

Lessons Learned: *Replicating Systems for Considering a Change of Placement*

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Switching from District Ownership to Campus Ownership of the Process

Step 1: Developing a Framework

Developing a Behavior Framework

- What to do before a change of placement is considered?
- What to do while a change of placement is being considered?
- Placement decision staffing.
- What happens after the recommendation is made?

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Step 2: Clarifying Specialized Classrooms

Specialized Classrooms

- What is the purpose of our specialized classrooms?
- What are the supports and services offered in each classroom type?
- What data are needed to make good recommendations?

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Step 3: Collecting the Right Data

Data Collection

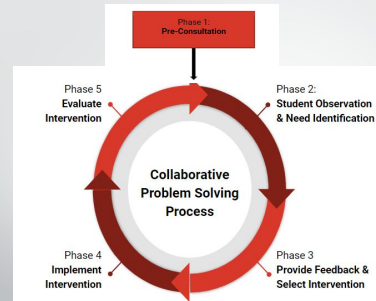
- Master list of student in each classroom
- Understanding the needs of the student
- Identify barriers to success in the student's current environment
- Goal Attainment Scale: simple, universal method of progress monitoring
- Help ticket to request support and back end caseload database

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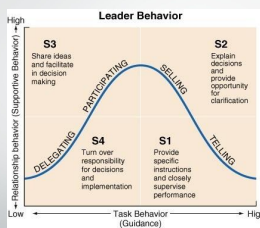
Step 4: Defining Roles and Responsibilities

Roles and Responsibilities: Behavior Specialists

- Define what the role is and is not
- Supporting campus behavior
- Change of placement process
- Supporting specialized classrooms
- Clearly define our consultation model and communicate that model to campuses



Developmental Model: Situational Leadership



What Else?

- Professional Development
- New staff
- Ongoing Training
- Targeted Crisis Support

Roles and Responsibilities: Campus Staff

- Have a campus behavior MTSS team that begins the behavior intervention process.
- Empower campuses staff with skills to conduct behavior problem-solving and FBAs.
- Implementing interventions and progress monitoring.
- Running the CPP meeting and making a recommendation around placement based on data.

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Step 5: Implementing for Success

Rolling Out a New Process

- Identify training needed to prepare campuses
- Intentional, targeted support from behavior specialist team
- Extended applications: match placement and exit process

Replication: Lessons Learned

- Behavior Specialists Team
- Campus staffing
- Take a step back and talk about the structure of specialized classrooms and teacher beliefs
- Ability to incorporate general education in the process

Special thanks to Tracy Walls and Jackie Mullins, their leadership as Behavior Coordinators has shaped these processes

Also a special shout out to the behavior specialists that contributed to these processes in all sorts of small ways to improve it at every turn

[Resources Link](#)