




AIKEN COUNTY
PUBLIC SCHOOLS



XSEL Update

BETH TAYLOR

JANUARY 11, 2022



*Thank
you*



General Overview

District Belief:

Each individual has inherent genius and value that benefit from inspiration and nurture.

Our schools are amazing at seeing the potential in their students.

When students have significant behavioral concerns, elementary teachers, administrators, and other staff work tirelessly to provide interventions in and out of the classroom to encourage behavior change.

However, sometimes, the behaviors are so significant, the home school does not have the resources, training, or dedicated personnel to intervene in an intensive way to see progress.

When this happens, elementary students can be referred to XSEL.




XSEL Mission and Vision

Mission: To provide behavioral interventions for elementary level students through a focus on social-emotional learning by addressing their physical, social, emotional, and cognitive needs to empower them to be ready to learn and equip families with supports necessary for overall educational success.

Vision: For students to return to their traditional school setting, consistently demonstrating self-regulation skills necessary to exhibit desired behaviors, and be engaged in the learning process.

Quick Run-down

- Minimum 9 week stay (younger students likely at least 18 weeks)
 - Home-school collaborates with XSEL to set a behavior goal. Behavior goal is used to determine movement through XSEL Stages (3 weeks each – reverse tiers).
 - Home-school teacher meets weekly with student to maintain connection (via Teams). Home-school administrators and teachers are kept up-to-date weekly on progress.
 - At Week 6, administrator and teacher are invited to observe. At Week 8, a transition plan is developed. Transition is supported by a behavior technician.
 - Large part of the program is parent involvement including multiple trainings and home visits. Often, we get involved with supporting parents with connections to outside agencies as well.
- 

Paths to Entry

- Exhaustion of tiered support
 - Referral to Assistant Superintendent
- Major disciplinary infraction (Level 3 Offense)
 - Referral to Hearing Officer and Assistant Superintendent

Current Information *(1-11-22)*


Students:

- 9 students
- Majority of students are in the lower grades
- Majority of students are placed for interventions (not discipline)
- Anticipate additional students joining in the next few weeks

Staff:

- 3 Classes (1 Teacher and 1 Behavior Technician in each class)
- 2 “Floater” Behavior Technicians:
 - At XSEL: can serve in a variety of roles including 1:1 “shadow” for new students and crisis response
 - At other school sites: support transitioning students back to their home school and provide additional staff to schools implementing behavior plans
- Lead Interventionist
- Bookkeeper

2021 Support (off-campus):

- 53 students
 - 18 schools
- 

Celebrations

Our biggest celebrations will always be our students and their families.

Since beginning in January of 2021, we have successfully transitioned 10 students back to their home school.

This school year, we have supported school teams with interventions through observations, staffing, etc. This support has resulted in several students having success on their school campus without needing to change schools and come to the XSEL program.

We have supported families in accessing support from a variety of agencies and have provided 40 parent trainings and 29 home visits.



What are parents saying?

The XSEL program has given my son the safety, security, and structure he needs to be successful in an academic setting. This program has identified specific behavioral triggers and then helped my son, and the adults he encounters in school, understand how to best work with him, and his unique needs, so that he can achieve emotional, behavioral, and academic success. For the first time in his academic career, he comes home from school feeling proud of himself and his accomplishments, instead of defeated and like a “bad kid”. We are so thankful for this unique program and the difference it is making in our families life.

What are parents saying?

Before my son began attending XSEL, I felt like we were on a downward spiral that we could not escape. There were school issues and suspensions - and a diagnosis at the time that did not seem to explain it all. I made phone calls to the pediatrician in August and was given November appointments. A local agency referred play therapy, but play therapy had a waiting list. There were so many steps to take - so many hurdles to cross - and it felt like time was not on our side. As a single parent dealing with this alone, I was at a complete loss. Gratefully, the XSEL faculty and staff were able to help connect the dots and give us the clear direction we need.

I can truly say that XSEL is living up to its name, not only for helping my son to "excel" above his anxiety and manage his ADHD, but also for its basis on Social and Emotional Learning. The XSEL family strives to provide whole-child supports, understanding that this extends beyond the walls of the school building.

The home visit from Ms. Taylor and Ms. Dingler ended with my realization of the changes I could make at home to promote my son's feeling of independence when he is not in my presence. The parent training equipped me with the next step of this process. The communication has been frequent; the feedback has been specific; and the efforts have been research-based, intentional, and genuine.

Most importantly, my son's perception of school has changed in a positive way. He no longer hates going to school and is doing a better job participating in activities and working cooperatively with other teachers and students. Since beginning XSEL, he has not been suspended and has been able to attend school every day. He gets off the bus with so much to describe about his day, and each day is a learning experience for him - in one way or another!

Yes, there is still work ahead, but my family no longer feels like we are the dark. The XSEL experience has been therapeutic and reassuring. We have the support we need... and for that, I am extremely thankful.

What are teachers saying?

As a regular Ed teacher, I was feeling like a failure, that I wasn't able to give my student the kind of help that he needed. My head knows that I am not trained for this type of student or behavior but my heart wants all students to be successful. I was so appreciative when members of the XSEL team started offering support and guidance and encouragement to me and my student. They were able to offer advice and yes even a little praise to us both. I am so thankful that there is a place to get my friend the help he needs. I look forward to his success return to our class.



What are teachers saying?

My student gained a variety of communications skills while attending XSEL that has benefited him in the transition to the general education classroom.

Since returning to my class, he has built relationships with students and teachers and is able to handle the structure and demands of the classroom that he wasn't able to do before.

XSEL has invested so much love and work into each student's success, the students are taught skills and tools for them to be a successful student in the classroom of their peers.



What are principals saying?

Our elementary XSEL program has been a game changer for elementary schools. The support and resources Mrs. Taylor and her staff provide to schools are valuable and appreciated. Throughout the referral process, schools are given side by side assistance and guidance. Teachers and administrators continue to receive updates and stay connected to students while at XSEL. This proves to be a key component to the student's success once transitioning back to school. Once a student returns to school, the support does not stop. Mrs. Taylor and her staff continue to be involved to ensure student success. Our XSEL program is truly a partner that I have complete trust and faith in. I am thankful for all they do to ensure success for all students.

What are principals saying?

The levels of support that XSEL is able to offer students, teachers, and administrators in addressing behavioral concerns ensures we are meeting the needs of all our students. Under Ms. Taylor, we now have a streamlined process for the student intervention team to collect and track behavioral data. Her, and her staff, through coaching and direct services, are able to support schools on the implementation of research based behavioral interventions. Students, whose needs extend beyond the normal skill scope, can receive the explicit direct instruction they need to develop appropriate behavior skills to be lifelong learners.

What are principals saying?

Beth Taylor and the XSEL team have been helpful to our team in numerous ways. Mrs. Taylor has assisted our team by observing students and providing feedback when we needed new ideas for helping manage student behavior. She and her staff have provided hands on support to my staff at the beginning of the year that enabled our team to get a kindergarten student into the classroom and experiencing success. It is a valuable resource to me, as principal, to be able to call Mrs. Taylor and problem solve and brainstorm ideas for ways to support students whose behavior is preventing them and others from learning. It is also empowering to teachers to have someone work with us to come up with real, measurable plans for managing student behavior.

XSEL Resources



XSEL Resource Site

- Access on website
 - Schools – XSEL – XSEL Resources
 - Must sign in with district credentials
 - Sign-in was determined necessary for two reasons:
 - Ensure the work of ACPSD employees stays within our local team
 - Ensure everything is going through the local school team to prevent frustration from lack of training, support, and missing documentation
- Provides support to **SIT Teams** through all 3 Tiers of support



AIKEN COUNTY
PUBLIC SCHOOLS

