This document was created by the inclusive ed staff at McMicken Heights Elementary. The intended use of this document is to be a skeletal plan that can be duplicated to plan for individual supports and inclusion timelines.

STUDENT'S Inclusion Support Phases

Phase 1 - Starting mm/dd/yyyy
(Summary of student inclusion expectations)

Teacher:
- Safety
  - Giving reminders for a safe body, staying in the classroom, etc.
  - Follows Behavior Response Flowchart
- Classroom Routines
  - Non-Negotiable Tier 1 supports (i.e. No Opt Out)
  - Redirection given as you would with other students.
  - Give wait time for additional processing
- Behavior
  - Redirect to PAWS center
  - RULER Tools
  - PAWS center / Plan
  - Cougar Tickets or individual reinforcement schedule
  - Communication through AAC as required or needed

Student:
- Safety
  - Staying in the classroom
  - Safe body
- Classroom Routines
  - Close proximity to class (carpet/desk) within **X** feet
- Behavior
  - Following Tier 1 supports or individual student plan or reinforcement schedule
  - Appropriately using fidget or other classroom tools in their designated area

Phase 2 - Starting mm/dd/yyyy
(Summary of student inclusion expectations met in phase 1 and expanded in this phase)

Teacher:
- Safety
  - Giving reminders for a safe body, staying in the classroom, etc.
  - Follows Behavior Response Flowchart
- Classroom Routines
  - Non-Negotiable Tier 1 supports (i.e. No Opt Out)
- Behavior
  - Redirect to PAWS center
  - RULER Tools
  - PAWS center / Plan

Student:
- Safety
  - Staying in the classroom
  - Safe body
- Classroom Routines
  - Sitting with class (carpet/desk)
  - Following Tier 1 Supports
- Behavior
  - Following Tier 1 supports or individual student plan or reinforcement schedule
  - Appropriately using fidget or other

○ Cougar Tickets or individual reinforcement schedule ● Academic ○ Lead classroom instruction ○ Positively reinforce student for being engaged in a quiet task	- classroom tools in their designated area ● Academic ○ Engaged in a task (could be on task, related/adapted task, or quiet/independent task unrelated to what the class is doing)

Phase 3 - Starting mm/dd/yyyy
(Summary of student inclusion expectations phase 2 and expanded in this phase)

Teacher: ● Safety ○ Giving reminders for a safe body, staying in the classroom, etc. ○ Follows Behavior Response Flowchart ● Classroom Routines ○ Non-Negotiable Tier 1 supports (i.e. No Opt Out) ● Behavior ○ Redirect to PAWS center ○ RULER Tools ○ PAWS center / Plan ○ Cougar Tickets or individual reinforcement schedule ● Academic ○ Lead classroom instruction ○ Positively reinforce student for being engaged in task	**Student**: ● Safety ○ Staying in the classroom ○ Safe body ● Classroom Routines ○ Sitting with class (carpet/desk) ○ Following Tier 1 Supports ● Behavior ○ Following Tier 1 supports or individual student plan or reinforcement schedule ○ Appropriately using PAWS center ● Academic ○ Engaged in given classroom task or adapted/related task ○ Attempting to complete some of their work

Phase 4 - Starting mm/dd/yyyy
(Summary of student inclusion expectations phase 3 and expanded in this phase)

Teacher: ● Safety ○ Giving reminders for a safe body, staying in the classroom, etc. ○ Follows Behavior Response Flowchart ● Classroom Routines ○ Non-Negotiable Tier 1 supports (i.e. No Opt Out)	**Student**: ● Safety ○ Staying in the classroom ○ Safe body ● Classroom Routines ○ Sitting with class (carpet/desk) ○ Following Tier 1 Supports ● Behavior

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- Behavior
    - Redirect to PAWS center
    - RULER Tools
    - PAWS center / Plan
    - Cougar Tickets or individual reinforcement schedule
- Academic
    - Lead classroom instruction
    - Positively reinforce student for being engaged in a quiet task

  - Following Tier 1 supports or individual student plan or reinforcement schedule
  - Appropriately using PAWS center
- Academic
    - Engaged in classroom or adapted/related task
    - Completing given tasks