



HOPE for Young Learners

Brazosport ISD



What is HOPE?

- For K-2 students who have significant behavioral challenges despite documented interventions and support provided by campus
- Takes place within the classroom setting
- Utilizes function-based interventions determined by specific data collection
- Provides intense, direct instruction of appropriate classroom behaviors

HOPE Program



How Students are Identified

- Campus administration identifies candidate for HOPE
 - Contacts Behavior Specialist, request observation
 - Sets up RtI meeting to review data, identified needs, recommendations
- Campus Behavior Specialist adds student to HOPE monitoring list
- BMT reviews list weekly for placement based on district needs



Hope Structure: Intake

- 3-week layout
- Begins with a staffing to review the program with campus administrators and staff
- Identify target behaviors
- Identify how to capture target behaviors with data
- Identifies a second priority student
- Parents are notified prior to program support



Hope Structure: Days 1 – 3

- Campus staff implement normal support
- HOPE staff observes and collects data
- If the student is absent, HOPE teacher observe and collect data on a second-priority student
- Staffing to:
 - Analyze Data
 - Establish behavior intervention plan
 - Ensure all staff understand their role in supporting the plan
 - Develop an individual crisis response
 - Update parent



Hope Structure: Days 4 – 9

- The HOPE staff member implements the behavior intervention plan
- If HOPE student exhibits removal-level behavior, HOPE staff member intervenes
- *If another* student on campus exhibits removal-level behavior, campus manages or calls Behavior Specialist
- If HOPE student absent or suspended, HOPE staff member observes and collects data on a second-priority student



Hope Structure: Days 10-15

- HOPE staff member transitions implementation of plan to the teacher
- The HOPE staff member remains in classroom
 - Collects data
 - Models for the teacher as needed



Hope Structure: Exit

- Exit staffing
- Review data/effectiveness of program
- Next steps for student
 - Classroom implementation of plan
 - LSSP Consultation, if needed
- Parents updated
- Staff provided with written plan
- Provide administrator with fidelity check



Follow Up



- Fidelity checks
 - Principals ensure components of the plan are still in place
 - Behavior Special provide the teacher guidance and support in implementation/tweaking of plan
- Schedule staffing/RTI to meet with LSSP consult, if needed



Variations of the Hope Structure

- Fidelity check of plan initiated prior to HOPE placement
- Classroom Teacher support
 - Assistance with classroom management
- District support



Additional things to support knowledge of our plan



Kinks and Roadblocks

- Lack of teacher/staff follow through
- Second target student in the same class
- Teacher changing the plan without Behavior Intervention consultation
- Lack of communication among campus staff
- Setting events



Plans for the future



- Unifying forms within the Behavior Management Team
- Additional paraprofessionals being added to HOPE team
- Increasing training for HOPE paraprofessionals
- Eliminating DAEP for students below 3rd grade
- Teach administrators the fidelity check
- Follow up



Contact Information

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- Robin Pelton, Director of Student Services
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