	7. CHECK-IN
8. CHECK-IN	8. DISMISSAL

CHECK-IN	
blue	green yellow red
MORNING	AFTERNOON
1. ARRIVAL	1. LUNCH
2. CHECK-IN	2. RECESS
3. BREAKFAST	3. YOGA
4. MORNING MEETING	4. MATHS
5. ELA	5. STORY
6. SOCIAL	6. FREE TIME!
7. FREE TIME!	7. CHECK-IN
8. CHECK-IN	8. DISMISSAL

Students Desk                      Classroom Visual

# CHECK-IN

blue zone	green zone	yellow zone	red zone

## ZONES OF REGULATION VISUALS ON EVERY STUDENT'S DESK



## **AIM CURRICULUM**

A BEHAVIOR ANALYTIC CURRICULUM FOR SOCIAL EMOTIONAL DEVELOPMENT:

- THE AIM CURRICULUM SYNTHESIZES MINDFULNESS, ACT AND ABA, SEEKING TO IMPROVE THE LIVES OF CHILDREN WHO STRUGGLE WITH SOCIAL AND EMOTIONAL CHALLENGES. TOGETHER THE APPROACH SEEKS TO IMPROVE THE LIVES OF CHILDREN WITH OR WITHOUT DISABILITIES WHO STRUGGLE WITH SOCIAL AND EMOTIONAL CHALLENGES.
- THE AIM CURRICULUM IS APPROPRIATE FOR CHILDREN AS YOUNG AS PRESCHOOL, CAN BE USED THROUGH HIGH SCHOOL AND CAN BE ADAPTED FOR ALMOST ALL ABILITY LEVELS.

DR. ADAM HAHS-HAHS BEHAVIORAL CONSULTING, LLC

## **AIM**

- ALL HAMILTON COUNTY ESC STAFF ARE TRAINED IN THE AIM CURRICULUM.
- IMPLEMENTATION OF THE ACT DAILY LESSONS.
- DIFFERENTIATION OF THE TIERED SYSTEM IS PROVIDED TO MEET EACH STUDENT'S NEEDS.



**POINT MENU**

3) check ins with ind. tasks (tech)

<b>5 POINTS</b> PIECE OF CANDY PIECE OF GUM 1 MINUTE PEER POP IN	<b>10 POINTS</b> 5 MINUTE BREAK PACK OF CANDY 5 MIN SAND/PUTTY PLAY BAG OF CHIPS OR COOKIES 5 MINUTE PEER POP IN 5 MINUTE FREE DRAW/COLOR 5 MINUTE EXTRA COMPUTER	<b>15 POINTS</b> SODA OR FLAVORED WATER BIG PACK OF CANDY 10 MINUTE BREAK 10 MINUTE PEER POP IN 10 MIN EXTRA COMPUTER 5 MIN EXTRA GROSS MOTOR
<b>20 POINTS</b> 15 MINUTE CRAFT SKIP A STATION SODA AND CHIPS 10 MIN SAND/PUTTY PLAY PREFERRED COLORING PAGE 10 MIN EXTRA GROSS MOTOR 10 MIN GAME WITH PEER OR TEACHER	<b>30 POINTS</b> BEAN BAG OR PILLOW AIRPLANE OR LEGO BOKE SHOES OFF FOR 10 MIN 10 MIN YOUTUBE VIDEO/DRAW CHOOSE SEAT FOR LUNCH 10 MIN EXTRA GROSS MOTOR WITH PEER	<b>50 POINTS</b> WEAR PAJAMAS LUNCH WITH TEACHER SHOW AND TELL TEACHER CHAIR FOR CLASS PERIOD
<b>80 POINTS</b> 15 MINUTES EXTRA GROSS MOTOR WITH PEER	<b>100 POINTS</b> ICE CREAM PARTY MS. MARY BUYS LUNCH	<b>120 POINTS</b> DANCE PARTY

*SOUR SKITTLES*

**Bonus**

Behavior	Points
• Being kind	+1
• Responsible of self	+1
• Helping Class	+1
• Good Bus Report	+1
• Ignoring Others	+1
• Staying on Task	+1


Gross Motor

**5 P**  
 PIECE  
 PIECE  
 1 MINUTE

**20 P**  
 15 MINI  
 SKIP A  
 SODA  
 10 MIN SA  
 PREFERRED  
 10 MIN EXTR  
 10 MIN GAM  
 TEA

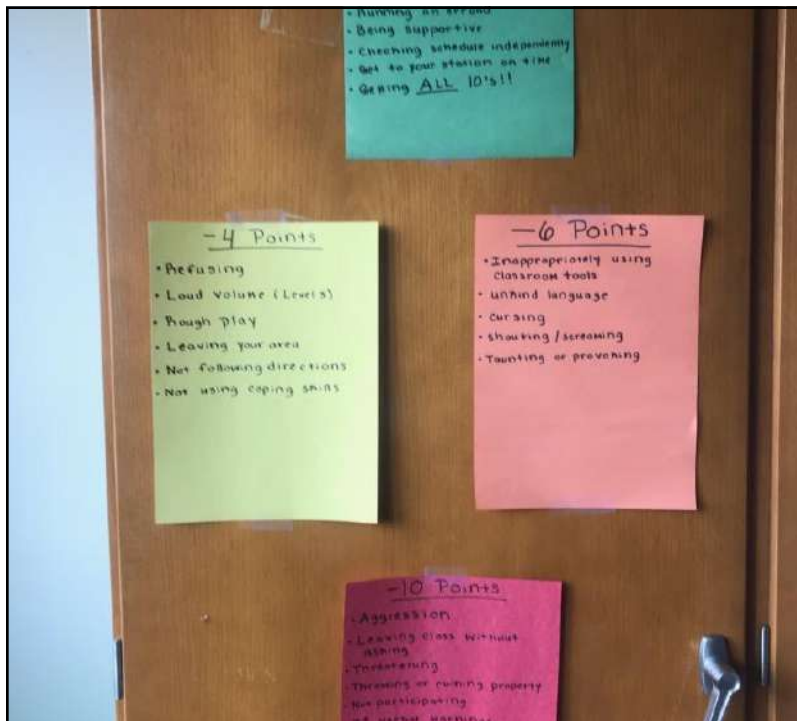
**80 P**

**POINT VALUES FOR TARGETED BEHAVIOR**



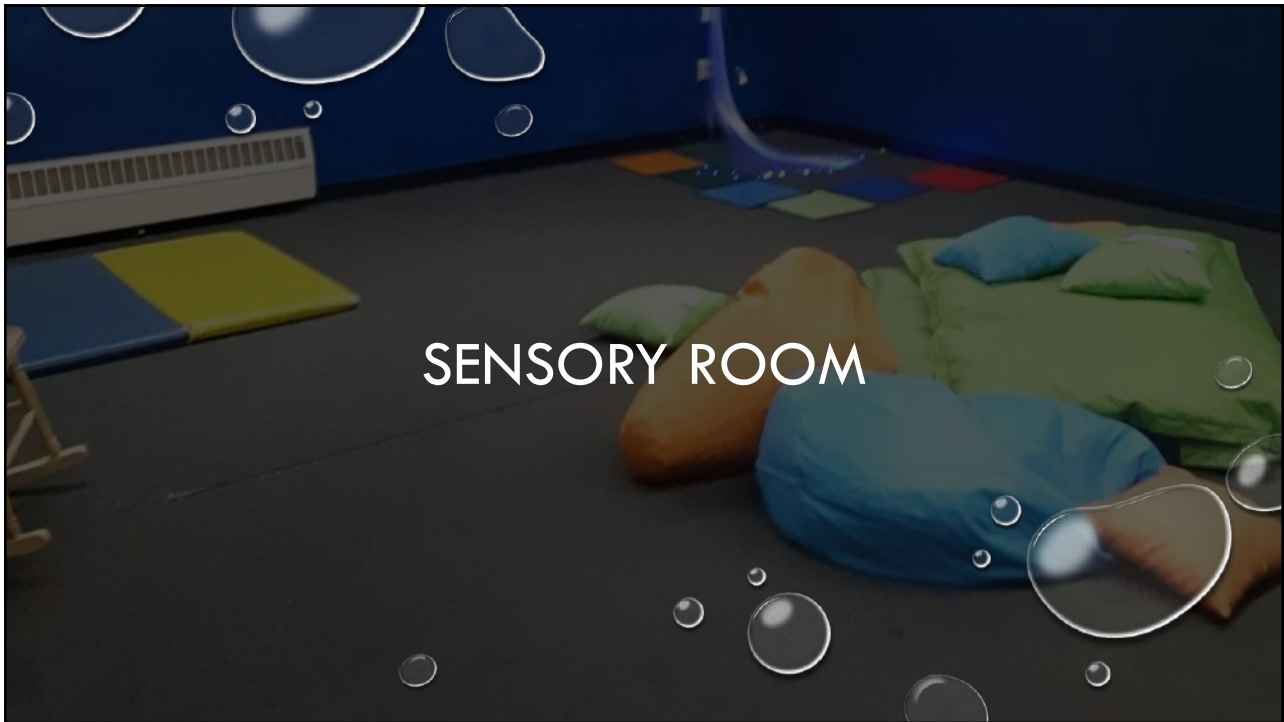
**POINT VALUES FOR UNDESIRABLE BEHAVIOR**

Behavior	Points Lost
Volume Level	-1
Refusal	-1
Using Materials inappropriately	-1
Not in assigned area	-2
Unkind	-2
Leaving Class without permission	-3
Physical Aggression	-3
Property Destruction	-3



**POINT VALUES FOR INTERMEDIATE STUDENTS**

- 4 Points**
  - Refusing
  - Loud Volume (Levels)
  - Rough play
  - Leaving your area
  - Not following directions
  - Not using coping skills
- 6 Points**
  - Inappropriately using classroom tools
  - Unkind language
  - Curseing
  - Shouting / screaming
  - Taunting or provoking
- 10 Points**
  - Aggression
  - Leaving class without asking
  - Procrastinating
  - Threatening or ruining property
  - Not participating
  - Not using materials





## **PROGRAM SUCCESSES**

- THE PROGRAM HAS EXPANDED FROM 2 TO 3 CLASSROOMS.
- TWO STUDENTS HAVE TRANSITIONED SUCCESSFULLY BACK TO DISTRICT RUN UNITS. TWO STUDENTS HAVE TRANSITIONED TO THE INTERMEDIATE CONNECTIONS CLASSROOM TO SUPPORT THEIR NEEDS.
- REDUCTION IN DISCIPLINE FOR THE STUDENT POPULATION BEING SERVED IN THE PROGRAM.
- STUDENT NEEDS AND SERVICES BEING IDENTIFIED: WHETHER IT BE IDENTIFICATION, MENTAL HEALTH, OR RELATED SERVICES.
- REDUCTION IN SEPARATE FACILITY COSTS FOR DISTRICT.



## **DATA PROGRESSION**



