

FINS Program

Statement of Positive Behavior Support System

Overview

In order to increase the behavioral success of students in the FINS Program, a classroom-wide behavior management system based on a token economy is utilized. Token economy programs are well researched and empirically supported as effective components of behavioral management systems. The token economy is designed to strengthen the students' desirable behaviors that may be occurring too infrequently and decrease their less desirable behaviors in the therapeutic educational setting.

In the FINS program, we strive to instill behavioral and academic confidence, respect, and responsibility in students. Daily Expectation sheets are used as a type of behavioral accountability system, which measure progress toward students' personal goals, as well as their classroom and academic behavior. Students may earn points for meeting overall expectations of the program, as well as expectations specific to the course of the day; such as walking in the hallway, whole group instruction, independent work, individual and group counseling sessions, lunch, recess, etc.

Earn Points
Follow Directions
Respect Others
Complete Work
Engage in Expected Behaviors

Throughout the day, as students are meeting the expectations set forth, they are also earning Flippy Bucks. Flippy Bucks are provided continuously for new skills being worked on and intermittently for prosocial behaviors looking to be consistently exhibited. Flippy Bucks can be exchanged for a list of items and/or preferred activities during the Payoff Periods. There are 2 payoff periods each day; one mid day and one at the end of the day. Students begin each day with a set number of Flippy Bucks, as determined by the program teacher. Throughout the day they can earn additional Flippy Bucks for engaging in the appropriate behaviors above. They also can lose Flippy Bucks for engaging in behaviors that are outside of the expectations.

Earn Flippy Bucks	Lose Flippy Bucks
Follow Directions	Not following directions
Respect Others	Engaging in compromise the safety and well-being of others.
Complete Assignments	Refusal to complete work.
Engage in Expected Behaviors	Engaging in behaviors outside classroom expectations.

Crisis Intervention

The FINS program provides educational services for students with diverse behavioral needs. Our goal is to see our students build upon the behavioral skills they currently possess and generalize these prosocial skills to the academic, home, and community settings. However, at times, despite proactive interventions implemented in the academic setting, students exhibit behavioral disruptions. The FINS program staff are well equipped to handle behavioral disruptions, having been trained in therapeutic crisis intervention techniques. The FINS program philosophy is based in empathic understanding of our students' unique needs and guided by Empirically Supported Prevention and Intervention Strategies outlined by the State of Connecticut's Department of Education-Bureau of Special Education.

The FINS program follows a behavior management system consisting of different levels of support and settings in order to manage student behavior. The least restrictive interventions deemed appropriate are always used first in an effort to quell the behavioral disruption. As those interventions may prove ineffective, it is necessary to implement more restrictive procedures including, but not limited to using Systematic Ignoring, Extinction, and Timeout from Positive Reinforcement. If these strategies prove ineffective and the student's behavior is deemed imminently dangerous to themselves or others, the staff in the FINS program may implement emergency procedures, as outlined by district wide response protocols.