

Therapeutic Classroom Framework

Supports for Therapeutic Classrooms

Support for Qualified Committed Professionals:

- Team-based design, implementation and decision-making.
- Professional learning and support to implement effective classroom instruction.
- Knowledge and skills in crisis response and trauma-informed care.
- Supports and leadership for adult social-emotional learning (SEL).

Development of Therapeutic Classroom Supports:

- Understanding of characteristics and experiences of students with SEBH concerns.
- Knowledge and skills to assess and teach social-emotional competencies.
- Knowledge, process and supports for Functional Behavior Assessment and Behavior Intervention Planning.
- Knowledge and development of supplemental and intensive school and/or community-based mental health supports.

Family & Community Supports:

- Supports for school and community awareness of mental health issues and school-based supports.
- Supports to develop community and family understanding of the therapeutic classroom.
- Family support for student related needs (e.g., parent training, community-based supports for basic needs, respite, etc.).

Therapeutic Classroom Components

Therapeutic Intervention System

- Therapeutic supports developed based on student needs, aligned to school-wide expectations for SEBH and monitored for effectiveness.
- Behavior Intervention Plans crafted based on a Functional Behavior Assessment and the learner's unique context.
- Structure and process to diagnose, design and deliver targeted and/or intensive therapeutic supports.
- A team-based approach to examine and adjust therapeutic supports.

Program-Wide Components

- Consistent schedules and routines, clearly state rules and behavioral expectations with immediate and positive feedback.
- Regular assessment and instruction of social-emotional competencies.
- Supports for enhancing positive childhood experiences.
- Environmentally sound learning environment: organized, suitable for learning, age-appropriate activities and adult supports, and furnishings.
- Structured academic supports that provide grade-aligned expectations with high rates of academic success, clear expectations for learning, individual considerations for instruction and opportunities to develop independence necessary for age/grade tasks.