

## 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)?
4. ATM-deposits must be made before withdrawal.
5. Chart teacher deposits.
6. Green card.

## Level 2—Group Dynamics

1. Announce to the class, using a respectfully 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.

Tracking Positive Behaviors

9–10	10–11	11–12	12–1	1–2	2–3

## Level 3—In-Class Modifications

1. Square Yard of Fabric, 2 sand timers, book box, small bag of manipulatives (ex: legos, playdough, different reading materials)  
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 children.

## Level 5—Whole-School Support

1. Photos of Barometer Children—Introduce them to the staff.
2. Walk About—Students run errands for the class, with a purposeful intent.