



BRST

BEHAVIOR RESPONSE SUPPORT TEAM

SY 2020-2021 Administrator Toolkit



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U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

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The completion of this manual could not have been possible without the collaboration and dedication among the schools, graduate students, and professors associated with the University of Utah U-TTEC Lab. We dedicate this manual to the educators and behavior consultants who aim to help children achieve their greatest potential in school settings.

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Behavior Response Support Team (BRST) Program Description

Background:

The University of Utah's Technology in Training, Education, and Consultation (U-TTEC) Lab currently facilitates direct service practicum and applied research experiences to School Psychology and Special Education students in the College of Education. A specific goal of our training program is to provide supervised experiences for individuals earning their Board Certification in Behavior Analysis (BCBA). The U-TTEC lab currently provides behavioral support services to various school districts across Utah. We provide supports targeting the behavioral needs of a broad range of students in both general and special education classrooms. However, the primary focus of the Behavior Response Support Team (BRST) consultation services are to support students in general education. The U-TTEC lab provides professional development training, sustainable programming, and rigorous assessment data (e.g., Tier 1 and Tier 2 implementation fidelity) to support administration and teachers. In addition, our services are intended to increase school district personnel's ability to effectively serve other students who are not the direct focus of the U-TTEC lab's consultative service, but who are also engaging in problem behavior. The U-TTEC lab provides graduate students with high-quality supervision and training experiences commensurate with the practical responsibilities that they will perform as BCBAs in school and other interdisciplinary clinical settings. These training and supervision opportunities are critical for the graduate students and uniquely position them for success in their independent careers as school practitioners.

The U-TTEC lab is directed by Aaron J. Fischer, Ph.D., BCBA-D, Assistant Professor of School Psychology and Adjunct Assistant Professor of Psychiatry at the University of Utah. Dr. Fischer is a Licensed Psychologist and Licensed Board Certified Behavior Analyst in Utah. He has extensive experience working in schools and other interdisciplinary clinical settings to improve outcomes for students with academic and behavior problems. His research and clinical experience focus on evidence-based school consultation with teachers, school staff, and parents.

Leanne Hawken, Ph.D., is the Director/Owner of Academic and Behavior Systems Inc. Dr. Hawken has spent the past 12 years coaching school districts on how to effectively implement multi-tiered systems of support (MTSS). Dr. Hawken is the co-author of a best-selling book by Guilford Press titled "Responding to Problem Behavior in Schools: Check-in Check-out Intervention."

Keith Radley, Ph.D., BCBA-D, NCSP is an Associate Professor and Director of the School Psychology Program at the University of Utah. Dr. Radley's research interests center on the application of behavioral interventions within academic settings, particularly for individuals with developmental disabilities. Further, his research focuses on data collection, visualization, and analysis in research and applied contexts. Dr. Radley was the recipient of the 2017 Lightner Witmer Award from Division 16 of the American Psychological Association.

Purpose of the BRST Program:

The U-TTEC Lab supports the Granite School District School's MTSS Teams in the development of an in-house GSD Behavior Response Support Team (BRST). The primary goal of this partnership is to support the behavioral needs of general education students within the district. Creation of a GSD BRSTs in schools allows MTSS teams to serve students using in-house personnel who can provide services in a timely manner, avoid the costs of using ongoing outside contractors, and will likely result in fewer placement and/or program changes for students with problem behavior. This proposal includes the following components: training, coaching, and systems and materials creation. Doctoral and Master's level graduate students and the director of U-TTEC and other University of Utah Faculty in Special Education and School Psychology will provide these services. All service providers will be licensed or be working towards their Board Certification in Behavior Analysis (BCBA).

Proposed Structure of the GSD BRST

It is suggested that the BRST team be comprised of individuals with experience in PBS and Applied Behavior Analysis (ABA), working with students with behavior problems, and who have an excellent track record of successful collaboration with, and training of others.

Definition Program Activities:

Summary of Project Activities

U-TTEC will work collaboratively with the GSD schools to develop general education BRSTs, specifically targeting the following areas (items may be added as deemed necessary):

1. Selecting, designing, and using optimal data collection procedures
2. Displaying and analyzing a variety of data-types
3. Determining the function of the problem behavior
4. Training teachers and school staff to collect data for treatment fidelity and progress monitoring of student outcomes
5. Selecting and designing evidence- and function-based positive behavior interventions, including selection of functional replacement behaviors and designing instructional procedures
6. Developing, conducting, and evaluating treatment integrity and inter-observer agreement assessments for follow up services
7. Providing effective initial, follow up, and corrective training and coaching to teachers and school staff
8. Reading and analyzing relevant research and other professional material to ensure use of current evidence-based practices

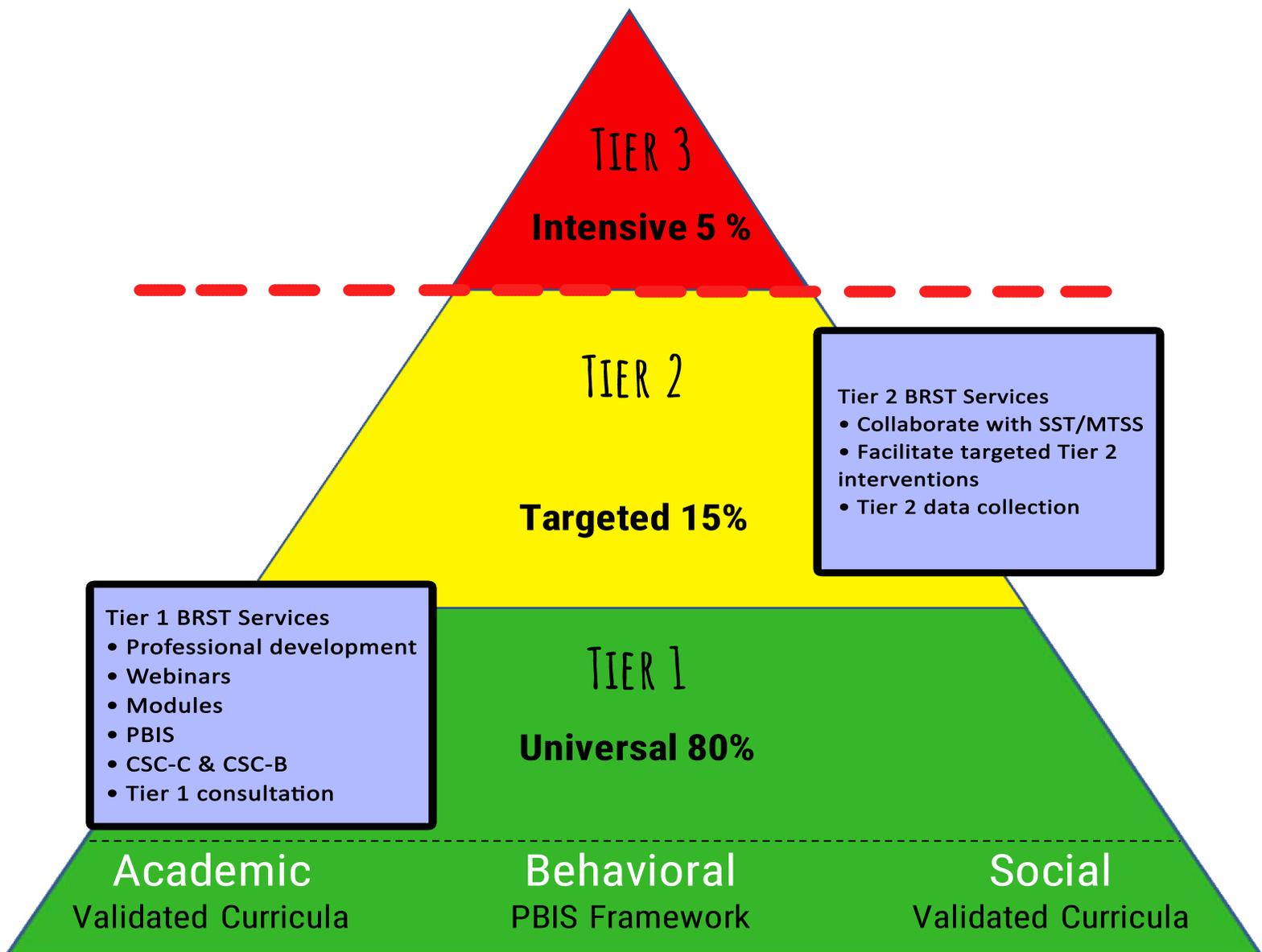
9. Collecting outcome/effectiveness data related to staff training and mastery, as well as students effectively served (i.e., number/percent of students served who demonstrated an initial and sustained behavior reduction)
10. Support the development of PBIS/MTSS/SST systems and processes (e.g., referral process, support the evaluation of effectiveness of services, training materials, research articles)
11. Assessing and analyzing developed systems, processes and materials for effectiveness and modifying as needed
12. As applicable: providing supervision for individuals accruing experience hours toward sitting for the exam to become a BCBA or BCaBA
13. Other services as agreed on (e.g., presenting data and project steps at various state and national conferences, writing articles for various local and national journals/publications)

BRST CONSULTANT RESPONSIBILITIES

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

The following handout describes the **roles** and **responsibilities** of BRST consultants across the **tiers** of student support.



BRST Consultant Responsibilities by Tiers

Tier 3

- ✗ BRST does not provide Tier 3 consultation
- ✗ BRST does not provide crisis intervention

Tier 2

- ✓ Collaborate with SST/MTSS to ensure student eligibility for Tier 2 and determine a Tier 2 intervention
- ✓ Provide consultation and facilitate implementation of targeted Tier 2 interventions
- ✓ Provide support for student outcome and fidelity data
- ✗ Directly implement Tier 2 interventions

Tier 1

- ✓ Provide professional development, webinars, and Evoke eLearning modules
- ✓ Facilitate implementation of school-wide and classroom PBIS
- ✓ Collaborate with administration and school staff to execute PBIS
- ✓ Provide Components of a Successful Classroom (CSC) observation to ensure Tier 1 is in place.
- ✓ Provide consultations and training to teachers regarding Tier 1 strategies
- ✗ Provide crisis management for extreme behaviors
- ✗ Directly implement Tier 1 interventions, unless modeling the procedure

PRE-BRST TO FULL BRST TRANSITION CRITERIA

University of Utah BRST Manual

By: Merry Feng, B.S.

August-April

- At least **80%** of school staff must complete the required **four e-Learning modules** with **80% passing criteria**.
- Successful **functioning problem-solving teams** are in place.

April- May

- Tier 1 School-wide PBIS** with fidelity and passing criteria on:
- (1) The School-wide Evaluation Tool (SET) **80%** or higher
- OR
- (2) Tiered-Fidelity Inventory (TFI) **70%** or higher

- ✓ Teachers should be **coached** and **trained** on Tier 1 and Tier 2 classroom **strategies**.
- ✓ **Leadership** staff should consistently **model** the **problem-solving** process and reinforce **implementation** of evidence-based practices with high levels of **fidelity**.
- ✓ **Administrator** must **attend 75%** of monthly **meetings** with BRST consultant(s).
- ✓ The school should **vote to transition** to the **Full BRST** program (if eligible).
- ✓ **Eligibility** is **determined** by the use of the **Pre-BRST Measurement** tool.

August-October of 2nd Year Pre-BRST

- **Two personnel** to be **trained** using the Brief Components of a Successful Classroom (CSC-B).
- CSC-B **reliability** criteria of **80%** or higher.
- CSC-B used as part of the **SST** process.

FULL BRST

University of Utah BRST Manual

By: Merry Feng, B.S.



August-October

Beginning of the Year

- 60 minute CSC Consultant (CSC-C) observations
- CSC Self-Assessment (CSC-S) Feedback sessions
- Consultation concentrated on teachers scoring below 80%
- Administration encourage lower scoring teachers to commit to consultation.
- Support the principal and school-wide PBIS team on Tier 1 strategies.



February-May

End of the Year Activities

- Post CSC-C Observations.
- Post CSC-C Feedback sessions.
- Post CSC-C Data shared with school admin team.
- Explanation of fade out criteria.
- End of year school report card.

- 10-15 hours per week of BRST services
- At least 10 hours will be on-site Remaining hours include the BRST consultant attending other University requirements.

October-February



School Year

- Weekly Tier 1 Teacher Consultation Problem-Solving Consultation model (PSC)
- Weekly observations and data collection on Tier 1 strategies.
- Training of evidence-based strategies
- Tier 2 Consultation
- Effective teaming practices
- School-wide PBIS Consultation
- Professional development

FULL BRST FADING

University of Utah BRST Manual

By: Merry Feng, B.S.

- Typically takes place during the **spring** of the **second year** of Full BRST services.
- Is **data informed** and at the **discretion** of **stakeholders**.
- Aug-Oct 2nd year = Fading plan should be discussed.
- Feb-May 2nd Year = BRST fading should take place.

Tier 2 Referrals

- Ensure **Tier 2 referral** process established and it is effectively utilized by teachers.
- **Clearly outlined** Tier 2 referral process.
- **Teachers collect data** on the student in question before a Tier 2 intervention is implemented.
- **Components of a Successful Classroom Brief (CSC-B)** data collected **prior** to placing students on **Tier 2** interventions.
- **Capacity to implement multiple Tier 2** interventions.



BRST Maintenance March-May 2nd year

- School administrator will identify two personnel to be trained in collecting Tier 1 fidelity data using the **CSC-B**.
- Pass **reliability** criteria of **80%** or higher.
- **CSC-B** data collection should occur as part of the **SST process** for teachers to access Tier 1 prior to recommending students for Tier 2 services.
- **Coaching/consultation** by school staff on areas of **improvement** as indicated by the **CSC-B** should occur.
- **Professional development** on areas of improvement as indicated by the **CSC-B** should occur.

Criteria for Fading Full BRST Services

- **Post Components of a Successful Classroom Consultant (CSC-C)** observations on teacher who scored **below 80%** at beginning of year.
- **Post CSC-C feedback session** providing teachers with tools and strategies for improvement.
- **Post CSC-C data shared** with administration and coaching staff.
- **Explanation** of what is needed to meet fade out criteria of BRST services.
- End of year school report card.

Behavior Response Support Team Stages and Criteria

By: Stephanie J. Pirsig, M.A., M.Ed., April Zmudka, M.Ed.,
Christina Hesley, M.S., BCBA, & Anna Purkey, M.Ed.

The goal of the Behavior Response Support Team (BRST) project is to improve classroom and school-wide positive behavioral supports and intervention (PBIS) practices. When first conceptualized, the BRST program consisted of the Full BRST model, facilitating efficient service to schools that are committed to collaborate with the BRST program. The program was expanded in the 2019-2020 school year to allow for two separate phases of the BRST team collaboration to ensure that all schools are equipped with the tools necessary to fully benefit from this partnership. In the Pre-BRST program, a BRST consultant will support the district PBIS coach and administration in assessing PBIS implementation and effective teaming and provide training.

Pre-BRST

Before a school is accepted into the Full BRST program, they must first go through the Pre-BRST process to ensure that the school has been provided with the information necessary to fully understand the procedures within the program and has the capacity for full implementation. Pre-BRST is an entry level partnership between faculty and student members of the University of Utah Technology in Training, Education and Consultation (U-TTEC) lab and the district administration and select schools within Granite School District. The following information outlines the school selection process, Pre-BRST programming, and criteria for transitioning to the full BRST program:

1) Pre-BRST School Selection Process

- a) There are two routes available to be considered for the Pre-BRST program: (1) a school may express interest by contacting district personnel or (2) the school district administration may identify a school based on their level of need.
- b) Once a school has been identified, a BRST faculty member will contact the school administration to confirm their interest in Pre-BRST services.

2) Pre-BRST Consultation Program Outline

- a) After the school has completed the selection process, Pre-BRST consultation may begin.
- b) At the onset of Pre-BRST consultation, a BRST consultant will inform school staff of the procedures and expectations for schools wishing to receive Full BRST services. This will include an initial meeting with the school administration to review the Pre-BRST Measurement document. Next, a BRST presentation for staff explaining Pre-BRST procedures and expectations during a faculty meeting will be provided. Pre-BRST procedures and expectations include the following:

- i) Schools are expected to engage in defining, teaching, reviewing, and posting school-wide behavioral expectations across different areas within the school (e.g., classroom, hallway, cafeteria, etc.).

The following four Evoke eLearning modules (1) Thinking Functionally About Problem Behavior, (2) Rules, Procedures, and Expectations, (3) Reducing Problem Behavior in the Classroom, and (4) Good Behavior Game must each be completed by a minimum of 80% or higher of school staff (e.g., administration, teachers, paraprofessionals, Behavior Health Assistant, and counselors).

- i) Pre-BRST consultants will encourage auxiliary school staff (e.g., cafeteria school staff, secretary, custodians, student teachers, interns) to also finish the four core Evoke eLearning modules.
- ii) School administration will respond (e.g. via email, phone call, or Zoom) to Pre-BRST consultant's emails or phone calls within 72 hours.
- iii) Pre-BRST consultants will encourage teachers to reach out regarding Tier 1 strategies for their classroom; however, teacher involvement is not mandatory.
- iv) Pre-BRST consultant(s) provide in person or webinar professional development(s) during the school year.
- v) School administration will attend one 15-30-minute meeting with the BRST consultant every month outside of monthly meetings (e.g. PBIS, MTSS/SST, faculty) to review BRST progress.
- vi) Monthly (PBIS, MTSS/SST, and faculty) meeting invite dates, agendas, and Google Drives are provided to the Pre-BRST consultant(s) prior to meetings each month.
- vii) If requested, the Pre-BRST consultant will support the PBIS coach in providing training on Team Initiated Problem Solving (TIPS) to the Pre-BRST leadership teams (PBIS, MTSS/SST) during the first eight weeks of school.
- viii) If requested, the Pre-BRST consultant will support the PBIS coach in completing TIPS fidelity checks at least twice following TIPS training and schools score >80%.

3) Pre-BRST to Full BRST Transition Criteria

- a) At least 80% of school staff (e.g., administration, teachers, paraprofessionals, Behavior Health Assistants, and counselors) within a school must have completed the required four Evoke e-Learning modules with satisfactory scores (i.e., 80% passing criteria).
- b) Schools must successfully create functioning problem-solving teams (e.g., school-wide/Tier 1, MTSS or SST Tier 2/3) that are able to have detailed discussions about how to efficiently function within the school (e.g., monthly meetings, data-based decision making, problem-solving format using TIPS or similar format).
- c) Schools must establish Tier 1 School-wide PBIS with fidelity and demonstrate passing criteria on one of the following tools (conducted by GSD PBIS coach):
 - (1) The School-wide Evaluation Tool (SET)
 - (a) 80% or higher (or)
 - (2) Tiered-Fidelity Inventory (TFI)
 - (a) 70% or higher on Tier-1

- d) In order to maintain Pre-BRST skills, schools should engage in the following activities:
 - i) School administrator will identify two personnel who will be trained in collecting Tier 1 fidelity data using the Components of a Successful Classroom Brief (CSC-B) Form.
 - ii) The two personnel trained will pass reliability criteria of 80% or higher.
 - iii) This data collection should occur as part of the MTSS/SST process.
 - iv) Teachers who bring students to MTSS/SST for behavioral support should be observed using the CSC-B to assess Tier 1 prior to recommending students for Tier 2 services.
 - v) Areas of improvement as indicated by the CSC-B should be incorporated into coaching/consultation by identified school staff.
 - vi) Identified personnel should provide professional development regarding relevant Tier 1 strategies and Tier 2 interventions throughout the school year.
- e) Administrator and staff shall follow the Pre-BRST requirements by completing the following:
 - i) Leadership staff should consistently model the problem-solving process and reinforce implementation of evidence-based practices with high levels of fidelity.
 - ii) Appropriate groups within the school should vote to transition to the Full BRST program (if eligible). Eligibility is determined by the use of the Pre-BRST Measurement tool.
 - iii) Administrator (or designated representative) must attend 75% of bi-monthly meetings with BRST consultant(s).

Full BRST

Full BRST implementation is the most complete and active stage of the BRST program. During Full BRST, a BRST consultant dedicates 10-15 hours per week to BRST activities. Of the 15 hours, at least 10 hours will be on-site while the remaining five hours will include the BRST consultant attending other University requirements.

As BRST consultants begin working with staff, it is important to follow the problem-solving consultation model (please see problem-solving consultation infographic in this toolkit for more information). This includes rapport building at the onset of consultation. Consultants can begin building rapport by introducing themselves and introducing/reviewing the Full BRST program during the pre-school staff training days.

1) Beginning of the Year Activities

- a) The Components of a Successful Classroom Consultant (CSC-C) Form is a classroom assessment that measures Tier 1 within each classroom during whole group instruction. The observation will include two 30-minute observations across two school subjects (e.g., language arts and math).
 - i) Projected data collection timeframe: August-October
 - ii) The BRST consultant must first complete the Components of a Successful Classroom Consultant (CSC-C) Form reliability training.
 - iii) After completing the reliability training, the BRST consultant may begin collecting baseline CSC-C data in each classroom.

- iv) As the BRST consultant collects CSC-C data, teachers complete the baseline Components of a Successful Classroom Self-Assessment (CSC-S) Form.
 - v) Once the CSC-C observation and the CSC-S are completed, the BRST consultant should schedule a feedback session to review data with teachers and offer BRST consultation services. The consultant may offer services for teachers regardless of their CSC-C percentage score; however, emphasis should be concentrated on consulting with teachers scoring below 80% on the CSC-C.
 - vi) It is imperative for administration and coaching staff to support the BRST consultant by encouraging lower scoring teachers to commit to consultation, follow through with suggested skills practice, and participate in regularly scheduled consultation meetings.
- b) The BRST consultant offers support to the principal and school-wide PBIS team on strategies to support Tier 1 in non-classroom settings.

2) School Year Activities

- a) Tier 1 Consultation
 - i) Throughout the individual consultation process, the BRST consultant will hold meetings with teachers who agree to commit to BRST services at least once each week. Consultative meetings should follow the problem-solving consultation model (please see problem-solving consultation infographic in this toolkit for more information).
 - ii) The BRST consultant will observe Tier 1 classroom instruction and provide the teacher with feedback on data collected during weekly consultative meetings. Data collection measures include momentary time sampling (to assess student on task behavior), fidelity checklists, frequency of positive-to-negative interactions, frequency of opportunities to respond, etc. When the teacher and consultant identify a target evidence-based class-wide program and/or contingency, BRST consultants will train teachers by using behavior skills training covering areas of concern as part of the individual consultation process or other classroom support.
- b) Tier 2 Consultation
 - i) The BRST consultant is available to provide consultation regarding effective teaming practices for supporting students needing Tier 2 services.
 - ii) The BRST consultant may help facilitate implementation of Tier 2 targeted interventions across school staff through training and support.
- c) School-wide PBIS Consultation
 - i) The BRST consultant, or other BRST team members, may provide professional development, on an as needed basis, related to implementing PBIS and on other various topics related to the needs of each specific school.

3) End of the Year Activities

- a) Components of a Successful Classroom Consultant (CSC-C) Form
 - i) Projected data collection timeframe: February-April
 - ii) Beginning in February, the BRST consultant will collect Post CSC-C data for teachers who originally scored below 80% at the beginning of the year. The BRST consultant will then provide feedback about information obtained from their observation with each teacher. This feedback should include praising

- the teacher for indicated improvements while providing teachers with tools and strategies for improvement.
- iii) The BRST consultant will share data with administration and coaching staff, while also providing necessary strategies and interventions for improvement and explain what is needed to meet fade out criteria of BRST services if the school is not currently meeting that criteria.
 - iv) As part of the end of the year data sharing, the BRST consultant prepares a school report card.

BRST Fading Process

The fading of BRST services typically takes place during the spring of the second year of Full BRST services but is data informed and at the discretion of stakeholders (BRST, district, and administration).

1) Components of a Successful Classroom Brief (CSC-B) Form:

- a) In order to maintain BRST skills, schools should engage in the following activities:
 - a. School administrator will identify two personnel who will be trained in collecting Tier 1 fidelity data using the CSC-B.
 - b. The two personnel trained will pass reliability criteria of 80% or higher.
 - c. This data collection should occur as part of the MTSS/SST process.
 - d. Teachers who bring students to MTSS/SST for behavioral support should be observed using the CSC-B to assess Tier 1 prior to recommending students for Tier 2 services.
 - e. Areas of improvement as indicated by the CSC-B should be incorporated into coaching/consultation by identified school staff.
 - f. Identified personnel should provide professional development regarding relevant Tier 1 strategies and Tier 2 interventions throughout the school year.

2) Tier 2 Referrals

- a) The BRST consultant ensures that the school has a Tier 2 referral process established and it is effectively utilized by teachers.
 - i) An efficient Tier 2 referral process includes the following components:
 - (1) A clearly outlined Tier 2 referral process must be disseminated to the school and teachers must be using it to access additional behavior supports (i.e. MTSS/SST).
 - (2) Coaching staff and administration must be familiar with and follow the Tier 2 referral process and consistently encourage teachers to utilize it. Teachers collect data on the student in question before a Tier 2 intervention is implemented.
 - (3) Teams will be encouraged to gather CSC-B data prior to placing students on Tier 2 interventions, as part of the Tier 2 referral process, as a way to ensure that effective Tier 1 strategies are in place within the classroom.
 - (4) Teams should have the capacity to sustain more than one Tier 2 intervention to support the various needs of different students at risk.

3) Criteria for Fading BRST Services

- a) Post CSC-B data collection occurs February-March for teachers who scored below an 80% on CSC-B data collected at the beginning of the school year.
- b) At least 80% of teachers who participated in the CSC-B observation achieve a score of 80% or higher at Post CSC-B data collection.
- c) Teachers scoring below 80% are encouraged to consult with either (a) the BRST consultant or (b) school coaching staff to improve the Tier 1 strategies indicated by the results of the CSC-B.
- d) Operationally defined and measurable school-wide behavioral expectations are posted throughout the school.

Behavior Support Models

By: Rovi Hidalgo, M.Ed.

In the 2018 school year, an estimated 56.6 million students were expected to attend elementary and secondary schools (“Back to School Statistics,” 2018). Given this number, one can imagine the variation in background, needs, and skills across students. How can schools prioritize their efforts to meet the needs of all these students? The current writing aims to describe different there-tiered behavior support models, and describe benefits and limitations of each.

The Ideal Behavior Support Model: Right-side-up Triangle

Given the various needs that students have, it is imperative for schools to allocate resources to those who need it. Positive Behavioral Interventions and Supports (PBIS) uses a three-tiered model that allows schools to systematically distribute services to students. PBIS emphasizes four key areas: outcomes, data, practices, and systems (“What is School-wide PBIS?”, 2017).

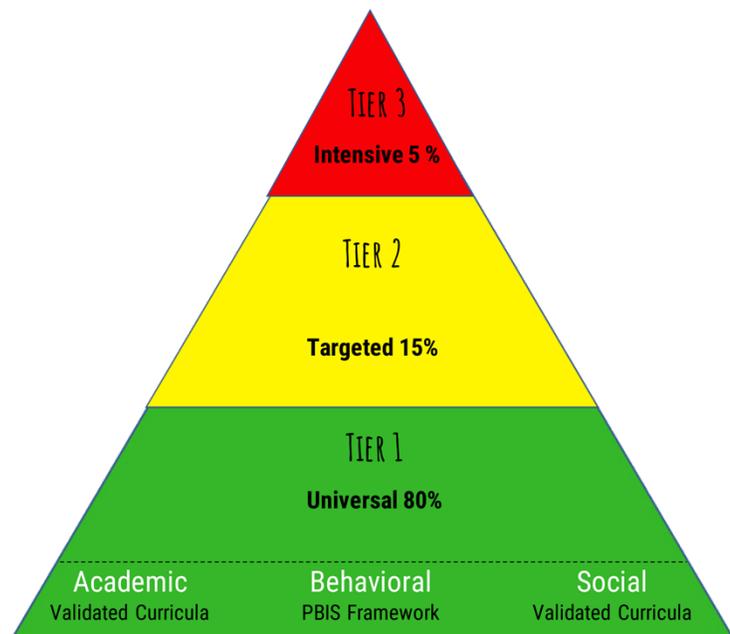
“Outcomes” regard academic and behavior goals that are supported by students, educators and the community.

“Practices” refers to the exact interventions and strategies that are used to reach goals. “Data” are always gathered on students and interventions; they are used to make decisions to improve student outcomes.

Lastly, “systems” are supports that are needed to implement such interventions.

How it Works

The three-tiered model is simple: the higher the triangle, the more severe the behavior, and therefore the more intrusive the intervention. As such, the number of students who receive intensive interventions decreases the higher the triangle. Tier 1 supports alone are sufficient for 80% of the student population. Strategies used at this level include having clear behavioral expectations, teaching appropriate behavior through modeling, practicing and feedback, and reinforcing appropriate behavior with specific praise or a token system (e.g., “Gotcha!”, 2017; “Tier 1 Supports,” 2017). While 80% of students respond to Tier 1 supports, students who are receiving interventions at the higher tiers *still have access* to these supports.



Only 15-20% of students receive additional supports at the Tier 2 level; example interventions

are Check-In, Check-Out (Crone, Hawken & Horner, 2010), self-monitoring, earned breaks, Class Pass (Cook et al., 2014), and small social skills groups, such as the Superheroes Social Skills Program (Jenson et al., 2011) or the Social Skills Improvement System (Gresham & Elliott, 2008). Interventions provided at the Tier 3 level are individualized for students, including the use of a functional behavior assessment. Only 5-10% of students receive interventions at this level.

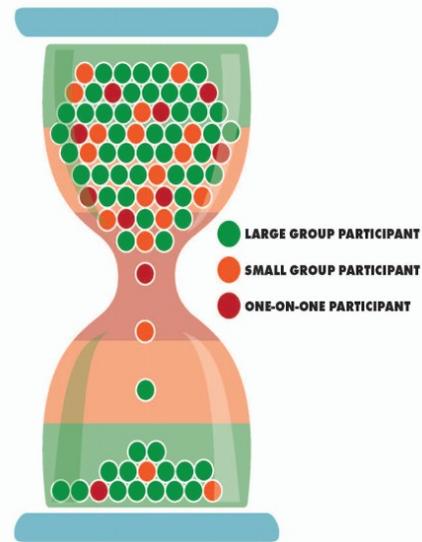
Before students can receive interventions at different tiers, interventions at the student's current tier must be implemented with fidelity. Additionally, data on the student's behavior must also demonstrate a need for a change, such as decreasing or increasing behaviors. Given the emphasis on data-based decision-making, school resources (e.g., staffing and time) are systematically provided for individuals with a demonstrated need for a different intervention.

Non-Examples: Hourglass Model

The Hourglass Model was conceptualized by Ritblatt (2014) as a method to meet the emotional and behavioral needs of students who are at-risk for developing greater problems. This model aims to provide adults the opportunity to learn about their students individually.

How it Works

The Hourglass Model assessment process moves each child from the large group (green) to the individual level (red). Students in the large group can experience relationship-based curriculum in their classrooms. Those in the small group (orange) have individualized plans to facilitate self-regulation. Lastly, those in the individual level (red) receive one-on-one behavior support. Because the model is based on relationship-building between adults and students, it is required that *all students experience all levels of interaction* – that is, all students will be sifted across levels at some time.



Interventions may vary depending on student skill deficits in the areas of growing up, transitioning between activities, parental conflict (i.e., divorce), self-regulation, maintaining friendships, and parent work (i.e., deployment). Teachers are required to make inferences about assisting the student based on specific times, places, and interactions.

Why This Model Doesn't Work

Within this model are various logistical limitations that will impede finding any benefits. First, given that all students are required to experience all levels of interaction, there is a significant need for resources to sift through all students. Schools will need to allocate time and staffing to meet with students individually. Second, some students in fact may have resiliency and coping skills, therefore not requiring intense, individualized support. Third, given that all students will eventually receive an individualized behavior plan, schools will need to maintain a supply of

intervention materials or other items for rewards. Since the amount of time that students will respond to students is unpredictable, schools may have numerous students receiving intervention at once, making it difficult to maintain materials and resources. Lastly, assessment and reflection procedures rely heavily on teacher inference; as such, many decisions are made on a subjective basis and may not truly reflect student progress or need.

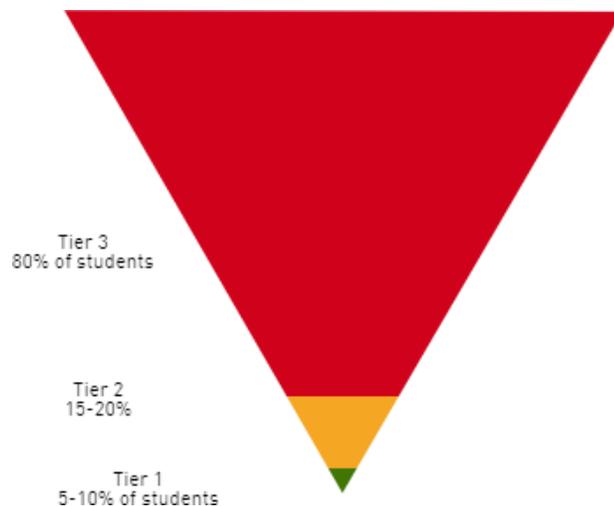
It is important to note that all students can still have access to positive, meaningful interactions without enduring individualized behavior plans and assessments. Teachers can build positive relationships and foster a positive learning environment without requiring each student to have a plan.

Non-examples: Upside-down Triangle

Similar to the Hourglass model, the Upside-down Triangle has different levels of intervention to address student needs.

How it Works

When using this model, schools are providing intensive, individualized interventions to the majority of the student body. Individualized interventions can vary between intense behavioral interventions that require customized schedules and/or reward system, to individual therapy.



Why This Model Doesn't Work

The upside-down triangle model is difficult to implement for logistical reasons. First, because the majority of the student body are receiving individualized, intensive interventions, schools must have adequate resources to provide these services. Therefore, schools must have funding to hire therapists and behavior staff, as well as the ability to purchase individualized reinforcers (e.g., food items, sports equipment and games). Second, school staff must have time allocated to meet and serve all of these students to ensure that interventions are being implemented with fidelity, and to review and graph data. In conclusion, the upside-down triangle model requires an abundance of resources that can be difficult to sustain.

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POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

University of Utah BRST Manual

By: Merry Feng, B.S.

PBIS is a multi-tiered system for implementing evidence-based interventions to meet the behavioral needs of students within schools. A driving force behind the tiered framework of PBIS is managing behavior through a proactive approach.

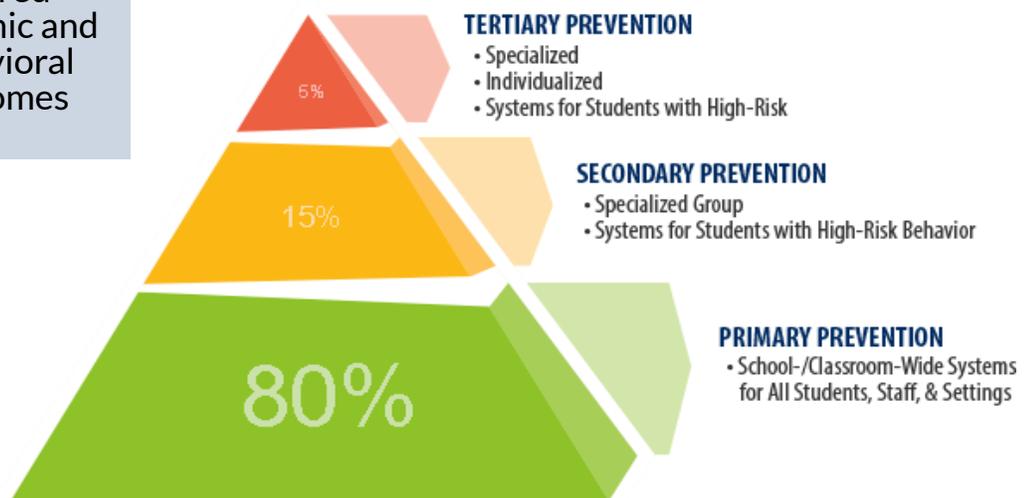
Four Key Components of PBIS

Data Collection of objective data to guide decision making	Systems Implementation of evidence-based strategies to support student success
Practices Development of systems to support faculty and staff and sustain PBIS	Outcomes Selection of desired academic and behavioral outcomes



A multi-tiered system of support provides an opportunity to prevent more severe problem behaviors through early intervention.

- Each tier includes research-validated behavioral interventions.
- The majority of students will respond to supports at the Tier 1 level.
- Data will inform decisions to increase behavior support.
- Interventions at all tiers are implemented with fidelity.



Data-Based Decision Making

- ✓ Implementation of data collection systems at all tiers
- ✓ Creation of behavior team to regularly review and analyze data
- ✓ Provides objective information about student progress
- ✓ Helps focus behavior support efforts within the school



All students can be taught to engage in appropriate behaviors through direct instruction and positive reinforcement.

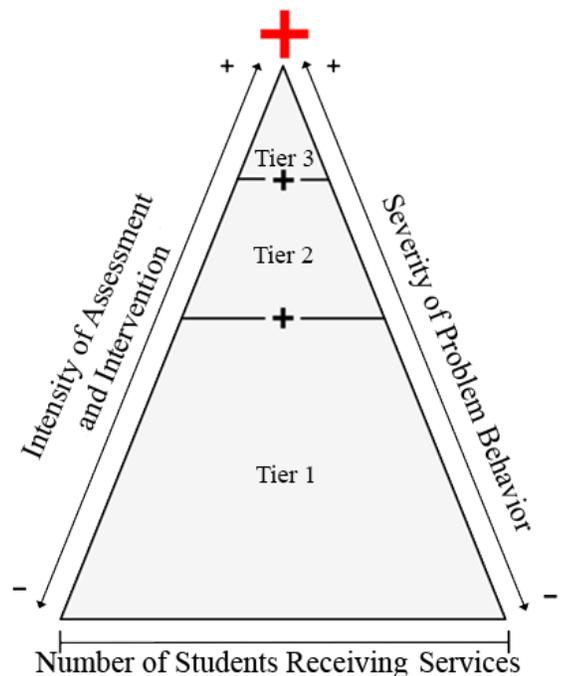
- ✓ School-wide behavior expectations create consistency across all settings
- ✓ Behaviors should be defined in positive, behavior-specific terms
- ✓ Teach, model, and practice behavior expectations with all students
- ✓ Reward students for following school-wide behavior expectations



PBIS and Special Education

- ✓ Students in special education should have access to all of the interventions and supports from Tiers 1 through 3, in addition to the interventions and supports included in their Individualized Education Plan (IEP).
- ✓ Incorporating the interventions, systems, and practices of PBIS in special education promotes better generalization and transitions into general education.
- ✓ General and special teachers should be trained to implement interventions at Tiers 1-3 with fidelity to promote the most positive outcomes for all students.

Special Education



DATA BASED DECISION MAKING

University of Utah BRST Manual

By: Merry Feng, B.S.

Data-based decision-making (DBDM) is a key element of Positive Behavioral Interventions and Supports (PBIS). DBDM allows for systematic and objective measurement of intervention effectiveness.

WHY COLLECT DATA IN SCHOOLS?

The U.S. Office of Special Education Programs (OSEP) recommends that schools utilize data in the following ways:

To evaluate whether an intervention is implemented with fidelity

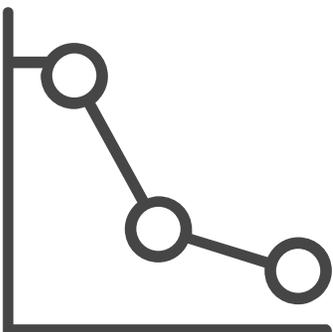
To monitor and evaluate progress towards goals and outcomes

To guide the problem solving process if expected outcomes are not being achieved

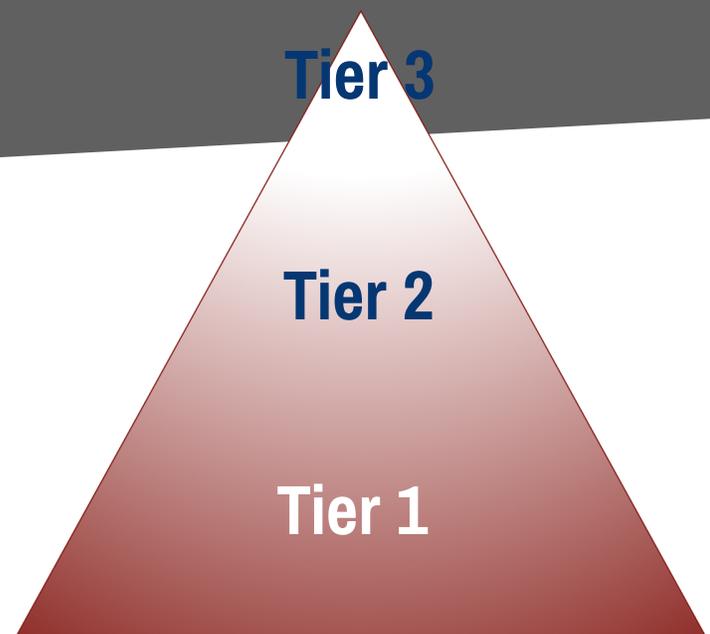
To guide the development of action plans to enhance intervention effectiveness

To ensure equity when selecting measurement strategies and collecting data

To consider the values and norms of the local community when selecting strategies and practices



MULTI-TIERED DATA COLLECTION



- Analyze data from ODRs to determine locations/times of problem behaviors
- Monitor effectiveness of school-wide and class-wide interventions
- Monitor effectiveness of targeted and individual interventions
- Collect treatment integrity data to ensure interventions are implemented with fidelity

METHODS FOR MEASURING BEHAVIOR

DATA COLLECTION PROCEDURES

Frequency

Taking a count or tally each time a student engages in the target behavior

Percentage of Occurrences

Determine the percentage of correct responses out of the total opportunities to respond that were provided.

Duration

The length of time that a behavior occurs. Behavior must have a clearly defined start and end.

Rate

Counting the number of times a behavior occurs within a certain interval of time.

Latency

The amount of time between the presentation of a stimulus and a behavioral.

Interval Recording

An estimation of the number of times a behavior occurs. There are three types of interval recordings including momentary time sampling, partial interval, and whole interval.

ABC Recording

A recording of the event(s) occurring before a target behavior; what the target behavior looks and sounds like; and the response to the target behavior.

1

Define target behavior in measurable and observable terms

2

Select data collection method that will provide accurate measurement of behavior

3

Collect several baseline data points of target behavior

4

Graph baseline data

5

Introduce intervention and create data collection schedule

6

Collect several baseline data points of target behavior

7

Draw phase line after last baseline data point and graph intervention data

8

Review graph regularly to guide problem solving and decision-making

9

Continue data collection to monitor student progress and evaluate intervention effectiveness

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

Communication with Parents
(Complete Student Support form, if applicable)

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA

Tier 2

Student Support Team (SST)
create plan to address concerns

Student Support Need Identified

Informal Screeners

Broad Standardized Screeners

Specific Standardized Screeners

Student Support Need Not Identified

District Academic Supports

District Behavioral Supports

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

Communication with Parents
(Complete Student Support form, if applicable)

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA BRST

BRST DATA

BRST Informal Screeners DATA

Student Support Need Not Identified

Tier 2

Student Support Team (SST) create plan to address concerns

Student Support Need Identified

DATA Broad Standardized Screeners DATA

Specific Standardized Screeners DATA

District Academic Supports District Behavioral Supports

DATA

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Working Smarter Not Harder

Committee, project, or initiative	Purpose	Outcome	Target group	Staff involved
Behavior support team	Address students who are engaging in problem behavior	Provide teachers with interventions	Students with repetitive behavior problems	School psychologist, principal, representative sample of staff
Schoolwide climate committee	Improve school climate	Reduce behavior referrals, increase safety, increase organization and understanding of school routines	All students and staff	Principal, counselor, teachers, educational assistants
Discipline team	Provide negative consequences for inappropriate behavior	Individual students receive disciplinary action as necessary	Students with office discipline referrals	Vice principal, counselor
School equity and social justice committee	Oversee activities to improve issues related to equity and social justice in the school.	Provide teachers with tools to implement caring circles in the classroom and provide school-wide climate committee with disaggregated discipline data	All students	Principal, counselor, grade level representation of teachers, educational assistants
After-school tutoring programs	Provide opportunity for help with homework and other tutoring needs	Students receive small-group instruction in academic areas of need	Students with specific academic needs	School counselor and interested teachers and staff

PROBLEM-SOLVING CONSULTATION

University of Utah BRST Manual

By: Merry Feng, B.S.

The following guide aims to describe Problem Solving Consultation (PSC) and its stages.

Stages of PSC

1

Build a Relationship

- Establish trust and mutual respect
- Clarify roles, expectations, and responsibilities
- Use approachable language
- Ask about cultural diversity and comfort with technology

2

Identify the Problem

- Define the problem and desired outcomes in clear observable terminology
- Explore contextual factors influencing and maintaining the problem
- Set up a baseline data collection plan

3

Analyze the Problem

- Use various sources of data to further understand the problem
 - Behavior observations
 - Review of records
 - Antecedent-behavior-consequence
- Use screen sharing to review data
- Identify an evidence-based intervention

4

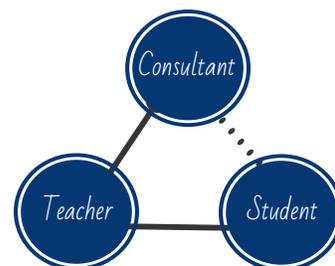
Implement the Intervention

- Develop a written intervention plan
- Use behavior skills training
 - Tell (review the written plan)
 - Show (model the intervention)
 - Do (rehearsal and performance feedback)
- Use videos of intervention models, bug-in-ear coaching, and uploaded recorded videos to enhance performance feedback and support

5

Evaluate Intervention Effectiveness

- Was the intervention implemented as planned?
 - Yes: Commend performance!
 - No: Support any barriers
- Did the problem get better?
 - Yes: Plan to maintain/generalize
 - No: If due to poor implementation, provide additional supportIf due to lack of effectiveness, go back to Step 3



THINKING FUNCTIONALLY

University of Utah BRST Manual

By: Merry Feng, B.S.

The following guide aims to describe problem behavior from a functional perspective.

OVERVIEW & OBJECTIVE

Before thinking functionally about problem behavior, it is critical to recognize the key goals of PBIS and understand the rationale for teaching appropriate behaviors.

Punishing behaviors (by removing access or other privileges, providing time out, giving office discipline referrals, etc.) without a proactive support system in place is associated with increases in aggression, truancy, vandalism, and dropping out.

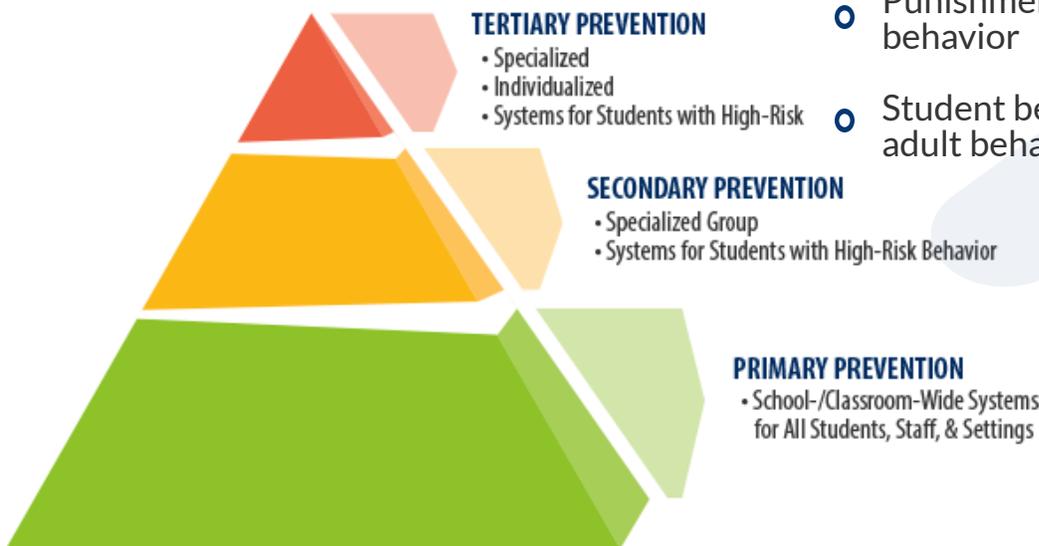
In the same way children in schools are taught to read, multiply, and divide, they should also be taught how to behave.

Behavioral Explanations of Human Behavior

- Obtain pleasant/desirable consequences and avoid/escape unpleasant consequences.

Principles of PBIS

- Behavior is "learned" and can thus be unlearned
- Punishment does not teach new behavior
- Student behavior will not change until adult behavior changes



Behavioral Explanations to Determine Why Students are Acting Out

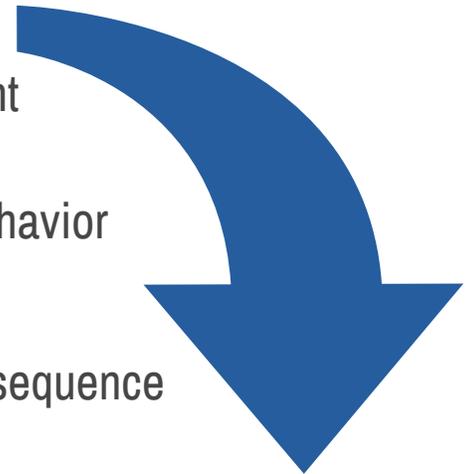
Behavior is communication. In order to understand the message, we must examine the environment.

- What does the student out of continuing to engage in the problem behavior?
- There are possible reasons students act out:
 - To get something
 - To get away from something
 - To feel pleasure/body awareness

Antecedent

Behavior

Consequence



Understanding the Function is the First Step in Changing the Behavior

Understanding comes from repeated observation of:

- What happens before (A, or antecedent) the behavior occurs?
- What is the behavior (B)?
- What happens after (C, or consequence) the behavior occurs?

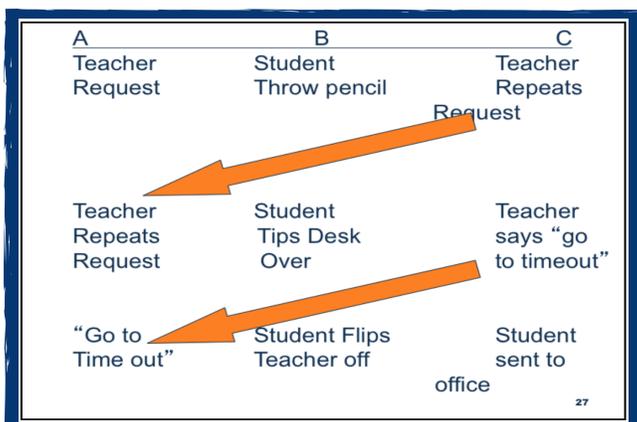
Non-examples of problem behavior functions:

Power, Repressed Anger, and Paybacks

When thinking functionally about behavior, we attribute its cause to consequences in the environment.

- Example: Power can be described as access to attention.

Setting Events May Have an Indirect Impact on Problem Behavior



Setting Events either increase or decrease the likelihood that a behavior will occur.

- By: momentarily changing the value of the reward or punishment.
- Setting Events "set up" the problem behavior, while antecedents "set it off"

Examples of setting events:

- Having a substitute teacher, having a fight on the way to school, getting a bad grade on a test, etc.



BENEFITS OF WORKING WITH A BRST CONSULTANT



Benefits to Teachers

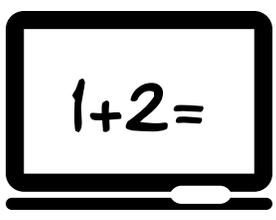
Benefits to Students



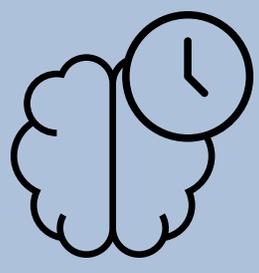
Implementation of evidence-based behavior interventions with fidelity



Increased student engagement



Increase instructional time by decreasing problem behavior



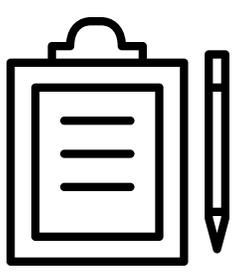
Increased on-task behavior



Great coaching relationship with BRST consultant



Improved teacher and student relationship



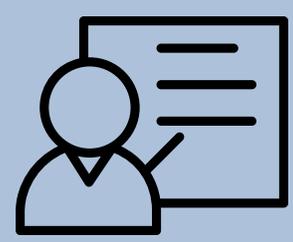
BRST consultant supports data collection for Tier 2 behavior referrals



Positive learning environment



BRST consultant supports development of resources and materials for the classroom



Clear rules, expectations, and consequences

We are here to help #UThrive

Behavior Support Response Team (BRST) Interest Questionnaire

The Behavior Support Response Team (BRST) is a collaborative project between Granite School District and the University of Utah School Psychology Department U-TTEC lab. The goal of this project is to provide behavior support and intervention for students who need support at the Tier 1 and Tier 2 levels.

Please indicate the extent to which you agree with each of the statements below (**Please circle only one answer**):

1). How willing are you to allow a BRST consultant to come observe in your classroom to collect class-wide (Tier 1) data (e.g., CSC-C)?

Not willing
1 2 3 4 5 6
Very willing

2) How willing are you to have an in-person meeting to review the observation data and set at least one goal?

Not willing
1 2 3 4 5 6
Very willing

3) How willing are you to allow a BRST consultant to observe regularly to collect data on the goal(s) you set?

Not willing
1 2 3 4 5 6
Very willing

For students you want to target with the BSRT project:

4) How willing are you to try new things with your whole class (Tier 1 strategies) prior to targeted supports for students of concern?

Not willing
1 2 3 4 5 6
Very willing

5) How willing are you to meet weekly or every other week to engage in the BRST consultation process for identified students?

Not willing
1 2 3 4 5 6
Very willing

6) How willing are you to share your experience working with the BRST project with other teachers at your school?

Not willing
1 2 3 4 5 6
Very willing

What support, if any, do you want to receive from the BRST consultation?

TIER 1 REFERRAL PROCESS

University of Utah BRST Manual

By: Magenta Silberman, M.Ed. and Kara Henrie, M.Ed.

The following guide describes the **referral process** for acquiring **BRST consultation services**.

Overview & Objective

A critical component of achieving strong Tier 1 instruction and classroom management for all teachers in a school is consultation. Schools that receive BRST support will need to have an observation of every teacher for critical components of Tier 1 instruction. Examples of Tier 1 measurement include:

Components of a Successful Classroom Consultant (CSC-C)

Components of a Successful Classroom Self-Assessment (CSC-S)

Additional measures include:

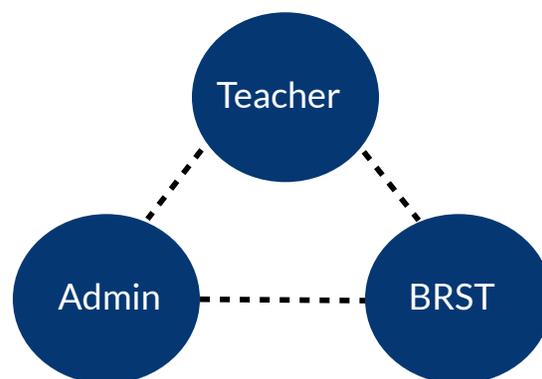
PLACHECK

Positive to negative statements

Tier 1 Referral

Tier 1 Consultation Referral Models:

- Baseline Referral: teachers with a CSC-C score less than 80% are suggested for consultation.
- Grade-level Referral: school administration may recommend that grade levels receive consultation.
- Administrator Referral: school administration may recommend that individual teachers (e.g., new teachers) receive consultation.
- Teacher Self-Referral: teachers may refer themselves for consultation.



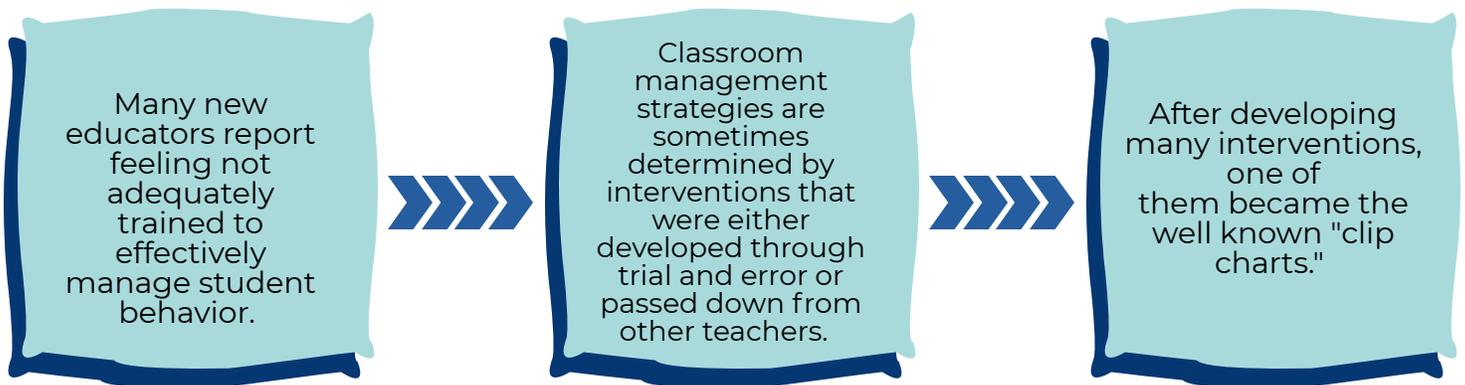
SUPPORT FOR CLIP CHARTS IN PBIS

University of Utah BRST Manual

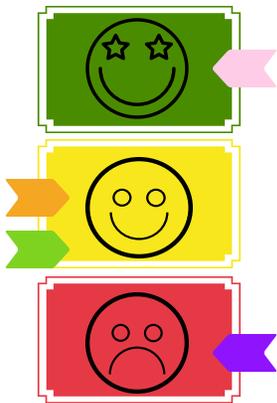
By: Se I Jung, & Merry Feng, B.S.

Clip charts "theoretically" reinforce appropriate behavior by moving students up the chart for "appropriate behavior" and punish students for "inappropriate behavior" by moving students down the chart. Clip charts are often linked to secondary reinforcers to incentivize students to strive to achieve higher levels.

Why do we use clip charts:



Why they aren't effective interventions:



- There are no standardized procedures outlining the proper utilization of the clip chart intervention. (e.g. number of levels vary, no recommendations on the frequency with which a student's clip should move, no available accommodation recommendations for students with disabilities.)
- Clip charts often do not identify specific behaviors for which students can move up or down the clip chart, resulting in subjective management.
- There have been no studies completed that measure the effectiveness of the clip chart system used in classrooms.
- Clip charts often do not have any specific consequences associated with them.

There is no current experimental literature available that supports the use of clip charts as a behavior management system at any grade level.

Reference: Jacob, R., & Allday, R. A. (2019, February). *Commonly Used Does Not Mean Evidence-Based Behavior Management*. Poster session presented at the Annual Convention of the National Association of School Psychologists.

Evoked e-Learning Modules

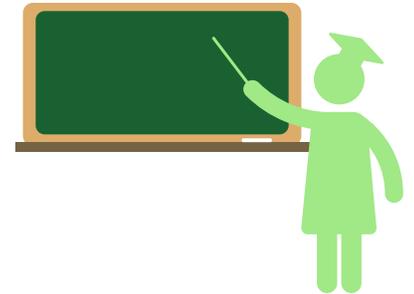
RELICENSURE FOR PARTICIPATING IN EVOKE eLEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

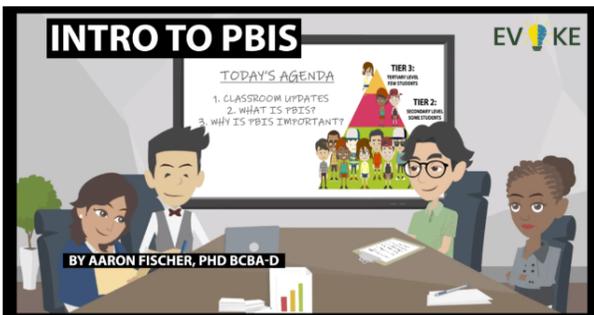
What are Licensure Credits?

- Teacher re-licensure credits are needed in order to renew your teaching license.
- These credits do not impact pay scale in any way.



How do I Obtain these Credits?

- By completing the Evoke eLearning modules, you can earn credits towards renewing your teaching license.
- Create an account on EvokeSchools.com. Then, select from the offered courses.
- After doing one module, you will have earned 1 credit.



What Happens After I Complete the Modules?

- ✔ Once you have completed all the necessary courses, email uttec.lab@gmail.com to receive a certificate.
- ✔ A certificate of completion will be issued to you through email.
- ✔ It will have your name, your school district, and the amount of credits completed.



ACCESSING THE E-LEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

New Users

1 Wait for Account Verification

Evoked LLC Inbox: Evoked LLC - Account Verified - Your account has been approved!

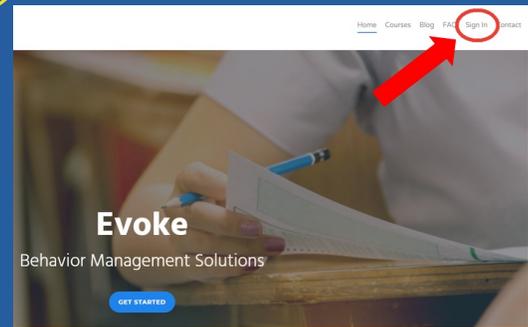
2 Click Link in Email to Set Up Account

Evoked LLC via evokeschools.com Thu, Jul 18, 7:28 PM (13 days ago)
to me ▾

Your account has been approved!

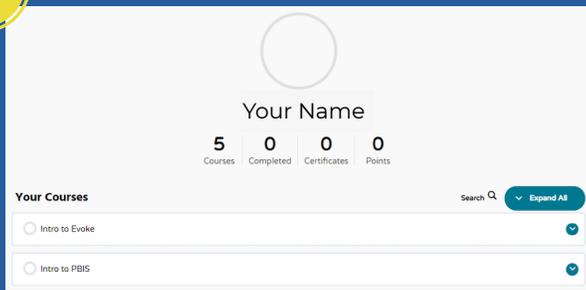
Please visit <https://evokeschools.com> to login

3 Go to EvokeSchools.com to Login



Existing Account User

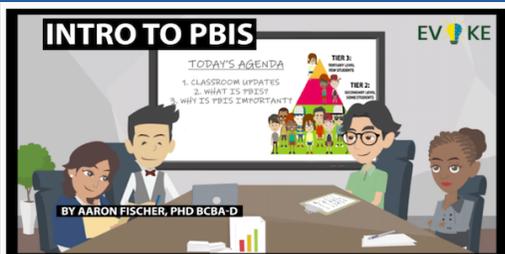
1 Select a Course on the Profile Page



3 Click "Start Course" and Enjoy!



2 Launch Course



List of Modules (Tier 1 and 2)

Pre-BRST Required 1-4

1 THINKING FUNCTIONALLY
BY AARON FISCHER, PHD BCBA-D

2 RULES, EXPECTATIONS, AND PROCEDURES
BY AARON FISCHER, PHD BCBA-D

3 REDUCING PROBLEM BEHAVIORS IN THE CLASSROOM
BY AARON FISCHER, PHD BCBA-D

4 THE GOOD BEHAVIOR GAME
BY AARON FISCHER, PHD BCBA-D

Additional Modules 5-12

5 INTRO TO PBIS
BY AARON FISCHER, PHD BCBA-D

6 BUILDING RELATIONSHIPS WITH STUDENTS
BY AARON FISCHER, PHD BCBA-D

7 POSITIVE TO NEGATIVE RATIOS IN THE CLASSROOM
BY AARON FISCHER, PHD BCBA-D

8 OPPORTUNITIES TO RESPOND
BY AARON FISCHER, PHD BCBA-D & LEANNE HAWKEN, PHD BCBA

9 INTRO TO CHECK-IN, CHECK-OUT
BY LEANNE HAWKEN, PHD BCBA

10 CHECK-IN, CHECK-OUT FAQs
BY LEANNE HAWKEN, PHD BCBA

11 LAYERING INTERVENTIONS ONTO CICO
BY LEANNE HAWKEN, PHD BCBA

12 CICO FOR INTERNALIZING BEHAVIORS (CICO-IB)
BY LEANNE HAWKEN, PHD BCBA

MODULE DELIVERY METHODS

University of Utah BRST Manual

By: Ashley Coombs, B.S.

80% or more of school faculty and staff **must** complete **four required** Evoke eLearning **modules** in order to be **eligible** for **Full BRST**. School administration can **collaborate** with the **BRST consultant** to determine a **model of delivery** that will be **most effective** for their school.

Required Modules

1. Thinking Functionally About Problem Behavior



2. Rules, Procedures, and Expectations



3. Reducing Problem Behavior in the Classroom



4. Good Behavior Game



Modalities



Whole Group:

- Modules can be delivered during **faculty meetings** or **professional development trainings**.
- This can be lead by administration or the BRST Consultant.



Individual:

- Each teacher has **individual access** to the modules online at EvokeSchools.com
- Completing the modules **individually** allows faculty and staff to have some **flexibility** with when and where they complete the modules.



PLCs:

- **Grade level teams** can choose to complete the modules together during PLCs.



Staff trainings (BHAs, paraprofessionals, etc.):

- **Support staff** often have their own **trainings**. Use this time to complete modules.

Administration/Leadership Team

Five Levels of Professional Development Assessment

Evaluation Level	What questions are addressed?	How will information be gathered?	What is measured or assessed?	How will information be used?
1. Participants' reaction	<ul style="list-style-type: none"> ■ Was the facilitator knowledgeable and helpful? ■ Did you have the opportunity during the session to effectively practice or apply the concepts provided? ■ Did the session activities facilitate the sharing of work experiences among participants? ■ Did the session materials contribute to your learning during the session? ■ Were the facilities and equipment conducive to learning? ■ Were the stated session objectives met? ■ In terms of preparing you to do your job better, how would you rate the overall quality of the session? 	<ul style="list-style-type: none"> ■ Questionnaires administered at end of a session ■ Focus groups ■ Interviews ■ Personal learning logs 	<ul style="list-style-type: none"> ■ Initial satisfaction with the experience 	<ul style="list-style-type: none"> ■ To improve program design and delivery
2. Participants' learning	<ul style="list-style-type: none"> ■ Did the participants acquire the intended knowledge & skills? ■ Did participants' attitudes, beliefs or dispositions change? 	<ul style="list-style-type: none"> ■ Paper-and-pencil instruments, including self assessments and tests ■ Simulations & demonstrations ■ Participant reflections ■ Participant portfolios ■ Case study analyses 	<ul style="list-style-type: none"> ■ New knowledge and skills of participants 	<ul style="list-style-type: none"> ■ To improve program content, format and organization
3. Organization support & change	<ul style="list-style-type: none"> ■ Was implementation advocated, facilitated, and supported? ■ Was the support public and overt? ■ Were problems addressed quickly & efficiently? ■ Were sufficient resources allocated? ■ Were successes recognized and shared? ■ What was the impact on the organization? ■ Did it affect the organization's climate and procedures? 	<ul style="list-style-type: none"> ■ District and school records ■ Minutes from follow-up meetings ■ Questionnaires ■ Structured interviews with participants and district/ school administrators ■ Participant portfolios 	<ul style="list-style-type: none"> ■ The organization's advocacy, support, accommodation, facilitation, and recognition 	<ul style="list-style-type: none"> ■ To document and improve organizational support ■ To inform future change efforts
4. Participants' use of new knowledge & skills	<ul style="list-style-type: none"> ■ Did participants effectively apply the new knowledge and skills? ■ Did teachers' instructional practice change? ■ Are the teachers consistently applying the knowledge & skills? 	<ul style="list-style-type: none"> ■ Questionnaires ■ Structured interviews with participants and their supervisors ■ Participant portfolios ■ Participant reflections ■ Direct observations ■ Video or audio tapes 	<ul style="list-style-type: none"> ■ Degree and quality of implementation 	<ul style="list-style-type: none"> ■ To document & improve the implementation of program content
5. Student learning outcomes	<ul style="list-style-type: none"> ■ What was the impact on students? ■ Did it affect student performance or achievement? ■ Did it influence students' physical or emotional well-being? ■ Are students more confident as learners? ■ Is student attendance improving? ■ Are dropouts decreasing? 	<ul style="list-style-type: none"> ■ Student records ■ School records ■ Questionnaires ■ Structured interviews with students, parents, teachers, and/or administrators ■ Participant portfolios 	<ul style="list-style-type: none"> ■ Student learning: <ul style="list-style-type: none"> ○ Cognitive (performance & achievement) ○ Affective (attitudes & dispositions) ○ Psychomotor (skills & behaviors) ■ Student participation & attendance 	<ul style="list-style-type: none"> ■ To focus & improve all aspects of program design, implementation, and follow-up ■ To demonstrate the overall impact of professional development

TEAM-INITIATED PROBLEM SOLVING

University of Utah BRST Manual

By: Merry Feng, B.S.

The Team-Initiated Problem Solving (TIPS) model aims to make problem-solving meetings (e.g., MTSS) effective and efficient. TIPS emphasizes the collection and use of data to inform decisions and move through the process.

OVERVIEW & OBJECTIVE

The steps within the TIPS model are:

Identify the Problem with Precision

- Determine what, who, when, where, and why?

Identify Goal for Change

- How do we want the problem to change? What would it look like?

Discuss and Select Solutions That Fit

- What are we going to do to bring about change?

Implement Solutions with High Integrity

- Did we actually do what we planned to do?

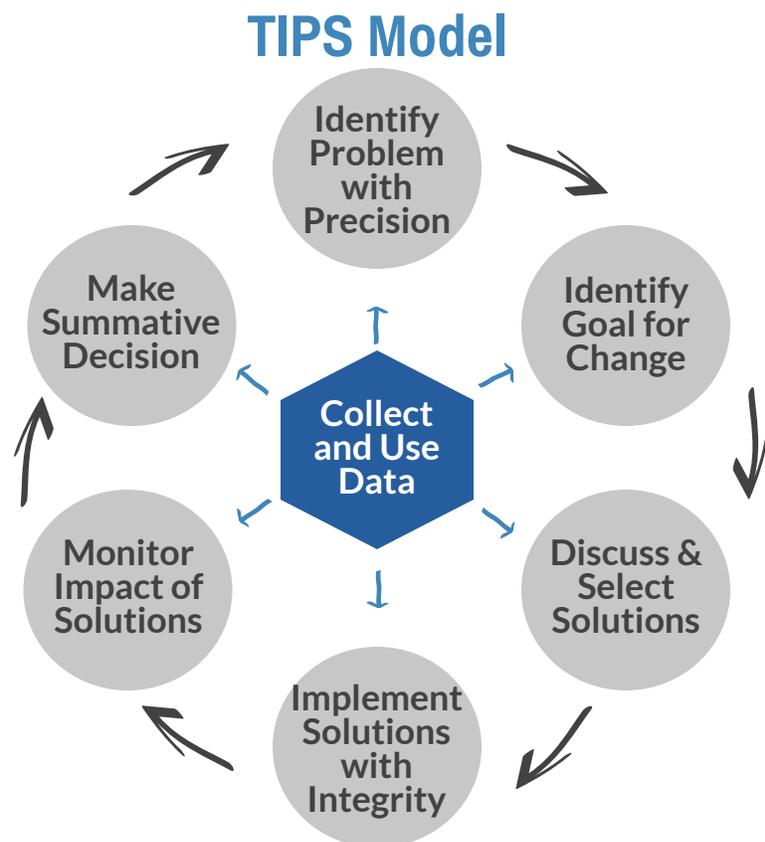
Monitor Impact of Solutions with Goal

- How do we know that the problem has been solved?

Evaluate the Problem and Redirect

- Compare data to a goal. What is next?

To increase the effectiveness of the model, assign clearly defined roles to team members to increase meeting efficiency.



TIPS Fidelity Checklist (TIPS-FC)

School: _____ Coach: _____ Team: _____ Meeting Date: _____

Item	Data Source	Score	Score
Meeting Foundation Items			
1	Roles and responsibilities were defined, assigned, and functioning Direct observation Meeting minutes Documentation of Roles and Responsibilities	2	All critical roles and responsibilities are assigned, defined, AND functioning: Facilitator, Note Taker, Timekeeper and Data Analyst
		1	Some critical roles and responsibilities are assigned, defined, AND functioning: Facilitator, Note Taker, Timekeeper and Data Analyst (3 roles assigned)
		0	Individuals are assigned to roles and responsibilities: Facilitator, Note Taker, Timekeeper and Data Analyst (1-2 roles assigned)
2	At least 75% of team members were present and on time for the meeting Team roster Roll on meeting minutes # Attending/# Total on Team= %	2	More than 75% of team members attended the meeting, and are present throughout
		1	Although team members attend, they are not prompt AND/OR they leave early
		0	Less than 75% of team members attend meetings on time
3	An administrator and counselor were present for the meeting Direct observation Attendance recorded on meeting minutes	2	Both an administrator AND counselor were present for the meeting
		1	Either the administrator OR the counselor was present for the meeting
		0	Neither the administrator OR the counselor were present for the meeting
4	Meeting started on time Direct observation Meeting minutes	2	Meeting started on time
		1	Meeting started 5- 10 minutes late
		0	Meeting started <u>more than</u> 10 minutes late
5	Agenda was used to define topics and guide discussion and was projected with live notetaking for all participants to refer to during the meeting. Direct observation Written agenda (on board, paper or projected) for current meeting. Agenda displayed with live notetaking	2	Agenda was used to define topics and guide meeting discussion, AND agenda was projected with live notetaking for all participants to refer to during the meeting
		1	Agenda was not used to define topics and guide meeting discussion, OR agenda was not projected with live note taking for all participants to refer to during the meeting
		0	Agenda was not used to define topics and guide meeting discussion nor projected
6	A consistent agenda format with all the critical components (see sample) is used to define topics and guide discussion Direct observation Agenda distributed before the meeting	2	Agenda format is used consistently AND has all the critical components
		1	Agenda format is used most of the time AND/OR has some of the critical components
		0	No agenda format is used AND/OR it doesn't contain the critical components
7	Previous action items are listed on the agenda and reviewed at the start of the meeting Agenda item: Review of action items from previous meeting	2	Previous action items were listed on the agenda AND reviewed at the start of meeting
		1	Previous action items were present but not reviewed
		0	Previous action items were not present nor reviewed at start of meeting
8	1. Next meeting is scheduled Documentation on meeting minutes	2	Next meeting was scheduled AND date was recorded on agenda
		1	Next meeting was referred to but not scheduled on the agenda
		0	Next meeting not scheduled
9	Meeting ended on time, or members agreed to extend meeting time Direct observation Meeting minutes	2	Meeting ended on time or members agreed to extend meeting time
		1	Meeting ended 5-10 minutes over scheduled time
		0	Meeting ended <u>more than</u> 10 minutes over scheduled time
10	Meeting minutes are distributed or available to all team members within 24 hours of the end of the meeting Direct observation Access to distribution or availability to where they are stored	2	Meeting minutes are distributed/available to all team members within 24 hours
		1	Meeting minutes are distributed/available to all team members after 24 hours after
		0	Meeting minutes are not distributed or available to all team members

Meeting Foundations Total: /20

Problem Solving Items (What is the problem, Why is it happening, What should be done, Did it work)

11	Status of all previous solution plans are reviewed (including action items)	Direct observation Written agenda item	2	Status of all previous solution plans are reviewed including action items
			1	Status of some previous solution plans/action items were reviewed
			0	Previous solution plans/action items were not reviewed
12	Quantitative data were available and reviewed by all participants	Direct observation of spreadsheets, charts/graphs with counts, %, rates, scores, etc. <i>Examples: progress monitoring of previous solutions, reinforcement data, Ed. Handbook data, attendance, grades</i>	2	Quantitative data were available AND reviewed
			1	Quantitative data were available but not reviewed
			0	Quantitative data were not available or reviewed
13	At least one problem was defined with precision (who, what, where, when, how often)	Documentation of precision definition (<i>who, what, where, when, how often</i>) for at least one problem on meeting minutes	2	At least one problem is defined with all precision elements
			1	At least one problem is defined with some of the precision
			0	No problem is defined
14	All documented active problem(s) have documented solutions	Direct observation Documentation on meeting minutes Who is doing what, by when is documented	2	All documented active problem(s) have documented solution(s)
			1	Some documented active problem(s) have documented solutions
			0	Documented active problem(s) do not have documented solutions OR no active problems are documented
15	Full action plan (<i>who, what, by when</i>) is documented/used for at least one documented solution	Documentation on meeting minutes of a full action plan for at least one documented solution	2	Full action plan is documented for at least one documented solution
			1	Partial action plan is documented for at least one documented solution
			0	No action plan is documented for at least one documented solution OR no solution(s) are documented
16	Problems that have solution(s) defined, have a goal defined	Documented on meeting minutes	2	Problems that have solutions defined have a goal defined
			1	Some problems that have solutions have a goal defined
			0	Problems with solutions defined do not have a goal defined OR no solutions are documented
17	A fidelity of implementation measure is documented/used for each solution, with a schedule for gathering specific data. (<i>how are we going to know that we are doing what we said we would</i>)	Documentation on meeting minutes Fidelity of implementation monitored on a scheduled basis (<i># of teachers giving tickets, % of consensus, attendance at trainings, # of students attending intervention</i>)	2	A data source AND schedule are defined and documented for all solutions
			1	A data source AND schedule are defined and documented for some solutions
			0	A data source AND/OR schedule are not defined and documented for any solutions
18	A student social/academic outcome measure is documented/used for each solution, along with a schedule for gathering those data. Outcome data analyzed each meeting	Documentation on meeting minutes of the measure (<i>ODR's Ed Handbook, Academic etc</i>) and schedule for gathering data. (<i>How will we know it worked?</i>)	2	Measure and schedule to monitor outcomes are documented for each solution.
			1	Measure OR schedule to monitor outcomes is documented for some solutions
			0	Measure AND schedule to monitor outcomes are not documented

Problem Solving Total: /16

Meeting Foundation Total: /20

Meeting Foundation Percent Implemented:

Problem Solving Total: /16

Problem Solving Percent Implemented:

Combined Total: /36

Overall Implementation Percentage:

OFFICE DISCIPLINE REFERRALS

University of Utah BRST Manual

By: Erica Lehman, M.Ed.

The following guide aims to provide information for an **efficient** and **effective** Office Discipline Referral system.

Overview & Objective

Although PBIS assumes that behavior is learned and emphasizes that appropriate behaviors must be taught and reinforced, punishers are often used in schools. Office Discipline Referrals (ODRs), without proactive teaching and prevention strategies in place, is an effective behavior change strategy. The following guide aims to provide an outline for establishing an ODR system that is more efficient, effective, and based on PBIS.

ODRs may be thought of as an Antecedent, Behavior, and Consequence relationship:

- Student behavior escalates to a point that is no longer acceptable
- Immediate frustration
- ODR is given
- Student is removed from classroom, there may be no follow-up

Training on the Front End

There are many ways in which behavior may be managed to prevent escalation:

- Behavior momentum
- Providing choices
- Providing praise
- Providing frequent reminders

It is important to conceptualize behavior from a functional perspective to address it more effectively.



Behaviors that Result in ODRs

When giving ODRs as a consequence, the following points are important to consider:

Specific behavior: student behaviors are clearly defined and consistently addressed.

- Ex. Punching always results in ODR.

Systematic approach to behavior: student behaviors are linked with a specific color of referral sheet, and teachers are very familiar with which classes of behavior will result in which color of ODR form.

- Ex. Punching always results in a blue ODR form.

Function informed thinking: ODRs should not be given to students engaging in problem behavior that is maintained by escape.

- Ex. If a student struggles in math and is consistently leaving his or her seat to walk around, care is taken to not provide an ODR contingent on repeated noncompliance.

Consistent data entry: for each ODR given, teachers enter the A-B-C components on Educator Handbook.

- Ex. If a student gets an ODR for punching, teachers enter the time, other relevant contextual details, and what happened immediately after the behavior.

Delivering Consequences for Students and Teachers

While different schools may decide upon a unique set of specific ODR procedures, it is important that:

- Staff should provide desired consequences on a frequent basis for accuracy and consistency with ODRs
- Booster trainings are provided
- ODRs are not associated with additional attention for students



BRST Consent Documents

WHEN CONSENT IS REQUIRED FOR BRST CONSULTATION SERVICES

University of Utah BRST Manual

By: Merry Feng, B.S.

Yes, Consent

< **VS** >

No, Consent

- PLACHECK with target student
- Baseline data for target student
- Tier 2 intervention for target student
- Questions About Behavioral Function (QABF)
- Student Intervention Matching Form (SIM)
- Tier 2 screeners
- Function Based Assessment (FBA) interview for parents

- Components of a Successful Classroom Brief (CSC-B)
- Components of a Successful Classroom Consultant (CSC-C)
- Whole class PLACHECK
- Tier 1 whole class interventions



Consent to Participate in Research

You are being asked to allow your child to participate in a research study.

Your child is being asked to take part in a research study conducted by PhD faculty and students from the University of Utah. Before you decide, it is important for you to understand why this research is being done and what it will involve. Please take time to read the following information carefully. Please ask us if there is anything that is not clear or if you would like more information so that you can be fully informed and can decide whether you will allow your child to take part in this study.

The purpose of this study is to examine the effects of a partnership between the University of Utah's Technology in Training, Education, and Consultation (U-TTEC) Lab and selected elementary schools in the Granite School District. The U-TTEC Lab has developed a partnership with GSD to support the GSD PBIS (MTSS) Team in the development of an in-house GSD Behavior Support Response Team (BSRT). The primary goal of this partnership is to support the behavioral needs of general education students within the district. Creation of a GSD BSRT will allow the school district to serve students using district personnel in a timely manner (reduced wait time that occurs when using outside contractors), avoid the costs of using outside contractors, and will likely result in fewer placement and/or program changes for students with problem behavior.

Your permission is requested to provide behavioral assessment and intervention services to your child and his/her teacher through the Granite School District Behavior Support Response Team. If you consent, graduate students from the College of Education at the University of Utah will work with your child and his/her teacher to develop a plan to address the targeted concerns. The graduate students will be supervised by Dr. Aaron Fischer, a faculty member in the School Psychology Program at the University of Utah.

This service will be provided at no charge to you and will be coordinated with your child's classroom schedule. This service is not a formal evaluation for any specialized services or supports. Assessment and intervention will include working with your child in the classroom and may require working with them individually outside the classroom. These services are voluntary, and you may withdraw your son or daughter from this service at any time.

STUDY PROCEDURES:

Your child has been identified as a student who may benefit from Tier 2 interventions and supports to increase academic engagement and appropriate classroom behaviors. Tier 2 interventions may include: Check-In, Check-Out; Self-Monitoring Interventions; or Superheros Social Skills Instruction.

BENEFITS

We do not know yet if being in this study will benefit your child, but there is a chance that this study could increase your child's academic engagement and appropriate classroom behaviors. There is also a chance that the information we gain from this study could help us develop interventions increase other students' academic engagement and appropriate classroom behaviors.

If you agree to allow your child to participate, you must be given a signed copy of this document and a written summary of the research.

If you have questions, complaints or concerns about this study, you can contact you can contact Dr. Aaron Fischer at 801-587-1842 or aaron.fischer@utah.edu.

If you have questions, complaints or concerns about this study, you can contact Dr. Aaron Fischer at 801-587-1842. If you feel your child has been harmed as a result of participation, please call Dr. Aaron Fischer at 801-587-1842 who may be reached at during Monday-Friday, 9:00 a.m. to 5:00 p.m. you may provide contact information in the event the participant feels they have been harmed by the research.

Your child's participation in this research is voluntary, and he or she will not be penalized or lose benefits if you refuse to allow participation or decide to stop.

Signing this document means that the research study, including the above information, has been described to you orally, and that you voluntarily agree to allow your child to participate.

Child's Name

Parent/Guardian's Name

Parent/Guardian's Signature

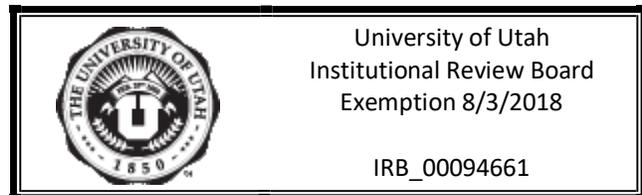
Date

Relationship to Child for Parent/Guardian

Name of Person Obtaining Authorization and Consent

Signature of Person Obtaining Authorization and Consent

Date



Consentimiento para participar en investigación

Se le pide que le permita a su hijo participar en un estudio de investigación.

Se le pide a su hijo que participe en un estudio de investigación realizado por profesores de doctorado y estudiantes de la Universidad de Utah. Antes de decidir, es importante que comprenda por qué se está realizando esta investigación y en qué consistirá. Por favor, tómese el tiempo para leer cuidadosamente la siguiente información. Por favor, pregúntenos si hay algo que no esté claro o si desea obtener más información para poder estar completamente informado y decidir si permitirá que su hijo participe en este estudio.

El propósito de este estudio es examinar los efectos de una asociación entre el Laboratorio de Tecnología en Capacitación, Educación y Consulta (U-TTEC) de la Universidad de Utah y las escuelas primarias seleccionadas en el Distrito Escolar de Granite. El laboratorio U-TTEC ha desarrollado una asociación con GSD para respaldar al equipo PBIS (MTSS) de GSD en el desarrollo de un equipo interno de respuesta de apoyo al comportamiento (GSRT) de GSD. El objetivo principal de esta asociación es apoyar las necesidades de comportamiento de los estudiantes de educación general dentro del distrito. La creación de un GSD BSRT permitirá que el distrito escolar atienda a los estudiantes que utilizan al personal del distrito de manera oportuna (se reduce el tiempo de espera que se produce cuando se usan contratistas externos), evita los costos de usar contratistas externos y es probable que resulte en menos colocación y / o Cambios en el programa para estudiantes con problemas de comportamiento.

Se solicita su permiso para proporcionar evaluación de comportamiento y servicios de intervención para su hijo y su maestro a través del Equipo de Respuesta de Apoyo de Comportamiento del Distrito Escolar de Granite. Si da su consentimiento, los estudiantes graduados de la Facultad de Educación de la Universidad de Utah trabajarán con su hijo y su maestro para desarrollar un plan para abordar las inquietudes específicas. Los estudiantes graduados serán supervisados por el Dr. Aaron Fischer, un miembro de la facultad en el Programa de Psicología Escolar de la Universidad de Utah.

Este servicio se le proporcionará sin costo alguno y se coordinará con el horario de clases de su hijo. Este servicio no es una evaluación formal de ningún servicio o soporte especializado. La evaluación e intervención incluirán trabajar con su hijo en el aula y puede requerir trabajar con ellos individualmente fuera del aula. Estos servicios son voluntarios, y usted puede retirar a su hijo o hija de este servicio en cualquier momento.

PROCEDIMIENTOS DE ESTUDIO:

Su hijo ha sido identificado como un estudiante que puede beneficiarse de las intervenciones y apoyos del Nivel 2 para aumentar el compromiso académico y las conductas apropiadas en el aula. Las intervenciones del nivel 2 pueden incluir: check-in, check-out; Intervenciones de autocontrol; o Superheros Instrucción de Habilidades Sociales.

BENEFICIOS

Aún no sabemos si participar en este estudio beneficiará a su hijo, pero existe la posibilidad de que este estudio pueda aumentar el compromiso académico de su hijo y los comportamientos apropiados en el aula. También existe la posibilidad de que la información que obtengamos de este estudio pueda ayudarnos a desarrollar intervenciones que aumenten el compromiso académico de otros estudiantes y las conductas apropiadas en el aula.

Si acepta permitir que su hijo participe, se le debe entregar una copia firmada de este documento y un resumen escrito de la investigación.

Si tiene preguntas, quejas o inquietudes sobre este estudio, puede comunicarse con el Dr. Aaron Fischer al 801-587-1842 o aaron.fischer@utah.edu.

Si tiene preguntas, quejas o inquietudes sobre este estudio, puede comunicarse con el Dr. Aaron Fischer al 801-587-1842. Si cree que su hijo se ha visto perjudicado como resultado de su participación, llame al Dr. Aaron Fischer al 801-587-1842, a quien puede contactar al respecto de lunes a viernes de 9:00 a.m. a 5:00 p.m. puede proporcionar información de contacto en caso de que el participante sienta que se ha visto perjudicado por la investigación.

La participación de su hijo en esta investigación es voluntaria, y no será penalizado ni perderá los beneficios si se niega a permitir la participación o decide dejar de hacerlo.

Firmar este documento significa que el estudio de investigación, incluida la información anterior, se le describió oralmente y que usted acepta voluntariamente permitir que su hijo participe.

el nombre del niño

Nombre del padre / madre / tutor

Firma del padre / madre / tutor

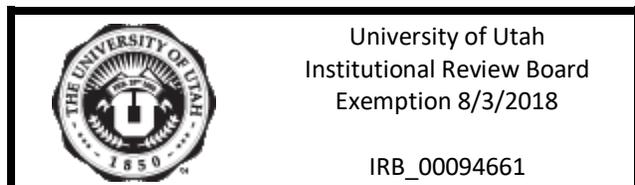
Fecha

Relación con el niño para el padre / tutor

Nombre de la persona que obtiene la autorización y el consentimiento

Firma de la persona que obtiene la autorización y el consentimiento

Fecha



Data Collection

COMPONENTS OF PRE-BRST MEASUREMENT

University of Utah BRST Manual

By: Merry Feng, B.S.

A school needs at least 80% to meet the criteria of transitioning to Full-BRST

Administrator Buy-in (Comprised of 60% of total scores)

- The average percentage of meetings per month that the school administrators invited the BRST consultants to attend.
- The average attendance of administrator to monthly meetings
- The administrator attends on average one meeting (15 - 30 minutes) every month outside of monthly meetings to review BRST progress.
- Administrator's response rate and latency (e.g., via email, phone call, zoom)
- The school team members share google drive with the BRST consultant(s)
- School team members share meeting agenda with the BRST consultant(s) prior to meetings
- The school teams invite BRST consultant(s) to provide in person or webinar professional development(s) during the school year

Establishment of PBIS & Functional Problem-Solving Team (Comprised of 40% of total scores)

- The school established PBIS within school as measured by the SET (or) TFI
- Percentage of school staff who finished the e-learning modules (4 core modules)
- Among core school staff who completed at least 80% of e-learning modules, the percentage of school staff exceeded 90% of module completion.
- Bonus Point: Percentage of auxiliary school staff finished the e-learning modules (4 core modules).

Discretionary Effort Points

Schools engaged in initiations related to Full-BRST services provided

Pre-BRST Measurement Form

School Name: _____

Pre-BRST Consultant: _____

School year: _____

IOA Rater: _____

Administrator Buy-in (Comprised of 60% of total scores)

Rationale: A strong administrator support has been identified as a **component for effective implementation** of schoolwide initiatives and sustaining PBIS practices (Pinkelman et al., 2015). School administrators are expected to model the problem-solving process, schedule meetings, reinforce integration of tier 1 strategies for all students, and communicate and reinforce data-based decision making (“MTSS Implementation Components, n.d.). Limited administrator support has been identified as a **barrier to implementation of evidence-based practices** in schools (Pinkelman et al., 2015).

1. ___ The average percentage of meetings per month that the school administrators invited the BRST consultants to attend.

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

Given four possible monthly meetings per month, the consultant will calculate the number of meetings invited by the school and divide the number with the total possible number of meetings to calculate the percentage of meetings invited.

Comments:

2. ___ The average attendance of administrator to monthly meetings (PBIS, MTSS/SST meeting & faculty meeting)

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

Given four possible monthly meetings per month, the consultant will calculate the number of meetings the administrator attended and divide the number with the total possible number of meetings to calculate the percentage of meetings the administrator attended.

Comments:

3. ___ The administrator attends on average one meeting (15-30 minutes) every month outside of monthly meetings (PBIS and MTSS/SST meetings) to review BRST progress.

0	1	2
None	The average number of meeting Ranged between 0-1time	Once every two weeks or above.

This meeting shows an administrator’s willingness to review the progress of Pre-BRST as a whole with the Pre-BRST consultant on a regular basis. Obtaining 1 point indicates a good interaction with the consultant and likely leads to a passing standard. 2 points will be recognized as an excellent interaction.

Comments:

4. ___ Administrator’s response rate (e.g., via email, phone call, zoom)

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

This rate will be calculated by dividing the total number of responses from the administrator with the total number of contacts initiated by the assigned consultant to the administrator’s school. For example, a consultant sent 10 emails and received 5 replies from an administrator. Then, the response rate will be 50% (5/10).

Comments:

5. ___ Administrator’s response latency (e.g., via email, phone call, zoom)

0	1	2	3	4	5
Response latency > 5 days 7 days	<Response latency ≤ 7 days	4 days <Response latency ≤ 5 days	3 days <Response latency ≤ 4 days	2 days <Response latency ≤ 3 days	Response latency ≤ 2 days

This rate will be calculated by the duration of time that takes for an administrator to respond to the consultant’s contact initiation. For example, an administrator responded to the assigned consultant within 4 days. The response latency will be 4 days, and the latency will earn 3 points.

Comments:

6. ___ The school team members share google drive with the BRST consultant(s)

0	1	N/A
No	Yes	The school does not have a google drive

This item measures the school’s effort to share meeting notes, school data, and other materials related to the Pre-BRST project with the Pre-BRST consultant.

Comments:

7. ___ School team members share PBIS, MTSS/SST, and faculty meeting agenda with the BRST consultant(s) prior to meetings

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

This measures the school staff’s willingness to integrate the Pre-BRST consultant to their teams. The consultant will calculate the rate by dividing the total number of meetings that shared the meeting agendas prior to meetings with the total number of meetings where the consultants were invited. For example, given 10 invited meetings, the consultants received 8 meeting agendas before the meeting. Then the rate will be 80% (4 points).

Comments:

8. ___ The school teams invite BRST consultant(s) to provide in person or webinar professional development(s) during the school year.

0	1	2
None	1 time	More than 1 time

This item measures a school’s willingness to collaborate with the BRST team to enhance PBIS competence of schools.

Comments:

Administrator Buy-in Total: ___/30 = ___%

Establishment of PBIS & Functional Problem-Solving Team (Comprised of 40% of total scores)

Rationale: (1) First, schools must have PBIS implemented throughout the school. PBIS establishment within schools can be determined through one of the two assessment tools: the School-Wide Evaluation Tool (SET) or Tiered-Fidelity Inventory (TFI). The passing score for the SET is 80% for three consecutive assessments, while the TFI requires a score of 70% for three consecutive assessments. (2) Problem-solving teams must exist within the school prior to the implementation of the BRST project. Teams coordinate, guide and administer school-wide initiatives.

1. ____ The school established PBIS within school as measured by the SET or TFI (*pick one*)

SET score is ranged from					
0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

The end of year SET scores (measured by the school district, instead of BRST team) will be used here. 80% will be a great reflection of well-established PBIS at schools. “90% or above” range will indicate an excellence in PBIS establishment.

Comments:

----- (OR) -----

TFI tier-I fidelity score is ranged from					
0	1	2	3	4	5
Below 40%	40-49%	50-59%	60-69%	70-85 %	86% or above

The end of year TFI tier-I fidelity scores (measured by the school district, instead of BRST team) will be used here. 70% will be a great reflection of well-established PBIS at schools. “86% or above” range will indicate an excellence in PBIS establishment.

Comments:

2. ____ Percentage of school staff (e.g., admin, teachers, paraprofessionals, Behavior Health Assistant, counselors) who finished the e-learning modules (4 core modules) prior to the beginning of fall semester is ranged from:

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

This item measures the percentage of core school staff who finished the e-learning modules provided by the BRST team. “80%-89%” range is a great effort to enhance PBIS at schools. “90% or above” range indicates an excellence in the school’s efforts.

Comments:

3. ___ Among core school staff who completed at least 80% of Evoke eLearning modules, the percentage of school staff exceeded 90% of module completion.

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

This item measures the degree of interest in learning PBIS-related techniques to enhance their PBIS implementation. The pre-BRST consultant(s) will calculate the percentage by dividing the total number of core staff who completed more than 90% of modules by the total number of core school staff who completed 80% of the Evoke eLearning modules.

Comments:

4. ___ **(Bonus Points)** Upon 80% or a higher percentage of core staff completed 4 core Evoke e-Learning modules, the percentage of auxiliary school staff (e.g., cafeteria school staff, secretary, custodians, student teachers, interns) who finished the Evoke eLearning modules (4 core modules) is ranged from:

0	1	2	3	4	5
Below 50%	50-59%	60-69%	70-79%	80-89 %	90% or above

This item measures the degree of interest in learning PBIS-related techniques to enhance their PBIS implementation *across the school*.

Comments:

Discretionary Effort Points: item 6 attempts to recognize schools’ discretionary effort to enhance the functioning of PBIS at schools and become more prepared for the Full-BRST phase (i.e., the phase following the Pre-BRST phase). **Note:** this effort is only encouraged for the schools (1) whose core school staff finished at least 80% of Evoke eLearning modules, (2) who have invited BRST consultants to do functional problem-solving training, and (3) at least second highest point in each item in the section of Administrator Buy-in.

5. ___ Schools engaged in initiations related to Full-BRST Tasks (i.e., CSC data collection request, teacher consultation for tier-I classroom management, teacher consultation for tier-II interventions, professional developments)

0	1	2	3	4	5
None	1 type of discretionary efforts	2 types of discretionary efforts	3 types of discretionary efforts	4 types of discretionary efforts	5 types of discretionary efforts

Given five possible types of discretionary efforts, the consultant will count the types of discretionary efforts initiated by a school. For example, if a school requested CSC data collection for teachers and teacher consultation for tier-II interventions, the school will earn 2 points here.

Comments:

Establishment of PBIS & Functional Problem-Solving Team Total: ___/30 =

Total Scores: a school needs **at least 80%** to meet the criteria of transitioning to Full-BRST next year.

(Administrator Buy-in Total x 0.6) + (Establishment of PBIS & Functional Problem-Solving Team Total) x 0.4 = ___

COMPONENTS OF A SUCCESSFUL CLASSROOM CONSULTANT (CSC-C)

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

The purpose of the CSC-C is to assess teachers' levels of competency across a variety of components concerning **Tier 1 behavior management** and **effective teaching strategies**.

Overview:



- Contains 14 items that are rated after two 30 minute observations between two subjects during whole group instruction

1. Classroom **rules/agreements** are stated **positively**, clearly defined, **measurable**, **accessible** to student's **view**, and accessible for teacher to **reference**.
2. **Positive** and **negative** behavior **consequences** are clearly defined and **posted**.
3. Teacher verbally acknowledges their classroom or schoolwide rule/agreement violations using **positive behavior specific language**.
4. The teacher **physically tracks** appropriate behaviors.
5. The teacher is focused on teaching and time spent **addressing** minor **behavior disruptions** are kept to a **minimum**.
6. The teacher has **prepared** and **easily accesses** materials / equipment for the lesson.
7. Students are **engaged** in the lesson and/or task.
8. The teacher provides students with **behavior specific praise** regarding **acceptable social behavior**.
9. The teacher provides students with **behavior specific praise** regarding appropriate **academic responses**.
10. The teacher uses a **signal** to **gain** student **attention**.
11. (a) The teacher gives **clear directions** that students are able to follow.
(b) After giving directions, the teacher **actively monitors** and helps the whole group and those that may need assistance.
12. Teacher provides **5 positive** verbal statements for every **1 negative** verbal statement
13. The teacher **monitors** student behavior using **proximity** (on-task behavior measured using PLACHECK).
14. The teacher frequently engages students using **Opportunities to Respond** (OTR's).

5. The teacher is focused on teaching and time spent addressing minor behavior disruptions (i.e., do not interfere with instruction) are kept to a minimum.

0	1	2	3
The teacher spends a total of 12 minutes or more addressing behavior problems.	The teacher spends a total of 6-11 minutes addressing behavior problems.	The teacher spends a total of 4-5 minutes addressing behavior problems.	The teacher spends a total of 3 minutes or less addressing behavior problems.

Comments:

6. The teacher has prepared and easily accesses materials /equipment for the lesson or activity. Unstructured time addressing concerns with materials and/or technological difficulties is kept to a minimum.

0	1	2	3
During the observation period, the teacher has minimal materials ready for lesson. Students remain waiting and off-task for more than 10 minutes before engaging in work or attending to teacher lecture	During the observation period, the teacher has some materials ready for lesson. Students remain waiting and off-task for 5-10 minutes before engaging in work or attending to teacher lecture.	During the observation period, the teacher has most materials ready for lesson. Students remain waiting and off-task for 2-4 minutes before engaging in work or attending to teacher lecture.	During the observation period, the teacher has almost all materials ready for lesson. Students remain waiting and off-task for less than 2 minutes before engaging in work or attending to teacher lecture.

Comments:

7. Students are engaged in the lesson and/or task (little to no off-task behavior is observed).

0	1	2	3
Most students are off task all of the time (less than 40% of students were on task).	Most students are off task most of the time (40-60% of students were on task).	Most students are on task most of the time (61-80% of students were on task).	Most students were on task all of the time (greater than 80% of students were on task).

Comments:

8. The teacher provides students with behavior specific praise regarding acceptable **social behavior** (e.g., Nice job lining up! Awesome job sitting with a calm body! Excellent eye contact! I like that you are looking at me! I especially like how all of you were looking at Sue while she was describing her drawing).

0	1	2	3
No	Rarely (1-4 times)	Sometimes (5-9 times)	Often (10+ times)

Comments:

9. ____ The teacher provides students with behavior specific praise regarding appropriate **academic** responses (e.g., “you are correct, the answer is 4”, “great job capitalizing the first letter in your sentence”, “I see you wrote 24, 24 is the correct answer” “good job putting a period at the end of your sentence” “super problem solving red team”).

0	1	2	3
No	Rarely (1-4 times)	Sometimes (5-9 times)	Often (10+ times)

Comments:

10. ____ The teacher uses a signal to gain student attention prior to the delivery of instruction. During whole group directions, the teacher effectively solicited attention using a signal.

0	1	2	3
Less than 25% of the time	25-49% of the time	50-79% of the time	80% or more of the time

Note: In order for teachers to effectively solicit attention, students must stop what they are doing, look at the teacher, and listen

Comments:

11a. ____ The teacher gives clear directions that students are able to follow. Teacher provided clear whole group directions.

0	1	2	3
Less than 25% of the time	25-49% of the time	50-79% of the time	80% or more of the time

Clear Directions: Clear directions are behavior specific and concise. The teacher should also tell the students when the instruction is to be completed and by whom (i.e. whole class, group, or individual student). Directions should be phrased as statements and not questions (see below for examples).

Examples: “Class, I need you to write one paragraph about your weekend, then, when you are done, read a book at your desk with a quiet voice until the timer goes off” “Katelyn, please sit down flat on your pockets” “Please get out a black pen and put it on your desk” “get out your book and turn to page 14.”

Non-Examples: “You know what you’re supposed to be doing right now?” “Is that what you are supposed to do right now?” “Can you please get out a pencil?” “get out your book”

Comments:

11b. ____ After giving directions, the teacher actively monitors and helps the whole group and those that may need assistance. If confusion is noted, the teacher explains the directions in more detail.

0	1	2	3
Teacher does not monitor or help the whole group or individual students.	Teacher focuses on helping individual students 75-100% of the time, rather than whole group.	Teacher focuses on helping individual students 0-74% of the time, rather than whole group.	Teacher is able to monitor and help the whole group 75-100% of the time, with limited time spent assisting individual students.

12. ____ Teacher provides 5 positive verbal statements (e.g., Nice job on that problem! Way to go! Awesome! Great lining up!) and/or non-verbal instances of praise (e.g., thumbs up, clapping, high five, fist bump, nodding, clipping up on clip chart) for every 1 negative verbal statement (e.g., “stop playing with that” or “that’s the wrong answer”) for academic and social behaviors. **Please note ratio below.**

0	1	2	3
More negative statements/gestures than positive statements/gestures, or no feedback.	An average of 1 positive statement/gesture to every negative statement/gesture.	2-4- positive statements/gestures to every negative statement/gesture.	5 positive statements/gestures to every negative statement/gesture.

Ratio: _____

Comments:

13. ____ The teacher monitors student behavior during all activities by *walking around the room and using proximity* during periods of independent work, whole-group instruction, or non-instructional time (i.e. centers and small groups).

0	1	2	3
Less than 25% of the time	25-49% of the time	50-79% of the time	80% or more of the time

Comments:

14. ____ The teacher frequently engages students **during whole group instruction** by providing them with multiple opportunities to respond: (please see formula below to calculate OTRs per minute)

0	1	2	3
None of the time	Sometimes (1 OTR per minute)	Mostly (2 OTRs per minute)	Almost always (3 or more OTRs per minute)

Opportunity to Respond: When a teacher provides students with opportunities to engage with the lesson by asking for student responses to questions/statements. Student responses may consist of gestures or actions, written (i.e., whiteboards), or verbalizations in the form of either a choral or individual response. **Each response = 1 occurrence** (e.g. *think, pair, share* = 1 occurrence).

Average OTRs per minute = (# of teacher presented OTRs) / (Total time of whole group instruction)

Comments:

Score: ____/42%

Item #	Category	Frequency	Sub-total	Total
4	Tracked positive behavior (at least one time)	YES NO		
8	Specific Praise-Social (e.g. excellent eye contact, great job lining up.)			
9	Specific praise- academic (e.g. "you are correct, the answer is 4")			
12	Non-Specific positive praise (e.g. thumbs up, "good job, yes")			
	Negative Statements (“sssh, no, don’t, stop it”)			
14	Opportunities to Respond (OTRs)	Choral (written, gesture, verbal) =		
		Individual (written, gesture, verbal) =		
		Peer (think, pair, share, table partner) =		

Item #	Category	Comments
1	Classroom rules/agreements	(Ex: well defined, stated positively, observable, measurable, and visible?) Comments:
2	Bx consequences defined, posted, and visible	(Ex: consequences of positive/negative bx posted in the classroom and visible) Comments:
4	Tracked appropriate behavior	(Ex: physically track appropriate bx using apps/clip chart/tickets?) Comments: YES NO
5	Spend less time on minor bx	(Ex: teacher spends 3min or less for bx problems?) Comments:
6	Off-task duration while class prep	(Ex: all teaching materials ready? <2min off-task time?) Comments:
10	Signal to draw attention (e.g. "5,4,3,2,1, etc.).	(Ex: gain attention using signal 80% or more of time?) Comments:
11a	Teacher Directions (e.g. "get out your book and turn to page 15).	(Ex: Clear and concise, phrased as statements not questions) CLEAR UNCLEAR
11b	Whole group Instructions	(Ex: teacher monitors the group 75-100% of time vs. individual students) Comments:
13	Walk around & use proximity	(Ex: walk around 80% or more during independent, group, or non-instructional time?) Comments:

Observation #1 Date:

Planned Activity Check (PLACHECK) Data Collection															
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
# total students															
# on-task															
% on-task															

Observation #2 Date:

Planned Activity Check (PLACHECK) Data Collection															
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
# total students															
# on-task															
% on-task															

Note: Please review the steps of data collection and data calculation in second page.

Steps of PLACHECK Data Collection

1. At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
2. Set the timer to your designated interval (i.e., 2min)
3. Start the timer
4. When timer goes off, scan the room left to right
 - a. While scanning, tally number of students who are on-task to record on chart above
5. When the timer goes off at the designated interval, repeat steps 3 and 4 until 15 data points are obtained

Use the following to calculate on-task and off-task % by hand

% on task formula = Total # of students divided by # students on-task

Class Average on-task formula = Add each total % in each interval and divide by total # of intervals

Components of a Successful Classroom Self-Assessment (CSC-S)

Instructions: Please complete the following questions about Tier-1 instruction and behavior management in your classroom. The information in this form will be used to help the Behavior Response Support Team (BRST) learn more about Tier-1 supports in your class. For each question, please put a checkmark in the appropriate box. Please try to provide an answer for all questions, even if it represents your "best guess."

Component	I do this all the time	I do this sometimes	I don't know what you're talking about
Are the classroom norms/expectations posted (3 – 5 rules, positively stated)?			
Have the norms/expectations been systematically taught and reviewed?			
Are classroom norms/expectations posted and consistently implemented?			
Is a daily class schedule posted large enough for all students to see? Does the teacher refer to/explain daily schedule and any schedule changes?			
Is <u>at least</u> a 4:1 ratio of positive to negative consequences for academic and behavioral responses implemented? Examples of positive: verbal praise e.g., good job finishing your work; thumbs up; points on point chart; classroom bucks. Examples of negative: redirection, error correction (i.e., "stop it," "don't do that," "get in our seat").			
Have classroom routines been established and systematically taught (e.g., entering the classroom, procedures to go to the bathroom, get help from the teacher, sharpening pencils)?			
Are transitions between activities structured (moving from one activity to the next)?			
Are lesson plans structured, chunked, scaffolded with no unstructured time?			
Do your lesson plans contain a warm-up, reflection, and wrap-up?			
Are your units designed for competencies (based on standards) with assessments integrated first?			
Is students' academic and behavioral performance monitoring by circulating among students (e.g., moving around the room while students are working in groups or independently vs. standing/sitting at the front of the room)?			
Is there an attention signal to get students on task in less than 5 seconds (e.g., "may I have your attention please?" "One, two, three – eyes no me.")			
Is the classroom environment arranged to effectively support students (i.e., students can transition easily from area to area, things posted on walls are not overly distracting, materials, chairs, tables are organized)			

Component	I do this all the time	I do this sometimes	I don't know what you're talking about
Are there mechanisms established for frequent parent communication particularly for <u>positive</u> events that occur (i.e., good note home, "caught you being good" phone calls)?			
Are positive consequences/rewards to acknowledge following classroom expectations posted and consistently implemented?			

Professional Goals

Instructions: Please list three (3) professional goals you have set for yourself to focus on during this school year. The information in this form will be used to help the Behavior Response Support Team (BRST) learn more about your Tier-1 instruction and your expectations for this year.

1. _____

2. _____

3. _____

COMPONENTS OF A SUCCESSFUL CLASSROOM BRIEF (CSC-B)

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

The purpose of the CSC-B is to assess teachers' levels of competency across a variety of components concerning **Tier 1 behavior management** and **effective teaching strategies**. The CSC-B is also used to **train** internal school **staff** to conduct a Tier 1 observation.

Overview:



- Contains 8 items that are rated after a 20-minute observation of whole group instructional time.

1. Classroom **rules/agreements** are stated **positively**, clearly defined, **measurable, accessible** to student's **view**, and accessible for teacher to **reference**.
2. **Positive** and **negative** behavior **consequences** are clearly defined and **posted**.
3. The teacher **physically tracks** appropriate behaviors.
4. The teacher **monitors** student behavior using **proximity**.
5. The teacher uses a **signal** to **gain** student **attention**.
6. Students are **engaged** in lesson and/or task (on-task behavior measured using PLACHECK).
7. Teacher provides **5 positive** verbal statements for every **1 negative** verbal statement.
8. The teacher frequently engages students using **Opportunities to Respond** (OTR's).

Components of a Successful Classroom Brief (CSC-B) Form

Teacher: _____ Grade: _____ School: _____ Date: _____ Time: _____

Rater: _____ IOA Rater: _____

1. _____ Classroom rules/agreements are stated positively and clearly defined and measurable. Rules/agreements are in an area that is visually accessible to student's view and accessible for teacher to reference as needed.

0	1	2	3
There are no rules, or no rules are clearly defined and measurable.	At least 1 rule but less than half of the rules are clearly defined and measurable.	More than ½ but not all of rules are clearly defined and measurable.	All of the rules are clearly defined and measurable.

Clearly defined: Clearly defined rules are explicit, unambiguous, and clearly understood. They are observable and measurable. Rules should be stated positively. **Observable:** see or hear the behavior (e.g., stay in your area, raise hand for teacher attention). **Measurable:** quantifiable (e.g., number of times a student gets out of their seat without permission, or yells for the teacher instead of raises their hand).

Comments:

2. _____ Positive and negative behavior consequences are clearly defined and posted in an area that is visually accessible to student's view and accessible for teacher to reference as needed.

0	1	2	3
No systematic positive or negative consequences have been defined or posted.	Positive and/or negative consequences are posted but not clearly defined (see above for definition of clearly defined).	Positive and/or negative consequences are posted and more than ½ but not all are clearly defined and measurable.	All positive consequences and/or negative consequences are clearly defined and measurable.

Comments:

3. _____ The teacher physically tracks appropriate behaviors associated with behavioral and/or academic goals (e.g., Panda Paws, Good Behavior Game Points, Class Dojo, clip chart, tickets).

0	1
No (teacher does not track any behaviors during observation).	Yes (teacher tracks behavior at least once during observation).

Comments:

4. _____ The teacher monitors student behavior during all activities by *walking around the room* and *using proximity* during periods of independent work, whole-group instruction, or non-instructional time (i.e. centers and small groups).

0	1	2	3
Less than 25% of the time	25-49% of the time	50-79% of the time	80% or more of the time

Comments:

5. ____ The teacher uses a signal to gain student attention prior to the delivery of instruction. During whole group directions, the teacher effectively solicited attention using a signal.

0	1	2	3
Less than 25% of the time	25-49% of the time	50-79% of the time	80% or more of the time

Note: In order for teachers to effectively solicit attention, students must stop what they are doing, look at the teacher, and listen

Comments:

6. ____ Students are engaged in the lesson and/or task (little to no off-task behavior is observed).

0	1	2	3
Most students are off task all of the time (less than 40% of students were on task).	Most students are off task most of the time (40-60% of students were on task).	Most students are on task most of the time (61-80% of students were on task).	Most students were on task all of the time (greater than 80% of students were on task).

Comments:

7. ____ Teacher provides 5 positive verbal statements (e.g., Nice job on that problem! Way to go! Awesome! Great lining up!) and/or non-verbal instances of praise (e.g., thumbs up, clapping, high five, fist bump, nodding, clipping up on clip chart) for every 1 negative verbal statement (e.g., “stop playing with that” or “that’s the wrong answer”) for academic and social behaviors. **Please note ratio below.**

0	1	2	3
More negative statements/gestures than positive statements/gestures, or no feedback.	An average of 1 positive statement/gesture to every negative statement/gesture.	2-4- positive statements/gestures to every negative statement/gesture.	5 positive statements/gestures to every negative statement/gesture.

Ratio: ____ : ____

Comments:

8. ____ The teacher frequently engages students during whole group instruction by providing them with multiple opportunities to respond: (please see formula below to calculate OTRs per minute)

0	1	2	3
None of the time	Sometimes (1 OTR per minute)	Mostly (2 OTRs per minute)	Almost always (3 or more per minute)

Opportunity to Respond: When a teacher provides students with opportunities to engage with the lesson by asking for student responses to questions/statements. Student responses may consist of gestures or actions, written (i.e., whiteboards), or verbalizations in the form of either a choral or individual response.

Average OTRs per minute = (# of teacher presented OTRs) / (Total time of whole group instruction)

Comments:

Score: ____ / 22 = ____ %

Item Criteria Tracking Sheet

Item Number	Category	Frequency		Total
		YES	NO	
3	Tracked positive behavior (at least one-time using DOJO, clip-chart, school money)			
7	Positive praise statements (Way to go! Great job sitting on your pockets! Thanks for raising your hand. You're right, 2 is the correct answer!)			
7	Negative statements (verbal "Shhhh" No, stop, how many times have I asked you to...)			
8	Opportunities to Respond (OTRs)	Group (written, gesture, choral) = Individual (written, gesture, verbal) = Peer (think, pair, share, table partner) =		Total OTR's

Item #	Category	Comments
1	Classroom rules/agreements	(Ex: well defined, stated positively, observable, measurable, and visible?) Comments:
2	Bx consequences defined, posted, and visible	(Ex: consequences of positive/negative bx posted in the classroom and visible) Comments:
3	Tracked appropriate behavior	(Ex: physically track appropriate bx using apps/clip chart/tickets?) Comments: YES NO
4	Walk around & use proximity	(Ex: walk around 80% or more during independent, group, or non-instructional time?) Comments:
5	Signal to draw attention <i>(e.g. "5,4,3,2,1, etc.).</i>	(Ex: gain attention using signal 80% or more of time?) Comments:

Planned Activity Check (PLACHECK) Data Collection															
	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
# total students															
# on-task															
% on-task															

Note: Please review the steps of data collection and data calculation

Steps of PLACHECK Data Collection

1. At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
2. Set the timer to your designated interval (i.e., 2min)
3. Start the timer
4. When timer goes off, scan the room left to right
 - a. While scanning, tally number of students who are on-task to record on chart above
5. When the timer goes off at the designated interval, repeat steps 3 and 4 until 15 data points are obtained

Use the following to calculate on-task and off-task % by hand

% on task formula = Total # of students divided by # students on-task

Class Average on-task formula = Add each total % in each interval and divide by total # of intervals

Components of Successful Classroom (CSC) Operational Definitions

OTR Choral/Unison Response	<p>Teacher provides an opportunity to respond that is intended for all students to respond simultaneously. Unison response can be oral, written, or gestural. OTR can be instructional or behaviorally related and not a question within the context of negative feedback.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>Teacher makes a statement and prompts all students to simultaneously respond: "Salt Lake City is the capital of Utah. What is the capital of Utah? Everyone."</i> • <i>Teacher asks: "Greg said the answer is 4. Give me a thumbs up if you agree and a thumbs down if you disagree."</i> • <i>Teacher solicits written response: "Using your response slate, write down the answer to the problem. (after wait time) Everyone raise your response slates."</i> • <i>Teacher asks a question: "Using your response cards, tell me if the answer is A,B,C, or D."</i> • <i>Teacher says, "when you are done put the lid on your marker and tap it."</i> • <i>The teacher provides directions: "first cut out the circle, everyone tell me what do we do first?"</i> • <i>Teacher says: "Tap your marker when you are done."</i> • <i>Teacher says: "turn your whiteboard over"</i> • <i>Teachers says: "touch your nose if you are finished."</i> <p>Non-examples:</p> <ul style="list-style-type: none"> • <i>Teacher tells students to get out their math book.</i> • <i>Teacher says: "Didn't you all hear me ask for quiet?"</i> • <i>Teacher asks questions and looks for volunteer to answer</i>
OTR Individual Response	<p>Teacher provides an opportunity to respond that is intended for a single student. OTR can be instructional or behaviorally related and not a question within the context of negative feedback.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>"Cole, explain the difference between a non and a verb."</i> • <i>"Gary, what was your answer for problem #4."</i> • <i>"Donovan, what branch of government is responsible for making laws?"</i> • <i>Teacher asks questions and looks for volunteer to answer, e.g. "Who can tell me the three branches of government?"</i> <p>Non-examples:</p> <ul style="list-style-type: none"> • <i>Teacher asks: "Did you have to work last night?"</i> • <i>Teacher asks: "What did you do this weekend?"</i>

<p style="text-align: center;">OTR Peer Response</p>	<p>Teacher prompts students to work together in pairs/small group to provide each other with opportunities to respond. OTR can be instructional or behaviorally related and not a question within the context of negative feedback.</p> <p>Note: each opportunity to share = 1 (e.g. think, pair, share = 1)</p> <p>“Think” is not observable and measurable (e.g., think of an animal you’d like to draw)</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Teacher prompts students: “Turn to your partner and explain how you solved that equation”. • Teacher prompts students: “turn to your shoulder partner.” • Teacher prompts students: “turn to your table partner.” • Teacher prompts student: “ think-pair-share ” <p>Non-examples:</p> <ul style="list-style-type: none"> • Teacher tells students to get out their math book. • Teacher calls on several students by name. • Teacher says: “Didn’t you all hear me ask for quiet?” • Teacher says: “think”
	<p style="text-align: center;">Definition</p>	<p style="text-align: center;">Example/Non-example</p>
<p style="text-align: center;">Positive Praise Statements & Gestures</p>	<p>The teacher verbally and/or physically acknowledges appropriate student performance either individually or as a group. This includes comments regarding both behavioral and academic performance</p> <p>This includes:</p> <ul style="list-style-type: none"> -Behavior specific praise -Academic specific praise -Verbal and non-verbal praise 	<p>Examples:</p> <ul style="list-style-type: none"> • Teacher says: “Great job raising your hand, Izzy, I appreciate you waiting to be called on” • Teacher says: “Thank you for keeping your hands to yourself, Lisa!” • Teacher says: “Felix, I see that you wrote 24, 24 is the correct answer.” • Teacher says: “Good job putting a period at the end of your sentence.” • Teacher says: “great job” • Teacher says: “that’s correct, way to go!” • Teacher gestures with a thumbs up. • Teacher gives student “high five” for completing work <p>Non-Examples:</p> <ul style="list-style-type: none"> • Teacher says: “you need to sit down now please” • Teacher says: “good job” sarcastically when a student makes an error. • Teacher says: “Johnny, pick up your pencil off the floor. Please.” • Teacher gestures by: waving, • Teacher calls a student over to their desk, or asks a student to answer the next question on the board

<p style="text-align: center;">Negative Statements</p>	<p>The teacher verbally and/or physically acknowledges inappropriate student performance either individually or as a group. This includes comments regarding both behavioral and academic performance.</p> <p>This DOES NOT include verbal or physical redirection or prompting (see non-examples). Redirection is the act of helping a student to focus on whatever the class is being asked to do at a given point in time.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Teacher gestures: shaking their head • Teacher gestures: wagging their finger • Teacher gestures: aggressively pointing at a student • Teacher gestures: thumbs down • Teacher “clips student down”/ writes an ODR. • Teacher says: ““Sam, quit wasting time and get back to work.” • Teacher says: “You need to pay attention or you won’t know what to do.” • Teacher says: “Stop bothering Kim.” • Teacher says: “stop it” • Teachers says: “I’ll just wait here all day until everyone is quiet.” • Teacher says: “if you can’t work quietly with your partner you will have to work alone.” • Teachers says: “that’s a clip down” or “one more time and that will be a clip down” • Teacher redirects student in <u>negative</u> tone by stating: “I’ve asked you 5 times to put your pencil down, put your pencil down.” <p>Non-examples:</p> <ul style="list-style-type: none"> • Teacher verbalizes “good job” • Teacher says: “I’m not sure let me check and see if that’s correct.” • Teacher gestures: waving • Teacher called a student over to their desk, or asks a student to answer the next question on the board • Teacher redirects student in <u>neutral</u> tone by stating “I need you to put your pencil down” • Teacher places fingers over lips to signal voices off • Teacher says: “I need you to put your name on your paper and write the date.” • Teacher says: “Please sit down.” • Teacher says: “what is our rule about talking during independent work time?”
<p style="text-align: center;">Off Task</p>	<p>Students are engaged in any tasks other than the assigned task or ongoing activity which disrupts the class.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • Gazing off/not attending to relevant teaching stimuli • Placing head down on desk (i.e., sleeping) • Doodling • Talking while the teacher is talking, talking out of turn, humming. • Standing or wandering around the room without permission, tapping desk, kicking desk. • Engaging in physical contact with others using a body part or extension of the body (i.e. hitting, kicking, spitting, and vomiting) • Ripping paper, throwing any object if it is not part of an academic activity, breaking pencils, punching holes in the wall. • Head banging, head hitting. <p>Non-examples:</p> <ul style="list-style-type: none"> • The student is getting necessary items out of desk or backpack to begin task.

On Task	<p>The student is engaged in the relevant assignment or activity, without engaging in any of the defined disruptive/inattentive behaviors.</p>	<p>Examples:</p> <ul style="list-style-type: none"> • <i>The task is to be writing, and the student is writing</i> • <i>The student is getting necessary items out of desk or backpack to begin task.</i> • <i>The student is looking at the teacher while they are talking.</i> <p>Non-examples:</p> <ul style="list-style-type: none"> • <i>The class is writing and the student is drawing/doodling</i> • <i>The class is looking at the teacher, the student is staring out the window.</i> • <i>Student is whispering to peer while teacher is providing instruction.</i> • <i>The student is engaging in disruptive behavior (e.g. talking out of turn, movement, property destruction, etc.).</i>
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Brief Components of a Successful Classroom (CSC-B) Reliability Criteria Proposal

Item #	Behavior Rated	Possible Score	Reliability Criteria	(or) Reliability Criteria
1	Rules/Agreements stated positively, clearly defined, and measurable. Posted in area visually accessible to student's view and teacher to reference as needed.	0 1 2 3	Exact Agreement	
2	Positive and negative behavior consequences are clearly defined and posted in an area that is visually accessible to student's view and accessible for teacher to reference as needed.	0 1 2 3	Exact Agreement	
3	Teacher physically tracks appropriate behavior and/or academic goals.	0 1	Exact Agreement	
4	Teacher monitors student behavior during all activities by walking around the room and using proximity during periods of independent work, whole group instruction, or non-instructional time.	0 1 2 3	+/- 1 point	
5	Teacher uses a signal to gain attention prior to the delivery of instruction.	0 1 2 3	+/- 1 point	
6	Students are engaged in the lesson and/or task	0 1 2 3	PLACHECK Trial by Trial IOA <i>(# trials with agreement divided by total # of trials)</i>	
7	Teacher provides 5 positive verbal statements for every 1 negative verbal statement	0 1 2 3 # (+) : # (-)	Total Count IOA <i>(divide smaller total count from one observer to the other observer by larger total count from the other observer)</i>	<i>Total # agreements/Total # agreements & disagreements x 100 for positives</i>
				<i>Total # agreements/Total # agreements & disagreements x 100 for negatives</i>
8	Teacher frequently engages students during whole group instruction providing them with multiple OTR's	0 1 2 3	Total Count IOA +/- 3 for each "type" of OTR	<i>Total # agreements/Total # agreements & disagreements x 100 for: Choral/Group # Individual # Peer # Separated</i>

**Components of a Successful Classroom Consultant (CSC-C) Form
Post Observation Consultation**

Teacher:

Date:

What's working: What are a few of your favorite successes? What are your teaching strengths?

-
-
-

Strengths that I noticed

What's not working: What are some challenges that you've been facing this year?

-
-
-

Ideas to target as goals:

Goal talk:

Questions:

Follow-up date:

Schoolwide Programs

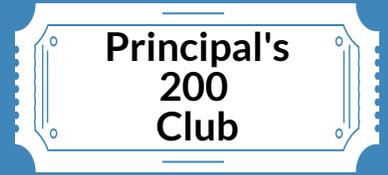


SCHOOLWIDE PROGRAMS



The following **schoolwide programs** can be **implemented** to **support pro-social behaviors** among the **majority** of **students**

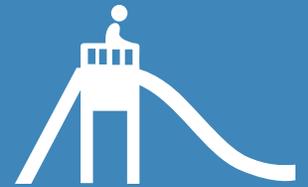
Principal's 200 Club



Cafeteria Strategies



Recess Strategies



MindUP Program

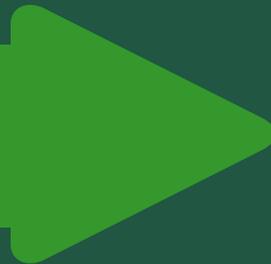


Bully Prevention in Positive Behavior Support

Stop, Walk, Talk



These interventions are explained in greater detail in our PBIS Toolkit



Staff Strategies

ADULT BEHAVIOR CHANGE STRATEGIES

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed and Anna Purkey, M.Ed

To **reinforce** and **encourage positive teaching practices**, school administration should provide **opportunities to reward** teachers and school personnel. There are numerous methods to reward adults, which will **support** the **development** of a more **positive school climate**.

Overview & Objective

Teachers and school personnel serve an integral and impactful role in the lives of their students by providing academic, emotional, and behavioral support. Evidence indicates teachers are less likely to experience burnout if they feel supported and respected by members of school leadership. How do we create a positive and supportive atmosphere within a school? Providing frequent rewards and recognition of teachers and school personnel is an effective way to show how much the school leadership values their contributions to the students and the school.

Dates to Consider

FEBRUARY

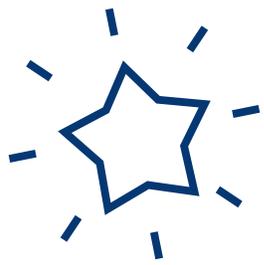
National School Counseling Week:
First Week of February

APRIL

Administrative Professionals Day:
Last week of April

MAY

Teacher Appreciation Week:
First Week of May



Strategies for Rewards



There are multiple strategies and systems that schools can implement to increase the morale and positive climate within schools. While the following list is not exhaustive, there are various resources online for more ideas.

Treat School Staff and Faculty as Individuals

Get to know the teachers, learn about their hobbies and interests

Greet each other in the hallways

Be respectful of each other's time, arrive to meetings on time and end meetings on time

Help teachers find connections between personal values and school values

Create a questionnaire for faculty and staff to share their birthdays and other information

Select a faculty/staff member of the week and designate a bulletin board to share fun facts the person would like to share

Learn what snacks faculty and staff prefer and ensure those snacks are available in the break room and at meetings

Rewarding Faculty and Staff

Include faculty and staff in the Principal's 200 Club. When the winning students are selected, enter the adult who gave the ticket into a drawing for a prize.

Have an MVP trophy for faculty and staff to give to a colleague to recognize them. The trophy can be given to the next MVP at an assembly.

Give faculty break tickets to be redeemed for a short break from teaching. School leadership can substitute for the teacher.

Have faculty and staff participate in creating goals and when goals are met a reward can be provided.

Decorate faculty and staff doors with a positive message.

Host catered luncheons or provide a coffee cart for faculty and staff.



BUILD TRUST

- To provide clear outlines of each individual's role within the school to ensure everyone understands what is expected of them.
- Keep faculty and staff updated about issues within the school to ensure everyone has accurate information.



RECOGNIZE SUCCESSES

- Take time to celebrate successes by faculty and staff and provide shoutouts.
- Encourage faculty and staff to send positive notes to their colleagues.
- Ask faculty and staff to keep a diary and record when things go well and encourage them to share these times during meetings.

WE WANT TO CELEBRATE YOU, !

Today, we observed something great! In your classroom, we noticed:

- Having clearly defined rules!
- Students were engaged in the lesson all of the time!
- All directions were clear!
- Points and tickets were given!
- You have a 5:1 positive-to-negative ratio!
- You engaged your students with opportunities to respond!
- You gave behavior-specific praise!

WE WANT TO RECOGNIZE YOU FOR BEING A POSITIVE LEADER AT OUR SCHOOL!

- BEHAVIOR RESPONSE SUPPORT TEAM



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WE WANT TO RECOGNIZE YOU FOR BEING A POSITIVE LEADER AT OUR SCHOOL!

- BEHAVIOR RESPONSE SUPPORT TEAM



MONITORING TEACHER WELL-BEING

University of Utah BRST Manual

By: Natalie Jensen, M.Ed. & Christina Omlie, M.Ed.

Teacher well-being is a **critical** component of effective teaching. The SMART strategy described is an **easy tool** to help **set goals** with the intention to **increase stress management** and **improve overall health**.

Teacher Well-being and Burnout

Teachers possess the most **purposeful** and **important** role in education.

Disappointingly, research indicates that a variety of issues such as large class sizes, emphases on testing and student performance, changing curriculum, challenging student behaviors, low pay, increasing expectations and responsibilities, and lack of support all contribute to a teacher's chance of diminished well-being.

As a result, teachers often experience **chronic stress**, and are at risk of **professional burnout**.

Recent research has targeted teacher wellness through:

1) Interventions to **support work-life healthfulness** through eating, exercise, and sleep strategies.

2) Interventions that emphasize **mindfulness** techniques, including, body scans, breathing, meditation, gratitude and compassion exercises, and mindful movement.

Results from these preliminary studies are highlighted on the right side of the page.

Poor Teacher Well-Being

Teacher disengagement and feelings of disempowerment

High burnout and turnover rates

Lower rates of student on-task and academic performance

Higher rates of classroom disruption

Negative physical and mental symptoms (e.g., high blood pressure, headaches, depression, etc.)

After Well-Being Interventions

Increased awareness of physical and emotional status

Reduced emotional reactivity

Improved job satisfaction

Reduction in depression, stress, and anxiety symptomatology

Improved teacher self-report of an intention to implement interventions with high fidelity

Healthy Strategy Planning: Getting Started

- 1 The BRST consultant and you will meet to discuss potential wellbeing supports.
- 2 A menu of different healthful strategy options will be presented to choose from.
- 3 After a healthful strategy is chosen, the consultant will assist you in setting a goal and planning for success using the SMART goal graphic organizer provided in the BRST manual.

Healthful Strategy Menu



Having Trouble Deciding?

Here are a few questions that might help:

Is it easier for me to handle stressful situations throughout the day when I wake up feeling well-rested?

Which foods do I choose to eat when I'm feeling stressed? Am I getting the nutrients I need?

How often do I break a sweat? How does my mind feel after doing something active?

Is it easy for me to think of 3 things when I'm thankful for when I'm feeling stressed?

What type of coping strategies do I already use when I'm feeling stressed out or overwhelmed?

Data Collection

- 1 You and the BRST consultant will determine a data collection method for progress monitoring. Decide on whether paper or electronic data collection is best for you. The easier it is to record data, the better. It's important to see how well you're improving or decide what needs to be changed in your plan to increase your successes.
- 2 Once you select a data collection method, needed materials will be created and provided to you. Note both duration and frequency of your target goal behaviors (e.g., How long are my workouts? - record hr/min; How often am I breaking a sweat? - tally # per day/week)
- 3 A start date for the healthful strategy will be scheduled. Note: at this time you and the BRST consultant will coordinate a schedule for checking in, progress review, feedback, and troubleshooting. The BRST consultant will continue to take standard classroom data (i.e., positive to negatives, rate of on-task, treatment fidelity, etc.) in your classroom and provide related feedback so you can see your progress during and after working on your personal well-being goals.

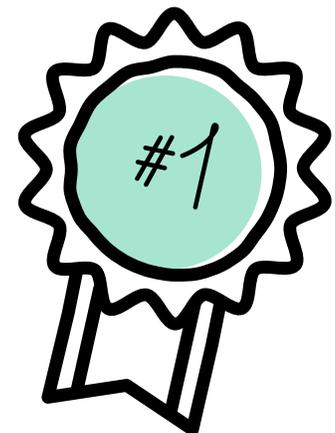
Wrapping Up

After two weeks of 80 percent or higher engagement in your healthful strategy, you and the BRST consultant will determine if further support is needed.

If there are existing needs, the next healthful strategy would be determined and the steps described above would be repeated.

If support is no longer needed, either:
1) a BRST consultant exit process will be determined.

2) The next steps of the BRST consultant regarding tier 1 classroom management and/or tier 2 targeted interventions will be determined.



TEACHER STRESS AND SELF-CARE PLAN

University of Utah BRST Manual

By: Magenta Silberman, M.Ed., & Rovi Hidalgo, M.Ed.

Teacher well-being is a **critical component** in effective teaching. Stress, for example, can **negatively impair** a teacher's ability to provide adequate instruction. The following guide aims to provide some **coping strategies**, **identify symptoms** of stress, and a **guide** for self-care

Feeling stressed? Coping strategies should help teachers feel better. Teachers should have a menu of healthy coping strategies, such as:



Sleep



Exercise



Mindfulness



Eating



Listening to, or playing music



Being with supportive people



Breathing



Art (drawing, painting, etc.)



Watch movies/ TV, video games



Headaches



Rapid heartbeat



Dry mouth



Irritability



Fatigue



Irregular appetite



Upset stomach



Anxiety



Memory problems

Teachers should check-in with their bodies to see how they are feeling. Some symptoms of stress are:

Self-Care Plan

Once the stress kicks in, it can be difficult to engage in these coping strategies. The hard part of self-care is sticking with your plan, even when you do not want to. Use this form to help outline your self-care plan.

1 Make a list of 3-5 things you can do when you notice you're feeling stressed.

Pick some coping strategies!

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2 Make a list of 1-3 people you can go to for social support.

- 1 _____
- 2 _____
- 3 _____

Seek help from your friends, family, and community professionals.

YOUR RELATIONSHIPS WITH CHILDREN IN THE CLASSROOM

Please reflect on how much each of the statements below currently applies to your relationship with the children in your classroom. All relationships are individual, but in responding, please think about your relationships with the children in your classroom in general. Use the scale below to choose the appropriate response for each item.

	Definitely does not apply 1	Not really 2	Neutral, not sure 3	Applies somewhat 4	Definitely applies 5
1.	I share an affectionate, warm relationship with the children.				
2.	The children and I always seem to be struggling with each other.				
3.	If upset, the children will seek comfort from me.				
4.	The children are uncomfortable with physical affection or touch from me.				
5.	The children value their relationship with me.				
6.	When I praise the children, they beam with pride.				
7.	The children share information with me about themselves even if I don't ask.				
8.	The children easily become angry with me.				
9.	It is easy to be in tune with what the children are feeling.				
10.	The children remain angry or are resistant after being disciplined.				
11.	Dealing with the children drains my energy.				
12.	When the children are in a bad mood, I know we're in for a long and difficult day.				
13.	The children's feelings toward me can be hard to predict or can change suddenly.				
14.	The children are sneaky or manipulative with me.				
15.	The children openly share their feelings and experiences with me.				

Citation: Whitaker, R. C., Dearth-Wesley, T., & Gooze, R. A. (2015). Workplace stress and the quality of teacher–children relationships in Head Start. *Early Childhood Research Quarterly*, 30, 57-69. doi: <http://dx.doi.org/10.1016/j.ecresq.2014.08.008>

STUDENT-TEACHER RELATIONSHIP SCALE – SHORT FORM

Please reflect on the degree to which each of the following statements currently applies to your relationship with this child. Using the scale below, circle the appropriate number for each item.

Definitely does not apply 1	Not really 2	Neutral, not sure 3	Applies somewhat 4	Definitely applies 5
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1. I share an affectionate, warm relationship with this child.	1	2	3	4	5
2. This child and I always seem to be struggling with each other.	1	2	3	4	5
3. If upset, this child will seek comfort from me.	1	2	3	4	5
4. This child is uncomfortable with physical affection or touch from me.	1	2	3	4	5
5. This child values his/her relationship with me.	1	2	3	4	5
6. When I praise this child, he/she beams with pride.	1	2	3	4	5
7. This child spontaneously shares information about himself/herself.	1	2	3	4	5
8. This child easily becomes angry with me.	1	2	3	4	5
9. It is easy to be in tune with what this child is feeling.	1	2	3	4	5
10. This child remains angry or is resistant after being disciplined.	1	2	3	4	5
11. Dealing with this child drains my energy	1	2	3	4	5
12. When this child is in a bad mood, I know we're in for a long and difficult day.	1	2	3	4	5
13. This child's feelings toward me can be unpredictable or can change suddenly.	1	2	3	4	5
14. This child is sneaky or manipulative with me.	1	2	3	4	5
15. This child openly shares his/her feelings and experiences with me.	1	2	3	4	5

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For details see <http://curry.virginia.edu/about/directory/robert-c.-pianta/measures>

My healthful strategy goal is...

S	M	A	R	T
Make your goal SPECIFIC.	Make your goal MEASUREABLE.	Make your goal ACHIEVEABLE.	Make your goal RELEVANT.	Make your goal TIMELY.
Who?	How will you keep track of your progress?	Is your goal realistic ?	What will change if you meet your goal?	When will you complete your goal?
What?	What materials do you need to track your progress?	How can you break your goal down into daily accomplishments ?	Why does your goal matter both personally and professionally?	How will you check progress along the way?
Where?				