

# YTS Action Toolkit

Annual License



**SAMPLE  
REPORTS**

Turn complex challenges into clear,  
ready-to-use next steps.

# YTS Behavior Support Packet

Report Date: 2/6/2026

**CONFIDENTIAL PROFESSIONAL RESOURCE • NO STUDENT PII INCLUDED**

General guidance only. Review and verify all content. Not legal, medical, or professional advice.

## Support Strategy Report

### Objective Interpretation:

The student demonstrates high-intensity physiological arousal and avoidance behaviors, characterized by vocal protests, physical resistance to instructions, and disruptions to the instructional environment.

### Emotional Regulation

*The student is likely experiencing a 'fight or flight' response where the amygdala overrides the prefrontal cortex, leading to meltdowns when they feel overwhelmed or unsafe.*

- ☐ Provide a 'Calm Down Kit' with tactile items like stress balls or weighted plushies
- ☐ Model and practice 'Square Breathing' using a visual graphic during neutral times
- ☐ Designate a specific 'safe zone' in the classroom where the student can retreat without penalty

### Executive Function

*The student may struggle with shifting attention and cognitive flexibility, causing them to view transitions or unexpected changes as significant threats.*

- ☐ Use a visual 'First/Then' board to clearly outline immediate expectations
- ☐ Provide a 2-minute and 1-minute visual warning using a sand timer before transitions
- ☐ Break complex classroom tasks into three single-step instructions provided sequentially

### Proprioceptive System

*The student may be seeking heavy work input to ground their body and regulate their nervous system, which can manifest as disruptive movement or physical refusal.*

- ☐ Integrate 'heavy work' chores such as moving stacks of books or wiping desks
- ☐ Offer a weighted lap pad or compression vest during seated instructional time
- ☐ Incorporate wall pushes or chair push-ups into the classroom transition routine

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## Staff Guidance & Co-Regulation

### Co-Regulation Tips & Unified Verbal Prompts

- Maintain a low, neutral volume and a slow speaking rate.
- Provide at least 10 seconds of processing time after every prompt.
- Use visual supports to communicate rather than relying on verbal demands.
- Position your body at an angle and at eye level to appear less threatening.

#### UNIFIED VERBAL PROMPTS FOR THIS SITUATION

- Safe body.
- Deep breath.
- Check schedule.
- First work.
- Then break.

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Data Tracking Log

Track the effectiveness of the selected strategies. Note any changes in frequency or intensity.

**Observed Behavior:** Persistent emotional dysregulation and task avoidance.

Date/Time	Strategies Used	Student Outcome	Observations/Notes
		<div><input type="checkbox"/> De-escalated</div> <div><input type="checkbox"/> Stabilized</div> <div><input type="checkbox"/> Escalated</div>	
		<div><input type="checkbox"/> De-escalated</div> <div><input type="checkbox"/> Stabilized</div> <div><input type="checkbox"/> Escalated</div>	
		<div><input type="checkbox"/> De-escalated</div> <div><input type="checkbox"/> Stabilized</div> <div><input type="checkbox"/> Escalated</div>	
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		<div><input type="checkbox"/> De-escalated</div> <div><input type="checkbox"/> Stabilized</div> <div><input type="checkbox"/> Escalated</div>	

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# Full MTSS Intervention Plan

Student Name: \_\_\_\_\_

Identified Micro-Skill: Task Persistence and Independent Work Completion

## Tier 1: Universal Support

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**Goal:** The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

### Interventions:

- **Visual Support and Self-Monitoring**

Implement a classroom-wide visual timer and a 3-step 'Check-In' checklist posted on the student's desk to prompt self-monitoring during work sessions. [Daily throughout the school week]

- **Task Chunking and Movement Intervals**

Utilize 'chunking' for all students by breaking 20-minute tasks into four 5-minute segments with a 30-second movement break between each. [During all core independent work blocks]

## Tier 2: Targeted Support

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**Goal:** The student will remain engaged in work with 80% accuracy during 15-minute intervals during independent practice as measured by an interval-based observation tool.

### Interventions:

- **Small Group Pre-Correction Station**

Provide a small group 'Guided Practice' station where the student receives pre-correction and setting of specific mini-goals before transitioning to independence. [3 days per week for 20 minutes]

- **Targeted Check-In/Check-Out**

Implement a 'Check-In/Check-Out' (CICO) system specifically focused on assignment initiation and completion with a designated mentor. [Twice daily (morning/afternoon)]

## Tier 3: Intensive Support

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**Goal:** The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

### Interventions:

- **High-Frequency Reinforcement System**

Develop a highly individualized reinforcement schedule (e.g., token economy) where the student earns immediate preferred rewards for every 5 minutes of focused effort. [Hourly during independent work periods]

- **Intensive 1:1 Behavioral Support**

Conduct a Functional Behavior Assessment (FBA) to design a specific behavior intervention plan (BIP) focusing on the function of off-task behavior and providing 1:1 behavioral coaching. [Daily for 30 minutes of direct coaching]

# MTSS Goal Monitoring: Tier 1: Universal

Student Name: \_\_\_\_\_

Level: Tier 1: Universal

**STUDENT GOAL:**

The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

Interventions: Visual Support and Self-Monitoring, Task Chunking and Movement Intervals

Scale: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

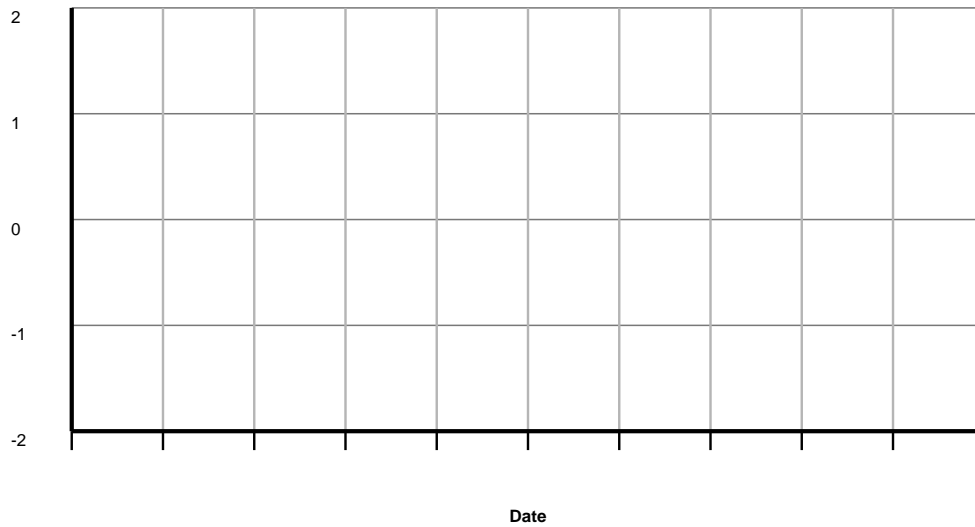
Date	Initial	Rating (-2 to 2)	Observation / Data

# Tier 1: Universal Progress Graph

**GOAL:**

The student will complete independent assignments with no more than 2 verbal redirections during math and literacy blocks as measured by daily work completion logs.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression



# MTSS Goal Monitoring: Tier 2: Targeted

Student Name: \_\_\_\_\_

Level: Tier 2: Targeted

**STUDENT GOAL:**

The student will remain engaged in work with 80% accuracy during 15-minute intervals during independent practice as measured by an interval-based observation tool.

Interventions: Small Group Pre-Correction Station, Targeted Check-In/Check-Out

Scale: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

Date	Initial	Rating (-2 to 2)	Observation / Data

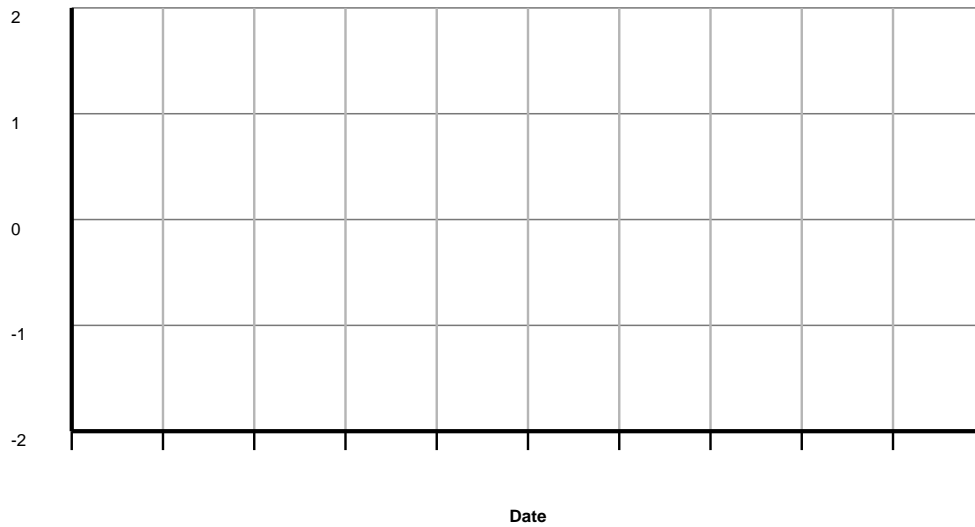


## Tier 2: Targeted Progress Graph

**GOAL:**

The student will remain engaged in work with 80% accuracy during 15-minute intervals during independent practice as measured by an interval-based observation tool.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression



# MTSS Goal Monitoring: Tier 3: Intensive

Student Name: \_\_\_\_\_

Level: Tier 3: Intensive

**STUDENT GOAL:**

The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

Interventions: High-Frequency Reinforcement System, Intensive 1:1 Behavioral Support

Scale: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression

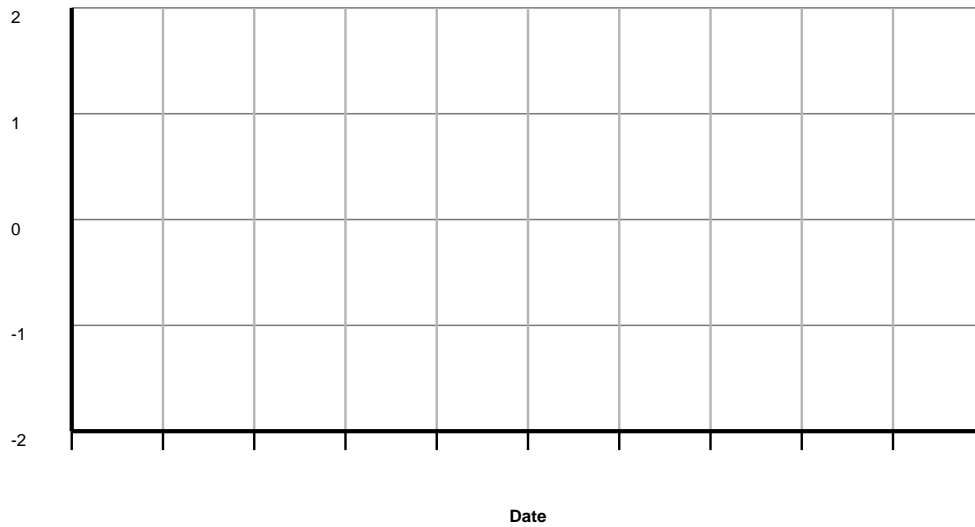
Date	Initial	Rating (-2 to 2)	Observation / Data

## Tier 3: Intensive Progress Graph

**GOAL:**

The student will initiate and sustain work on a task for 10 consecutive minutes with zero adult prompting during independent work as measured by a frequency count over a 2-week period.

Key: 2 = Goal Mastered | 1 = Progressing | 0 = No Change | -1 = Limited Progress | -2 = Regression



IEP GOAL & SUPPORT PLAN

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DATE  
2/6/2026

PROPOSED SMART GOAL

"By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities."

<b>S SPECIFIC</b> The goal targets the specific skill of writing complete and grammatically correct sentences within a structured 4-sentence paragraph.	<b>M MEASURABLE</b> The goal is measurable by counting the number of complete and grammatically correct sentences (3 out of 4) and the consistency across opportunities (4 out of 5).	<b>A ACHIEVABLE</b> Building on the student's verbal comprehension, this goal provides a realistic target for improving written sentence construction from their baseline.	<b>R RELEVANT</b> This goal is relevant as it directly addresses the student's challenge with written output and supports their ability to complete classroom writing tasks.	<b>T TIME-BOUND</b> The goal is time-bound to be achieved by the student's next annual review.
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PRESENT LEVEL (PLOP)

The student demonstrates strong verbal skills and actively participates in class discussions, indicating a solid understanding of academic content. However, they experience difficulty with written output, particularly when required to organize thoughts on paper. While the student often knows the answers, they consistently struggle to construct complete and grammatically correct sentences, impacting their ability to keep pace with classroom writing assignments. Currently, the student produces an average of 1-2 complete sentences when a 4-sentence paragraph is required.

DATA COLLECTION PLAN

Data will be collected weekly by the Special Education teacher or General Education teacher during relevant writing tasks. The number of complete and grammatically correct sentences within a 4-sentence paragraph will be recorded.

Primary Metric: Raw Score (x out of y)

STRATEGIES & SUPPORTS

- Provide visual sentence starters and sentence frames to support sentence construction.
- Utilize graphic organizers (e.g., web, outline) to help organize ideas before writing.
- Model the process of writing complete sentences and short paragraphs using think-alouds.
- Allow the student to verbally rehearse their ideas before committing them to paper.
- Provide a checklist for sentence completeness and grammar during writing tasks.
- Break down multi-sentence writing tasks into smaller, manageable chunks.

DATA COLLECTION SHEET

Generated via IEP Action Planner

STUDENT NAME

OBSERVER(S)

TARGET GOAL

By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities.

DATE	ACTIVITY / CONTEXT	DATA ENTRY <small>(Raw Score (x out of y))</small>	SUPPORT LEVEL	INIT.

SUPPORT LEVEL KEY:

(I) Indep. (VP) Verb. Prompt (GP) Gest. Prompt (M) Model (PP) Phys. Prompt (R) Refusal

Notes / Summary:

PROGRESS MONITORING

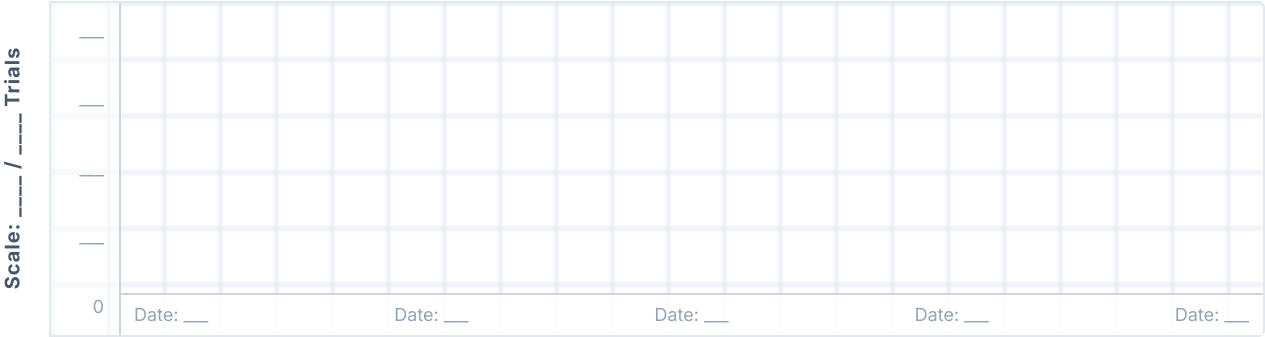
STUDENT

Generated via IEP Action Planner

TARGET GOAL

By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities.

VISUAL PROGRESS GRAPH



QUARTERLY PROGRESS SUMMARY

**REPORT 1** Date: \_\_\_\_\_

☐ Goal Mastered

☐ Progressing Satisfactorily

☐ Progressing

☐ Limited Progress

☐ No Progress

☐ Not Introduced

**REPORT 2** Date: \_\_\_\_\_

☐ Goal Mastered

☐ Progressing Satisfactorily

☐ Progressing

☐ Limited Progress

☐ No Progress

☐ Not Introduced

**REPORT 3** Date: \_\_\_\_\_

☐ Goal Mastered

☐ Progressing Satisfactorily

☐ Progressing

☐ Limited Progress

☐ No Progress

☐ Not Introduced

**REPORT 4** Date: \_\_\_\_\_

☐ Goal Mastered

☐ Progressing Satisfactorily

☐ Progressing

☐ Limited Progress

☐ No Progress

☐ Not Introduced

# INSTRUCTIONAL PLAN & ACTIVITIES

Generated via IEP Action Planner

TARGET GOAL

By the annual review, when given a familiar topic and a writing prompt requiring a 4-sentence paragraph, the student will independently write 3 out of 4 complete and grammatically correct sentences in 4 out of 5 observed opportunities.

*"These are suggested instructional lessons and classroom activities to support skill acquisition."*

ACTIVITY SEQUENCE & TEACHING IDEAS

- 1 Explicitly teach the components of a complete sentence (subject, verb, complete thought).
- 2 Practice identifying and correcting incomplete or run-on sentences in mentor texts.
- 3 Use sentence combining exercises to build more complex and varied sentences.
- 4 Provide guided practice using sentence frames to construct sentences on various topics.
- 5 Teach and practice using a simple graphic organizer for planning a 4-sentence paragraph (e.g., topic sentence, 2 detail sentences, concluding sentence).
- 6 Engage in shared writing activities where the teacher models sentence formation and paragraph structure.
- 7 Implement a 'talk-then-write' strategy where students verbally articulate their sentences before writing them.
- 8 Provide specific feedback focused on sentence completeness and grammar during writing conferences.
- 9 Utilize short, targeted writing prompts based on high-interest topics to build fluency.
- 10 Integrate peer review activities focused on checking for complete sentences and basic grammar.

**Confidential educational draft.** IEP ACTION PLANNER  
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# MAINTAINING PERSONAL SPACE



## WHAT IS IT?

Personal space is the invisible boundary or bubble that people maintain around their bodies to feel comfortable and safe. It involves understanding how to adjust physical distance depending on the person you are with and the specific social situation.

## WHY IT MATTERS

Learning to respect boundaries is essential for building positive social relationships and helping children feel secure in their environment. Proper spacing also helps prevent peer conflicts, reduces sensory overload, and improves a child's overall social awareness and safety.

## SUPPORTING THE STUDENT

- 1 Use a hula hoop as a visual prop to help children see and feel their personal bubble while moving.
- 2 Place colored tape or carpet squares on the floor to provide clear physical boundaries for sitting and standing.
- 3 Teach the one arm's length rule by having children reach out to ensure they are at a respectful distance.
- 4 Utilize social stories or visual picture cards that model appropriate spacing in various daily routines.
- 5 Provide proprioceptive heavy work activities like wall push-ups to improve a child's awareness of their own body.
- 6 Model respectful boundaries by asking a child for permission before initiating physical contact like a hug or high-five.