The emotional/behavioral models we have used for students with significant needs are: 11 responses

- Self-Contained/Cooling Off classroom
- Behavior Coach Model (grades 1-12), Self-contained regular campus (grades 1-6 and 6-8 some campuses), Intensive Self-Contained Regular campus (grades 1-6), separate campus grades 6-12
- We use a model that places students where they academically belong and then supports them through our ACE team. This team determines the function of the behavior, writes goals to be achieved and then tracks the student progress daily through a daily report card created for each individual student while providing social skill development to assist the student in reaching their goals.
- Mood meter/check in-check out
- Involve BCBA in program planning and monitoring; nontraditional campuses according to different needs
- We use a district-developed model based on precision request paired with positive reinforcement to address the needs of our students experiencing significant emotional/behavioral concerns.
- create time out room
- Positive Approach to Student Success (PASS)
- At the home campus we employ a PBIS system that includes the assistance of a behavioral interventionist at the secondary level. We also have a self-contained program for students in special education that are unable to progress on their IEP using standard behavioral interventions. These students are then transitioned slowly with support from both campuses to their home campus.
- Each campus has a continuum of services and placement options for emotional/behavioral support, primarily through our Redirection Program. In addition, we have a plan in place for interim services off campus that involves creating a setting/structure for an individual that is implemented by a teacher from the home campus and a behavior facilitator.
- PBIS/Multi-Tiered System of Support, RtI, CICO, Pro-social and emotional groups, Restorative Practices; Tier 2 supports - CICO, lunch bunch, social skills curriculum, flexible grouping based on behavioral needs; Tier 3 Supports – Wrap-around services - community based groups (mental health included), mentors, etc., Social and emotional curriculum, PASS (Positive Approach to Student Success), FBA, BIPs, MRE-Level system, Point System based on BIP, JJAEP, Residential, Homebound