Setting III Program Support Process

This process is designed to provide support and mentoring for Setting III Behavior/ASD programs within NLC member districts. The support process is based on 6 Quality Indicators of Effective Programming (click on link) which are essential to an effective Setting III Behavior/ASD program:

- Environmental management
- Behavior management
- Affective education
- Individuation and personalization
- Academic
- Career, life skills, and transition

Process:

1) Principal will contact their NLC Coordinator/Assistant Director to begin the support process.

2) Principal, Setting III Special Education Teacher, and Coordinator/Assistant Director will meet together on a monthly basis to discuss and set program goals based on the NLC Quality Indicators Rubric and NLC Setting III Implementation Rubric (Click on link. Note rubric tabs at the bottom).

> *The **NLC Quality Indicators Rubric** is intended to be used as a guide for best practices when establishing and improving Setting III Behavior/ASD programs. NLC Coordinators/Assistant Directors will not be evaluating teachers. This rubric can be used by Setting III Special Education Teachers for self-reflection/ self-assessment and by building administrators.*
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> *The **NLC Setting III Implementation Rubric** is designed to be used for goal-setting to establish foundational systems in Setting III Behavior/ASD programs in the areas of:*
>
> - *Instruction*
> - *Environment*
> - *Structure, routines, and schedules*
> - *Behavior and sensory supports*

3) Setting III Special Education Teacher and Coordinator/Assistant Director will touch base regularly to reflect, discuss, and refine ideas for program and individual student success.

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