

P D C A



Creating a Bereavement Plan of Care for Students



PLAN



DO

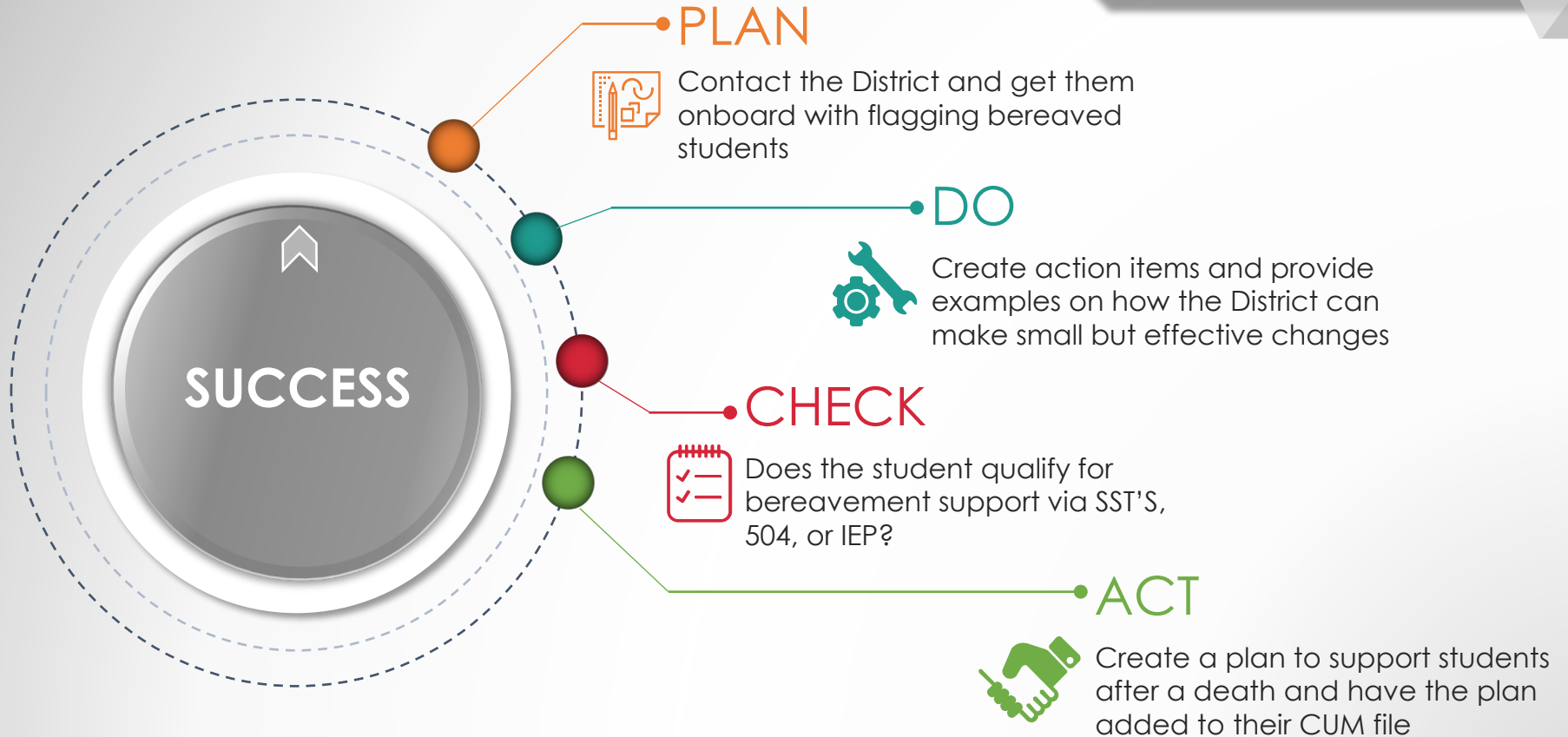


CHECK



ACT

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Add Info

Database

Check-In

Accountability



Add Bereavement History to Registration Packets. This is a District level move



Create a flagging system in the Student Management software and pull queries. For example, AERIES



Once a school is notified of the death, check in with bereaved students and parents to get approval on establishing an SST at minimum



Get top down buy-in. Administration support is how change is embraced. Explain the ease and importance of supporting bereaved students. Be a local partner

PDCA

TERMINOLOGY

NO PLAN

Currently most schools lack a flagging system to identify bereaved students which aids in deficient levels of support and follow up. As a result, students can struggle in areas of academia, behavioral, and social-emotional regulation

SST'S

It is a group formed within the school to examine a student's academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. This is not a legal document

504

Formal plan that is developed to give kids with disabilities support. It's a legal document of the Rehabilitation Act. 504 plans provide accommodations, like extended time on tests or the ability to leave the classroom for short breaks

IEP

A legal document that lays out the program of special education instruction, supports and services for a kid with disabilities. It is designed to meet a child's exact needs. Both the program and the plan are covered by special education law, or the Individuals with Disabilities Education Act (IDEA)

SST'S Berv Plan of Care

Call a SST'S meeting with bereaved student and family

Plan



Student Becomes Bereaved

Have staff and student evaluate areas of strengths and weaknesses

Do



Create a plan of interventions, accommodations, and responsible parties

Check



School Support for a Bereaved Student

Action



Test informal bereavement plan, revise as needed, add to CUM file

Sample SSTs or BPOC

STUDENT STUDY TEAM SUMMARY

School:					
Today's Date:					
Student:	Student ID:	Grade:	D.O.B.:	Preferred Language:	
Meeting Facilitator:		Present at Meeting:			

Items Reviewed
 Current Gradebook
 Transcripts
 Cum File
 Teacher Input

KNOWN INFORMATION (Background)	STRENGTHS	CONCERNS (Prioritize)	KNOWN (Interventions & Outcomes)	WHO IS RESPONSIBLE?	WHEN AND WHERE IS THIS HAPPENING?	OTHER NOTES

Signature (Parent/Guardian)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Parent/Guardian)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Student)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (Counselor/SW)	Printed Name	Date	Signature (Admin)	Printed Name	Date
Signature (School Psychologist)	Printed Name	Date	Signature (Admin)	Printed Name	Date

INTERVENTION AND ACCOMMODATION STRATEGIES

Environmental Strategies

- seat student near teacher
- seat student near door
- other accommodation

Organizational Strategies

- provide daily work schedule
- send a reminder email of assignments due
- other accommodation

Lesson Presentation Strategies

- tape lessons for replay
- check in for understanding/review
- break longer presentations into shorter segments
- provide peer note taker
- provide study guide
- pre-teach and reteach important concepts
- other accommodation

Assignment Strategies

- give extra time to complete assignments
- shorten assignments, break into smaller segments
- reduce homework assignments
- provide tutor/peer assistance
- assist student in setting short term goals
- handout worksheets one at a time
- allow student a choice on public speaking
- other accommodation

Test Taking Strategies

- test a limited portion of material
- give frequent short quizzes, not long exams
- allow extra time for exam
- modify weights with examinations
- allow student to test in a quiet environment
- limit the amount of material presented on a single page
- other accommodation

Break Strategies

- allow student open pass to counselor/SW
- allow student 10 min break outside classroom door
- allow student open pass to nurses station
- allow student into classroom during lunch ___x per week
- allow student to walk with aid outside for up to 15 minutes
- other accommodation

Behavioral Strategies

- implement time out procedures
- utilize non-verbal signal as check in with student
- keep classroom rules simple, visible, and clear
- allow for short breaks (in classroom or outside) in between assignments
- allow student to run errands for teacher
- excuse students to safe room if crying, sleeping, yelling, or anger is escalating
- other accommodation

Follow up: _____ months
 Add to Cum File
 Close out SST's
 Addendum

SST'S Berv Plan of Care

Timeline

Amendable

Check-Ins

Action



Can be done right away or once noticeable issues arise



Can be changed and revised as needed



Provides opportunities for check-ins with SW/staff



Increases knowledge and sensitivity around bereaved students

SST's

Moving from a
SST'S/Berv Plan of Care
to a 504



504

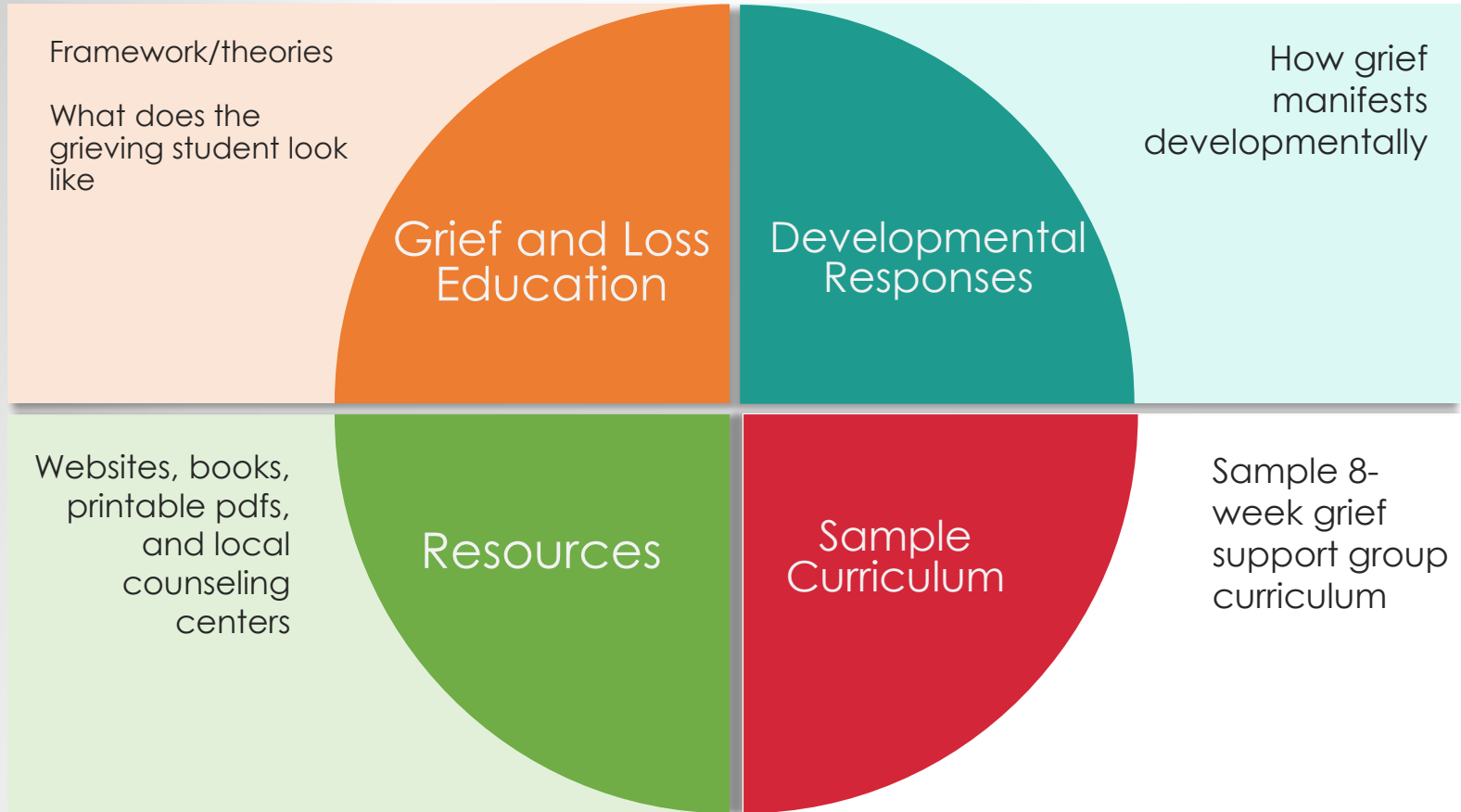
Benefits

- Legally binding
- All staff must abide
- Stays in CUM file
- Get's revisited annually
- Requires all major Admin be involved in assessment
- Child stays on everyone's radar
- Accommodations specific to pain point

Negatives

- Legally binding
- Stays in CUM file
- Child stays on everyone's radar
- Requires assessment
- It isn't Berv specific but DX specific

Professional Bereavement Trainings



Questions?

Thank you!

**For fillable PDF of BPOC please
email: Radicalgrief@gmail.com**