

BROWARD COUNTY PUBLIC SCHOOLS, FLORIDA

Emotional Behavioral Disability (EBD) Classroom Standards

School: _____ Date(s): _____ Completed By: _____

Standards	Indicators	Evident	Not Evident	Comments
Standard 1: <i>Academic Instruction/ Curriculum</i>	a. Curriculum is aligned to the Florida Standards/ access points based on each students IEP			
	b. Standards/objectives are clear			
	c. Instruction is differentiated based on the individual needs of students			
	d. All classroom staff are actively involved in instruction			
	e. Evidence of grade level general educational materials			
	f. Teachers have sufficient access to instructional materials including Teacher Editions			
	g. Technology is effectively used as an instructional tool			
	h. Teachers participate in grade level meetings			
	i. Teachers and students receive support available to general education teachers and students (Guidance Counselor, Reading Coach, Math Coach)			
Standard 2: <i>Social/ Emotional</i>	a. Social skills are taught, prompted, and reinforced consistently			
	b. Appropriate social skills are prompted			
	c. Appropriate social skills are reinforced			
	d. Students have opportunities to generalize social skills with their peers and adults within the school setting			
	e. Staff are trained in working with students with Emotional Behavioral Disabilities: -Training on Emotional Behavioral Disabilities to include required evaluations, eligibility criteria and effective strategies -Other training available on mental health (such as Trauma Informed Care)			
Standard 3: <i>Behavior</i>	a. Evidence of use of a program-wide Behavior Management System			
	b. Rules/expectations and consequences are clearly			
	c. Aspects of the Behavior Management System are age appropriate for each classroom/student			
	d. The Behavior Management System is visible in the classroom (motivational bulletin board, points sheets)			

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	e. Students are aware of their behavioral goals and target behaviors			
	f. Students are aware of their behavioral progress: --Staff give immediate, continuous feedback regarding points earned throughout the day, in all settings (specials, cafeteria, hallways) --Staff review daily percentage earned at the end of each day --Students have opportunities to exchange points earned for reinforcers. Frequency and types of reinforcers vary based on the level the student is on within the Behavior Management System			
	g. Appropriate behavior is taught			
	h. Staff use a high rate of specific praise to reinforce appropriate behavior			
	i. There is a connection between a student's BIP, IEP and the behavior management system			
	j. Staff are trained in Positive Behavior Supports and Intervention: -Positive Behavioral Support HB149 -Classroom Behavior Strategies <i>Formerly: Positive Behavioral and Academic Strategies for Student Success (PBASSS)</i> -Conducting Functional Behavioral Assessments and Developing Positive Behavioral Intervention Plans -De-escalation Strategies and Non-Physical Intervention			
	k. Daily home notes include feedback on behavior			