



Sebastian Elementary

Behavior Data Reflection Meeting

3/3/2020

- Reflect on FDLRS Feedback Data to identify and begin implementing any necessary support

- Initial recommendations based on FDLRS observations:
 1. Students in most classes could not describe the attention signal used by their teacher.
 - i. Having teachers explicitly teach students their attention signal would help redirecting students' attention and speed up the transition process.
 2. Most attention signals we observed or students described lacked one or more of the components of an effective attention signal.
 - i. The best signals have a visual, auditory, and kinesthetic component. Having teachers reflect on how to add missing components to their existing signals could help, or they might consider adapting an alternative signal.
 3. In a number of classrooms there seemed to be a disconnect between the activity at hand and the CHAMPS expectations. For example, if the activity is "Partner Work," having a voice level of 0 doesn't make sense.
 - i. Doing a mini-lesson on being very clear of what to expect might help with this.
 4. While some teachers had CHAMPS expectations for many activities and transitions, they were not always visible to the students.
 - i. Part of the purpose of CHAMPS is to provide visual support for expectations, so having small posters with many CHAMPS activities in very small print doesn't really help the students, and is difficult for teachers to use for giving directions or for correction. Likewise, have a lot of CHAMPS routines on small cards on a ring are not very useful for the same reason. Having a mini-lesson on the value of the visual support might be helpful as well.

