

Levels of Support for Barometer Children

After 3-5 days of the same student losing stamina first

Level 1--Reflect on Teaching Practice

The teacher reflects on their own teaching practice, asking these questions:

1. Did I teach the "10 steps to Independence" explicitly?
2. Am I visually keeping my eyes and body away from the barometer child?
3. Do I continually use a respectful voice level and tone (No sharp tongue)?

If the answers to the above questions are "yes", move on to level 2.

Level 2--Group Dynamics

1. Announce to the class, using a respectful voice...*I noticed (student) has little stamina...*
2. Student stays in during recess for 2-3 minutes practicing most desirable behavior
3. Student continues to practice during recess for 3-5 days until behavior starts to change.

If independent behavior is not improving, move to Layer 3.

Level 3--In Class Modifications

1. Square Yard of Fabric, 2 sand timers, book box, small bag of manipulative
Teach student to work with body on fabric, using the sand timer, alternating between reading and manipulation of things

Level 4--In Class Gradual Release of Modifications

1. Sebastian Sandwich-When conferring check on Sebastian first, then move to a different student, return back to Sebastian for a quick check in, move to another student etc.
Sandwiching our support for our Sebastians between our support for other students.

Level 5--Whole School Support

1. Photos of "All of our Children"- Introduce our Sebastians to the whole school
2. Walk About-Students run errands for the class, with a purposeful intent