**Roles and Responsibilities for Behavior Support**

**Directions:** Designate personnel for the essential roles/responsibilities in the Solid Roots framework. “X” designate primary responsibility “O” designates supporting responsibility.

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| List personnel names in this row: |  |  |  |  |  |
| Draft behavior pathways for students. |  |  |  |  |  |
| Plan for individualizing Solid Roots interventions according to function for each student. |  |  |  |  |  |
| Plan social skills lessons & prep materials/activities. |  |  |  |  |  |
| Deliver social skills instruction. |  |  |  |  |  |
| Provide Check-in and Check-out with assigned students. |  |  |  |  |  |
| Monitor students throughout the day, collect observational data and record BSL data. |  |  |  |  |  |
| Enter data collected from DBRC and Behavior Support Levels into software tool. |  |  |  |  |  |
| Respond in the case of crisis situations. |  |  |  |  |  |
| Facilitate restorative reflection with students. |  |  |  |  |  |
| Train campus staff in the processes for behavior support and interventions. |  |  |  |  |  |
| Conference with academic teachers regarding individual students. |  |  |  |  |  |
| Communicate directly with families regarding student progress, celebrations, needs, etc. |  |  |  |  |  |
| Check student grades and academic progress. |  |  |  |  |  |
| Analyze the progress monitoring behavior data from DBRC. |  |  |  |  |  |
| Other: |  |  |  |  |  |