Creating Conditions for Student and Teacher Success

DMUSD Behavior TOSA

Student Services

Student Behavior - Impact on Teachers

76%

of public schools reported lingering negative pandemic effects on behavioral development

NCES, May 2025

68%

of elementary teachers reported addressing behavior issues daily

Pew, 2024 publication / 2023 survey

52%

of K–12 teachers cited managing behavior as a leading source of work stress

RAND, 2026

National survey findings. Different measures and years. Not DMUSD rates.

DMUSD student support

Social, emotional and behavioral learning

INTENSIVE

Individual behavior plans and specialized services
Assessment, therapeutic support and IEP collaboration

TARGETED

Counseling, skill groups and early intervention
SST problem-solving, teacher coaching and BCBA consultation

UNIVERSAL

Second Step, counselor lessons and positive behavior systems
Calming spaces, wellness breaks and digital citizenship
Behavior Response Teams
Parent Learning and partnerships
Crisis Prevention Intervention trained staff

Dedicated expertise

9 **full-time counselors**
One at every school

3 **BCBA positions**
Third begins November 9

7 **behavior aide positions**
Daily student and staff support

6 **school psychologists**

1 **Mental Health Therapist**

1 **Behavior TOSA**
General education teacher coaching

Across all layers: early identification, family partnership, staff learning and safety response

Behavior TOSA

Teacher on Special Assignment, Student Services

Supports and coaches teachers of general education students with behavioral challenges

Whole-class behavior management and support tailored to individual students

A partnership shaped by the teacher

Approximately 5-20 Coaching sessions

01	**Connect**	Teacher and principal refer. Leah and Student Services review need and timing.
02	**Set goals**	Meet outside the classroom. Discuss hoped-for outcomes and set 1–3 measurable goals.
03	**Implement**	Leah observes and models. The teacher implements strategies with coaching and feedback.
04	**Reflect and adjust**	Review progress, refine strategies, and reflect as goals are met.

Teacher goals make the learning concrete

Transitions	Students return from recess and begin the expected activity with no additional reminders in 4 of 5 opportunities.
Engagement	Build routines that help students participate in morning meeting without disruptive behavior.
Individual support	Implement and refine a reinforcement system to support an individual student's behavior.

Teachers and Leah tailor the goals and identify how they will measure progress.

Teacher feedback

“This was a great experience and incredibly helpful. The collaboration, support, and shared problem-solving had a meaningful impact on my teaching and my students. I’m grateful for the partnership and the practical strategies that came from it.”

“This was a great experience! I am so grateful for all of the brainstorming and in class help. If anything, the feedback is for myself or other teachers and that's to reach out to you sooner!”

“I appreciate your support so much. It made a huge impact on my year and my teaching practice as a whole. I could not be more grateful.”

“You have helped me SO much this year! You have helped to lower expectations for myself and be kind to myself. You have listened to me, helped me implement so many strategies and I will be forever grateful to you! You have helped me to better understand my students, and work with them so I can better help me. You are so incredibly wise!!! Thank, thank you, thank you!”

An investment that stays with the teacher

Expertise alongside teachers as they put learning into practice

The aim: stronger teacher skills and confidence,
more consistent routines, and greater access to learning.

One of the ways DMUSD invests in teachers as student needs evolve