

Guidance for Mainstreaming

Students begin to mainstream on level 3 when they have demonstrated consistent ability to meet the expectations of the classroom. They begin in a preferred activity (typically a special), then add an area of strength in the gen ed regular classroom, and then continue until fully phasing.

Prior to a student phasing, the Edge teacher should

- ☐ Communicate with the teacher receiving the student about:
 - ☐ how the point system works
 - ☐ what the students triggers are
 - ☐ coping skills
 - ☐ a plan for if the student is struggling
 - ☐ How to use the phasing card or point sheet
- ☐ Share clear expectations with the student and parent
- ☐ Prepare the student through social skills instruction and set up a plan for debriefing. For example, "Today in music, you might have an opportunity to practice waiting your turn. I can't wait to hear about how you practice that in the big class!"

If a student has an incident of inappropriate behavior in the gen ed setting, spend some time debriefing with the student about what happened. Our goal is to return the student to the gen ed setting again the next day or as soon as possible. There may be times when a student needs a reset, but a consequence for the behavior should not be a set period of time in which the student is removed from that setting. Remember that punishment does not change behavior and our students need time to practice their skills in that setting.