CONNECTIONS PROGRAM

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PARTNERSHIP

THE CONNECTIONS PROGRAM IS A PARTNERSHIP BETWEEN

NORTHWEST LOCAL SCHOOL DISTRICT (NWLSD) 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.
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

Students Desk

Classroom Visual

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.
CLASSROOM SCHEDULES INTERMEDIATE
POINT MENU

POINT VALUES FOR TARGETED BEHAVIOR
POINT VALUES FOR UNDESIRABLE BEHAVIOR

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Points Lost</th>
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</thead>
<tbody>
<tr>
<td>Volume</td>
<td>-1</td>
</tr>
<tr>
<td>Volume Level</td>
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</tr>
<tr>
<td>Using Materials</td>
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</tr>
<tr>
<td>Not in Supervised</td>
<td>-3</td>
</tr>
<tr>
<td>Untied</td>
<td>-2</td>
</tr>
<tr>
<td>Leaving Class</td>
<td>-3</td>
</tr>
<tr>
<td>Talking to Students</td>
<td>-3</td>
</tr>
<tr>
<td>Physical Disrespect</td>
<td>-3</td>
</tr>
<tr>
<td>Property Damage</td>
<td>-3</td>
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</tbody>
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POINT VALUES FOR INTERMEDIATE STUDENTS

- 4 Points
  - Refusing
  - Loud Volume (classes)
  - Poor Hygiene
  - Not following directions
  - Not using coping skills

- 6 Points
  - Excessive use of classroom tools
  - Violent language
  - Drinking
  - Smoking
  - Threatening or injuring

- 10 Points
  - Aggression
  - Leaving class without permission
  - Stealing
  - Bullying
  - Nonparticipation in school work
REINFORCEMENT CENTERS TIED TO THEIR POINT SYSTEM VALUES

SENSORY ROOM
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
THANK YOU