



SUPPORTING CHILDREN WITH THE HIGHEST BEHAVIORAL NEEDS

WASA 2023

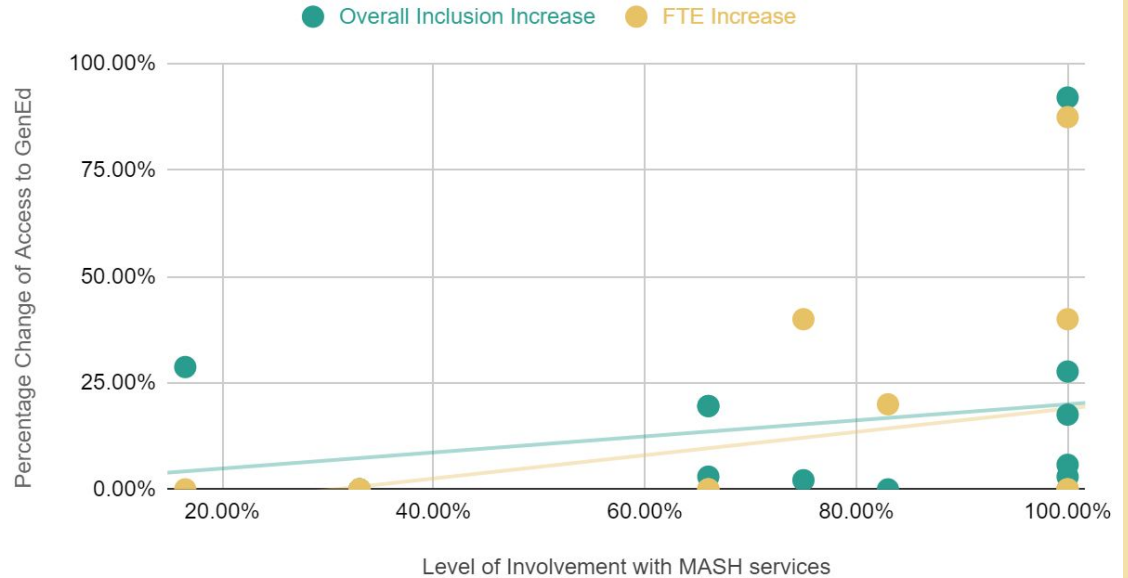
MOVING ALL TO SUCCESS AND HEALTH

MASH was created to ethically serve students and families in Washington State who are in need of intensive behavior support while remaining in their naturally inclusive environment within the community, home, and school.

ANALYSIS

Access to General Education

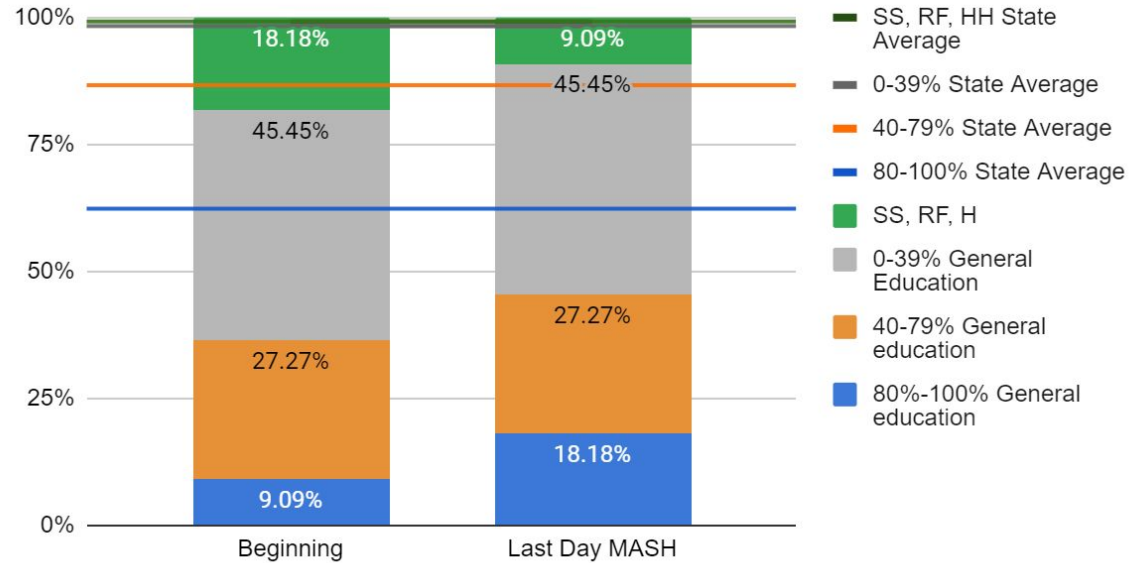
Change in Minutes & FTE vs. Level of Involvement with MASH services



ANALYSIS

Least Restrictive Environment

Data taken from teams with over 50% engagement with MASH services



WASHINGTON'S SOCIAL EMOTIONAL LEARNING FRAMEWORK

Self	Social
Self-Awareness	Social Awareness
Self-Management	Social Management
Self-Efficacy	Social Engagement

STANDARD I: SELF-AWARENESS

Individual has the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

SpEd Specialist

Staff support in
implementing Acceptance
and Commitment training
(ACT)

BCBA/RBT

Behavior intervention
planning

Social Worker

1:1 student support in
therapeutic role for goal
setting, recognizing, and
understanding emotions

STANDARD 2: SELF-MANAGEMENT

Individual has the ability to regulate thoughts, emotions, and behaviors.

SpEd Specialist

Staff support in creating a nurturing environment and providing students opportunities to practice problem-solving skills

BCBA/RBT

Skills Based Treatment (SBT) implementation and coaching support; Behavior intervention planning

Social Worker

Family and student support in practicing and understanding personal strengths, culture, and aspirations

STANDARD 3: SELF-EFFICACY

Individual has the ability to motivate themselves, persevere, and see themselves as capable.

SpEd Specialist

Staff support in student activities around goal setting and implementing Acceptance and Commitment training (ACT)

BCBA/RBT

Behavior intervention planning and self-monitoring protocol

Social Worker

1:1 student and family support in self-advocacy and goal setting
Community resource collaboration

STANDARD 4: SOCIAL AWARENESS

Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.

SpEd Specialist

Staff support in cultivating variety of social/emotional learning opportunities

BCBA/RBT

Generalization and maintenance training

Social Worker

Family and student support in practicing and understanding personal strengths, culture, and perspective taking

STANDARD 5: SOCIAL MANAGEMENT

Individual has the ability to make safe and constructive choices about personal behavior and social interactions.

SpEd Specialist

IEP support in
social/emotional, and
behavior planning;
implementation of social
skills and curriculum in
classroom

BCBA/RBT

Skills Based Treatment
(SBT) implementation and
coaching support

Social Worker

Staff and family training on
supporting students to
resolve interpersonal
conflicts and crisis recovery;
1:1 student support on
effective communication
skills

STANDARD 6: SOCIAL ENGAGEMENT

Individual has the ability to consider others and show a desire to contribute to the well-being of school and community.

SpEd Specialist

IEP support in social/emotional, and behavior planning; implementation of social skills and curriculum in classroom

BCBA/RBT

Skills Based Treatment (SBT) implementation and coaching support; behavior intervention planning with generalization and maintenance training

Social Worker

1:1 student support on problem-solving skills; staff training on trauma-informed classroom settings



[NCESD.ORG/MASH](https://ncesd.org/mash)

“To support socially significant behavioral change by collaboratively implementing student-centered plans to improve quality of life.”