



SEAC 101

ENGAGE 2026: July 21

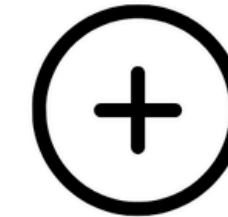
**TO RECEIVE CREDIT FOR THIS SESSION,
MAKE SURE YOU COMPLETE THE
SURVEY AT THE END**



Northwest ISD
Professional Learning Expectations
A Culture of Learning

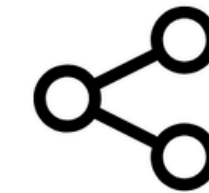
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PARTICIPATE POSITIVELY



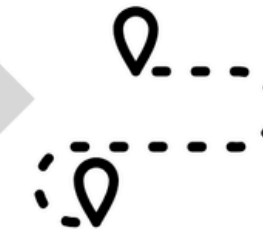
L

LISTEN FOR AND SHARE
DIFFERENT PERSPECTIVES
WITH RESPECT



N

NAVIGATE LEARNING
WITH A GROWTH MINDSET



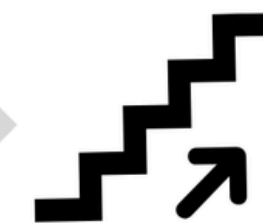
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IDENTIFY HOW YOU WILL APPLY
THIS LEARNING TO YOUR WORK



S

SET GOALS AND PLAN NEXT STEPS



D

DEMONSTRATE PROFESSIONALISM



OUR TEAM MEMBERS



Cedric Carter
SEAC/SOAR BI
Pike, Wilson and NHS



Dr. Rodney Jackson
SEAC BI
Beck, Carter, and
Schluter Elementary



Kelton Mahon
SEAC/SOAR BI
Tidwell, Medlin, and
BNHS



Natalie Maughan
SEAC BI
Haslet, Love, and
Justin Elementary





ENGAGE WARM-UP

Introduce Yourself

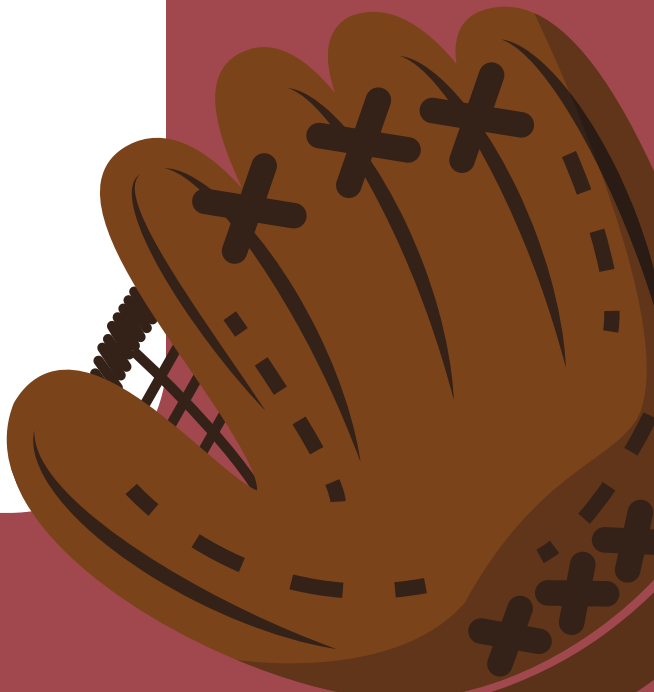
- Name
- School
- # of years in SEAC

Play "2 Truths, 1 Lie" SEAC Style

- Share 3 experiences in SEAC/Behavior, guess which is the lie

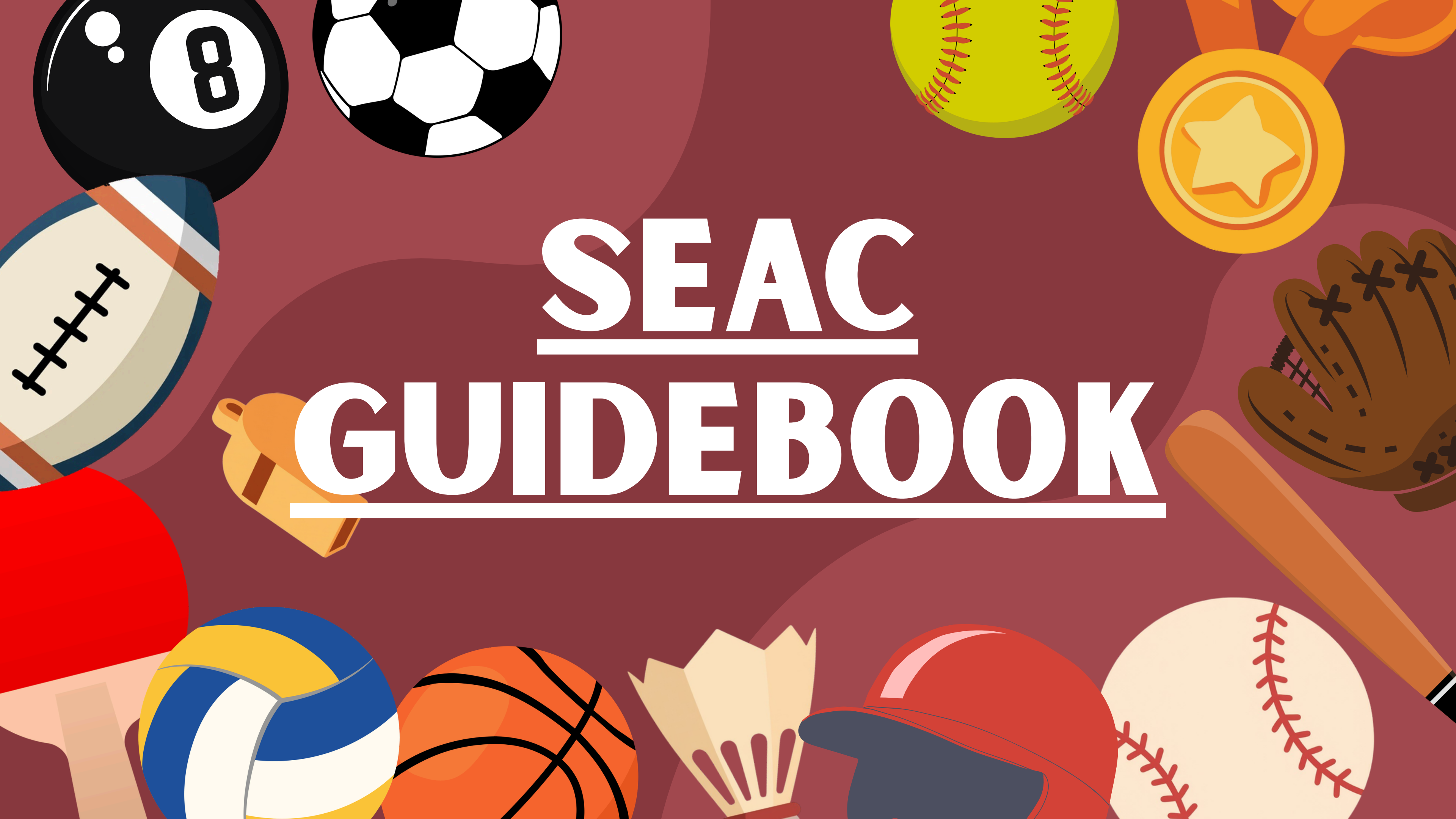
- A student threw a water bottle and broke a TV
- A student eloped into the woods and was not found until the next day
- A student painted a poem on the wall outside the classroom



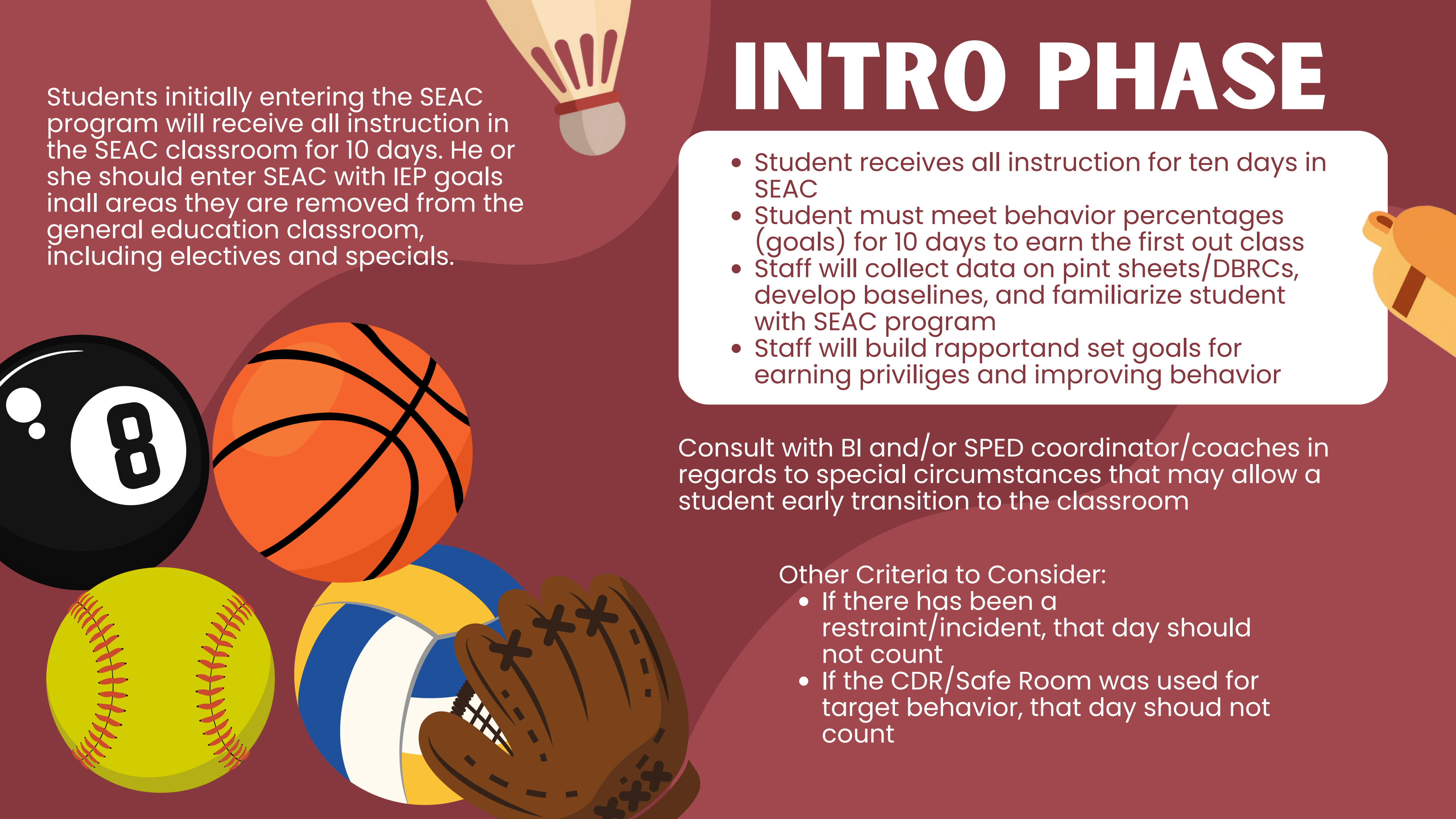


AGENDA FOR TODAY'S LEARNING

- SEAC Guidebook/Phases
- Room Structure
- SEAC Crisis Plans
- Lunch
- Partnering With Teachers
- SEAC Support Team (SST)
- Emergent Tree
- Social Skills Lessons
- Jeopardy



SEAC GUIDEBOOK



Students initially entering the SEAC program will receive all instruction in the SEAC classroom for 10 days. He or she should enter SEAC with IEP goals in all areas they are removed from the general education classroom, including electives and specials.

INTRO PHASE

- Student receives all instruction for ten days in SEAC
- Student must meet behavior percentages (goals) for 10 days to earn the first out class
- Staff will collect data on pint sheets/DBRCs, develop baselines, and familiarize student with SEAC program
- Staff will build rapport and set goals for earning privileges and improving behavior

Consult with BI and/or SPED coordinator/coaches in regards to special circumstances that may allow a student early transition to the classroom

Other Criteria to Consider:

- If there has been a restraint/incident, that day should not count
- If the CDR/Safe Room was used for target behavior, that day should not count



INTRO PHASE



After review of the student's baseline data recorded in the SEAC classroom, the SEAC teacher or support team will determine individualized minimum performance goals that must be met before transitioning to a less restrictive special or general education setting.

Academic Tools for Successful Support

Elementary:

- Utilize a workshop model in the SEAC classroom

Secondary:

- structure work to align with gen ed

Utilize grade level materials, resources, charts for instruction

Implement accommodations/modifications

Begin building relationship between student and gen ed

Behavior Information

Behavior addressed at all times:

- Build rapport
- Provide reinforcement

Implement reinforcement system

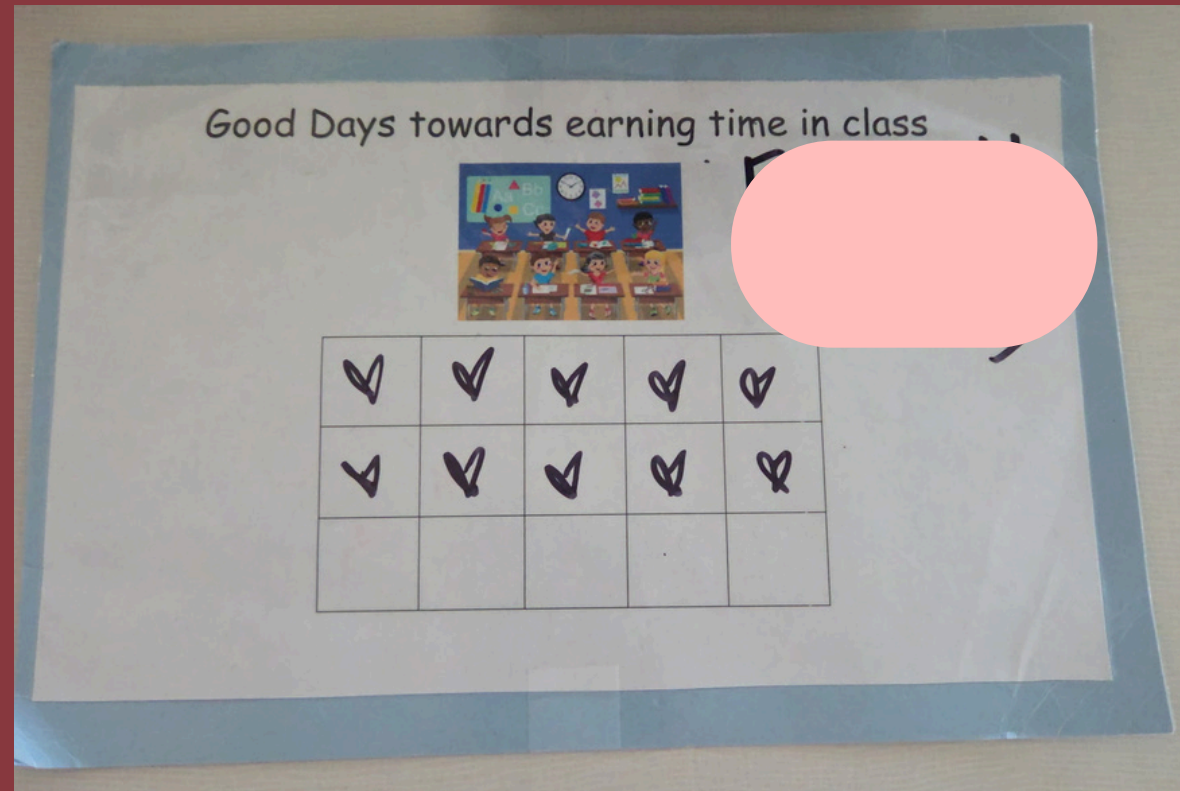
- determine individual reinforcements
- determine triggers
- Structure a work/break system

Compliance training

- Frequent reinforcement
- Build stamina based on academic ability
- Break/work system



INTRO PHASE TRACKERS



STUDENT DAYS

Student: _____ Day: ____/____/____ Percent: _____%

GOAL	Before School	1st	2nd	ADV	3rd	Lunch	4th	5th	6th	7th	8th
Student will remain in the assigned area											
Student will keep hands and feet to self											
Student will refrain from arguing with others											

Assignments Done:

☐ Math
☐ Science
☐ ELA
☐ S. Studies
☐ Elective
☐ Elective

Teachers, please initial each goal the student accomplished in your class. This sheet does not replace the Behavior Tracker sheet.

Return to Teacher at the end of each day.

10 DAY CHALLENGE

GOAL: _____

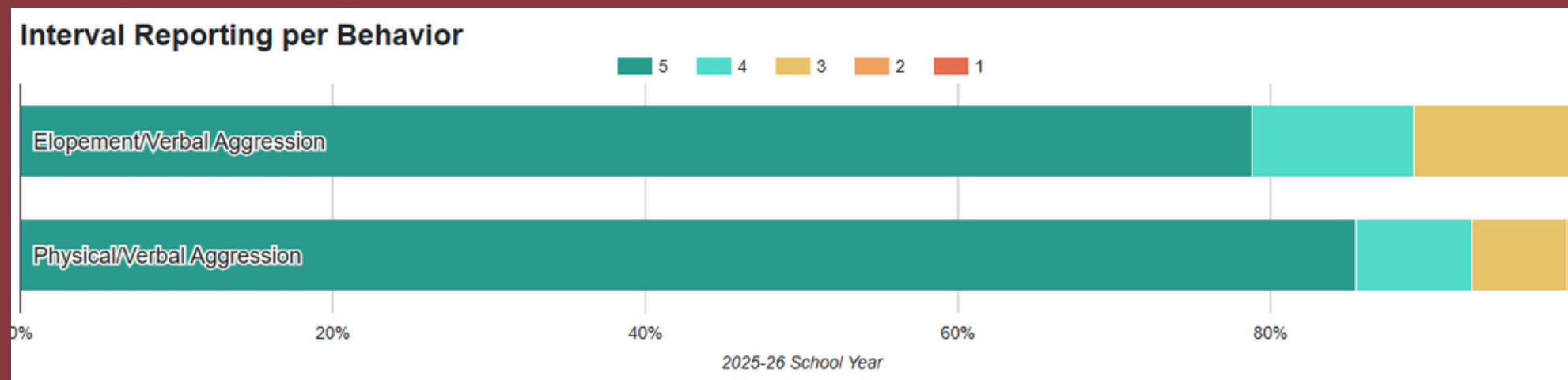
START DATE: _____

END DATE: _____



**10 NON
CONSECUTIVE
DAYS**

INTRO PHASE



Progress Measures				
Overall Average: Elopement/Verbal Aggression	Overall Average: Physical/Verbal Aggression	Independence	Attendance	Daily Focus/ Strategy Usage
4.7	4.8	92%	95%	44%



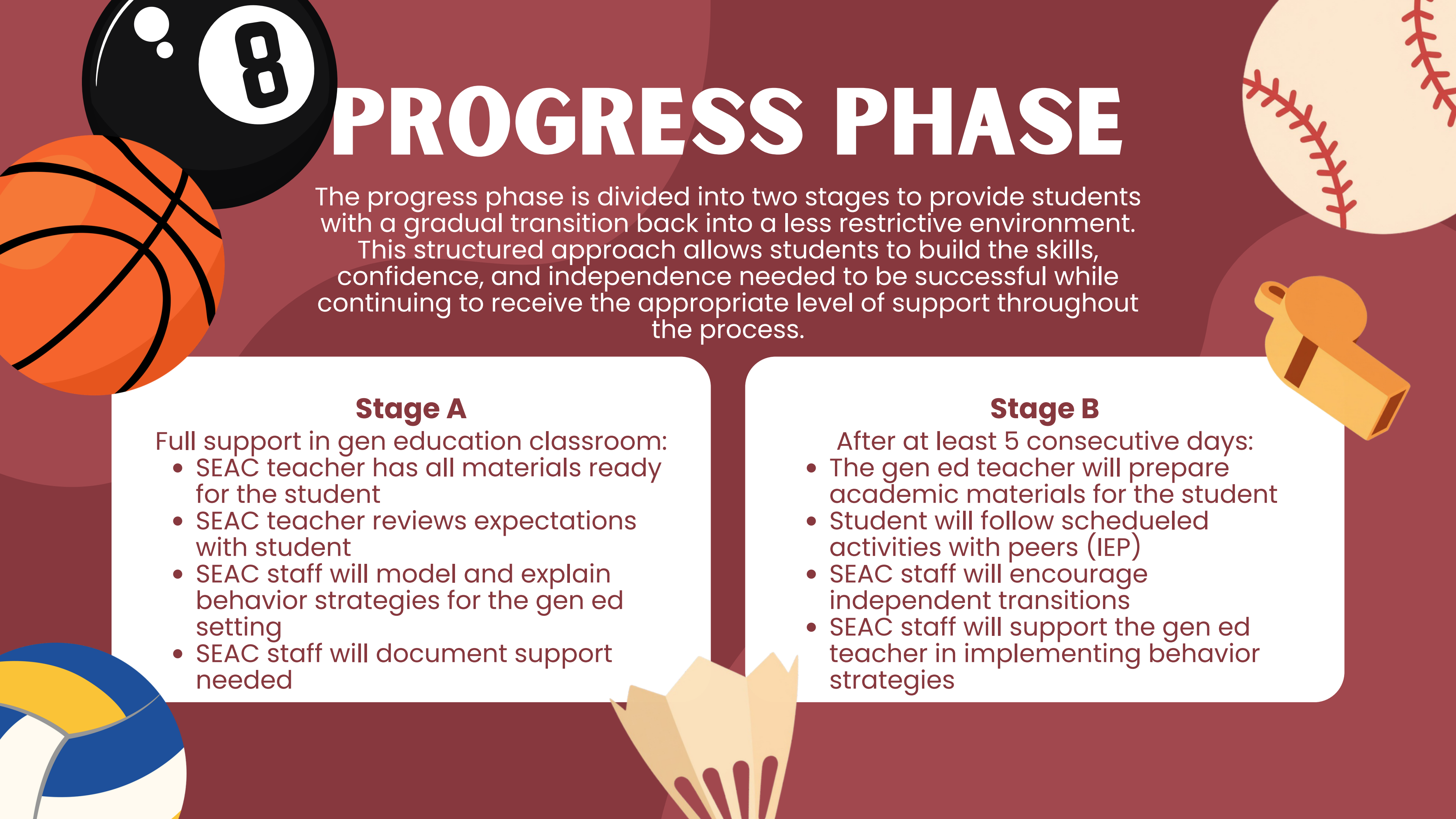
PROGRESS PHASE

Students experiencing high levels of success on behavioral objectives will be considered for the opportunity to transition to up to two classes in a less restrictive educational setting.

- Students begin working towards earning out of SEAC
- Students can earn up to **two out classes**
- Student is meeting behavior percentages/goals for 3 consecutive weeks
- SEAC staff is responsible for data collection on data trackers/DBRCs in/out of SEAC
- SEAC monitors academic progress in all settings

Transition to Progress:

- Student completed a minimum of 10 days in the SEAC classroom and was successful on BIP goals
 - Determine if compliance and physical aggression goals are met satisfactorily
 - SST with Checklist information
- 
- 
- 
- 
- 



PROGRESS PHASE

The progress phase is divided into two stages to provide students with a gradual transition back into a less restrictive environment. This structured approach allows students to build the skills, confidence, and independence needed to be successful while continuing to receive the appropriate level of support throughout the process.

Stage A

Full support in gen education classroom:

- SEAC teacher has all materials ready for the student
- SEAC teacher reviews expectations with student
- SEAC staff will model and explain behavior strategies for the gen ed setting
- SEAC staff will document support needed

Stage B

After at least 5 consecutive days:

- The gen ed teacher will prepare academic materials for the student
- Student will follow scheduled activities with peers (IEP)
- SEAC staff will encourage independent transitions
- SEAC staff will support the gen ed teacher in implementing behavior strategies

MERIT PHASE

Students are successfully attending three or more out classes in a less restrictive setting with minimal SEAC staff support. This can include resource or applied classes depending on the student's academic needs.

Supports

- The ARD committee should meet to change the schedule of services.
- There should be minimal SEAC support and no cases of intense incidents and/or disciplinary referrals.
- All academic needs should be met through general education, resource support, CC, and/or content mastery.

Students must have 3 consecutive weeks of meeting behavioral percentages in the three or more classes.



GRADUATION PHASE

At this point, the student's instruction is outside of the SEAC classroom with minimal to no SEAC staff support. However, the student's BIP and intervention support are available as needed. In addition, the regular code of conduct remains in effect.

When a student is in the graduation phase:

- Daily datasheets continue to be used to track process across all environments
- Behavior charts and academics have been transferred to teacher of record/resource/applied teacher with minimal SEAC consultation
- The SEAC support team begin fading back support





EXITING SEAC

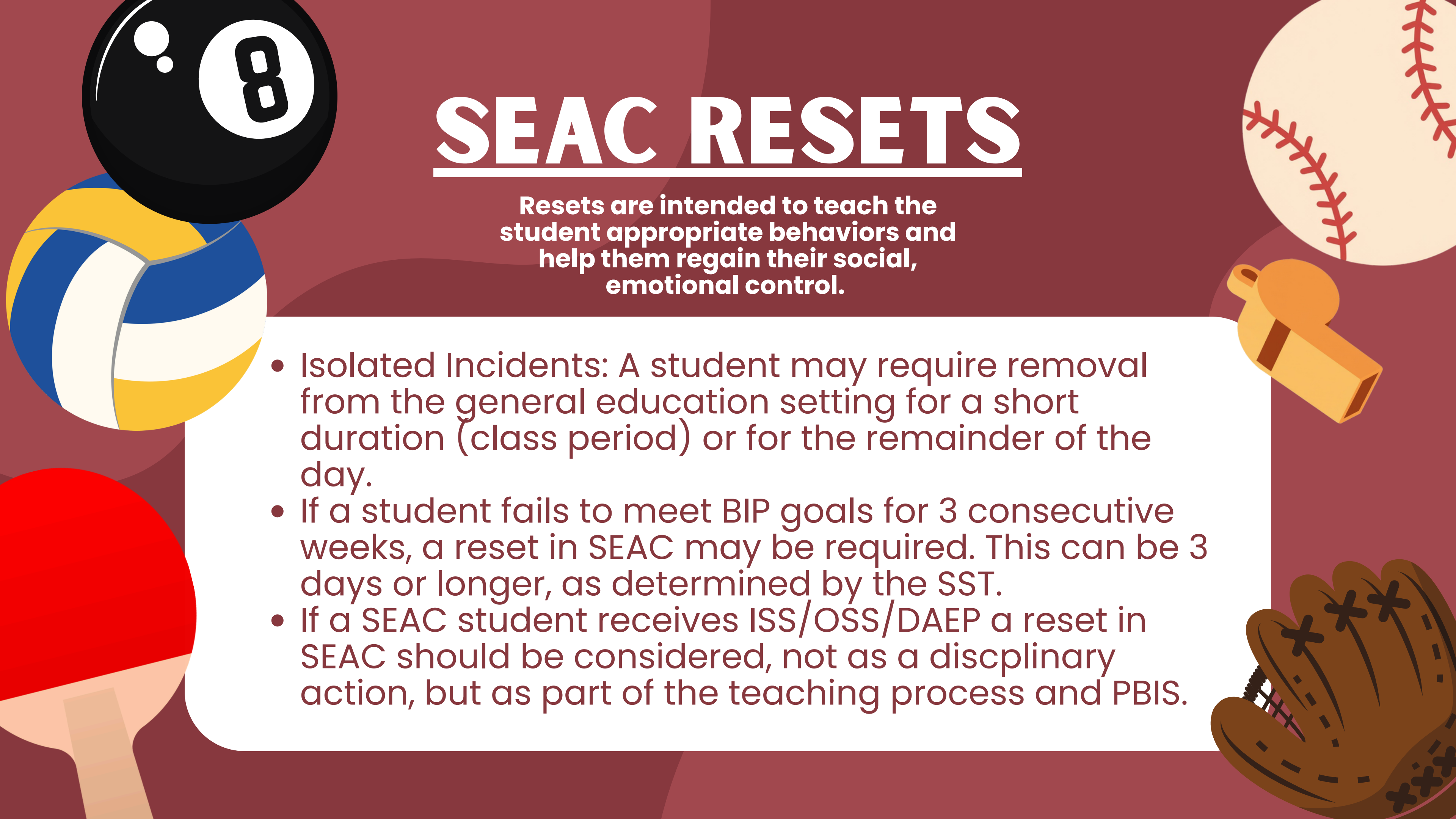
The team may recommend the student exit the SEAC program and return to their home campus (or previous instructional arrangement prior to SEAC), if the student has remained successful during the fading of SEAC support

Criteria to exit:

Graduation is considered after the student is successful for two consecutive grading periods.

What happens next?

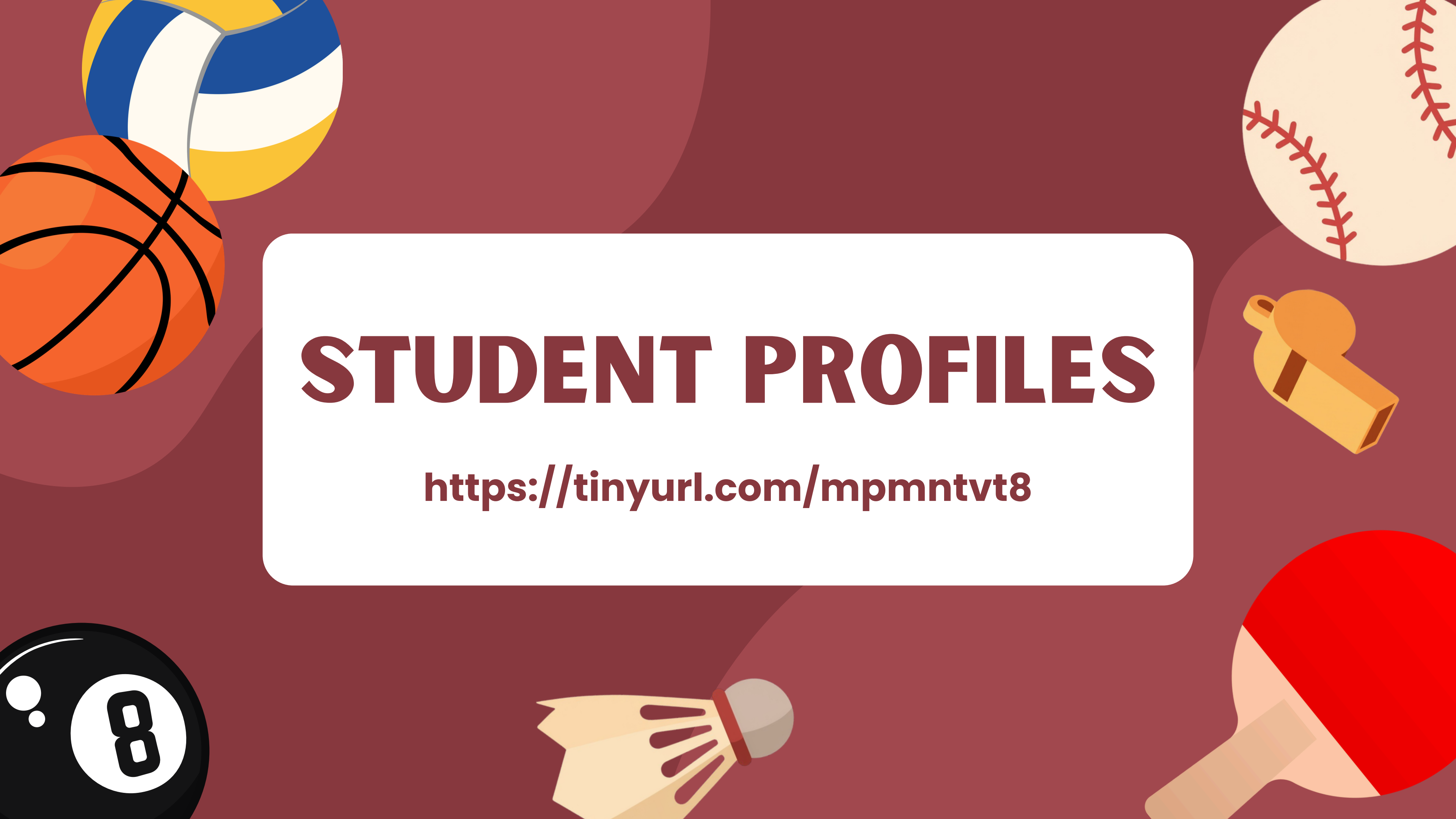
- An ARD committee must decide if the student is eligible to exit the SEAC program
 - The ARD committee will create a transition plan for that student to return to their home campus or previous instructional setting
 - The ARD committee may recommend additional staff support for a limited period of time to ensure the student's successful transition back to his/her home campus
- 
- 
- 
- 
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SEAC RESETS

Resets are intended to teach the student appropriate behaviors and help them regain their social, emotional control.

- Isolated Incidents: A student may require removal from the general education setting for a short duration (class period) or for the remainder of the day.
- If a student fails to meet BIP goals for 3 consecutive weeks, a reset in SEAC may be required. This can be 3 days or longer, as determined by the SST.
- If a SEAC student receives ISS/OSS/DAEP a reset in SEAC should be considered, not as a disciplinary action, but as part of the teaching process and PBIS.



STUDENT PROFILES

<https://tinyurl.com/mpmntvt8>



ROOM STRUCTURE

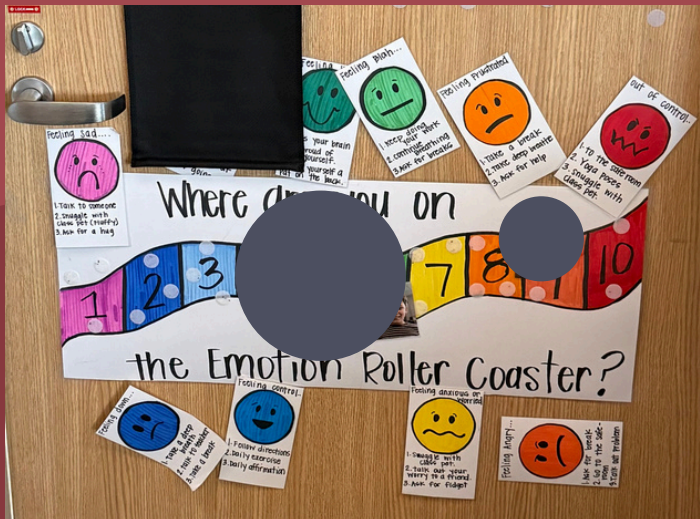


Safe Room Teacher:

1. remain Calm
2. Verbalize the expectations
- simple directives
example: "sit" one voice!
3. Ignore verbal interactions
4. Use CPI blocking techniques as needed

Expectations Students:

1. Student will sit still & quiet
2. Student will ask politely to start timer.
3. student will remain quiet & still until timer is done.
4. student will follow instructions after timer is done.



Classroom Behavior Expectations:

Follow Directions

Respect Others/Speak Appropriately

Be Prepared/On Time

Complete Assignments

SEAC Expectations

1. SEAC is to complete work.
2. Breaks are ONLY 5 mins.
3. Use safe room if frustrated/mad.
4. SEAC is a place to pratice good Classroom behavior while you are working.
5. Stay at your desk unless ask.
6. Follow class rules!
7. SEAC is NOT a hang out!

SEAC Overview

The Social Emotional Academic Class (SEAC) is an intensive, self-contained classroom for students whose present behavior significantly interferes with academic and social adjustment within the educational setting.

The SEAC classroom incorporates a wide variety of instructional resources and expectations. Some students in SEAC may access the general education curriculum through the SEAC teacher until he/she is able to attend the general education classroom. Other students may require special education instructional materials based on his/her IEP.

SEAC is not a disciplinary placement.

Confirmation of SEAC Eligibility

- Student is eligible for special education services
- Regular discipline has not been corrective action for behavior
- Student should have implementation of BIP for a minimum of 6 weeks
- Classroom interventions implemented for a minimum of 6 weeks
- NISD change of placement process followed

Introductory Phase

- Student receives all instruction for ten days in SEAC.
- Student must meet behavior percentages (goals) for 10 days to earn the first out class.
- Staff will collect data on point sheets/DBRCs, develop baselines, and familiarize student with SEAC.
- Staff will build rapport and set goals for earning privileges and improving behavior.

Progression Phase

- Students begin working towards earning out of SEAC
- Students can earn up to two out classes
- Student is meeting behavior percentages/goals for 3 consecutive weeks
- SEAC staff is responsible for data collection on data trackers/DBRCs in/out of SEAC
- SEAC monitors academic progress in all settings

Merit Phase

- Students successfully attend three or more out-classes with minimal SEAC staff support.
- Student is meeting behavior percentages for 3 consecutive weeks
- Case management duties are moving towards resource/applied teachers
- An ARD has been held to make changes on the schedule of services

Graduation Phase

- Majority of the student's instruction is outside of the SEAC room with minimal SEAC staff support.
- Student's BIP and intervention supports are available as needed.
- Student behavior is maintained by BIP and regular code of conduct.

Exiting SEAC

- Student has transitioned into the regular school setting
- SEAC staff has faded. This level of success is maintained for two consecutive grading periods.
- Check in Check out (CICO) - Done through resource or applied
- An ARD must be held to decide if exiting SEAC is the correct ARD decision.

Resets

Resets are intended to teach the student appropriate behaviors and help them regain their social, emotional control.

If a SEAC student is struggling, it is the intent of SEAC to provide those supports so the student can continue in his/her LRE.

SST (SEAC Support Teams) should clearly outline for each student what would require him/her to have a reset in SEAC and what the reset would entail.

Behavior Goals not Being Met

Student begins to decline in overall behavior goals in one or multiple settings:

- This may require additional supports in the general education class
- Additional social skills for the student
- A review of academic challenges the student may be facing
- A meeting with the teacher(s) to ensure implementation of IEP and BIP

Isolated Incident

Student engages in an incident that requires removal from the general education setting.

- This can be for a short duration (class period) or for the remainder of the day.

Continued Regression

If a student fails to meet BIP goals for 3 consecutive weeks, a reset in SEAC may be required. This can be 3 days or longer, as determined by the SST.

- A staffing should be called to determine the length of the reset and determine a plan for supporting the student's increase in undesired behaviors

Referrals

- If a SEAC student is sent to the office for a violation of the student code of conduct a reset in SEAC may be required (up to 3 days) depending on the level of the violation.
- Additional social skills and supports need to be revisited by the SST.

ISS/OSS/DAEP

- If a SEAC student receives ISS/OSS/DAEP a reset in SEAC should be considered, not as a disciplinary action, but as part of the teaching process and PBIS.
- This will allow the student to slowly reintegrate back into the general education setting with tools and strategies that have been revisited during the SEAC reset.

Resets

- Resets are intended to teach the student appropriate behaviors and help them regain their social, emotional control.
- If a SEAC student is struggling, it is the intent of SEAC to provide those supports so the student can continue in his/her LRE.
- Resets can be individualized. However, a student's LRE may fluctuate given on the severity of his/her behavior and can often be a fluid process for some students.
- If the student is ARDed for a 10-Day reset, they start at the Intro phase and must earn their way out through each level.



ROOM STRUCTURE

Core Program Functions

- Targeted Instruction
- Behavior Redirection
- Reinforcement
- De-escalation

*The SEAC room is an instructional setting; it is **never** to be used as an In-School Suspension (ISS) placement or a casual socialization area.



Mandatory Visual Postings

- Classroom behavior expectations
 - SEAC behavior tiers
 - Continuum of positive reinforcement and punitive consequences
 - Current social skill focus
 - Student progress charts
 - Crisis management plan and calm down room protocol
 - Behavioral consequence flow chart
 - Master schedules (classroom, student tiers, paraprofessional duty)
- 



SEAC CRISIS PLANS

Definition of a Crisis: A crisis exists when a student poses a serious threat to the safety of themselves/ other students/ faculty/ staff/ property.

Crisis Plan

The Crisis Management Plan will be implemented when all de-escalation and CPI techniques have been exhausted or the SEAC staff or the administration deems it an emergency situation. The plan will be implemented quickly, quietly and efficiently. Disruption of the school schedule should be kept to a minimum.

Crisis Plan Outline

Individual Crisis Plan Outline





PARTNERING WITH TEACHERS

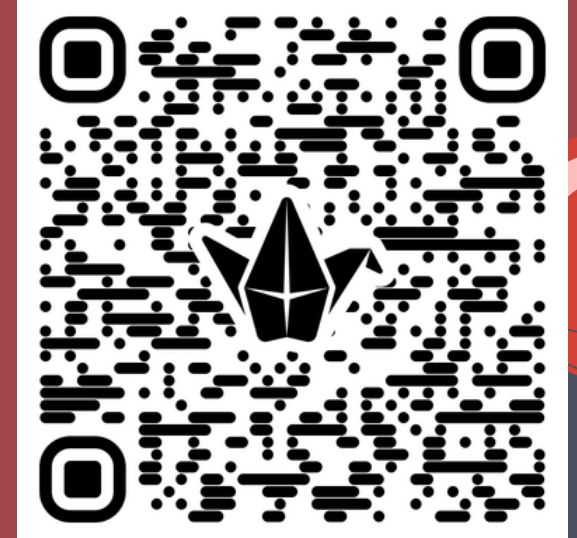
SEAC MYTH BUSTERS

You only have six kids in your room and three paraprofessionals. Your job must be so much easier and less stressful than managing a class of 30

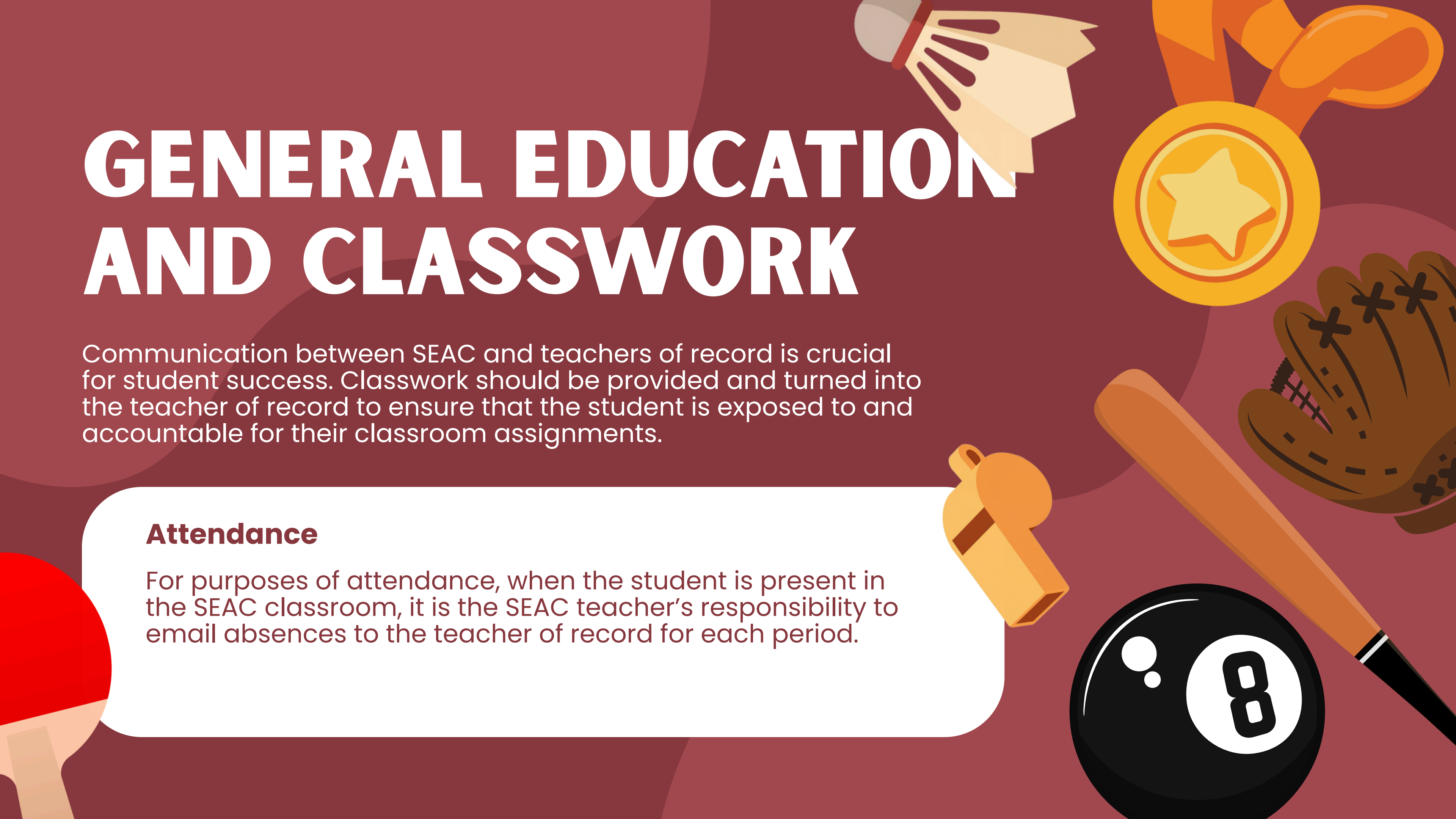
SEAC teachers just let kids play video games, eat candy, and do whatever they want all day. They are rewarding bad behavior.

If I send a student to the SEAC for 20 minutes, they should come back completely 'fixed' and ready to behave perfectly.

Once a kid goes into SEAC, they are staying there forever. It's a placement, not a program.



GENERAL EDUCATION AND CLASSWORK



Communication between SEAC and teachers of record is crucial for student success. Classwork should be provided and turned into the teacher of record to ensure that the student is exposed to and accountable for their classroom assignments.

Attendance

For purposes of attendance, when the student is present in the SEAC classroom, it is the SEAC teacher's responsibility to email absences to the teacher of record for each period.



CHALLENGES AND SOLUTIONS

Challenges Faced

- Retroactive reponses (only communicating when things are going wrong)
- Unclear behavior expectations
- Confusing accommodations and implementation
- Inconsistent consequences

Lessons Learned

- Proactive communication (the good and the bad)
- Coordinated goals for behavior
- Modeling what successful use of accommodations looks like in the SEAC room
- Shared responses to behavior

THE 10 SECOND UPDATE

The Reality: Gen-ed and resource teachers experience anxiety when a student returns from SEAC because they don't know what version of the student is walking through the door.

A 3-Part Formula:

1. Current emotional baseline (e.g., Regulated, Tier 1).
2. The tool that worked (e.g., Deep breathing, 5-minute break).
3. The immediate next step (e.g., Ready for independent reading).



TAKING THE GUESSWORK OUT OF DE-ESCALATION

Individual Response Guides

The IRG is a deescalation “cheat sheet” tool for teachers to

Individual Response Guide

Student Name	Student		Date Updated	November 4, 2025	
Hypothesized Function	Escape/Attention		Setting Events	Tired, home issues	
Pathway Scale	5- Desired	4- Improved	3- Alternative	2- Interfering	1- Escalated
Observed Behavior	Independently starts task	Raise hand for help and waits for teacher	Shuts down (i.e., head down), student self-regulates	Verbal aggression towards staff	Elope from area
Staff Support	V-Visual Check A-Acknowledge	A-Acknowledge P-Prompt Replacement Behavior	A-Acknowledge P-Prompt Replacement Behavior	P-Prompt Replacement Behavior D-Deescalate in class	D-Deescalate in class R-Remove from instruction
Individualized Guidance	Provide feedback about behavior demonstrated.	Provide feedback about behavior demonstrated.	Provide feedback about behavior demonstrated.	Minimize reinforcement for interfering behavior. Cue emotional identification with:	Ensure safety of student and others. Utilize district de-escalation scripts.
	Reinforce the student by: Offer preferred break or access to sensory item	Reinforce the student by: Teacher offers help Acknowledge behavior (i.e., thank you for raising your hand) Prompt to desired behavior by: Model hand raising	If needed, cue emotional identification with: Emotional rollercoaster Prompt to improved behavior by: Have him verbalize steps to get to improved behavior	Cue strategies such as: Using kind words, staff initiated break Prompt to alternative behavior by: Ask if he needs a break	Refer to individual or campus crisis plan . Conduct team debrief within 24hrs of incident.

TRANSPARENT DATA SHARING

Sharing objective, timely behavior data ensures every team member has the information needed to provide consistent, effective support across learning environments.

- Share objective, not subjective, data
- Use consistent data collection
- Provide regular updates
- Include successes, not just challenges
- Connect data to action
- Protect student confidentiality



SEAC EXIT CRITERIA

Clear communication about the transition process helps general education and resource teachers understand expectations, prepare appropriate supports, and work collaboratively to ensure a successful return to a less restrictive setting.

- Explain the decision-making process
- Share the transition plan
- Discuss temporary supports
- Clarify team roles
- Maintain ongoing communication





TRAINING STAFF

It is the SEAC teacher/case manager's responsibility to train staff on each student's BIP and behavior goals.

Task Distribution

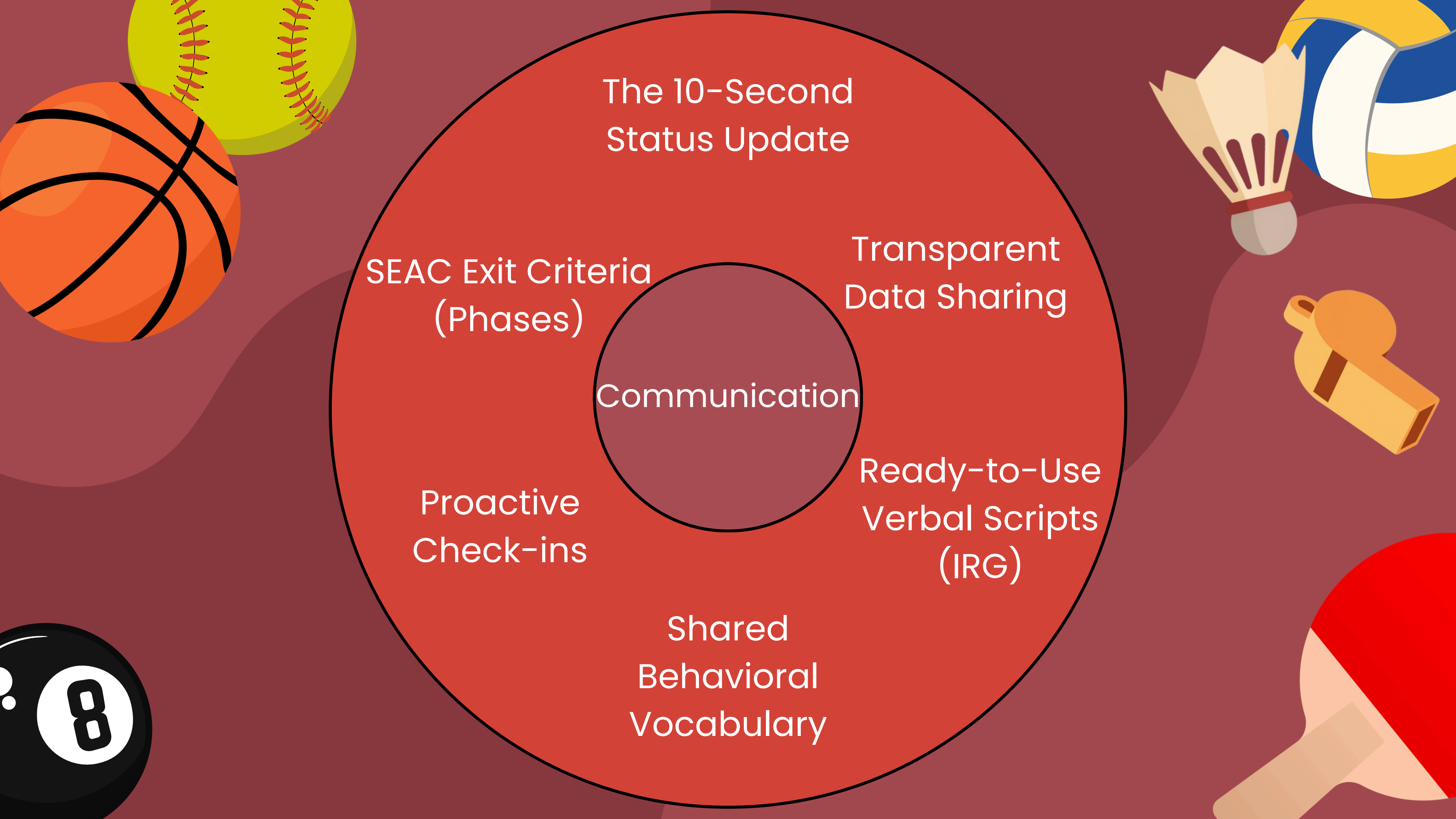
After training, the SEAC teacher can provide staff on their preferred method for data collection (QR code, paper forms, calendar reminder).

Resources Needed

Distribution and review and receipt of BIP training

Other IEP/BIP Distribution Link





The 10-Second
Status Update

SEAC Exit Criteria
(Phases)

Transparent
Data Sharing

Communication

Ready-to-Use
Verbal Scripts
(IRG)

Proactive
Check-ins

Shared
Behavioral
Vocabulary



**THAT'S
NOT MY
JOB**

Creates Behavior Intervention Plans



Plans daily
lessons based
on student IEPs



Can assist with
feeding,
dressing,
toileting, and
hygiene





Attends ARD
meetings

responsible for
collecting and
analyzing
behavior data
to help guide
student
programming



works directly
with students
every day



modifies
curriculum and
instructional
activities to
meet students'
IEP goals



provides
parent training
as part of a
student's IEP



helps manage
student
behavior





**WHO
DO YOU
CALL?**

student's
behavior plan
is no longer
working



A parent wants
to discuss
instructional
goals on the IEP



A student
needs
assistance
getting safely
from the bus
into the
classroom



A teacher
wants help
collecting
meaningful
behavior data



A student
needs
accommodatio
ns added into
tomorrow's
lesson



A student is
struggling to
stay successful
in the general
education
classroom



A parent has
questions
about why a
student's
behavior
intervention
plan was
updated

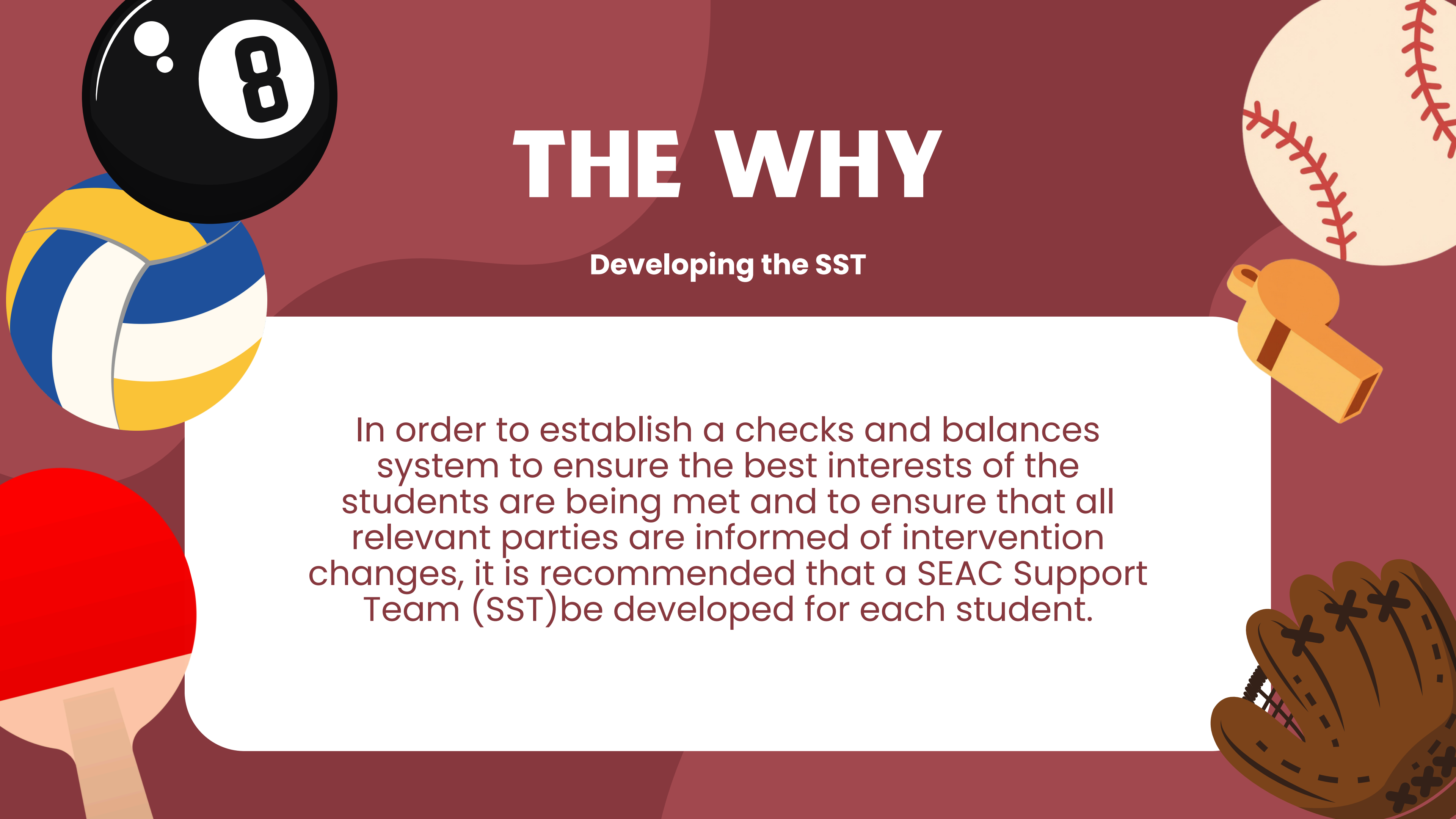


A new student
with significant
support needs
is joining the
classroom next
week



A collage of various sports equipment is arranged around the central text. In the top left, there is a black pool ball with the number 8 and a black and white soccer ball. To the right of these are a yellow softball and a gold medal with a star. Below the pool ball is a football. In the center-left is a yellow whistle. To the right of the whistle is a brown baseball glove and a wooden baseball bat. At the bottom, there is a baseball, a basketball, a volleyball, and a red helmet. The background is a solid dark red color with some lighter red circular patterns.

SST'S



THE WHY

Developing the SST

In order to establish a checks and balances system to ensure the best interests of the students are being met and to ensure that all relevant parties are informed of intervention changes, it is recommended that a SEAC Support Team (SST) be developed for each student.

THE TEAM

- Core Educators (SEAC, ALL general education teachers, and resource)
- Unit BI
- Campus Administrator
- Special Education Coach or Coordinator
- Parents (if applicable)

THE MEETING

Exemplar SST

Core Functions of the SST

- **Holistic Staff Support:** Provides a multi-disciplinary network of professionals with diverse strengths to design comprehensive intervention plans, offer peer support, and maintain structural consistency across settings.
- **Data-Driven Progression Reviews:** Evaluates daily behavior data sheets, office discipline

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NORTHWEST ISD NORTHWEST ISD NORTHWEST ISD NORTHWEST ISD

SEAC Guidebook



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referrals (ODRs), and academic metrics to determine:

- Reintegration timelines and readiness to transition to less restrictive environments (LRE).
 - Access parameters for standard campus privileges, incentives, and unstructured intervals (e.g., recess).
 - Target intervention strategies needed to support students in specific environments.
 - Whether a modification to the student's formal instructional arrangement code is warranted.
- **Crisis Team Logistics:** Identifies campus personnel who are currently certified in Crisis Prevention Intervention (CPI) techniques and are physically able and willing to assist during physical aggression. The SST establishes the exact communication system used to alert staff when immediate crisis support is required.



EMERGENT TREE

EMERGENT TREE

OLD

NEW

EMERGENT TREE MTSS-Behavior Tools Portal

Help Logout

Tier 1 Hide

Core Behavior Instruction

GROUND WORK
TIER ONE
RESOURCE SUBSCRIPTION

Universal Behavior Screener

Classroom Management

Classroom Coaching Tool

Tier 2 Hide

Standardized Intervention Supports

BRIDGES
TIER TWO
RESOURCE SUBSCRIPTION

Behavior Progress Monitor

Tier 3 Hide

Individualized Intervention Supports

SOLID ROOTS
TIER THREE
RESOURCE SUBSCRIPTION

ONLINE COURSE FOR EDUCATORS

Safe Responsible

SKILL BUILDING IN TIER 1 SYSTEMS

Enroll now

ONLINE COURSE FOR EDUCATORS

CONNECTIONS IN TIER 1 SYSTEMS

Enroll now

ONLINE COURSE FOR EDUCATORS

CULTIVATING THE CLASSROOM

Enrolled Oct 31, 2024

ONLINE COURSE FOR EDUCATORS

ACKNOWLEDGMENT IN TIER 1 SYSTEMS

Enroll now

ONLINE COURSE FOR EDUCATORS

CORRECTING BEHAVIOR IN TIER 1 SYSTEMS

Enroll now

ONLINE COURSE FOR EDUCATORS

BRIDGES FRAMEWORK FOR BEHAVIOR SUPPORT

Completed Jan 15, 2025

ONLINE COURSE FOR EDUCATORS

FEEDBACK WITH THE DAILY BEHAVIOR REPORT CARD

Completed Jun 28, 2025

ONLINE COURSE FOR EDUCATORS

CHECK-IN • CHECK-OUT

Completed Jun 28, 2025

ONLINE COURSE FOR EDUCATORS

INTRODUCTION TO TIER THREE SYSTEMS

Enroll now

HEART OF BEHAVIOR

EMERGENT TREE

Tier 1 Tier 2 Tier 3

Byron Nelson High

WELCOME TO THE MTSS-B PLATFORM

FROM EMERGENT TREE EDUCATION

A comprehensive resource for educators to learn, implement, and exchange ideas related to behavior frameworks and supports.

WANT TO LEARN MORE ABOUT THE REDESIGN?

CASE MANAGER VIEW

Tier 1 ▾ Tier 2 ▾ Tier 3 ▾

Progress Monitoring at Byron Nelson High Tier 3 / Student : Data Entry Progress Report Switch To : Test Student

Data Entry for Test Student    Tuesday, July 21st  < >

Behavior Scales

Goal Name	5 — Desired	4 — Improved	3 — Alternative	2 — Interfering	1 — Escalated
Engaging in classroom activities View Pathway	Completes assigned task or asks for assistance	Completes a portion of the task before requesting a break verbally or using signal	Verbally requests or uses non verbal signal for a 5 minute break	Refusal to complete assignments, ignores or argues with teacher when prompted to work	Uses curse words in verbal exchange with teacher

Daily Behavior Report Card Mark as: Present Absent Holiday

Rating Scale	Chemistry	US History	PE	Spanish I	Art	Biology	Daily Average
Engaging in classroom activities							
Staff Support Level							

V — Visual check A — Acknowledged replacement behaviors P — Prompted replacement behaviors D — De-escalated in class
R — Removed student from instruction N — No support provided

Today's Focus/Strategy	What I Did Well	What I Can Work On	Other Notes
Enter note...	Enter note...	Enter note...	Enter note...

COMPETING BEHAVIOR PATHWAY

The competing behavior pathway is a visual representation of the behavior change process supported by shaping and instruction of new skills.

Student: Test Student

Competing Behavior Pathway

Effective Date: 4/1/25

The competing behavior pathway is a visual representation of the behavior change process supported by shaping and instruction of new skills.

Hypothesized Function		Escape tangible object / activity / task				
Setting Events <i>(Makes interfering behavior more likely)</i> Lack of sleep the previous night	→	Antecedents <i>(Predicts/precedes interfering behavior)</i> Presented with a difficult math assignment	→	Interfering Behavior <i>(Behavior targeted for change)</i> 1. Uses curse words in verbal exchange with teacher 2. Refusal to complete assignments, ignores or argues with teacher when prompted to work	→	Consequence <i>(Maintains interfering behavior)</i> Teacher sends student out of class, does not have to complete the work
				Alternative Behavior <i>(Functionally-equivalent replacement)</i> 3. Verbally requests or uses non verbal signal for a 5 minute break 4. Completes a portion of the task before requesting a break verbally or using signal		Consequence <i>(Reinforces alternative behavior)</i> Request for break is honored
				Desired Behavior <i>(Goal)</i> 5. Completes assigned task or asks for assistance	→	Consequence <i>(Reinforces/maintains behavior skills)</i> Assistance can be given, student can then transition to a preferred alternate activity

DAILY BEHAVIOR REPORT CARD (DBRC)



<https://progress.emergenttree.com/northwest#/qyle8oc133f23a940c3a6892945e1a313be>

Report Data for Test Student

Wednesday, April 2nd

During Chemistry x

☐ Mark Student as Absent

Rating for Engaging in classroom activities

Select the rating that best describes the student's behavior during the interval on the following scale.

- | | |
|---|---|
| Completes assigned task or asks for assistance | 5 |
| Completes a portion of the task before requesting a break verbally or using signal | 4 |
| Verbally requests or uses non verbal signal for a 5 minute break | 3 |
| Refusal to complete assignments, ignores or argues with teacher when prompted to work | 2 |
| Uses curse words in verbal exchange with teacher | 1 |

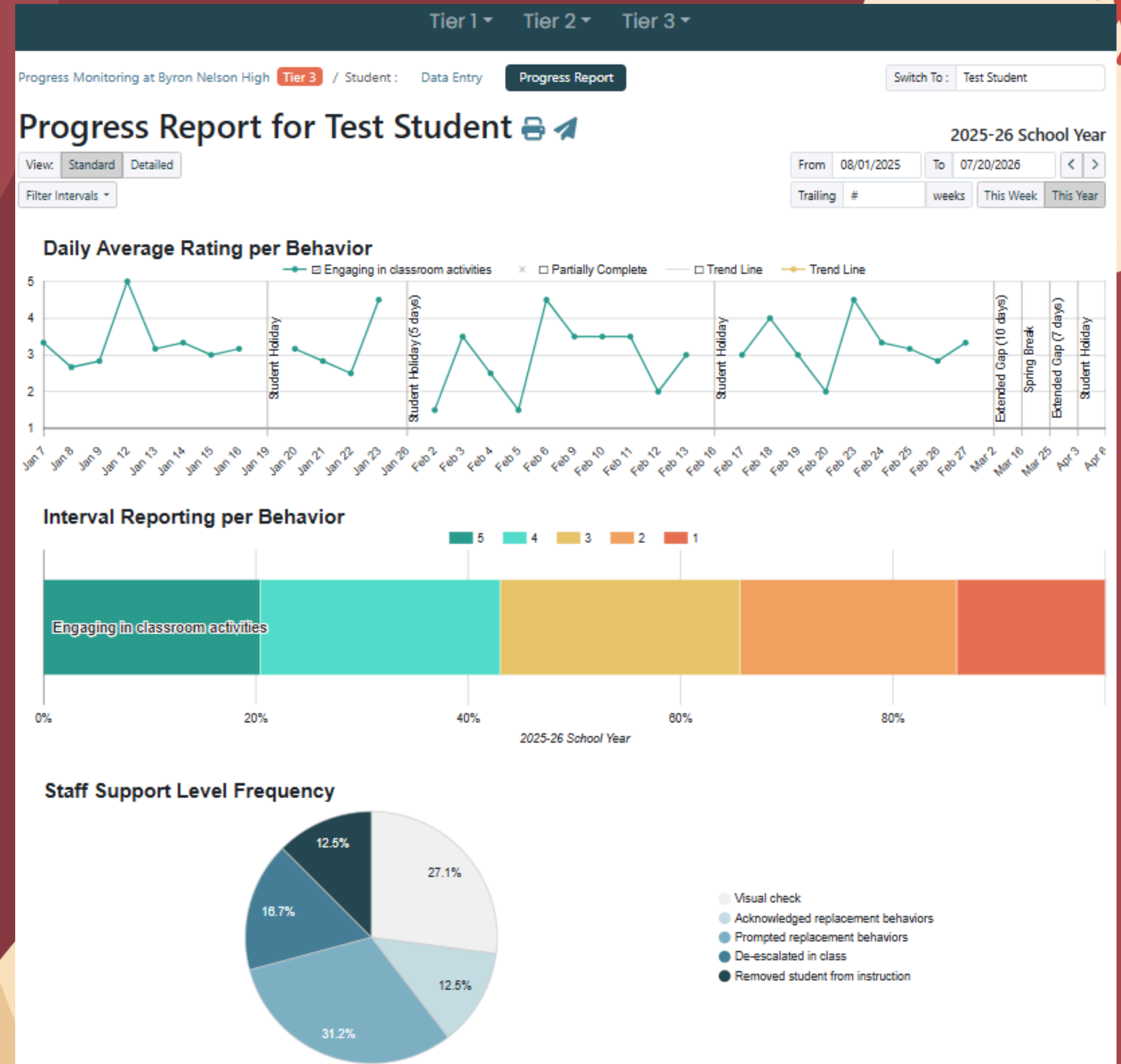
Did you / the teacher complete a feedback loop at the end of this interval?

- | | |
|--|---|
| Yes, I / the teacher delivered this feedback verbally to Test. | ✓ |
| No, feedback was not delivered verbally for this interval. | — |

Staff Support Level

☐ Include in Report ⓘ This data is typically entered by campus behavior staff who support the student.

PROGRESS MONITORING



SOCIAL SKILLS LESSONS



EMERGENT TREE

[Elementary Lesson List](#)

[Secondary Lesson List](#)



The screenshot displays the Emergent Tree website. The top navigation bar includes the logo, tier selection (Tier 1, Tier 2, Tier 3), and a user profile for Wilson Middle. A dropdown menu is open for Tier 3, showing sections for Learn, Implement, and Exchange. The main content area features a large 'WELCOME' message and a description of the MTSS-B Platform. A footer section promotes a redesign workshop.

EMERGENT TREE

Tier 1 ▾ Tier 2 ▾ Tier 3 ▾ Wilson Middle ▾

WELCOME

THE MTSS-B PLATFORM

FROM EMERGENT TREE

A comprehensive resource for educators to learn, implement, and exchange ideas related to behavior and supports.

Learn

- Introduction
- Online Courses
- Videos
- Downloads
- Virtual Workshops

Implement

- Skills Lessons
- Action Tracker
- Campus Portfolio
- Observation
- Summative Assessment
- Progress Monitoring

Exchange

- Blog
- Webinars
- Conference

WANT TO LEARN MORE ABOUT THE REDESIGN?

Check out the video below, or select virtual workshops from the menu above to register for the MTSS-B Platform Workshop for a deeper look at the Platform.

<https://resources.emergenttree.com/tier-3-skillslessons>

EVERYDAY SPEECH

Scope and Sequence

Everyday  Speech

[Home](#) [Curriculum](#) [All Materials](#) [My Toolkit](#) 

Search 



Upcoming Sessions

[+ New session](#) [View all >](#)



You have no upcoming sessions.
Effortlessly plan sessions for students and groups. Minimize prep time and walk into each session confident and prepared!

New Materials

[Browse all materials >](#)



Big or Small Problem?

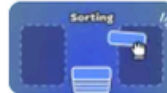
[Video](#) [Problem Solving](#)

This video guides students through using the Problem Scale when they encounter unexpected or upsetting situations. Students practice stopping to notice their feelings and body clues, deciding how much support they need, and checking whether their reaction matches the size of the problem....

[Open material](#)



Big or Small Problem? Video



Interactive Worksheet: Do I Need Support? Activity



Problem Solving Video



Riding the Wave: Handling Big Feelings Activity



SOLER

Scope and Sequence

Unit 1

Unit 2

Unit 3

SOLER™ classic

Hi, Natalie ▾

Teach a Lesson ▾ Scope and Sequence **Select a Group ▾**

Search Lessons

Unit 1: The Basics ^

- COMMUNICATION ▾
- FRIENDSHIP ▾
- SELF-AWARENESS ▾
- SELF-MANAGEMENT ▾
- PERSPECTIVE-TAKING ▾

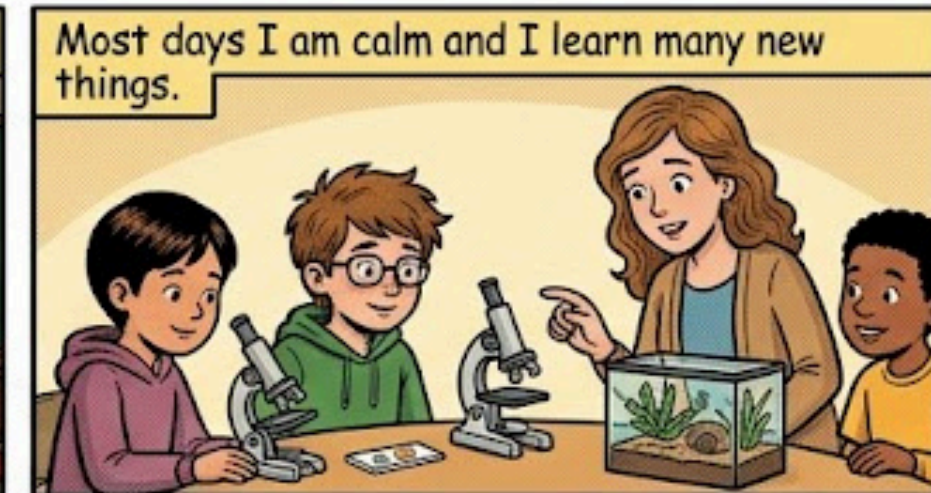
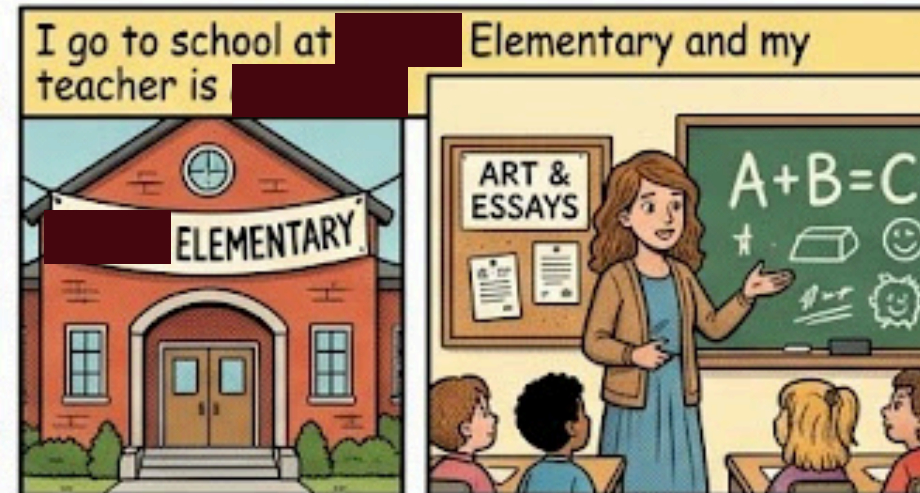
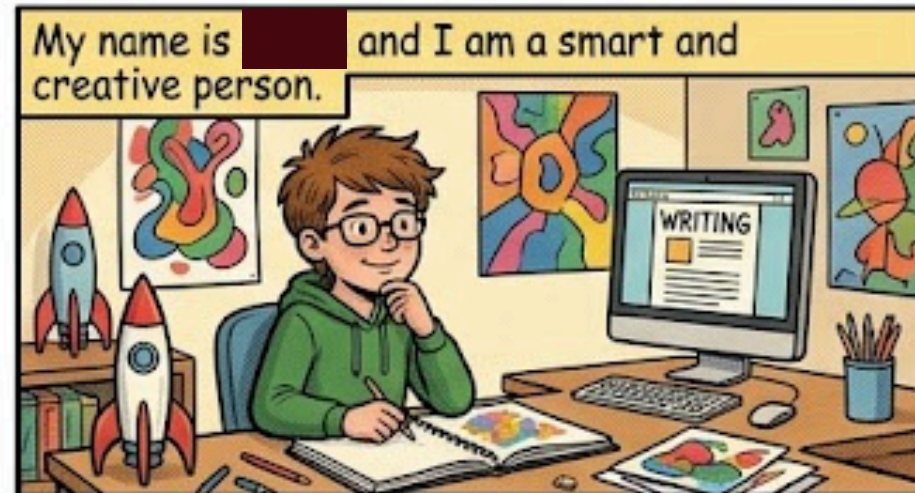
You don't have a group selected
Click on the button above to select a group

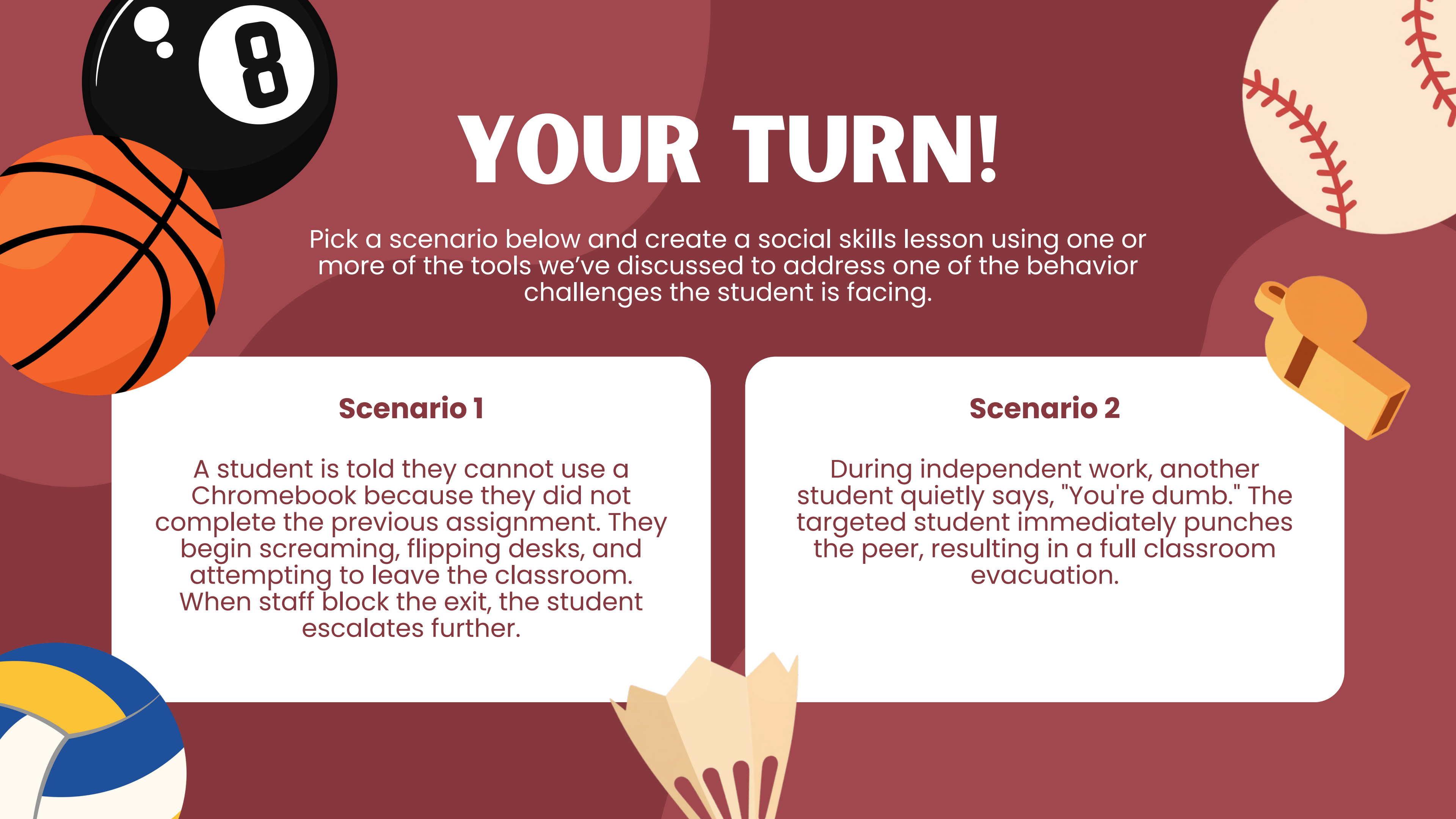
SOLER Classic Teach a Lesson Module

Learn More

?

USING AI





YOUR TURN!

Pick a scenario below and create a social skills lesson using one or more of the tools we've discussed to address one of the behavior challenges the student is facing.

Scenario 1

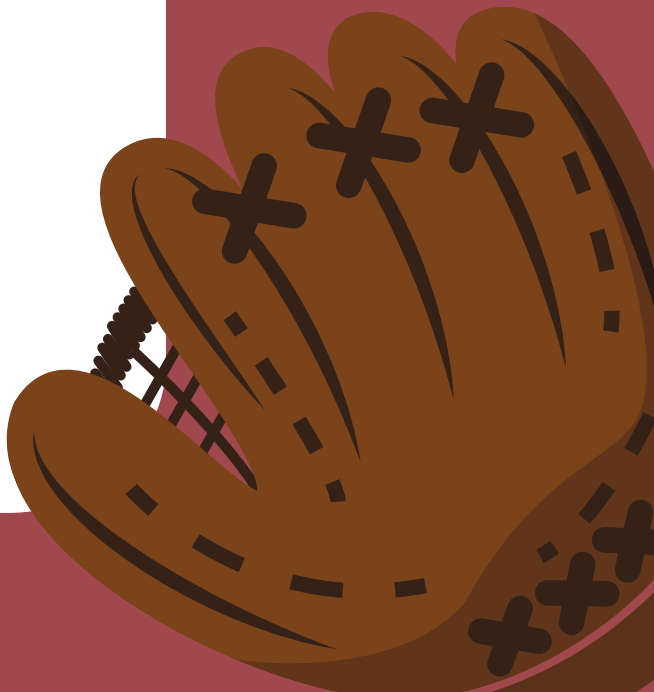
A student is told they cannot use a Chromebook because they did not complete the previous assignment. They begin screaming, flipping desks, and attempting to leave the classroom. When staff block the exit, the student escalates further.

Scenario 2

During independent work, another student quietly says, "You're dumb." The targeted student immediately punches the peer, resulting in a full classroom evacuation.



OTHER FACTORS TO CONSIDER

- 
- 
- The student has a trauma history and perceives neutral interactions as threats.
 - The student has average cognitive ability but significant emotional regulation deficits.
 - The student has mastered the skill in one-on-one instruction but never generalizes it to peers.



WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE >



JEOPARDY

