

P3 & E at the Area Level: Examples of Practices



PBSIS

Helping Schools Build Systems of Support

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THE BOGGS CENTER ON DEVELOPMENTAL DISABILITIES

New Jersey's University Center for Excellence in Developmental Disabilities Education, Research, and Service

New Jersey's Leadership Education in Neurodevelopmental and Related Disabilities Program

New Jersey Department of Education
Office of Special Education



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P3 & E: Area Level

The contextualization of school-wide SEB wellness features to a specific area or routine to scaffold daily wellness opportunities.



Predictable

- Expectations are applied to a location specific matrix
- Area level instruction on expectations
- Precorrection & advanced organizers
- Verbal, nonverbal, and visual cues
- Regular communications with caregivers

Positive

- Positive greetings at the door
- Area level community building activities
- Inclusive messaging and representation
- Behavior specific feedback
- Regular positive contacts to caregivers

Present

- Data-driven class level SEB interventions
- Active supervision
- Responses to CIB are sensitive to tone, language, and coaching
- Reflective conversations and activities



Empowering

- Student voice and choice influence area level decisions
- Culturally sensitive engagement strategies
- Integrate movement
- Use routines that build self-efficacy and empowerment

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