

Tenet 5

**PROMOTING SOCIAL AND EMOTIONAL
DEVELOPMENTAL HEALTH
IN OUR SCHOOLS**

Presented by North Merrick Schools

Mission Statement

To develop individuals who respect themselves and others, are flexible, open-minded, self-motivated, and capable of relating to and communicating with others. These individuals should be able to function independently and cooperatively, be conversant with technology, have the ability to access, process, as well as analyze data, and be able to solve problems.

Essential Questions

- How does the district support student's social emotional developmental health?
- How do our school leaders' systems and partnerships support students' social emotional developmental health?
- How does North Merrick integrate the social emotional needs of our students into our overall academic program?
- How does the school community collaborate and contribute to the student safety and learning?
- How does North Merrick utilize data systems to meet students' social emotional developmental health needs?
- How do we maximize our internal resources, in the most fiscally prudent manner, to achieve our mission?



Code of Conduct

District Support

I can think before I act or react.

SCHOOL CONDUCT AND DISCIPLINE CODE

The North Merrick Union Free District has developed and will amend, as appropriate, a written Code of Conduct for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers and other school personnel, as well as visitors and/or vendors. The North Merrick Board of Education shall further provide for the enforcement of such Code of Conduct.

For purposes of this policy, and the implemented Code of Conduct, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The District Code of Conduct has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel and updated pursuant to the Chapter 482 of the Laws of 2010.

The Code of Conduct shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the North Merrick Board of Education and parents/persons in parental relation to the student;
- b) Provisions prohibiting discrimination and harassment against any student, by employees or students on school property or at a school function, that creates a hostile environment by conduct, with or without physical contact and/or verbal threats, intimidation or abuse, of such a severe nature that:
 1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; or
 2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including school function, of students and other persons who violate the Code;



5.1 District support of student social and emotional developmental health

DIGNITY FOR ALL STUDENTS ACT

North Merrick's DASA Rubric

BEHAVIOR	LEVEL I	LEVEL II	LEVEL III	LEVEL IV	BEHAVIOR	LEVEL I	LEVEL II	LEVEL III	LEVEL IV
TEASING OR EXCLUDING	<ul style="list-style-type: none"> Face-to-Face Meeting with student DASA Coordinator notified for guidance if needed <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p>	<ul style="list-style-type: none"> Written warning sent home to parent from DASA Coordinator Student completes "Reflection Form" DASA Coordinator calls parent <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p>	<ul style="list-style-type: none"> C.R.R. Session Student completes "Reflection Form" Student meets with mental health staff. DASA Coordinator calls parent <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p>	<ul style="list-style-type: none"> C.R.R. Session DASA Coordinator calls parent Student completes "Reflection Form" <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to develop individual plan</p>	SEVERE HITTING, THREATS OF VIOLENCE, SEVERE HARASSMENT	<ul style="list-style-type: none"> Face-to-face meeting with student and parent; DASA Coordinator to arrange Student completes "Reflection Form" Possible School Suspension Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined DASA Coordinator calls parent Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to develop individual plan</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined. Repeat offender - number of days will increase with each offense DASA Coordinator calls parent Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to modify individual plan</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined. Repeat offender - number of days will increase with each offense. DASA Coordinator calls parent. Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to modify individual plan</p>
HITTING	<ul style="list-style-type: none"> Face-to-face Meeting with student and parent; DASA Coordinator to arrange Student completes "Reflection Form" <p>*If incident is severe, consequence may need to begin at higher level based on infraction. as per Code of Conduct</p>	<ul style="list-style-type: none"> C.R.R. Session Student completes "Reflection Form" Student meets with mental health staff DASA Coordinator calls parent <p>*If incident is severe, consequence may need to begin at higher level based on infraction. as per Code of Conduct</p>	<ul style="list-style-type: none"> Three inside recesses. Student fills "Reflection Form" Student meets with mental health staff DASA Coordinator calls parent <p>*If incident is severe, consequence may need to begin at higher level based on infraction. as per Code of Conduct</p> <p>*Emergency RTI Meeting to develop individual plan</p>	<ul style="list-style-type: none"> Five inside recesses DASA Coordinator calls parent to set-up meeting DASA Coordinator to arrange <p>*If incident is severe, consequence may need to begin at higher level based on infraction. as per Code of Conduct</p> <p>*Emergency RTI Meeting to modify individual plan</p>	Bullying, Cyberbullying	<ul style="list-style-type: none"> Face-to-face meeting with student and parent; DASA Coordinator to arrange Student completes "Reflection Form" Possible School Suspension Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined DASA Coordinator calls parent Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to develop individual plan</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined. Repeat offender - number of days will increase with each offense DASA Coordinator calls parent Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to modify individual plan</p>	<ul style="list-style-type: none"> School Suspension; number of days to be determined. Repeat offender - number of days will increase with each offense. DASA Coordinator calls parent. Possible Police Contact <p>*If incident is severe, consequence may need to begin at higher level based on infraction as per Code of Conduct</p> <p>*Emergency RTI Meeting to modify individual plan</p>

5.1 District support of student social and emotional developmental health

Crisis Intervention Plan/Suicide Plan

CRISIS INTERVENTION PLAN PURPOSE

In order to respond to a possible crisis, The North Merrick UFSD has designed a proactive approach to meet the needs of the entire school community. Our intent is to:

- Reduce the effects of crisis and trauma on the students and school staff by providing mental health and educational support services, as needed, as close to the time of the trauma as possible.
- Decrease the interference of emotional and behavioral issues in the educational process.
- Provide support for teachers and school staff in their own reactions to the crisis.
- Equip teachers, administrators and staff with the tools to provide support to students in times of crisis.
- Establish and strengthen liaisons between school and the community as indicated.



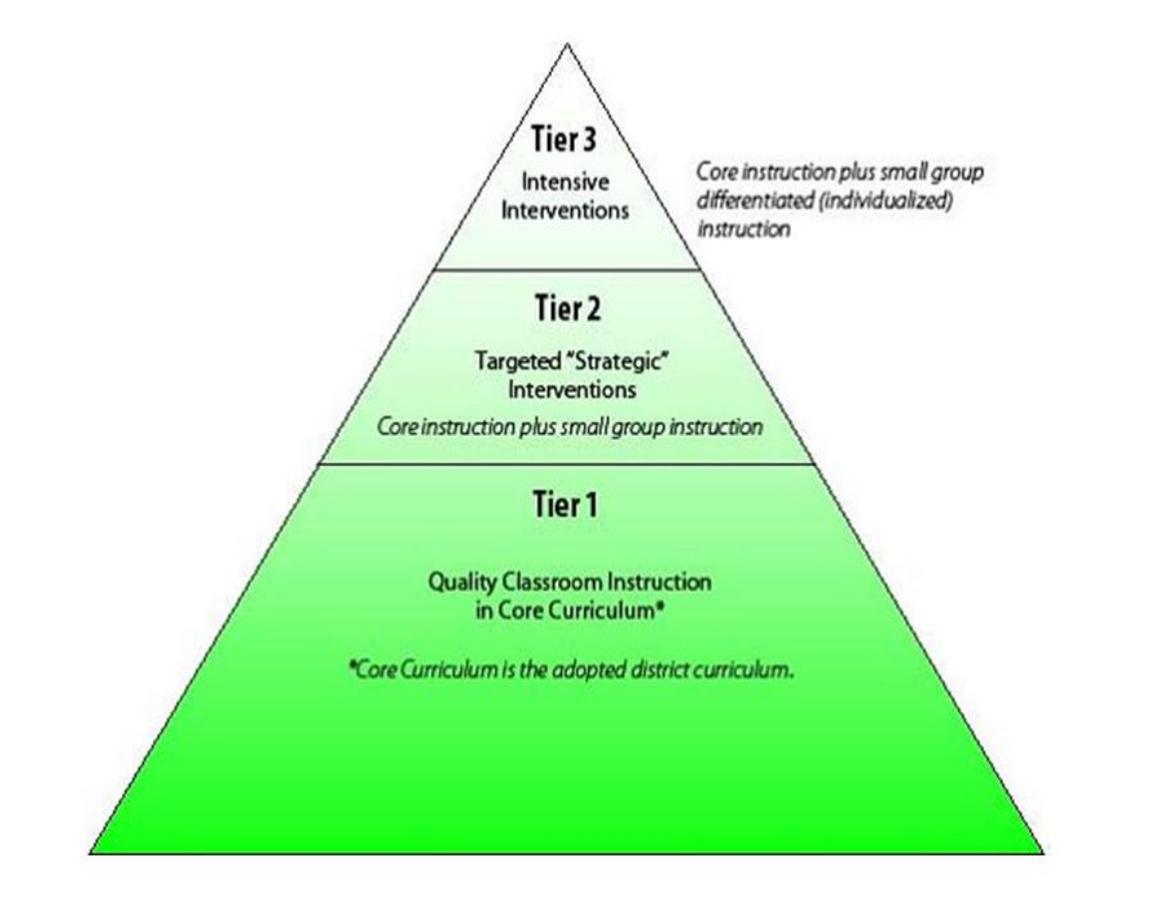
5.1 District support of student social and emotional developmental health

Project SAVE



5.1 District support of student social and emotional developmental health

RTI / LEARNING TEAM



5.1 District support of student social and emotional developmental health

Emergency Care Plans



Food Allergy Action Plan

Emergency Care Plan

Place
Student's
Picture
Here

Name: _____ D.O.B.: ____/____/____

Allergy to: _____

Weight: _____ lbs. Asthma: Yes (higher risk for a severe reaction) No

Extremely reactive to the following foods: _____

THEREFORE:

- If checked, give epinephrine immediately for ANY symptoms if the allergen was *likely* eaten.
- If checked, give epinephrine immediately if the allergen was *definitely* eaten, even if no symptoms are noted.

Any SEVERE SYMPTOMS after suspected or known ingestion:

One or more of the following:

- LUNG: Short of breath, wheeze, repetitive cough
- HEART: Pale, blue, faint, weak pulse, dizzy, confused
- THROAT: Tight, hoarse, trouble breathing/swallowing
- MOUTH: Obstructive swelling (tongue and/or lips)
- SKIN: Many hives over body

Or combination of symptoms from different body areas:

- SKIN: Hives, itchy rashes, swelling (e.g., eyes, lips)
- GUT: Vomiting, diarrhea, crampy pain



1. INJECT EPINEPHRINE IMMEDIATELY

2. Call 911
3. Begin monitoring (see box below)
4. Give additional medications:*
 - Antihistamine
 - Inhaler (bronchodilator) if asthma

*Antihistamines & inhalers/bronchodilators are not to be depended upon to treat a severe reaction (anaphylaxis). USE EPINEPHRINE.

APPR – Kim Marshall Rubric

Our teachers are evaluated on how well they implement positive interactions and social emotional skills



		B. Classroom Management			
		4	3	2	1
		Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
The teacher:					
a.	Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b.	Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c.	Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d.	Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.

I can make a positive difference in the world.

STUDENT COUNCIL



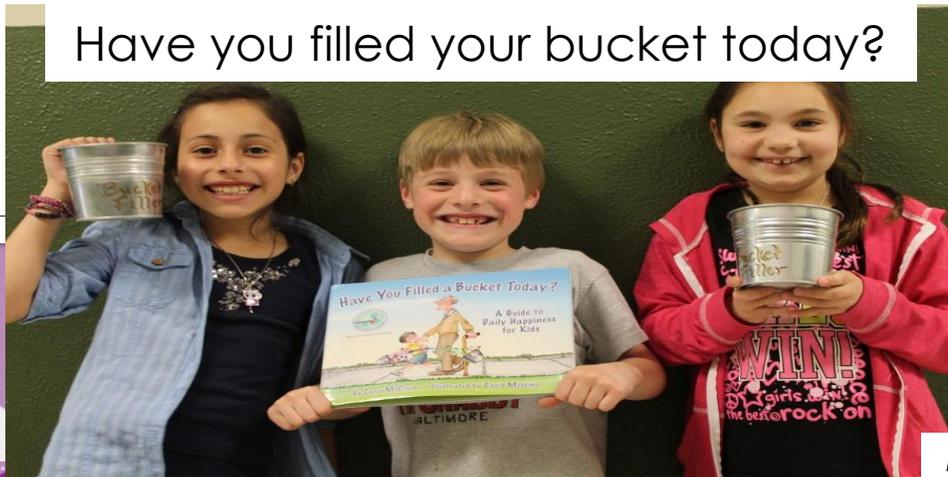
Mitten Tree



"Show good character wherever you go!"



Adopt a Family



Have you filled your bucket today?



Toys for Tots

5.2 School leader's systems and partnerships

Student Council Spirit Days and Events



Dress like your favorite idol



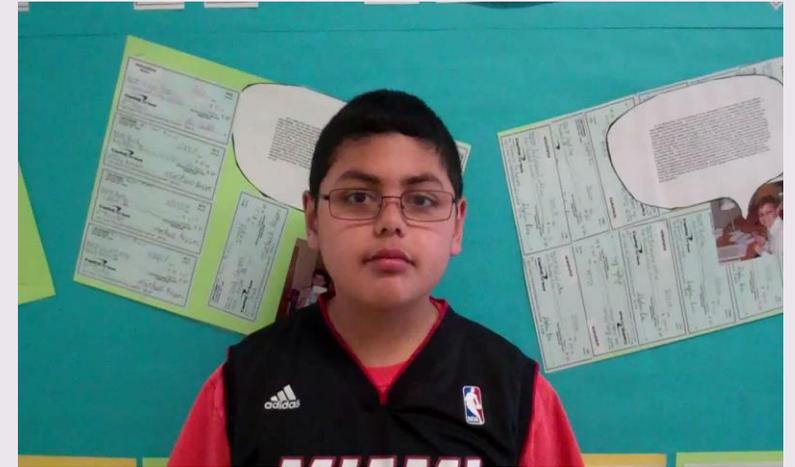
Twin day!



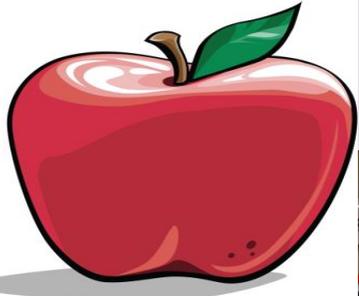
Wear your school colors!



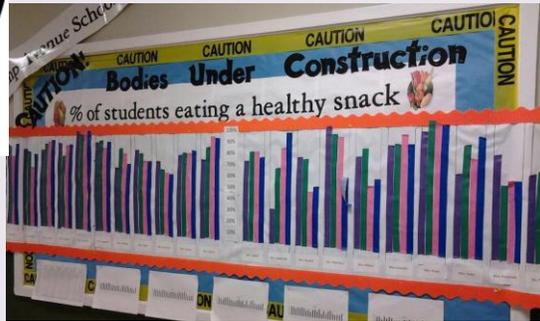
PEER MEDIATION & MENTOR PROGRAMS



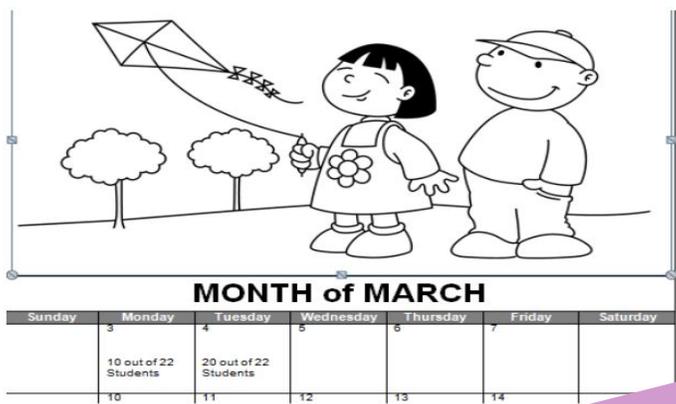
I can help others make good decisions.



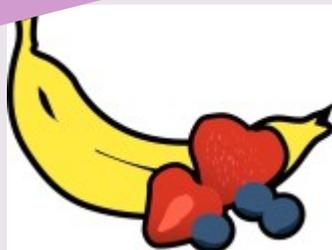
Wellness Committee



NUTRITION CALENDAR



SNACK Committee



Parents As Reading Partners (PARP)



Site Based Committee

Senior to Senior Social

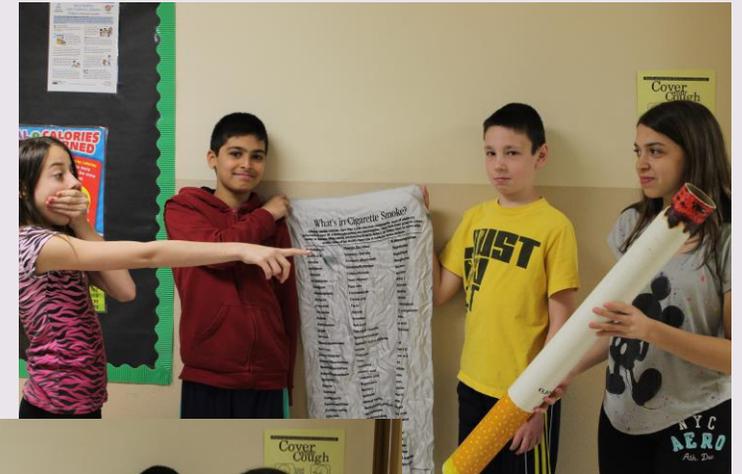


Peer Resistance Instruction on Drug Education (PRIDE) Students Against Destructive Decisions (SADD) Human Growth & Development



Students are encouraged to live safe, healthy and substance free lifestyles

These programs support and promote positive decision-making in our students



5.3 SEDH vision aligned to curriculum or program

I can make good decisions for my mind and body.

Red Ribbon Week



Students learn the importance of making healthy decisions.



Banana Splits

A support group for children who have experienced separation, divorce, or remarriage in their family.



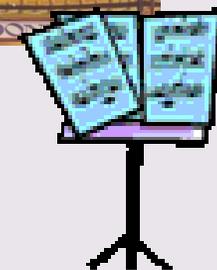
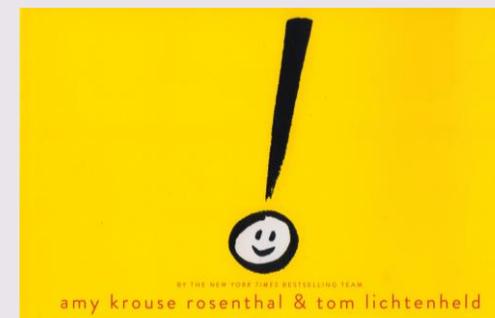
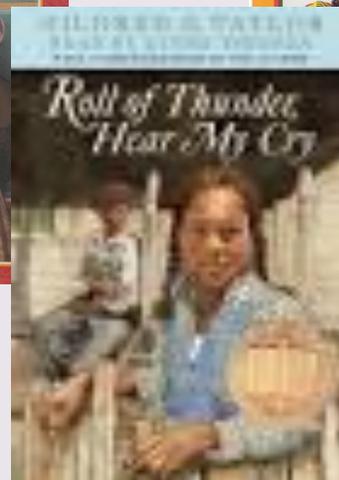
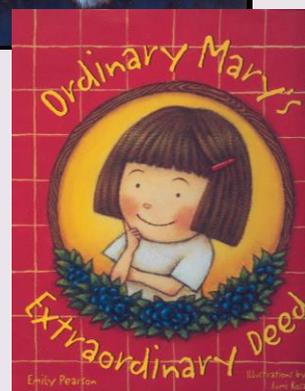
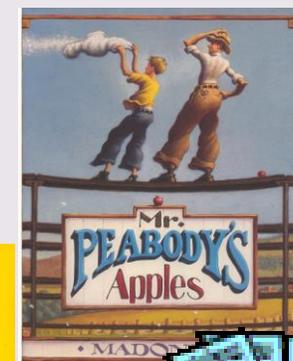
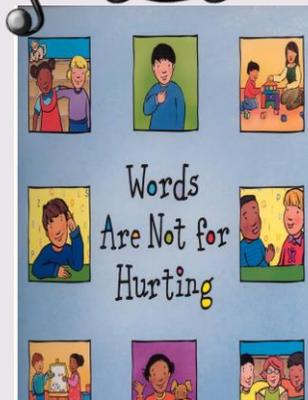
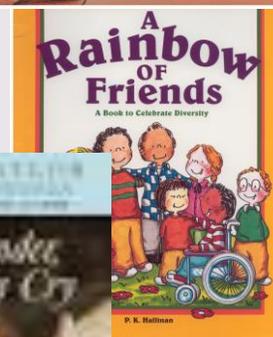
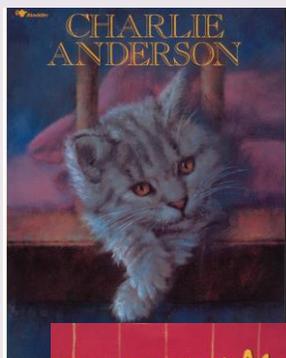
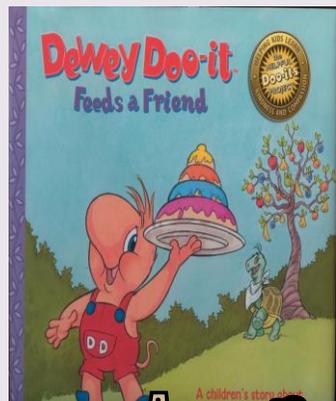
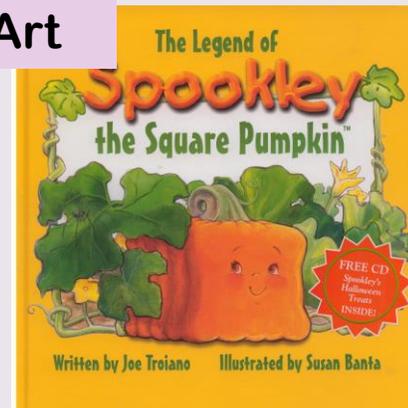
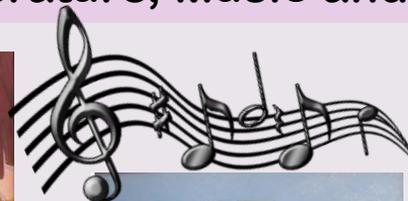
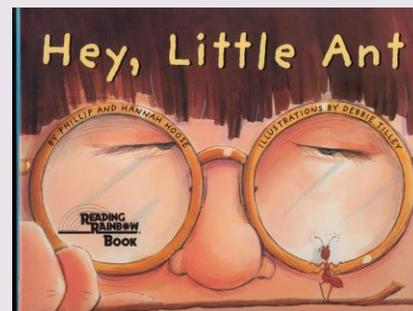
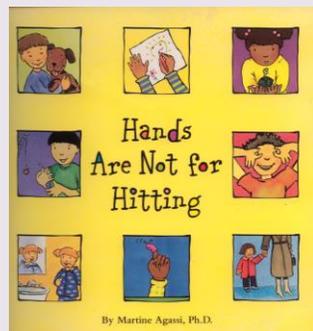
Second Step: Violence Prevention Curriculum

A curriculum used to help teach children about empathy, emotion management, and social problem solving



5.3 SEDH vision aligned to curriculum or program

Teaching Good Character Through Literature, Music and Art



I can show my character by how I interact with others.

5.3 SEDH vision aligned to curriculum or program

Bucket Filler Month

Kindergarten & First Grade Have You Filled a Bucker Today?

Second Grade Getting to the Heart of Compliments

Third Grade The Quilt Maker's Gift

Fourth Grade Ordinary Mary's Extraordinary Deed

Fifth Grade Somebody Loves You, Mr. Hatch

Sixth Grade The Christmas Menorah



Harold D. Fayette Elementary School

is designated a

BUCKETFILLING SCHOOL



Dated January 6, 2011 by the Bucket Fillers Team

2010-2011 School Year

www.bucketfillers101.com

Each of us carries an invisible bucket. The choices we make help us fill others' buckets ... or empty ours. The book by Carol McCloud, uses a bucket to express how we can share happiness and bring it to ourselves.

5.3 SEDH vision aligned to curriculum or program

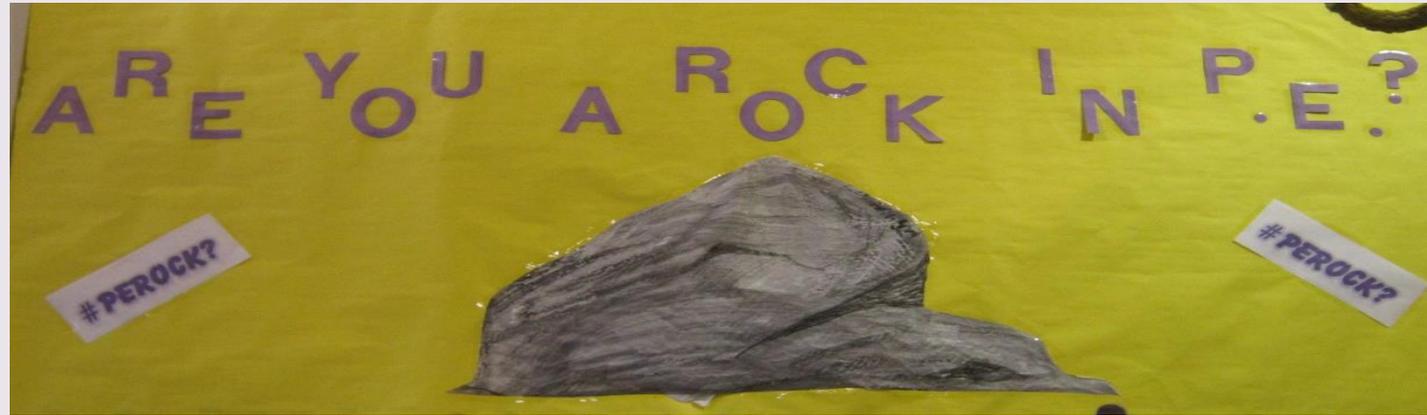


ENGLISH AS A SECOND LANGUAGE



5.3 SEDH vision aligned to curriculum or program

R.O.C.K. in Physical Education

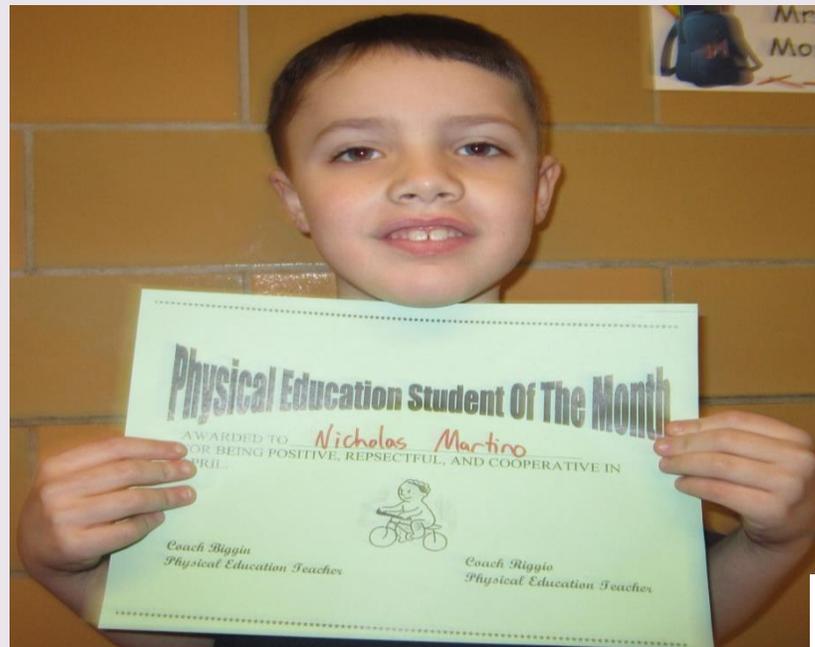


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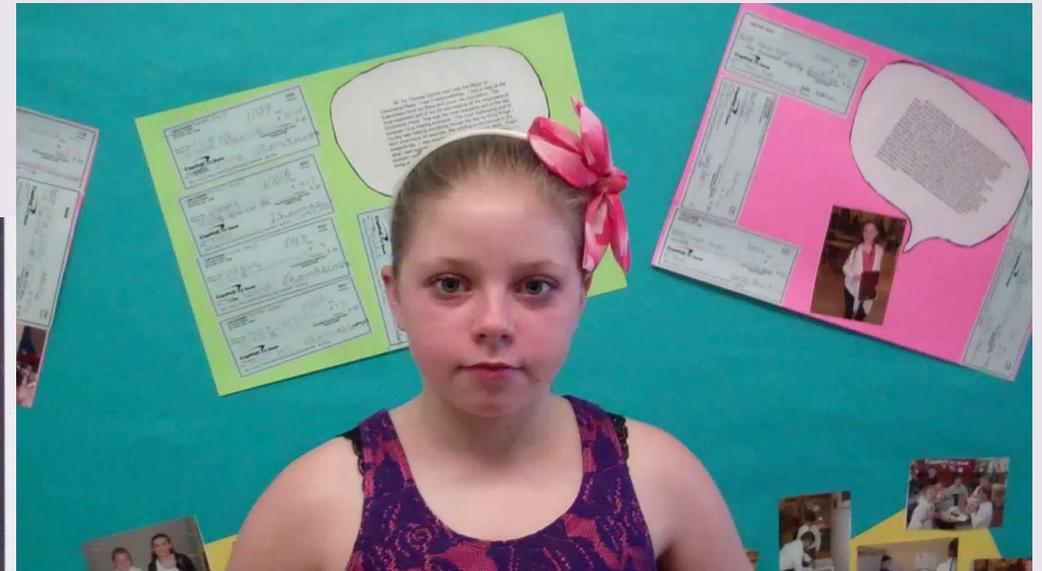
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5.3 SEDH vision aligned to curriculum or program

I can prevent bullying by being an upstander.

Bullying / Cyberbullying Prevention Program



John Halligan– Ryan's Story

5.3 SEDH vision aligned to curriculum or program



W.I.N.G.S. of Wonder

Widening **I**nterest through **N**ew experiences for **G**ifted **S**tudents



- Acceleration through curriculum compacting in response to each student's instructional needs.
- Advanced skills training in critical and creative thinking, research and content related skills.
- A focus on creative production as an outgrowth of a student's intense interest in a topic or a passion to solve real-world problems.
- Attention to the special affective needs of the gifted child.

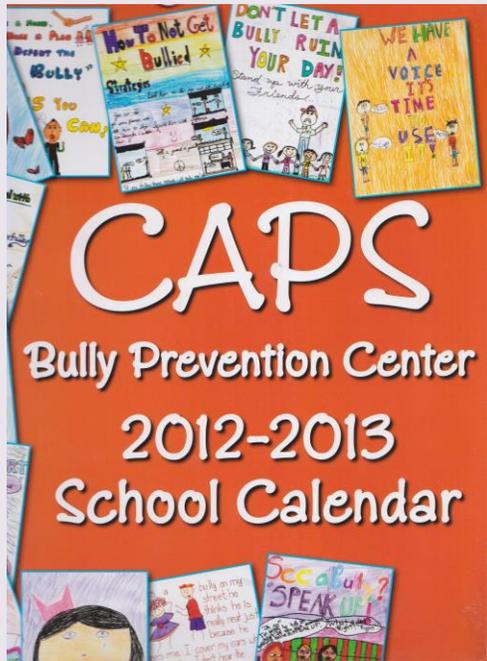


5.3 SEDH vision aligned to curriculum or program

CAPS

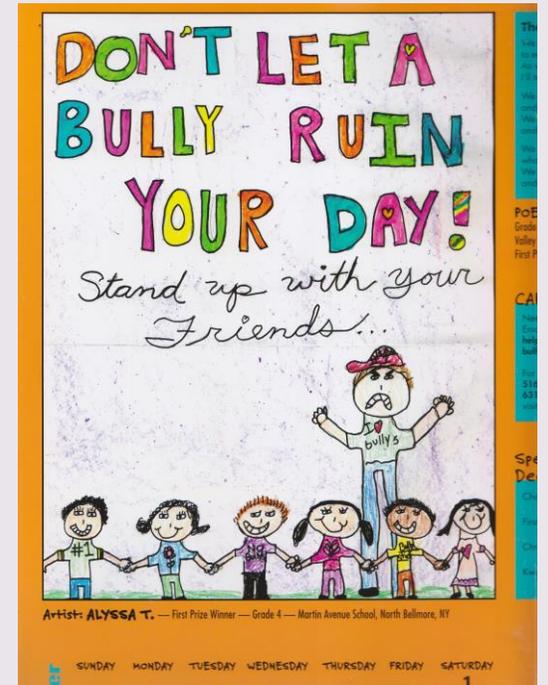
Child Abuse Prevention Services

“Caps believes that every child is entitled to feel safe in school, at home, online and in the community. The best way to reduce the effects of bullying, child abuse and neglect is to prevent it before it occurs. Education and empowerment are the keys”—CAPSli.org



Grade Level Topics

Second Grade	Safety Rules
Fourth Grade	Steer Clear of Bullies
Fifth Grade	CyberSMARTZ
Sixth Grade	Step Up and Speak Out and Surf Safe



5.4 School community collaborates and contributes to safety and learning aligned to the vision



PTA / SEPTA

North Merrick SEPTA

Please come and join us in welcoming our guest
Madeleine Berg, MS, RD, CDN

Speaking on
"Myths and Truths about Diet and Special Needs Children"

April 3rd @ 7:30pm,
Old Mill Road School Cafeteria

We have all heard anecdotal stories about different diets that improve behaviors in children. Are these diets based on scientific fact or wishful thinking? Is your child a picky eater? Has meal time turned into a battle ground? We want to do the right thing when feeding our children but sometimes we are not sure what that is. Bring your questions to this interactive presentation.

Madeleine Berg is a New York State licensed registered dietitian with a B.S. in Clinical Nutrition from Cornell University and a Masters Degree in Clinical Nutrition from New York University. She has a private nutrition practice in Woodbury, is a featured blogger for Syosset Patch and has published articles in both popular and scientific journals. *Madeleine is a member of the Academy of Nutrition*



Please come and join us in welcoming our guests
Eric Arlin and Barbara Schwartz

Discussing
The Transition Process for Students with IEPs or 504 Plans

On
November 7th @ 7:30 pm, in Old Mill Road Elementary School Cafeteria

North Merrick Schools

LIGHT IT UP BLUE

April 2nd for World Autism Awareness Day

What is Autism? AN OVERVIEW

Autism is a complex neurobiological disorder that typically lasts throughout a person's lifetime. It is part of a group of disorders known as autism spectrum disorders (ASD). It is estimated that as many as 67 million individuals are affected by autism, making it more common in most countries than pediatric cancer, diabetes, and AIDS combined. It occurs in all racial, ethnic, and social groups and is four times more likely to strike boys than girls. Autism impairs a person's ability to communicate and relate to others. It is also associated with visual confusion and

All of these disorders are characterized by varying degrees of impairment in communication skills and social abilities, and also by repetitive behaviors. Autism spectrum disorder can usually be reliably diagnosed by age 3, while first diagnosis usually takes place around 18-24 months. Parents are usually the first to notice unusual behaviors in their child or their child's failure to reach appropriate developmental milestones. If you have concerns about your child's development, don't wait; speak to your pediatrician about getting your child screened for autism. The earlier a diagnosis is given, the earlier inter-

North Merrick SEPTA

ASKS YOU TO SHOW YOUR SUPPORT AND WEAR BLUE ON APRIL 2nd

On this day, we hope to help to shine a bright light on autism as a growing global health crisis. All over the world there are activities being done to help to increase and develop world knowledge of the autism epidemic and will hopefully impart information regarding the importance of early diagnosis and early intervention. It is also a perfect time to celebrate the unique talents and skills of persons with autism and can be a day when individuals with autism are warmly welcomed and embraced in community events around the globe.

North Merrick SEPTA

Please come and join us in welcoming our guest
Dr. David Ferrin

Discussing
Complicated ADHD

On
December 5th @ 7:30 p.m.
Old Mill Road Elementary School Cafeteria

Dr. David Ferrin is a licensed school psychologist and an adjunct professor at Dowling College and Adelphi University. Dr. Ferrin will be discussing Complicated ADHD—ADHD with Co-Morbid conditions. (In medicine, comorbidity is either the presence of one or more disorders/diseases in addition to a primary disease/disorder, or the effect of such additional disorders/diseases.) Dr. Ferrin plans on touching on depression, anxiety, Oppositional Defiant Disorder, Conduct Disorder, and Substance Abuse Disorder.

We encourage everyone to come. There will be a question and answer session at the conclusion. This is a great opportunity to meet and share your thoughts and ideas with other parents and teachers.

Light refreshments will be served and door prizes will be awarded!

If you have any questions about this or any other SEPTA event, please look us up on the district website or school calendar.

We look forward to seeing you there!

North Merrick SEPTA

Please come and join us in welcoming our guest
Lynn Pallizzi, LCSW

Speaking on
Empowering the Care Taker: Techniques for Stress Management and Coping Strategies for Parents

On
March 20th @ 7:30pm, Old Mill Road School Cafeteria

Lynn Pallizzi is an interactive, solution-focused therapist who provides a genuine, empathic environment for producing positive growth and change. Lynn is also the parent to two daughters that have IEP's.

Lynn Pallizzi is a NYS licensed clinical social worker specializing in individual, couples and family therapy, and maintains a private practice in Gardenvale City and Melville, NY. With nearly 20 years experience as a social worker working with a myriad of issues and as a graduate of Columbia University, she is currently serving as private practitioner working with a broad spectrum of clients.

We encourage everyone to come.

North Merrick SEPTA

Please come and join us in welcoming our guest
Bonnie Januszewski (a.k.a. Bonnie Jan)

Discussing
Promoting Your Child's Self Esteem

on
Thursday, January 9th at 8:45am
Old Mill Road Elementary School Cafeteria

Bonnie Jan will discuss how self esteem and your child's overall opinion of themselves is shaped by thoughts, relationships and experiences. You will have a chance to participate in activities that are used to help children express and strengthen their own sense of self and resilience.

For more than thirty years, Bonnie Januszewski has worked successfully with families, physicians, and organizations facilitating programming and for children diagnosed with ADHD, depression and autistic spectrum disorders. Bonnie "Jan" is trained in psychotherapy and group dynamics from Rich Fellowship College in London. She has a B.S. in Human and Community Services from Empire State College. Additional training includes research in the

NORTH MERRICK UFSD PUPIL PERSONNEL SERVICES

RESOURCE ZONE

Preparing for Annual Review Meetings

The following tips can help you get the most from your annual review meeting:

- **Communication:** The PPS Office has provided you with the annual review form. Please review the form and the Program, which describes the PPS process. The review form will contain the information on the PPS and PPS meeting. It also includes the information available on the PPS Office and the district website.
- **Preparation:** Review and reflect on your performance over the last year to address a student's educational needs. Information on the annual review process is available on the PPS Office website.
- **Participation:** PPS meetings are the opportunity for you to discuss your performance with your supervisor. The meeting is a chance to discuss your performance and to address any concerns you may have. It is a chance to discuss your performance and to address any concerns you may have.
- **Support:** PPS meetings are the opportunity for you to discuss your performance with your supervisor. The meeting is a chance to discuss your performance and to address any concerns you may have.

- **See Measurable Results.** More than 85 research studies conducted over the past 30 years prove that kids do better when parents are involved. Grades are higher, test scores improve, attendance increases.
- **Boost Children's Well-Being.** The PTA focuses on what students need to be successful in their learning, including nutrition, health, school safety, physical fitness, and general well-being.
- **Enjoy Informed Parents.** Involved parents understand the challenges schools face and become part of the solution. By developing a closer relationship with parents, student achievement improves, and our schools maintain a positive reputation in the community.

5.4 School community collaborates and contributes to safety and learning aligned to the vision

School Community Collaboration



- North Merrick Street Fair
- Volley for Kids
- Harlem Wizards Basketball Game
- Variety Show
- Dancing with the Staff
- Birthday Breakfasts
- Holiday Celebrations
- End of Year Celebrations
- Appreciation Luncheons
- Sunshine Fund
- Dress Down for Dollars
- Happy Hour

5.4 School community collaborates and contributes to safety and learning aligned to the vision



Fundraising & Awareness



I can appreciate and celebrate those who are different than me.



5.4 School community collaborates and contributes to safety and learning aligned to the vision

Before / After School



Mad Science Club



North Merrick Presents
Oliver!



Chess Club



After School Program



Theater Arts



Art Club

I can appreciate my own talents and the talents of others.

5.4 School community collaborates and contributes to safety and learning aligned to the vision

Response to Intervention (RTI)/ Learning Team



Behavioral Consultants



5.5 Use of data to respond and meet student social, emotional developmental health needs

ABC Data Charts, FBA's, Behavioral Intervention Plans

Adapted from: O'Neill, R.E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional Assessment and Program Development for Problem Behavior. Pacific Grove, CA: Brooks/Cole Publishing.

FUNCTIONAL ASSESSMENT INTERVIEW FORM - YOUNG CHILD

Child with Problem Behavior(s): _____ Date of Interview: _____
 Age: _____ Yrs _____ Mos Sex: M F
 Interviewer: _____ Respondent(s): _____

A. DESCRIBE THE BEHAVIOR(S)

1. What are the behaviors of concern? For each, define how it is performed; how often it occurs per day, week, or month; how long it lasts when it occurs; and the intensity in which it occurs (low, medium, high).

Behavior	How is it performed?	How often?	How long?	Intensity?
1.				
2.				
3.				
4.				
5.				
6.				

2. Which of the "chain"; occur in a prec

Daily Rating Scale

Name: _____ Date: _____

Handling Emotions	X	0 1 2 3 4 5 6 7 8 9 10	✓
Participating	X	0 1 2 3 4 5 6 7 8 9 10	✓
Following Directions	X	0 1 2 3 4 5 6 7 8 9 10	✓
Following Rules	X	0 1 2 3 4 5 6 7 8 9 10	✓
Staying on Task	X	0 1 2 3 4 5 6 7 8 9 10	✓
Cooperating with Others	X	0 1 2 3 4 5 6 7 8 9 10	✓

Improvements: _____ Struggles: _____

Behavior Data Collection (S-A-B-C sheets)

Definitions of terms:

- **Setting Events:** Environmental or physical conditions that may increase the probability of a socially unacceptable behavior. Examples: Illness, absence of preferred staff, crowded or noisy conditions.
- **Antecedent Events:** Events that immediately precede or "trigger" challenging behavior. Examples: Task demands, withdrawn attention from staff.
- **Precursor Behavior:** A behavior that typically occurs prior to a socially unacceptable behavior. Examples: Rocking, pacing,

FUNCTIONAL BEHAVIOR ASSESSMENT

Student: _____
 District: _____
 Consultant: _____

Teacher(s): _____
 Grade: _____
 Date: _____

Section 200.1(r) of the Regulations of the Commissioner of Education defines FBA to mean the process of determining why a student engages in behaviors that impede learning and how the student's behavior relates to the environment. The FBA includes, but is not limited to:

- Identification of the problem behavior;
- Definition of the behavior in concrete terms;
- Identification of the contextual factors that contribute to the behavior (including cognitive and affective factors); and
- Formulation of a hypothesis regarding the general conditions under which a behavior usually occurs and probable consequences that serve to maintain it.

Student Overview and Background Information:

_____ is a sixth grader at the Old Mill Road School in the North Merrick School District. He receives speech, small group counseling, and is currently in an integrated co-teach classroom. _____ has been prescribed medication to address attentional issues, and will be meeting a new doctor in February for further

Student RISK Assessment Survey

5.5 Use of data to respond and meet student social, emotional developmental health needs

Resources

- [Tenet 5.1: Code of Conduct K-2](#) (DOCX - 154 KB)
- [Tenet 5.1: DASA Rubric](#) (PDF - 77 KB)
- [Tenet 5.1: Code of Conduct 3-6](#) (DOCX - 160 KB)
- [Tenet 5.1: Crisis Intervention Plan](#) (DOC - 167 KB)
- [Tenet 5.1: RTI/Learning Team Referral Forms](#) (DOC - 345 KB)
- [Tenet 5.1: ECP Plan/Documents](#) (PDF - 300 KB)
- [Tenet 5.1: Marshall Teacher Evaluation Rubric](#) (PDF - 320 KB)
- [Tenet 5.2: Student Council Handbook](#) (PDF - 943 KB)
- [Tenet 5.2: Camp Avenue Student Council Handbook](#) (PDF - 213 KB)
- [Tenet 5.3: Banana Splits Questionnaire](#) (DOC - 26 KB)
- [Tenet 5.3: Banana Splits Parent Letter](#) (DOC - 70 KB)
- [Tenet 5.3: Red Ribbon Flyer](#) (PDF - 39 KB)
- [Tenet 5.3: Literature List](#) (DOCX - 28 KB)
- [Tenet 5.5: Behavior Plan #1](#) (DOC - 29 KB)
- [Tenet 5.5: Behavior Plan #2](#) (DOC - 259 KB)
- [Tenet 5.5: Antecedent Behavior Consequence](#) (PDF - 968 KB)
- [Tenet 5.5: Functional Assessment Inventory](#) (PDF - 3.06 MB)

Website Links

- [Tenet 5.3: CAPSli.org](#)
- [Tenet 5.3: John Halligan Website](#)

www.nmerrickschools.org



ESSENTIAL QUESTIONS

- **How does the district support student's social emotional developmental health?**
- **How do our school leaders' systems and partnerships support students' social emotional development health?**
- **How does North Merrick integrate the social emotional needs of our students into our overall academic program?**
- **How does the school community collaborate and contribute to the student safety and learning?**
- **How does North Merrick utilize data systems to meet students' social emotional developmental health needs?**
- **How do we maximize our internal resources, in the most fiscally prudent manner, to achieve our mission?**