

## **HOPE Program for Students in Kindergarten through Second Grade**

The focus of the HOPE Program is to provide intense, direct instruction of appropriate classroom behaviors to kindergarten through second grade students within the classroom setting utilizing targeted intervention, instruction, and practice of target behaviors. The program is designed for students in the early grades who have significant behavioral challenges despite numerous documented interventions and support; however, kindergarten students are always given priority.

When a principal identifies a candidate for the HOPE Program, they should contact the Behavior Specialist and request an observation, as well as set up an RtI meeting following the observation to review data and identified needs, as well as consider the Behavior Specialist's recommendations. Data that the principal should provide the Behavior Specialist includes:

- Teacher's classroom expectations, including reinforcement and consequence systems
- Teacher's RtI Tier 1 interventions and supports, such as point sheets or behavior contracts
- Disciplinary records
- Counselor observation and recommendation records
- Campus RtI Tier 2 and Tier 3 interventions and supports such as counseling sessions, mentors, parent conferences, individualized reinforcement systems, teacher changes, testing considerations, etc.

After the RtI meeting has been held with the Behavior Specialist, recommended interventions and supports should be implemented, with the Behavior Specialist monitoring and supporting implementation. The student will also be reviewed as a HOPE Program candidate weekly by the Behavior Management Team and considered for support based on need.

Once identified to participate in the HOPE Program by the Behavior Management Team, the Behavior Specialist will notify the principal of the anticipated start-date and schedule an intake staffing to initiate services. Typically, no more than three weeks are necessary to determine intervention effectiveness. Table 4 describes the timeline and actions that take place when a student enters the HOPE Program.

While a HOPE Program staff member is assigned to a student, the HOPE Program staff member will report to the campus each day until the assignment ends. During this time, the HOPE Program staff member shall not respond to crisis-level behavior or be utilized for in-school suspension for any student beyond the targeted student they are currently assigned, nor should they serve as a classroom substitute. Their focus shall remain on providing intervention, instruction, and practice of target behaviors for the student identified for this level of support, or on the identified second-priority student if the first priority student is not at school.

Table 4

*HOPE Program description and typical timeline*

Action	Day	Description
Initiation of Services	0	<p>A staffing shall be held with the following attendees: campus administrator, behavior specialist and/or BCBA, HOPE staff member, classroom teacher. The purpose is to review the three-week program, as well as identify a second priority student that HOPE staff can collect data on in the event the student in HOPE placement is absent.</p> <p><b>Prior to</b> the staffing, parents should be notified by the campus principal that their child has been selected for this program. Afterwards, the campus principal shall contact the parent to notify them of the plan and timeline.</p>
Orientation	1 - 3	<p>Campus staff shall implement normal support and response procedures during this time. The HOPE staff member shall observe and collect data for the targeted student. If the student is absent or suspended, the HOPE teacher shall observe and collect data on a second-priority student. This data collection time period is for the purpose of data integrity that is necessary to create an effective behavior intervention plan on Day 3.</p> <p>During this time period, the HOPE program staff member shall not respond to crisis-level behavior for the targeted student. If the student exhibits crisis-level behavior, normal campus response procedures should be followed, including calling the Behavior Specialist if needed.</p>
Behavior Intervention Plan Development	3	<p>A staffing shall be held with the following attendees: campus administrator, behavior specialist and/or BCBA, HOPE staff member, classroom teacher. The purpose is to establish the behavior intervention plan for the targeted student, ensure all staff understand their role in supporting the plan, and develop an individual crisis response plan for the student. Afterwards, the campus administrator shall contact the parent to notify them of the plan and timeline.</p>
Behavior Intervention Plan Implementation	4-9	<p>The HOPE staff member will implement the behavior intervention plan for the targeted student. If the targeted student is exhibiting crisis-level behavior, the HOPE staff member shall intervene; however if <i>another</i> student on the campus is exhibiting crisis-level behavior, the Behavior Specialist should be called. If the targeted student is absent or suspended, the HOPE teacher shall observe and collect data on a second-priority student.</p>
Fading of Services	10-15	<p>The HOPE staff member will transition implementation of the behavior intervention plan for the targeted student to the teacher. The HOPE staff member continues to remain in the classroom of the targeted student to collect data and model for the teacher as needed.</p>
Exit Staffing	15	<p>A staffing shall be held with the following attendees: campus administrator, behavior specialist and/or BCBA, HOPE staff member, classroom teacher. The purpose is to review the effectiveness of the three-week program and consider next steps in supporting the student without a HOPE staff member's involvement. If needed, an LSSP consultation may be requested at that time.</p>

At the time of HOPE program exit, campus staff will receive a copy of the written plan developed during the exit staffing that documents how the campus shall move forward without HOPE program support. If significant behavior challenges recur for a student who has completed the HOPE program, principals shall implement [fidelity checks](#) to ensure components of the plan are still in place and provide the teacher guidance and support in its implementation.

Should behavior concerns continue after fidelity of implementation has been verified, the principal shall initiate an RtI Team meeting and invite the Behavior Specialist to attend. Data the principal should provide the RtI Team and Behavior Specialist at the meeting includes the findings from fidelity checks and responses to those findings, as well as data related to behavior since exiting the HOPE program.

After the RtI meeting has been held, recommended interventions and supports should be implemented, with the Behavior Specialist monitoring and supporting implementation. The student will also be reviewed as a HOPE Program candidate weekly by the Behavior Management Team and considered for additional HOPE program support based on need.