

Behavior Support Program

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Wilson County Schools
Exceptional Children's Department
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Program Overview

The Behavior Support staff's main function is to collaborate with school staff, parents, and outside agencies to determine alternative solutions to decrease suspensions across grade levels. The Behavior Support Team provides a variety of training and support services to assist administrators and teachers with implementing appropriate strategies and early interventions to reduce and/or eliminate behaviors that result in suspension.

Meet Our Liaisons



Tyrus Darden



Tashika Yellorday

Meet Our Liaisons



John Dew



Miguel Hall

The main function of a Behavior Support Liaison is to coordinate services to support students, school personnel and families when behavior issues interfere with a student's access to the general curriculum.

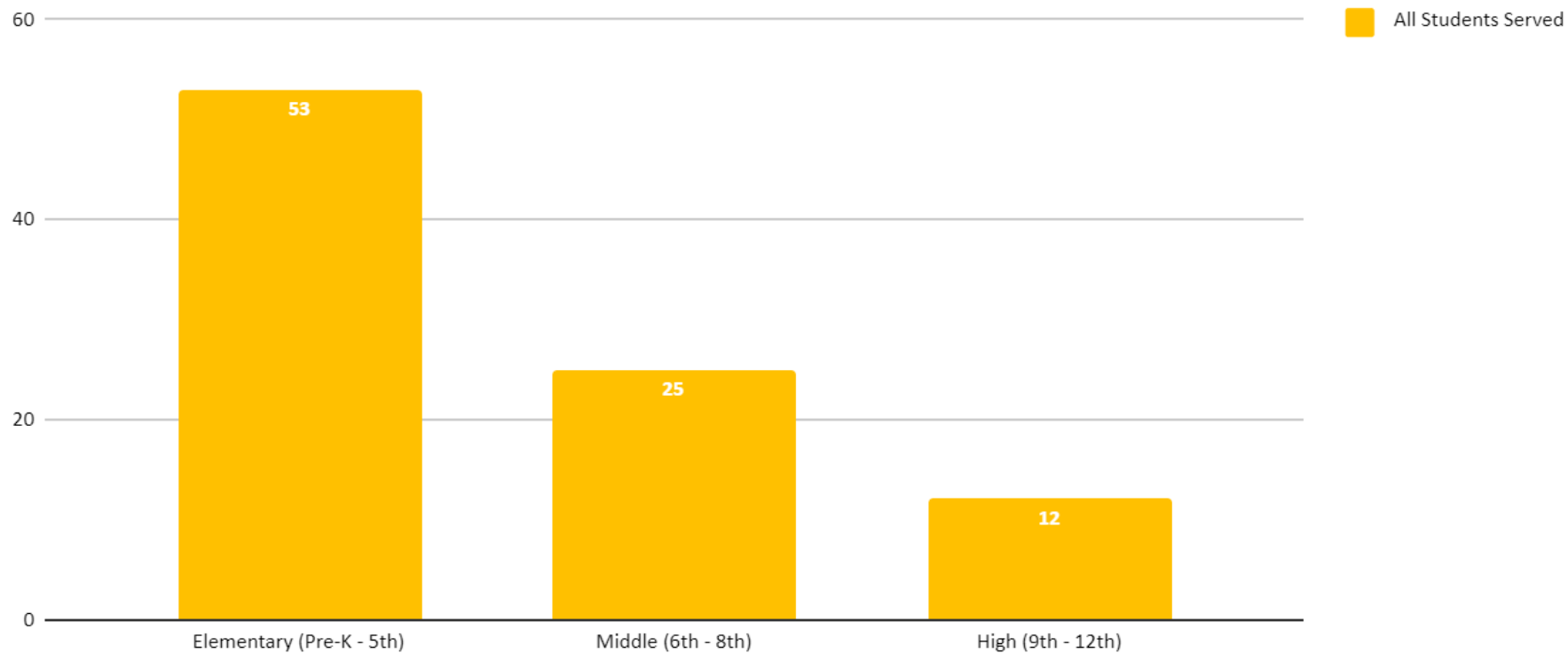
- ☐ Make a minimum of four contacts per month
 - ☐ Attend school and agency meetings
 - ☐ Work with school level staff and behavior support assistants
 - ☐ Monitor attendance, suspension, discipline records, and interventions
 - ☐ Assist with the development and implementation of behavior and crisis intervention plans
 - ☐ Provide guidance to IEP teams
 - ☐ Coordinate and provide access to transition services
 - ☐ Provide ongoing training for staff
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Description of Schools Served

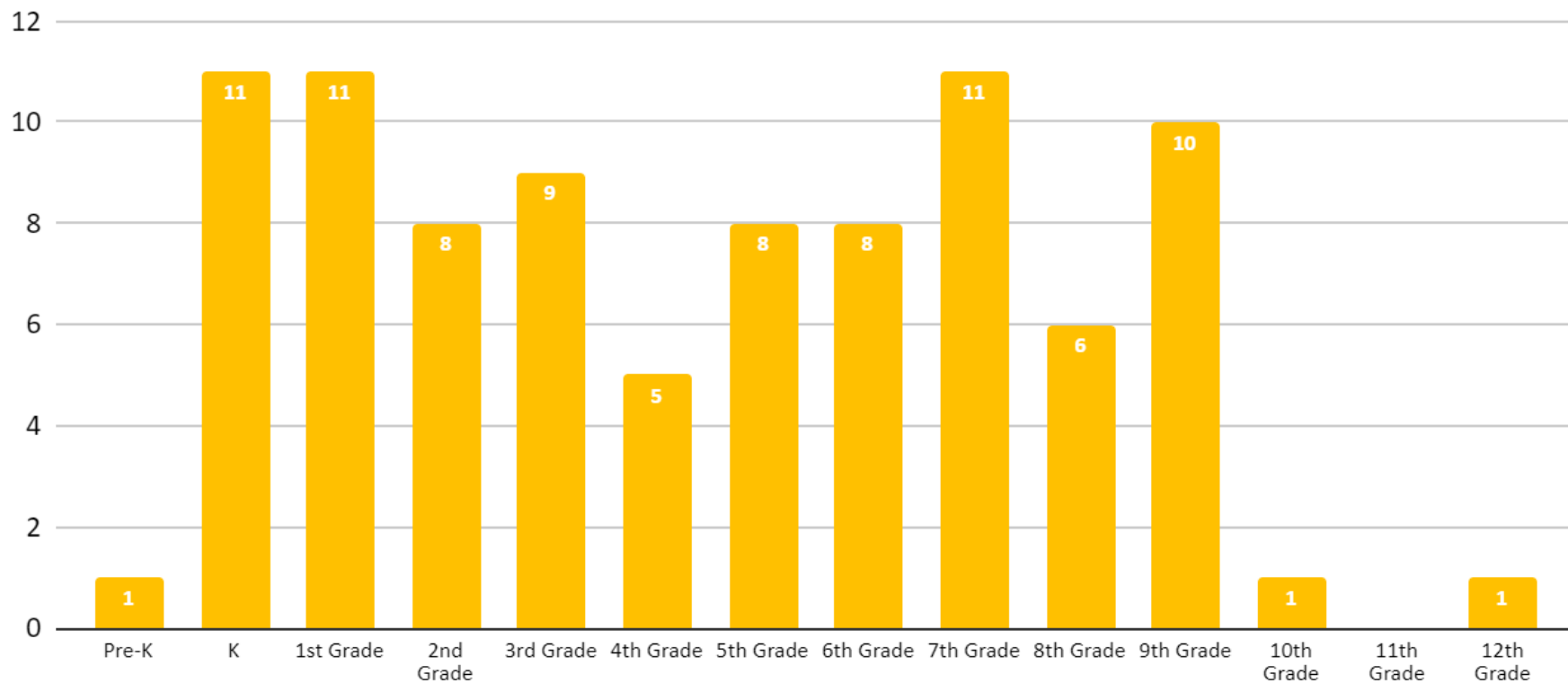
Wilson County Schools provides the public education, K-12, for all of Wilson County, NC. The district has 24 schools across a 374 square mile rural region of eastern North Carolina. The district currently serves over 10,000 students which include 13 elementary schools, 5 middle schools, 3 traditional high school, 2 early colleges, and 1 alternative school.

The behavior support program covers all twenty-four schools in the Wilson County School district.

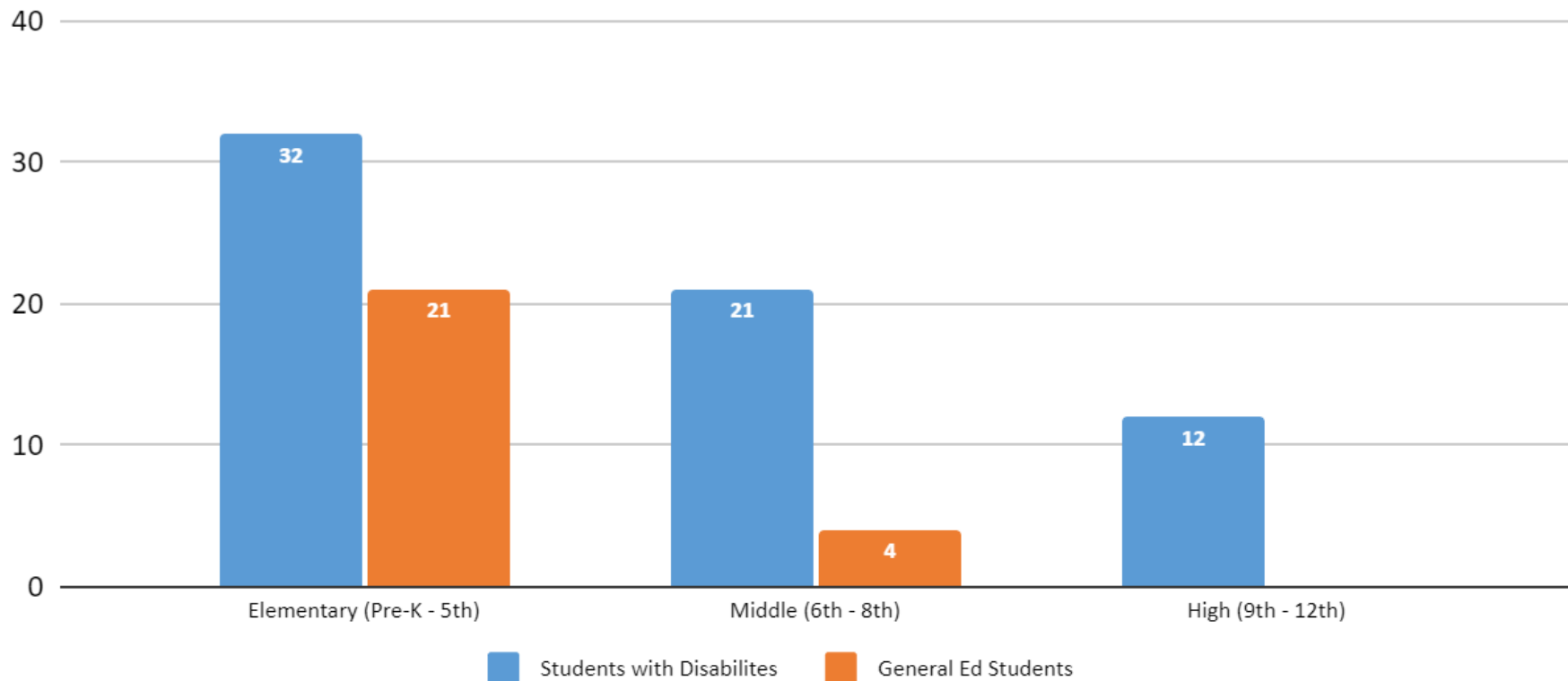
All Students Served by the Behavior Liaisons 2021-2022



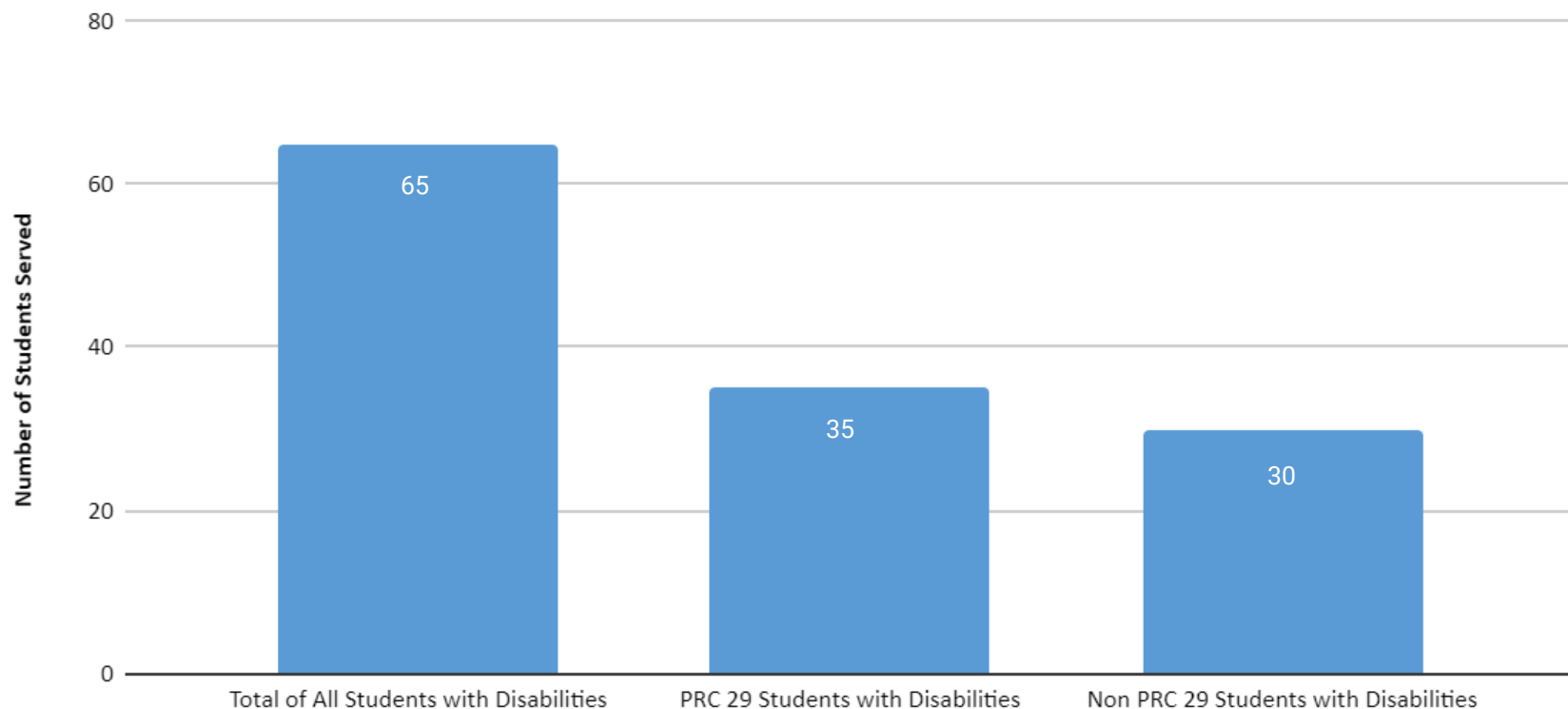
All Students Served by the Behavior Liaisons by Grade 2021-2022



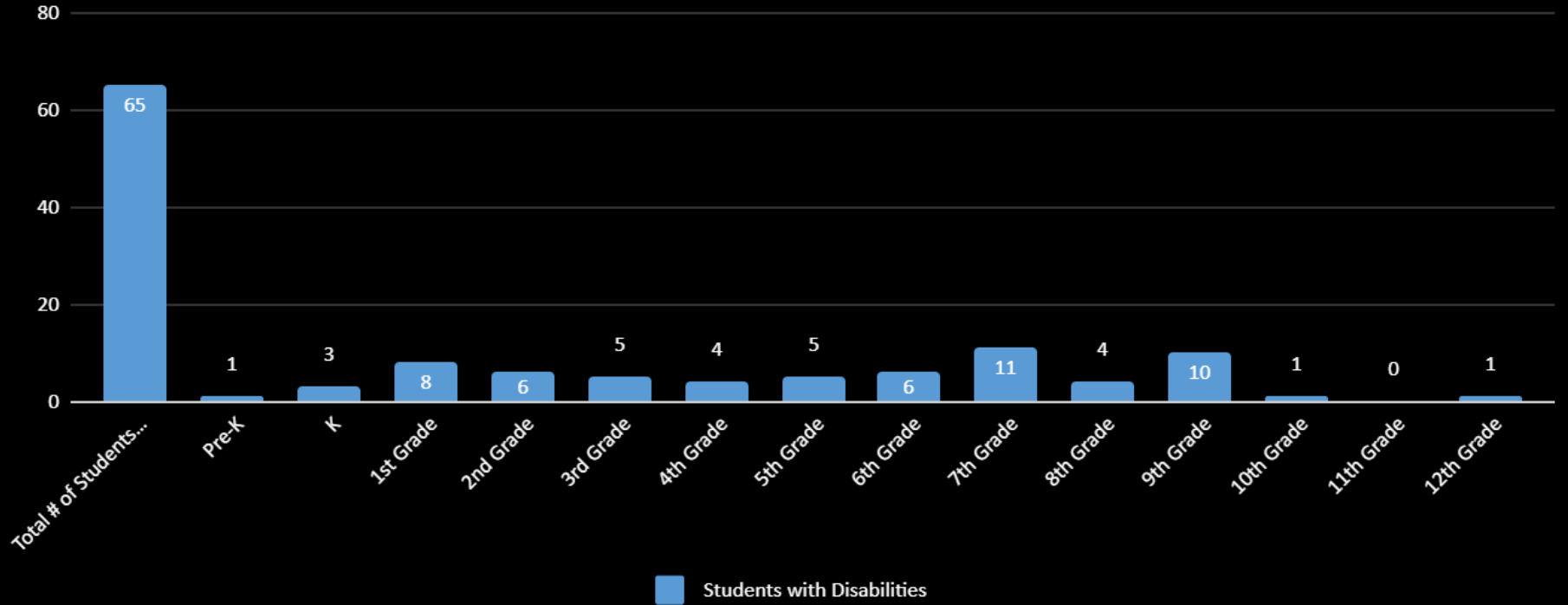
Students with Disabilities and General Ed Students Served by the Behavior Liaisons School Level



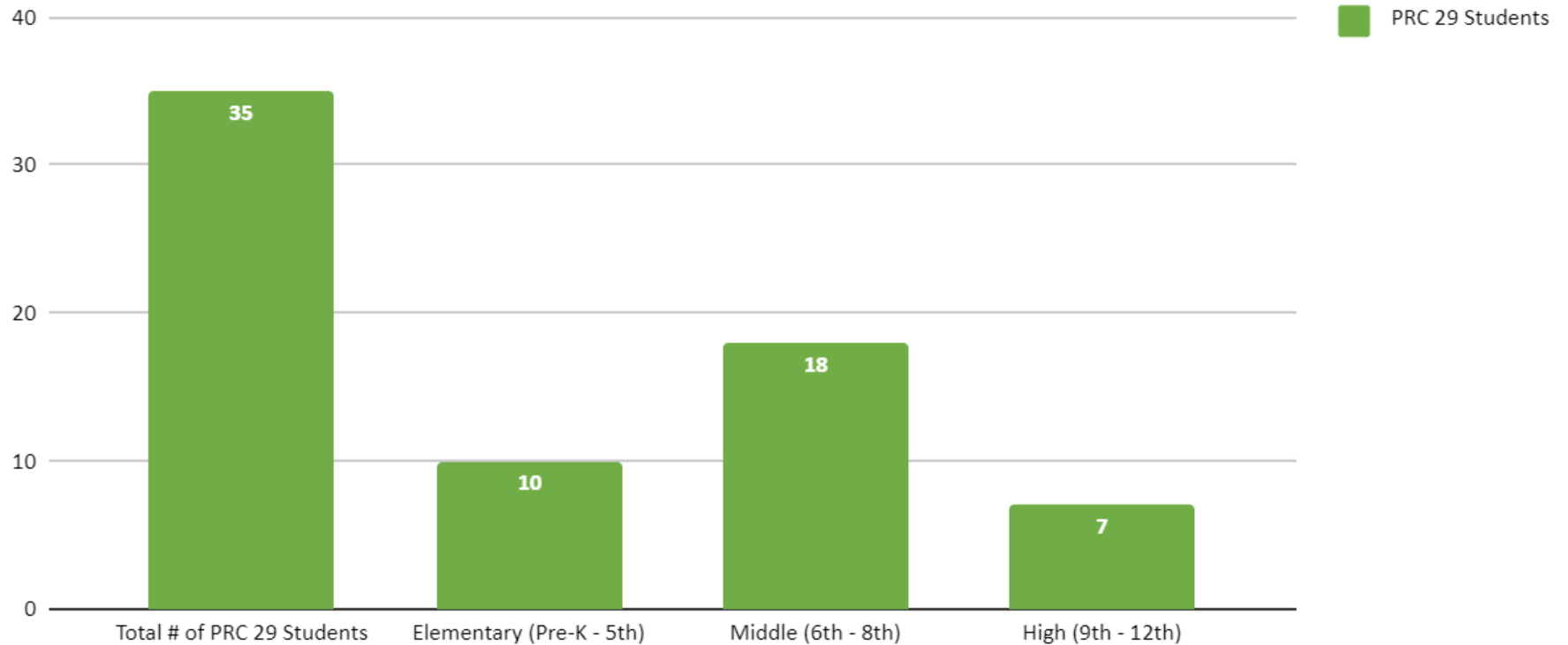
Students with Disabilities Served by the Behavior Liaisons 2021-2022



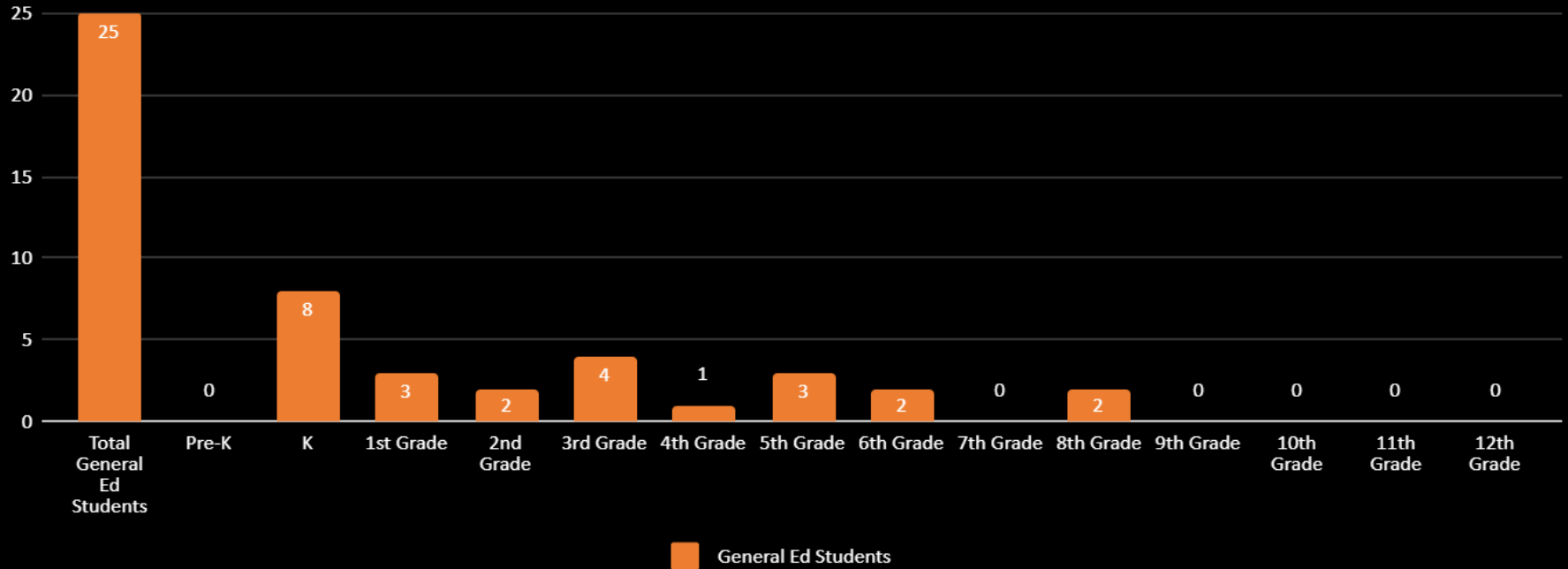
All Students with Disabilities Served by the Behavior Liaisons by Grade 2021-2022



PRC 29 Students Served by the Behavior Liaisons School Level



General Ed Students Served by the Behavior Liaisons 2021-2022



2021 - 2022 Funding Sources

- PRC 185 - 100%
 - Tyrus Darden
 - PRC 029 - 100%
 - Tashika Yellorday
 - John Dew
 - Miguel Hall
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2022 - 2023 Funding Sources

- PRC 060 - 100%
 - Tyrus Darden
- PRC 029 - 100%
 - Tashika Yellorday
 - John Dew
 - Miguel Hall

When appropriate, funds will be used from PRC 060 to support the program.

PRC 29 Behavior Support Reports

There are a total of three reports submitted from the PRC 29 Behavior Support Program to the Department of Public Instruction. They include the Behavior Support Assessment, Suspension Report, and the School Mental Health and Performance Evaluation (SHAPE) Report. These reports are submitted to Ms. Lisa Taylor, the Regional Behavior Consultant with NC Department of Public Instruction.

- ❑ The Behavior Support Assessment report is submitted quarterly; at the end of October, January, April, and June.
- ❑ The Suspension Report data is collected throughout the year for each month and is submitted at the end of the school year.
- ❑ The SHAPE report is submitted at the end of the school year. The scores from this report are provided with the submission of the PRC 29 Grant for the next school year.

Professional Opportunities for Behavior Support Liaisons

- ❑ Behavior Support Regional Meetings inform Liaisons, Specialists and Behavior Support Team members of current data and techniques/strategies to perform when engaged with students
 - ❑ Exceptional Children Annual Conference promotes discussion of the state's strategic plan which is committed to increasing the performance of students with disabilities
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Professional Trainings Provided by Liaisons

Nonviolent Crisis Intervention (NCI)

Nonviolent Crisis Intervention (NCI) training is perfect for educators who directly intervene in crisis situations, teaching staff de-escalation techniques and restrictive and nonrestrictive interventions. Staff will learn decision-making skills to match the level of the response to the risk of the crisis, focusing on the least-restrictive response to ensure the care, welfare, safety, and security of students. The core training program of Crisis Prevention Institute's (CPI) Nonviolent Crisis Intervention training equips staff with proven strategies for safely diffusing anxious, hostile, or violent behavior at the earliest possible stage. Additionally, participants will learn verbal and non-verbal de-escalation techniques, personal safety principles, and physical control strategies to manage aggressive students in a safe, non-harmful manner while establishing a therapeutic rapport after a crisis.

Functional Behavioral Assessment (FBA)

Functional Behavioral Assessment is a process for identifying problem behaviors and developing interventions to improve or eliminate those behaviors. An FBA consists of information-gathering procedures that result in a hypothesis about the function(s) that the behavior is serving for the student. As well as the identification of environmental antecedents (what happened before the behavior occurred) and consequences (what happened after the behavior occurred) that are maintaining the behavior. The information gathered is used to develop an effective and efficient behavior plan. The FBA process is frequently used to determine the nature and extent of the special education and related services that the child needs, including the need for a positive behavior support plan.

Behavior Intervention Plan (BIP)

A Behavior Intervention Plan (BIP) is a written improvement plan created for a student based on the outcome of the functional behavior assessment (FBA). The FBA should identify what is maintaining or causing a challenging behavior, and the BIP specifies the actions to take to improve or replace the behavior. A BIP could result in changes in instruction, types of support or intervention, or the environment. A BIP focuses on teaching alternative behaviors that meet the child's needs and serves the same function as the behavior of concern.

Plan of Action

A Plan of Action guides the teacher as he/she implements a comprehensive behavior management plan. Typically, a plan of action includes goals to be accomplished, the tasks or steps to be completed in order to achieve each goal and a completion date.

Impact of Liaisons

I am so thankful for Wilson County Schools Behavior Support Liaisons. They provide ideas, suggestions, and support for students and staff in Wilson County Schools. They take each child's specific needs into account when determining how to best support them. They are caring, compassionate, and always willing to lend a hand.

Debra Simons, Principal, Wells Elementary School

WCS Behavior Support Liaisons are essential to the success of our students and staff as they not only offer support to our students in need, but also offer guidance to teachers, administrators and other staff in how to positively interact with at risk students in addressing negative behaviors enabling us to redirect and train students to recognize their triggers and handle their emotions in a positive way.

Sharon P. Huneycutt, Principal, Jones Elementary School

Mr. Hall is our Behavior Support person for Hunt High School. On several occasions, he has intervened with students to utilize his skill set to de-escalate situations we have had with student behaviors in our self-contained settings. He also works to make himself available for students in our traditional class settings and has done a great job working with these students to help prevent behaviors that will interfere with the learning environment.

Matthew Crayton, Assistant Principal, Hunt High School

The Behavior Support Liaisons for the district have been helpful in providing input in the creation of behavior plans for students and assisting teachers with developing strategies to serve students who may experience behavioral challenges.

Jennifer Parker, Principal, Darden Middle School

The behavior liaison program has been such a benefit to our students. The support specialists quickly respond to requests for assistance and willingly do student observations and offer feedback to help support the student and the teacher. We have had to utilize them on numerous occasions this year and we are extremely grateful for the support.

Jenny Hayes, Principal, Vinson-Bynum Elementary School