



BRS

BEHAVIOR RESPONSE SUPPORT TEAM

SY 2019-2020 V3



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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. The U-TTEC lab provides professional development training, sustainable programming, and rigorous assessment data (i.e., functional behavior assessments and behavior intervention plans) to support teachers and parents. 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 the 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.

The U-TTEC lab also includes several affiliated faculty in the College of Education. John L. Davis, Ph.D., is an Assistant Professor of School Psychology. Dr. Davis has several years of direct experience working as a school psychology practitioner in school settings. Dr. Davis's research interests include evaluation of evidence-based interventions in schools, methods to support implementation of interventions, and evaluation of fidelity of implementation.

Leanne Hawken, Ph.D., is Professor of Special Education in the College of Education. Dr. Hawken's research and clinical interests are in the area of positive behavior support, particularly the implementation and evaluation of the Tier 2 behavior intervention, Check-in, Check-out (CICO).

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 BSRTs 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 team be comprised of individuals with experience in PBS and ABA, working with students with behavior problems, and who have an excellent track record of successful collaboration with, and training of others. It is suggested that the following roles be defined (the titles proposed are just for the purpose of identifying the roles and should be modified to reflect currently used/accepted titles as needed)

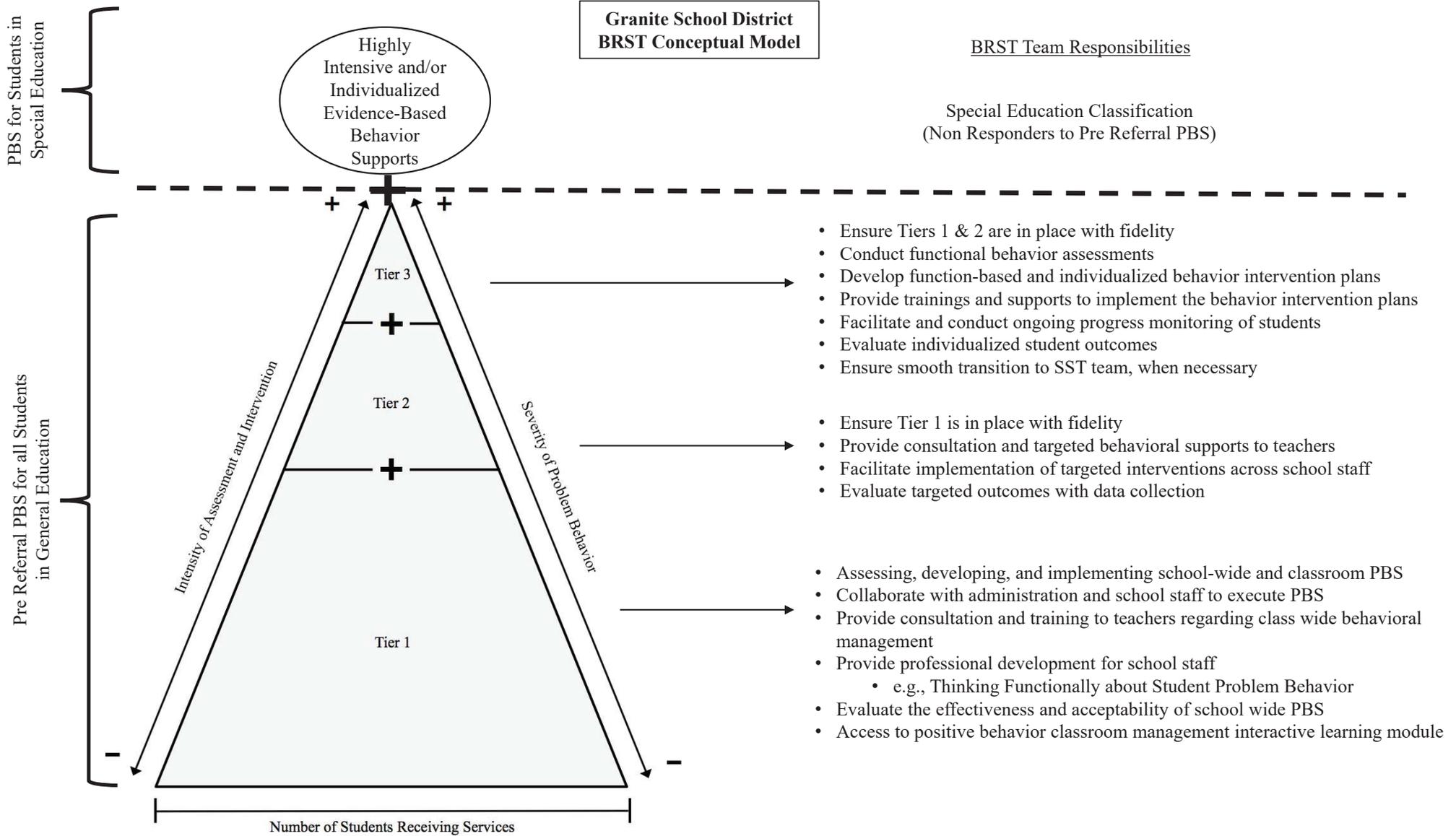
Definition Program Activities:

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 the optimal data collection procedures
2. Displaying and analyzing a variety of data-types
3. Conducting best-practice Functional Behavior Assessment
4. Selecting and conducting preference assessment and other indicated assessments to assist in the development of the Functional Behavior Assessment
5. Conducting and training teachers and school staff to collect required data for the FBA, treatment integrity, and progress monitoring of student outcomes
6. Determining the function of the problem behavior
7. Selecting and designing evidence- and function-based positive behavior interventions, including selection of functional replacement behaviors and designing instructional procedures
8. Writing clinical reports (FBA summaries, BIPs)
9. Developing, conducting, and evaluating treatment integrity and inter-observer agreement assessments for follow up services
10. Providing effective initial, follow up, and corrective training and coaching to teachers and school staff
11. Reading and analyzing relevant research and other professional material to ensure use of current evidence-based practices

12. 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)
13. Development of systems and processes (e.g., referral process, evaluation of effectiveness of services, repository of clinical protocol, training materials, research articles)
14. Assessing and analyzing developed systems, processes and materials for effectiveness and modifying as needed
15. As applicable: providing supervision for individuals accruing experience hours toward sitting for the exam to become a BCBA or BCaBA
16. Other services as agreed on (e.g., presenting data and project steps at various state and national conferences, writing articles for the Utah Special Educator)



BEHAVIOR RESPONSE SUPPORT TEAM STAGES AND CRITERIA

By: Stephanie J. Pirsig M.A., M.Ed., & April Zmudka, M.Ed.

The goal of the Behavior Response Support Team (BRST) project is to improve classroom and school-wide positive behavioral supports and intervention 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 consultant works with school staff and administration to assess PBIS implementation and effective teaming and provide training. In the 2019-2020 school year, the program is expanding to allow for an additional phase of support for schools that have completed full BRST.

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 U-TTEC lab consultant will inform school staff of the procedures and expectations for schools wishing to receive Full BRST services. Typically, this will include an initial meeting with the school administration followed by a staff presentation. Pre-BRST procedures and expectations include the following:

- i) Schools are expected engage in defining, teaching, reviewing, and posting school-wide behavioral expectations across different areas within the school (e.g., classroom, hallway, cafeteria, etc.).
- ii) A minimum of 80% of teachers complete the following four eLearning Modules provided by the U-TTEC Lab:
 - iii) Thinking Functionally About Problem Behavior
 - iv) Rules, Procedures, and Expectations
 - v) Reducing Problem Behavior in the Classroom
 - vi) Good Behavior Game
- c) Pre-BRST consultants will encourage teachers to reach out regarding Tier 1 strategies for their classroom; however, teacher involvement is not mandatory.
- d) The Pre-BRST consultant will provide training to the Pre-BRST leadership team on Team Initiated Problem Solving (TIPS).
 - i) The Pre-BRST consultant provides TIPS fidelity checks at least twice following training and schools score >80% on fidelity

3) Pre-BRST to Full BRST Transition Criteria

- a) At least 80% of teachers within a school must complete the eLearning 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 Team Initiated Problem Solving (TIPS) or similar format).
- c) Schools must establish Tier 1 Schoolwide Positive Behavior Interventions and Supports (PBIS) with fidelity, demonstrated through passing criteria of one of the following tools:
 - (1) The School-Wide Evaluation Tool (SET)
 - (a) 80% or higher
 - (2) Tiered-Fidelity Inventory (TFI)
 - (a) 70% or higher on Tier-1
- d) Administrator and staff comply with BRST practices 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)
 - iii) Administrator (or designated representative) must attend 75% of weekly 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 20 hours per week to BRST activities. Of the 20 hours, at least 15 hours will be on-site while the remaining hours will include the BRST consultant

attending one hour of weekly individual supervision and one hour of weekly group supervision, and related activities approved by the consultant's supervisor.

As BRST consultants begin working with staff, it is important to follow the problem-solving consultation model (see 5-Step Problem-Solving in the BRST manual). 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 (see Building Rapport in BRST Manual).

1) Beginning of the Year Activities

- a) The Components of a Successful Classroom (CSC) Assessment is a classroom assessment that measures Tier 1 within each classroom during a 60-minute observation.
 - i) Projected data collection time frame: August-October
 - ii) The BRST consultant must first complete the Components of a Successful Classroom-Consultant (CSC-C) 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 baseline CSC-self assessments.
 - v) Once CSC-C and CSC-self forms 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 outlined in the BRST manual.
 - ii) The BRST consultant will observe Tier 1 classroom instruction and provide teacher feedback on data collected during weekly consultative meetings.
 - iii) Data collection measures include momentary time sampling (MTS), as well as those aimed at measuring the amount and quality of opportunities to respond and positive and negative statements.

- iv) 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 and Tier 3 Consultation
 - i) The BRST consultant is available to provide consultation regarding effective teaming practices for supporting students needing Tiers 2/3 as well as those referred to special education by facilitating collection of student (outcome) and teacher (treatment integrity) data.
 - 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 positive behavior supports 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 (CSC) Assessment
 - i) Projected data collection time frame: 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.
 - iii) 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.
 - iv) 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.
 - v) 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 third year of Full BRST services but is data informed and at the discretion of stakeholders (BRST team, district, and administration).

1) Components of a Successful Classroom

- a) The Components of a Successful Classroom (CSC) Assessment is a classroom assessment that measures Tier 1 within each classroom during a 60-minute observation.
 - i) Projected data collection time frame: August-October
 - ii) The BRST consultant must first complete the Components of a Successful

- Classroom-Consultant (CSC-C) 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 baseline CSC-self assessments.
 - v) Once CSC-C and CSC-self forms 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.

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. SST).
 - (2) Coaching staff and administration must be familiar with and are abiding by 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-Short Form 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-C data collection occurs Feb-March on teachers who scored below an 80% on CSC-C data collected at the beginning of the school year.
- b) At least 80% of teachers who participated in the CSC-C observation achieve a score of 80% or higher at Post CSC-C 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-C.
- d) Operationally defined and measurable school-wide behavioral expectations are posted throughout the school.

- e) School personnel have been identified to implement and support Tier 2 interventions such as Check-In, Check-Out, socials skills groups, earned breaks, etc.
- f) School or district personnel have been identified to collect data on Tier 1 intervention fidelity (i.e. administrators, school psychologist, instructional coach).
- g) The BRST Consultant has trained identified staff members on the CSC-C Short Form so that they may complete classroom observations in the absence of BRST consultants.

Post BRST Maintenance

The maintenance stage of the BRST program describes ongoing activities that school personnel should engage in to maintain skills obtained as a result of BRST program involvement.

In order to maintain skills, schools should engage in the following activities:

- 1) The identified personnel will collect Tier 1 fidelity data using the CSC-C Short Form.
 - a) This data collection should occur as part of the SST process.
 - b) Teachers who bring students to SST for behavioral support should be observed using the CSC-C Short Form to assess Tier 1 prior to recommending students for Tier 2 services.
- 2) Areas of improvement as indicated by the CSC-C Short Form should be incorporated into coaching/consultation by identified school staff.
- 3) Identified personnel should provide professional development regarding thinking functionally about behavior and on other relevant topics (e.g., Tier 1 strategies, Tier 2 interventions) throughout the school year.

BRST +

BRST+ is a service available for schools in the Granite District that have previously received Full BRST services. The main focus in the BRST + stage is to ensure that schools have effective leadership teams, use the problem-solving model, and are able to provide support to staff and students through assessment, training, and coaching on MTSS and PBIS practices.

BRST+ consultation may include the following based on the needs of the school.

1) Ensure Teams are Functioning Effectively and Efficiently

- a) The BRST consultant will work with leadership teams to assess current school teams using “Working Smarter Not Harder” matrix.
- b) The BRST consultant will assess current team meetings using the Team Initiate Problem Solving (TIPS) fidelity checklist.
- c) Based on the results of the TIPS assessment, the BRST consultant may provide training and consultation on effective teaming.
 - (1) As part of effective teaming, the BRST consultant will emphasize utilization of the problem-solving model by introduction or review.

- (2) The BRST consultant will work to ensure that teams are solving problems vs. “admiring the problem.”
- (3) The BRST consultant will assess whether teams are using data in referral process and properly evaluating intervention fidelity and effectiveness.

2) MTSS

- a) The BRST consultant will work with leadership teams to assess behavioral interventions associated with Tiers 1, 2, and 3 while also identifying any areas in need of additional support.
- b) The BRST consultant will identify professional development (PD) topics required to address areas of need and discuss whether district personnel or the BRST consultant will provide PD.
- c) Based on level of need, the BRST consultant will lead webinars for Granite School District personnel (only for BRST+ schools). Topics of training may include system to individual intervention level.

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 schoolwide 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

SECTION 1:

**PROCEDURES &
INFORMATION**

BRST CONSULTANT RESPONSIBILITIES

University of Utah BRST Manual

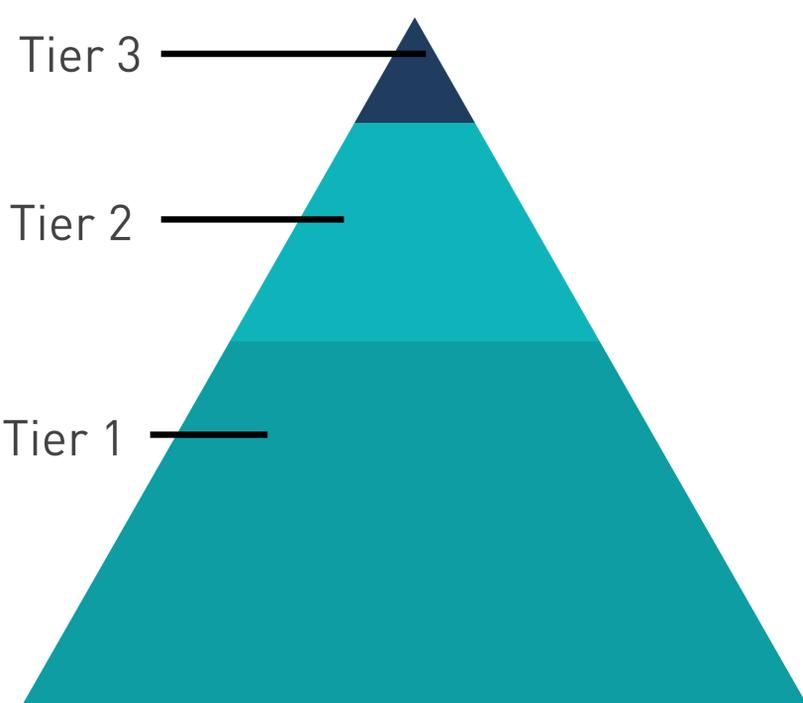
By: Magenta Silberman, M.Ed.

The following handout describes the roles and responsibilities of BRST consultant across all tiers of student support.

OVERVIEW & OBJECTIVE

BRST consultants have several responsibilities at each tier of behavioral support. There are several school teams or meetings that may be important for the BRST consultant to attend, these include:

Tier 3



- ✓ Ensure Tiers 1 and 2 are in place with fidelity
- ✓ Conduct functional behavior assessments
- ✓ Develop function-based and individualized behavior intervention plans (BIP)
- ✓ Provide trainings and supports to implements BIPs
- ✓ Evaluate individualized student outcomes
- ✗ Implement Tier 3 interventions
- ✗ Develop IEP's or provide services as part of an IEP

BRST Consultant Responsibilities by Tiers

Tier 2

- ✓ Ensure Tier 1 is in place with fidelity
- ✓ Collaborate with SST to ensure student eligibility for Tier 2
- ✓ Collaborate with SST to determine a Tier 2 intervention
- ✓ Provide consultation and provide behavior support to teachers on Tier 2 interventions
- ✓ Facilitate implementation of targeted interventions across school staff (e.g., CICO)
- ✓ Provide support for collecting and interpreting progress monitoring.
- ✗ Directly implement Tier 2 interventions (except for social skills groups)
- ✗ Deliver punishment to a student



Tier 1

- ✓ Provide professional development for school staff
- ✓ Teach school wide expectations and plan school wide rewards
- ✓ Analyze discipline data and support development of Tier 2 referral process
- ✓ Assess, develop, and support Tier 1 classroom management
- ✓ Addressing, developing, and implementing school-wide and classroom PBIS
- ✓ Collaborate with administration and school staff to execute PBIS
- ✓ Provide consultations and training to teachers regarding class-wide behavioral management
- ✗ Evaluate or discipline teachers or students
- ✗ Implement Tier 1 interventions (e.g., run GBG), unless modeling the procedure



- ✗ Provide crisis management for extreme behaviors
- ✗ Make decisions for schools, though we help consultant administration on evidence-based practice

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.

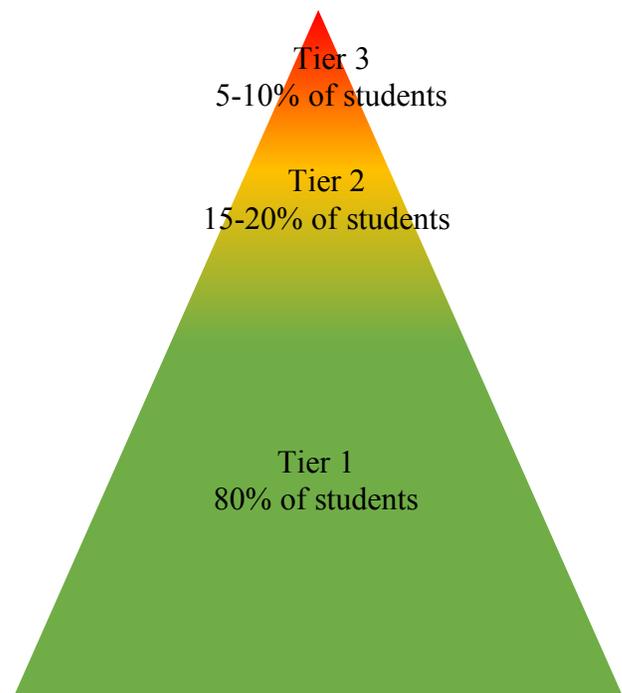
The Ideal Behavior Support Model: Right-side-up Triangle

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.

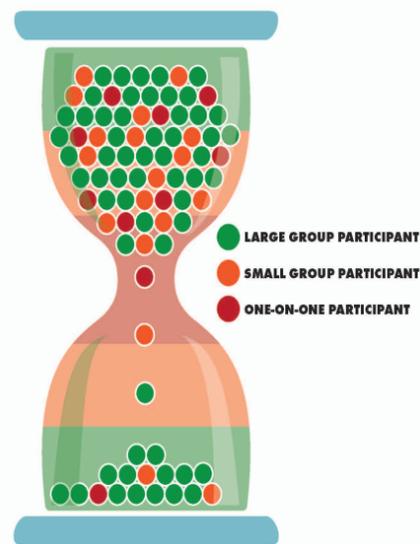
Before students can receive interventions at different tiers, interventions at the student's current tier must be implemented with fidelity. Additionally, data on the student's behavior must also demonstrate a need for a change, such as decreasing or increasing behaviors. Given the emphasis on data-based 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.

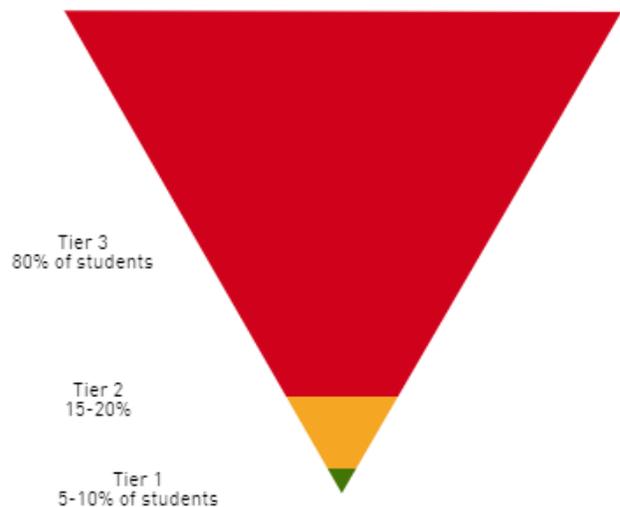
It is important to note that all students can still have access to positive, meaningful interactions without enduring individualized behavior plans and assessments. Teachers can build positive relationships and foster a positive learning environment without requiring each student to have a plan.

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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TIER 1 AND TIER 2 REFERRAL PROCESS

University of Utah BRST Manual

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

The process for acquiring BRST consultation and the referral process for Tier 2 interventions.

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 Form
- Components of a Successful Classroom, Self Form

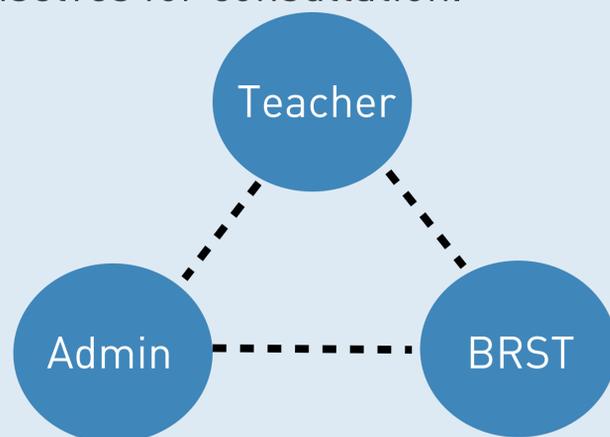
Additional measures include:

- Whole-class Momentary Time Sampling
- 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.

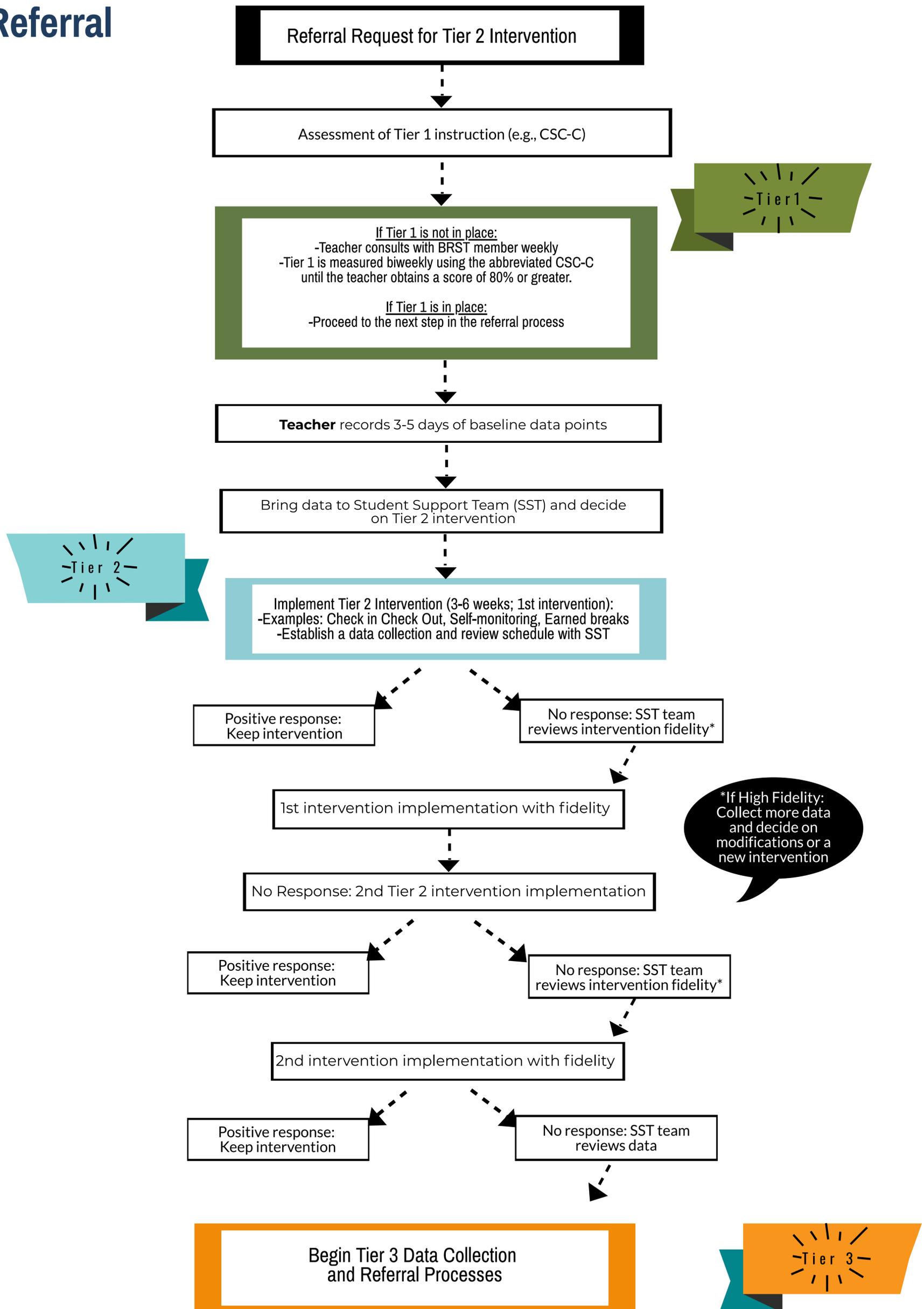


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Tier 2 Referral



PROCEDURES FOR TIER 1 BRST CONSULTATION AND TIER 2 INTERVENTION REFERRAL

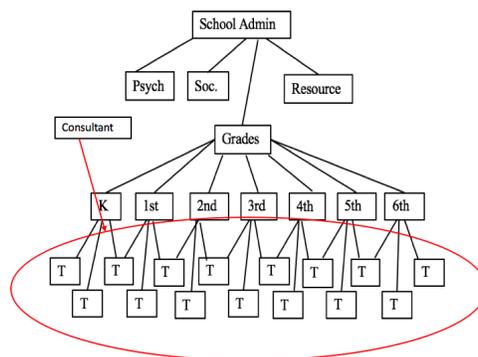
By: Magenta Silberman, M.Ed., Kara Henrie, M.Ed.

Tier 1 Consultation Referral

All schools receiving BRST support will need to have all teachers observed using the Components of a Successful Classroom-Consultant Form (CSC-C; procedures described below). However, there is not a uniform approach for referrals to initiate Tier 1 classroom supports. The system that is most appropriate for each school differs depending upon the school’s pre-existing frameworks, administrator preferences, and overall culture. It is important to initially establish an approach that is appropriate for your school in order to work towards building capacity. The following options have been effective and may be combined as desired.

- 1) Teacher Baseline Measures School-Wide: All schools who participate with the BRST project will participate in whole-school baseline data collection. In this approach, the BRST consultant begins taking baseline data on every general education teacher throughout the school. School-wide data collection will include: 1. Components of a Successful Classroom-Consultant (CSC-C) form and 2. Components of a Successful Classroom-Self (CSC-Self). Additional measures may include: Momentary time sampling of whole-class or individual students, ratio of teachers’ positive to negative statements, and frequency of student problem behavior. Once data has been collected, the BRST consultant meets with administrators and discusses teachers who may benefit from consultation and potential goals and areas for improvement. Together, the administration and BRST consultant create a plan for consultation.

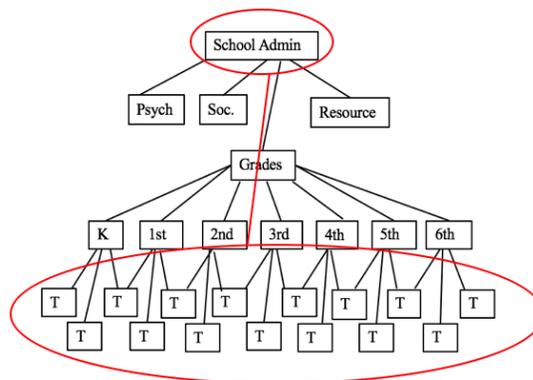
The following flow-chart and bullet points describe the steps that are often taken when utilizing the teacher baseline measures school-wide referral approach to initiate tier 1 classroom supports.



- BRST consultant begins to take baseline data.
 - Once baseline data has been gathered on every teacher within the school:
 - The BRST consultant prepares to meet with the administrator by analyzing data and creating a list of teachers who may benefit from consultation along with possible goals for those teachers.
 - Administration and BRST consultant analyze data and discuss teachers who may benefit from consultation services. They identify goals and areas of concern with referred teachers and create a plan for consultation.
 - BRST consultant meets with instructional coach (if applicable) to coordinate instructional and behavioral goals.
 - The principal or assistant principal introduces the BRST consultant to the teachers who were referred via email or in person.
 - The BRST consultant then schedules a time to meet with the teacher and initiate the consultation process.

2) Administrator Referral: In this approach, the administrator identifies specific teachers for the BRST consultant to work with. Administrators who have utilized this model often choose teachers whom they think would benefit for a variety of reasons. Possible reasons for referral could include: 1) a concern from the previous year, 2) teachers who have expressed an interest and asked for assistance in behavior management, 3) the teacher is a new teacher (i.e., less than three years' experience) and the administrator would like to provide him/her with supports for a successful first year.

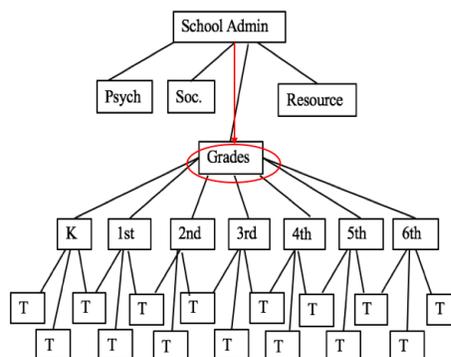
The following flow-chart and bullet points describe the steps that are often taken when utilizing the administrator referral approach to initiate Tier 1 classroom supports.



- Administrator decides which teachers the BRST consultant will work with (may depend on concerns from the previous year, new teacher, etc.).
 - Principal or assistant principal discusses referral concerns with the BRST consultant via email or in person.
 - Administrator identifies goals/areas of concern with referred teachers.
 - BRST consultant meets with instructional coach (if applicable) to coordinate instructional and behavioral goals.
 - The principal or assistant principal introduces the BRST consultant to the teachers who were referred via email or in person.
 - The BRST consultant then schedules a time to meet with the teacher and initiate the consultation process.

3) Grade Level Referrals: In this approach, the BRST consultant meets with the administrator and discusses potential grade-level teams who could benefit from some behavioral consultation. Once the grade levels are selected, the administrator introduces the consultant to the teachers in a professional learning community (PLC) meeting and the consultant schedules a time to meet to begin consultation.

The following flow-chart and bullet points describe the steps that are often taken when utilizing the grade level referral approach to initiate tier 1 classroom supports.

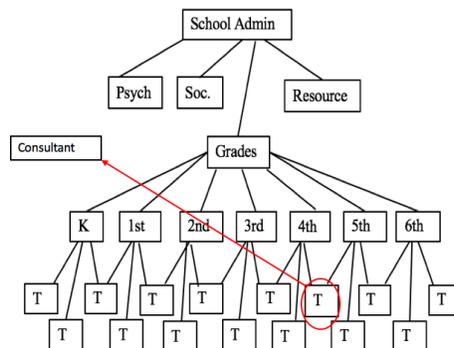


- Administrator decides which grade levels the BRST consultant will initially work with (may depend on concerns from the previous year, new teachers, a team that has asked for some support, etc.).
 - Principal or assistant principal makes introduction during PLC meetings.
 - The BRST consultant discusses with the PLC team their role at the school and what kind of services will be offered.
 - Administration identifies goals/areas of concern with referred teachers.

- The grade level team discusses possible areas of concern with the BRST consultant.
- BRST consultant meets with instructional coach (if applicable) to coordinate instructional and behavioral goals.
- The BRST consultant makes a plan for consultation services and schedules a time to initiate consultation with the teachers in the selected grades.

4) Teacher Self-Referral: In this approach, the BRST consultant meets with teachers who are interested in receiving some assistance with behavior in their classroom. The teacher will meet with the consultant and discuss how consultation works and if the teacher wants to begin receiving services from the consultant they will initiate the consultation process.

The following flow-chart and bullet points describe the steps that are often taken when utilizing the teacher self-referral approach to initiate Tier 1 classroom supports.



- BRST consultant asks teachers if they are interested in receiving behavioral consultation through the BRST program in person or via email.
 - The BRST consultant provides a detailed description of what their specific role is within the school and the services they provide. The BRST consultant mentions that they are looking for teachers who are interested in participating in this program and asks the teacher if he/she is interested in participating.
 - Once teacher agrees or asks for consultation services, the BRST consultant initiates the consultation process.

Rationale for Tier 2 Intervention Referral

Multi-tiered systems of supports (MTSS) relies upon the problem-solving model, which is described earlier, to make decisions for student referrals. Students progress through gradually more intensive tiers of services based on their response to initial interventions (Fuchs, Mock, Morgan, & Young, 2003). At the Tier 1, or universal, level students receive effective classroom management to maximize the prevention of problem behavior and encourage pro-social behaviors (Kurth & Enyart, 2016). If Tier 1 is not sufficiently in place, then that teacher should receive BRST consultation to improve those areas. If adequate classroom management and instructional practices are in place and students are still exhibiting problem behavior, they should be considered for Tier 2 support.

The Tier 2, or targeted, referrals begins with a meeting of the problem-solving team, such as the Student Support Team (SST). The team will go through the problem-solving model (i.e., problem identification, problem analysis, plan implementation, and plan evaluation) to determine an appropriate intervention, data collection, and data review method (Sugai et al., 2000). The team will then meet after approximately three to six weeks to determine if the intervention has the desired effect on the students' behavior. The team will then decide if any modifications to the intervention need to occur (e.g., increase or reduce intensity), if they need to develop a different intervention, or maintain the intervention as is. The team will also review intervention implementation fidelity data to ensure the intervention is being implemented as designed to help determine if intervention changes need to be made. If intervention fidelity is at acceptable rates (i.e., 80% or greater across five data points) and the student is not responding, then it may be necessary to develop a new intervention. The SST will follow the same process for the second intervention. If the student does not respond to the Tier 2 interventions, then the team may wish to consider data collection for Tier 3 referral.

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PROBLEM-SOLVING CONSULTATION

University of Utah BRST Manual

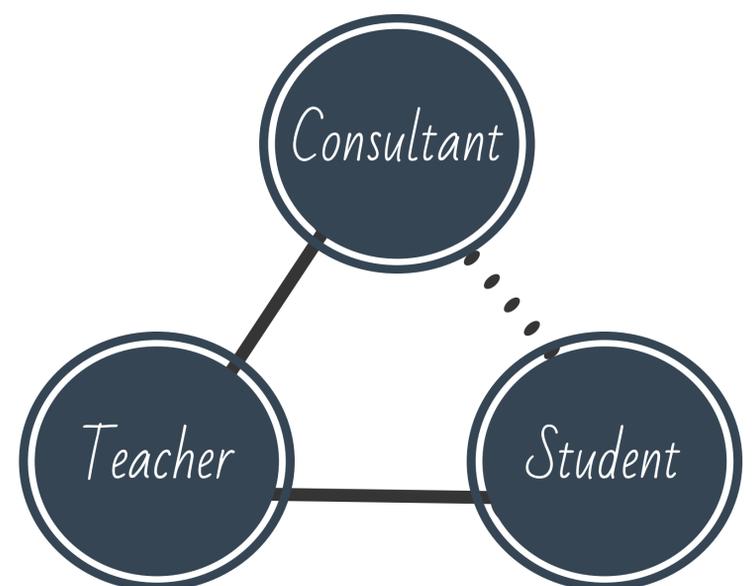
By: Rovi Hidalgo, M.Ed.

The following guide aims to describe problem-solving consultation (PSC) and its stages.

OVERVIEW & OBJECTIVE

Problem-solving consultation includes:

- Interventions that are based on operationally defined student behavior
- Establishment of systematic methods of data collection with clear objectives for client behavior change
- Requirement of teacher behavior change for implementation and data collection



Stages of PSC

- 1 Problem Identification**
Describe the problem in objective and operational terms. Discuss why the problem is a problem that warrants intervention. Identify desired outcomes.
- 2 Problem Analysis**
Utilize interviews, observations, standardized measures, etc. to analyze problem. Determine problem frequency, topography, and identify changeable variables contributing to the problem. Commit to change.
- 3 Plan Development & Intervention**
Discuss evidence-based and functionally-relevant interventions. Choose an intervention and determine intervention timelines, staff training procedures, methods to measure fidelity, and methods to measure effectiveness.
- 4 Plan Evaluation**
Assess intervention plan's effectiveness. Was the desired outcome achieved? If not: Was the plan implemented with fidelity? If yes: Celebrate success & develop maintenance plans.



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PROBLEM-SOLVING CONSULTATION IN SCHOOLS

By: Rovi Hidalgo, M.Ed.

School-based consultation includes a relationship between the school psychologist/behavior analyst (consultant), teacher/parent (consultee), and services given to the student (client). The characteristics of consultation include (a) services provided at the primary, secondary, tertiary, and special education levels; (b) a consultant-consultee relationship; (c) voluntary services; (d) collaborative directiveness; (e) respect; and (f) consultee and client-driven services. Consultant and teacher desires validate the use of consultation. Consultants' services improve student outcomes, and wish to be liked, recognized, and have their recommendations followed precisely. Teachers also want to improve student outcomes; however, it is imperative that teachers receive adequate training in order to solve the problem.

Frank & Kratochwill (2014) outline the five stages of Problem-Solving Consultation: Rapport Building, Problem Identification, Problem Analysis, Plan Implementation, and Program Evaluation. The **Rapport Building** stage is highly important, as it increases consultee buy-in, and therefore cooperation and intervention effectiveness. Within this stage, consultants become familiar with the consultee's previous experiences with consultation, diversity and cultural values, interpersonal skills, and goals from consultation. Consensus between the consultant and consultee is also gained. The second stage, **Problem Identification**, involves defining the problem behavior in objective and measurable language, and tentative identification of antecedents, consequences, and settings. Further describing the problem behavior, the consultee describes the magnitude (i.e., intensity) and frequency of the problem behavior. Goals are developed, and the plan for baseline data collection and assessment is created. In the **Problem Analysis** stage, the consultant and consultee will examine baseline assessment data; data may come from direct observations, student records, and ABC charts. Barriers for intervention implementation are identified. The fourth stage, **Plan Implementation**, involves the preparation of written procedures, modeling and teaching intervention procedures using behavioral skills training (i.e., "Tell-Show-Do"). Teacher and student data are collected, and performance feedback is given. The fifth and final stage is **Problem Evaluation**, where the consultant and consultee review intervention data and base decisions off of such. If the intervention proves to be effective, generalization and maintenance plans are discussed. The schedule for follow-up measurement is also determined.

Keys to Success

Relationship quality, acceptability, and implementation integrity have been identified to have direct influences on consultation outcomes (Frank & Kratochwill, 2014). First, relationship quality between the consultant and consultee predicts intervention adoption, implementation quality, and student outcomes (as mentioned by Gutkin & Curtis, 2009; Erchul & Raven, 1997; in Frank & Kratochwill, 2014). Several researchers have sought modification to increase intervention acceptability for teachers, with findings suggesting: (a) positive interventions; (b) simple implementation, rather than complex; (c) interventions that responds to severe, rather than mild, behavior; (d) implemented with high integrity; and (e) using interventions considered

effective. Third, considering implementation integrity as a component within treatment acceptability and intervention effectiveness, consultants should seek to fulfill this factor. Multiple researchers have found the use of treatment scripts, consultee-goal setting and feedback procedures, and performance feedback interviews to be helpful (Frank & Kratochwill, 2014). Additionally, teachers should be directly trained on treatment integrity and utilize interventions that have already been accepted by teachers. Other factors that improve behavior consultation outcomes include interpersonal skills (e.g., the use of jargon rather than approachable language, conflict resolution skills, social influence and likability), and consultant management skills (e.g., maintaining a consultation schedule, and documentation).

In conclusion, consultants should consider the following to increase outcomes:

1. Take active steps to build rapport
2. Practice within areas of competency
3. Seek collaboration in schools
4. Provide ongoing professional development (e.g., conferences, articles)
5. Self-assess performance

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TEAM-INITIATED PROBLEM SOLVING

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

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?

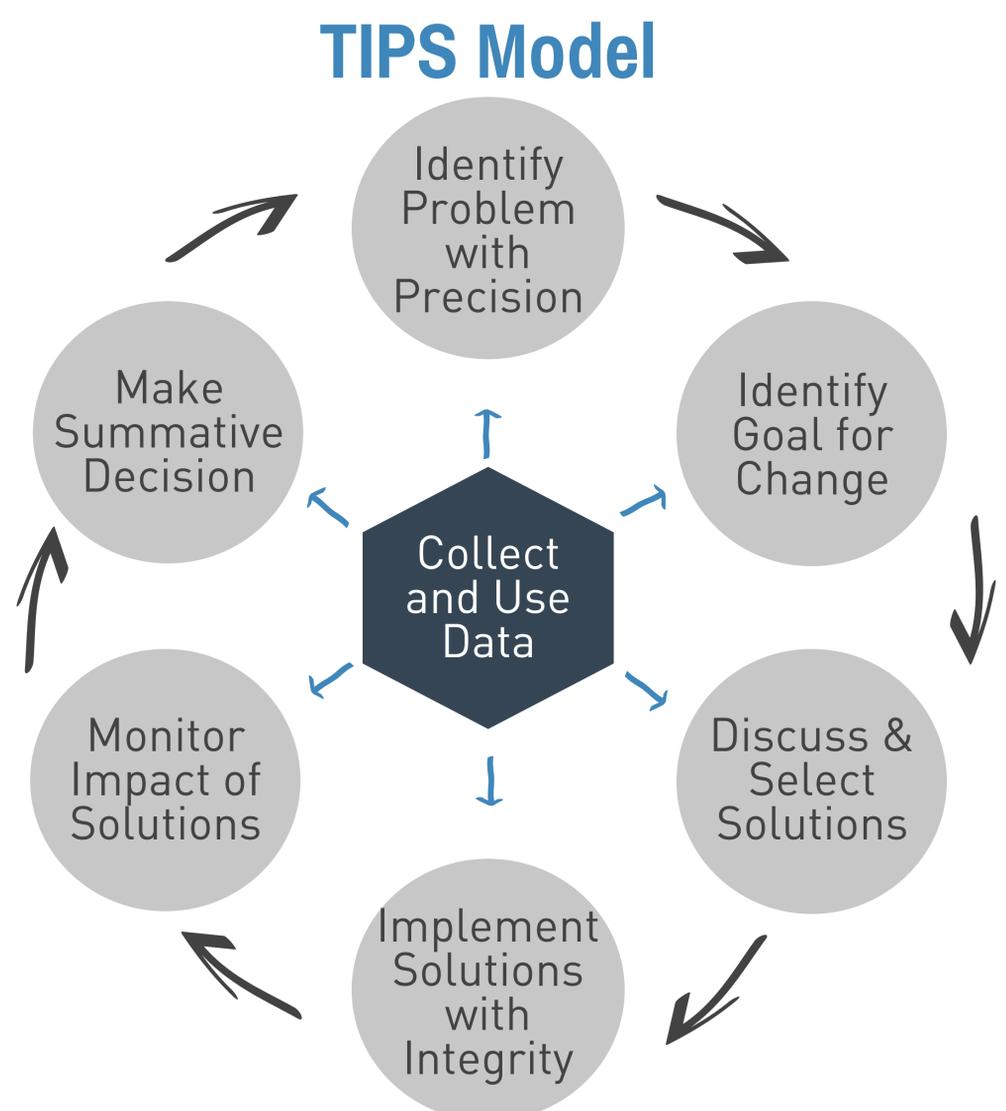
Monitor Impact of Solutions with Goal

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.

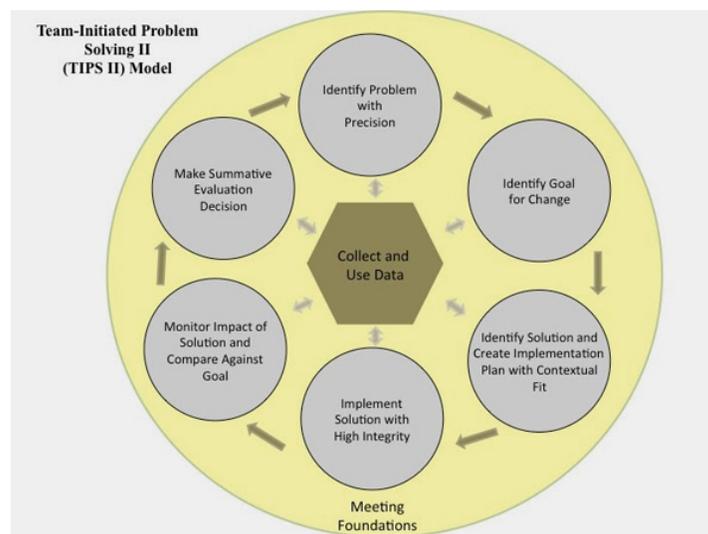


TEAM-INITIATED PROBLEM SOLVING (TIPS)

By: Rovi Hidalgo, M.Ed.

Problem-solving teams are integral element within schools. These teams (e.g., multi-tiered systems of support [MTSS]) focus on alleviating system-wide and student-specific difficulties; in order to address these issues, it is imperative that teams are organized to increase effectiveness. The Team-Initiated Problem Solving (TIPS) is a conceptual model for problem solving that has been operationalized into a set of procedures to be used during school-based problem-solving meetings (Positive Behavioral Interventions & Supports [PBIS], n.d.). TIPS emphasize the collection and use of data to inform decisions and move through the process. Research has found that, following training, school-based teams have been found demonstrate greater implementation fidelity in the use of problem-solving processes during team meetings (Newton, Horner, Algozzine, Todd & Algozzine, 2012), improved meeting foundations (i.e., availability of meeting minutes, and agenda, defined meeting roles, summarization of data, scheduling of upcoming meetings, and ending meetings on time; Newton et al., 2012), problem-solving skills (Todd et al., 2011), and greater thoroughness (i.e., precision of defining problems, using data, developing solutions, and developing plans; Todd et al., 2011).

The following diagram displays the TIPS model (PBIS, n.d.):



- **Identify problem with precision:** what, who, when, where, and why?
- **Identify goal for change:** how do we want the problem to change?
- **Discuss and select solution(s) with contextual fit:** what are we going to do to bring about desired change?
- **Implement solution(s) with high integrity:** did we implement with fidelity?
- **Monitor impact of solution(s) and compare with goal:** has the problem been solved?
- **Evaluate problem and redirect:** compare data to goal. What next?

Assessing Readiness for Change

In order to determine whether or not a team is adequately equipped for implementation of TIPS, numerous components should be addressed. First, district commitment, including viewing TIPS as a common practice, resources exist to implement TIPS with fidelity, and attendance of team training, should be considered. Team commitment factors to also be considered are representation, administrator with authority and availability, team commitment, and attendance at training. Lastly, schools should assess access to data and at least one team member who is fluent in generating basic and drill-down reports from data sets before and during meetings. The TIPS Readiness for Training Checklist is available in appendixes or online at <https://www.pbis.org/training/tips/tips-materials>.

PBIS School Team Members Roles and Responsibilities

In order to increase the efficiency and effectiveness of meetings, problem-solving teams should consider having clearly defined roles and responsibilities. Teams should determine primary individuals to hold these roles, as well as substitutes if they are unable to attend a meeting or fulfill their role. According to Newton, Todd, Algozzine, Horner & Algozzine (2009), the following roles and responsibilities should be considered:

- **Meeting Facilitator:** The role of the facilitator is to facilitate meetings and bring agendas previously agreed upon by the team. At the end of meetings, facilitators should check for understanding within their teams, clarify any assigned action items, and remind the date of the next meeting.
- **Recorder:** The recorder brings a laptop or other note-taking mode to record decisions and actions decided by the team. The recorder distributes meeting minutes to team members.
- **Data Analyst:** The data analyst provides a summary analysis of data reports for team members for situations which the team is trying to solve. According to Newton et al. (2009), the BIG 5 Reports are: Average Referrals per day per month, Problem Behavior, Location, Time and Student Referrals.
 - A Data Analyst Worksheet is available to help guide interpretation. Please see “Data Analyst Worksheet” in appendixes or find the form online at <https://www.pbis.org/training/tips/tips-materials>.
- **Staff Sharing Coordinator(s):** Individuals with this role organizes meeting information (i.e., data summaries and suggested responses to data) to share at monthly staff meetings. They also schedule and rotate 2-3 team members to present to staff during meetings each month.
- **Action Plan and Calendar Monitor(s):** These individuals track the action plan determined by the problem-solving team and all notable dates (e.g., meetings, training, re-teaching schedule, etc.)

Be sure to document meeting demographics (e.g., date, time, members present/absence, agenda, and details for next meeting), administrative and general information and planning items (e.g., topics of discussion, decisions made, and persons responsible to implement solutions), and problem-solving items (e.g., problem statement, data used for problem solving, solutions,

persons responsible for implementation, method of progress monitoring, method of measuring fidelity of implementation; Todd & Cusumano, 2012).

TIPS Problem-Solving “Mantra”

The following mantra outlines primary questions and appropriate responses (Newton et al., 2009):

- **Do we have a problem?** (identify and make precise)
- **What is the precise nature of our problem?** (define, clarify, confirm/disconfirm inferences)
- **Why does the problem exist, and what can we do about it?** (hypothesis and solution)
- **What are the actual elements of our plan?** (develop an action plan)
- **Is our plan being implemented, and is it working?** (evaluate and revise plan)
- **What is the goal?** (how would it look if we did not have a problem?)
 - Note SMART goals – Specific, Measurable, Achievable, Relevant, and Timely (Todd & Cusumano, 2012).

Components of a Successful Meeting

Four elements contribute to successful meetings (Todd & Cusumano, 2012):

- Predictability
 - Roles, responsibilities and expectations for meetings are defined
 - Meetings start and end on time
 - Agendas are used to guide meeting topics
 - Data are reviewed in the first five minutes of meetings
 - Next meeting is scheduled
- Participation
 - 75% of team members are present and engaged
 - Decision makers are present when needed (e.g., school administration)
- Accountability
 - Facilitator, minute taker and data analyst are prepared for meetings and complete their responsibilities during the meeting
 - System is used for monitoring progress of implemented solutions (e.g., review previous meeting minutes, goal setting)
 - System is used for documenting decisions
 - Efforts are making a difference in the lives of children/students
- Communication
 - All regular team members (absent or present) get access to the meeting minutes within 24 hours of the meeting
 - Team member support to practice team meeting norms/agreements

Meeting Foundations and Minute Templates

Numerous forms have been created to establish meeting foundations and templates for minute takers (i.e., recorder). The Meeting Foundations & Decision Guidelines – All Tiers form is available (please see appendixes) to establish meeting foundations for all three tiers, including purposes of meetings, agreements, definitions of new problems (i.e., what constitutes as tier 2 or 3 behaviors), and how to progress monitor. Additionally, there are meeting minute templates for individual tiers and students available online at <https://www.pbis.org/training/tips/tips-materials>.

Assessing Fidelity of Implementation

In order to determine whether TIPS procedures are being implemented properly, PBIS developed a fidelity checklist (TIPS-FC; please see “TIPS Fidelity Checklist” in appendixes). Within the checklist are 18 items focusing on Meeting Foundations (items 1-9) and Problem Solving (items 10-18).

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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. Effective instruction and behavior management are two methods used to enhance organization and planning in classrooms.

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.

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

Delivering Consequences for Students and Teachers

SYSTEMATIC PROCEDURES FOR OFFICE DISCIPLINE REFERRALS

By: Erica Lehman, M.Ed.

Though typical school-based PBIS systems often devote adequate attention to setting up expectations and positive consequences, they often do not provide explicit instructions around setting up a hierarchy of punitive consequences that will consistently meet an operationally defined set of inappropriate behaviors. There is also rarely emphasis placed on the consistency of the system and continued monitoring of consequence data to guide future decision making and evaluate consequence efficacy. As disciplinary procedures are typically an integral component of overall school culture, it is critical that consequences, including office discipline referrals are designed in accordance with the core components of PBIS. Thus, they should be geared towards teaching appropriate behavior, emphasize a function-based approach, and involve data-based decisions to determine their efficacy.

Beyond ensuring that consequence systems are consistent with PBIS, it is also important to consider the worsened outcomes and general ineffectiveness associated with traditional forms of school-based discipline, including increased drop out, truancy, and reduced achievement (Pas, & Bradshaw, 2012). Additionally, schools that have not developed clear, operationalized disciplinary procedures may be at risk for over-identifying students from traditionally underrepresented groups who present with challenging behaviors. By definition, any consequence contingent upon engaging in some undesired behavior may only be considered a punisher if it decreases the future frequency of the punished behavior. Despite this fact, schools do not commonly consider disciplinary data in this light. Additionally, regardless of punishment's effect on future behavior, the reality remains that the typical approaches to punishment, namely spending time in another classroom, office discipline referrals, and suspensions decrease the amount of academic instruction students are receiving and decrease the number of opportunities students have to engage in, and receive positive feedback for prosocial, desired behaviors.

While the importance of carefully considered and thoughtful punishment procedures, which are consistently implemented and monitored systematically, is clear, schools are often incredibly complex organizations that face a multitude of competing demands. In light of these realities, it is difficult to implement and sustain systems level, positive behavioral change in schools. This difficulty is even more pronounced in high-needs schools that receive title 1 funding, serve students from low SES populations, struggle with family engagement, and have high rates of staff turnover and student relocation.

The following section describes procedures for office disciplinary referrals that are consistent with PBIS, integrate a functional perspective, and lend themselves easily to data-based decision making. While some schools may not need support in this area, it is important to consider the effectiveness of the current system in place.

Overview of General Considerations

- Although traditional PBIS assessment tools do not explicitly address ODR systems, both briefly assess consequence systems.
- In assessing need for ODR reform, the following areas should be explored:
- Viewing teacher and staff behavior from an A-B-C Perspective.
 - What antecedents are associated with ODRs?
 - Is follow up training in antecedent interventions indicated?
 - Are staff maintaining calm and issuing consequences in neutral tones?
- Is there an established set of guidelines around office discipline referrals?
 - Are students consistently sent with paperwork noting reason for referral?
 - Is an established documentation system in place?
 - Have teachers and other staff utilized antecedent interventions prior to giving the ODR?
 - Are ODR operational definitions clearly understood and consistently used?
- Are teachers held accountable for data entry and managing behavior in the classroom?
 - Are desirable reinforcers available (based on preference assessment)?
 - Do unpleasant consequences follow inconsistent data entry and failure to use antecedent interventions to manage behavior in the classroom?

Assessment: Considering Whether ODR Reform Is Indicated

- Have teachers and other staff already received training on antecedent interventions?
 - Behavior Momentum
 - Providing choices
 - Noncontingent attention and praise
 - Pre-correction
 - If not, ODRs may be given more frequently
- Are certain groups of students disproportionately receiving ODRs?
 - This could indicate a need to reform the ODR procedure.
- What are staff beliefs around ODR procedures?
 - The teacher survey, located in the Appendix, may also be helpful for determining the quality of current ODR procedures
- Are educator handbook data accurate?
 - Do major and minor entries reflect which students are seen in the office?
- How does the ODR system work on a day to day basis?
 - Consultant observations and Interviews:
 - Office Observations

- Based on current ODR procedure, track:
 - Are students coming into the office with required documentation, (if applicable)
 - What is the duration of students' office stay and how are they processed?
- Teacher Interviews
 - Based on current ODR procedure, ask:
 - What kind of problems are handled in the classroom and/or in the office?
 - What are ODR procedures
 - What training have you received in this area?
- Student Interviews
 - Based on current ODR procedure, ask:
 - What are some reasons students might get sent to the office?
 - Do they give you a paper to walk down with?
 - How long do you stay in the office for, and what happens there?
- Interview and observation data will further indicate whether the ODR system should be reformed or restructured.

Intervention: Initiating ODR Reform

- Provide schoolwide or PLC-based trainings, using a behavioral skills training approach on:
 - Principles and functioning of PBIS
 - Teaching and reinforcing alternative behaviors
 - Understanding the function of behavior to implement function- based consequences
 - i.e., not sending a student to the office when problem behavior is maintained by escape
 - Antecedent interventions
 - Avoiding and preventing challenging behaviors
 - Role play and feedback
 - Using Educator Handbook
 - Ensure all staff members are proficient in entering data are providing sufficient A-B-C data
 - Operational definitions of office offenses
 - Examples and non-examples
 - Role play and feedback
 - Specific training on procedures described below
 - It is important to build in fidelity checks here to ensure that all

staff understand the procedures and are able to implement them with fidelity.

- How to respond to students while in the office
 - Using some indicator (wrist band, sticker, timer, etc.)
 - Implementing planned ignoring of attention seeking behaviors to ensure the efficacy of ODR as a punisher (removal of attention and access to tangibles)
- Provide admin training on:
 - Procedures for processing students in the office
 - Remaining neutral while engaging with students, considering future consequences for presenting behavior, etc.
 - How to implement consequences for teachers
 - How to use ODR/Educator Handbook data to make decisions regarding the efficacy of ODRs and consider alternatives

Intervention: Implementing ODR Reform

- Create a defined set of operationalized behaviors that will contact office referrals (including illness/injury)
- In training, ensure that these behaviors can be explicitly taught and are apparent
- Assign a color to each operationalized behavior
 - Example of operationalized color system:
 1. **Green** = **physical aggression to others**: hitting, kicking, punching
 2. **Pink** = **sick or hurt**: needs band aid, needs ice, etc.
 3. **Blue** = **property destruction**: breaking items worth over \$20
 4. **Yellow** = **repeated, severe disruption**: screaming over the span of 10 minutes, removing instructional material from other students for 10 mins, etc.)
 - Student will be given a form of the appropriate color. Forms should be small (about notecard sized), and readily available (near the door)
 - Form should indicate: student name, teacher name, time, and antecedent interventions attempted (if applicable)
- Create office procedures:
 - Example of specific set of procedures to follow when students meet criteria for one of the three categories of ODRs.
 - A BHA could also run this type of system, or any other staff member that is frequently in the front office.
 - It is important that this staff member uses a calm, neutral tone to engage with students and has received training on the systematic approach selected to respond

to ODRs.

1. Student will go to office with appropriate form color
 2. Student will hand form to office secretary and receive a buzzer/timer
 3. Secretary will enter data on google form
 4. Google form will shoot email out to referring teacher
 5. Student will sit quietly in office until buzzer/timer goes off
 6. When this occurs, student will hand the buzzer to the secretary, mention what they will do differently next time they encounter a similar situation, and return to class.
- Create teacher procedures:
 - Example of necessary teacher behaviors based on the system described above are as follows:
 1. Select appropriate color when student meets criteria (should be memorized, as to not have to look up which color)
 2. Fill out the form, give it to the student, and ask them to walk calmly to the office.
 3. At the end of the day, enter the data that is in their email, being sure to include relevant A-B-C data and be sure to include the time the event occurred.
 - The emphasis with teachers will be on remaining calm and being sure that referrals are not given without first using antecedent interventions.

Intervention: Providing Teacher Reinforcement for ODR Reform

- Reinforcers for teachers and other staff members will be delivered largely based on preference
 - Reinforcers will be contingent upon accurate knowledge and implementation of ODR system.
 - The following suggestions are intended to serve as possible options for staff reinforcement
 - Teachers entering data matching google doc each week to be acknowledged on the morning announcements.
 - Principal to personally approach and give thank you card to teachers entering appropriately bi-monthly
 - Those following procedures all month earn pizza party for class

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ORGANIZATION & PLANNING

University of Utah BRST Manual

By: Kristen Stokes, M.Ed. & Magenta Silberman, M.Ed.

Effective instruction and behavior management are two methods used to enhance organization and planning in classrooms.

EFFECTIVE INSTRUCTION

Classroom Environment

Teacher materials easily accessible and prepared ahead of time

Student materials organized and easily accessible

Designated areas for specific activities (i.e. small-groups, computers, reading area/library)

Students seated in groups or close proximity to peers to maximize interactions

Student desk/area organization taught

Teacher able to monitor students by easily walking around the room

Lesson Plans & Instruction

Lesson objective(s) in student-friendly language

Lesson plan includes model, guided practice, independent practice

Opportunities to respond

Brisk pacing

Error Correction (Neutral)

Model: Tell the student the correct answer

Test: Immediately ask the student the question again

Delay test: Ask student question later in the lesson to confirm understanding

Provide Positive Feedback

Keep overall ratio of lesson at a 4:1 positive to negative/corrective feedback

Embed Behavioral Expectations Into Lesson Plan

Review expectations prior to introducing lesson objectives

Use whole-class neutral reminders during instruction prior to correcting a single student



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BEHAVIOR MANAGEMENT

Behavioral Expectations

3-5 positively stated behavioral expectations matching or related to school-wide expectations

Post expectations in "prime" location

Explicitly teach behavioral expectations

Expand school-wide matrix to include classroom

Behavior Management Strategies

Plan for frequently used strategies, such as the use of praise and antecedent strategies (behavioral momentum and precorrection)

Specific class-wide interventions - plan for what and when more specified interventions will be used and what materials are needed

Consequence Hierarchy

Predetermined + and - consequences for appropriate and inappropriate

Routines and Procedures

Establish circumstances needing routines/procedures (i.e. getting a sharp pencil, turning in work)

Routines explicitly teach and practice prior needing them

Review and reinforce



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ORGANIZATION & PLANNING FOR SUCCESSFUL CLASSROOMS

By: Kristen Stokes, M.Ed., Magenta Silberman, M.Ed., & Leanne Hawken, Ph.D., BCBA

Crucial elements of any classroom behavior management plan are the organization and planning that occurs before the school day begins. Effective classroom management is measured by the Behavior Response Support Team using the Behavior Support Teacher Observation Tool and the Components of a Successful Classroom Checklist. Items on these measures include planning for classroom environment, high quality lesson plans, and a predetermined behavior management plan.

Organization and Planning for Classroom Environment

The classroom environment should be welcoming, engaging, and easy to navigate. The classroom should have well-designated areas for specific activities including small-groups, reading area/library, computers, and students individual space (i.e., desks). These areas should be well organized with needed materials easily accessible. Students should be taught how to keep spaces orderly while allowing them to engage with materials. Areas, including desk arrangement, should be planned to allow for group work as well as allow the teacher to easily monitor students by walking around the classroom.

In addition, there is planning and organization that needs to occur on a daily basis related to instruction. Teacher materials should be prepared ahead of time so that they are easily accessible for a specific lesson. Teacher editions, technology, examples, and any manipulatives or handouts need to be ready prior to students arriving. There are situations that materials may be needed last minute, so the classroom should be orderly to ensure that minimal time is spent locating unexpected materials.

Organization and Planning for Instruction

The first step to implementing effective instruction is creating high-quality lesson plan, a sometimes overlooked but essential part of managing student behavior (Menzies et al., 2017). A high-quality lesson includes incorporating all elements of explicit instruction, providing opportunities for active engagement, specific feedback, and embedding behavioral expectations and reinforcement during instruction.

Explicit Instruction

The key features of explicit instruction are broken into 3 main sections: 1) opening the lesson, 2) the body of the lesson, and 3) the closing of the lesson. (Archer & Hughes, 2011). The opening of the lesson begins with gaining the students' attention with an attention signal. The attention signal should be explicitly taught and consistent. Students should be taught how to respond when they hear and/or see the signal. Teachers then state the lesson objective(s) in student-friendly language so students know what they will need to be able to do by the conclusion of the lesson and provide a rationale for why students need to learn that objective (Scott, 2017; Archer & Hughes, 2011)

The body of every lesson, even review lessons, need to include a model, a guided practice, and independent practice (“I do, We do, You do”; Archer & Hughes, 2011). During the model, teachers demonstrate the skill and describe what they are doing. Teachers must plan examples and think-alouds by breaking down every step of the specified task. Next, teachers guide students through examples using scaffolding, or a slow release of support.

The closing of the lesson is a short summary and review of the objective(s). It should include questions for students to answer. Students should be able to independently practice the skill and show an appropriate level of mastery. Upon conclusion, teachers can provide a preview of the next lesson and how students will build upon the objective learned.

Opportunities to Respond

If students are engaged in academic tasks, they are less likely to engage in disruptive and off-task behavior. Teachers can use to increase engagement and academic accuracy by providing students with opportunities to respond (OTR) during instruction (MacSuga-Gage & Simonsen, 2015). In addition, instruction should be delivered at a brisk pace. There are four main types of OTR: verbal, gestural, written, and technological. OTR can be choral (whole group), in partners, or individually. Current research states that students should be provided OTR a minimum of 3 times per minute to see a positive effect on appropriate behavior (Menzies, Lane, Oakes, & Ennis, 2017).

Verbal responding is a common OTR that is easily used in classrooms without needing extra materials. To use choral verbal responding, first, teachers need to determine a signal that will be used to elicit student response and teach that signal to students. Teachers pose a question, provide think time, signal for response, and provide feedback about student responses. Teachers can also embed partner responding as a “Think-pair-share.” Teachers can pose a question, allow for think time, then prior to signaling for either a choral or individual response, students can share their ideas with a partner. This strategy supports academic understanding and allows students to get a correct answer prior to sharing with the group.

Instead of asking for students to verbally share an answer, teachers can assign gestures or actions for answers. For example, teachers pose a statement and ask students to put a thumb up in the air if they agree or a thumb down if they do not agree with the statement. Teacher can also use gestures for transitions by asking students to put their thumb in the air when they have opened to a specific page number. Teachers can add a partner check prior to a student gesture.

Written responses are common for mathematics, spelling, and writing lessons. Teachers can pose a problem or question, provide students time to complete the written task on a whiteboard or other material, and signal for students to show the teacher their written product. Teachers can also have students check each other’s work and compare answers with a partner prior to teacher checking the work. Teachers can either ask all students to show their work at once (choral response) or walk around the room for individual checks.

There are also several ways to incorporate technology into lessons. One resource that does

not require students to have their own technology is Plickers. Students have a response card that is scanned by the teacher with a smart phone or other device. The program graphs the responses and projects the answers for the teacher to see. Other examples of incorporating technology require students to have access to a device (e.g. smart phone, laptop) and include Quizlet, Kahoot, and Poll Everywhere.

Teacher Feedback

Students need frequent and specific feedback about how they are doing regarding meeting behavioral and academic expectations. Teachers should frequently use verbal praise when students are following directions, produce a correct answer, and follow other classroom expectations. Teachers should provide neutral error correction when students provide incorrect answers or make behavioral errors (e.g., “This letter is *a*.” instead of “No, that’s not the answer.”) Positive feedback should occur at least 4 times more often than corrective or negative feedback.

Embedding Expectations into a Lesson

At the beginning of each lesson, teachers should review the behavioral expectations prior to introducing the lesson objectives. If students are engaged in inappropriate or disruptive behavior during the lesson, a whole-class neutral reminder should be used prior to correcting an individual student. For example, if two students are talking when they should be listening to the teacher, the teacher can say, “Remember, when I am talking, everyone should be looking at me.” If this does not redirect the students, the teacher can then follow the classroom behavior management plan.

Organization and Planning for Behavior Management

Planning for classroom behavior management involves multiple components, including determining classroom expectations, what behavior management strategies and interventions to use when to use them, what reinforcers and negative consequences to use, and how to incorporate the behavior plan into instructional plans.

Classroom Expectations

Teachers should have 3-5 classroom expectations posted in the classroom. The expectations should be the same as the school-wide expectations listed in the positive behavior support plan. Teachers should operationalize what the school-wide expectations look and sound like in the classroom setting (e.g., “Be Responsible” in classroom is when students focus on the assigned work or teacher, have needed materials ready, and do what the teacher says.) Some teachers may choose to create their own expectation matrix for different areas and times of the school day. For example, the behavior expectations for reading groups may look different than the expectations for assessments. Additionally, what an expectation looks like for one teacher may be different for another or another part of the school. For example, if a school-wide expectation is “Be Responsible,” the expected behavior in the classroom will look different than the expected behavior for recess.

Explicit definitions and examples for each behavioral expectation in different areas of the classroom need to be taught to students and requires planning. Explicit instruction of behavioral expectations includes the same elements as used in academic instruction and includes a definition of the expectation, a clear rationale, examples and non-examples of what the behavior should look like, and independent practice engaging in expected behavior. (Scott, 2017).

Following behavioral instruction, the expectations need to be posted in the classroom in a main- focus area such as on the front board or by the teacher's desk. The expectations should be reviewed frequently and students should be required to practice the expectations as needed.

Behavior Management Strategies

Certain behavior management strategies will be used throughout the school day (e.g. maintaining a 4:1 positive to negative/corrective feedback ratio) and others will only be used during certain class times (e.g. group contingencies). However, even if a behavior support strategy is only used for a short time, it is most successful when planned in advance.

For behavioral strategies utilized during certain class times, you will want to determine what time of day will be most effective. The most effective time may vary depending on daily schedules. You will also want to determine how long you will utilize that strategy. For example, you may want to use the Good Behavior Game for an entire math period or just during the independent work session for the period.

It can be difficult to remember to utilize behavioral strategies across the school day. Planning in advance can help ensure that you are able to implement these strategies consistently, even something as small as a daily reminder to give behavior specific feedback can be helpful. If it is difficult to remember to give positive praise, you can plan how many you aim to give for each period. For example, if you plan on giving behavior specific praise twenty times across the school day you can plan to give five students praise in each of the four periods. Planning this in advance can make it easier to implement these behavioral strategies with fidelity.

Unfortunately, even the best behavior management strategies will face resistance by some students. It is important to plan for these students before you encounter them, so you can have strategies for working with these students in advance. Troubleshooting ideas are found throughout the manual with specific instructions for each intervention.

Consequence Hierarchy

Appropriate and inappropriate behavior should have a predetermined hierarchy of consequences. For example, for small disruptions (e.g., talking to peers) there should be an equivalent mild consequence (e.g., clip down). As the intensity of the disruptive behavior increases so should the consequence. Many schools already have a school-wide consequence hierarchy, but some smaller consequences may need to be established within

the classroom, such as what behaviors constitute losing recess time, losing the opportunity for a class reward, etc. These consequences should be planned in advance to avoid use of overly punitive consequences. It is also important to have the expected consequences posted in the classroom.

Public Posting

Students will be more likely to comply with classroom expectations when they are able to recall and recite them (McGinnis et al., 1995). A student's ability to recall the expectations is directly related to how often they see and hear the expectations. Expectations should be posted in a visible and highly viewed location in the classroom, such as at the front of the classroom by the board. In addition, teachers can review the classroom rules to the students throughout the day (Bicard, 2000; Kostewicz et al., 2010).

In addition to behavioral classroom expectations, the positive and negative consequences for acting appropriately and inappropriately should be posted. This ensures that students are familiar with what will happen when they engage in the behavioral expectations (e.g. praise, candy, etc.) and what will happen when they engage in inappropriate behaviors (e.g. loss of recess time, time-out, etc.). Some examples of this may be clip-charts, colored cards, or "What If" posters with consequences listed.

Routines and Procedures

Teachers need to have a plan for routines and procedures that will be used in their classroom (Witt et al., 1999). It is recommended to write a list of the routines students will need in list from most frequently used and used early in the school year to the routines not used as often or not needed until later in the year. Some examples of routines that are high priority are how to ask for help and how to get materials. Routines should be explicitly taught and practiced using a similar format to teaching behavioral expectations. Teachers should not feel as though they need to introduce all routines and procedures on the first day of school but rather they should be taught when they are needed.

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SECTION 2:
TIER 1
INTERVENTIONS

Interventions & Materials
Tier 1 Strategies

COMMON SPACES

PRINCIPAL'S 200 CLUB

University of Utah BRST Manual

By: Magenta Silberman, M.Ed. & Anna Purkey, M.Ed.

The Principal's 200 Club is a tier 1, school wide positive behavior support system, where students receive rewards from administrators and faculty when they are observed following school rules.

OVERVIEW & OBJECTIVE

In the Principal's 200 Club, evidence-based strategies are used to encourage rule following behavior. The goal of the intervention is for students to associate the Principal's office with positive reinforcement and build positive relationships between students, administrators, faculty, and school staff.



Materials

Components

- Interdependent group contingency
- Behavior specific praise
- Public posting
- Variable reinforcement schedule



- Matrix board with 200 squares
- Tickets from 1-200
- Principal's 200 Club tickets
- Certificates
- Rewards



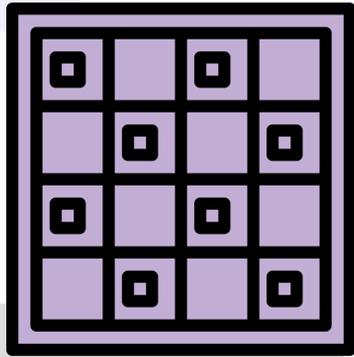
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Steps to Implementing Principal's 200 Club

1



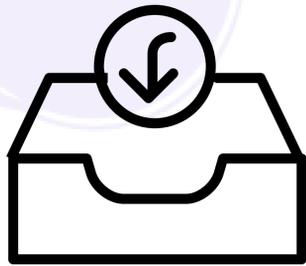
Create the Principal's 200 Club Board, numbering it from 1 to 200. Ideally, the board will be in a place where students travel.

2



Create the Principal's 200 Club ticket. Tickets are awarded for following the school rules.

3



Schools should establish a system for turning in tickets and contacting home. Schools should have a box that students can drop off their ticket into.

4



Provide school staff with tickets to hand out. When handing out tickets, it is important that school personnel indicate what behavior expectation the student met.

5



Have students turn in their Principal's 200 Club tickets. Students must turn in their tickets by the end of the same day they were awarded.

6



Have the student or school staff draw a number ticket for the board. Once a bingo line is made, those students are the winners.

7

Provide the students with a reward and contact home. Less frequent rewards may be effective.



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THE PRINCIPAL'S 200 CLUB

By: Magenta Silberman, M.Ed. & Anna Purkey, M.Ed.

A key ingredient to cultivating an effective school, where students experience academic and social success, is establishing a strong, universal foundation with positive behavioral and academic support for all students (LRBI Technical Assistance Manual, 2015). In a multi-tiered system, the universal level of behavioral and academic support is referred to as tier 1. The establishment of tier 1 in schools is crucial because this piece of the system supports the majority (over 80%) of a school's student population (OSEP, 2017). The 4 implementation pillars for positive behavioral interventions and supports (PBIS) include: Establishing Expectations/Rules; Explicitly Teaching Expectations/Rules; Reinforcing Expectations/Rules; and Correcting Behavioral Errors (LRBI Technical Assistance Manual, 2015). The Principal's 200 Club is an excellent example of a positive tier 1 intervention because it requires each of the 4 implementation pillars to be in place before it can be implemented within a school (Jenson, Rhode, & Reavis, 2009). Additionally, it has been shown the Principal's 200 Club can be implemented as a school wide positive behavior support system in elementary and junior high schools located in both urban and rural areas with diverse groups of students (US Office of Education, n.d.).

Setting up the intervention requires installation of a large matrix board on a wall near the principal's office where all students/visitors can see it. A Mystery Motivator envelope is placed near the matrix with a prize written on a slip of paper inside. Administrators and faculty/staff members are provided with tickets to give to students they observe following school behavior expectations. After receiving a ticket, the student takes the ticket to the office and they draw a number, which corresponds to a numbered square on the matrix board. Once all of the numbers in a column, row, or diagonal on the matrix have been filled, all of the students in the column, row, or diagonal win a prize contained within a Mystery Motivator envelope.

To date, there is limited research available regarding the effectiveness of The Principal's 200 Club; however, the intervention includes multiple evidence-based strategies that have been shown to be effective in managing behavior. The evidence-based components making up The Principal's 200 Club include: an interdependent group contingency, behavior specific praise, public posting, rewards, and a variable reinforcement schedule (Simonsen et al., 2015, US Office of Education, n.d., and Kowalewicz & Coffee, 2014). Interventions with a group contingency component have been shown to decrease disruptive behaviors in classroom and non-classroom settings (Fabiano et al. 2008 & Jones, Boon, Fore, & Bender, 2008). An additional benefit of a group contingency is students are motivated to encourage their peers to follow school rules to increase chances they will receive a reward (US Office of Education, n.d.). The Principal's 200 Club utilizes an interdependent group contingency where all students work together and depend on each other to earn tickets to increase their chances of receiving a number in the winning row on the matrix board.

To create positive relationships between students and school personnel, administrators and faculty/staff members should utilize verbal praise to acknowledge a student who is observed to

be following school wide behavioral expectations (Jenson, Rhode, & Reavis, 2009). Using behavior specific language when providing praise to students is more effective for teaching students acceptable behaviors and academic skills than using non-behavior specific language (Gable, Hester, Rock, & Hughes, 2009, US Office of Education, n.d., & Simonsen et al., 2015). The procedures for The Principal's 200 Club suggest teachers use behavior specific praise when awarding tickets to students to indicate to students the behavior they were engaging that earned them a ticket. Additionally, providing unknown rewards on a variable reinforcement schedule sustains motivation because individuals aren't certain when/if they will be rewarded and the mysterious nature of the reward makes it more appealing (Theodore, Bray, & Kehle, 2001 & US Office of Education, n.d.). The inclusion of the Mystery Motivator in The Principal's 200 Club and the variable schedule of reinforcement due to the nature of the matrix board contribute to maintaining student motivation to earn tickets by following school rules.

The matrix board in the Principal's 200 Club provides an opportunity for students to receive public acknowledgment of their positive behaviors because their names are added to the board once they are assigned a number found on the board. The incorporation of a matrix board to share the names of students who received tickets can serve as a motivator for other students to follow school rules, leading to a decrease in disruptive behavior (Jones & Van Houten, 1985). In addition to providing steps for implementation, the following guide provides details about troubleshooting The Principal's 200 Club and instructions for modifying the program to suit each school's needs.

Steps to Implementing Principal's 200 Club

Prior to implementing Principal's 200 Club, school personnel must have the necessary materials prepared. The materials needed include:

1. A matrix board with squares numbering 1-200 (i.e., whiteboard, corkboard),
2. Tokens or tickets numbered 1-200,
3. Principal's 200 Club tickets,
4. Certificates,
5. Rewards (Mystery Motivator)

As with all school wide interventions, it is critical that there are clear behavioral expectations in place (e.g., Be Safe, Be Respectful, Be Responsible) that students have been taught and have had the opportunity to practice. Principal's 200 Club serves as a way to further reinforce these expectations. To increase the effectiveness of schoolwide expectations, schools should: have 3-5 expectations, state them positively (i.e., "Use a Quiet Voice" rather than "Don't Yell"), keep them short, and use age appropriate language. Once the expectations are created and taught, you can proceed with implementation of Principal's 200 Club.

Step one: The first step to implementing the Principal's 200 Club is to create the matrix board. The Principal's 200 Club Board is designed as a large bingo board with numbers 1-200 written in a grid form. Each grid should be large enough to fit each student's ticket and ensure the names are visible. It is best if the board is placed in an area with students travel frequently, such as outside of the office. School personnel will need to update the board with tickets daily to ensure students are able to have their tickets displayed.

Step two: Once the board is completed, school personnel will need to create the Principal's 200 Club ticket. The Principal's 200 Club ticket will vary in what content is included, though all tickets should include the student's name, a label titled Principal's 200 Club, and the school name. Tickets can be improved by providing additional information, such as: the location the ticket was awarded (e.g., cafeteria, hallway, recess), who awarded the student the ticket, and school rules. Remember: Principal's 200 Club tickets are awarded for following the school rules rather than niceties. We may be inclined to reward a behavior we like to see, such as helping other students. However, if that is not a school wide expectation another incentive should be rewarded to that student rather than a Principal's 200 Club ticket. Conversely, if one of the school-wide expectations is "Be Kind" or "Help Others", then that would be an appropriate situation to provide a student with a Principal's 200 Club ticket.

Step three: Schools should establish a system for turning in tickets and contacting home. Schools should have an assigned person for collecting and storing tickets (e.g., office staff). Schools may also have a Principal's 200 Club box that students drop off their ticket into. Another critical component of Principal's 200 Club is contacting home once a student has won. Schools may wish to call the parents directly and/or to create a certificate to bring home.

Step four: Provide school staff with tickets to hand out. Each teacher and any additional school staff should have a set amount of Principal's 200 Club tickets to hand out daily. When handing out tickets, it is important that school personnel indicate what behavior expectation the student met to receive a ticket. This reinforces those behaviors and increases the likelihood that it will occur again.

Step five: Have students turn in their Principal's 200 Club tickets. It is important that the students turn in the tickets themselves rather than having teachers turn them on their behalf. This increases the student's access to positive attention and can function as an additional positive consequence for following the expectations. Students need to turn in their tickets by the end of the day that they were awarded.

Step six: Have the student or school staff draw a number ticket to correspond with a space on the Principal's 200 Club board. The student's ticket will go in the grid space of the number they drew. Once a bingo line is made (i.e., horizontal, vertical, or diagonal) those students are the winners.

Step seven: Provide the students with a reward and contact home when a bingo line occurs. There should be a variety of rewards available to students, including prizes that are appropriate for all ages (i.e., kindergarten to fifth or sixth grade). Whenever possible, it will be most effective when rewards are exclusive to Principal's 200 club winners. Student may receive candy in their classroom frequently, but less frequent rewards, such as lunch with the Principal, may be more effective. Following their reward, students' names can be removed from the board and the process begins again.

Troubleshooting and Modifications

Sometimes school staff may not wish to participate, which could include not handing out Principal's 200 Club tickets, handing them out to a select few students, or any other form of resistance. If staff are hesitant, administration should work to reward teacher participation. An easy way to increase teacher participation is when students win a bingo row, their teachers are also entered into a drawing for rewards. These rewards can be things such as: tangible rewards, get out of recess duty or after school meeting, or other things teachers may find reinforcing.

Students who receive Principal's 200 Club tickets may later engage in problem behavior. In response to this behavior, some teachers and administrators may wish to remove their name from the board. However, this intervention, which is consistent with positive behavior interventions and supports, is entirely positive. This means that students are rewarded for positive behavior and they do not have those rewards taken away. Students who are suspended on the day that the winners have been determined may not receive the award, but it is best if their names are allowed to remain on the board for the next drawing.

It may occur that the same students are consistently getting the Principal's 200 Club tickets. Since this is a schoolwide intervention it is important that all students have an opportunity to have their name on the board. Some ways to help combat this include: provide incentives for teachers to reward students they have not awarded a ticket to in the past, create a list of students who have not received a ticket and encourage faculty and staff to award one to those students, and have teachers give out a set amount of tickets to students they do not know.

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CAFETERIA STRATEGIES

University of Utah BRST Manual

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

The following guide aims to describe behavior management strategies for cafeteria settings.

OVERVIEW & OBJECTIVE

Non-classroom settings lack the instructional focus found in classrooms. Managing behavior in these settings may be tricky due to a larger student-to-staff ratio and difficulty supervising due to a large space. The following interventions can help address behavior problems found in cafeterias.

Tips for Cafeteria Supervisors

- Cafeteria supervisors should be active during duty by: walking around, interacting with students, and using proximity to prevent disruptive behavior.
- Frequently provide behavior-specific praise for students following behavior expectations.
- When a student is engaging in disruptive behavior, provide praise to a student following expectations.
- Focus on positive more often than negative behaviors.
- Provide reminders of behavior expectations in the cafeteria when possible.



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Good Behavior Game

Research has repeatedly shown that the Good Behavior Game is an effective group intervention. Similar to the classroom version (for more information, see "Good Behavior Game" within this manual), students are largely responsible for reinforcement being given to their group. Here are the steps for implementation:

Prior to implementation:

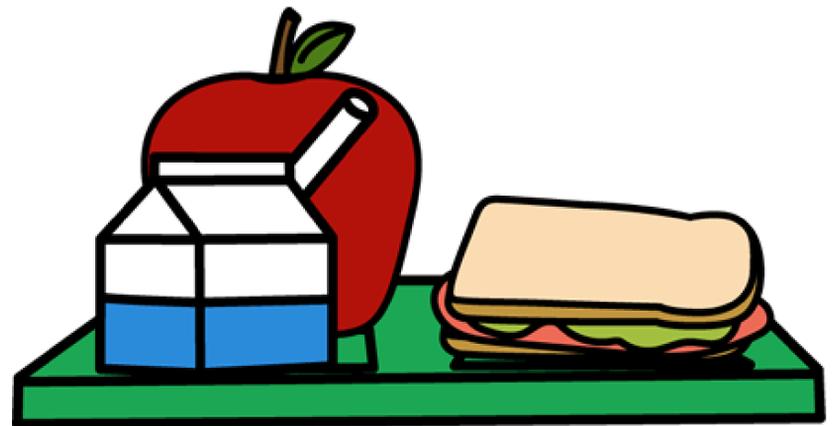
- 1 Operationally define behaviors to increase and decrease
- 2 Post expectations in visible places
- 3 Determine when to provide reinforcement, and what types of reinforcement to give
- 4 Assign shifts to supervisors
- 5 Train supervisors how to implement the game
- 6 Determine how teams will be created (i.e., by class or table)
- 7 Develop a method for tracking points

Steps for implementation:

- 1 Lunchroom supervisors actively monitor teams
- 2 Supervisors use behavior-specific language when awarding points to teams
- 3 Towards the end of lunchtime, record and post the points amounts
- 4 Announce weekly winners via intercom

Lunch Period 2

1st Gr: Ms. T	IIII
1st Gr: Mr. S	II
2nd Gr: Mrs. J	IKI II
2nd Gr: Mr. G	IIII
3rd Gr: Mr. B	IKI IIII
3rd Gr: Mrs. K	IKI II



Reward and Response Cost Ticket System

In this system, each class is a team with the opportunity to gain access to reinforcement.

Each class is provided a certain number of tickets and reminded of the behavior expectations.

If students are caught following behavior expectations, the supervisor gives the class a bonus ticket. These cannot be taken away.

If students are caught violating a cafeteria behavior expectation, the class loses a ticket.

The leftover tickets from each class are entered into a drawing. Winners can be selected either daily or weekly.



STRATEGIES FOR BEHAVIOR MANAGEMENT IN THE CAFETERIA

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

From elementary to middle school, student rates of peer-directed aggressive behavior peak while their perceptions of safety decrease (Bradshaw, Sawyer, & O’Brennan, 2007; Pellegrini & Bartini, 2000; as cited in Cash, Bradshaw, & Leaf, 2015). Rule violations and aggressions in school, therefore, largely contribute to students’ social-emotional development. A large portion of office disciplinary referrals occur in non-classroom settings (e.g., hallway, cafeteria and playground; Spaulding et al., 2010; as cited in Cash et al., 2015). Because non-classroom settings often lack the instructional focus present within classrooms, students are largely held responsible for self-managing their behavior (McCurdy, Lannie, & Barnabas, 2009). Managing behavior in non-classroom settings may be perceived as a laborious task. This may be due to a larger student-to-staff ratio or being in a bigger space to supervise which may make it more likely that students will engage in physical (e.g., running) and verbal (e.g., saying inappropriate remarks to peers) misbehavior.

Researchers found that about one out of every two students have committed rule violations in cafeterias (Fabiano, Pelham, Karmazin, Panahon & Calson, 2008). Behavior management in the cafeteria may be impeded by the difficulty involved with supervising all students due to a large space, trouble communicating with students due to increased voice volume, a large amount of student traffic, and the need to ensure that students across all grades are familiar with and capable of engaging in cafeteria routines (e.g., lining up, dismissal, dumping their tray). The current guide aims to describe multiple universal strategies that school personnel can employ in the cafeteria.

Interventions

The following evidence-based behavior management strategies have been shown to be effective in the classroom in decreasing disruptive behavior (Simonsen et al. 2015). These positive strategies could also be implemented in the cafeteria to encourage students to follow mealtime behavior expectations.

- **Active Supervision and Proximity**
 - Assign lunchroom supervisors to observe behavior during lunch
 - Having adults actively observing and interacting with students can help discourage disruptive behavior
 - Lunchroom supervisors should frequently move about the cafeteria
 - Proximity to students allows the supervisors to provide praise when students follow expectations, while also preventing disruptive behaviors from escalating

- **Behavior Specific Praise**
 - Using behavior specific language reinforces acceptable behaviors while also explicitly describing behavior expectations (i.e. “Thank you for sitting on your pockets!”)
 - Behavior specific praise statements should be used frequently (i.e. for every negative statement, there should be 5 positive statements)
- **Differential Reinforcement**
 - When a student is engaging in a disruptive behavior, behavior specific praise should be provided to another student who is following behavior expectations
 - Using differential reinforcement of expected behaviors increases positive attention, rather than focusing on problematic behavior
- **Prompts and Pre-corrections**
 - Teachers should provide reminders of the behavior expectations for non-classroom settings (e.g. the hallway and cafeteria) before escorting their students to the cafeteria
 - Providing specific and understandable prompts ahead of time provides a re-teaching opportunity to discourage disruptive behavior

Additionally, to decrease disruptive behavior in the cafeteria, school administration may want to consider implementing interdependent group contingency interventions at the tier 1 level. Interdependent group contingencies are considered evidence-based positive behavior interventions because students are dependent on the performance of their peers to receive a reward (Skinner, Skinner, & Burton, 2009). These types of contingencies encourage students to reinforce the positive behavior of their peers because the members of the group are rewarded based on the behavior of the group as a whole (Fabiano, Pelham, Karmazin, Panahon & Calson, 2008 and McCurdy, Lannie, & Barnabas, 2009). Additionally, a group contingency intervention can be a simpler and more effective way to manage behavior in non-classroom settings with large groups of students (Fabiano, Pelham, Karmazin, Panahon & Calson, 2008 and McCurdy, Lannie, & Barnabas, 2009).

Cafeteria Good Behavior Game

An example of an interdependent group contingency intervention is the Good Behavior Game. The Good Behavior Game is played during a time of day where students may be more likely to engage in disruptive behaviors. To play, students are divided into teams, the behavioral expectations are defined, and the rules for losing/earning points are explained (McCurdy, Lannie, & Barnabas, 2009). In previous versions of the Good Behavior Game, classroom teachers acknowledged rule violations by giving a team a point if a team member violated a classroom rule and the team with the fewest points won the game (Barrish, Saunders, & Wolf, 1969). In an

updated version of the game, teachers award points each time they observe a team member demonstrating one of the classroom behavior expectations and the team with the most points wins (Wahl et al., 2016). In addition to aligning with the principles of Positive Behavioral Interventions and Supports, the updated version of the Good Behavior Game shifts the focus of the teacher's attention from rule violations to positive behaviors (Wahl et al., 2016). Awarding points to students to acknowledge when they meet behavioral expectations creates a positive atmosphere and teaches students they will receive positive attention when they engage in appropriate behaviors. The Good Behavior Game can be implemented in the cafeteria to encourage students to adhere to the behavioral expectations while they are eating their lunch. The Lunchroom Behavior Game incorporates active supervision, behavior specific recognition of appropriate behaviors, and a reward system to increase positive behavior in the cafeteria. In order to determine if the Good Behavior Game could decrease disruptive behaviors in a non-classroom setting, McCurdy, Lannie, and Barnabas developed and implemented the Lunchroom Behavior Game (LBG) in an elementary school lunchroom (2009). The results of the study indicated the LBG was effective in reducing disruptive behaviors in the lunchroom (McCurdy, Lannie, and Barnabas, 2009). The procedures for implementation in their study are described below.

Prior to implementation:

1. Operationally define the disruptive behaviors to decrease (i.e. running in cafeteria) and the behavioral expectations for all students (i.e. use quiet voices)
2. Post cafeteria behavioral expectations in visible places throughout the cafeteria where students can easily see them
3. Determine when a winning group (e.g. class) will receive access to reinforcement and determine the types of reinforcement to be used based on student preferences
4. Select multiple staff members to serve as lunchroom supervisors and assign each supervisor a shift to ensure the Lunchroom Behavior Game can be implemented throughout all lunch hours
5. Provide Good Behavior Game implementation training for lunchroom supervisors (training should include direct instruction, role play, and performance feedback)
6. Determine how student teams will be created (i.e. by class or by table)
7. Develop a method for tracking points (daily and weekly) assigned to each team during lunch

Implementation:

1. Lunchroom supervisors actively monitor teams as they enter the lunchroom
2. Supervisors use behavior specific language to verbally acknowledge students who engage in behavior expectations and award their team a point
3. Towards the end of lunchtime, the lunch supervisors record and post the daily point tally for each team and adjust the weekly point tally
4. Announce weekly winners at a predetermined time each week via intercom

Reward and Response Cost Ticket System

A reward and response cost ticket system is another example of an interdependent group contingency intervention. In a reward and response cost system, each class is a team and has the opportunity to gain access to reinforcement when they are caught engaging in school wide behavior expectations or lose access to reinforcement if the team members exhibit disruptive behaviors (Simonsen et al., 2015). Fabiano, Pelham, Karmazin, Panahon & Carlson implemented a reward and response cost ticket system to encourage elementary school students to follow school wide rules in the cafeteria (2008). In their reward and response cost ticket system, each class receives an allotment of the same number of tickets at the beginning of each lunch period. As the students enter the lunchroom, the classroom teacher or a lunchroom supervisor reminds the students of the behavior expectations for the lunchroom (Fabiano, Pelham, Karmazin, Panahon & Carlson, 2008). Lunchroom supervisors are assigned to actively monitor students during lunch. The lunchroom supervisors monitor the behavior of each class at randomly selected intervals during lunchtime because randomizing the observation schedule will make it less likely that students will be able to predict when they are being monitored and therefore will be more likely to exhibit appropriate behaviors more often. If students are caught following behavior expectations, then the supervisor gives the class a bonus ticket (bonus tickets cannot be taken away due to rule violations); however, if a student is caught violating a cafeteria behavioral expectation the class loses a ticket (Fabiano, Pelham, Karmazin, Panahon & Carlson, 2008). The leftover tickets from each class are entered into a drawing and winners can be selected daily or weekly.

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RECESS STRATEGIES

University of Utah BRST Manual

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

Universal strategies to prevent problem behavior at recess will be described as well as a targeted intervention for higher rates of problem behavior.

OVERVIEW & OBJECTIVE

Recess Rules:



Keep your hands, feet, and other objects to yourself

Use kind words



Use equipment properly



Recess Strategies

- Clear Expectations that are posted
- Positive and negative consequences for student behavior
- Behavior-specific praise is given to students for following behavior expectations



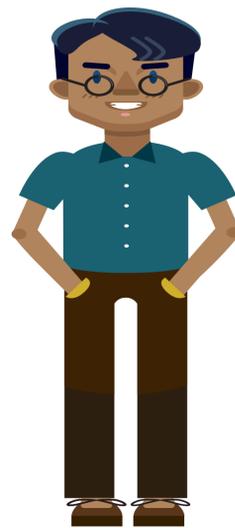
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Recess Strategies

- Active recess supervision
- Clearly defined behaviors for recess supervisors
- Ticket System



Recess Ticket System

For schools that are seeing high rates of problem behavior at recess with the strategies in place, a specific recess system may be useful. This would include recess tickets awarded to students for following the expectations, a recess board similar to a Principal's 200 Club Board, and rewards.

Recess Ticket

Be Safe

Follow
Directions

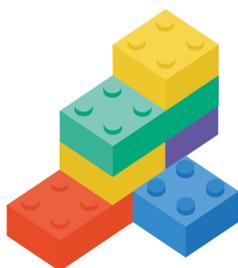
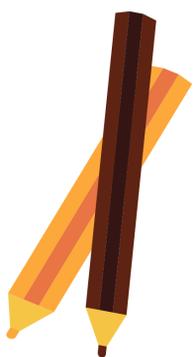
John Doe

Name



Recess All Stars!

<i>Sarah</i>	<i>Jose</i>	<i>David</i>
	<i>Vanessa</i>	



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STRATEGIES FOR BEHAVIOR MANAGEMENT DURING RECESS

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

Recess is often an unstructured time with few or unclear expectations, minimal consequences, and inadequate supervision which can often lead to increases in problem behavior (Teerlink, Caldarella, Anderson, Richardson, & Guzman, 2017). Given the importance of recess for students' social emotional learning, relationship development, and improvement of social skills it is critical that school personnel use strategies to prevent problem behaviors at recess (Teerlink et al., 2017). Some universal strategies to for school personnel to use are described below.

Clear Expectations: Just like in the classroom, the rules for recess should be clearly defined and measurable. Additionally, these expectations as well as the consequences for following and breaking the rules should be posted somewhere highly visible on the playground. Posting behavioral expectations increases student accountability for behavior - students and recess supervisors can refer to posted consequences and behavior expectations whenever they receive behavior-specific feedback (Hendy & Hendy, 2009).

Ticket System: Oftentimes, it can be effective to incorporate school-wide ticket systems at recess. For example, the recess supervisor(s) may be given a Principal's 200 Club ticket to award to a student who is following a school rule (e.g., Be Safe). Schools may also wish to incorporate recess into other school or class-wide systems such as clip charts, Classroom Dojo, or table points. A more intensive ticket system for recess is described in targeted support.

Positive and Negative Consequences: Having predetermined consequences for both appropriate and inappropriate behavior can improve recess behavior. Specifically, consequence hierarchies can be made for both positive and negative behaviors. Consequence hierarchies for positive behaviors increases appropriate behavior by providing students with increasingly greater reinforcement given the performance of appropriate behavior. For example, when students are observed to engage in appropriate behavior (e.g., taking turns), they can be acknowledged with behavior-specific praise; later, students can be given tickets for the treasure tower, and eventually, access to special recess equipment. Overall, students (or grades) should be recognized for engaging in appropriate behavior on the playground and can be rewarded for it.

Negative consequence hierarchies are for persistent inappropriate behavior. If students engage in minor behavior (e.g., climbing up the slide), they can initially be approached with a warning with behavior-specific language (e.g., "We only go down the slide, Itzel"); as the intensity and frequency of the behavior increases, so should the consequence. Therefore, over time, the student may experience an eventual time-out, removal of recess equipment, loss of recess time, referral to the office, or having their parent visit. It is imperative, however, that students receive positive reinforcement whenever they engage in any approximation of appropriate behavior regardless of inappropriate behavior that occurred; this increases the likelihood that they will engage in appropriate behavior instead.

Behavior-specific Praise: Providing behavior-specific praise statements is listed as a key strategy for preventative behavior support under Schoolwide Positive Behavior Interventions and Supports (SWPBIS; Simonsen et al., 2015). These types of praise statements inform students exactly which behaviors led to receiving reinforcement and increases the likelihood that they will engage in such behavior again. Behavior-specific praise statements can refer back to school-wide expectations while still being relevant to recess. Some example statements are: “Lin, I noticed that you are taking turns using the jump rope with your friends - way to Be Respectful!”, “Thank you for Being Safe by tagging softly, Simba!”, and “Thank you for returning the ball to them, Mei! You were Being Respectful and Caring.”

Active Recess Supervision: Recess supervisors play a key role in behavior management during recess. In order to effectively monitor students on the playground, recess supervisors should be active and proactive. Specifically, recess supervisors should constantly walk around their designated location (e.g., playground, blacktop or basketball courts) to be able to see all student activity. Walking around allows the recess supervisor to use proximity to decrease behavior as well - that is, students may exhibit more appropriate behavior when the supervisor is nearby and watching.

Clearly Defined Appropriate Behavior for Recess Supervisors: According to Hendy & Hendy (2009), recess supervisors should engage in the following behavior to impact the quality and quantity of children’s play on the playground:

- Identify the supervisor: Students should be able to know who and where playground supervisors will be. Consider a brightly colored vest for easy recognition. A visual indicator can make students feel safer.
- Have a positive attitude: Supervisors can directly impact student experiences on the playground. Recess supervisors should take their job seriously, but also have a positive attitude to increase positive interactions with the students.
- Define your location: Recess supervisors should have clearly defined locations and sight lines while they are on duty. Having clearly defined areas consequently enhances the quality of supervision they provide because they can focus on specific areas. Supervisors should consider more challenging recess equipment in their areas, including crawl tubes.
- Communicate: Recess supervisors should have an effective and efficient means of communicating with each other and the main office. Example strategies include mobile devices or radios.
- Know your emergency response: Problem behavior and injuries may occur on the playground despite effective supervision. Schools should discuss existing policies and procedures for emergency response and prevention, as well as incident reporting.
- Report incidents: Every school and agency should have an incident report form. Recess supervisors should be trained to complete forms in a timely manner so that appropriate communication can be ensured.

Oftentimes, using these strategies will be effective at preventing problem behavior. However, some schools may find that they need additional behavior management strategies to reduce problem behavior. An example of a more targeted recess strategy is described below.

Recess Ticket System: Schools may find it successful to incorporate a ticket system specifically for recess. To develop this system, clear recess expectations will need to be established, taught to the students, and posted on the playground. There will also need to be clear expectations established for all of the staff members involved, especially the recess supervisor(s). Tickets will be awarded to students who exhibit established recess expectations and posted on a board that is displayed in the school. When posting the recess ticket to the board, a staff member will draw a number and posted their name to the corresponding number. Once a bingo row of students' names has been filled, all of those students will receive a prize. Below are examples of the ticket system used at Hillsdale Elementary School for their "High-Fliers" Recess System, including the tickets and board.

High-Flier Ticket:

HIGH-FLIER



Name _____ Grade _____

Teacher _____

High-Flier Board:



**RECESS HIGH-FLIERS
OF THE WEEK!**



1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
11.	12.	13.	14.	15.	16.	17.	18.	19.	20.
21.	22.	23.	24.	25.	26.	27.	28.	29.	30.
31.	32.	33.	34.	35.	36.	37.	38.	39.	40.
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Interventions & Materials
Tier 1 Strategies

**SOCIAL-EMOTIONAL
FUNCTIONING**

SECOND STEP PROGRAM

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

The Second Step program is skills-focused and emphasizes direct instruction of skills in learning, empathy, emotion regulation, and problem-solving.

OVERVIEW & OBJECTIVE

The Second Step program is a socio-emotional learning (SEL) curriculum for students grades K-8. Programs are available in packages particularly for Pre-K, grades K-5, and grades 6-8. Currently, Second Step sells the following programs: Social-Emotional Learning, Bullying Prevention, and Child Protection. In particular, students are taught skills on empathy, calming down, and problem-solving.

Within Second Step are evidence-based content and procedures to be implemented both schoolwide and in classrooms. Within programs are weekly lessons and activities for teachers to apply.



Lessons

Units within Second Step, across grades, include:

- **Skills for Learning:** learning to listen, focusing attention, following directions, and self-talk for learning
- **Empathy:** identifying feelings within themselves and others, showing care, respecting differences, confidence, and making friends
- **Emotion Management:** managing embarrassment, anxiety and anger
- **Problem-Solving:** making plans, responsibility, & dealing with gossip and peer pressure
- **Mindsets & Goals:** mistakes, if-then plans, and goal-setting
- **Values & Friendships:** values, decisions, and friend-making
- **Thoughts, Emotions & Decisions:** handling emotions & unhelpful thoughts
- **Serious Peer Conflict:** avoiding and resolving conflict

SECOND STEP®: A SOCIAL-EMOTIONAL LEARNING CURRICULUM

By: Rovi Hidalgo, M.Ed.

Socio-emotional learning (SEL) curricula help establish physically and emotionally safe school environments that allow academic and social success (“Schools are reducing bullying and improving academics with social-emotional learning,” 2013). Specifically, SEL programs improve students’ attitudes, behavior, and skills to resist bullying (District Administration, 2013). A meta-analysis of 213 studies revealed that students who underwent socio-emotional learning curricula demonstrated enhanced SEL skills (i.e., identifying emotions through social cues, goal-setting, perspective taking, and conflict resolution), attitudes toward self and others (e.g., self-esteem, self-concept and self-efficacy), and positive social behaviors, as well as a reduced level of emotional distress (Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011). Following implementation of SEL programs, students also demonstrated a reduction in conduct problems, namely, disruptive class behavior, noncompliance, and aggression (Durlak et al., 2011).

The *Second Step*® program is a SEL program developed by the Committee for Children (CfC), an American non-profit organization. *Second Step*® curricula is available for students grades K-8. Within grade-level material are weekly lessons for teachers to implement within their classrooms. The program is skills-focused and emphasizes direct instruction of skills in the areas of learning, empathy, emotion regulation, and problem-solving (Low, Cook, Smolkowski & Buntain-Ricklefs, 2015). The logic model for *Second Step*® asserts that students who receive direct instruction of skills, are given opportunities to practice, and are reinforced, are likely to experience a range of improved immediate (e.g., increased self-regulation, social-emotional competence and attendance, on-task behavior and task completion) and long-term outcomes (e.g., school success, feelings of school belonging, improved peer relationships and a reduction in externalizing and internalizing behavior patterns; Low et al., 2015).

Second Step® has been found to improve social skills (Holsen, Iversen & Smith, 2009; Holsen, Smith & Frey, 2008; as cited in Low et al., 2015). Additionally, in a study seeking to determine effects of *Second Step*® on social-behavior, classroom management and outcomes in elementary students, it was determined that students who needed the most support (e.g., students with a higher-than-average number of problematic behavior) experience the most pronounced benefits as a result of *Second Step*® (Low et al., 2015). Positive effects were also found for student conduct problems, hyperactivity, peer problems and social skills (Low et al., 2015). In a study evaluating the effectiveness of *Second Step*® for English Language Learners, implementation of the program was associated with an increase in social and emotional skills (Brown, Jimerson, Dowdy, Gonzales & Stewart, 2012). Middle school students who underwent *Second Step*® were also found to be less likely to be targets of homophobic name-calling and report sexual harassment (Espelage, Low, Polanin & Brown, 2015).

Teachers appear to support the *Second Step*® program. For example, teachers reported increased use of the problem-solving method when talking and listening to students, as well as an awareness in how to interpret social situations, following implementation of the program (Larsen

& Samdal, 2011). Additionally, teachers favored the program's stance on allowing students to solve their own problems was an important part of the program; overall, they felt that *Second Step*® served as an effective tool for addressing and solving conflicts, both within themselves and their students (Larsen & Samdal, 2011).

For more information, please see the *Second Step*® website at <http://www.secondstep.org/>

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STOP, WALK, TALK BULLYING PREVENTION

University of Utah BRST Manual

By: Kara Henrie M.Ed.

Stop, Walk, Talk Bullying Prevention (also called BP-PBS) is a Tier 1 intervention strategy that provides a school-wide approach to preventing and managing bullying behaviors. This system provides positive reinforcement for utilizing steps when harmful behaviors happen.

OBJECTIVES

Stop, Walk, Talk for bullying behaviors is a Tier 1 intervention that:

- Incorporates all faculty and staff
- Teaches school personnel how to respond to harmful behaviors when they happen
- Teaches students to use explicit steps when harmful behaviors happen
- Is designed to increase student reporting behaviors when harmful behaviors happen
- Creates a school-wide system to responding to bullying behaviors
- When a student appropriately responds to harmful behavior, they are provided reinforcement
- When school personnel teach and reinforce student behavior with fidelity, they are provided reinforcement

Key elements of the Stop, Walk, Talk intervention include:

- A school-wide system for staff response to problem behaviors
- A system of signals to represent the Stop, Walk, Talk steps
- Teacher taught curriculum lessons from the Ross, Horner, & Stiller (2008) manual found in the procedural guidelines below

Furthermore, when utilizing this intervention:

- Teacher and staff implementation fidelity is essential
- Clear expectations should be provided for students and school personnel
- The school-wide system should be set up to increase teacher and staff positive feedback for appropriate behaviors



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Overview of the BRST Delivery System

The current model is adapted from the Ross, Horner & Stiller's (2008) manual found on the PBIS website (<http://www.pbis.org>). A school utilizing this intervention should consult the Ross et al. (2008) manual for lessons, signal development, and other important intervention processes. However, a system-wide implementation within BRST schools is outlined in this procedural guide.

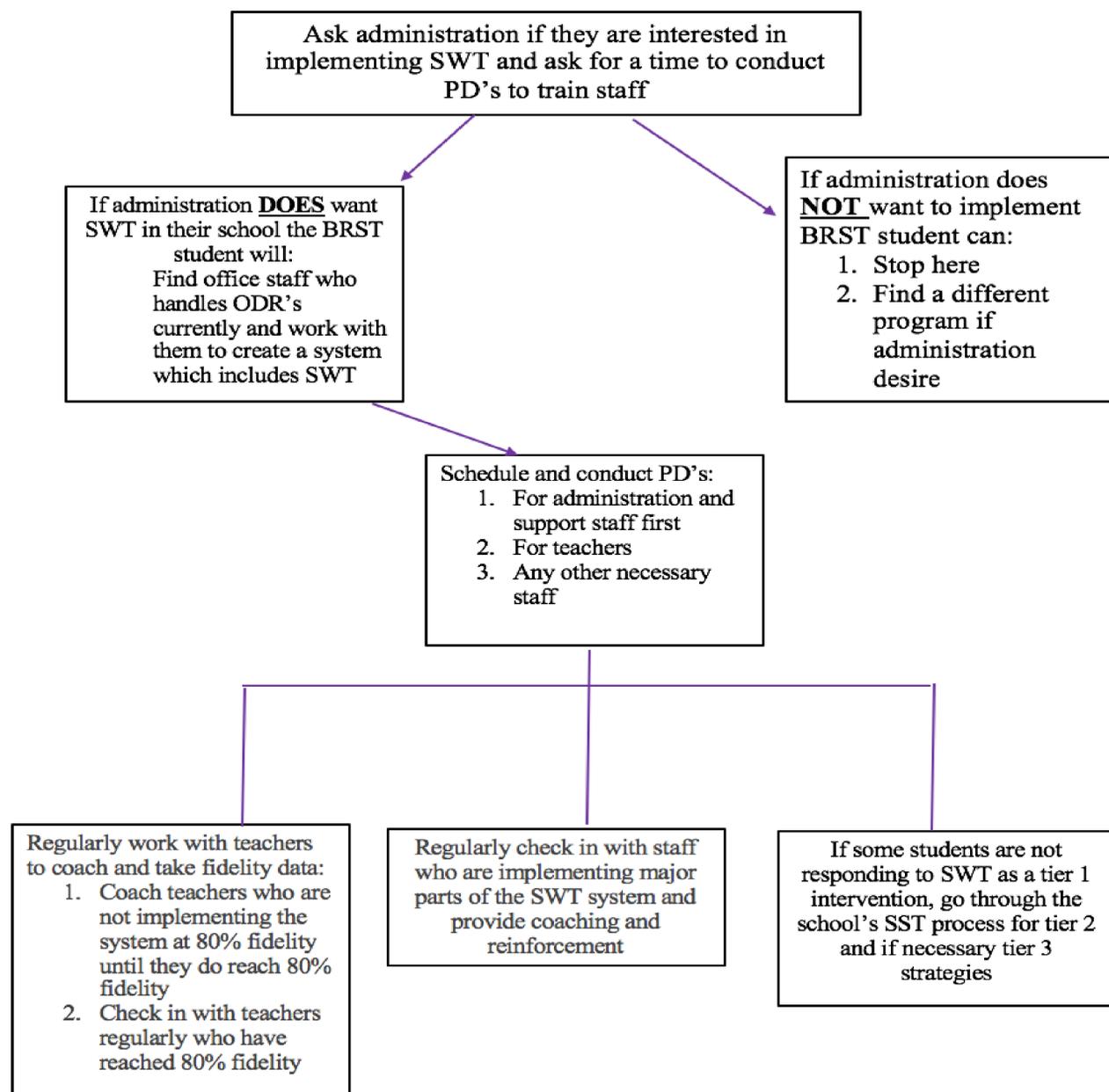
○ BRST student should **meet with administration** and determine if they would like to implement the Stop, Walk, Talk program at their school

○ BRST student conduct **professional development** and trainings on the Stop, Walk, Talk program

○ BRST student will **regularly check in** with staff who are implementing major parts of the intervention and provide coaching and reinforcement to teach and train roles. This process includes providing data on implementation fidelity

○ BRST student will assist teachers in going through the Student Support Team (SST) system at the school for any students who need services at tier 2 and tier 3

Explicit procedural outline of Stop, Walk, Talk intervention delivery system within BRST schools:



STOP, WALK, TALK (BP-PBS) PROGRAM

By: Kara Henrie, M.Ed.

Bullying behaviors on school campuses have been a continual concern for teachers, administrators, and other support staff. The federal website, *stopbullying.gov*, reports the following statistics about bullying behaviors: 1) Across the U.S. 28% of students who are in 6th through 12th grade have experienced bullying; 2) 30% of youth admit that they have bullied people when asked; and 3) 20-30% of students who have been bullied across the U.S. report that they told an adult about the bullying behaviors. Research suggests bullying behaviors are exhibited in order to receive a valued reinforcer, such as peer attention (Smith, Schneider, Smith & Ananiadou, 2004). This is troublesome, as peers who witness bullying often support the behavior instead of attempting to stop it (Smith et al., 2004). Victims of bullying are often at a higher risk for depression, suicide, and those who react aggressively may also be at a greater risk for having a pattern of lack of social adjustment, antisocial behaviors, or general social and emotional difficulties than their same-aged peers (Smith et al., 2004). Other research suggests that bullying behaviors have a negative effect on both those who participate in bullying and those who are victims of bullying (Pugh & Chitivo, 2012). In an attempt to decrease bullying behaviors, schools will often suspend or expel the students involved, however, this approach has not been shown to be effective in reducing bullying incidents (Pugh & Chitivo, 2012).

In response to the concerning prevalence of bullying, some school-wide interventions in Positive Behavior Interventions and Supports (PBIS) have been created and practiced within school settings. Bosworth and Judkins (2014) note that bullying should be considered a system-wide issue and as a reflection of a school's climate. From this lens, the school and administration will be better adept to prevent and intervene with bullying behaviors. Positive, school-wide bullying interventions have been shown to improve school climate and reduce bullying behavior (Bradshaw, 2013). Increased surveillance and monitoring combined with providing reinforcement for appropriate behaviors has also been effective in reducing overt bullying behaviors (Pugh & Chitivo, 2012). It should be noted, however, that a well-designed program could fail to decrease bullying in a school due to poor implementation fidelity. Research suggests poor implementation on behalf of one staff member has potential to decrease the success rate of the whole program (Pugh & Chitivo, 2012). Thus, training and support in the delivery of the intervention must be required for all teachers and school staff to ensure implementation fidelity.

Stop, Walk, Talk (Ross, Horner & Stiller, 2008), a school-wide bullying prevention program, has been shown to be effective in reducing bullying behaviors within schools. Given serious nature and potentially dangerous outcomes of bullying behaviors, it is important for schools to work towards decreasing these behaviors. Given BRST's model and research indicating the importance of implementation fidelity with these programs, it is important for the BRST student to support all staff by providing a system which is explicit and easy to implement. Moreover, staff should be offered adequate support on implementation fidelity and training on how to properly implement this intervention.

Procedures

The current model is adapted from the lesson manual found on the PBIS website (http://www.pbis.org/common/cms/files/pbisresources/bullyprevention_ES.pdf; Ross et al., 2008). A BRST student interested in implementing this program in their school should use the Ross et al. (2008) manual which is provided in the link above. Additional procedures for system-wide implementation within BRST schools will be outlined below. The added components include: 1) A procedural format indicating the BRST student and other staff members roles when implementing the program; 2) A format for professional development (PDs) sessions to be conducted to orient staff to the BRST student's role when implementing this program and creating an outline for implementation; 3) A structure for the BRST student's role when conducting PD's, meetings, assisting in development and implementation of the school's program, teacher consultation on student taught lessons and fidelity forms, and information for how to respond when a student may need additional support or intervention.

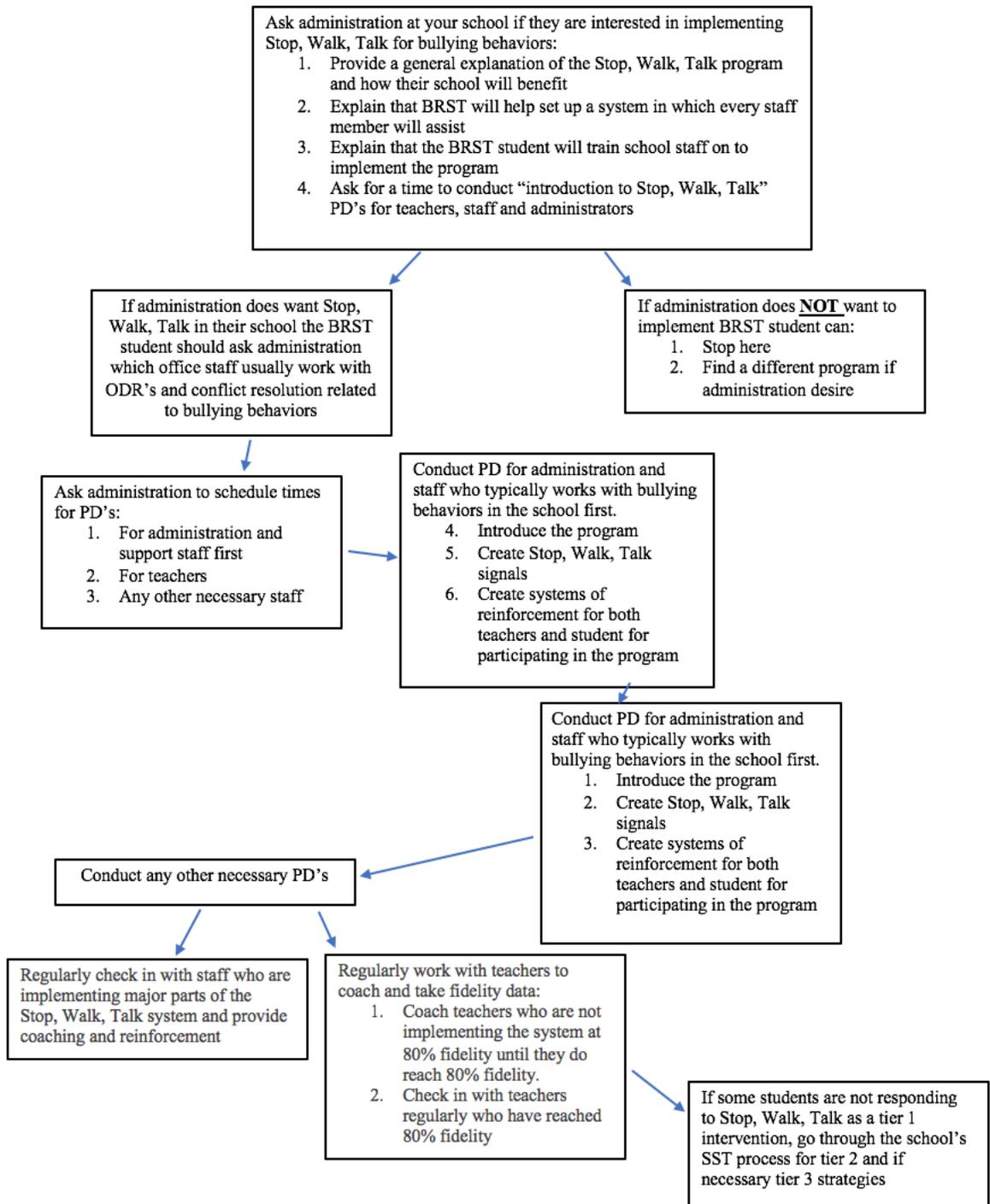
For Stop, Walk, Talk to be implemented with fidelity, it must be administered school-wide. Thus, not only should the curriculum be administered at the teacher level, but the BRST student should be working with the administration and other support staff to ensure that everyone in the building is reinforcing the Stop, Walk, Talk procedures. The following steps should be considered when implementing Stop, Walk, Talk at your school:

1. Meet with administration and see if they want to implement the program at their school.
 - a. Explain that BRST will help set up a system for Stop, Walk, Talk in which every school staff member will assist in reinforcing behaviors taught in the Stop, Walk, Talk curriculum
 - b. Ask administration which staff typically works with ODR's and conflict resolution for bullying behaviors
 - c. Explain that the BRST student will teach and train each school staff personnel that will assist in implementation the following:
 - i. Why Stop, Walk, Talk is being implemented in the school and what behaviors it intends to target
 - ii. What their roles are in the Stop, Walk, Talk program
 - iii. How to perform the necessary tasks
 - iv. What they will get out of the program (staff reinforcement system)
 - v. Any other necessary components
 - d. Ask the administration if they can have a time to present an "introduction to Stop, Walk, Talk" professional development (PD) to necessary staff.
 - i. Meeting with administration and/or staff who deals with ODR's and behaviors related to bullying
 1. Explaining their role and introducing the program
 - ii. PD for teachers to explain their role and introduce the program
 - iii. PD for other support staff to explain their role and introduce the program
2. Conduct PD's and trainings on the Stop, Walk, Talk program
 - a. For administrators and staff who directly deal with behaviors:
 - i. Generally, introduce the program and present why it is important for all staff to assist in implementation

- ii. Ask staff if they are willing to participate
 - iii. Thank the staff for their participation in the program
 - iv. Come up with Stop, Walk, Talk signals for your school
 - v. Come up with systems of reinforcement for both teachers and students for following the Stop, Walk, Talk program
 - vi. Thank staff for their participation in the program
- b. For teachers:
- i. Generally, introduce the program and why it is important for all staff to assist in implementation
 - ii. Give teachers a copy of the Stop, Walk, Talk curriculum
 - iii. Demonstrate a lesson where BRST student teaches the teachers a Stop, Walk, Talk lesson as a “role-play”
 - iv. Show and explain the fidelity measure and why it is important
 - v. Explain that BRST will be working with them throughout the year as needed to see if they have 80% or above of the fidelity measure
 - 1. If at 80%, they can continue to implement on their own with random check-in’s from BRST student
 - 2. If not at 80% , the BRST student will coach them until they reach 80% or above on the fidelity measure
 - vi. Ask teachers if they are willing to assist in the school’s Stop, Walk, Talk program
 - vii. Thank teachers for their participation in the program
 - viii. Teach the teachers the Stop, Walk, Talk signals for your school
 - ix. Explain the system of reinforcement for both teachers and students for following the Stop, Walk, Talk program
 - x. Provide all teachers with a schedule for Stop, Walk, Talk curriculum lessons and emphasize the importance of keeping to the schedule for all students to receive the same instruction and consequences for both following and breaking the school-wide rules as they apply to bullying.
 - xi. Thank the teachers for their time and participation in the program.
- c. For other support staff:
- i. Generally, introduce the program and why it is important for all staff to assist in implementation
 - ii. Explain to any other supporting staff that may assist with the program what their role may be examples may include:
 - 1. Providing reinforcement
 - 2. Know who to refer students to for bullying-related issues
 - 3. What the Stop, Walk, Talk signals are for their school and what they need to do if they see a student use them
 - 4. Ask them if they are willing to participate
 - 5. Thank the staff for their time and participation
3. BRST student will regularly check in with staff who are implementing major parts of the Stop, Walk, Talk system and provide coaching and reinforcement to teach and train them in their roles
- a. BRST will assist in creating the Stop, Walk, Talk system

- b. BRST will check in with the team who deals with ODR's and behaviors related to bullying to:
 - i. Answer questions
 - ii. Assist in implementation when needed and model the how to implement the program
 - iii. Discuss difficulties and troubleshoot solutions
- c. BRST will regularly work with teachers to coach/train and take fidelity data:
 - i. Coach teachers who are not implementing the system at 80% fidelity until they do reach 80% fidelity
 - ii. Regular check-ins with teachers to see how implementation is going
- d. If teachers, administrators, or other support staff note a student who is not responding to Stop, Walk, Talk they will go through SST processes to:
 - i. Check-in with teacher about this student
 - ii. Collect ODR data related to bullying
 - iii. If needed, go through SST processes to refer student for an appropriate Tier 2 intervention such as:
 - 1. Check In-Check Out
 - a. Explain to student how bullying behaviors map onto school rules and explain what positive behaviors would allow them to receive points, rewards, etc.
 - 2. Sticker chart, token economies, other reward programs for a small group of students
 - a. Explain to student how bullying behaviors map onto school rules and explain what positive behaviors would allow them to receive stickers, points, rewards, etc.
 - 3. Small group lessons or social skills programs
- e. Go through SST processes to determine if specific students need supplemental supports at the Tier 2 or Tier 3 level

Procedural Flow Chart



Stop, Walk, Talk Fidelity Form

Instructions: BRST student or other designated school personnel will watch 10 minutes of a 30-minute Stop, Walk, Talk lesson in a teacher's room and answer the following fidelity questions:

- | | |
|---|-----------|
| 1. Teacher is teaching a lesson related to bullying | Yes
No |
| 2. Establishes rules for instruction AND/OR reviews the school-wide rules with the students | Yes
No |
| 3. Discusses how the school-wide rules relate to the lesson AND/OR what the rules look like in AND out of the classroom | Yes
No |
| 4. Teaches lesson from Stop, Walk, Talk manual | Yes
No |
| 5. Group practice or role-play is included in the Stop, Walk, Talk Lesson | Yes
No |
| 6. Teacher reviews Stop, Walk, Talk information at the end of lesson | Yes
No |
| 7. Teacher uses some kind of behavior reinforcement system during the Stop, Walk, Talk lessons | Yes
No |
| 8. Teacher is following the pre-determined schedule for the Stop, Walk, Talk lessons | Yes
No |

80% required on an observation of a teacher implementing the Stop, Walk, Talk curriculum in their classrooms, thus, a teacher will receive feedback and coaching if 80% fidelity is not obtained until 80% fidelity is obtained.

____/8 x 100 = _____ %

Stop, Walk, Talk Teaching Schedule for Curriculum

Week/Dates:	Who will teach:	Lesson:	Who the Lesson is taught to:
	BRST Student or Other Personnel will guide	Information from section 8 (Where BP-PBS Came From) & Supervising Behavior Lesson (Lesson 6)	Faculty and Staff
	Gen Ed Teacher	Student Curriculum (Part 1)	Students
	Gen Ed Teacher	Student Curriculum (Part 2)	Students
	Gen Ed Teacher	Gossip	Students
	Gen Ed Teacher	Inappropriate Remarks	Students
	Gen Ed Teacher	Cyber-Bullying	Students
	BRST Student or Other Personnel will guide	Faculty Follow-Up	Faculty and Staff

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Interventions & Materials

Tier 1 Strategies

CLASSROOM STRATEGIES

BEHAVIOR EXPECTATIONS

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Creating behavior expectations is an effective way to prevent and manage students' behavior. The following guide aims to help describe and teach behavior expectations in the classroom.

OVERVIEW & OBJECTIVE

Posting, defining and teaching behavior expectations is listed as a strategy for effectively managing students' behavior.

Having clearly defined behavior expectations lead to:

- Increased academic and task engagement
- Prevention of behavior problems
- Appropriate behavior in all school areas, as well as the classroom



Critical Features of Behavior Expectations

- Adoption of the 3-5 schoolwide expectations for the classroom
- Involve students in defining expectations for classroom routines
- Ensuring that behavior expectations that are:
 - Observable
 - Measurable
 - Positively stated
 - Understandable
 - Always applicable
- Teach expectations using examples and non-examples
- Allow students opportunities to practice and receive feedback
- Obtain student commitment to support expectations
- Post behavior expectations prominently in the classroom

Examples of Clearly Defined Behavior Expectations

Here are some examples of clearly defined behavior expectations that are commonly found in schools.

Safe

- Walk in the classroom
- Keep your hands, feet and other objects to yourself
- Remain in assigned area

Responsible

- Participate in activities
- Follow directions the first time
- Submit your work on time
- Have materials ready

Respectful

- Pay attention to others
- Use kind language with peers and adults

Teaching Behavior Expectations to Students

Teachers should take the time to review behavior expectations with their students so that there is a consistent understanding about appropriate behaviors. When teaching behavior expectations, use the following steps:

- 1** Name the behavior (e.g., Be Safe)
- 2** Provide a rationale for teaching the rule (e.g., "Being safe ensures that all students and staff remain unharmed")
- 3** Identify a range of appropriate examples (e.g., walk in the classroom, keeping hands, feet and other objects to self) and non-examples (e.g., running, using materials inappropriate way)
- 4** Give students time to practice the positive example and reinforce their compliance



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BEHAVIOR EXPECTATIONS IN SCHOOLS

By: Rovi Hidalgo, M.Ed.

Posting, defining, and teaching behavior expectations is listed as a strategy for effectively managing students' behavior (Simonsen et al., 2015). Specifically, identifying behavior expectations is a preventative strategy for problem behavior because it informs students exactly what is expected of them. Behavior expectations should be clearly defined to reduce ambiguity and increase consistency. "Clearly defined" rules are explicit, observable, and measurable. If expectations are "observable," then the behavior can be seen or heard. If expectations are "measurable," they are quantifiable (e.g., the number of times a student gets out of their seat).

Having clearly defined classroom behavior expectations results in increased academic and task engagement (Johnson, Stoner, & Green, 1996). Additionally, multiple studies have found that having clear behavior goals is effective in preventing and intervening with behavior problems (Dolan et al., 1993; Ialongo et al., 2001; Ialongo et al., 1999). It is assumed that consistently reinforcing well-defined classroom expectations will result in appropriate student behavior in all school areas, not just the classroom (Kern and Clemens, 2007).

Defining Behavior Expectations

Critical features of behavior expectations include (Simonsen et al., 2015):

- Adoption of the three to five schoolwide expectations as the classroom expectations (e.g., "Be Safe, Be Responsible, Be Respectful.")
- Involving students in defining expectations for classroom routines, particularly those in secondary settings
- Ensuring that behavior expectations are written to be:
 - Observable
 - Measurable
 - Positively stated
 - Understandable
 - Always applicable
- Teach expectations using examples and non-examples
- Allow students' opportunities to practice behavior expectations and receive feedback
- Obtain student commitment to support expectations
- Posting behavior expectations prominently in the classroom (e.g., on a large poster near the front whiteboard.)

Non-Examples of Clearly Defined Behavior Expectations

It can be difficult to determine whether a behavior expectation is clearly defined or not. Some individuals may understand exactly what is expected of them, while others might not. Consider the following behavior expectations and learn why they are not clearly defined. Then, compare those to listed appropriate alternatives.

Non-Examples of Clearly Defined Behavior Expectations	What is the Problem with This Expectation?	Appropriate Alternatives
Be your best self	What someone defines as their “best self” will differ from student to student. This depends on their self-esteem and perspectives on issues, which may manifest in socially inappropriate and appropriate ways. Therefore, this expectation is not measurable or observable.	Pay attention to others Use kind language with peers and adults Participate in activities
No running	This expectation is not stated positively. Some students may not know what to do instead.	Walk in the classroom Use walking feet in all areas
Be present and respectable(respectful?) to teacher, ask questions, help out and be aware	This expectation is positively stated. However, there are three expectations within this expectation alone. Because there are many elements this expectation is not understandable and can also be overwhelming.	Pay attention to others Follow directions the first time Participate in activities Use kind language with peers and adults
Don’t talk	“Don’t talk” is not stated positively. Students may not know what to do instead.	Raise your hand to speak during class Use a Level 1 voice in the classroom (if students are explicitly taught about voice levels)

Teaching Behavior Expectations to Students (modified from Positive Behavioral Interventions and Supports)

The following is an example layout to use as a guide when teaching the class about behavior expectations.

1. Identify classroom expectations. Connect them to schoolwide behavior expectations to ensure consistency in reinforcement across all school settings.

Example: Be Safe, Be Respectful, Be Responsible

- Discuss with students the rationale for the expectation. Call on volunteer student respondents to hear their input about their understanding of why that expectation is in place.

Example:

Behavior Expectation	Rationale
Be Safe	Being safe at school means that all students and staff receive no harm and are able to participate in the learning environment.
Be Respectful	Everyone deserves to be treated with respect and be happy at school.
Be Responsible	Being responsible helps students to be in charge of their own learning.

- Discuss with students about what the expectation would **look** and **sound** like. This makes expectations observable and measurable. It can be phrased as asking:

“In our classroom, what would a visitor see or hear to show that we are being respectful?”

Examples:

Rule	Examples of Engaging in this Expectation	Non-Examples of Engaging in this Expectation
Be Safe	Keep your hands, feet and other objects to yourself Handing off objects, rather than throwing them Using classroom materials appropriately	Throwing objects Hitting or harming other students Using classroom materials inappropriately (e.g., throwing)
Be Respectful	Kind words to teacher and classmates Listening to teacher or others when speaking to us Using encouraging words and praise to other class members and teacher (e.g., “great idea!”)	Cursing, name-calling Inappropriate language Negative comments about others Doing other tasks while speaker is speaking
Be Responsible	Following directions the first time given	Hastily completing work Turning in assignments late

	<p>Following directions on an assignment</p> <p>Completing and submitting homework on time</p> <p>Coming to class with all materials</p>	<p>Not participating in a learning task, such as a test</p>
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4. Allow students opportunities to practice the expected behavior during different times of day.

“What would being safe look like when I am teaching at the front of the class?”

5. Review content. Use opportunities to respond to enhance student participation and understanding of material.

“Give me a thumbs up if telling someone they are dumb is being respectful.”

“Who can tell me what being responsible would look like while lining up?”

6. After the lesson, reinforce students for demonstrating appropriate behavior in accordance to previously taught expectations. Use behavior-specific praise to inform students exactly what they did to receive reinforcement. Example statements include:

“Thank you for being safe by walking in the classroom.”

“That was respectful of you to encourage your teammate.”

“Way to be responsible and turning in your homework today.”

7. Post a classroom expectation poster prominently in the room (i.e., front of the room) and refer to the poster throughout the day.

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<https://www.pbis.org/common/cms/files/pbisresources/Supporting%20and%20Responding%20to%20Behavior.pdf>

EXAMPLES OF CLEARLY DEFINED BEHAVIOR EXPECTATIONS

Use the table below to clearly define behavior expectations. Feel free to use the examples below.

Behavior Expectation	Clearly Defined Version
Be Safe	Keep your hands, feet and other objects to yourself Walk in the classroom (<i>and other indicated areas in the school</i>) Stay in assigned area Gently passing objects to others
Be Responsible	Follow directions the first time given Have materials ready Use materials appropriately Keep eyes on assignment/task Pick up trash, even if it is not yours
Be Respectful	Use kind language Use inclusive language Use appropriate voice level Keep eyes on the presenter Take turns during activities

REWARD SYSTEMS

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Posting consequence hierarchies is an effective way to improve student behavior and increase student accountability. The following guide aims to provide reward system ideas for the classroom.

OVERVIEW & OBJECTIVE

Posting consequences and reward systems increases student accountability for their behavior because they can see how they can earn reinforcement.

For all reward systems, it is important to ensure that:

- Behavior expectations are taught
- Behavior expectations are posted
- All needed materials for reinforcement are accessible
- All earned reinforcers are rewarded as soon as possible



Points

Point systems can be used to reward both individuals and groups of students (e.g., tables or the whole class).

The following systems can be used to reward points:

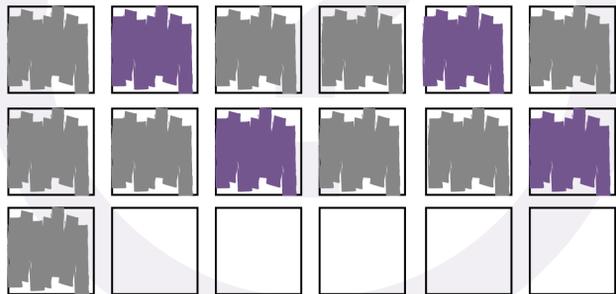
- ClassDojo (online)
- Points given on whiteboard

Point Rewards

# Points	Reward
5	Bird Bucks
10	Small treat
15	Choose brain break
20	Half an assignment
30	5 minutes free time
40	Prize Box
50	10 minutes free time

Mystery Grids

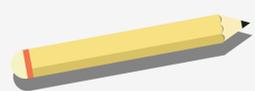
In this strategy, use a color-changing marker to secretly mark some squares. As the teacher rewards points, provide reinforcers if the colors change.



Menus & Stores

Teachers can establish token economies in their classrooms with fake currency or points (e.g., ClassDojo). The teacher can select particular times of the day/week where students can spend their points.

A reward menu/store allows students to choose their reinforcer based on the amount of "currency" they have.



20

Pencil



30

Assignment pass



40

Candy



50

Free time



60

Music



70

Friend time



80

Prize box

Bingo

Students earn specified reinforcers when they meet a certain criteria (e.g., filling rows, columns, or a diagonal on a bingo card).

Students can be given opportunities to "bingo" when they are spotted following behavior expectations. Students should draw numbers out of a container so that boxes are randomly selected.

The bingo card and expectations can be increased in size as students become proficient in performing expectations.



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OTHER EXAMPLES OF REWARD SYSTEMS FOR APPROPRIATE BEHAVIOR

By: Rovi Hidalgo, M.Ed.

For all reward systems, it is important to ensure the following take place:

1. Teach classroom behavior expectations by using:
 - a. Clear, concise language
 - b. Examples and non-examples
2. Post classroom behavior expectations prominently in the classroom (e.g., front of classroom, whiteboard)
3. All needed materials for privileges and activities, particularly those that students may earn quickly, are accessible.
4. All earned reinforcers, including parties, treats, and privileges, are rewarded **as soon as possible**.

For use with ClassDojo or other point tracking systems (e.g., table or teams)

Individual students:

# Points	Reward
5	Bird Bucks (schoolwide ticket system)
10	Small candy/treat
15	Choose the brain break activity
20	School-home note for appropriate behavior
30	Half an assignment
40	5 minutes free time at the end of the day
50	Prize box

Whole class:

# Points	Reward
50 points	Small candy/treat
100 points	Vote on a song to play during the assignment
150 points	Vote on assignment for the day
200 points	5 minutes free time at end of the day
300 points	Sit where the class wants for a day (or certain time)
400 points	Game day (10 minutes with board games)
500 points	Class party

Chart Moves (for groups of students or individual students)

Grid

To use the “grid” chart moves strategy, the teacher can use **color-changing marker** to randomly color in particular squares in the grid. When the teacher awards a point (e.g., check-mark, color in the whole square), and the ink changes color, then that indicates reinforcement for the particular group of students. **Be sure to have access to needed materials for rewards.**

The teacher may select a *special* square that equates to a valued prize. Energize students about finding the special square.

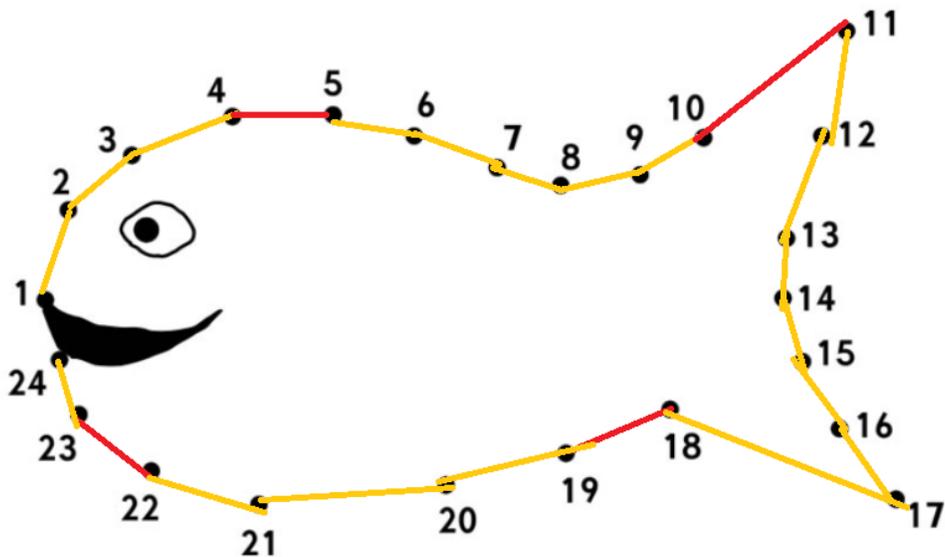
In the example below, the teacher explained to the class that blue ink indicates reinforcement. Notice how they are randomly placed around the grid.

Connect-the-Dots

Alternatively, a connect-the-dots sheet can be used to reward appropriate behavior. It is similar to the Grid method in which the areas where the color will change are randomly placed around the page. The main difference is that rather than coloring in a grid, the color-change and rewarding points will occur between dots.

In the example below, the class used a connect-the-dots page of a fish. When the marker ink turned red, students received reinforcement. Students did not earn a prize, or gain access to a preferred activity/tangible for yellow ink.

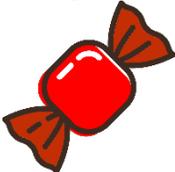


The number of squares on the grid, or dots to connect, can vary based on students' proficiency in following the rules. Students can be challenged to finish grids or connect-the-dots pages with increasingly higher numbers of dots/grids.

Reinforcer Menus/Stores (for individual students)

Teachers can establish token economies in their classrooms. When implementing token economies, students earn “currency” for engaging in appropriate behavior and have opportunities to spend them on preferred reinforcers. Classrooms may use pretend money, ClassDojo points, or other point systems for individual students to use to “purchase” reinforcers. Teachers can set a pre-determined time to “open” the store; for example, students can “purchase” reinforcers every day after lunch.

Below is an example of how students can spend their points or currency:

<p>20 points</p>  <p>Pencil</p>	<p>30 points</p>  <p>No shoes in class for 15 minutes</p>	<p>40 points</p>  <p>Homework pass</p>
<p>50 points</p>  <p>5 minutes computer/free time</p>	<p>60 points</p>  <p>Listen to music in class for 15 minutes</p>	<p>70 points</p>  <p>10 minutes computer/free time</p>
<p>80 points</p>  <p>Lunch with friend</p>	<p>90 points</p>  <p>Candy</p>	<p>100 points</p>  <p>Prize box</p>

Bingo (for groups of students and individual students)

In bingo, students earn specified reinforcers when they fill a row, column, grid or diagonal on a bingo card. To implement bingo, behavior expectations and other parameters (e.g., time of day where they can earn bingo) needs to be explained to students.

Students earn opportunities to bingo by demonstrating outlined behaviors. When a student earns a bingo for the class/themselves/table group, they randomly select a number from a container and mark that number. Once a row, column or diagonal has been filled, students receive reinforcement.

As students become more proficient at performing behavior expectations for bingo, the bingo card can be increased in size.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

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ESTABLISHING PROCEDURES IN THE CLASSROOM

University of Utah BRST Manual

By: Alex Graves B.A.

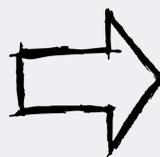
Establishing procedures around daily classroom routines is a way to create a positive and predictable classroom environment.

OVERVIEW & OBJECTIVE

Establishing procedures in the classroom helps create structured and predictable class routine which encourages increased student independence and as a result decreases classroom interruptions and challenging behaviors. Effectively teaching daily classroom procedures helps students know behavioral expectations and allows teachers to positively reinforce students when they display appropriate behaviors; further encouraging positive teacher/student relationships.

Develop a Procedure Matrix

	Beginning of Class	Instruction Time	Group Work Time	Independent Work Time	End of Class
Ready					
Respectful					
Responsible					



	Beginning of Class	Instruction Time	Group Work Time	Independent Work Time	End of Class
Ready	<ul style="list-style-type: none"> ➤ Sharpen pencils. ➤ Have supplies ready. ➤ Be seated quickly. 	<ul style="list-style-type: none"> ➤ Eyes on speaker. ➤ Sit up in chair. ➤ Hands on desk. ➤ Feet on floor. 	<ul style="list-style-type: none"> ➤ Follow directions. ➤ Form groups quickly. ➤ Accept all members. 	<ul style="list-style-type: none"> ➤ Have supplies ready. ➤ Do your own work. 	<ul style="list-style-type: none"> ➤ Clean area. ➤ Use low voice. ➤ Stay seated.
Respectful	<ul style="list-style-type: none"> ➤ Use low voices. ➤ Use kind words. ➤ Keep to self. ➤ Take care of your own business. 	<ul style="list-style-type: none"> ➤ Follow directions. ➤ Hands to self. ➤ Raise hand for help. 	<ul style="list-style-type: none"> ➤ Be a team player. ➤ Take turns. ➤ Stay in your area. ➤ Speak with good purpose. 	<ul style="list-style-type: none"> ➤ Work quietly. ➤ Work continuously. ➤ Work autonomously. 	<ul style="list-style-type: none"> ➤ Push in Chair. ➤ Sit until Dismissed. ➤ Leave quietly.
Responsible	<ul style="list-style-type: none"> ➤ Be on time. ➤ Maintain supplies. ➤ Write Obj. & HW in planner. 	<ul style="list-style-type: none"> ➤ Actively participate. ➤ Take appropriate notes. ➤ Stay organized. 	<ul style="list-style-type: none"> ➤ Stay on mission/task. ➤ Clean up workspace. ➤ Actively participate. 	<ul style="list-style-type: none"> ➤ Use resources. ➤ Show ALL work. ➤ Check work. ➤ Submit work to teacher. 	<ul style="list-style-type: none"> ➤ Return borrowed supplies. ➤ Check floor for trash.



Outline the steps needed to complete the specific classroom procedure



Align the procedures in the matrix with the school/classrooms 3-5 positively stated rules

Teaching Classroom Procedures

- 1 Explicitly state procedure expectation for desired activity/routine
- 2 Teacher models the procedure
- 3 Students and teacher role-play procedure
- 4 Teacher provides students with feedback
- 5 Continuously provide positive praise when students display an understanding of the desired procedure



Types of Classroom Procedures to Teach

- Whole group
- Small group
- Independent work
- Transitions
- Recess
- Sharpening pencils
- Asking to go to the bathroom
- Walking in the hallway
- Sitting at a desk



Practiced Regularly

- 1st day of school
- After school breaks
- When students seem confused/ off-task during procedure



Positive Reinforcement

- Consistent behavior
- specific verbal praise
- "It is so respectful when you raise your hand to ask for my help."



Goal

Students are able to display an independent understanding of classroom procedures that align with school/classroom expectations.



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ESTABLISHING PROCEDURES IN THE CLASSROOM

By: Alex Graves, B.A.

Each year, students begin the first day of school with different levels of understanding on how to move successfully throughout the school day. Since not all students enter school with the same understanding, it’s important for teachers to provide heavy scaffolding for academic and behavioral expectations at the beginning of every school year. Positive Behavioral Interventions and Supports (PBIS) recognizes the significance of establishing classroom procedures/routines starting on the first day of school to help teach all students the behavioral expectations as they move throughout the school day. Creating predictable and structured classroom procedures result in increased academic engagement and decreased problem behavior within the classroom (Simonsen et al., 2015). By doing so, students will know what the expectations are and how to apply them independently (Capizzi, 2009). Further aligning with PBIS in the classroom means pairing procedures with school-wide expectations, as well as providing students with positive praise whenever they exhibit an understanding of the classroom procedures and routines.

To begin establishing procedures in the classroom, teachers can start by creating their own classroom matrix. Resources can be found online at educational sites (e.g., <https://www.pbis.org/>) that provide free templates for creating a classroom matrix.

Classroom Procedure Matrix

TEACHING MATRIX

		ROUTINE/SETTING						
RULE/EXPECTATION								

Retrieved from <https://www.pbis.org/> “Supporting and Responding to Behavior”

1. Outline the steps for completing specific classroom procedures.
 - Create procedures for daily classroom routines. Focus on challenging/problematic areas or highly structured times when developing the matrix.

These can be determined by the teacher and will differ by grade level, but procedures could include:

- Beginning/end of the day
- Whole group/small group instruction

- Independent work
- How to ask for help/be excused to use the restroom/sharpen a pencil
- Clean up

Schools generally have a schoolwide matrix that outlines procedures such as the hallway, water fountain, cafeteria, playground, assembly expectations, etc. If this is not the case, then a schoolwide intervention could include creating procedures for moving about the school should also be developed and taught to the students.

2. Procedures should align with the 3-5 positively stated school-wide expectations.
 - Example: “Be Safe, Be Respectful, Be Responsible”
 - What the expectation looks like in relation to each procedure should be defined, outlined, and positively stated (most effective when observable and measurable).
 - Example for independent work:
 - i. Being safe looks like KYHFOOTY (keep your hands, feet, and other objects to yourself).
 - ii. Being respectful looks like raising your hand with a zero voice level to ask for help or to sharpen your pencil.
 - iii. Being responsible looks like completing your assigned work by the assigned deadline.
3. Procedures/routines should be taught directly during the procedure itself.
 - Steps include:
 - i. Briefly stating the procedure and explain why it’s important
 - ii. Model of the procedure by the teacher with examples and non-examples of the expected behaviors
 - iii. Students practice procedure
 - iv. Teacher provides feedback
 - v. Teacher provides verbal praise (positively reinforced) when they demonstrate an understanding of the procedure.
 - vi. Practice until mastery is reached

When classroom procedures are explicitly taught and practiced at the beginning of the school year, students are more likely to show on task behavior (i.e., following directions, completing work, etc.). Teaching and practicing classroom expectations and procedures also decreases challenging student behaviors due to the structure and predictability of classroom procedures that are used consistently and positively reinforced (Kern & Clemens, 2007).

4. Recognize students when they successfully follow classroom routines and procedures
 - Provide students with positive behavior specific verbal praise

- i. This is critical to helping students be able to display an independent understanding of classroom procedures.
- Positive verbal praise/feedback should occur consistently throughout each transition that occurs during the day.
 - i. Praise should continue even after students show proficiency and are able to complete the procedure independently.
- Examples of positive praise during different procedures:
 - i. Lining up - “I love how everyone is standing in a straight line with their hands at their sides and their eyes looking forward. I can tell you’re ready to walk respectfully in the hallway.”
 - ii. Raising hand during independent work- “It is so respectful when you raise your hand to ask for my help.”
 - iii. Cleaning up - “This class is so responsible! I see everyone making sure all their supplies are where they need to go and their chairs are pushed in. I can tell you are ready to move onto the next activity.”

For younger grade levels, it is beneficial to post the most common classroom procedures on the walls for both the students and teacher to refer back to. This can be done in image form, by providing pictures for what different procedures look like. For example, images can display how to sit on the carpet, line up, maintain desks, etc. When student’s reading skills are proficient, the same classroom procedures can be posted as written steps that students are able to see and re-read throughout the day. Remember, posting procedures prominently in the classroom serves as a consistent reminder about what is expected. Be sure to refer to the poster as needed.

5. Practiced Regularly

- Procedures should be taught on the first day of school, then practiced and positively reinforced until students display proficiency at meeting the procedural expectations.
- Procedures should be reviewed and practiced after school breaks (e.g., fall and winter breaks)
- Procedures should be retaught when students are displaying confusion or off-task behavior during the procedure when necessary.

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POSITIVE TO NEGATIVE RATIO

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Maintaining a 5:1 positive-to-negative interaction leads to significant reductions in disruptive behavior and increases academic engagement. This guide provides strategies to implement this ratio in the classroom.

OVERVIEW & OBJECTIVE

Increasing the ratio of positive-to-negative interactions leads to increased on-task behavior, fewer disruptive behaviors, and greater student compliance and work completion.

While students may need to receive correctives to behave appropriately in school, it is imperative to be mindful of the ratio.

Having a ratio of 5 positives per 1 negative is listed as a preventative strategy for problem behaviors under Positive Behavioral Interventions and Supports (PBIS).

When providing positive verbal statements, consider:

- Praise for social behaviors (e.g., following directions, cleaning, being kind)
- Praise for academic behaviors (e.g., using materials, correct responding)
- Avoidance of non-specific statements, such as "Good job!" They do not name the exact behavior that led to praise.

Strategies for Increasing Your Ratio



Remember to maintain a ratio of 5:1 positives to negatives in the classroom.



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POSITIVE-TO-NEGATIVE RATIO

By: Rovi Hidalgo, M.Ed.

For some teachers, providing a high positive-to-negative ratio requires training, practice, and support. It was found throughout psychological literature that people are prone to attend to negative events and interactions rather than positive ones (Baumeister, Bratslavsky, Finkenaur & Vohs, 2001; as mentioned in Cook et al., 2017). The natural predisposition within humans to focus on irritating events may lead to the likelihood of engaging in more negative interactions rather than positive ones. Providing praise statements – specifically, behavior-specific praise statements – is listed as a key strategy for preventative behavior support under Schoolwide Positive Behavior Interventions and Supports (SWPBIS; Simonsen et al., 2015). It is recommended to provide a ratio of five praise statements for every one corrective statement. Implications of a five-to-one positive to negative ratio are found not only in education, but also in business and medicine as it reinforces desired behavior, improves relationships, and leads to better outcomes (Cunningham & Geller, 2008; Shultz, Milner, Hanson & Winer, 2011; as mentioned in Cook et al., 2017).

Research has shown that teacher attention given throughout the school day is particularly effective when used during instructional time (Myers, Simonsen & Sugai, 2011; as mentioned in Cook et al., 2017). Increased praise during instruction has led to students giving more correct responses, increased on-task behavior, and fewer disruptive behavior (Sutherland, Wehby & Copeland, 2000; as mentioned in Cook et al., 2017). Additionally, behaviors such as compliance (Goetz, Holmberg & LeBlanc, 1975; as mentioned in Cook et al., 2017), time spent on-task (Sutherland et al., 2000; as mentioned in Cook et al., 2017), and completion of academic work (Sutherland & Wehby, 2001; as mentioned in Cook et al., 2017) were all significantly impacted by increased praise. This was also demonstrated in a study by Cook et al. (2017) in which direct training for teachers on giving a five-to-one positive to negative ratio resulted in significant improvements in student academic engagement and appropriate behaviors.

Strategies for Increasing a Positive to Negative Ratio

Some strategies for achieving a high positive-to-negative interaction ratio include (Sabey, Charlton & Charlton, 2018):

Keep score. In this strategy, the teacher works to maintain a “score” of a 5:1 ratio for every student. A negative interaction activates a requirement for four positive interactions with that student. The advantage to this strategy is that the 5:1 ratio remains intact for most of the time. Teachers can keep score either in their head or on a spare piece of paper, depending on what is easiest for the teacher.

Praise high performers. Following a negative interaction with a challenging student, the teacher should provide four positive interactions with high performing students. This requires very little planning and is consistent with a teachers’ sense of justice. The disadvantage to this strategy is limiting behavior improvement because the students who need the most positive interactions do not get them.

Stop and go. The teacher delivers positive interactions in close temporal proximity with negative interactions more evenly distributed throughout the class period. Teachers deliver positive interactions when it is convenient so it does not disrupt other class activities.

Lower the bar. The teacher delivers a negative interaction followed by decreased demands on the student so that correct responding occurs, providing more opportunities for positive interactions. However, it may generate more incorrect responding from students.

Look the other way. The teacher attends to incorrect responding only often enough to maintain a 5:1 ratio.

Engineer the environment for success. Materials and expectations are prepared so that students emit four correct responses for each correct response. Students are therefore challenged and students can establish a clear relationship between correct responding and positive interactions.

Other strategies for increasing the positive-to-negative ratio are:

- Providing praise for social behaviors (e.g., “Cesar, thank you for facing me as I teach.”)
- Providing praise for academic behaviors (e.g., “Maria, I noticed that you were using your finger to follow along when we read. Good job.”)
- Positive feedback is given as soon as a student engages in appropriate behavior, even after being on-task for a long period of time.
- Praise statements are specific.
- Teacher volume, rate, tone of voice and body language are all considered when giving praise
- Wander around the classroom and find students to randomly praise
- When awarding praise, ensure that it is immediate, frequent, and enthusiastic
- Keep an eye out for the positives

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OPPORTUNITIES TO RESPOND

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Opportunities to respond (OTRs) are an instructional question, statement or gesture made by the teacher seeking to evoke a response from students. Learn the tips for implementing OTRs in your classroom.

Tips for Implementation

#1 Establish a signal in the classroom. Signals can be auditory and/or visual.



#2 Before utilizing partner responses, remember the following steps:



- Choose sets of partners
- Designate each partner with a name (e.g., "Peanut Butters" and "Jellies")
- Have each partner sit next to each other when it is time to work together

#3 Prior to using different types of opportunities to respond, ensure that all materials are ready. Specifically:



Written opportunities to respond:

- Whiteboards
- Response cards (e.g., Yes/No, True/False)
- Exit tickets for the end of lessons

Gestural opportunities to respond:

- A variety of items within the environment that accurately represent concepts

Opportunities to respond with technology:

- Devices (e.g., tablets or laptops) that are adequately charged and are able to connect to the internet

FAQ

#1 How much time do students need to respond to my prompt?

- Ask the question to yourself and answer it in your head. This will give you a clue.
- Have students indicate when they have an answer.

#2 How can I address individual students' mistakes among a crowd of responses?

- If you hear a mistake among the whole class, address the mistake as a class.
- At the end of a choral response, assess individual students' understanding by calling on individual students to answer the question.



OPPORTUNITIES TO RESPOND

By: Rovi Hidalgo, M.Ed.

Explicit instruction is a structured and systematic method of teaching academic content. According to Archer & Hughes (2010a), explicit instruction is based on optimizing student involvement, effective content coverage, and scaffolding instruction to meet students' needs. There are 16 elements to explicit instruction, including supported practice, requiring frequent student responses, and providing feedback to students (Archer & Hughes, 2010). The current procedural guide aims to describe student responses and feedback, also known as "opportunities to respond."

Opportunities to respond (OTRs) are "an instructional question, statement or gesture made by the teacher seeking an academic response from students" (Sprick, Knight, Reinke & McKale, 2006). Specifically, the teacher presents the students with a request to respond, students have a chance to respond, and the teacher gives students feedback (Ferkis, Belfiore & Skinner, 1997). OTRs pose many benefits, including increased student engagement (MacSuga-Gage & Simonsen, 2015; Carnine 1976; Haydon, Mancil & Loan, 2009), and correct student responding (Miller, Hall & Heward, 1995; Sutherland, Alder & Gunter, 2003). Additionally, incorporating opportunities to respond into instruction leads to benefits in reading words (Skinner, Smith & McLean, 1994), reading fluency (Skinner & Shapiro, 1989), and math fluency (Skinner et al., 1991) and problems completed (Skinner et al., 1997). Other benefits include high rates of positive feedback to students and assessing student understanding of material throughout the lesson.

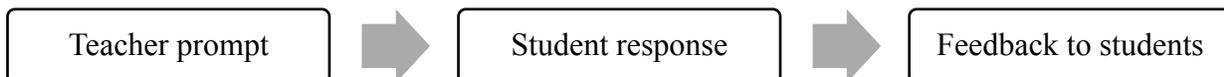


Figure 1. The three parts of an OTR are shown above.

There are two types of OTRs: (1) teacher-directed individual responses, and (2) teacher-directed unison (choral) responses (MacSuga-Gage & Gage, 2015). Individual responses include the teacher calling on one student to answer a question, while others listen. Choral responses include a teacher presenting a question to the whole class, and then the entire group responds. Opportunities to respond can be presented in multiple forms, as individual or group responses, including: oral responses, written responses, action/gestural responses, and responding with technology.

How many OTRs should be given? Recent reviews suggest that teacher should provide a rate of around 3-4 OTRs per minute (MacSuga-Gage & Simonsen, 2015; Stichter, Lewis, Richter, Johnson & Bradley, 2006; Stichter et al., 2009). This rate was confirmed by Stichter et al. (2009), who observed 35 elementary classrooms. They found that teachers naturally provided around 2.6 OTRs per minute. Other studies have also confirmed that many teachers can meet or exceed this rate with the use of choral (whole-group) OTRs (MacSuga-Gage & Simonsen, 2015).

Preparing to Use OTRs

Researchers have found that providing students with OTRs during whole-group instruction results in more academic and behavior gains, when compared to using OTRs for individual responses (MacSuga-Gage & Simonsen, 2015). As such, teachers must determine a way for students to attend to teacher prompts. A signal should be created, taught and reinforced to direct students to attend and respond in unison (Archer & Hughes, 2010b). Signals can be auditory (e.g., vocal commands, taps or snaps) or visual (e.g., hand signals, prompts on the board or computer screen).

Examples of OTRs

Oral Responses

Choral Responses. Choral responding is where all students verbally respond to a teacher-directed prompt. This type of OTR provides instant feedback to gain information about the group's level of understanding the content. Choral responding is particularly helpful when practicing or reviewing factual information presented in lecture (Archer & Hughes, 2010b). Choral responding is also adaptable across grades and content (Hamlin, Lee & Ruhl, 2008).

Examples of Choral Responses (Archer & Hughes, 2010b):

Fill-in-the-Blank Choral Reading	Songs	Repeating Learning Objectives or Directions
When reading a text aloud to a group, pause at particular times to prompt students to read the subsequent word. Students can be prompted to read vocabulary words, or other random words to keep them engaged.	Teachers and students can sing songs as a group. Songs can be academic, as they can include different content (e.g., multiplication factors).	After giving students directions for a task, ask the group to repeat the directions they were given. This can be presented as a question (e.g., "How many paragraphs do you need to write?) or a fill-in-the-blank form (e.g., "You need to write __ questions.)

Partner Responses. Similar to choral responses, partner responses also involve all students. Students benefit from working with partners because they receive feedback and have opportunities to build language, vocabulary and social skills (Archer & Hughes, 2010b).

The following guidelines should be followed when pairing students (Archer & Hughes, 2010b): (1) The teacher should select partner sets themselves – lower-performing and middle-performing students can be paired together; (2) Have partners sit next to each other when they are expected to work as a pair; (3) Designate each set of partners with a name to prompt subsequent activities (e.g., "Peanut Butters" and "Jellies").

Examples of Partner Responses (Archer & Hughes, 2010b):

Think, Pair, Share	Think & Write, Pair & Write, Share	Pause Procedure	Study, Tell, Help, Check
<p>The steps for Think, Pair, Share are as follows:</p> <ol style="list-style-type: none"> 1. Think: Ask students a question and provide thinking time 2. Pair: Ask students to communicate ideas to their partners 3. Share: Bring the class back together and call on individual students to share theirs/their partner's ideas with the class 	<p>The steps for Think & Write, Pair & Write, Share are as follows:</p> <ol style="list-style-type: none"> 1. Think & Write: Ask students a question and prompt them to brainstorm ideas in writing 2. Pair & Write: Have students discuss ideas with their partner and write their partner's best ideas 3. Share: Bring the class back together and call on individual students to share theirs/their partner's ideas to the class 	<p>In this OTR, "pauses" are integrated into instruction. During these pauses, students are able to engage in discussion with their partners about the content, rework their notes, and organize relevant materials. The steps for the Pause procedure are as follows:</p> <ol style="list-style-type: none"> 1. Determine when students would benefit from a pause (e.g., transitioning from group instruction to independent work) 2. Instruct students about what to do during the Pause procedure. Pair students for discussion, determine what materials students will use to rework their notes, and where they will store them (e.g, a folder) <p>Pauses are suggested to be 3-4 minutes long (Smith, 1991).</p>	<p>The steps for Study, Tell, Help, Check are as follows:</p> <ol style="list-style-type: none"> 1. Study: Students are prompted to study their notes, handout or text for a short period of time. 2. Tell: Students are directed to tell their partner what they remember from the text without referring to materials 3. Help: Partners assist each other by informing them of missed information 4. Check: Partners check their resources to verify content they remembered and to verify missing information

Individual Responses. This type of OTR involves calling on students individually. This type of OTR verifies individual student status on learning content.

Examples of Individual Responses:

Whip Around or Pass
<p>The steps for Whip Around or Pass are as follows:</p> <ol style="list-style-type: none"> 1. A prompt is given to the entire class (e.g., “Tell me a sentence using our vocabulary word, __. Whip around or pass.”) 2. One at a time, students are given an opportunity to answer the prompt. 3. If they choose not to answer, or if their answer has already been stated, they can say, “Pass.”

Written Responses

OTRs utilizing written student responses can be done either individually or in groups (e.g., tables, class).

Examples of Written Responses:

Response Slates	Response Cards	Exit Tickets
<p>Students can use whiteboards with dry erase markers, or papers and pens to respond to teacher prompts. The following are some example situations where response slates can be used:</p> <ol style="list-style-type: none"> 1. Solving math problems 2. Spelling vocabulary words multiple times 3. Writing vocabulary words in sentences 4. Rewriting sentences to correct for punctuation, spelling, etc. 	<p>Students hold up cards with pre-determined answers to respond to teacher-initiated prompts. Response cards can have the following answers on them:</p> <ol style="list-style-type: none"> 1. True/False 2. Yes/No 3. Agree/Disagree 4. A, B, C, D 5. Other content-specific answers 	<p>These may be used at the end of lessons to gain insight about students’ level of understanding at the end. These can help the teacher prepare for future lessons.</p> <p>Students individually work on a few problems reflecting content that was covered during the lesson.</p>

Action/Gestural Responses

OTRs utilizing actions and/or gestures require the student to physically motion toward some aspect of the instructional environment. This may be exhibited through pointing, posing in certain positions to represent concepts, or having students use their hands to make signals.

Examples of Action/Gestural Responses:

Pointing and Touching Words in the Text	Gestures	Using Body to Represent Math Concepts	Pointing at Items in the Environment
<p>Students can be prompted to point at certain words or images found in the text.</p> <p>Students can also be prompted to touch certain parts of text, such as the title, a paragraph, punctuation marks, and errors in writing.</p>	<p>Gestures can be assigned to the following:</p> <ol style="list-style-type: none"> 1. Signaling interest in adding onto a classmate’s idea 2. Indicating level of understanding (e.g., 1-5 fingers indicates “I did not get it,” “I think I got it,” to “I got it and can explain it; Nagro, Hooks, Fraser & Cornelius, 2016). 3. Accompanying particular letters and numbers on flash cash cards 	<p>When learning about “greater than” and “less than,” students can use their arms or hands to signal which is the correct answer.</p> <p>Students can use this same idea to represent right, acute, or obtuse angles in geometry.</p>	<p>Students can find items in their environment (e.g., classroom) that represent a learning concept.</p> <p>For example, students can be prompted to find 3D and 2D shapes or images and record them.</p>
Indicating Participation	Step-by-Step Directions	Thumbs Up or Thumbs Down	Using Fingers to Answer Multiple Choice
<p>Students can use gestures to indicate whether they completed a task or participated in an activity.</p> <p>For example, if a teacher is using the “fill-in-the-blank” OTR, then students at a table can give a thumbs up to indicate their table saying the missing word.</p>	<p>Task directions can be broken down into smaller parts to ensure that students are following them.</p> <p>For example, a teacher can say, “If you have your pencil, hold it up in the sky.” “If you have your notebook ready to go, put your hands on your head.”</p>	<p>Students can signal agreement or disagreement with a thumbs up or down.</p>	<p>Each finger can represent an answer on a multiple-choice question.</p> <p>For example, teachers can designate answers to an amount of fingers, and students need to choose one. If students are asked to indicate the correct punctuation mark to use, then 1 finger = period, 2 fingers = question mark, and 3 fingers = exclamation mark.</p>

Responses Utilizing Technology

Kahoot. Kahoot is a website that incorporates other devices where students are able to log in on individual devices to participate. Teachers create lessons involving quizzes and questions. When Kahoot is being used, multiple choice questions are presented. Students select their response on their individual devices. At the end of each question, the class is shown which choice had the most responses, and which one is correct.

Quizlet. Quizlet is a website that aides in studying material. Quizlet has different activities, including flashcards and study games.

Nearpod. Nearpod is a website that the teacher and their students access on individual devices. The teacher creates a presentation prior to the lesson. When ready, students are able to log in to the presentation via an activation code. When students are logged into the lesson, the teacher controls the screen and what they have access to. There are many types of interaction available on Nearpod presentation, including viewing videos, interacting with images, typing responses, writing responses (if the device is a touchscreen), and answering quiz questions. The teacher is able to track individual student progress.

Challenges and How to Combat Them

1. How much think time do students need to respond to my prompt?

In order to determine how much time students need, teachers should try the following (Archer & Hughes, 2010b):

- a. Teachers should ask the question to themselves, and answer it in their head. This will give teachers a clue about how much their students they need at *minimum*.
- b. Teachers can also have students indicate when they have an answer by a gesture.

2. How can teachers address individual students' mistakes among a crowd of responses?

Teachers may consider trying the following (Archer & Hughes, 2010b):

- a. If teachers hear a mistake made among the whole class response, they might address the mistake as a class.
- b. At the end of a choral response, teachers can assess individual understanding by asking a number of individual students to answer questions, or use exit tickets to identify students needing the most support.

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SCHOOL-HOME NOTE

University of Utah BRST Manual

By: Alex Graves B.A.

A school-home note is an intervention aimed to reinforce positive student behaviors in the classroom while improving parent/teacher relationships.

OVERVIEW & OBJECTIVE

Acknowledging positive student behaviors using a school-home note increases teacher/parent communication; building rapport and trust between parent and teacher. Frequent positive school-home notes can increase student motivation to display more positive behaviors within the classroom and is especially helpful for students who often show challenging behaviors throughout the day.

Check List

- ✓ Behavior Specific
Describe the students behavior
- ✓ Genuine
Positive and encouraging
- ✓ Timely
Recognize the student right away with a school-home note.

Types of School-Home Notes



Parents want to hear positive reports about their child's day

The more frequent the communication the better

SCHOOL-HOME NOTE

By: Alex Graves, B.A.

One component of PBIS is to create a positive network of communication between teacher and parents. Benefits of sending positive school-home notes are improved student learning and behavioral outcomes, and increased rapport and trust between parent and teacher. Student motivation to succeed within the classroom also increases as a result of consistent positive notes between their teacher and parent (Graham-Clay, 2005). Typically, teacher/parent communication is a result of students displaying negative behaviors throughout the school day. This consistent negative feedback can become discouraging to parents. Aligning with the PBIS model, teachers can shift their interactions with parents to positively recognize all students including those students that display more challenging behaviors by sending positive school-home notes regularly.

Currently, there is limited research to quantify how often a positive school-home note should be sent home to parents. However, for students displaying more frequent challenging behaviors, it's important for teachers to catch these students being good and reinforce their positive behaviors. This can be accomplished by consistently communicating with parents about these positive events. Increasing parent/teacher interactions through the use of positive notes helps parents and students recognize the student's ability to succeed. This interaction furthers the positive behavioral momentum and increases the likelihood that the student will continue to display desired classroom behaviors.

Methods of School-Home Notes

Due to increased technology, methods for teachers to communicate with families has vastly expanded. These methods include a traditional paper note that the teacher can send home with the student, a text, email, and ClassDojo.

Traditional paper school-home notes are filled out by the teacher and given to the student to deliver home to the parent(s). This method of communication is reinforcing as it provides tangible feedback that the student can see and know what positive behaviors they are being recognized for. Please see appendix for examples of school-note home templates.

Utilizing technology in the form of text, email, or ClassDojo may provide teachers with a quick and easy way to communicate with parents. Messages via text, email, or ClassDojo should include a greeting to the parent, and a positive acknowledgment of the student's behavior. If increasing the frequency of communicating with parents is necessary to help reinforce positive student behaviors, then communicating via technology may be the most efficient method for teachers. ClassDojo has become a popular method for teachers to communicate with parents as many teachers use ClassDojo as modality to track positive student behaviors. ClassDojo also allows teachers to send individual messages to parents with the option of attaching pictures and sharing student points earned that day.

A hybrid method that involves both quick/daily communication home by way of text, email, strengthens the relationships between the teacher/parent, teacher/student, and parent/student.

Characteristics of School-Home Notes

- Behavior specific
 - Describe student's behavior (what did it look like?)
- Genuine
 - Use a positive and encouraging tone. Be genuine with praise and recognition of the positive behavior.
- Timely
 - It's important to recognize the student right away by reinforcing the student's behavior with a school-home note and strengthen the likelihood of the positive behavior recurring.

Reminder: Positive school-home notes reinforce positive student behaviors and help increase the likelihood that desired behaviors occur more often. Teachers should set a goal to send one positive school-home note to parents each week. For students with more challenging behaviors it's important to recognize as many instances of the student following the class/school expectations as possible. The teacher should observe the positive behavior and reinforce the student with behavior specific verbal praise and a positive school-home note. This combination of praise and a positive note home completed frequently (multiple times throughout the week) is an effective intervention that may help encourage behavior change.

Tracking School-Home Notes

A teacher may choose to track their school-home notes in a variety of ways. Creating a chart system with the class roster and tallying weekly when a note is sent home is one option. For teachers who are new to a school-home note system, the use of a tally chart is an effective way to ensure the teacher is sending at least one positive note home a week to each student. The tally method is also effective at ensuring that positive communication home is occurring more frequently for students displaying challenging behavior. Other options for tracking notes can be developed by creating a communication log that allows teachers to record the following items:

1. The students name
2. Date note was sent home
3. Communication type
 - a. School-note home, email, text, ClassDojo message
4. Reason for positive contact

The tally method is beneficial to record and reference positive student behaviors. Paired with a tally system that tracks how often each student is receiving a school-home note to recognizing students for positive classroom behaviors will help teachers become comfortable, fluent, and organized when utilizing school-home notes as part of their teaching practice.

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REINFORCEMENT

University of Utah BRST Manual

By: April Zmudka, M.Ed.

The BRST program was created with the intention to strengthen Tier 1 behavioral strategies used by teachers. Increasing the amount and quality of reinforcement is an effective Tier 1 intervention. The following is a description of how to successfully implement reinforcement strategies in the classroom.

What is Reinforcement?

The use of desirable or reinforcing consequences that will increase the behavior and the likelihood that it will occur again.

Primary: Things that bring us pleasure naturally
Sleep, Food, Shelter



Secondary: Things that we learn to enjoy
Money, tokens, good grades



Schedules of Reinforcement

■ **Fixed:** Occurs after a predetermined amount of time or number of responses

"Billy, when you complete 5 math problems, you can draw."

■ **Variable:** Delivered after an average number of occurrences

Sometimes the class earns extra recess for completing 5 practice assessments, sometimes it's after 3

A timer goes off every 10 minutes to monitor on-task behavior, sometimes it goes off at 7 minutes, sometimes at 11 minutes. Students who are on-task when the timer goes off earn a Class Dojo point.

Types of Reinforcement

Tangibles (stickers, toys, edibles)

Privileges (use of teacher's chair)

Social (praise, conversation)

Activities (extra recess, field trip)



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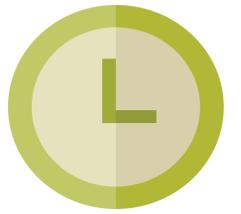
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Raising the Reinforcement Bar - Tips & Troubleshooting for Sustaining Effective Reinforcement

Is the reinforcement manageable?



Reinforcement is **affordable** and **easy** to implement



Is the reinforcement working?



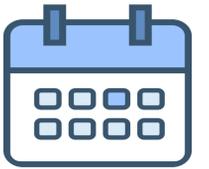
A **record** of the behavior following reinforcement is kept



Is the reinforcement clear?



All students know how and when they access reinforcement



Group Contingencies

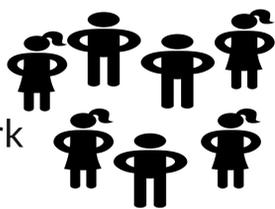
Independent

Individual student earns reinforcer for engaging in desired behavior



Dependent

Individual student's engagement in desired behavior earns the whole group (class) a reinforcer



Interdependent

All students earn reinforcers for engaging in desired behaviors and work together toward a group (class) goal

Individual Student Not Responding to General Classroom Behavior Management?



Behavior Contracting

- Define the desired behavior ...> May require breaking behavior into smaller parts
- Select reinforcers ...> Small, cheap, easily deliverable
- Define Criterion ...> "A total of five days at 80% on in-class math problems"



Provide Choice!



Not sure what is reinforcing for your class? Ask!



Too many differing opinions?



Try to keep it easy, cheap, and quick!



Use platforms like Kahoot



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REINFORCEMENT

By: April Zmudka, M.Ed.

Reinforcement is the use of desirable or reinforcing consequences that will increase a behavior and the likelihood that it will occur again. In order for students to effectively access reinforcement, classroom expectations should be posted in the classroom as well as explicitly taught and reinforced (see “Behavior Expectations” and “Establishing Procedures” handout in the BRST manual).

There are two basic types of reinforcers: primary and secondary reinforcers. A primary reinforcer occurs naturally and is the most powerful type of reinforcer (Cooper et al., 2007). Primary reinforcers include food and water; these reinforcers bring people pleasure naturally.

A secondary reinforcer is something a person has learned or been conditioned to enjoy. Individuals attribute enjoyment to an item by the reinforcement that occurs either at the same time the reinforcer is delivered or immediately after (e.g. earning tokens on a token board that allows a student access to a break from non-preferred work).

Examples of secondary reinforcers include the following (Hawken 2017):

- **Tangibles:** stickers, toys, school materials, trading cards
- **Edibles:** Candy, beverages, food, snacks
- **Sensory:** Vibration (e.g. massage, deep pressure), tactile stimulation (e.g. tickles, strokes on the skin/body with an item), flashing lights, music
- **Social:** Physical contact (e.g. hugs), proximity, adult attention, peer attention, praise (e.g. verbal praise, non-verbal praise)
- **Activities:** Games, reading, listening to music, special events (e.g. field trips), privileges (e.g. lunch with the teacher/preferred peer, preferred fast food for lunch, use of teacher’s chair, class helper for the day, homework pass, extra recess)

Identifying Potential Reinforcers

Selecting effective reinforcers for students is critical for achieving the teacher’s desired behavioral outcome. Surveying students is an effective way to gauge the desirability of the reinforcers selected created. The following platforms can be used to survey students regarding reinforcers:

- Access Kahoot! on your internet browser and create a log-in
 - <https://kahoot.com/>
- Select the “survey option”

Create a new kahoot



Quiz

Choose correct answer from multiple alternatives



Jumble

Drag answers in the correct order



Discussion

Ask a question to spark debate



Survey

Gather audience's opinions

- Title your survey and provide a description
 - Title: “Reward Options for 50 Class Dojo Points”
 - Description: “Class-wide rewards options for Ms. Teacher’s class when 50 points are earned on Class Dojo”
- All questions should read “What reward would you like to work for?” or a similar consistently used phrase
- List simple rewards if you are assessing for a reward that will be earned more frequently
- List complex rewards if you are assessing for a reward that will be earned as a long-term goal

Using the Survey

- After you have created your survey project your survey on the screen for your class



Saved and published!

'Rewards for 30 Class Dojo Points'

4 questions



Edit it

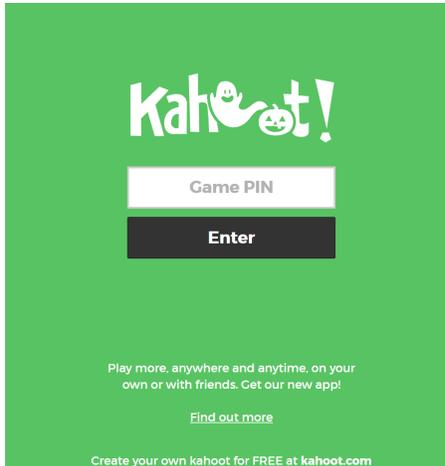


Play it

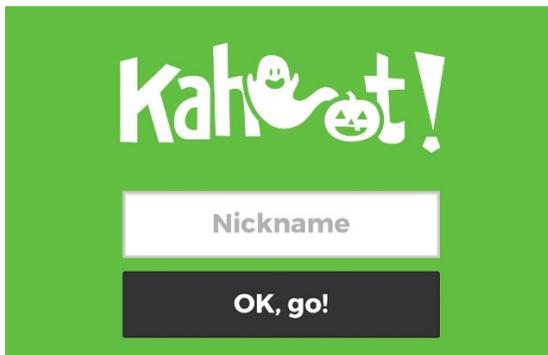


Share it

- Ask your class to use their laptops to participate in the survey
- Prompt your class to visit this following link: <https://kahoot.it/>
- Students will enter the pin that corresponds to your survey
- Students’ screen should look like this:



- Students will be prompted to enter a “nickname” direct them to enter their name
 - If you would like results to remain anonymous instruct them to enter their classroom number or a different anonymous identifier



- Students will then take the survey
- Results can then be projected and shared with the class

Reinforcer Examples

Simple Reinforcers: K-3

- Stickers
- Take off shoes for the day
- Free time
- Movie/song/activity of their choice during breakfast
- Do half of an assignment (reduced assignment)
- Lead morning meeting/calendar/check-in
- Sit/stand next to the teacher for a lesson or activity
- Show and tell
- Write with a special pen for the day

Complex Reinforcers: K-3

- Sit in the teacher's chair
- Lunch with the teacher
- Lunch with the principal
- Sit at a "special table" at lunch with one friend
- Teacher's helper for the day
- Line leader for the day
- Draw on the whiteboard for a lesson/activity
- Dance party to music of their choice
- Pick their classroom job for the week
- Teach the class a game/activity

Simple Reinforcers: 4-6

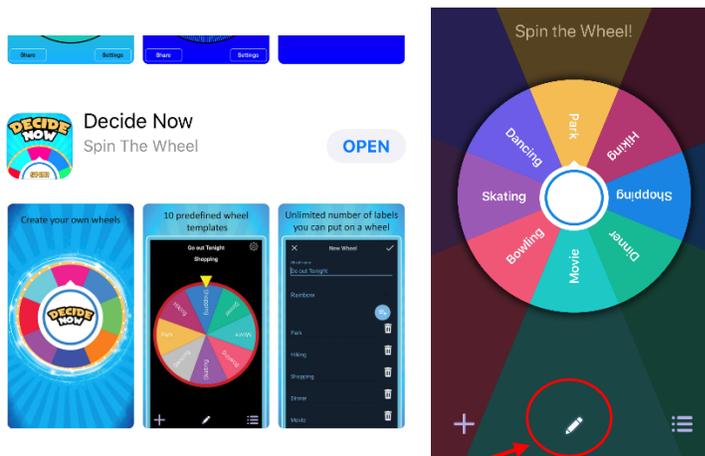
- Assist BHA/aide/paraprofessional with 200 Club board (e.g. taking down tickets, picking tickets, announcing winners)
- Homework pass
- Show and tell
- Take off shoes for the day
- Sit by person of their choice for the day
- Pick the seating formation (e.g. table clumps, rows)
- Pick music to be played during breakfast or end of day
- Wear a hat in school for the day
- Operate the computer for the day's lessons (e.g. start/stopping audio, clicking for presentations)
- Eat lunch outside

Complex Reinforcers: 4-6

- Eat lunch with a friend from a different class
- Assisting special teacher (P.E., Art, Drama, Music, etc.) with a lesson for a kindergarten or 1st grade class
- Help lunchroom workers serve at lunch
- Create/decorate classroom bulletin board
- Office aid
- Shadow the principal for a day
- Earn a community activity (i.e. zoo, play, sporting event, festival)
- Pie the teacher
- Leave five minutes early at the end of the day
- Pick math problems for class lesson

Using the Results

- After reviewing the results of the class survey, download the Decide Now – Spin the Wheel app
 - The app is available on both the app store for Apple and Google Play for Android devices



- Edit the wheel to reflect the results of your survey using the pencil icon on the app’s main screen (indicated on the right photo listed above)
- Allow the child who earned the reward to “spin” the wheel on your phone
 - If it is a class reward, randomly select a student to spin the wheel

Schedules of Reinforcement

Increasing students’ access to reinforcement helps students achieve higher on-task behavior, decrease negative student behavior, and increases student compliance and work completion.

- **Fixed:** Reinforcement is delivered after a predetermined amount of time or number of responses
 - The class may earn an extra 10 minutes of recess if the class can remain on-task for 15 minutes
 - Billy can draw after he completes 5 math problems
- **Variable:** Reinforcement is delivered after an average number of occurrences
 - Sometimes the class earns extra recess for completing 5 practice assessments, sometimes the extra recess is earned after completing 3 practice assessments
 - A timer goes off every 10 minutes to monitor on-task behavior. Sometimes the timer goes off at 7 minute intervals, or 11 minute intervals. Students who are on-task when the timer goes off earn a Class Dojo point

Sustaining Effective Reinforcement

- ***Is the reinforcement manageable?***
 - The reinforcement that is being offered is affordable and easy to implement
- ***Is the reinforcement working?***
 - A record of the behavior following reinforcement is kept. This should be tracked both quantitatively and qualitatively.

- Quantitatively: Tracking positive behaviors via a classroom clip-chart or platforms like Class Dojo
 - Qualitatively: Observing students' verbal and non-verbal responses when a reinforcer is offered and distributed and checking in with students regarding their thoughts on the available reinforcers
- ***Is the reinforcement clear?***
 - All students know how and when they can access reinforcement
- ***Are you providing choice?***
 - Provide students with an option to earn 1 of the 2 or 3 reinforcers that are offered
- ***Is the available reinforcement occurring on a schedule of variability?***
 - Variable-ratio schedules of reinforcement are the most powerful schedule of reinforcement and should be incorporated whenever possible
 - A variable-ratio schedule of reinforcement gives a student access to reinforcement after a variable amount of responses (see Schedules of Reinforcement above)

References

Cooper, J., Heron, T. and Heward, W. (2007). *Applied behavior analysis*. 2nd ed. Upper Saddle River, New Jersey: Pearson.

Hawken, L. (2017). Arranging Consequences to Increase Behavior. [PowerPoint slides].

PLANNED IGNORING SIGNAL

University of Utah BRST Manual

By: April Zmudka, M.Ed.

A planned ignoring signal is initiated by either the teacher or student to prompt the class to ignore a student(s) disruptive behavior and remain focused on classroom instruction.

How to Use a Planned Ignoring Signal

- Establish a signal that you and your students will use when it is time to ignore disruptive behavior
 - This signal should be subtle and non-distracting, but noticeable by all individuals in a classroom
- Explain to your students when it is appropriate to ignore someone and what ignoring looks like
 - Appropriate Ignoring
 - Disruptive behavior (e.g. tapping on desk, constant socialization, distracting noises)
 - Body is facing away from the disruptive student(s) and eyes are on the teacher
 - Inappropriate Ignoring
 - Peer requesting to play at recess
 - An adult giving a student a demand
 - Students are talking about and/or laughing at the disruptive student(s)
- Practice the signal with your students and keep practicing until the students have mastered:
 - Recognizing the signal has been given
 - Using the signal
 - Engaging in appropriate ignoring behavior



When to Use a Planned Ignoring Signal

- When a student or group of students is engaging in low-level disruptive behavior (e.g. tapping on the desk, constant socializing with neighbors)
- When a student or group of students' behavior is making it difficult for students or the teacher to appropriately engage in instruction

Why Use a Planned Ignoring Signal?

- To give students an opportunity to continue to engage with classroom instruction, while simultaneously ignoring the disruptive, negative behavior
- Teaches students to seek out attention in appropriate ways
- Decreases instructional time that is lost while the teacher is attending to disruptive behavior
- Reduces off-task, disruptions, and outbursts in the classroom

PROCEDURES FOR PLANNED IGNORING SIGNAL

By: April Zmudka, M.Ed.

A planned ignoring signal is used in the classroom to (a) ignore unexpected and/or low-level disruptive student behavior and (b) give students who are engaging in expected behavior access to positive praise. A planned ignoring signal helps teachers decrease lost instruction time, decrease disruptive behavior in the classroom, and provides additional opportunities for student positive praise. The signal and the rationale behind its use are explicitly taught to the students by the classroom teacher.

Selecting and Teaching the Signal

In order for the signal to be effective the classroom, the teacher will explicitly teach students the following items:

- 1. The rationale of when and why it is appropriate to ignore someone.** The teacher will achieve this by asking the students to define what they think it means to ignore someone. The teacher will scaffold and guide this conversation as necessary. This conversation should occur as a whole group. The teacher will know the students understand the content when the majority of the students can identify the points listed below.
 - a.** Ignoring someone is appropriate when (a) the student(s) is engaging in constant low-level disruptive behavior (e.g. tapping on desk, socializing, distracting noises) and (b) the student(s) is engaging in a behavior that is causing another student to have difficulty accessing instruction
 - b.** Ignoring someone is not appropriate when (a) a student is asking another student to play at recess and (b) an adult is giving a student a demand/request
- 2. What ignoring someone looks like.** The teacher will achieve this by asking students to define what they think it looks like to ignore someone. The teacher will scaffold and guide this conversation as necessary. This conversation should occur as a whole group. The teacher will know the students understand the content when they majority of the students can identify the points listed below.
 - a.** Ignoring someone looks like (a) body is facing away from the disruptive student and (b) eyes are on the teacher
 - b.** Ignoring someone does not look like (a) body is facing towards the student, (b) bringing attention towards the disruptive student(s) (e.g. laughing or talking about the disruptive student[s])
- 3. Select a planned ignoring signal.** The teacher and students will agree to a subtle, yet noticeable signal that will be initiated by either the teacher or a student to indicate that a student(s) behavior is disrupting the learning environment. The signal should occur at chest level and continue until the majority of the class is mirroring the signal and the student(s) are no longer engaging in the disruptive behavior, or the students causing the disruption, have been removed. The signal may look like a small waving motion, a peace sign, hand on chest, etc. and it will only be used to indicate student(s) disruptive behavior should be ignored.

Practicing the Signal and Feedback

It is important that the teacher empathizes with their students that ignoring a peer's behavior can be difficult, but that practice and asking clarifying questions regarding the signal may make the ignoring process less daunting. The teacher should feel free to self-disclose that they too have difficulty ignoring students' disruptive behavior. Statements such as these allow students to feel safe, supported, and create whole class buy-in for the planned ignoring signal.

After the initial rationale and signal has been taught to the class, the teacher will give the class the opportunity to practice the signal and the teacher will provide feedback. The teacher should complete the following items to ensure student mastery:

- 1. Role-play a scenario where the planned ignoring signal may be used.** The classroom will engage in a role-play of a typical classroom lesson. During this lesson the teacher will pretend they observe disruptive student behavior that they would like the rest of the class to ignore. The teacher will initiate the signal to the class. The teacher will provide students who are engaging in appropriate classroom behavior with positive praise (Cooper et al., 2007). This same role-play scenario should occur where a student initiates the signal as well. Please note: the teacher should not let the students role-play disruptive or non-example behavior for the purposes of this role-play.
- 2. Provide students with feedback.** The teacher will provide the class with immediate behavior-specific feedback regarding the role-play scenario. The role-play may need to be repeated until the majority of students are able to engage in the planned ignoring signal and its accompanying behavior appropriately.

Reteaching and Troubleshooting

Schedule times to reteach and practice the planned ignoring signal with students. An ideal reteach schedule should occur after Fall break, Winter break, and Spring break, yet reteaching the signal and its rationale may need to occur more often dependent on the needs of the students. It may be appropriate to reteach content if you observe the following:

- 1. The signal appears to no longer decrease student(s) disruptive behavior.**
- 2. The students appear to no longer recognize the purpose of the planned ignoring signal.**
- 3. The students are no longer appropriately ignoring the student(s) disruptive behavior.**
- 4. The students are no longer mirroring the signal when it is initiated by either the teacher and/or a peer.**

References

Cooper, J., Heron, T. and Heward, W. (2007). *Applied behavior analysis*. 2nd ed. Upper Saddle River, New Jersey: Pearson.

THE GOOD BEHAVIOR GAME

University of Utah BRST Manual

By: Diana Askings, M.Ed. & Lauren Perez, M.Ed.

The Good Behavior Game is a classroom intervention that is intended to increase positive behavior management.

OVERVIEW & OBJECTIVE

The goal is to reinforce students with at least a 5:1 (positive:negative) ratio who are following the classroom rules or expectations. The team with the most points at the end of the time period gets the mystery reward. It is suggested that the game be played for 60-80 minutes at a time. Students will need breaks from the game to relax and socialize.



Set Up

The teacher will have lesson materials for activities prepared and easily accessible.

Pre-teach 3-5 classroom expectations posted in your classroom (must be visible, positive, and measurable). Use examples and non-examples.

Space on the whiteboard to tally points and dry erase markers.

Rewards for the game in a mystery bag

- Tangible items: treats, stickers
- Activities: extra art, music, PE, games
- Time: with peers, free time minutes

Timer to begin and end the game period

How to Play

The teacher will gain students' attention before giving directions by using a signal. (i.e., clapping, bell)

The teacher will give instructions that are clear and easy to follow then clarify if students do not understand instructions.

The teacher will monitor by watching all students:

- At board, the teacher will periodically turn to face the students so the students are constantly monitored.
- When working in centers, the teacher will continue to watch the remainder of the class by periodically looking up from his/her group.
- By walking around the room and using proximity as needed.

The teacher reviews the posted rules at the start of each class activity. Keep the tone simple and positive. Reminding students about classroom rules during the duration of the game. In addition to positive praise, the teacher will physically track rule compliance by tallying on the board when a rule has been followed.

- Ex. "Sarah, you earned a point for your team! Thank you for staying on task and getting your work done."

The teacher will spend the majority of class time teaching and will ignore minor class disruptions and interruptions.

- The teacher will ignore rule infractions (when applicable), and indicate the appropriate behavior the student engaged in.

Positive feedback will be provided regarding academic responses and social behavior.

- Ex. "That's correct, good thinking! Great job answering that questions!"

Lastly, the teacher will immediately return to class activity limiting time spent on disruption.

Winning the Game

At the end of the school day or game period, record the number of points each team received on a data sheet:

Team with most points (or both teams if each team earns within 5 points of each other) receives the reward.

Caution: Do not withhold reward until the next day because the value of the game decreases when reinforcement not immediate.

Variations

If you have more than 15 students on a team, break up into 3 teams.

If a student intentionally sabotages the game, let him/her be on a team by himself/herself.

If needed, a teacher can be a team and when neither team is following the expectations, the teacher gets the point. If teacher has more points than the teams, there is no reward.

Teacher must seek to reinforce both groups more so that the teacher does NOT "win" the game.

GOOD BEHAVIOR GAME FOR TEACHERS

By: Rovi Hidalgo, M.Ed.

The Good Behavior Game (GBG) is an evidence-based, class-wide interdependent group contingency used to decrease disruptive behavior and increase positive behavior in classroom settings. The original version of the GBG involved the teacher providing team points for inappropriate behavior with the winning team receiving the fewest number of points and earning a prize (Barrish, Saunders, & Wolf, 1969). An updated version that is more aligned with Positive Behavioral Interventions and Supports (PBIS) includes awarding team points for appropriate behavior with the winning team earning the most points (Wahl et al., 2016).

General Procedures

- The kit includes the following:
 - A procedural handout for the teacher
 - Reinforcers for the winning team(s) (e.g., stickers, candy, etc.)
 - An Ideas for Reinforcers Menu (see Appendix K)
 - Social Validity and Acceptability Questionnaire (see Appendix J)
 - Planned Activity Check (Appendix J)
- The BRST member may observe the GBG using a Planned Activity Check procedure in order to measure the students' behavior as a group
- The BRST member may also collect intervention integrity data using a fidelity checklist
- After the game is completed, the teacher may be reminded to fill out the Social Validity and Acceptability Questionnaire.

Good Behavior Game Procedures

- The GBG will be introduced to the class by the teacher using a signal (i.e., clapping, bell)
 - The teacher will be encouraged to aim for providing at least 30 points overall during the game or a ratio of 5:1 positive to negative interactions
- The teacher will split the class evenly into two teams. The students will be encouraged to decide on a team name which will be voted on by the team or selected by the teacher
- The teacher will give instructions that are clear and easy to follow, then clarify if students do not understand the instructions.
- The teacher will monitor by watching all students by periodically facing students, walking around, and looking up during group time.

- Reminders of the game rules will be provided at the start of each class activity and as needed throughout the GBG
- The teacher will post the target behaviors and the team scoreboard during the GBG. The target behaviors earn points for the teams. These may include:
 - Raise your hand to speak
 - Stay in seat unless given permission to move
 - Keep your hands, feet, and other objects to yourself
 - Following directions
- The teacher will provide behavior specific, verbal praise for each instance of appropriate behavior. Example: “Jordan, thank you for starting your worksheet right away and following directions the first time. You earned your team a point!”
- The teacher will physically track compliance with the target behaviors for each team
- After providing behavior specific praise and a team point, the teacher will resume teaching
- The teacher will spend the majority of class time teaching and delegate minimal time to disruptions and interruptions.
- The GBG will be played for approximately 60 minutes
- At the end of the GBG, the teacher will count the points earned by each team with the class and immediately award the team with the most points a prize for winning the game
 - If the teams are within 5-points of each other at the end of the game, the teacher should provide reinforcement to both teams
 - The teacher is allowed to use activities and other items as reinforcers as they see fit
 - They are encouraged to use items/activities suggested in the Ideas for Reinforcers Menu provided in the kit

Recommendations and Variations

- The teacher is encouraged to continue using the GBG multiple times in the day to reinforce appropriate behaviors, although data will only be collected during the 60-minute game introduced in the morning
- It is recommended to create a third team if there are more than 30 students in the class (i.e., each team should include no more than 15 students)
- The teacher could allow the student that earned their team a point to mark the point on the board or even have “team captains” mark points for their team
- If a student intentionally sabotages their team, place him or her on their own team by themselves
- Some schools may include school-wide PBIS initiatives within their kit to encourage cohesiveness with the school-wide expectations and provide incentives for students to continue to exhibit appropriate behavior throughout the day

References

Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: effects of

individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2(2), 119–124.

Wahl, E., Hawkins, R. O., Haydon, T., Marsicano, R., & Morrison, J. Q. (2016). Comparing versions of the good behavior game: Can a positive spin enhance effectiveness? *Behavior Modification*, 40(4), 493-517

THE GOOD BEHAVIOR GAME FOR SUBSTITUTE TEACHERS

University of Utah BRST Manual

By: Diana Askings, M.Ed. & Lauren Perez, M.Ed.

An employee of the school will go over the procedure at the beginning of the day to provide class-wide behavior management strategies. The game may be repeated at any additional time during the day. Please make sure to complete the Social Validity & Acceptability Questionnaire by the end of the day.

Set Up

Prepare space on the whiteboard to create a team scoreboard, write the two classroom expectations, and tally points

Determine rewards for the winners of the game (see “Ideas for Reinforcers Menu” or use the rewards provided in the kit)

Tangible items: treats, stickers

Activities: extra art, music, PE games

Time: with peers, free-time minutes

Pre-teach the following classroom expectations:

KYHFOOTY (keep your hands feet and other objects to yourself)

Following directions

Tips

If a student intentionally sabotages the game, let him/her be on a team by himself/herself

Try to limit time spent on disruption, and return immediately to the class activity

Caution: Immediately reward the team, do not withhold the reward because the value of the game decreases when reinforcement is not immediate



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Objective

The Good Behavior Game is a classroom intervention that is intended to increase positive behavior management and reduce disruptive behavior.

The goal is to reinforce students about 30 times for following the classroom expectations (4:1 positive to negative interactions). It is suggested that the game be played for about 60 minutes at a time.

How to Play

Gain students' attention

Explain to the class that everyone will be playing the Good Behavior Game (see "What to Say")

Students should be split into two teams and create team names

If teams have more than 15 students, split class into three teams

After teams are assigned, pre-teach classroom expectations

Provide positive, behavior specific verbal feedback about academic and behavioral responses (e.g., "That's correct, good thinking!" or "I like how (team's name) is following directions!")

What to Say

"We are going to play the Good Behavior Game today. I will teach you two rules that you must follow. When I see a team following the rule, they are going to get a point. Whichever team has the most points in the end, will win a prize. The prize today is _____. The two rules that the class must follow are: following directions and KYHFOOTY."

At this point, the substitute should give several examples and non-examples of rule following. For example: "If someone is bothering me and I poke them, is that following KYHFOOTY?" or "If I ask you to sit in your chair and you keep talking to your friend, is that following directions?"

After non-examples are presented, it is a good idea to ask the class what some correct examples would be.

After teaching the rules, the substitute should let the class know what time they will be playing the game until, and orient them to where the points are being tallied. Remember, be specific when praising students throughout the game (e.g., "Thomas is doing a great job raising his hand. the red team gets a point!")

Teams are awarded a tally for each time they are following directions or practicing KYHFOOTY

Provide reminders of the game rules at the start of each activity

At the end of the game, count the points earned and provide the team with the most points (or both teams if they are within 5 points of each other) a reward



SUBSTITUTE SURVIVAL KIT: GOOD BEHAVIOR GAME INTERVENTION

By: Diana Askings, M.Ed. & Lauren Perez, M.Ed.

The Good Behavior Game (GBG) is an evidence-based, class-wide interdependent group contingency used to decrease disruptive behavior and increase positive behavior in classroom settings. The original version of the GBG involved the teacher providing team points for inappropriate behavior with the winning team receiving the fewest number of points and earning a prize (Barrish, Saunders, & Wolf, 1969). An updated version that is more aligned with Positive Behavioral Interventions and Supports (PBIS) includes awarding team points for appropriate behavior with the winning team earning the most points (Wahl et al., 2016).

The GBG is typically implemented daily by teachers; however, due to a need for a quick and easy way to implement behavioral management techniques during teacher absences, the GBG could be an effective tool for substitute teachers. The literature on behavioral management for substitute teachers is sparse, despite the fact that substitute teachers provide key support in classrooms when teachers are not available. A study by the National Council on Teacher Quality (Joseph et al., 2014) found that teachers missed an average of 11 days of school each year with approximately 16% of teachers chronically absent (i.e., miss more than 18 days in a school year). During these absences, substitutes have the same behavior management responsibilities but often lack the behavior training and skills to manage the classroom. Nidds and McGerald (1994) suggest that the most difficult problem that substitute teachers face is managing student behavior with a lack of knowledge of particular student behavioral concerns and school and classroom behavior procedure information.

The Substitute Survival Kit was developed to provide substitute teachers a simple behavioral management framework to reduce loss of instructional time and reinforce appropriate student behavior. The kit includes all materials needed to implement the GBG and clear, concise procedures for easy application.

General Procedures

The Behavior Response Support Team (BRST) member will be notified by a designated school personnel (this individual will vary depending on the school) of the substitute assignments the day prior to a teacher's absence.

- At the beginning of the day (before students arrive or during breakfast) a BRST member will briefly meet with the substitute to provide the Substitute Survival Kit and answer any questions
- The kit will include the following:
 - A procedural handout for the substitute
 - Reinforcers for the winning team(s) (e.g., stickers, candy, etc.)
 - An Ideas for Reinforcers Menu (see Appendix K)
 - Social Validity and Acceptability Questionnaire (see Appendix J)

- The BRST member will observe the GBG using a Planned Activity Check (see Appendix J) procedure in order to measure the students' behavior as a group
- The BRST member will also collect intervention integrity data using a fidelity checklist (see Appendix I)
- After the game is completed, the substitute will be reminded to fill out the Social Validity and Acceptability Questionnaire and return it to the office by the end of the day with the kit and remaining reinforcers
 - There will be a designated box for substitutes to return the kit and questionnaire

Good Behavior Game Procedures

- The GBG will be introduced to the class by the substitute using the script provided in the procedural handout at the beginning of the school day.
 - The substitute will be encouraged to aim for providing at least 30 points overall during the game or a ratio of 4:1 positive to negative interactions
- The substitute will split the class evenly into two teams
 - The students will be encouraged to decide on a team name which will be voted on by the team or selected by the substitute
- The target behaviors that will earn each team points will be:
 - **Keep your hands feet and other objects to yourself (KYHFOOTY):** Students will keep their body, hands, feet, and all other objects away from their peers and teachers throughout the classroom, school building, and outside at recess. They will not kick, hit, push, tap, throw objects, or take objects from others. This does not include high-fives or handshakes, if done with consent.
 - **Follow directions:** Students will listen to the substitute and follow their directions the first time asked. Compliance should be expected within 5-10 seconds after they are provided the instruction.
- The substitute will provide behavior specific, verbal praise for each instance of appropriate behavior
 - Example: “Jordan, thank you for starting your worksheet right away and following directions the first time. You earned your team a point!”
- The substitute will post the target behaviors and the team scoreboard during the GBG
 - They will physically track compliance with the target behaviors for each team
 - After providing behavior specific praise and a team point, the substitute will immediately resume teaching
 - Reminders of the game rules will be provided at the start of each class activity and as needed throughout the GBG
- The GBG will be played for approximately 60 minutes
- At the end of the GBG, the substitute will count the points earned by each team with the class and immediately award the team with the most points a prize for winning the game
 - If the teams are within 5-points of each other at the end of the game, the substitute should provide reinforcement to both teams
 - The substitute is allowed to use activities and other items as reinforcers as they see fit

- They are encouraged to use items/activities suggested in the Ideas for Reinforcers Menu provided in the kit
- The Social Validity & Acceptability Questionnaire will be filled out by the end of the day and returned to the office with the kit and remaining reinforcement items

Recommendations and Variations

- The substitute will be encouraged to continue using the GBG multiple times in the day to reinforce appropriate behaviors, although data will only be collected during the 60-minute game introduced in the morning
- It is recommended to create a third team if there are more than 30 students in the class (i.e., each team should include no more than 15 students)
- The substitute could allow the student that earned their team a point to mark the point on the board or even have “team captains” mark points for their team
- If a student intentionally sabotages their team, place him or her on their own team by themselves
- Some schools may include school-wide PBIS initiatives within their kit to encourage cohesiveness with the school-wide expectations and provide incentives for students to continue to exhibit appropriate behavior throughout the day
 - Example: Substitutes at Hillsdale Elementary school will be provided HAWK Tickets in their kit to provide to students that follow the school-wide expectations after the game

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- Barrish, H. H., Saunders, M., & Wolf, M. M. (1969). Good behavior game: effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2(2), 119–124.
- Joseph, N., Waymack, N., Zielaski, D., & The National Council on Teacher Quality. (2014). Roll call: The importance of teacher attendance.
- Nidds, J. A., & McGerald, J. (1994). Substitute teachers: Seeking meaningful instruction in the teacher’s absence. *Clearing House*, 68(1), 25.
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FLEXIBLE GROUP CONTINGENCIES

University of Utah BRST Manual

By: Erica Lehman, M.Ed.

Group contingency interventions are intended to capitalize on positive peer pressure, establish clear expectations for students, and increase motivation for complying with these expectations.

OVERVIEW & OBJECTIVE

Research has identified a strong relationship between group contingency interventions and reduced disruptive behavior in classrooms.

Group contingency interventions include the following 4 components:

- Selection of behavioral expectations
- Selection of a contingency
- Choosing a method for tracking compliance
- Delivering consequences

Behavioral Expectations

There are many ways in which behavioral expectations may be communicated to students: you may work with your consultant to determine the best method for your classroom.

Behavioral expectations are:

- Positively stated
- Succinctly worded
- Presented on a visual reminder
- Taught using examples & non-examples
- Few in number
- Reinforced using behavior specific praise

Contingencies

INDEPENDENT

Student receives reinforcement solely on his or her own behavior.

Ex. Each student receives a test grade that reflects his or her own performance.

DEPENDENT

Students receive reinforcement based on the behavior of one or a few students.

Ex. The whole class will earn a pizza party if Tim shouts out less than 5 times on Friday.

INTER-DEPENDENT

Students receive reinforcement based on everyone's behavior collectively.

Ex. The whole class will earn a pizza party if the total weekly pages read by each student combined exceeds 500.

Tracking

Compliance with behavioral expectations may be recorded using a variety of methods. The ideal method for each classroom will depend on current procedures and the contingency selected. Your consultant will provide additional instructions based on the approach you choose.

Delivering Consequences

In order to reinforce compliance with behavioral expectations, backup reinforcers must be provided.

Students may be made aware of these reinforcers at the start of the intervention session, or they may be revealed only after they are earned.

VARIATIONS ON GROUP CONTINGENCY INTERVENTIONS

By: Erica Lehman, M.Ed.

While the Good Behavior Game is an easily implemented, straightforward procedure that has been substantiated by a large body of literature demonstrating efficacy in decreasing disruptive behavior, it may not lend itself to smooth application. Current classroom practices, teacher preferences, or logistical barriers come together to influence any intervention's feasibility and acceptability in the classroom environment. Thus, the present guide is intended to provide alternative strategies that have appeared in the literature which are based on the same principles, but amenable to flexible application in order to create the best approach to reduce disruptive behavior in classrooms.

The following guide is set up in the form of Behavioral Expectations, Contingencies, and Consequences; the three primary components of a group contingency intervention. Multiple options are available under each category to encourage goodness of fit. Each strategy may be presented and preferences integrated with clinical judgement to select intervention strategies designed to fit well with the referral concern and current classroom procedures. The full menu of procedures is derived from Evidence Based Group Contingency Interventions and may be differentially arranged; however, a full intervention package should include one choice of Behavioral Expectation, one choice of Contingency, and one choice of Consequence for each group contingency intervention package.

Overview of General Considerations

Sessions

- Most group contingency interventions are implemented for 60-80 minutes.
 - The efficacy of the selected strategy will be mediated by what activities are going on at that time.
 - Is disruptive behavior most often occurring during group work, independent seat work, instruction, recess, transitions, etc.

Reinforcers

- Token Reinforcement system may consist of tangibles (beans, coins, etc.) or a visual marker (clip chart, points on the board, or items in a jar).
 - Tangibles may be earned by individual students or groups, and possessed by the students or placed in a container

Referral Concern

- The efficacy of group contingency interventions is impacted by the extent to which disruptive behavior is reinforced by peer attention.
 - For some challenging behaviors, an independent group contingency may be more appropriate (e.g., working directly for the reinforcer, eliminated

- the peer component).
- It is also important to consider the primary sources of disruptive behavior: is it a one, a few, or the majority of the class that is precipitating the referral concern.

Behavioral Expectations:

Regardless of the chosen time for implementation of the group contingency, behavioral expectations should be operationally defined and explicitly taught to students.

- Expectations should be brief, reflect standard classroom expectations, and should be worded positively.
- Examples and nonexamples should be provided so students are able to discriminate nuanced differences.
- Behavior specific praise that corresponds closely with the behavioral expectation should be provided contingent upon display of the appropriate behavior (i.e., expectation- raising hand to speak; praise- “Dan, thanks so much for raising your hand to speak”)

Establishing Behavioral Expectations:

Color Wheel Approach (Watson et al., 2016; Fudge et al., 2008)

- Three different colored poster boards (red, yellow and green) are placed upon the wall, and each contains a different set of behavioral expectations
- A wheel is created that contains equal amounts of each color, and a white circle with a small cutout that may be rotated is placed over the circle. This way, as the white circle is rotated, different colors will be visible.
- The color showing is intended to serve as the discriminative stimulus indicating which set of expectations the student is expected to adhere to.
- Often, the colors will correspond to the class activity going on (i.e.: red could be used during instruction when students are expected to remain silent, and yellow could be used when speaking quietly to peers is appropriate during group work)

Random Selection Approach (Interventioncentral.org)

- A single target behavior may be selected and disclosed to students at the start of the session day, with reinforcement contingent solely upon that behavior.
 - As a variation, the behavioral expectation could be selected at the start of the session but not disclosed to students. Students would be reinforced by name following display without the behavior specifically named. This way, students would need to model the behavior of the student that had received general praise in order to access reinforcement.

Random Enforcement Approach

- Reinforcement for following behavioral expectations may be available only at random intervals or for the duration of the session.
 - Random intervals may be easier for the teacher if wearing a Motivaider. That way, the room would need to be scanned.

Contingency:

- Group Contingency Interventions operate on one of three contingencies: independent, interdependent, and dependent.
 - *Independent*: Reinforcement is earned contingent upon the behavior of an individual student.
 - *Interdependent*: Reinforcement is earned contingent upon the behavior of all students.
 - *Dependent*: Reinforcement is earned contingent upon the behavior of one or only a few students
- This contingency may be pre-selected and held constant across sessions or chosen randomly at the start of sessions (Theodore, Bray, Kehle & Jensen, 2001).
 - It is important to note that if a dependent contingency is selected, there are negative consequences associated with the disclosure of the target student, especially if the student typically struggles with behavioral regulation.

Method of tracking compliance with behavioral expectations:

In addition to the behavior specific praise mentioned in the overview, compliance must be physically tracked using a system in order for students to have a mechanism of earning pre-determined backup reinforcers (access to a class store, special privileges/activities, a pizza party, etc.). It is important to note that the strategies listed below are not exhaustive, and many other creative approaches have been successfully used to track compliance. The best method is the one that is most acceptable to the teacher, feasible, and most interesting to the students.

- *Independent*: individual contingency
 - Students may have clips that are able to move down a vertical chart (already exists in many of the classrooms we were working with previously), students may have index cards on which they self-record/monitor their own behaviors, or students may earn token reinforcers individually.
- *Interdependent*: group mediated contingency
 - Students may earn points on a board, slips in a jar, squares colored in on a picture, etc. The tracking method is most flexible for this format, and the system chosen should be acceptable to the teacher and/or fit well with any

behavioral management practices already being implemented in the classroom.

- *Dependent*: one or few student dependent contingency
 - Because this type of group contingency pins the availability of the reinforcer on one student, it is important that the identity of this student is kept anonymous if the student is not able to earn the reinforcer for the class. However, if the reinforcer is earned, the student's identity may be disclosed (Jones, Boon, Fore & Bender, 2008).
 - This may be an especially positive quality of the intervention if the student does not typically receive positive attention from peers.

Consequence

- As previously described in reference to the other components of the intervention, the reinforcer earned contingent upon compliance with the behavioral expectation may also be randomized.
 - Mystery Motivators (Kowalewicz & Coffee, 2014) may be used to randomize the reinforcer earned. In this procedure, students learn what they are working for only when the specified level of compliance is reached. This is especially beneficial when the available reinforcers are not valued by all students equally.
 - Reinforcers may also be selected based on a class wide and/or individual (based on type of contingency selected) preference assessment.
 - Access to these reinforcers will depend on the type of group contingency intervention:
 - Independent: individual access
 - Interdependent: whole class access
 - Dependent: whole class or small group access
- How much compliance with the predetermined behavioral expectation will be necessary to gain access to the reinforcer?
 - Predetermined criteria: The students may be informed of this, or the number could be selected by the teacher and not revealed to the students.
 - Random Selection (based on odds): This method primarily applies to a reinforcement system that involves slips in a container.
 - Ex: having students receive a slip with a number on it contingent upon compliance, deposit the slip in a jar, and choose a slip from jar at the end of the day. The number selected could correspond to a specific backup reinforcer, or it could have to be above a certain number, a multiple of 3, or week some other criteria in order to earn a reinforcer.

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CLASSWIDE FUNCTION-RELATED INTERVENTION TEAMS (CW-FIT)

University of Utah BRST Manual

By: Teyvn Tanner, M.Ed.

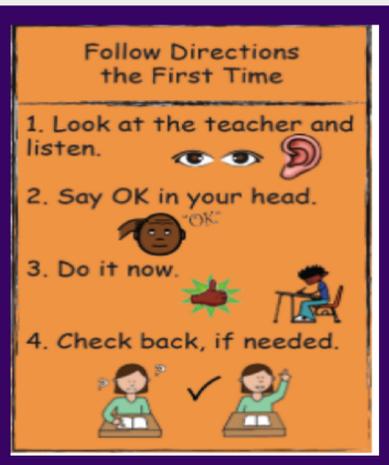
CW-FIT is a classroom management system comprised of research-based activities that teach and reinforce skills related to academic engagement.

OVERVIEW & OBJECTIVE

Skills covered in CW-FIT are:

- Following directions the first time
- Ignoring inappropriate behaviors of others
- Getting the teacher's attention
- Talking in a quiet voice
- Staying in seat
- Keeping objects and hands to self

Teaching appropriate skills starts at the class-wide level of using brief instructional lessons and group games. More intensive strategies like self-management and help cards are used for "target" students or those requiring additional support.



Necessary Materials:

- Posters
- Point charts
- Self-management cards
- Help cards

HOW TO PLAY

1 Skill Lesson:

- Select a target skill (i.e., How to Follow Directions the First Time)
- Read steps from the target skill poster to the class
- Model and describe each step
- Role-play: use 2-3 volunteers as non-examples and examples
- Ask the class what they observed - were steps used appropriately?
- Feedback: praise students and correct any errors

Skill lessons last approximately 10 minutes per skill and are given the first 3-5 days of CW-FIT intervention.

After initial skill lessons, the group contingency game is used during the teacher's usual instruction

Behavior-Specific Praise:

- "Excellent job listening and following directions the first time!"
- Avoid vague statements like, Good job!"

2 Group Contingency & Teams.

Divide classroom into 3-6 teams.

Set a daily point goal.

Goals should be realistic but challenging.

Display point chart where everyone can see it.

Review target skills explicitly

Set a timer to beep every 2-5 minutes. At the beep, award points to teams in which all members are engaging in target skills.

Provide behavior-specific praise whenever possible.

Reward winning team with an incentive.

Types of Rewards:

Tangible items: treats, stickers, school supplies

Activities: art, music, recess, games

Privileges: free time, access to peers

Troubleshooting Game:

Use shorter timer intervals

Play game for shorter time block so students can experience success

Check motivation of incentives

Consider team groupings

Consider structure of lessons/time period

Check the goal to make sure that it is challenging but achievable

Put saboteurs on their own team

TARGETED STRATEGIES

3 Self-Management:

Present self-management as a privilege:

The student gets to decide whether they are following the CW-FIT rules during class

Students can earn points on their personal chart

Practice the following self-management procedures with students:

Charts will remain on desks

Self-management will be used every time the class engages in CW-FIT game

Student writes his or her name on chart and writes the class goal for the day (i.e., How to Follow Directions)

When timer goes off during group contingency game, teacher reminds the target students to self-assess

If students are following the CW-FIT rules, they give themselves a point. If students are not following rules, remind them that they have another chance to earn points.

At the end of CW-FIT session, student counts and writes total points.

4 Help Cards:

Name:	Date:
Points:	
CW-FIT Rules	
Follow Directions 	
 Get teacher attention (wait)	
Ignore peer behaviors 	
Do your work 	
TOTAL Points:	Goal:

Explain that help cards allow students to receive help when needed

Determine amount of help cards available per session (i.e., 3-4)

Review CW-FIT skills with target students

Teach target students how to use help cards appropriately

Peer models may be allowed to give help



CLASS-WIDE FUNCTIONAL INTERVENTION TEAMS (CW-FIT)

By: Tevyn Tanner, M.Ed.

CW-FIT is a tiered classroom management system comprised of research-based activities that teach and reinforce skills related to academic engagement such as:

- Following directions the first time.
- Ignoring inappropriate behaviors of others.
- Getting the teacher's attention.
- Talking in a quiet voice.
- Staying in seat.
- Keeping objects and hands to self.

Components of CW-FIT are designed to address the antecedents that evoke problem behaviors, such as teacher attention, peer attention, and escape from task demands (Mills, H., & Kamps, D, 2016). Teaching appropriate skills begins at the class-wide level using direct instruction and group contingencies. Additional strategies like self-management and help cards are used for "target" students, or those that fail to respond to class-wide strategies. Functional behavior assessment is then used for students not responding to targeted interventions ("CW-FIT - University of Kansas," n.d.).

Procedures

Class-Wide Strategies:

(Kamps, D., & Mills, H., 2009; Mills, H., & Kamps, D, 2016)

1. Direct Instruction of Appropriate Behavior:

- a. Select a target skill (i.e., How to Follow Directions the First Time):
 - b. Read steps from the target skill poster to the class (refer to Index).
 - c. Model and describe each step.
 - d. Role play: use 2-3 volunteers as non-examples and examples.
 - e. Ask the class what they observed: were the behaviors appropriate examples of target skills?
 - f. Feedback: praise students and correct any errors.
- Skill lessons last approximately 10 minutes per skill and are given the first 3-5 days of CW- FIT intervention.
 - After initial skill lessons, the group contingency game is used during the teacher's usual instruction.

2. Group Contingency & Teams:

- a. Divide classroom into 3-6 teams. Some students may have to be on their own team.
- b. Token Economy:
 - i. Set a daily point goal.
 - ii. Goal should be realistic but challenging.
- c. Display point chart where everyone can see it (refer to Index).
- d. Review target skills explicitly.
- e. Set a timer to beep every 2-5 minutes. At the beep, award points to teams that are engaging in target skills.
 - i. Points are awarded contingent on the appropriate behavior of all students in the group.
- f. Provide behavior-specific praise whenever possible.
- g. Award winning team with a predetermined reinforcer.

Troubleshooting the Game:

- Use shorter timer intervals.
- Play game for shorter time block so students can experience success.
- Check motivation of incentives.
- Consider team groupings.
- Consider structure of lessons/time period.
- Check the goal to make sure that it is challenging but achievable.
- Put saboteurs on their own team.

Targeted Interventions:

(“CW-FIT – University of Kansas,” n.d; Kamps, D., & Mills, H., 2009)

3. Self-Management:

- a. Present self-management as a privilege:
 - The student gets to decide whether they are following the CW-FIT rules during class.
 - Students can earn points on their personal chart.
- b. Practice the following self-management procedures with students:
 - Charts will remain on desks (refer to Index).
 - Self-management will be used every time the class engages in CW-FIT game.
 - Student writes his or her name on chart and writes the class goal for the day (i.e., How to Follow Directions).
 - When timer goes off during group contingency game, teacher reminds the target students to self-assess.

- If students are following CW-FIT rules, they give themselves a point. If students are not following rules, remind them that they can earn a point nexttime.
- At the end of CW-FIT session, student counts and writes total points.
- c. Select two peer models that will also engage in self-management.
 - i. Peer may coach target student in marking points.

4. Help Cards:

- Provide help cards to target students as a way to request help (refer to Index).
- Determine the amount of help cards available per session (i.e., 3-4)
- Review CW-FIT skills with target students.
- Teach target students how to use help cards.
- Peer models may be allowed to give help.

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CW-FIT - University of Kansas. (n.d.). Retrieved July 11, 2016, from <https://cwfit.drupal.ku.edu>

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Index

("CW-FIT - University of Kansas", n.d.)

CHARTS AND POSTERS:

Daily Point Chart for Class-Wide Group Contingency:

CW-FIT POINTS								
DATE:		REWARD:			GOAL:			
TEAMS:	Timer Beeps:	1	2	3	4	5	6	7
POINTS:								
<p>1. How to Get the Teacher's Attention 2. Follow Directions the First Time 3. Ignore Inappropriate Behavior</p>								

Weekly Point Chart for Class-Wide Group Contingency:

TEAMS:	GOAL	Total beeps	Reward	1	2	3	4	5	6
MONDAY									
<input type="radio"/> Pre Correct	<input type="radio"/> Praise	<input type="radio"/> Timer							
Tuesday									
<input type="radio"/> Pre Correct	<input type="radio"/> Praise	<input type="radio"/> Timer							
Wednesday									
<input type="radio"/> Pre Correct	<input type="radio"/> Praise	<input type="radio"/> Timer							
Thursday									
<input type="radio"/> Pre Correct	<input type="radio"/> Praise	<input type="radio"/> Timer							
Friday									
<input type="radio"/> Pre Correct	<input type="radio"/> Praise	<input type="radio"/> Timer							

Self-Management Point Chart:

Name:	Date:
Points:	
<u>CW FIT Rules</u> Follow Directions Get teacher attention (wait) Ignore peer behaviors Do your work	
Total points:	Goal:

POSTERS:

Ignore Inappropriate Behavior

- 1 Keep a nice face. 
- 2 Look away from the person. 
- 3 Keep a quiet mouth. 
- 4 Follow directions and do your work. 

How To Get The Teacher's Attention

- 1 Look at the teacher. 
- 2 Raise your hand. 
- 3 Wait for the teacher to call on you. 
- 4 Ask your question or give your answer. 

Follow Directions The First Time

- 1 Look at the teacher and listen. 
- 2 Say OK in your head. 
- 3 Do it now. 
- 4 Check back, if needed. 

TEACHING LESSONS:

“How to Get the Teacher’s Attention”

The steps are (teacher reads aloud from poster)

1. Look at the teacher
2. Raise your hand
3. Wait for the teacher to call on you
4. Ask your question or give an answer

Now everyone read with me (students read chorally).

Which “School Rule” does this match? (Answer: Ex: Be Peaceful or Be Respectful, etc).

What other ways can you Be Peaceful or Respectful? (Answer: Quiet, calm voice; Work quietly; Have quiet transitions, etc).

Rationale:

Why is it important to use these steps for getting the teacher’s attention? (Ex: so we can all hear the person, the classroom is quieter so people can work, so people are not talking all at once, so students aren’t shouting out, etc).

Role Play:

Let’s practice getting the teacher’s attention.

Use volunteers (2-3 students). After each example, ask students if the volunteers got the teacher’s attention the right (or wrong) way & to state the steps they saw (or didn’t see).

Example: Pretend to be explaining a math problem on board. Have students raise hands. Call on one to ask/answer question.

Non-example: Pretend to be reading a story. Have volunteer shout out a question about the passage (what happened, who said it?).

Example: Pretend to be asking questions from the story. Have volunteers raise hands to answer.

Example: Have students writing in their journals. Have a volunteer raise hand and ask to get an eraser or dictionary.

Review:

You did great with the role plays for practice.

Again, let’s read together the steps in how to get the teacher’s attention (choral read). Let’s work hard to practice this behavior today.

“Follow Directions the 1st time”

The steps for following directions are (teacher reads aloud from poster):

1. Look at the person (teacher) & listen
2. Say OK in your head
3. Do it now
4. Check back (if needed)

Now everyone read with me (students read chorally).

Which “School Rule” does following directions the 1st time match? (Answer: Ex: Be Respectful, etc.). What other ways can you Be Respectful? (Answer: Be a good listener; Take turns talking; Value others’ ideas-no put downs, etc.).

Rationale:

Why is it important to follow these steps for following directions? (Ex: we look at the teacher so she/he knows we are listening; say OK to show we understand; do it so everyone gets their work done, to help keep our class quiet....)

Role Play:

Let’s practice following directions the 1st time.

Use volunteers (2-3 students). After each example, ask students if the volunteers followed directions the 1st time the right way & to state the steps they saw (or the wrong way and to state the steps they didn’t see).

Example: Pretend to be explaining a math problem on board. Tell students to copy the problem. Have students say OK quietly and write the problem.

Non-example: Pretend to be reading a story. Ask students to write 3 sentences about the main idea of the story. Have volunteers talk to each other, draw a picture, play with things in desk.

Non-Example: Tell students to copy 5 vocabulary words from the story (write on board). Tell students, when they are done, to go to shelf and get a book to read. Have volunteers finish words and then talk, have several go to shelf and chit-chat.

Example: Tell students to write 2 sentences about the brain and what it does for our body in their journals. Have volunteer students write quickly and quietly.

Review:

You did great with the role plays for practice! Again, let’s read together the steps to “follow directions the 1st time” (choral read). Let’s work hard to practice this behavior today.

SECTION 3:

TIER 2

INTERVENTIONS

SELECTING APPROPRIATE INTERVENTIONS WITH THE STUDENT INTERVENTION MATCHING (SIM) FORM

By: Momoko Yamashita, M. S.

About 80-90% of students are likely to respond to Tier 1 behavioral interventions, however, there will likely be students who require more intensive interventions. If class wide interventions are implemented with fidelity and a student is still not responding, the student may require a referral for Tier 2 interventions that are more intensive. School personnel should carefully examine data on a student's behavior across time to determine whether or not they are responding to an intervention. After a student has been referred for a Tier 2 intervention, school personnel, along with the BRST consultant, may work together to identify an evidence-based intervention that addresses the function of the student's problem behavior.

The Student Intervention Matching (SIM) form has been developed in order to simplify the Tier 2 referral process. Miller and colleagues (2018) studied the effectiveness of utilizing the SIM form when determining Tier 2 interventions within a single subject research study. Eight students participated in the study and the results suggested that interventions matched with the function of a student's behavior based on results from the SIM form yielded better outcomes. The SIM form has 21 questions for teachers to answer regarding student behavior. The teacher and/or other school personnel will answer each of the questions by choosing one of the following responses: "very true (3)", "true (2)", "untrue (1)", or "very untrue (0)". After answering all of the questions, the student's teacher or other school personnel will sum all the points which will then determine an evidence-based intervention that best addresses the need of a particular student. The SIM form contain the following evidence-based interventions: (1) behavior contracts, (2) school-home notes, (3) self-monitoring, (4) check in/ check out, (5) earned breaks, and (6) small group skills instruction. By filling out the SIM form, the teachers will be able to identify which of these six evidence-based intervention is likely to match the need of the students.

References

Miller, F. G., Cook, C. R., & Zhang, Y. (2017). Initial development and evaluation of the student intervention matching (SIM) form. *Journal of School Psychology*.

STUDENT INTERVENTION MATCHING FORM (SIM-Form)

Instructions: The SIM-Form is designed to match Tier 2 interventions to students identified as emotionally or behaviorally at-risk by the universal screening process. A teacher, other staff person, or team who is familiar with the student should complete the SIM. This form includes statements assessing a variety of characteristics associated with students that align well with the active ingredients of evidence-based Tier 2 interventions. Your job is to answer whether each statement is very true, true, untrue, or very untrue about the target student. For statements that you don't know, simply check the box that indicates so. Your answers will then be scored to determine which evidence-based Tier 2 intervention, or interventions, should be considered for implementation to address the student's emotional and behavioral needs.

Student name: _____

Person(s) completing this form: _____

Screened as at-risk (circle the one that applies): Externalizing, Internalizing, or Both

#	Item	Very true (3)	True (2)	Untrue (1)	Very Untrue (0)	Don't know
1.	School has good relationship with the student's parents (SHN)					
2.	Student seeks and likes attention from adults (CICO)					
3.	Student is rejected or isolated by peers (PPR)					
4.	Student is eager to earn rewards or access to privileges (BC)					
5.	Student's main problem is disruptive classroom behavior to get out of doing the work (CP)					
6.	Parents are open and willing to collaborate with the school (SHN)					
7.	Student tries to do better socially and emotionally but does not have the skills (i.e., can't do) (SG-SET)					
8.	Student can only work so long before escaping and being off-task (CP)					
9.	Student could benefit from having a positive, adult role model outside of the home (CICO)					
10.	Student lacks self-management and needs constant reminders to stay on-task (SM)					

Developed by Dr. Clayton R Cook

Version 2 – September 23, 2012

11.	Student withdrawals from social situations and spends most of free time alone (PPR)					
12.	Student's problem behavior happens frequently throughout the day (SM)					
13.	Student is unaffected by school-based disciplinary consequences (reprimand, removal from class, etc.) (SHN)					
14.	Student has difficulty coping and adapting to challenging situations (SG-SET)					
15.	Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning (CP)					
16.	With the right incentive, the student's behavior likely will improve (BC)					
17.	Student could benefit from starting the day off on a good note and ending the day with praise or feedback (CICO)					
18.	Student has difficulty concentrating and staying focused until task completion (SM)					
19.	Student gets upset and frustrated easily and becomes angry or shuts down (SG-SET)					
20.	Student could benefit from having others say nice things about him/her (PPR)					
21.	Student can behave well when s/he wants to or the appropriate incentive is available (e.g., recess, computer time, field trip, etc.)(BC)					

SCORING SYSTEM (interventions with scores equal to or greater than 6 are considered reasonable for implementation)

Intervention	Items	Score (sum the items)
School-home note system (SHN)	1, 6, 13	
Behavior contract (BC)	4, 16, 21	
Self-monitoring protocol (SM)	10, 12, 18	
Check in/Check out mentoring (CICO)	2, 9, 17	
Positive peer reporting (PPR)	3, 11, 20	
Class pass intervention (CP)	5, 8, 15	
Small group social-emotional training (SG-SET)	7, 14, 19	

CHECK-IN, CHECK-OUT

University of Utah BRST Manual

By: Kristin Kladis, M.Ed.

Check-In, Check-Out (CICO) is a Tier 2 intervention that provides students with positive feedback throughout the day on school-wide behavioral expectations (with the use of a daily progress report) and allows for positive interactions with adults within the school.

Key elements of the CICO intervention that have made it a successful behavior intervention include:

- Regular feedback and reinforcement from teachers
- Home-school communication
- Daily performance data used to evaluate progress

Furthermore, CICO:

- Provides specific feedback to the student on their behavior
- Encourages the development of positive relationships & interactions within the building
- Fosters communication between home and school on the student's behavioral success throughout the day

Overview of Intervention

Each morning the student checks-in with the CICO coordinator. The CICO coordinator provides positive, non-contingent attention to the student and encourages them to meet the school-wide behavioral expectations for the day.

During morning check in, the CICO coordinator gives the DPR to the student to track their progress of meeting school-wide behavioral expectations and points earned throughout the day. The CICO coordinator also ensures that the student have all their school supplies and homework.

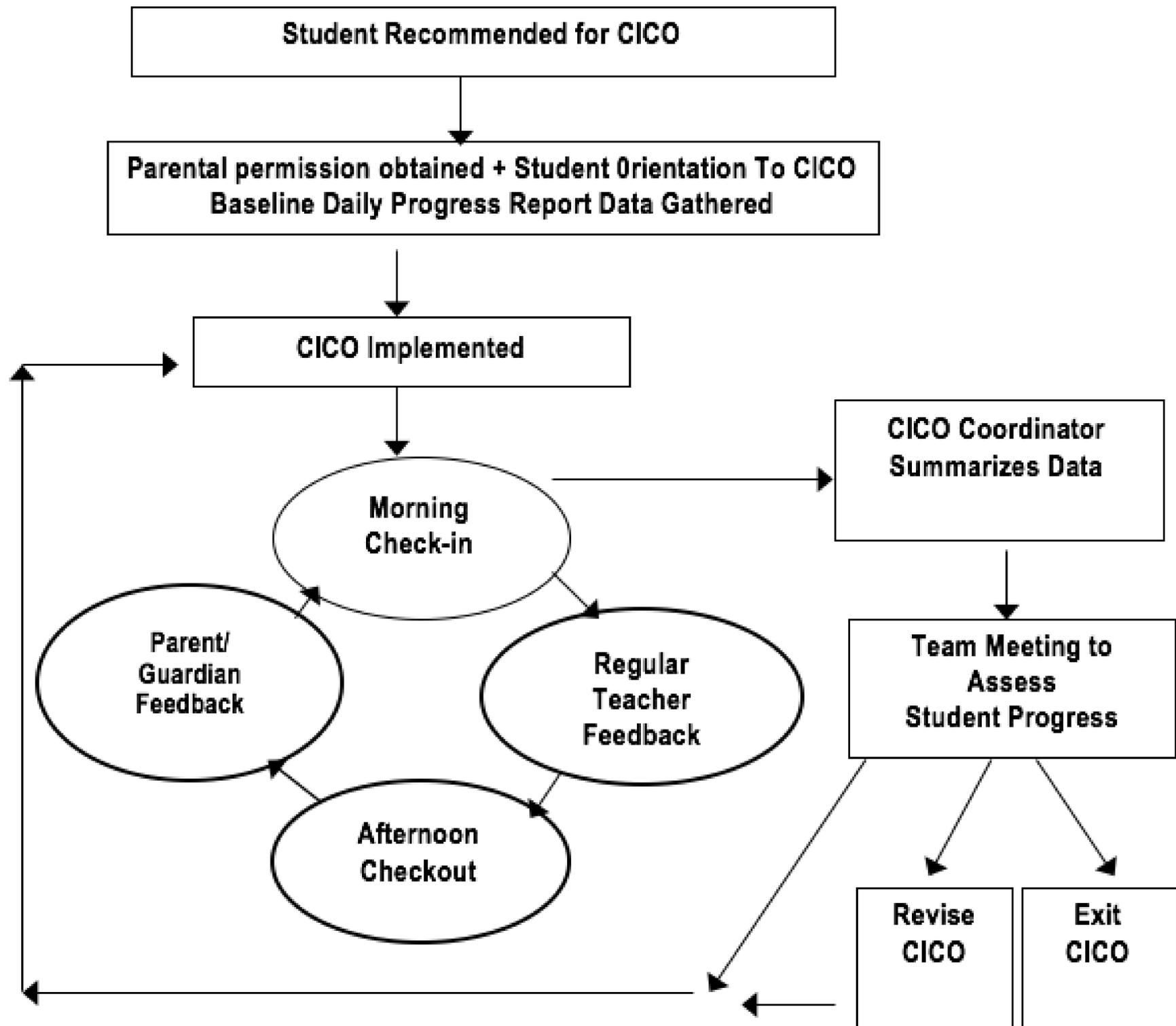
Teacher feedback is given to the students regularly throughout the day at naturally occurring breaks. It is important to remember that feedback should be positively stated and that these feedback sessions are micro-teaching moments for positive corrective feedback

At the end of the day, the student checks-out with the CICO coordinator and reviews the DPR. The student receives a reward (e.g., verbal praise, preferred item, preferred activity) which is contingent upon the student meeting the behavioral point goals for the day.

Student takes a copy of the DPR home for parent signature, to be returned the next day to the CICO coordinator.

School team meets bi-weekly to review student data and determine whether to continue, revise, or systematically fade the intervention.

Intervention Process



CHECK-IN, CHECK-OUT

By: Kristin Kladis, M.Ed.

Check-in, Check-out (CICO) is an evidence-based, Tier 2 behavior intervention for students who are at-risk but not currently engaging in severe problem behavior. Schools should have an effective Tier 1 school-wide behavior support plan in place prior to implementing CICO. Students who benefit from CICO are the ones who have been taught school-wide behavioral expectations but need more practice and feedback in following those expectations.

Procedures

After a student has been referred for CICO support, the daily and bi-weekly features of the CICO intervention are implemented. Figure 1 provides a summary of the CICO intervention process. The daily CICO process begins with the student checking in before school with a CICO coordinator. The CICO coordinator is usually a paraprofessional who has 10-15 hours per week dedicated to implementing the CICO, flexibility to check students in and out daily, and most important, someone with whom the students really enjoy interacting. During check-in, the CICO coordinator asks whether students have their materials (e.g. pencils, paper, homework) they need to be ready for the day and provides them with a Daily Progress Report (DPR, see Figure 2). The DPR lists behavioral expectations for students to follow and a place for teachers to rank how well the students followed the expectations for a specified period of time. To reinforce school-wide expectations, schools are encouraged to list their school-wide rules/expectations on the DPR as well as the rename the intervention to fit their school name or mascot.

After check-in, students take the DPR to their teachers and it is expected that teachers will greet the students and prompt them to have a good day or period. Teachers provide feedback on social behavior at the end of each class period (or during natural transitions in elementary school, such as after math, reading, recess etc.). At the end of the school day, students take the DPR to the CICO coordinator to check-out. Points received on the DPR are totaled and students receive reinforcement (verbal and tangible) for meeting their daily point goals. Daily point goals are usually set 70-80% of the total points or may be set lower for students who would not be able to meet the 70% criterion during the initial implementation of the intervention. Students take home a copy of the DPR for their parents or guardians to sign and provide feedback. Students then return the DPR back to the CICO coordinator during check-in the following day.

The CICO coordinator enters daily percentage of point data for each student on CICO into a spreadsheet (e.g., Microsoft Excel) or other graphing program and provides graphs to the Behavior Support Team. The Behavior Support Team, which typically includes a school psychologist or social worker, meets weekly or bi-weekly to determine whether students on the CICO are (a) making progress, (b) whether the CICO needs to be modified for certain students, and (c) which students are ready to transition off of CICO. Students who are meeting their daily point goal on a regular basis are considered to be making progress

whereas if there are several days that the student does not meet his or her goal or is not participating in the intervention, the CICO may need to be modified. Evaluating student progress on the CICO can be done quickly (15-20 min) and can be embedded into current meetings that school teams have to address behavior support. Depending on school size and resources, one CICO coordinator can support up to 20 students and more students can be supported by having additional CICO coordinators to check students in and out (Crone et al., 2010).

References

Crone, D., Hawken, L., & Horner, R. (2010). *Responding to problem behavior in schools. The Behavior Education Program* (2nd Edition). New York, NY: Guilford Press.

CHECK-IN, CHECK-OUT FOR INTERNALIZING BEHAVIORS

University of Utah BRST Manual

By: Kristen Kladis, M.Ed.

Check-In, Check-Out (CICO) is a Tier 2 intervention that provides students with positive feedback throughout the day on school-wide behavioral expectations (with the use of a daily progress report) and allows for positive interactions with adults within the school.

Check-In, Check-Out for Internalizing Behaviors (CICO-IB) is a Tier 2 intervention that:

- Teaches social and academic engagement behaviors
- Increases teacher and student positive interactions
- Encourages peer-to-peer social interactions in the classroom setting

By adapting the existing Check-In, Check-Out (CICO) Tier 2 intervention, schools will be able to support students with internalizing problem behaviors within the framework of the school's current service delivery model.

Key elements of the CICO-IB intervention that have made it a successful behavior intervention include:

- Regular feedback and reinforcement from teachers
- Home-school communication
- Daily performance data used to evaluate progress

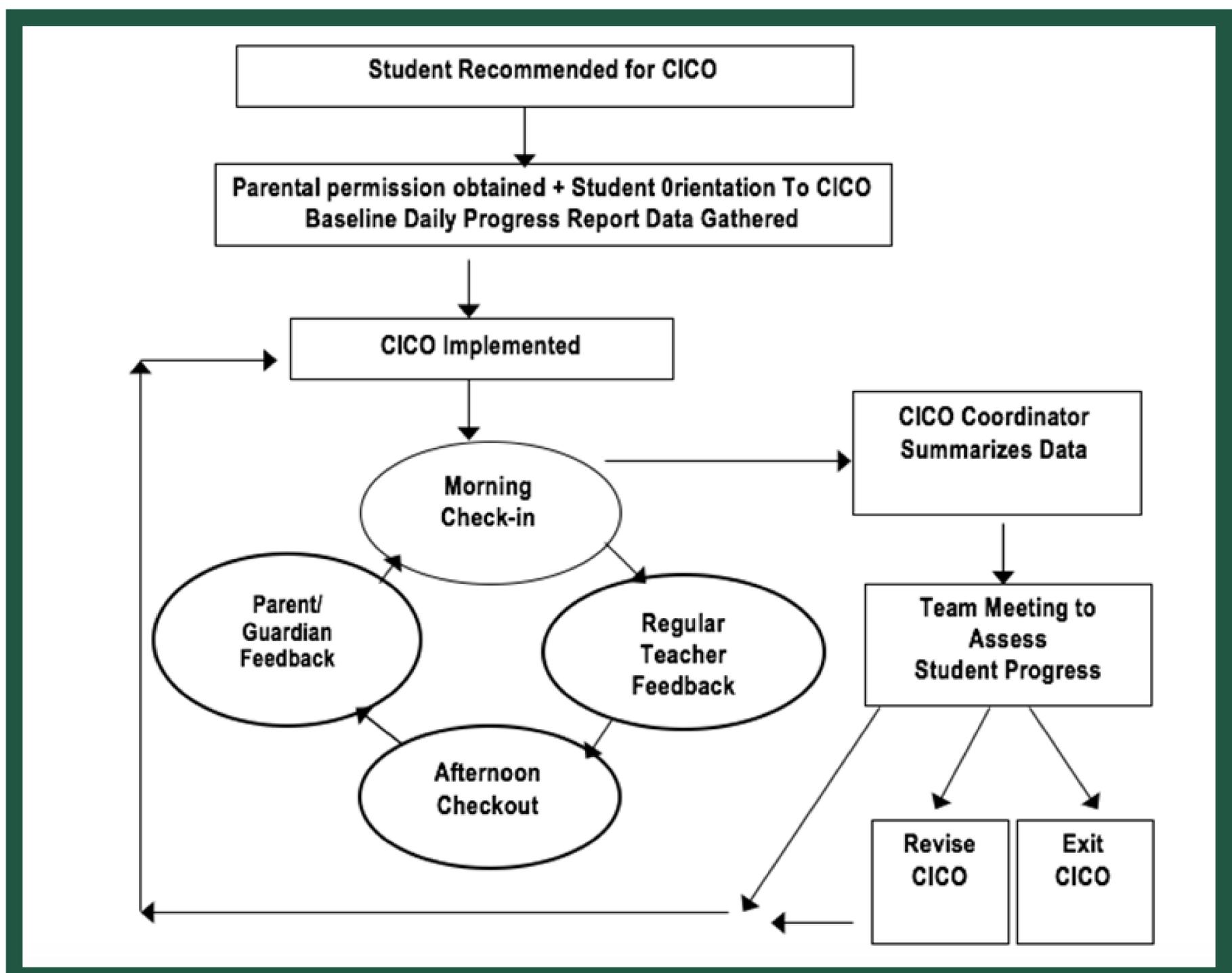
Furthermore, CICO-IB:

- Provides specific feedback to the student on their engagement behavior
- Encourages the development of positive relationships & interactions within the building
- Fosters communication between home and school on the student's engagement behavioral success throughout the day



Overview of Intervention

- 1 Each morning, the student checks-in with the CICO coordinator. The CICO coordinator provides positive, non-contingent attention to the student and encourages them to meet the school-wide social and academic engagement behavioral expectations for the day.
- 2 During morning check-in, the CICO coordinator gives the DPR to the student to track their progress of meeting school-wide social and academic engagement behavioral expectations and points earned throughout the day.
- 3 Teacher feedback is given to the students regularly throughout the day at naturally occurring breaks. It is important to remember that feedback should be positively stated and that these feedback sessions are micro-teaching moments to encourage social and academic engagement behaviors.
- 4 At the end of the day, the student checks-out with the CICO coordinator and reviews the DPR. The student receives a reward (e.g., verbal praise, preferred item, preferred activity) which is contingent upon the student meeting the behavioral point goals for the day.
- 5 Student takes a copy of the DPR home for parent signature, to be returned the next day to the CICO coordinator.
- 6 School team meets bi-weekly to review student data and determine whether to continue, revise, or systematically fade the intervention.



CHECK-IN, CHECK-OUT INTERVENTION FOR INTERNALIZING BEHAVIORS

By: Kristin Kladis, M.Ed.

Behaviors that are directed inward and are often times not visible to an observer are described as internalizing behaviors. Hunter, Chenier, and Gresham (2013) described examples of internalizing behaviors which included “social withdrawal, somatic complaints, poor self-esteem, negative self-thoughts, depression, and anxiety disorders” (p. 135). It is estimated that up to 20% of students in schools’ experience levels of internalizing behaviors significant enough to impair their behavioral, social, or academic functioning. Unfortunately, most internalizing behavior problems are not observable and are therefore difficult to detect. This phenomenon results in less referrals for and diagnosis of students with internalizing behavior problems and more referrals for and diagnosis of students with externalizing behavior problems. Complicating the situation further, recent data suggest that students who exhibit internalizing behavior problems typically receive the same level of school-based mental health services as students without mental health disorders.

Identifying efficient school-based treatments that are successful in reducing internalizing behavior problems and promoting healthy social-emotional development are in need. Capitalizing on the flexibility of the CICO intervention, schools can adapt CICO to support students with internalizing behavior problems to meet school-wide behavior expectations. By using an existing Tier 2 intervention to support students who are typically overlooked in the school setting, schools will be able to support students with internalizing behavior problems within the framework of the school’s current service delivery model.

Procedures

Prior to implementing CICO for internalizing behaviors, it is recommended that the standard 5-step CICO intervention is implemented with fidelity at the school. The CICO-IB intervention includes the following steps. First, students check in with a CICO coordinator to pick up their Daily Progress Report (DPR), which lists the school-wide behavior expectations and examples of pro-social replacement behaviors. The CICO coordinator can be a paraeducator or another adult in the building who has availability in the morning and at the end of the day to check students in and out. The CICO coordinator provides students with a positive morning greeting, reminds the students of their daily prosocial behavior goals, prompts for engaging in prosocial behaviors, and encourages them to have a good day and follow schoolwide expectations. If any of the students had difficulty following school-wide expectations the previous day, the CICO coordinator discusses the problems with the student and problem solves different ways to make the current school day more successful. Students can receive a point on their DPR for checking-in each morning.

Using school-wide expectations listed on the DPR, students will receive specific feedback about behavioral performance from their classroom teacher at the end of each designated marking period. Teachers are the primary implementer of the intervention in the classroom. Therefore, teachers can keep the DPR on their desk and can initiate the feedback to the student during the

designated time periods. During feedback sessions, the teacher provides positive feedback about the students' behavior and progress towards meeting school-wide expectations. If students have struggled to meet a behavioral expectation, the teacher provides corrective feedback, utilizing the feedback session as a micro-teaching moment.

At the end of the school day, students check out with the CICO coordinator. At this time, points earned on the DPR will be totaled and a percentage of points across the day is calculated. The CICO coordinator provides students with additional verbal praise and a reward for meeting daily or weekly goals. If a daily percentage of point goal was not met, the CICO coordinator provides re-teaching of school-wide expectations and supportive encouragement to the student. Students can receive a point on their DPR for checking-out and an additional point if they made their daily percentage goal. Students typically begin the intervention with a goal of 70% or 80%. The goal percentage criterion may be modified (i.e., increased or decreased) based on individual student performance. Students must access reinforcement frequently for the intervention to be effective. If the goal is set too high, students will not earn reinforcement and this will affect student buy-in to the intervention. At the end of the week, students can have an opportunity to redeem their points for a tangible or activity-based reinforcer.

Students will be prompted by the CICO coordinator to take the DPR home to receive additional feedback from a parent or guardian and then return the signed DPR to school the following day. If the student brings back the signed DPR, the student will receive a point. If the student does not return the signed DPR no point loss or negative consequences will occur. The CICO coordinator will enter students' percentages of points earned daily on the DPR into a data spreadsheet during check-out. Schools may record the data electronically on an Excel spreadsheet or graph by hand. Some schools may even choose to have the student graph their percentages themselves. The school student-support or positive behavior support team will review student CICO data monthly during meetings to monitor student progress during the intervention.

References

- Dart, E., Furlow, C., Collins, T., Brewer, E., Gresham, F., & Chenier, K. (2014). Peer-mediated check-in/check-out for students at-risk for internalizing disorders. *School Psychology Quarterly*, 30(2), 229-243.
- Hunter, K. K., Chenier, J. S., & Gresham, F. M. (2014). Evaluation of check in/check out for students with internalizing behavior problems. *Journal of Emotional and Behavioral Disorders*, 22(3), 135-148.
- Mitchell, B. S. (2012). Investigating use of the behavior education program for students with internalizing behavioral concerns. (Doctoral dissertation). Retrieved from ProQuest Dissertations & Theses Global. (3537889).

S.O.A.R. Card

Summary Of Achievement & Responsibility
 "WATCH ME SOAR!"



Name _____ Date _____

Time	Follow Directions - Request Help	Respect Everyone - Active Social Engagement	On Task - Active Academic Engagement	
Before AM Recess	2 1 0	2 1 0	2 1 0	
After AM Recess	2 1 0	2 1 0	2 1 0	
Before PM Recess	2 1 0	2 1 0	2 1 0	Teacher Initials
After PM Recess	2 1 0	2 1 0	2 1 0	
Totals Points	/8	/8	/8	

Today's Point _____ % Today _____ %

Total: _____

2 = Excellent: Consistently follows rule. Needs 1 or fewer reminders (80-100% of the time).	1 = OK: Follows rule most of the time. Needs 2-3 reminders (60-79% of the time).	0 = Poor: Does not or rarely follows rule. Needs more than 3 reminders (0-59% of the time).
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Successes: _____

Coordinator Initials

Parent Signature _____

CHECK-IN, CHECK-OUT ORGANIZATION/ACADEMICS

University of Utah BRST Manual

By: Christina Omlie, M.A., M.Ed

Check-In, Check-Out (CICO) is a Tier 2 intervention that provides students with positive feedback throughout the day on school-wide behavioral expectations (with the use of a daily progress report) and allows for positive interactions with adults within the school.

OVERVIEW & OBJECTIVE

Check-in, Check-out for Organization/Academics (CICO-O) is a variation of traditional Tier 2 Check-in, Check-out (CICO) intervention. In this intervention, target behaviors are modified from the school-wide expectations to promote work completion and preparedness. This intervention is designed to:

- Teach students appropriate organizational and academic-related behavior (e.g., work completion) that increase academic performance
- Increases positive interactions between teachers and students

Key Elements

- The student's teacher is responsible for actively monitoring the student's behavior to provide accurate, positive corrective feedback
- The intervention is "best fit" for students whose problem behavior is only associated with organization and academics (e.g., lost or forgotten homework, lack of preparedness with materials)



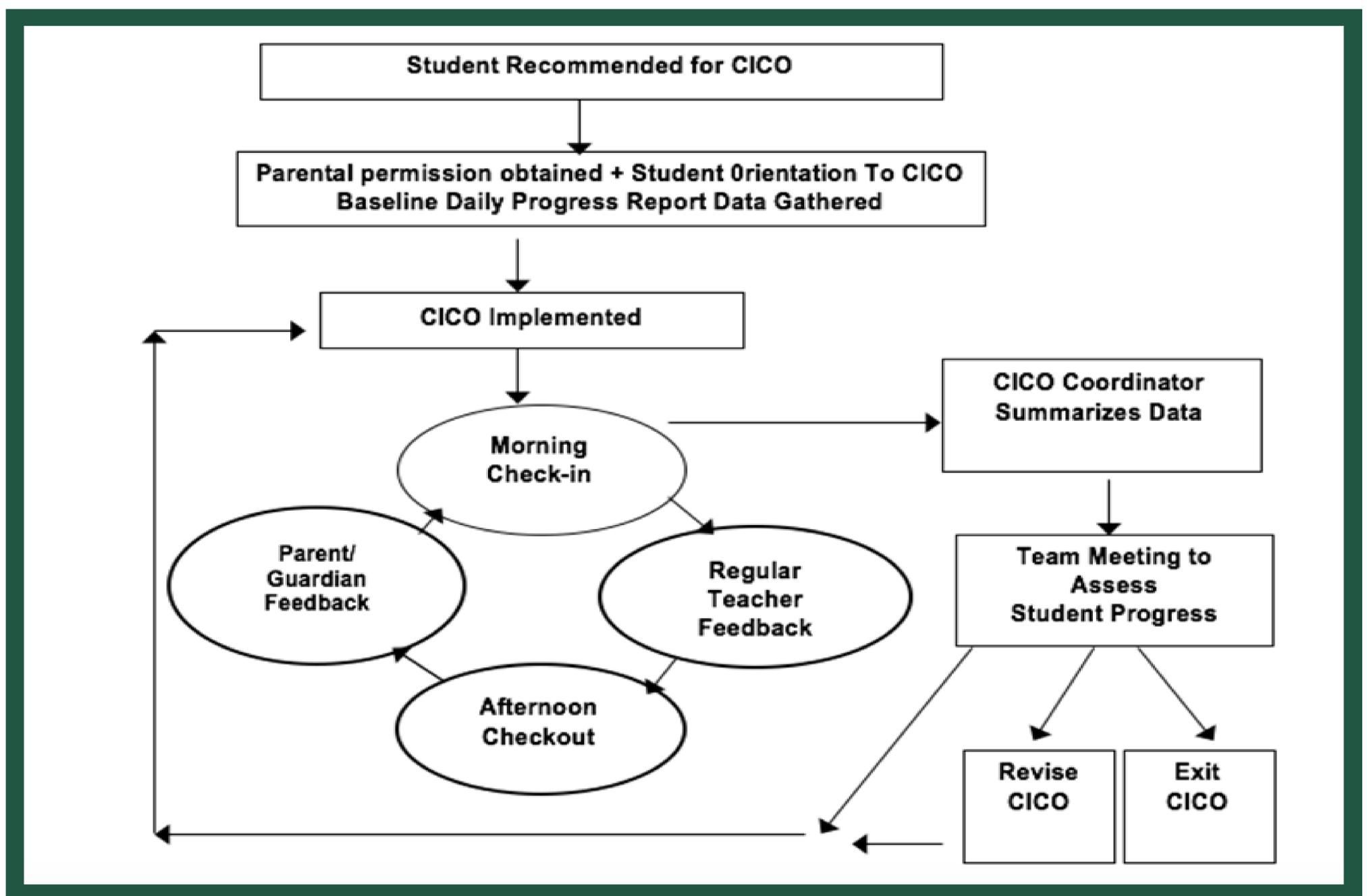
Example Daily Progress Report

Name						Date	
Time	Follow Directions	Work Completed or Asked for Help	On Task	Materials Ready	Turned in My Homework	Teacher Initials	
Before AM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
After AM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
Before PM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
After PM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0		
Totals Points	/8	/8	/8	/8	/8		
Today's Point Total: _____		Goal: _____ %		Today _____ %			

Intervention Procedures

- Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet their academic goals and provide a Daily Progress Report (DPR) for the student to track their progress throughout the day.
- Teacher feedback is given to the student regularly throughout the school day during naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback and help students complete academic tasks.
- At the end of the school day, the student checks-out with the CICO coordinator and reviews their DPR. The student receives a reward (e.g., verbal praise, preferred items/activities) which is contingent upon the student meeting their academic-related behavioral point goals for the day.
- The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.
- The school team meets bi-weekly to review student progress and determine whether to continue, revise, or systematically fade the intervention.

Intervention Process



CHECK-IN, CHECK-OUT INTERVENTION FOR ORGANIZATION AND ACADEMIC-RELATED PROBLEM BEHAVIORS

By: Christina C. Omlie, M.A., M.Ed.

Academic engagement in classroom activities, which includes both active and passive engagement behaviors (e.g., asking questions or listening), is a crucial to student learning. Students who demonstrate lower levels of academic engagement are more likely to miss learning opportunities and as a result tend to exhibit greater academic difficulties when compared to their peers (Miller, Dufrene, Sterling, Olmi, & Bachmayer, 2015). Further, low levels of academic engagement have been linked to increased rates of off-task and disruptive behaviors which also may result in disciplinary actions and loss of instructional time for teachers (Turtura, Anderson, & Boyd, 2014). Poor academic engagement also has potential to be detrimental for the learning of other students. Given the many negative outcomes related to low levels of academic engagement, it is imperative that schools are equipped with interventions designed to increase academic engagement.

Check-in, Check-out (CICO) for improving academic behavioral performance has been shown to be an effective intervention for students who demonstrate lower levels of academic engagement (Miller et al., 2015; Turtura, Anderson, & Boyd, 2014). Specifically, when Check-in, Check-out for organization and academics (CICO-O) has been applied in school settings, it has resulted in increases in work completion and homework accuracy, reductions in problem behavior, and an increase in overall levels of academic engagement (Miller et al., 2015; Turtura, Anderson, & Boyd, 2014). CICO-O is one of many examples of how schools can adapt CICO to support students with academic-related problem behaviors to meet school-wide expectations.

Procedures

Prior to implementing CICO for organization and academics, it is recommended that the standard 5-step CICO intervention is implemented with fidelity at the school. The CICO-O intervention includes the following steps:

1. **Beginning of the day:** students check in with the CICO coordinator in the morning to receive their Daily Progress Report (DPR). On the DPR, there is a list of academic behaviors that are reflective of the standard school-wide behavior expectations as well as examples of pro-social replacement behaviors.
 - a. CICO coordinators can be a paraeducator or another adult at the school who has availability both in the morning to check students in and at the end of the day to check them out.
 - b. CICO coordinators provide students with positive greetings, provides reminders of the student's daily goals and prompts for engaging in prosocial behaviors, and provides encouragement to have a good day and to follow the schoolwide expectations.

- c. If there is a situation where a student has difficulty meeting their goals (i.e., following the school-wide expectations, the CICO coordinator helps the student problem-solve to improve their chances of academic and behavioral success.
 - d. Option: students can receive a bonus point on their DPR for checking-in each morning AND/OR bringing a signed DPR from a parent.
 2. During the day: teachers are the primary implementer of the intervention. Throughout the school day, students' teachers will provide specific feedback about behavioral performance at the end of each designated marking period on the student's DPR.
 - a. During feedback sessions, the teacher provides positive feedback about the students' behavior and progress towards meeting their goals.
 - b. If a student is experiencing difficulty meeting behavioral expectations, the teacher then provides corrective feedback.
 - c. Remember: the feedback sessions are micro-teaching moments – make them positive!
 3. End of the day: at the end of the school day, students check out with the CICO coordinator to total their points earned on the DPR and calculate a percentage.
 - a. The CICO coordinator provides additional verbal praise and a reward (e.g., preferred item) for meeting daily or weekly goals.
 - b. The CICO coordinator provides re-teaching or school-wide expectations and supportive encouragement to the student if their goal is not met.
 - c. Students can receive a point on their DPR for checking-out and an additional point if they made their daily percentage goal.
 - d. Although students typically begin CICO with a goal of 70-80%, the goal percentage criterion can easily be modified (i.e., increased or decreased) based on individual student performance.
 4. Students need to access frequent reinforcement for the intervention to be effective.
 - a. If the goal is set too high, students will not earn reinforcement and may negatively affect student buy-in to the intervention.
 - b. Students can have an opportunity to redeem their points for a tangible or activity based-reinforcer several times a week.
 5. The CICO coordinator provides a prompt at the end of the day for students to take their DPRs home to receive additional feedback from their parent or guardian. The student then can return the signed DPR to the school the following day. If the student brings back the signed DPR, the student may receive an extra point.
 - a. If the student does not return the signed DPR, there is no result of point loss or negative consequences.
 6. The CICO coordinator then enters the students' percentages of points earned daily DPR into a data spreadsheet during check-out. Schools may choose to record the data electronically using BRST's CICO calculator which automatically graphs the data as it is entered.
 - a. Schools may also choose to have students graph their own percentages themselves.
 7. Data will be reviewed by the school's student-support or positive behavior support team on a bi-weekly or monthly basis during meetings to monitor student progress during the intervention.

References

- Crone, D., Hawken, L., & Horner, R. (2010). *Responding to problem behavior in schools. The Behavior Education Program* (2nd Edition). New York, NY: Guilford Press.
- Miller, L. M., Dufrene, B. A., Sterling, H. E., Olmi, D. J., & Bachmayer, E. (2015). The effects of check-in/check-out on problem behavior and academic engagement in elementary school students. *Journal of Positive Behavior Interventions, 17*(1), 28-38.
doi:10.1177/1098300713517141
- Turtura, J. E., Anderson, C. M., & Boyd, R. J. (2014). Addressing task avoidance in middle school students: Academic behavior check-in/check-out. *Journal of Positive Behavior Interventions, 16*(3), 159-167. doi:10.1177/1098300713484063



H.A.W.K. Report

Help A Winning Kid

"WAY TO BE A HAWK!"

Name _____		Date _____				
Time	Follow Directions	Work Completed or Asked for Help	On Task	Materials Ready	Turned in My Homework	
Before AM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
After AM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Before PM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	Teacher Initials
After PM Recess	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	
Totals Points	/8	/8	/8	/8	/8	

Today's Point Total: _____ Goal: _____ % Today _____ %

<p>2 = Excellent: Consistently follows rule. Needs 1 or fewer reminders (80-100% of the time).</p>	<p>1 = OK: Follows rule most of the time. Needs 2-3 reminders (60-79% of the time).</p>	<p>0 = Poor: Does not or rarely follows rule. Needs more than 3 reminders (0-59% of the time).</p>
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Successes: _____

Coordinator Initials

Parent Signature _____

CHECK-IN, CHECK-OUT RECESS

University of Utah BRST Manual

By: Christina Omlie, M.A., M.Ed

Check-In, Check-Out (CICO) is a Tier 2 intervention that provides students with positive feedback throughout the day on school-wide behavioral expectations (with the use of a daily progress report) and allows for positive interactions with adults within the school.

OVERVIEW & OBJECTIVE

Check-in, Check-out for Recess (CICO-R) is a variation of the traditional Tier 2 Check-in, Check-out (CICO) intervention that targets students whose problem behaviors only occur during recess periods. Modifications to the intervention entail that the intervention:

- Teaches appropriate social behavior and adherence to school-wide behavioral expectations on the playground
- Increases positive interactions between recess supervisors and students

Key Elements

- The recess supervisor holds the responsibility of actively monitoring student behavior to provide accurate feedback
- The intervention is "best fit" for students whose behavior problems only occur during recess (i.e., absence of behavior problems in classroom, lunchroom, hallways, etc.)

Example Daily Progress Report



H.A.W.K. Report

Help A Winning Kid
"WAY TO BE A HAWK!"

Name _____ Week of _____

Time	Have and Show Respect	KYFOOTY	Stop, Walk, and Talk	Daily Total Points	Weekly Total Points
Monday	2 1 0	2 1 0	2 1 0		
Tuesday	2 1 0	2 1 0	2 1 0		
Wednesday	2 1 0	2 1 0	2 1 0		
Thursday	2 1 0	2 1 0	2 1 0		
Friday	2 1 0	2 1 0	2 1 0		



U-TTEC Lab

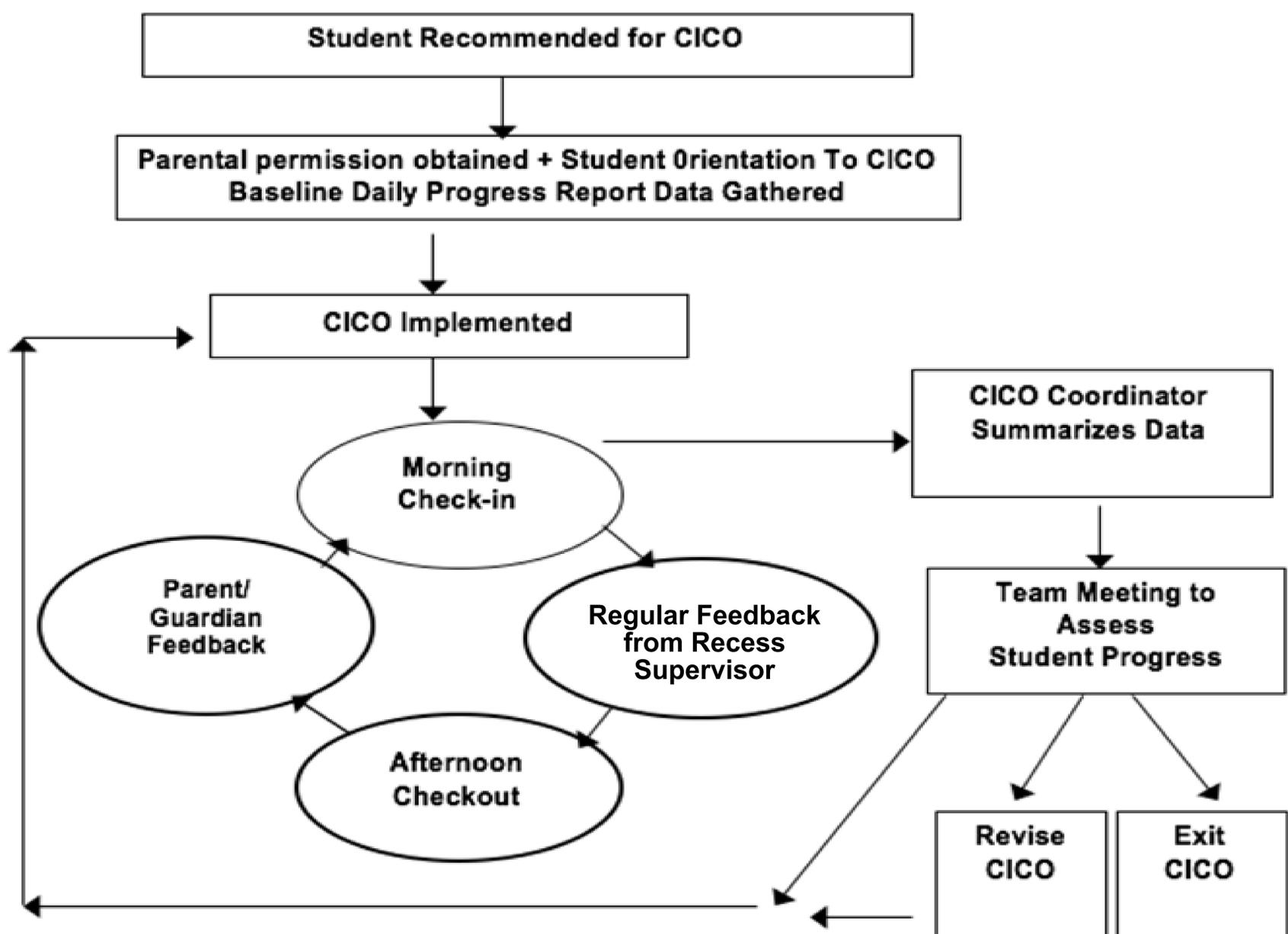
Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

Intervention Procedures

- Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet the school-wide expectations during recess periods and give a DPR to the student to track their progress throughout the day.
- Recess supervisor feedback is given to the student regularly throughout recess periods at naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback.
- At the end of the school day, the student checks-out with the CICO coordinator and reviews their DPR. The student receives a reward (e.g., verbal praise, preferred items/activities) which is contingent upon the student meeting their behavioral point goals for the day.
- The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.
- The school team meets bi-weekly to review student progress and determine whether to continue, revise, or systematically fade the intervention.

Intervention Process



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CHECK-IN, CHECK-OUT INTERVENTION FOR RECESS-RELATED PROBLEM BEHAVIORS

By: Christina C. Omlie, M.A., M.Ed.

Check-in, Check-out (CICO) is an evidence-based, Tier 2 intervention for students who are at-risk but not currently engaging in severe problem behavior. CICO has been modified for implementation in schools for problematic behaviors other than externalizing behaviors such as internalizing behaviors and low academic engagement. That being said, CICO can be easily modified for implementation during recess periods. As a Tier 2 intervention, students who have been taught school-wide behavioral expectations but need more practice and consistent feedback in following them could benefit from Check-in, Check-out for Recess (CICO-R).

Procedures

Prior to implementing CICO for recess, it is recommended that the standard 5-step CICO intervention is implemented with fidelity at the school. The CICO-R intervention includes the following steps:

1. **Beginning of the day:** students check in with the CICO coordinator in the morning to receive their Daily Progress Report (DPR). On the DPR, there is a list of several academic behaviors that are reflective of the standard school-wide behavior expectations as well as examples of pro-social replacement behaviors.
 - a. CICO coordinators can be a paraeducator or another adult at the school who has availability both in the morning to check students in and at the end of the day to check them out.
 - b. CICO coordinators provide students with positive greetings, provides reminders of the student's daily goals and prompts for engaging in prosocial behaviors, and provides encouragement to have a good day and to follow the schoolwide expectations.
 - c. If there is a situation where a student has difficulty meeting their goals (i.e., following the school-wide expectations, the CICO coordinator helps the student problem-solve to improve their chances of academic and behavioral success.
 - d. Option: students can receive a bonus point on their DPR for checking-in each morning AND/OR bringing a signed DPR from a parent.
2. **During the day:** recess supervisors are the primary implementer of the intervention. At each recess period, recess supervisors will provide specific feedback about behavioral performance at the end of each designated marking period on the student's DPR.
 - a. During feedback sessions, the recess supervisor provides positive feedback about the students' behavior and progress towards meeting their goals.
 - b. If a student is experiencing difficulty meeting behavioral expectations, the recess supervisor then provides corrective feedback.
 - c. Remember: the feedback sessions are micro-teaching moments – make them positive!

3. End of the day: at the end of the school day, students check out with the CICO coordinator to total their points earned on the DPR and calculate a percentage.
 - a. The CICO coordinator provides additional verbal praise and a reward (e.g., preferred item) for meeting daily or weekly goals.
 - b. The CICO coordinator provides re-teaching or school-wide expectations and supportive encouragement to the student if their goal is not met.
 - c. Students can receive a point on their DPR for checking-out and an additional point if they made their daily percentage goal.
 - d. Although students typically begin CICO with a goal of 70-80%, the goal percentage criterion can easily be modified (i.e., increased or decreased) based on individual student performance.
4. Students need to access frequent reinforcement for the intervention to be effective.
 - a. If the goal is set too high, students will not earn reinforcement and may negatively affect student buy-in to the intervention.
 - b. Students can have an opportunity to redeem their points for a tangible or activity based-reinforcer several times a week.
5. The CICO coordinator provides a prompt at the end of the day for students to take their DPRs home to receive additional feedback from their parent or guardian. The student then can return the signed DPR to the school the following day. If the student brings back the signed DPR, the student may receive an extra point.
 - a. If the student does not return the signed DPR, there is no result of point loss or negative consequences.
6. The CICO coordinator then enters the students' percentages of points earned daily DPR into a data spreadsheet during check-out. Schools may choose to record the data electronically using BRST's CICO calculator which automatically graphs the data as it is entered.
 - a. Schools may also choose to have students graph their own percentages themselves.
7. Data will be reviewed by the school's student-support or positive behavior support team on a bi-weekly or monthly basis during meetings to monitor student progress during the intervention.

References

Crone, D., Hawken, L., & Horner, R. (2010). *Responding to problem behavior in schools. The Behavior Education Program* (2nd Edition). New York, NY: Guilford Press.



H.A.W.K. Report

Help A Winning Kid

"WAY TO BE A HAWK!"

Name _____ Week of _____

Time	Have and Show Respect	KYFOOTY	Stop, Walk, and Talk	Daily Total Points	Weekly Total Points
Monday	2 1 0	2 1 0	2 1 0		
Tuesday	2 1 0	2 1 0	2 1 0		
Wednesday	2 1 0	2 1 0	2 1 0		
Thursday	2 1 0	2 1 0	2 1 0		
Friday	2 1 0	2 1 0	2 1 0		

Goal: _____

<p>2 = Excellent: Consistently follows rule. Needs 1 or fewer reminders (80-100% of the time).</p>	<p>1 = OK: Follows rule most of the time. Needs 2-3 reminders (60-79% of the time).</p>	<p>0 = Poor: Does not or rarely follows rule. Needs more than 3 reminders (0-59% of the time).</p>
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Successes: _____

Coordinator Initials

Parent Signature _____

CHECK-IN, CHECK-OUT ATTENDANCE

University of Utah BRST Manual

By: Christina Omlie, M.A., M.Ed

Check-In, Check-Out (CICO) is a Tier 2 intervention that provides students with positive feedback throughout the day on school-wide behavioral expectations (with the use of a daily progress report) and allows for positive interactions with adults within the school.

OVERVIEW & OBJECTIVE

Check-in, Check-out for Attendance (CICO-A) is a variation of traditional Tier 2 Check-in, Check-out (CICO) intervention. In this intervention, target behaviors are modified from the school-wide expectations to promote school attendance and participation. This intervention is designed to:

- Teach students appropriate behavior (e.g., arriving early or on-time to school; staying in class throughout school period) that increase school attendance
- Increases positive interactions between school staff and students and reduces truancy

Key Elements

- The CICO coordinator and student's teacher is responsible for actively monitoring the student's behavior to provide accurate, positive corrective feedback
- The intervention is "best fit" for students whose problem behavior is only associated with school attendance (e.g., arriving late, skipping classes, missing entire school days)



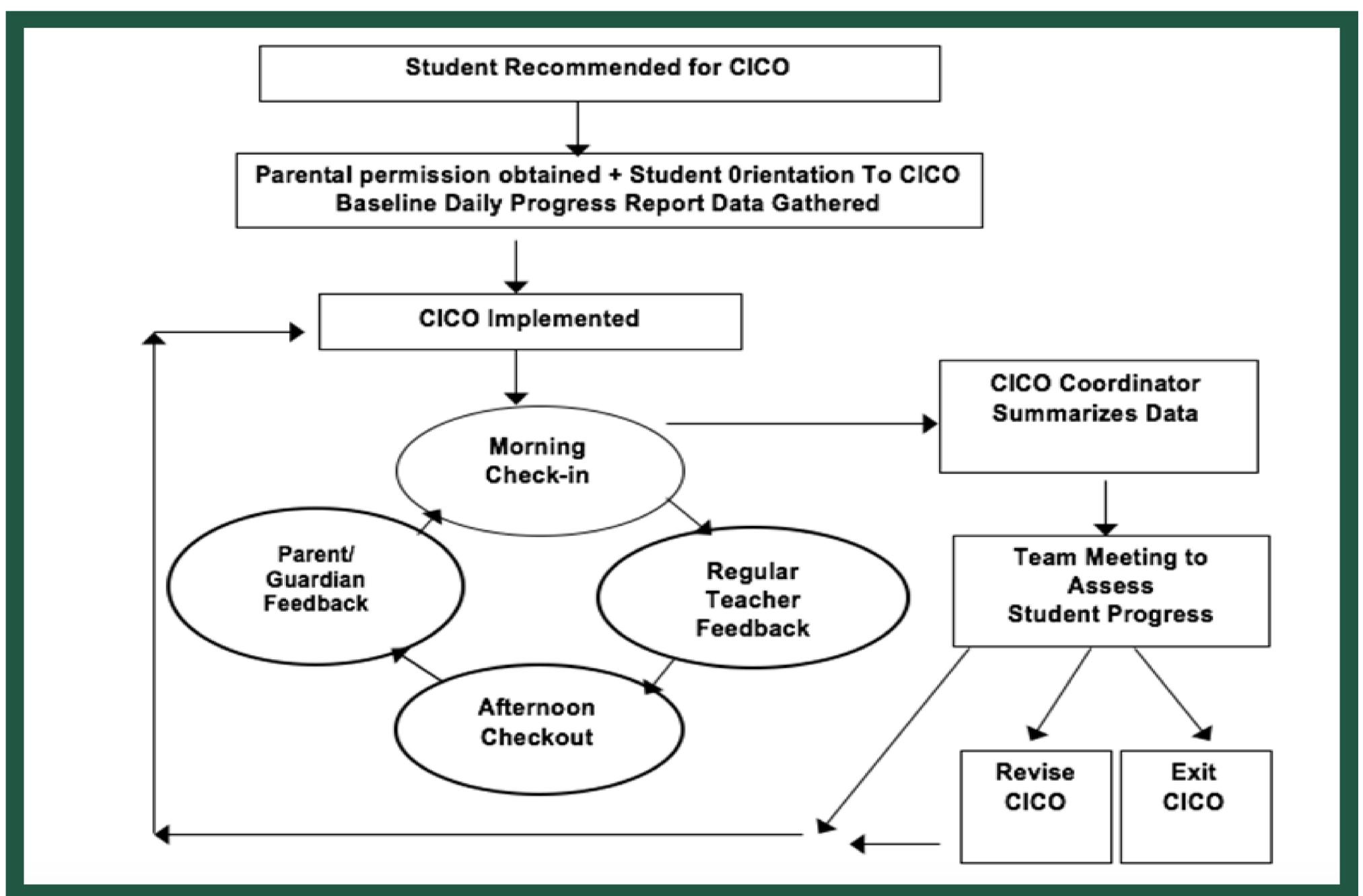
Example Daily Progress Report

Time	Will Follow Directions - Arrive on time	On-Task - Remain in assigned area	Have and Show Respect - Stay in class through period	
Before AM Recess	2 1 0	2 1 0	2 1 0	
After AM Recess	2 1 0	2 1 0	2 1 0	
Before PM Recess	2 1 0	2 1 0	2 1 0	Teacher Initials
After PM Recess	2 1 0	2 1 0	2 1 0	
Totals Points	/8	/8	/8	

Intervention Procedures

- Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet their academic goals and provide a Daily Progress Report (DPR) for the student to track their progress throughout the day.
- Teacher feedback is given to the student regularly throughout the school day during naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback and help students complete academic tasks.
- At the end of the school day, the student checks-out with the CICO coordinator and reviews their DPR. The student receives a reward (e.g., verbal praise, preferred items/activities) which is contingent upon the student meeting their academic-related behavioral point goals for the day.
- The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.
- The school team meets bi-weekly to review student progress and determine whether to continue, revise, or systematically fade the intervention.

Intervention Process



CHECK-IN, CHECK-OUT INTERVENTION FOR SCHOOL ATTENDANCE

By: Christina C. Omlie, M.A., M.Ed.

School attendance significantly impacts a student's academic performance. When students are absent, they often face difficulty keeping up with newly taught material and maintaining academic gains (Childs & Grooms, 2018). For example, poor attendance can influence whether children read proficiently by the end of 3rd grade or be held back. Also, for 6th grade students, chronic absences are an indicator that a student will drop out of high school (Morrissey, Hutchison, & Winsler, 2014). Students who miss just two days of school each month, which is approximately 10 percent of the school year (around 18 days in most school districts), are negatively impacted academically as a result. Further, students are negatively impacted by absences regardless of whether the absence was excused or unexcused. Regardless, when considering how to improve school attendance, many school districts and states do not utilize appropriate data nor implement effective interventions to increase the number of days students are present in school.

Check-in, Check-out (CICO) is an evidence-based, Tier 2 intervention for students who are considered at-risk but not currently engaging in severe problem behavior. In addition to reducing externalizing behaviors, CICO has been modified for implementation in schools to improve internalizing behaviors and low academic achievement as well. That being said, CICO can be easily modified for implementation to increase school attendance and reduce truancy and tardiness. As a Tier 2 intervention, students who could benefit from Check-in, Check-out for Attendance (CICO-A) are those who have been taught school-wide behavioral expectations but need more practice and consistent feedback in following them. Further, it is an excellent source of support for students who do not feel connected to individuals at their home school, thus, providing reinforcement for a student to attend school and class each day.

Procedures

Prior to implementing CICO for attendance, it is recommended that the standard 5-step CICO intervention be implemented with fidelity at the school. The CICO-O intervention includes the following steps:

1. Beginning of the day: students check in with the CICO coordinator in the morning to receive their Daily Progress Report (DPR). On the DPR, there is a list of several academic behaviors that are reflective of the standard school-wide behavior expectations as well as examples of pro-social replacement behaviors.
 - a. The role of the CICO coordinator can be filled by a paraeducator or another adult at the school who has availability both in the morning to check students in and at the end of the day to check them out.
 - b. In addition to providing students with a positive greeting each morning, the CICO coordinators provide:
 - i. Reminders of the student's daily goals

- ii. Prompts for engaging in prosocial behaviors
 - iii. Encouragement to have a good day and to follow the school-wide expectations
 - c. If there is a situation where a student has difficulty meeting their goals (i.e., following the school-wide expectations), the CICO coordinator helps the student problem-solve to make future days more successful.
 - d. Option: students can receive a point on their DPR for checking-in each morning AND/OR bringing a signed DPR from a parent.
2. During the day: the CICO coordinator and the student's teacher are the primary implementers of the intervention. After the initial morning check-in with the CICO coordinator, teachers will provide specific feedback about behavioral performance at the end of each designated marking period on the student's DPR and provide verbal praise as reinforcement for attending class.
- a. During feedback sessions, the teacher provides positive feedback about the students' behavior and progress towards meeting their goals.
 - b. If a student is experiencing difficulty meeting behavioral expectations, the teacher then provides accurate corrective feedback.
 - c. Remember: the feedback sessions are micro-teaching moments – make them positive!
3. End of the day: at the end of the school day, students check out with the CICO coordinator to total their points earned on the DPR and calculate a percentage.
- a. The CICO coordinator provides additional verbal praise and a reward (e.g., preferred item) for meeting daily or weekly goals.
 - b. The CICO coordinator provides re-teaching of school-wide expectations and supportive encouragement to the student if their goal is not met.
 - c. Students can receive a point on their DPR for checking-out and an additional point if they made their daily percentage goal.
 - d. Although students typically begin CICO with a goal of 70-80%, the goal percentage criterion can easily be modified (i.e., increased or decreased) based on individual student performance.
4. Students need to access frequent reinforcement for the intervention to be effective.
- a. If the goal is set too high, students will not earn reinforcement, which may negatively affect student buy-in to the intervention.
 - b. Students can have an opportunity to redeem their points for a tangible or activity based-reinforcer several times a week.
5. The CICO coordinator provides a prompt at the end of the day for students to take their DPRs home to receive additional feedback from their parent or guardian. The student then can return the signed DPR to the school the following day. If the student brings back the signed DPR, the student may receive an extra point.
- a. If the student does not return the signed DPR, there is no result of point loss or negative consequences.
6. The CICO coordinator then enters the percentages of points earned daily from each student's DPR into a data spreadsheet during check-out. Schools may choose to record the data electronically using BRST's CICO calculator, which automatically graphs the data as it is entered.
- a. Schools may also choose to have students graph their own percentages.

7. To monitor each student's response to the intervention, data will be reviewed on either a bi-weekly or monthly basis by the school's student support or positive behavior support team.

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H.A.W.K. Report

Help A Winning Kid

"WAY TO BE A HAWK!"



Name _____				Date _____			
Time	Will Follow Directions - Arrive on time	On-Task - Remain in assigned area	Have and Show Respect - Stay in class through period				
Before AM Recess	2 1 0	2 1 0	2 1 0				
After AM Recess	2 1 0	2 1 0	2 1 0				
Before PM Recess	2 1 0	2 1 0	2 1 0	Teacher Initials			
After PM Recess	2 1 0	2 1 0	2 1 0				
Totals Points	/8	/8	/8				

Today's Point Total: _____ % Today _____ %

2 = Excellent: Consistently follows rule. Needs 1 or fewer reminders (80-100% of the time).	1 = OK: Follows rule most of the time. Needs 2-3 reminders (60-79% of the time).	0 = Poor: Does not or rarely follows rule. Needs more than 3 reminders (0-59% of the time).
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Successes: _____

Coordinator Initials

Parent Signature _____

SELF-MONITORING

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Self-monitoring interventions are a type of self-management intervention, used to change student behavior. These interventions require a student to self-observe and self-record their behavior.

The four main components of self-monitoring interventions are:

- Selection of a target behavior
- Definition of the target behavior
- Assessment of the target behavior
- Recording of the target behavior

Other components that may be included in a self-monitoring intervention include:

- Instructional prompts
- Goal setting
- Evaluation of goal attainment
- Selection of reinforcers
- Administration of primary reinforcers
- Administration of secondary reinforcers
- Graphing or charting behavior

Self-monitoring interventions have been determined effective in improving study behaviors, on-task behaviors, disruptive behaviors, social skills, and academic achievement.

They have also been successful with various student groups, including those with autism, intellectual disability, specific learning disabilities, and emotional-behavioral disorders.

Other benefits to self-modeling include:

- Minimal demand on teacher time and resources
- Increased student independence
- Intervention versatility (can be used for a variety of behaviors, students, etc.)
- Promoting generalization of appropriate behaviors



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How to Implement the Intervention

Variations of the Intervention

- 1 Identify the problem behavior.
- 2 Operationally define the target behavior. Provide detailed descriptions that make it easy for the behavior to be observed and measured. For example, the operational definition of being “on task” can be “remaining in assigned seat with eyes focused on their work.”
- 3 Collect baseline data to determine the student’s current performance. Count the frequency of a behavior, or conduct a time sampling to determine rate of on-task.
- 4 Determine if it is an appropriate behavior to remediate – is it really something that can be changed?
- 5 Design all procedures and materials:
 - All students need to have the four basic components (selecting, defining, assessing and recording the target behavior) as part of their self-monitoring intervention.
 - Determine how often will the student self-monitor.
 - Determine how the student will document occurrences of the target behavior (will they simply check “yes” or “no” on a form?)
 - Decide how the student will be cued for behavior recording (Examples: teacher verbal cue, peer cue, audio recordings, MotivAider).
 - Determine method of progress monitoring (such as graphing).
- 6 Teach the student how to self-monitor with modeling.
- 7 Begin self-monitoring.
- 8 Monitor progress, and determine whether the intervention works.
 - If there is no improvement: reteach self-monitoring components, or add additional components.
- 9 Fade the use of the intervention, once behavior reaches an acceptable, predetermined level for at least two weeks (this may be determined on a case-by-case basis).

Pick reinforcers that are valuable to the student.

Pair rewards with self-monitoring. Rewards may be earned through:

Goal-setting: reaching goals determined at the beginning of the day or interval which self-monitoring takes place.

Student-teacher matching: if the student’s self-monitoring card matches the teacher monitoring card, then they may gain access to a reward

Apply behavior specific praise and social reinforcement so the student knows the correct behavior they have performed, increasing the likelihood of engaging in the behavior in the future.

Have the student self-chart/graph their progress. This may result in spontaneous creation of goals and self-evaluation.

Reviewing progress and graphing student progress with the teacher or another adult within the school may be reinforcing for a student seeking attention, and may increase intervention effectiveness.

Provide prompts to remind student about intervention procedures.



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SELF-MONITORING INTERVENTIONS

By: Rovi Hidalgo, M.Ed.

Falling in the larger category of self-management interventions, self-monitoring interventions are often used in education settings to change student behavior. Self-management interventions utilizing basic self-monitoring procedures have very large effects on changing student behavior (Briesch, 2016). Self-monitoring interventions demonstrated increases in the following behaviors: on-task behaviors (Otero and Haut, 2016; Stasolla et al., 2014), study behaviors (Otero and Haut, 2016), social skills (Parker & Kamps, 2011), and classroom preparedness (Gureasko-Moore et al., 2007). Additionally, Joseph and Eveleigh (2011; as cited in Bruhn et al., 2015) found that this intervention yielded overall positive effects for reading accuracy, productivity, and achievement. Self-monitoring interventions have also been found to have a strong effect in modifying behaviors and academic performance within different disability categories, including autism (Davis et al., 2015), intellectual disability (Boswell et al., 2013), specific learning disabilities (Clemons et al., 2015; Crabtree et al., 2010), and emotional-behavioral disorders (Denune et al., 2015). Self-monitoring is effective across both elementary and secondary settings, as well as both general and special education classrooms.

Apart of its effectiveness, Daly and Ravalli (2003; as cited in Vanderbilt, 2005) stated multiple benefits to self-monitoring: (a) It promotes generalization of appropriate behaviors to other environments; (b) Teachers are free to attend to other students and focus on content; (c) Student independence is increased as they are responsible for their own behavior; (d) It is inexpensive; (e) It can be used with a variety of behaviors; and (f) It can be used with students of different ability levels.

Self-monitoring interventions typically require a student to self-observe their own behavior, and then self-record whether or not they were engaging in the target behavior (Rafferty, 2011). When setting up a self-monitoring intervention, there are four main components: (a) selection of a target behavior, (b) definition of the target behavior, (c) assessment of the target behavior, and (d) recording the target behavior. Additional components (e.g., goal-setting, evaluation of goal attainment, and selecting reinforcers) may be utilized depending on the student's need. Some self-monitoring intervention variations will be listed concluding this segment.

Procedures

Note. The following procedures have been outlined by Rafferty (2011):

1. **Identify the behavior.** The first step in creating a self-monitoring intervention is to identify the problem behavior or area of academic concern. The teacher, parent and consultant (if applicable) should work together to operationally define the target behavior to increase or decrease.
2. **Operationally define the target behavior.** The teacher needs to create a detailed description of what the behavior looks like so that it can be observed and measured (Cooper et al., 2007; as cited in Vanderbilt, 2010).

- a. For example, "on-task behavior" can be defined as "student seated at desk with eyes on the teacher or assignment," "writing on the [math] practice sheet," or "asking the teacher for help."
3. **Collect baseline data.** Once the teacher operationally defines the target behavior, baseline data should be collected in order to determine change throughout the intervention. The teacher should gather at least three to five pieces of data (e.g., noting the frequency of a student staying in their seat in a day over three days). There are multiple ways to collect data, such as:
 - a. **Frequency.** With this method, the teacher can simply count the number of behavior occurrences that day. Examples include the frequency that a student leaves their seat, speaks out of turn, or number of problems solved on a worksheet.
 - b. **Time sampling.** The teacher can record the occurrence of a target behavior with fixed time intervals. For example, a teacher would note whether the student was writing on their independent assignment every ten seconds for fifteen minutes. Then, the teacher can divide the number of intervals where the student was writing by the total number of intervals to get a percentage of on-task behavior.
4. **Determine if it is an appropriate behavior to remediate.** After collecting baseline, the teacher should consider any of the following factors:
 - a. Whether or not the student can perform the skill,
 - b. If the behavior occurs frequently enough to notice change,
 - c. Developmental and cognitive levels (i.e., the expectation may be developmentally inappropriate or too complex)
 - d. Whether the student can control the target behavior,
 - e. The behavior may be too severe to use self-monitoring alone, and
 - f. Whether the student's culture actually impacts behavior (i.e., eye-contact with an adult may not be feasible in certain cultures).
5. **Design procedures and all materials.** During this step, the teacher can determine:
 - a. All students need to have the four basic components (selecting, defining, assessing and recording the target behavior) as part of their self-monitoring intervention.
 - b. The frequency of self-monitoring:
 - i. Across the entire day?
 - ii. During the morning or afternoon half of the school day?
 - iii. During transitions?
 - iv. During specific curricula (e.g., centers)?
 - c. The format which the student will self-monitor on:
 - i. A card where the student simply marks "yes" or "no" to performing a target behavior?
 - ii. A card which allows ratings for approximations to the target behavior (rating themselves from 1-5)?
 - iii. Checklists if target behaviors have multiple steps?
 - iv. Counting the number of times, they engage in the target behavior?
 - d. How the student will be cued to record their behavior:
 - i. Prerecorded beeps emitted through a tape?
 - ii. Devices that vibrate at fixed intervals (e.g., MotivAider)?

- e. How data will be monitored over time:
 - i. Cards given to teacher at the end of the day to record?
 - ii. Graphing on their own?
- 6. **Teach the student how to self-monitor.** The student should be trained using the following steps:
 - a. Discuss the importance of the target behavior and idea of self-monitoring.
 - b. Teach the student to discriminate between engaging in the target behavior, and not engaging. This may be implemented through sharing the operational definition and role-playing.
 - c. Show the student how to record their behavior on the card (e.g., when the timer vibrates, the student will check "yes" when they are on task).
 - d. Student can be taught how to transfer the total number for the day to graph independently or give to their teacher.
 - e. The teacher should model the steps, then practice with the student.
- 7. **Monitor student's progress.** Data collected over time informs both instructional and intervention decisions. For example, graphs can demonstrate improvements in on-task behaviors, number of math problems solved in a day, or frequency in out-of-seat behavior, implying intervention effectiveness. Lack of improvement may warrant changes in the self-monitoring intervention.
- 8. **Fade use of intervention.** The goal is to help the student monitor their behavior without the intervention. The self-monitoring materials should be faded. The teacher should continue to monitor student progress when the intervention is withdrawn; if student engagement in the target behavior falls outside the acceptable range, then it is possible that the student is not ready to be taken off the intervention.

Optional Variations to Improve/Adjust Self-Monitoring Interventions

1. **Select individualized reinforcers.** In order to determine rewards that are motivating, the teacher can administer a preference assessment – in other words, the teacher may observe the student's interests, and even ask them what they'd like. Depending on a student's needs, determination of primary and secondary reinforcers may be helpful.
 - a. **Primary Reinforcers.** These are the student's favored reinforcers, and they will vary between students. Primary reinforcers should be the most motivating. Examples may include edibles, time spent with teachers or friends, computer or iPad access, and free time.
 - b. **Secondary Reinforcers.** Although these are not the most preferred, they are still valuable to the student.
2. **Pair rewards with self-monitoring.** Rewards can be implemented in a number of ways:
 - a. Accurate self-monitoring may result from student-teacher rating comparisons. Here, the teacher also tracks student engagement in the target behavior. This condition may be most effective for students prone to exaggerating the frequency of appropriate behavior.
 - b. Rewards may be earned as a result of reaching goals. For example, a student may receive access to a preferred reward if they are on-task for 80 percent of the day for three days in a row.

3. **Apply behavior specific praise and social reinforcement.** Using specific praise means addressing the student by name, stating the correct behavior being performed, and providing positive feedback (Vanderbilt, 2010). For example, a teacher may say, "Thank you so much for following directions the first time I asked you to do something. You are doing an excellent job!"
4. **Have the student chart/graph ongoing progress.** Combining self-recording procedures and self-graphing may be more effective than recording alone (DiGangi et al., 1991; as cited in Rafferty, 2011). Students spontaneously create goals and evaluate themselves.
5. **Provide prompts.** Instructional prompts, such as reminders, may keep the student on track.

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FUNCTION-BASED SELF-MONITORING

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Self-monitoring interventions are a type of self-management intervention, used to change student behavior. These interventions require a student to self-observe and self-record their behavior.

OVERVIEW & OBJECTIVE

With an FBA, the following main components of self-monitoring interventions may be identified. These are:

- Selection of a target behavior
- Definition of the target behavior
- Assessment of the target behavior
- Recording of the target behavior

Other components that may be included in a self-monitoring intervention include:

- Instructional prompts
- Goal setting
- Evaluation of goal attainment
- Selection of reinforcers
- Administration of primary reinforcers
- Administration of secondary reinforcers
- Graphing or charting behavior

Self-monitoring interventions are successful in improving study behaviors, on-task behaviors, disruptive behaviors, social skills, and academic achievements in various student populations. Further, this type of intervention promotes generalization of appropriate behaviors, as well as student independence in behavior management.

Functional Behavior Assessments

Functional behavior assessments (FBAs) are used to identify the “functions” of behavior, based on the assumption that behaviors are performed for specific consequences. These consequences may include gaining access to something (like tangibles or peer and teacher attention), or being able to escape nonpreferred tasks (such as being able to leave the classroom).

The main components of an FBA are:

Antecedents: what happens before the behavior (teacher request, peer/teacher attention?)

Behaviors: operational descriptions of the student's actions

Consequences: what does the student get after the behavior?

There are multiple ways to conduct an FBA, such as:

- Interviews with the teachers, parents, and student
- Direct observations of the student in the natural environment (i.e., the time/environment where the problem behavior occurs most frequently)
- Questionnaires to the parents and teacher
- Functional behavior analysis: direct manipulations of various antecedents that may preclude the target behavior – almost like a miniature experiment

If you are considering an FBA as a Tier 2 service, administer the Questions About Behavioral Function (QABF) form

If you are considering an FBA as a Tier 3, consider a more substantial FBA (for further information, see 'FBA Procedures' within this manual).

- 1 Identify a problem behavior. Determine the type of FBA to be used (QABF or formal FBA based on tier of service).
- 2 Conduct an FBA to determine the function of a behavior.
- 3 Determine if it is an appropriate behavior to remediate - is it really something that can be changed?
- 4 Decide on appropriate replacement behaviors. This behavior will be self-monitored. Target behaviors must be operationally defined.
- 5 Determine appropriate reinforcement to be received contingent on self-monitoring the replacement behavior.
- 6 Design procedures and materials:
All students need to have the four basic components (selecting, defining, assessing and recording the target behavior) as part of their self-monitoring intervention.

Determine how often the student will self-monitor.

Determine how the student will document occurrences of the target behavior

Decide how the student will be cued for behavior recording (Examples: teacher verbal cue, peer cue, audio recordings, MotivAider).

Determine method of progress monitoring (such as graphing).

Decide method of progress monitoring (such as graphing)

Decide when the student will receive function-based reinforcement (e.g., reaching on-task percentage goals).

8 Teach the student how to self-monitor with modeling.

9 Begin self-monitoring.

10 Monitor their progress and determine whether their intervention works. If there is no improvement, you may reteach self-monitoring components, or add additional components.

11 Fade use of the intervention.

Variations of the Intervention

Pick reinforcers that are valuable to the child.

Pair rewards with self-monitoring. Rewards may be earned through:

Goal-setting: reaching goals determined at the beginning of the day or interval which self-monitoring takes place.

Student-teacher matching: if the student's self-monitoring card matches the teacher self-monitoring card, then they may gain access to a reward.

Apply behavior specific praise and social reinforcement.

You may also have the student chart/graph their progress themselves. As a result of self-graphing, students spontaneously create goals and evaluate themselves.

Reviewing progress and graphing student progress with the teacher or another adult within the school may be reinforcing for a student seeking attention, and may increase intervention effectiveness.

Provide prompts to remind student about intervention procedures.

Why Use an FBA?

Functionally-relevant self-monitoring interventions lead to decreases in noncompliance, disruptive, and off-task behaviors. The following are some examples of incorporation of an FBA:

For **escape-maintained** behaviors, students may be encouraged to self-monitor on-task behavior to obtain access to "break cards" if they reached their daily goal.

For **teacher attention-maintained** behaviors (e.g., running around the classroom), students may self-monitor remaining in their seat to obtain access to teacher-implemented reinforcement and activities contingent on reaching their goal that period.

If noncompliance was found to be **escape-maintained** and led to **tangible access** (e.g., iPad), students may self-monitor on-task behavior to gain access to the same reinforcer contingent on matching performance on both the teacher and student monitoring card.

Collaboration between the student and teacher for some of these components may be reinforcing for the student, also!



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SELF-MONITORING INTERVENTIONS AND FUNCTIONAL BEHAVIOR ASSESSMENTS

By: Rovi Hidalgo, M.Ed.

Self-management interventions, such as self-monitoring interventions, may be enhanced with the use of functional behavioral assessments (FBAs; Hansen et al., 2014). FBAs determine the “function” of a behavior, whether it be gaining access to a stimulus (e.g., disruptive behavior leading to teacher attention) or escaping activities (e.g., being sent out of the classroom due to disruptive behavior during reading). The three components of a functional behavior assessment are: (a) the antecedent (i.e., what occurs before the behavior); (b) the behavior itself; and (c) the consequence.

There are various methods to assess the function of a behavior, including interviews, questionnaires, and direct observations. Direct observations are more common, where a student is observed in the natural environment and descriptions of antecedents and consequences associated with the target behavior are provided (Bruni, 2017). Functional behavior analyses, another method to determine the function of a behavior, include direct manipulations of various antecedents that may root the target behavior; this type of assessment, however, is more time consuming.

FBAs help determine target behaviors and replacement behaviors. Considering the behavior function to determine appropriate replacement behaviors have been found to contribute to long-term change (Durand & Car, 1991; as cited in Kern et al., 2001). When comparing the effectiveness of function-based and non-function-based intervention plans, Ingram et al. (2005) found that function-based interventions were associated with greater decreases in problem behaviors. Functionally relevant self-monitoring interventions have also demonstrated significant decreases in inappropriate behaviors with the application of relevant replacement behaviors in two at-risk middle school students (Free & Hughes, 1997; as cited in Bruere & Simonsen, 2011). It has consistently been shown that incorporating FBAs into the development of self-monitoring interventions lead to decreases in disruptive behavior, off-task behavior (Bruere & Simonsen, 2011; Hansen et al. 2014; Kamps et al., 2006; Brooks et al., 2003; as cited in Wadsworth et al., 2015) and noncompliance (Lane et al., 2007; Wadsworth et al., 2015).

Procedures

Note. The following procedures have been outlined by Rafferty (2011):

1. **Identify the behavior.** The first step in creating a self-monitoring intervention is to identify the problem behavior or area of academic concern. The teacher, parent and consultant (if applicable) should work together to operationally define the target behavior to increase or decrease.
2. **Determine the type of FBA to be used.** Depending on the tier of service, determine whether the QABF or formal FBA is most appropriate for determining the function of a student’s behavior to guide further development of a self-monitoring intervention.

3. **Conduct the FBA and collect baseline data.** When conducting the FBA, note the:
 - i. **Antecedent.** What happens prior to the target behavior? Examples include commands from adults, transitions between activities, and interactions with peers (e.g., teasing).
 - ii. **Behavior.** This should be the problem behavior.
 - iii. **Consequence.** What does the child receive following the behavior? Consequences can be either positive or negative.
 - i. Positive reinforcement. Does the child gain access to something (e.g., peer/teacher attention, or tangibles)?
 - ii. Negative reinforcement. Does the student get to avoid something (e.g., excusal from the classroom or classwork)?
4. **Determine if it is an appropriate behavior to remediate.** After collecting baseline, the teacher should consider the following as appropriate:
 - i. Whether or not the student can perform the skill,
 - ii. If the behavior occurs frequently enough to notice change,
 - iii. Developmental and cognitive levels (i.e., the expectation may be developmentally inappropriate or too complex),
 - iv. Whether the student can control the target behavior,
 - v. The behavior may be too severe to use self-monitoring alone, and
 - vi. Whether the student's culture actually impacts behavior (i.e., eye-contact with an adult may not be feasible in certain cultures).
5. **Decide on appropriate replacement behaviors.** Following the identification of the function, the teacher, parent and consultant (as appropriate) should decide on an appropriate replacement behavior, which will be self-monitored. The teacher needs to operationally define this behavior by creating a detailed description of what the behavior looks like so that it can be observed and measured (Cooper et al., 2007; as cited in Vanderbilt, 2010). Depending on the student, this may be being on-task, or remaining in one's seat or the classroom. Here are some examples:
 - i. If it was found that a student engages in disruptive behavior to escape classwork, then an appropriate replacement behavior may be on-task behavior, such as remaining in her seat when expected.
 - ii. If the function of the behavior is to access teacher attention, then an appropriate replacement behavior may be to access attention appropriately, such as having the student raise their hand when they need help.
6. **Determine appropriate reinforcement.** Given the function and a replacement behavior, the type of reinforcement the student can receive for behaving appropriately may be decided. *Function-based reinforcement* should incorporate the consequence determined during the FBA (e.g., peer attention, teacher attention, temporary escape from classwork). Some examples include:
 - i. If a student leaves the classroom during math, and it is determined that the behavior was primarily escape maintained, the student may earn "break tickets" contingent on reaching on-task goals.
 - ii. If a student is determined to engage in disruptive behavior in order to access teacher attention, then activities spent with the teacher (e.g., goal-setting, graphing, eating lunch, etc.) may be an appropriate reinforcer.
7. **Design procedures and all materials.** During this step, the teacher can determine:

- i. All students need to have the four basic components (selecting, defining, assessing and recording the target behavior) as part of their self-monitoring intervention.
 - ii. For students where attention is identified as the function of their behavior, use additional components such as goal-setting, evaluation of goal-attainment, and administration of reinforcers. These additional components should create more opportunities for adult attention through this intervention.
 - iii. The frequency of self-monitoring:
 1. Across the entire day?
 2. During the morning or afternoon half of the school day?
 3. During transitions?
 4. During specific curricula (i.e., centers)?
 - iv. The format which the student will self-monitor on:
 1. A card where the student simply marks "yes" or "no" to performing a target behavior?
 2. A card which allows ratings for approximations to the target behavior (rating themselves from 1-5)?
 3. Checklists if target behaviors have multiple steps?
 - v. How the student will be cued to record their behavior:
 1. Prerecorded beeps emitted through a tape?
 2. Devices that vibrate at fixed intervals (e.g., MotivAider)
 - vi. How data will be monitored over time:
 1. Cards given to teacher to record?
 2. Graphing on their own?
 - vii. When the student will receive function-based reinforcement:
 1. Reaching goals (e.g., being on task at least 80% of the recording time)?
 2. Teacher discretion?
8. **Teach the student how to self-monitor.** The student should be trained using the following steps:
- i. Discuss the importance of the target behavior and idea of self-monitoring.
 - ii. Teach the student to discriminate between engaging in the target behavior, and not engaging. This may be implemented through sharing the operational definition and role-playing.
 - iii. Show the student how to record their behavior on the card (e.g., when the timer vibrates, the student will check "yes" when they are on task).
 - iv. Student can be taught how to transfer the total number for the day to graph independently or give to their teacher.
 - v. The teacher should model the steps, then practice with the student.
9. **Monitor student's progress.** Data collected through self-monitoring over time guides instructional decisions. For example, graphs can demonstrate improvements in on-task behaviors, number of math problems solved in a day, or frequency in out-of-seat behavior, implying intervention effectiveness. If not, it may warrant changes in the self-monitoring intervention.
10. **Fade use of intervention.** The eventual goal is to help the student monitor their behavior

without the intervention. The self-monitoring materials should be faded. The teacher should continue to monitor student progress when the intervention is withdrawn; if student engagement in the target behavior falls outside the acceptable range, then it is possible that the student is not ready to be taken off the intervention.

- a. **Function-based reinforcement.** Once the function-based self-monitoring intervention has demonstrated effectiveness, the self-monitoring component may be removed, and the reinforcement maintained. At this point, the teacher judges whether the student had demonstrated appropriate behavior during specific time- intervals and grants the reinforcer (e.g., break tickets).

Optional Variations to Improve/Adjust Self-Monitoring Interventions

1. **Select Individualized Reinforcers.** In order to determine rewards that are motivating, the teacher can administer a preference assessment – in other words, the teacher may observe the student's interests, and even ask them what they'd like. Depending on a student's needs, determination of primary and secondary reinforcers may be helpful.
 - a. **Primary Reinforcers.** These are the student's favored reinforcers, and they will vary between students. Primary reinforcers should be the most motivating. Examples may include edibles, time spent with teachers or friends, computer or iPad access, and free time.
 - b. **Secondary Reinforcers.** Although these are not the most preferred, they are still valuable to the student.
2. **Pair rewards with self-monitoring.** Rewards can be implemented in a number of ways:
 - a. Accurate self-monitoring may result from student-teacher rating comparisons. Here, the teacher also tracks student engagement in the target behavior. This condition may be most effective for students prone to exaggerating the frequency of appropriate behavior.
 - b. Rewards may be earned as a result of reaching goals. For example, a student may receive access to a preferred reward if they are on-task for 80 percent of the day for three days in a row.
3. **Apply behavior specific praise and social reinforcement.** Using specific praise means addressing the student by name, stating the correct behavior being performed, and providing positive feedback (Vanderbilt, 2010). For example, a teacher may say, "Thank you so much for following directions the first time I asked you to do something. You are doing an excellent job!"
4. **Have the student chart/graph ongoing progress.** Combining self-recording procedures and self-graphing may be more effective than recording alone (DiGangi et al., 1991; as cited in Rafferty, 2011). Students spontaneously create goals and evaluate themselves.
 - a. Setting goals and reviewing performance with a teacher may increase the intervention's effectiveness, particularly if the student seeks teacher attention.
5. **Provide prompts.** Instructional prompts, such as reminders, may keep the student on track.

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CONTINGENT BREAKS

University of Utah BRST Manual

By: Natalie Jensen, M.Ed.

Contingent break interventions are appropriate for students who are 1) non-responsive to effective tier 1 strategies and 2) engage in problem behaviors to escape their current environment.

Escape-Maintained Behaviors & Contingent Breaks

Escape-maintained problem behaviors may be evidenced by the following:

- "Shutting down" after task instructions or during lessons (e.g. head on desk, ignoring instructions, engaging in another task)
- Asking to go to the bathroom or other locations on a regular basis
- Engaging in behaviors that are disruptive and may result in classroom removal (e.g., yelling, aggression, destruction)
- Leaving the classroom without permission, or refusing to return to the classroom

It is important to note that teachers and support staff should consider the following prior to implementing a contingent break intervention:

- Does the current instruction and curriculum demonstrate effective tier 1 strategies? Are most of the students in the class engaged in instruction most of the time?
- Does the student demonstrate academic, social, adaptive and communication deficits that would benefit from targeted intervention?
- Can the escape-maintained problem behaviors be ignored or tolerated?

Functions of Behavior

Behavior is a form of communication. Simply put, we (adults and children) behave in ways that help us obtain something desirable, or avoid something unpleasant.

To truly change a student's behavior, we need to determine the function of a student's behavior.

Functions of behavior include a desire to...

- Get something (e.g. attention or items)
- Get away from something (e.g. non-preferred tasks or instruction)
- Feel pleasure/body awareness (e.g. repetitive body movements or self-injury)

We need to carefully and repeatedly observe the ABCs of behavior to accurately understand a behavior's function:

Antecedent

What happens before the behavior?

Behavior

What does the behavior look like and sound like?

Consequence

What happens after the behavior?



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Functions of Behavior, cont.

Once we understand the function of the student's behavior and the reinforcement contingencies in place, we can use this information to change both adult and student behavior through **positive behavior supports (PBS)**.

- PBS interventions **teach and reinforce the desired behavior.**
- Remember: Punishment procedures do not teach or reinforce appropriate behaviors!

How to Implement Earned Breaks Interventions

Determine that 1) appropriate tier 1 supports are in place in the student's classroom, 2) the student is not responding to the tier 1 supports and 3) functional behavioral assessments indicate the child demonstrates escape-maintained problem behaviors (EMPBs).

Operationally define both the target behaviors and EMPBs (i.e. describe what the behaviors look like and sound like).

Determine the break schedule. Consider:

- Target behaviors that will earn breaks
- Available activities during breaks
- Frequency of breaks
- Supervision
- Location for breaks
- Data collection methods
- Duration of breaks
- How breaks will be faded

Once the break schedule and all necessary components are considered, teach the students all the components of the intervention.

Begin earned breaks intervention, and consider the following:

- Ensure quality instruction and class-wide positive behavior supports are in place.
- Ignore minor inappropriate behaviors.
- Reinforce appropriate behaviors with social praise and other positive reinforcement techniques.
- Provide escape from tasks only during earned breaks. This step is critical in stopping EMPBs.
- Take data on intervention to determine effectiveness.

Systematically fade the earned break intervention when the EMPBs have decreased. Slowly decrease the frequency and duration of breaks.

Variations

Differentiate the type of breaks the student can access. A color system may be used to determine the quality of each break, for example:

- **Green break** is earned for engaging in appropriate behaviors. Green break privileges use of electronics.
- A **yellow break** is earned for approximating appropriate behaviors with several reminders. Yellow break privileges board game or coloring.
- A **red break** is earned for engaging in inappropriate behaviors. Red break privileges a break from the classroom in the form of a sit-away.

Pair rewards with earned breaks. This can be done in several ways by reinforcing:

- Improvement in differential target behaviors (i.e. staying in the classroom, engaging in task demands, etc.).
- Reduction in EMPBs.
- Improvement in the use of observable coping skills.

CONTINGENT (EARNED) BREAKS INTERVENTION FOR ESCAPE-MAINTAINED PROBLEM BEHAVIORS

By: Natalie Jensen, M.Ed.

Escape-maintained problem behaviors (EMPBs) are motivated by an individual's desire to avoid aversive people, settings, and tasks. EMPBs are considered one of the most common functions of reinforcement, and are indicated in functional analyses (FAs) more frequently than attention, access to tangibles, and automatically-maintained reinforcement functions (Iwata, Pace, Dorsey, et al, 1994; Asmus et al., 2004; Love, Carr, & LeBlanc, 2009). EMPBs are *negatively reinforcing* in that the individual experiences relief every time he/she engages in stimuli avoidance. EMPBs occur across a continuum of severity, with less- disruptive behaviors like shutting down and ignoring directions, to more disruptive behaviors like arguing, aggression, and destruction of property.

It is important to note that adults supporting an individual with EMPBs may also experience negative reinforcement by directly or indirectly reinforcing the individual's avoidance to reduce disruption or danger in the immediate environment. As a result, both the individual and the adult find themselves in a reinforcement cycle that perpetuate EMPBs. Function-informed interventions for EMPBs can halt avoidant reinforcement interactions, and are discussed in the following paragraphs.

Function-informed interventions for the treatment of EMPBs have been effective in reducing avoidant behavior and increasing appropriate behavior in both clinical and educational settings. EMPBs function-informed interventions include both antecedent (occurring prior to the behavior) and consequence (occurring after the target behavior occurs) strategies such as activity choice, instruction and curriculum revision, task demand fading, differential reinforcement of alternative (desired) behaviors (DRA), extinction, functional communication training, and contingent/noncontingent escape. Antecedent interventions will ideally result in the reduction of EMPBs; however, in the event behavior does not change, consequence strategies like extinction, differential reinforcement, and contingent escape may be effective. Effective extinction procedures; however, may not be feasible in a school setting due to the limited resources and safety precautions. Moreover, teachers may have difficulty with DRA schedule interventions, and may not reinforce the adaptive, alternative behavior frequently enough to truly reduce the EMPBs. DRA schedules may also not provide the opportunity for escape contingent on appropriate behaviors, task completion, and functional communication; thus, the EMPBs may continue if the individual is still accessing the escape he/she desires when he/she engages in EMPBs, despite a well- implemented DRA. As an alternative, ***contingent break*** are interventions that can be easily implanted in schools and address EMPB. Contingent breaks are effective for two reasons 1) this intervention reinforces work completion with the individual's preferred reinforcement (escape), and 2) approximate extinction procedures by simultaneously discontinuing access to escape for EMPBs, may be an ideal function-informed intervention for EMPBs.

Contingent breaks systematically reinforce the individual with access to the escape they desire, contingent on their meeting pre-established expectations. Contingent breaks often follow an "if-then" or "first-next" procedure, demonstrated in the following examples: "Ben,

if you complete this row of math problems, *then* you can take a 2-minute break”, or, “Melanie, *first* you need to clean up your supplies; *next* you can take a 1-minute break.” Contingent break interventions translate across a variety of settings and problem behaviors, and may be combined with other interventions. When carefully planned and correctly implemented, a contingent break intervention is likely to be feasible for the teacher, truly reinforcing for the individual, and effective in both reducing EMPBs and increasing task completing. That said, it is important to note that a contingent break intervention is still providing negative reinforcement, and will likely require appropriate fading to ensure the individual is engaging in the previously-escape-maintained context as frequently as his/her peers. Further, the following intervention components require careful consideration prior to implementation: break frequency and duration, behavior contingencies in place, data collection methods, and resources needed (e.g. staff supervision, data collection documents, and tangible items for breaks).

Procedures

1. Contingent break interventions begin **after** the following has occurred:
 - a. Implementation of tier 1 interventions (e.g. Good Behavior Game, CW-FIT, etc.) with acceptable fidelity, **and** data indicating the target student has not responded to tier 1 interventions.
 - b. The student’s parent provides written consent for their student to receive tier 2 and 3 interventions.
 - c. A functional behavior assessment is completed **and** indicates the student’s problem behaviors are escape-maintained.
 - i. The assessment should include data on the current EMPBs topography, context, and both the frequency and duration of escape. Such information will be used to determine target contingent behaviors and the intervention schedule for contingent breaks.
2. The teacher and consultant (if applicable) should work together to operationally-define the target behaviors that will lead to earned breaks.
 - a. The definition of the target behavior should be clear, specific and written in a way that allows for observable occurrences of the behavior. For example, “on-task behavior” should be defined in a way that allows for direct observation of the behavior. Thus, “on-task behavior” may be operationally defined as: “student is seated at desk with eyes on teacher or independent assignment.”
3. Once the target behavior has been operationally-defined, a break schedule should be created by the teacher and consultant (if applicable):
 - a. An appropriate break schedule will:
 - i. Provide as much, or more reinforcement (in the form of a break), than the student is currently receiving through EMPBs.
 - ii. Be as consistent and predictable as possible.
 - iii. Be linked to the contingent target behaviors.
 - b. Attributes to consider:
 - i. What target behaviors will earn breaks?

- ii. Frequency of breaks.
 - iii. Where will the breaks occur?
 - iv. Who will supervise the breaks?
 - v. How long will the breaks last?
 - vi. What activities (if any) will be provided during the breaks?
 - vii. What data will be collected to determine effectiveness? Who will collect the data?
 - viii. How will the breaks be faded once an acceptable reduction in EMPBs has occurred?
4. Prior to beginning the earned break intervention, the student will be explicitly taught the intervention procedures.
- c. The student should be taught the intervention procedures with “*I do, we do, you do*” methods in which the intervention is described, modeled, and practiced with feedback:
 - d. Components to teach the student:
 - i. Target behaviors that will earn breaks
 - ii. Break schedule
 - iii. Break types and associated activities (if applicable)
 - iv. Coping strategies to use when escape is not available
5. After steps 1-4 have been completed, the teacher should begin the intervention in the classroom.
- e. Care should be taken to:
 - i. Ensure quality instruction and class-wide positive behavior supports are in place.
 - ii. Ignore minor inappropriate behaviors.
 - iii. Reinforce appropriate behaviors with social praise and other positive reinforcement techniques within the classroom.
 - iv. Provide escape from tasks only during earned breaks. This step is critical in placing the EMPBs on extinction.
 - v. Take data on intervention outcomes to determine effectiveness.
 - vi. Consider the student’s academic and social deficits that may benefit from targeted interventions.
6. Once the student has demonstrated a consistent and observable reduction in EMPBs, the intervention should be faded/discontinued. It is important that the fading component is systematic and gradual so that the behaviors acquired through the earned breaks intervention are maintained.
- f. Ideas for fading include:
 - i. Reducing the 1) frequency and/or 2) duration of breaks in the break schedule.
 - ii. Reducing the break activity options.

- iii. Reinforcing the student for not taking breaks with additional reinforcement components.

Optional Variations to Improve/Adjust Contingent Breaks Interventions

The following optional steps may be taken to improve and/or adjust an earned break intervention.

1. Pair rewards with earned breaks. This can be done in several ways.
 - a. Teachers may want to reward the student for:
 - i. Improvement in differential target behaviors (i.e. staying in the classroom, engaging in task demands, etc.).
 - ii. Reduction in EMPBs.
 - iii. Improvement in the use of observable coping skills.
 - b. To ensure that the reinforcements used are truly reinforcing to the student:
 - i. Have the student complete a preference assessment/reinforcer survey.
 - ii. Pay attention to the student in the classroom. What activities and items are he or she consistently drawn to?
 - iii. Ask the student's parents/past teachers what reinforcers motivate the student.
 - c. Randomize reinforcement and/or watch for satiation of reinforcers. Incorporate new reinforcers when needed, provide choice and provide "mystery" reinforcers to increase interest.

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CLASS PASS INTERVENTION

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

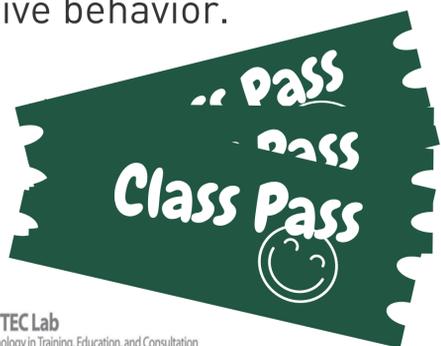
The following guide describes Class Pass, an intervention for escape-maintained problem behavior.

OVERVIEW & OBJECTIVE

The negative reinforcement component of the intervention is allowing the student the escape once a break has been requested. The positive component involves a contingency in which the student can exchange class passes for a preferred item or activity.

The student would be requesting a break via a limited number of "class passes" available in a day/period.

The Class Pass Intervention (CPI) is an intervention for escape-maintained problem behavior that utilizes both positive and negative reinforcement components. The CPI focuses on teaching students how to appropriately request breaks from the academic task, rather than engaging in the disruptive behavior.



Steps for Implementation

- 1 Determine the conditions that the student can use passes (e.g., feeling frustrated, tired, disinterested), and when the student cannot (e.g., during exams, or immediately after breaks)
- 2 Determine how the student can request a break (e.g., raising hand and waiting patiently to hand the pass to teacher)
- 3 Determine the number of passes that the student will have throughout the day/period.
- 4 Create the class passes.
- 5 Determine where the breaks will be, how long, and who will supervise.
- 6 Conduct a preference assessment to determine the types of activities available during breaks.
- 7 Conduct a preference assessment to determine the type of reinforcement the student can trade unused class passes for.
- 8 Determine when the student can trade in unused class passes for reinforcement (e.g., after school)
- 9 Train the teacher on how to prompt the student to use the class pass (e.g., "Now would be a good time to use a class pass")
- 10 Train the student on how to use the class pass through roleplays of examples and non-examples of its use.
- 11 Fade its use over time

CLASS PASS INTERVENTION FOR ESCAPE-MAINTAINED PROBLEM BEHAVIOR

By: Rovi Hidalgo, M.Ed.

It can be difficult to address escape-motivated problem behavior. According to Cook et al. (2014), teachers may find it difficult to prevent the student from escaping or avoiding academic tasks, a number of side effects related to escape extinction have been noted (e.g., increase in target behavior, aggressive behaviors and emotional responses; Lerman & Iwata, 1996; Lerman, Iwata & Wallace, 1999), and the use of common punitive procedures (e.g., time out) will reinforce those behaviors (O’Neill et al., 1997).

The Class Pass intervention aims to teach appropriate behavior (e.g., asking appropriately for a break) through allowing access to a potential functional reinforcer (i.e., escape). The Class Pass is based on the Bedtime Pass Program (BPP), which was designed to address resistance to going to bed at night (Friman et al., 1999; as cited in Cook et al., 2014). Within the Class Pass, appropriately requesting a break from the academic task, rather than engaging in disruptive behavior, creates a contingency in which the student can access a break after exchanging a pass. Further, students are positively reinforced for saving the passes because the student can trade unused passes for preferred items or activities (Cook et al., 2014). The goal is to encourage academically engaged behavior and socially acceptable requests for breaks in the classroom (Collins, Cook, Dart, Socie, Renshaw & Long, 2016). Further, positive methods can help prevent the occurrence of potential negative interactions that hinder teacher-student relationships (Umbreit, Ferro, Liauspin, & Lane, 2007; as cited in Collins et al., 2016). The Class Pass was found to be effective in addressing disruptive behavior (i.e., throwing objects, getting out of seat, talking, and talking about unrelated content) in the general education setting (Cook et al., 2014). It was also found to increase academic engagement time in high school students (Collins et al., 2016).

Steps for Implementation

To implement the intervention, consider the following steps (note: the following are adapted from Cook et al., 2014, and interventioncentral.org):

1. Determine the conditions that the student can use passes (e.g., when they are feeling frustrated, tired, or disinterested), and when they cannot. Students should be explicitly informed about when they cannot use the passes, such as during exams or immediately after breaks.
2. It should be determined how students can request a break. For example, students may be required to raise their hand, wait patiently, and hand the class pass to the teacher. Students may also be required to ask, “Can I have a break?”
3. Determine the number of passes that the student has access throughout the day or period. For example, depending on the severity of student behavior, the student may have access to three in the morning and afternoon, or three across the entire day.
4. Create the class passes.

5. Determine how long breaks can be. For example, students may be allowed 10-minute-long breaks (Cook et al., 2014). Teachers should also determine where breaks can take place and who will be available to supervise. If the break takes place in the classroom, then the teacher can supervise. The types of activities available during a break should be determined – these activities should be reinforcing, cause minimal distraction, and be manageable within the time limits of the break.
 - a. Some example activities include: academic-based computer programs/games, drawing, working on an ongoing project in the back of the room, and looking at preferred books (e.g., comic books).
6. A preference assessment should be conducted to determine the type of reinforcement that the student can get trade unused passes for. These prizes should be reinforcing and should help motivate the student to stay in class.
7. Determine when the student can trade in unused class passes for reinforcement (e.g., after school).
8. Train the teacher on how to prompt the student to use the class pass. For example, if the student is struggling to complete an independent assignment and is beginning to engage in problem behavior, the teacher can say, “Now would be a good time to use a class pass”).
9. Train the student on how to use the class pass through roleplays of examples and non-examples of its use.
 - a. Students should be explicitly informed about when a class can and cannot be used.
 - b. Help the student recognize signs that a break is needed. Allow the student to name situations in which they have identified feelings of stress or anxiety.
 - c. Practice requesting a break with the student, in particular, raising their hand or politely asking the teacher for a break.
10. Implement the intervention.
11. Fade its use over time. Determination of intervention effectiveness should be based on data collected on the student.
 - a. Fade the passes over time. When the student shows ability to work for longer periods of time, the number of passes should be reduced, while the reinforcement from the teacher (e.g., recognition in work production) increases.

Additional Tips

1. It should be noted that, prior to implementing the Class Pass, a brief assessment of a student’s current functioning, academic performance, and compliance be completed to sustain the effects of the Class Pass (Collins et al., 2016).
2. Remind the students to use the strategy.
3. Pair Class Passes with academic supports. While the Class Pass can address disruptive behavior, it does not directly impact the academic deficit; ensure that the student receives academic support.
4. Update the activities and rewards periodically to keep the student motivated.

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SOCIAL SKILLS IMPROVEMENT SYSTEM

University of Utah BRST Manual

By: Diana Askings, M.Ed.

The Social Skills Improvement System (SSIS) teaches social skills in a group format for students ages 7-11. Brief description of intervention

Social Skills Groups (Ages 7-11)

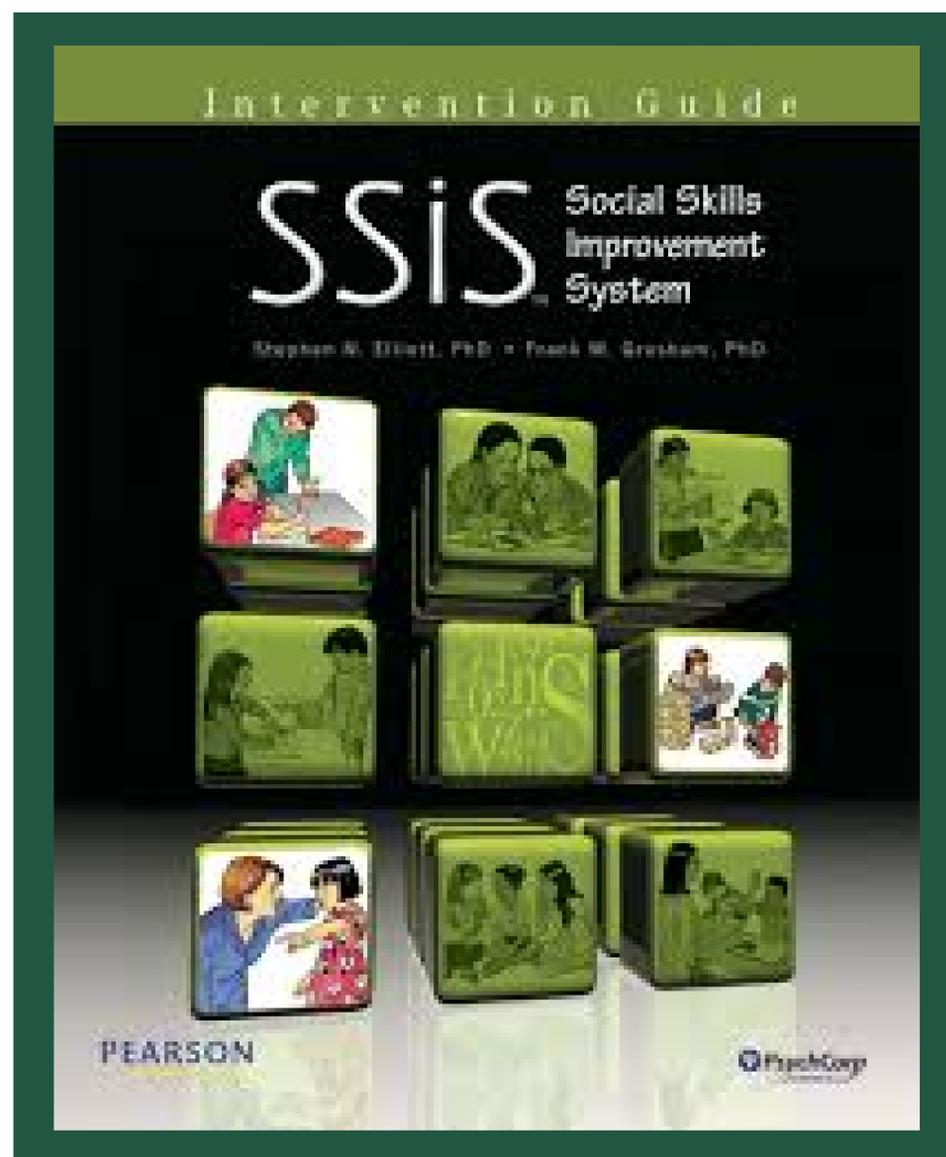
Social Skills Programming for the age group will be based on The Social Skills Improvement System (Elliot & Gresham, 2008).

Students will be pulled out of the classroom for one 60 to 90-minute session per week at the time considered most appropriate by the teacher.

Groups will be comprised of 3-7 students (dependent upon personnel availability and group cohesion).

A single group may contain students from multiple different classrooms, as long as the students are similar ages.

Skills do not necessarily need to be commensurate; it is often helpful for a more advanced peer to serve as a role model.



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Group Procedures

Facilitators will work to ensure that the rules and expectations of the group reflect the same standards they are held to in class.

Students will be given a 5-minute warning by facilitators prior to the start of group as well as the behavioral expectations that constitute appropriate conduct for leaving the classroom.

During group, students will receive token reinforcement contingent upon appropriate behaviors. Tokens will be cashed in for small prizes at the conclusion of group.

Facilitators are flexible with this procedure, and token cash in may be adjusted if a problem arises (consumption of prize in class, etc.)

Prior to returning to class, group members will be explicitly informed of re-entry expectations once again in order to facilitate a smooth transition back to class without disrupting other students.

Group Content

The first group session will primarily include additional fun games/activities and cover introductions, expectations, and procedures. The facilitators will also assess group preference to ensure that the prizes students can earn will operate as a reinforcer.

- Before any content is presented, it is important to establish that this will be a comfortable, fun space for the students and that the ability to participate in group is a special privilege.

Subsequent sessions will be organized around a key skill: The skill is presented and explained, examples are given and generated by students, and then the skill is practiced.

- This is generally referred to as a "tell, show, do" format.

Although the manual provides a vast array of skills to be taught, content will be selected based on group composition and teacher or parent input.

- Facilitators also recognize the importance of providing examples in session that reflect challenges the students face in a typical school day.

Examples of possible sessions:

- Emotion Recognition
- Following Directions
- Coping Skills and Distress Tolerance
- Responding to Bullying or Teasing
- Basic Conversation Skills
- Doing Your Part In a Group



SOCIAL SKILLS IMPROVEMENT SYSTEM

By: Natalie Jensen, M.Ed.

Overview

- Social Skills Programming for this age group will be based on *The Social Skills Improvement System* (Elliott & Gresham, 2008).
- Students will be pulled out of the classroom for one 60-90-minute session per week at the time considered most appropriate by the teacher.
- Groups will be comprised of 3-7 students (dependent upon personnel availability and group cohesion).
- A single group may contain students from multiple different classrooms, as long as the students are similar ages.
 - Skills do not necessarily need to be commensurate; it is often helpful for a more advanced peer to serve as a role model.

Group Procedures

- Facilitators will work to ensure that the rules and expectations of group reflect the same standards they are held to in class.
- Students will be given a 5-minute warning by facilitators prior to the start of group as well as the behavioral expectations that constitute appropriate conduct for leaving the classroom.
- During group, students will receive token reinforcement contingent upon appropriate behaviors. Tokens will be cashed in for small prizes at the conclusion of group.
 - Facilitators are flexible with this procedure, and token cash in may be adjusted if a problem arises (consumption of prize in class, etc.)
- Prior to returning to class, group members will be explicitly informed of re-entry expectations once again in order to facilitate a smooth transition back to class without disrupting other students.

Content

- The first group session will primarily include additional fun games/activities and cover introductions, expectations, and procedures. The facilitators will also assess group preference to ensure that the prizes students can earn will operate as reinforcers.

- Before any content is presented, it is important to establish that this will be a comfortable, fun space for the students and that the ability to participate in group is a special privilege.
- Subsequent sessions will be organized around a key skill: The skill is presented and explained, examples are given and generated by students, and then the skill is practiced.
 - This is generally referred to as a “tell, show, do” format.
- Although the manual provides a vast array of skills to be taught, content will be selected based on group composition and teacher or parent input.
 - Facilitators also recognize the importance of providing examples in session that reflect challenges the students face in a typical school day.
- Examples of possible sessions:
 - Emotion Recognition
 - Following Directions
 - Coping Skills and Distress Tolerance
 - Responding to Bullying or teasing
 - Basic Conversation Skills
 - Doing Your Part in a Group

References

Gresham, F.M., & Elliott, S.N. (2008). Social Skills Improvement System. Bloomington, MN: Pearson Assessments.

SUPERHEROES SOCIAL SKILLS

University of Utah BRST Manual



By: Diana Askings, M.Ed.

The Superheroes Social Skills program is an evidence-based, manualized intervention to teach small groups of children grades K-6 social skills.



OVERVIEW & OBJECTIVE

Superheroes was originally designed to teach children with autism spectrum disorder (ASD) to appropriately interact with others; however, this intervention could be used with any student with social deficits.

This program teaches 17 social skills (from foundation skills to advanced skills) through fast-hands video animation, peer modeling, role-play, and take home comic-books to promote generalization and parent involvement.

Students receive tangible rewards and praise for practicing the target social skill with public posting of their performance in the group to reinforce appropriate behavior.

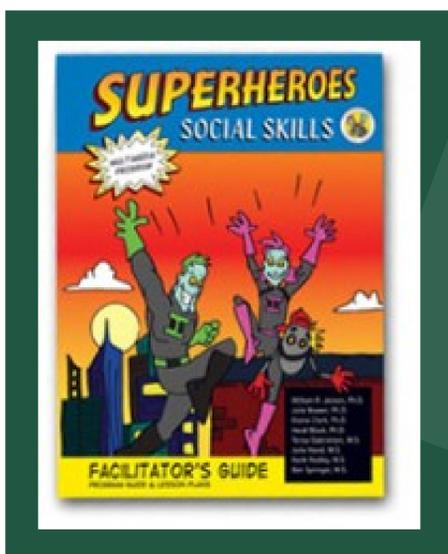
Procedures

The program will be implemented by a trained member of the Behavior Response Support Team.

Students will be pulled out of class once per week at an agreed upon time for approximately 30 minutes.

Each group will include between 3-6 students.

The group will be held outside of the classroom.



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Social Skills Lessons

Maintenance

The program includes the following social skills:

- Get Ready
- Following Directions
- Reducing Anxiety (Be Cool!)
- Participate
- Imitation
- Body Basics (FEVER)
- Expressing Wants and Needs
- Joint Attention
- Turn Taking
- Responding to Questions and Requests
- Conversation (Staying on Topic)
- Recognizing Emotions in Yourself and Others
- Perspective Taking (Understanding Others' Feelings)
- Reporting a Problem
- Recognizing and Reporting Bullying
- Responding to Bullying
- Problem Solving and Safety

It is important for students to continue practice the skills throughout the day in various settings.

The following tips for teachers and parents can be used to support students outside of the Superheroes group.

- Students will have a "Power Charge Card" where they can earn "Power Charges" for appropriately demonstrating the target social skill in other settings.
- You will be informed on the target skill and encouraged to provide "Power Charges" throughout the day to reward appropriate behavior.
- To add a "Power Charge," fill in a bubble with a pen or marker around the card.
- Students will be provided with a comic book to take home to further practice the target skill and to generalize the skill with their family.
- At the end of each lesson, the students will have the opportunity to earn small prizes and will be directed to place the prizes in their backpacks once returned to the classroom.



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SUPERHEROES SOCIAL SKILLS

By: Diana Askings, M.Ed.

The Superheroes program is an evidence-based, manualized intervention to teach small groups of children grades K-6 social skills. It was originally designed to teach children with autism spectrum disorder (ASD) to appropriately interact with others; however, this intervention could be used with any student with social deficits. The program includes 17 target social skill lessons (from foundational skills to advanced skills) taught through fast-hands video animation, peer modeling, role-play, and take-home comic-books to promote generalization and parent involvement. Students receive tangible rewards and praise for practicing the target social skill with public posting of their performance in the group to reinforce appropriate behavior. Research indicates a large effect size (.75) for increased social engagement in students with ASD in elementary public school during free-play sessions as well as large effect sizes (1.53-2.98) in increased social engagement during recess (Jenson et al., 2011).

Procedures

- All materials are included in the Superheroes kit
- The program includes the following social skills:
 - Get Ready
 - Following Directions
 - Reducing Anxiety (Be Cool!)
 - Participate
 - Imitation
 - Body Basics (FEVER)
 - Expressing Wants and Needs
 - Joint Attention
 - Turn Taking
 - Responding to Questions and Requests
 - Conversation (Staying on Topic)
 - Recognizing Emotions in Yourself and Others
 - Perspective Taking (Understanding Others' Feelings)
 - Reporting a Problem
 - Recognizing and Reporting Bullying
 - Responding to Bullying
 - Problem Solving and Safety
- Prior to implementation:
 - Identify students that may benefit from the group and obtain permission from parents
 - Determine which lessons would be appropriate for your group

- Talk to their teachers to decide what time(s) would be least intrusive within the school day to implement the intervention
 - Lessons last approximately 30 minutes each
- Print out all necessary materials (e.g., posters, power charge cards, comic-books)
- Review the lesson plan and set up the room (e.g., display posters, set up DVD, post schedule)
- Facilitating the group:
 1. Check-in with the students by reviewing the last unit Group Poster and briefly practice the skill (instead of review, introduce yourself and have the students introduce themselves in the first group meeting)
 - i. Collect homework and transfer last unit Power Charges
 2. Review daily schedule and group rules
 3. Post new unit skill poster and introduce target skill to the group
 - i. Hand out Power Cards and post the new Group Power Poster
 4. Watch the fast-hands animation and peer modeling on the DVD
 5. Role-play positive and negative examples of the target skill
 - i. Practice positive examples with the class and only demonstrate negative examples with another adult or by yourself
 6. Watch the Digital Comic on the DVD
 7. Play the social game with the group
 8. Free time/break
 9. Transfer Power Charges to the Power Posters
 10. Assign the unit homework comic-book to the students
 11. Pick the Superhero of the Day and provide group reinforcer
 - i. If a Black Hole Card is drawn, review the group rules
 - ii. If a Scooter Card is drawn, give that student a sticker and have them spin to decide on the group reinforcer
- Provide Power Charges for appropriate target skill demonstration throughout the group
- Provide Scooter Cards for following the group rules
- Provide Black Hole Cards for failing to follow the group rules

Troubleshooting

1. Each lesson in the Superheroes manual provides troubleshooting information to help deal with common problem behaviors that may be displayed by students

2. To reduce potential disruption in the classroom, remind the students to place their reinforcers in their backpacks once they return to the classrooms
3. To promote homework completion, provide a scooter card contingent upon students returning their homework
4. Make sure everyone gets the opportunity to be Superhero of the Day-it is okay to choose a student that was not actually drawn if they were participating appropriately in group to keep from the same student being Superhero of the Day multiple times
5. Use reinforcers that the students are excited to work for and vary the type of reinforcers used

References

Jenson, W.R., Bowen, J., Clark, E., Block, H., Gabrielsen, T., Hood, J., Radley, K., Springer, B. (2011). *Superheroes Social Skills Facilitator's Guide*. Eugene, OR: Pacific Northwest Publishing.

SECTION 4:
TIER 3
INTERVENTIONS

CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENTS

By: Tevyn Tanner, M.Ed. & Momoko Yamashita, M.S.

Rationale

Functional behavioral assessments (FBA) are conducted in schools to determine the relationship between the environmental conditions that both trigger and maintain student problem behavior.

Identifying the purpose of problem behavior is essential for guiding the development of positive behavioral interventions that match the behavior's functional qualities (i.e., escape from tasks, access to attention or tangibles, automatic/sensory). In theory, these interventions provide the student access to the desired reinforcer by engaging in an alternative, more appropriate behavior. Interventions based on FBA have been shown to significantly decrease and prevent problem behavior at the various levels within School-Wide Positive Behavior Intervention Supports (SWPBIS) (Loman & Borgmeier).

The following procedures will describe (1) steps for selecting function-related interventions at the Tier 2 level, and (2) steps for completing a comprehensive FBA in order to guide the development function-related interventions at the Tier 3 level.

Assessment Procedures

1. Student referral process

a. Referral for Tier 2 interventions

- i. Refer students to Tier 2 interventions when he/she does not demonstrate adequate progress after implementation of Tier 1 interventions (e.g., engagement in appropriate behavior is less than 80% across 5 data points).
- ii. The consultant should ensure that the Tier 1 interventions are being used with fidelity. Troubleshoot factors that may be contributing to lack of progress.
- iii. To determine the appropriate Tier 2 intervention to implement, conduct an interview using the Questions About Behavioral Function (QABF; Paclawskyj et al. 2000). The highest rated function will determine the appropriate intervention to implement. See procedures below for selecting function-based interventions for Tier 2 students.

b. Referral for Tier 3 interventions

- i. Conduct a comprehensive FBA for students who demonstrate lack of progress after implementation of Tier 2 interventions (e.g., student

- does not make progress on DPR across at least 5 data points).
- ii. Prior to conducting the FBA, the consultant should ensure that Tier 2 interventions are being used with fidelity. Troubleshoot factors that may be contributing to lack of progress.
- iii. See procedures below for conducting a comprehensive FBA.
- c. *Mandates within the Individuals with Disabilities Education Act (IDEA 2004)*
 - i. The consultant may also conduct the FBA regardless of progress on existing interventions.
 - ii. IDEA 2004 mandates that schools must conduct a FBA under the following circumstances:
 - A student with a disability has been removed from school for more than 10 cumulative school days for misconduct, and
 - The misconduct is a manifestation of behavior associated with the student's disability,
 - The parents object to a change in placement of more suspension time, or
 - The student with a disability committed a safe school violation (i.e., weapons, drugs, or bodily injury against oneself/others).

2. Teacher interview

a. Tier 2 FBA:

- i. In an interview format, complete Questions About Behavior Function (QABF) to gather information on the behavior's possible function. Be sure to identify and operationalize the problem behavior in topographical terms before continuing with behavioral goals and intervention.

b. Tier 3 FBA:

- i. Use the Teacher Interview Sheet (Appendix) to gather the following information:
 - ii. **Identify and operationalize problem behaviors** in clear topographical terms. These definitions should be observable and measurable so that an unfamiliar observer would be able to identify them.
 - Non-Example: Johnny is disrespectful
 - Example: Johnny laughs loudly during instruction and calls his teacher inappropriate names.
 - iii. **Define behavior intensity and duration.** How many times per day does the behavior occur? Does the behavior place other students at risk? Rate the intensity of behavior on a Likert scale using Teacher Interview Form.
 - iv. **Identify possible setting events (motivating operations)** that may make the behavior more likely to occur.
 - Examples: Inconsistent daily routines, lack of sleep or nutrition, medical considerations, fighting at home before school, etc.

- v. **Identify possible antecedents** that may trigger problem behavior.
 - Examples: transitions, task demands, diverted teacher or peer attention, etc.
- vi. **Identify settings** in which the problem behavior is more likely.
 - Examples: non-preferred activities, substitutes, specific academic areas
- vii. **Identify consequences** or what happens after the behavior occurs.
 - Examples: stops lesson to reprimand student, sends student to office, ignores student, etc.
- viii. **Provide teacher with behavioral skills training** (i.e., tell, show, do) on how to collect Antecedent, Behavior, Consequence (ABC). Provide teacher with all necessary documents to take data independently for 2 weeks. See procedures below regarding ABC data collection.

3. Review of records (Tier 3 FBA)

i. Academics

- Review progress monitoring records (e.g., DIBELS), grades, and other testing data (e.g., SAGE scores/end of year exams).
- Determine whether academic factors are related to the function of the behavior. Academic deficits may be setting events (motivating operations) for behavior problems.
- Does the student have an IEP or 504 plan? What services or accommodations has the student already received, or is supposed to be receiving?

ii. Behavior

- Review data from previously conducted interventions (if any). This may include data from CICO, momentary time sampling, frequency counts, etc.
- Has problem behavior occurred at higher rates during specific instructional activities or in particular settings (e.g., PE, math, whole group instruction)?
- How might the non-occurrence of problem behavior be related to instances where the student might have access to a functional reinforcer (e.g., one on one instruction, peer interactions, removal of tasks, self-stimulation, etc).

Additional Tier 3 FBA Assessment Tools:

(Note: there is no standard related to the amount of data necessary to complete an FBA (i.e., determine function of behavior); however, consultants should complete at least one of the following assessment tools in addition to the procedures listed above):

4. Consultant collected Antecedent-Behavior-Consequence (ABC) data:

- a. Collect ABC data in settings or during particular routines where problem behavior is most likely to occur.
- b. Directly observe the antecedents and consequences associated with EACH problem behavior identified (students may have more than one operationalized problem behavior and these often have differing triggers)

and maintaining consequences).

ABC Data collection procedures:

1. Record the **behavior** - be as specific as possible (e.g., child stood up and left seat during instruction).
2. Write the **activity or task** taking place (e.g., language arts)
3. Write the **antecedent** that occurs before the behavior
 - a. Examples: transitions, task demand, diverted teacher or peer attention, teacher gave error correction, etc.
4. Write the **consequence** or what happened right after the behavior occurred.
 - a. Examples: adult attention provided, student removed from task, gave access to a preferred item or activity, teacher ignored the student, etc.

5. Direct observation and narrative

- a. Use a momentary-time-sampling procedure during various activities to measure percentage of on-task, off-task, or inattentive behavior (e.g., assess student behavior every 15 seconds for a period of 20 minutes), and
- b. Record in behavior-specific language instances of problem behavior in which an environmental stimulus may have served as a direct antecedent. Do school personnel report a similar pattern?

6. Frequency counts

- a. Use whole interval or partial interval recording to record the frequency and rate of problem behavior during particular tasks, or
- b. Record each instance of problem behavior throughout various school-day activities (e.g., number of talk outs during reading, math, recess, art class, etc).

Determining the function(s) of behavior(s): D.A.S.H. (Loman & Borgmeier)

1. **D**efine behavior in objective and measurable language
2. **A**sk about behavior by interviewing teachers and staff
 - a. Specify **where** and **when** behaviors occur
 - b. Obtain anecdotal information about **why** the behavior might be occurring
3. **S**ee the behavior
 - a. Observe conditions in which the behavior is triggered. What usually happens right before the behavior occurs?
 - b. How might the environmental conditions maintain the behavior? Are there consequences (e.g., ignoring the student's behavior vs. sending them to the office) that seem to increase or decrease the rate of behavior?
 - c. Under what conditions does problem behavior occur the least? What is different about these environmental conditions or settings? Does the child have access to the functional reinforcer (e.g., teacher attention, escape from task demands, access to preferred activity or stimuli) in one setting but not another?
 - d. Verify that information from interviews matches observational data.

- i. Observe at least 5 instances (e.g., ABC data, direct observations) of problem behavior in which the function of behavior matches teacher summary.
 - ii. If there are discrepancies in the data or the function(s) is still not overt...
 - 1. Complete additional observations (e.g., ABC data)
 - 2. Observe behavior in multiple settings or times of day.
 - 3. Interview other staff that interact with the student
 - 4. Interview student
- 4. **Hypothesize**
 - a. Complete a comprehensive report describing:
 - 1. Problem behavior topology and operational definitions
 - 2. Any relevant setting events (motivating operations)
 - 3. Describe interventions and data from previous interventions (if any) that may provide information on behavior function.
 - 4. Discuss observed antecedents: where, when, and why these behaviors occur.
 - 5. Provide data to support hypothesized function(s) using observational data, reviews of records, and information gathered in teacher interviews.
 - 6. Provide individualized and function-related recommendations.

Function-related interventions

- a. **Attention**
 - i. **Provide Positive Adult Attention**
 - 1. Effective verbal praise
 - 2. Wandering social praise
 - 3. Catch being good
 - ii. **Provide Positive Peer Attention**
 - 1. Peer Tutoring
 - 2. Cooperative Learning
 - 3. Group Project
 - iii. **Increase Proximity to Student**
 - 1. Change Seating
 - iv. **Provide Differential Attention and Rewards**
 - 1. Ignore the Negative
 - 2. Response Cost
 - 3. Removal of Privileges
- b. **Escape**
 - i. **Adjust Demand Difficulty**
 - ii. **Offer Choices**
 - iii. **Increase interest in Activities**
 - iv. **Ensure Activities are Meaningful**

- v. Alter Task Length
- vi. Modify Mode of Task Completion
- vii. Use Behavioral Momentum
- viii. Increase Predictability
 - 1. Rule review
 - 2. Develop a schedule
 - 3. Time warning
 - 4. Activity checklist
 - 5. Homework plan
- c. Modify Instruction Delivery
- d. Lack of Motivation
 - i. Provide Reward
 - 1. Effective praise
 - 2. Grab bag
 - 3. Chart moves
 - 4. Magic pens
 - 5. Mystery motivator
 - 6. Point system
 - 7. Beeper CD/Tape
 - 8. Reward menu
 - 9. Raffle tickets
 - 10. yes/no program
 - 11. Public posting
 - ii. Loss of Privileges
 - 1. What-if chart
 - 2. Time owed
 - 3. Time out
- e. Obtain Objects/Activities
 - i. Schedule transitions
 - 1. Time warning
 - 2. Mix activities
 - ii. Increase accessibility
- f. Doesn't Understand
 - i. Provide opportunities to practice
 - ii. Provide skill training
 - 1. Sure, I will
 - 2. Social skills training
 - iii. Provide awareness training
 - iv. Graduated exposure

SECTION 5:
**PRACTICAL
CONSIDERATIONS**

THE SCHOOL-TO-PRISON PIPELINE

University of Utah BRST Manual

By: Emily Davis, MA, M.Ed.

The school-to-prison pipeline describes a process in which some students who experience harsh discipline practices become disengaged or removed from the academic environment and are more susceptible to involvement in the justice system and negative academic outcomes.

OVERVIEW & OBJECTIVE

The following section describes the emergence of the school-to-prison pipeline within schools and the related consequences for youth. The origin of the term will be discussed along with the punitive discipline practices that increase its likelihood. Alternatives, such as, positive behavior supports, function-matched discipline strategies, and restorative practices will be explored.



The Troubling Facts



- **Latinos** and **African Americans** account for **one quarter** of the **population**, but **three-quarters** of those **incarcerated**

Those **children** who become **involved** in the pipeline are frequently **at-risk** and face complicated problems such as: **trauma, poverty, mental health concerns**, and other **special education disabilities**

- **African American** students are **3.5 times** more likely to be **suspended** than their peers, and while they constitute **18% of the students** nationwide, make up **39% of school expulsions** and **42% of referrals to law enforcement** while in school

- **Zero tolerance** policies may demonstrate **iatrogenic effects** and may lead to increases in future disciplinary problems



Who's At Risk?

- **Children** living in **poverty**
- **Children of color**
- Children with **disabilities**



The Teacher's Role

Teachers play a **significant role** in the sorting and labeling of children once they enter school.

Implicit and/or **explicit bias** among teachers may contribute to the **overrepresentation** of vulnerable **children** in the **pipeline**

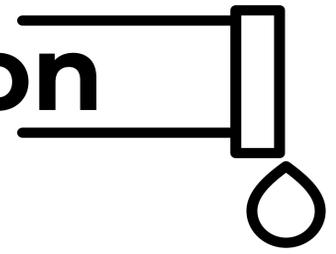


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The Pipeline Phenomenon



Race



School-Based Punishment



Arrest Probability

Implicit/Explicit Bias increases..

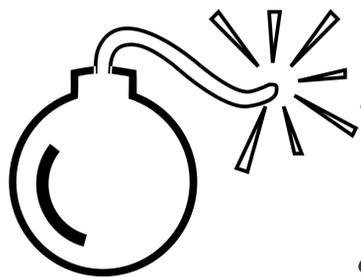
- The likelihood that a child is labeled
- The chances of disciplinary action for selected groups
- Punishments for minority children

Punishment resulting in expulsion or suspension may lead to...

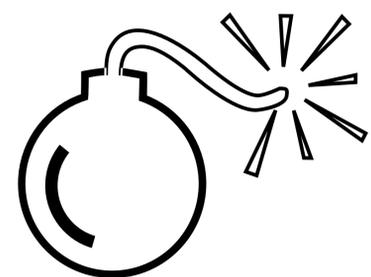
- Juvenile Justice involvement
- Disengagement from school
- Increased exposure to antisocial influence

Adult Justice system involvement is associated with...

- Early involvement in child welfare system
- Educational failure
- Juvenile Justice involvement



Dismantling the Pipeline



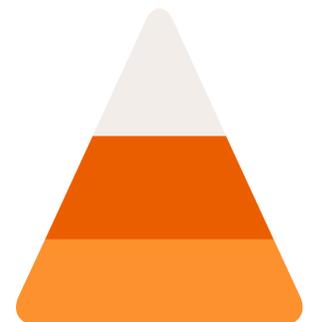
Focus on Prevention

- Adopt a **social-emotional** lens and incorporate related **curriculum**
- Establish simple, fair, and **clear behavior expectations** and explicit plans for teaching and reinforcing appropriate behavior
- Establish trusting and **supportive relationships** with **families** and **local community**



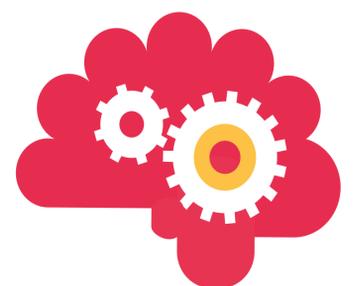
Multi-Tiered Systems of Support

- School-Wide Positive Behavior and Support (**SWPBIS**)
- **Intervention** that **matches** the **severity** of behavior across the tiers



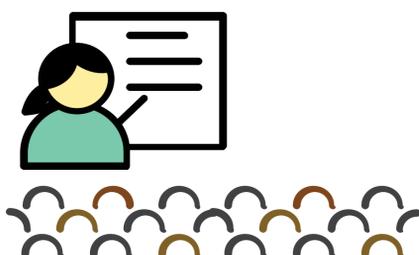
Mental Health Support

- **Social-emotional curriculum** school-wide
- Group **therapy**
- **Individual** counseling
- **Parent training/** family counseling



Professional Development

- Provide **training** that addresses **implicit bias**, **culturally responsive** classrooms, trauma-informed care, and **restorative practices**



Restorative Justice

- Consider **alternatives to suspension/expulsion**, such as youth courts, **peer mediation**, loss of privilege, and community and **relationship building**



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SCHOOL-TO-PRISON PIPELINE

By: Emily Davis, M.A., M.Ed.

Introduction

The school-to-prison-pipeline is a phenomenon that has developed over the last 30 years as a result of the melding of the education and juvenile justice systems. While these two institutions were never meant to collaborate, increased accountability among schools to manage behavior has led to their partnership and the utilization of similar practices (i.e., surveillance techniques, security officers, among others; Mallett, 2017). More simply, the pipeline is created when schools employ behavior management strategies (i.e., zero tolerance) that increase the likelihood of a child being suspended, expelled, or involved in the juvenile justice system.

School Safety: Zero Tolerance, Increased Surveillance, and Security

Despite good intentions, many of the security and discipline measures used in schools—security guards, cameras, zero tolerance policies, resource officers—may actually lead to an environment that is less safe (Mallett, 2017). Furthermore, school’s employment of “zero tolerance” policies, where students are suspended or expelled based on broad and rigid rules (i.e., suspension for fighting regardless of circumstance), leads to punishment that doesn’t match the crime. While zero tolerance affects all students regardless of age, race, gender or past behavior, data suggests that these policies serve to remove and disengage students of color, particularly males, and students with disabilities with more frequency (Advancement Project, 2005). The Department of Education (2014b) report on safety and security measures observed in schools indicated that among the 49 million students enrolled during the 2011-2012 school year, 3.5 million students experienced in-school detention, 1.9 million students were suspended for at least 1 day, 1.6 million students were suspended more than one time, and 130,000 students were expelled. This progression towards stricter discipline strategies over the past few decades occurs with the most frequency among inner-city, multicultural schools, and has subsequently created a milieu that is more prison-like than a safe haven for learning and development.

Students At-Risk of Entering the Pipeline

Those children who become involved in the pipeline are frequently at-risk and face complicated problems such as: trauma, poverty, mental health concerns, and other special education disabilities (Mallett, 2017). These vulnerable children are disproportionately affected by school discipline practices, despite evidence that misbehavior occurs at similar rates in children not affected by these issues (Mallett, 2017). Specifically, African American students are 3.5 times more likely to be suspended than their peers, and while they constitute 18% of the students nationwide, make up 39% of school expulsions and 42% of referrals to law enforcement while in school. Other minority groups -Hispanic, Native American and English Language Learners- are similarly prone to these disparities (Losen, Hewitt, & Toldson, 2014). Among children with disabilities under special education, those with learning disabilities and emotional disturbance

are most represented in the pipeline with suspension/expulsion rates of 20%-24% compared with 11%-14% of all special education students in various districts (Mallett, 2017). Similarly, children who identify as LBGQT are at greater risk and experience hostile school environments more than their peers (Mallett, 2017).

Teacher Contribution to the Pipeline

As the adults in schools who interact with students most frequently, teachers play an important role in student discipline and entry into the pipeline. In other words, teachers serve as “gatekeepers” to the pipeline and influence the labeling and sorting of kids in school (Raible & Irizarry, 2010). Teachers are expected to enforce behavior expectations in their classrooms and are responsible for monitoring and referring problem behavior. As such, teachers who carry implicit or explicit biases may contribute to the overrepresentation of students of color and those with disabilities being referred for disciplinary action (Raible & Irizarry, 2010).

Dismantling the Pipeline

Dismantling the pipeline can be done without diminishing the safety of schools. Notably, replacing zero tolerance policies and other harsh disciplinary codes with inclusive, rehabilitative practices that support all students regardless of race, gender, disability, or history. Understandably, this paradigm shift seems easier said than done, given limited resources for schools and teachers; however, there are evidence-based interventions and positive behavior management frameworks with demonstrable effects and improved student outcome data (Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2016). School-Wide Positive Behavior Interventions and Supports (SWPBIS) provide schools with a systematic way of addressing behavior with a focus on prevention and positive reinforcement of appropriate behavior. Positive outcomes for schools who utilize the SWPBIS framework include improved attendance and decreased office discipline referrals (Freeman, Simonsen, McCoach, Sugai, Lombardi, & Horner, 2016). Furthermore, multi-tiered systems of support, of which SWPBIS is one, provide intervention with increasing degrees of intensity as a student progresses through the tiered system, allowing for intervention that matches the severity of behavior—universal/prevention, small group, and individual (Stephan, Sugai, Lever, & Connors, 2015). Beyond teachers, social workers in schools offer support to students to intervene early and reduce the number of out of school placements (Mallett, 2016). Finally, there are restorative justice practices that can be utilized that allow students to learn from their behavior while expressing their own needs in a supportive environment with a growth mindset (Teasley, 2014).

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CRISIS RESPONSE TEAM

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

Schools should be prepared for instances of immediately concerning behavior that puts students' safety at risk. The following guide lists steps for establishing a crisis response team in schools.

OVERVIEW & OBJECTIVE

The rationale for having a crisis response team is for schools to be prepared for events that threaten the safety of students and others. The role of a crisis response team is to quickly react to these events, guide surrounding individuals to safety, and deescalate the situation, all while maintaining safety and dignity for the student.



ORGANIZING A CRISIS RESPONSE TEAM

1 Identify the Crisis Response Team

Members of the crisis response team should be available during any emergency. Backup members can also be identified. Team members can be comprised of administrators, paraprofessionals, counselors, and/or psychologists.

2 Identify Behaviors of Concern

Ask school staff and faculty for input about concerning behaviors that they observed over time.

3 Operationally Define Behaviors of Concern

Note what concerning behaviors look and sound like. This way, faculty and staff consistently know what behaviors constitute a crisis response.

4 Determine Procedures for a Response

Choose how teachers and office staff will communicate the need for the crisis response team. Also, choose roles and responsibilities for each team member. Be prepared for events such as a room clear.

Please attend to any policies and procedures about safety training that are active in your school district.



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Role Assignments

Having clearly defined roles will increase the effectiveness and efficiency of the crisis team. Consider the following roles, responsibilities and potential team members.

		Primary Member	Backup Member
Room Surveyor	Clear the room of objects that can cause damage, such as scissors, etc.	School psychologist	School counselor
Coach	Monitor the student for safety and calmly talking to the student when they are beyond peak escalation	Principal	Assistant principal
Door Monitor	Stands outside the door and helps keep people away from the area.	Paraprofessional	Paraprofessional
Hall Monitor	Stands farther from the situation to detour others away from the main area. Obtains any materials, such as a coat or distraction bag.	Paraprofessional	Paraprofessional
Classroom Teacher	Take remaining students to a pre-determined area to continue instruction. Have a basket with supplies that are ready to take (e.g., pencils, markers, books, whiteboards, etc.)		

CRISIS RESPONSE TEAMS IN SCHOOLS

By: Rovi Hidalgo, M.Ed.

While the goal is to keep students safe by teaching them appropriate behavior, schools should also be prepared for instances that require a crisis response. Sometimes, students may engage in behavior that puts others' safety at risk, such as throwing furniture, physically harming another student or adult, or other behaviors that warrant giving the student space (e.g., screaming). In all of these cases, schools should determine who is responsible for assisting the student, how to accommodate the impacted classroom and teacher, and how to prevent situations from developing further. The following guide aims to describe a plan that can be used to address immediately concerning behaviors during the school day.

Steps to Implementing an Emergency Response Team

1. Identify Emergency Response Team

First, team members should be identified. These individuals will be called during instances of concerning behavior. It is imperative that members of the emergency response team are committed to attending any relevant trainings, will consistently be present during emergency responses, and will communicate any potential scheduling conflicts daily. Backup team members should be identified whenever a primary member of the team is absent.

Please take note of any policies in effect regarding safety training within your school district.

2. Identify Behaviors of Concern

Schools should work with their faculty and staff to identify behaviors that would warrant immediate response. Asking these individuals is important because they have first-hand interactions and experiences with students, and they are likely able to describe topographies of concerning behaviors. Another added benefit includes knowing what behaviors teachers are capable of handling in their classrooms, giving insight into potential professional development areas.

Some example behaviors are:

- a. Elopement
- b. Destruction of property, such as destroying classroom materials
- c. Potential harm to others or self, including throwing objects, making significant threats of harm, punching or pushing others
- d. Pervasive bullying

3. Operationally Define Behaviors of Concern

The next step involves noting what concerning behaviors *look* and *sound* like. Obtain information from faculty and staff about what these behaviors have looked like in the past. Administrators, the emergency response team, and other building leadership teams (e.g., Building Improvement Committee) can work together to finalize behavior definitions.

Some examples of behaviors that are operationally defined are:

- a. Students leaving the assigned area (e.g., classroom) or school property without permission
- b. Throwing or flipping furniture (e.g., tables) or materials (e.g., computers)
- c. Forcefully kicking, punching, or pushing other persons or furniture
- d. Elevated voice levels that are inappropriate for the current setting (e.g., screaming, crying), which may contain language with intention to cause harm (e.g., racial slurs, distressing statements)

4. Determine Procedures for an Emergency Response

Communicating a Crisis Response

School faculty, administration and the crisis response team should determine how to communicate the need for a response. Schools should determine a code word to communicate the need for a crisis response, without giving away any unnecessary information to other persons (e.g., the student name, behavior and teacher). While words can be anything; some example code words are, “GAP,” “Team,” “Code Silver,” etc.

Below are some steps that schools can take to respond to a crisis:

Step 1: Teachers/staff call the front office to communicate the need for a crisis response with a location. No student names are used.

Step 2: Office staff communicate to the crisis response team, through walkie-talkie or other means, the need for a response. Team members move to the site as quickly as possible.

Step 3: Classrooms in the vicinity of the incident are instructed to close their doors.

Step 4: Teachers/staff who are in charge of managing other students announce the code word. Students are expected to follow the procedure for evacuating the classroom, which may include grabbing a pre-determined basket with academic materials and lining up.

Step 5: Once a member of the crisis response team arrives in the classroom, teachers take their remaining students to the pre-determined area to resume instruction.

Step 6: Crisis response team members engage in the situation as planned (see below).

Step 7: Crisis response team members determine whether or not the student is capable of transitioning to another setting (e.g., principal’s office), or to another area if required. However, it should be noted that individuals who are escalated may not respond to instructions until they are in a de-escalation phase (see “Escalation Cycle” within this manual to learn more).

Step 7: Teachers continue academic instruction in the temporary area until they are informed to return to the classroom. This may be communicated by walkie-talkie, intercom, or by personal messenger.

Step 8: Once back in the classroom, teachers should continue academic instruction and activities as planned.

Room Clear

Crisis Response Teams. Now that behaviors are identified, what do teams do? First, team members should have clearly defined roles that are communicated at the onset of commitment to the team. Backup team members should also be fully aware of the function of their respective roles if they ever have to substitute for a primary team member. For example:

Roles	Responsibilities	Members	
		Primary	Backup
Room Surveyor	Clear the room of objects that can cause damage, such as scissors, etc.	School Psychologist, Dr. Bridger	School Counselor, Mrs. Falcon
Coach	Monitor the student for safety and calmly talking to the student when they are beyond peak escalation (refer to “Escalation Cycle” within this manual)	Principal, Mrs. Lee	Assistant Principal, Mr. Hanson
Door Monitor	Stands outside the door and helps keep people away from the area.	Paraprofessional, Ms. Jacks	Paraprofessional, Ms. Gomez
Hall Monitor	Stands farther from the situation to detour others away from the main area. Obtains any materials, such as a coat or distraction bag.	Paraprofessional, Mr. Marci	Paraprofessional, Ms. Sam

Impacted Teachers. If a student becomes escalated, it becomes the role of the classroom teacher to ensure their other students are safe. Procedures can be established so that all teachers know what to do when their student escalates and requires a room clear. For example:

Role	Responsibility
Classroom Teacher	Take remaining students to a pre-determined area (e.g., extra classroom) to continue instruction. Have a basket with supplies that are ready to take, such as pencils, markers, books, whiteboards, etc.

It should be noted that teachers should review the procedure for evacuating a classroom as early as possible. Procedures may be similar to lining up to transition to a specials class, or lining up for a fire drill.

Neighboring Teachers. There should also be procedures for classrooms that are not directly impacted by escalated behavior, and those who may be in vicinity of the situation if the student roams from their homeroom. In these cases, teachers may be assigned to:

Role	Responsibility
Neighboring Classroom Teachers	When a crisis response is announced, teachers in areas specified by announcement, or other responding personnel, should close and lock their doors. Then, they should resume teaching as usual.

Situations in Common Spaces (e.g., Hallway)

Crisis Response Team. When crisis situations occur outside of classrooms, such as the hallway, roles and responsibilities of the crisis response team are similar. Some potential differences in response style may include shutting hallway doors. However, members should continue with their assigned roles and ensure to keep others away from the situation to avoid confusion. If the classroom teacher is not present, then someone from the team should communicate the students' whereabouts to the homeroom teacher.

Impacted Teachers. Homeroom teachers should be aware of student whereabouts as much as possible. When one of their students becomes escalated in a common area, and the teacher is not present, they should resume teaching as usual.

Neighboring Teachers. Similar to a room clear, classrooms in the vicinity of the escalated student should close their doors and make sure they follow directions of the crisis response team (e.g., prohibiting students from walking through a particular hallway).

THE CRISIS/ ESCALATION CYCLE

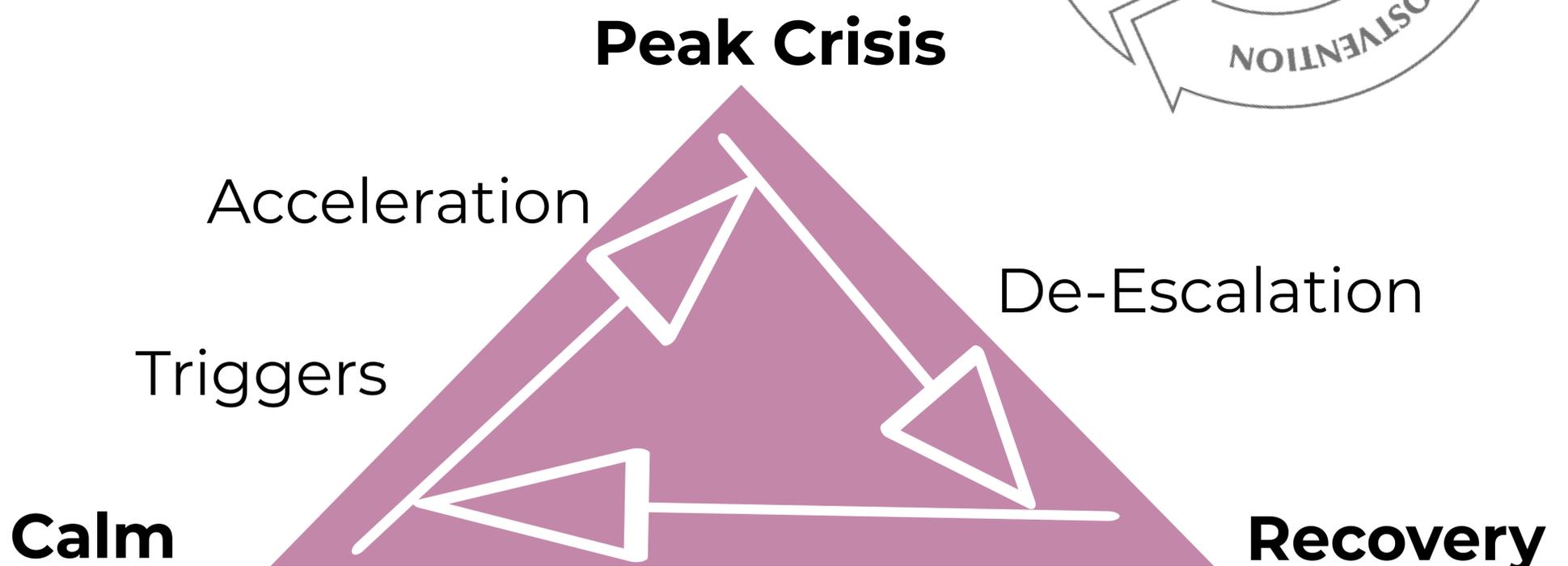
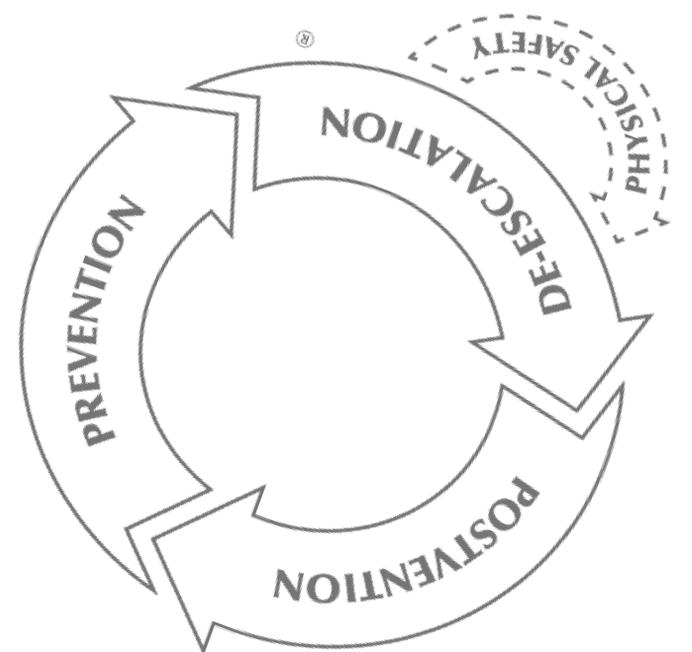
University of Utah BRST Manual

By: Stephanie J. Pirsig, M.A., M.Ed.

The Crisis Model represents the dynamics of the student's behavior during an escalating and de-escalating situation.

OVERVIEW & OBJECTIVE

The Crisis Model graphic illustrates the escalation cycle of student behavior. By understanding the phases of the crisis cycle, teachers and school staff respond to a student in distress. The goal of crisis management procedures is to ensure the safety of the student and/or others and to de-escalate the problem as quickly as possible.



Phases

- **CALM:** Overall behavior is appropriate, cooperative, and responsive to instructional practices. The student is able to exhibit the essential behaviors to succeed in the classroom: (a) On-task, (b) following rules, (c) responding to praise (d) initiating appropriate behavior (e) responding to goals and success.
→ **Responses:** Support student in what they are doing, providing positive reinforcement and opportunities to engage in instructional activities.
- **TRIGGERS:** Events that set off the cycle of inappropriate behaviors and serves to increase the behavior level of the student. Triggers may be school-based or non-school-based. Overall behavior involves a series of unresolved problems.
→ **Responses:** Remove stimulus/trigger, including removal of task or breaks in or out of classroom. When staff intervene appropriately at this point, often student behavior will not continue to escalate.
- **ACCELERATION:** Overall behavior is staff-engaging, leading to further negative interactions. Student behavior becomes focused and directed towards others: (a) questioning and arguing, (b) defiance or noncompliance, (c) off-task, (d) provocation of others, (e) whining and crying, (f) escape and/or avoidance, (g) threats and intimidation, (h) verbal abuse, and (i) destruction of property.
→ **Responses:** Calmly offer options & set behavior expectations.
- **PEAK:** The most intense behaviors occur during peak phase, often so serious that class cannot continue or continues with difficulty. Behaviors may become a threat to the safety of self or others. Peak behaviors include: (a) serious destruction of property, (b) physical attacks, (c) self-abuse, (d) severe tantrums, and (e) running away. Overall behavior is out of control.
→ **Responses:** Least amount of interaction necessary for safety. Refer to the appendix Crisis Response Team template to coordinate staff roles.
- **DE-ESCALATION:** The beginning of the student's disengagement and reduction of behavior. Common behavior in the phase are: (a) confusion, (b) reconciliation, (c) withdrawal, (d) denial, (e) blaming others, (f) avoidance of discussion, and (g) avoidance of debriefing. Overall behavior shows confusion and lack of focus.
→ **Responses:** Structured cooling off. Allow the student to continue to calm themselves with minimal stimulus. Avoid attempting engage the student in to discussion or explanation.
- **RECOVERY:** In the final phase the student returns to a normal calm state. Overall behavior shows an eagerness for busy work and reluctance to interact. The student is able to participate in instructional activities. The specific behaviors for this phase are: (a) independent work or activities, (b) appropriate behavior in group work, (c) subdued behavior in class discussions, and (d) defensive or cautious behaviors.
→ **Responses:** When the student is calm staff may discuss the event with the student. Active listening, observation, and support are necessary during debriefing with the student. If possible, the student should return to instructional activities.



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.

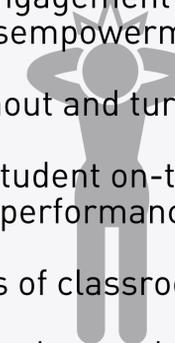
As a result, teachers often experience chronic stress, and are at risk of professional burnout.

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

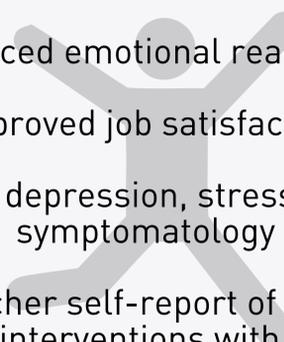
High burnout and turnover rates

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



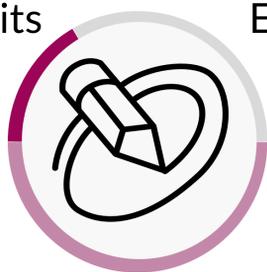
Sleep Habits



Eating Habits



Exercise Habits



Gratitude Journal



Mindfulness Strategies

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
 - 2 Once you select a data collection method, needed materials will be created and provided to you
 - 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
- 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.
- 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)
- 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

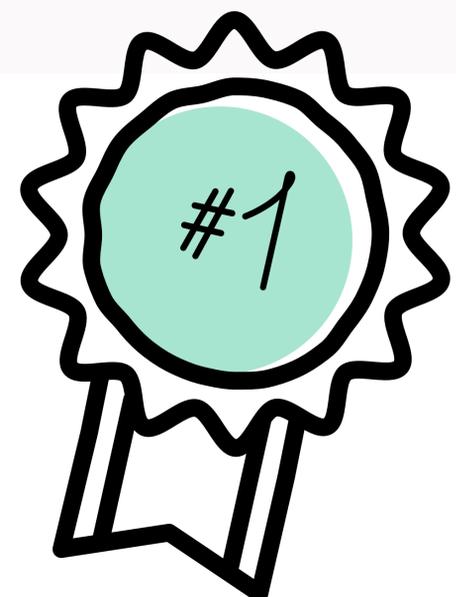
After two weeks of 80 percent or higher engagement in your healthful strategy, you and the BRST consultant will determine if further support is needed.

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 WELL-BEING

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

A teacher's professional role is one of the most purposeful and important occupations an individual can possess, and yet, a large body of research indicates that teacher wellbeing is suffering (Jarvis, 2002; Lambert & McCarthy, 2006; Leung & Lee, 2006). Large class sizes, an emphasis 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. Indeed, polls indicate that 50 percent of teachers leave the profession within the first 5 years (Ingersoll, 2003; National Commission on Teaching and America's Future, 1996; Alliance for Excellent Education, 2014). While those who stay in the profession may experience disengagement and disempowerment (Cook, Miller, Fiat, Renshaw, Frye, Joseph, & Decano, 2016), cynicism towards students (Maslach, 1993; Skaalvik & Skaalvik, 2010), and physical and mental symptoms like high blood pressure, headaches, depression, and anger outbursts (Hauber et al., 1998; Kashani et al., 1995).

Teacher wellbeing is a critical component of effective teaching, and the lack of teacher wellbeing may have detrimental outcomes beyond those experienced by the teacher. Namely, students, administrators, and the larger education system all experience negative outcomes due to poor teacher wellbeing. Student outcomes related to teacher burnout include lower rates of on-task and academic performance (Marzano et al., 2003), higher rates of classroom disruption resulting in higher rates of the teacher utilizing punitive procedures (Osher et al., 2007), and increased chances of Coercive Interaction Cycles (Patterson, 1992). In such a cycle, the teacher may remove task demands and provide less instruction to avoid aversive student behavior. This cycle is perpetually reinforced, resulting in a negative classroom climate, limited instruction, limited expectation setting, further teacher despondence, and student noncompliance. Further, teachers experiencing burnout may frequently use substitute teachers to take days off, exposing students to a lack of classroom consistency and missed instruction. Administrators and the larger education system experience fiscal and staffing impact, in the event the teacher becomes overwhelmed to the point of quitting. Specifically, teachers leaving the field are often replaced with less-qualified substitute teachers, and \$2.2 billion each year is attributed to teacher attrition (Alliance for Excellent Education, 2014).

Given the prevalence of, and negative outcomes associated with, poor teacher wellbeing, interventions and supports designed to improve teacher wellness are needed. A limited pool of recent research has targeted teacher wellness through packaged interventions that 1) emphasize mindfulness techniques, including, body scans, breathing, meditation, gratitude and compassion exercises, and mindful movement (Schussler, Jennings, Sharp, & Frank, 2015; Hue & Lau, 2015; Cook et al., 2016) and 2) support work-life healthfulness through eating, exercise, and sleep strategies (Cook et al., 2016). Results from these preliminary studies indicate the interventions have improved outcomes in a variety of areas, including teacher self-report of awareness of their

physical and emotional state (Schussler et al., 2015), reduced teacher self-report of emotional reactivity (Schussler et al., 2015), reduced teacher self-report of depression, stress, and anxiety symptomatology (Hue & Lau, 2015; Cook et al., 2016), improved teacher self-report of job satisfaction (Cook et al., 2016), high social validity outcomes (Cook et al., 2016; Hue & Lau, 2015), and improved teacher self-report of an intention to implement interventions with high fidelity (Cook et al., 2016). While the research in teacher wellbeing interventions is limited by a small number of studies, lack of replication, small sample sizes, and reliance on self-report, there is a paramount need to support teachers in a way that leads to personal health, professional effectiveness, and career retention.

BRST consultants and affiliated staff may support teachers experiencing poor wellbeing, and those at-risk of burnout, in the following manner:

Procedures

1. To determine if a teacher is experiencing poor wellbeing, consider the following:
 - a. Do meetings with the teacher often divert to discussions of the teacher's personal or professional frustrations?
 - b. During classroom observations, is the teacher often observed engaging with students in a reactive, emotional, and largely-negative manner? (Refer to RET-R and positive-to-negative comments data for a more precise indication of these behaviors.)
 - c. Is tier 1 intervention implementation or tier 2 intervention data collection/implementation consistently low (below 70 percent), and/or nonresponsive to feedback?
 - d. An answer of "yes" to any of the above questions may indicate the teacher as a candidate for wellbeing interventions. That said, the BRST consultant is encouraged to discuss potential interventions with both the site supervisor and school administrator prior to intervening.
2. Once a teacher has been identified as a candidate for teacher wellbeing supports:
 - a. The BRST consultant will schedule a time to meet with the teacher to review the importance of teacher wellbeing, and potential wellbeing supports.
 - b. The BRST consultant will present the teacher with a menu of options, including healthful strategies for:
 - i. Sleep habits
 - ii. Eating habits
 - iii. Exercise habits
 - iv. Gratitude journal
 - v. Note: While structured and didactic mindfulness components have not been incorporated into the current protocol, BRST consultants may talk to

their supervisor about coaching teachers on mindfulness practices.

- c. The BRST consultant will encourage the teacher to choose a healthful strategy to focus on for the next few weeks.
3. The BRST consultant will assist the teacher in setting a SMART goal for the chosen healthful strategy, using the SMART graphic organizer provided in the BRST manual:



4. The BRST consultant will help the teacher determine a data collection method for progress monitoring. The measurement technique will be related to the healthful strategy chosen, but encourage the teacher to use these general measurement considerations in choosing a method for progress monitoring:
 - a. Collect data on observable behavior as much as possible. The teacher may also collect data on subject information collected through self-report regarding how they are feeling but ensure an objective data collection procedure is in place.
 - b. Consider:
 - i. **Frequency** of the behavior: How often does it occur?
 - ii. **Duration** of the behavior: How long does it last?
5. Once data collection procedures are determined, the BRST consultant will create and provide the teacher with the needed materials for data collection.

- a. Remember, data collection should not be overly time consuming or confusing. Simple, accessible, and straightforward data collection will increase the likelihood that the teacher takes data.
- 6. The BRST consultant will encourage the teacher to determine a start date for the healthful strategy, and then coordinate a schedule for checking in, progress review, feedback, and troubleshooting.
 - a. The BRST consultant should check in with the teacher more often at the start of the intervention, and then fade to once a week.
 - b. The BRST consultant will continue to take standard classroom data (i.e. positives to negatives, rate of on-task, treatment fidelity, etc.) in the teacher’s classroom and provide related feedback.
- 7. After two weeks of 80 percent or higher engagement in the healthful strategy, the BRST consultant and teacher will determine the following:
 - a. The need for continued BRST consultant support in teacher wellbeing.
 - i. If need still exists:
 - 1. Determine the next healthful strategy (repeat steps described above).
 - ii. If need no longer exists:
 - 1. Determine BRST consultant exit process. OR
 - 2. Determine BRST consultant next steps regarding tier 1 classroom management, and/or tier 2 targeted interventions.
- 8. If the engagement criteria described in step 7 has not been met after two weeks, the BRST consultant and teacher should assess barriers, determine next steps, and determine continued BRST consultant involvement.

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TEACHER STRESS & 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

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



Headaches

Rapid heartbeat

Dry mouth



Irritability

Fatigue

Irregular appetite



Upset stomach

Anxiety

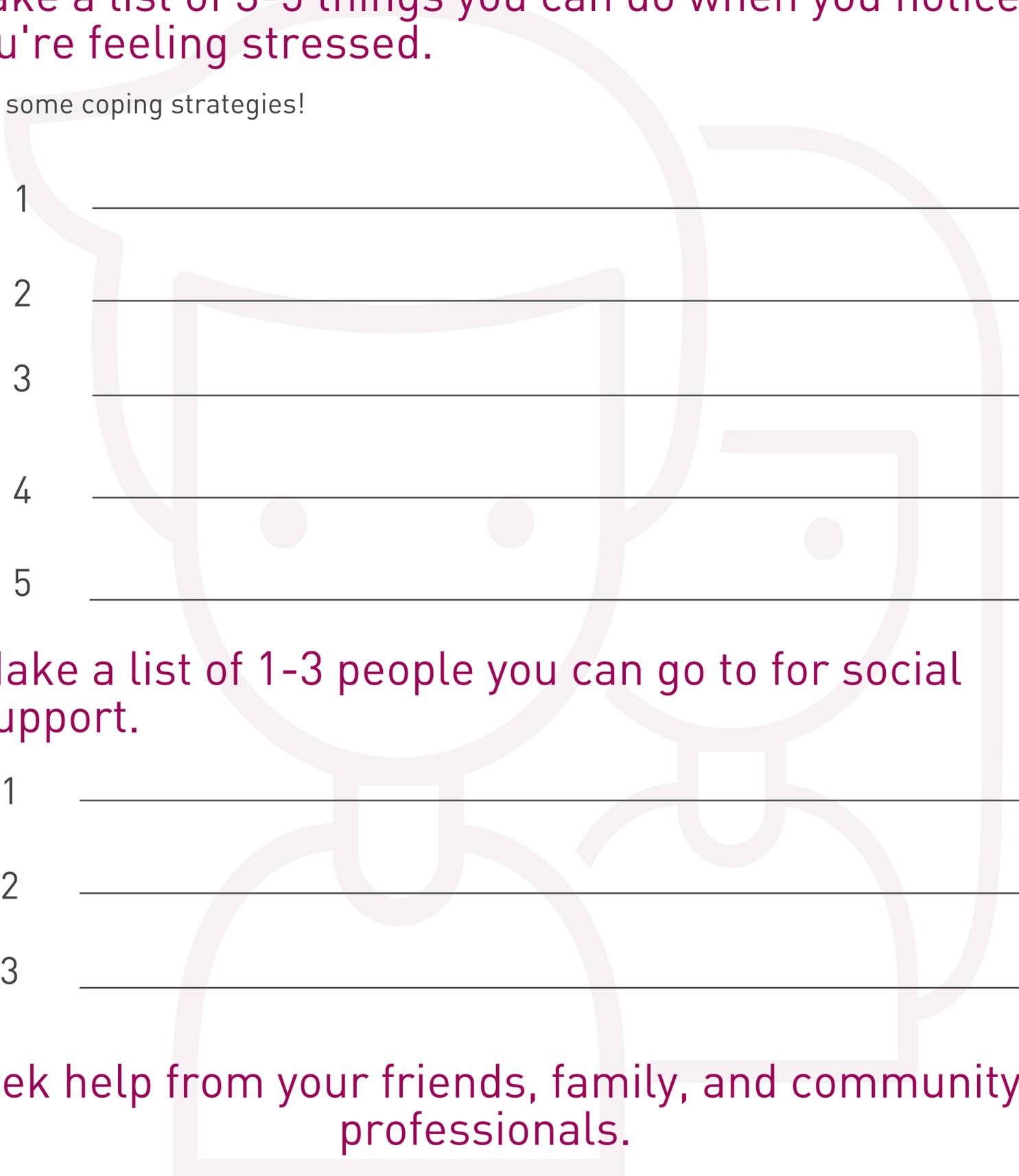
Memory problems

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.

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

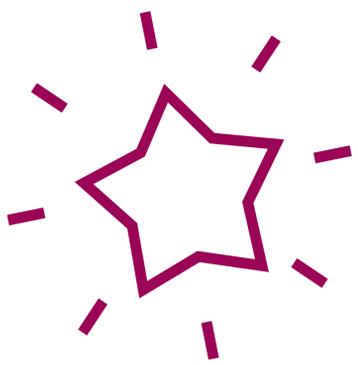
Teacher
Appreciation
Week:
First Week of May



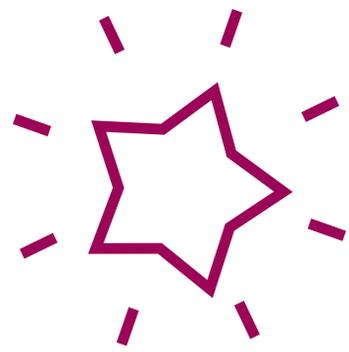
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STRATEGIES for REWARDS



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.



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SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

ADULT BEHAVIOR CHANGE STRATEGIES

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

School faculty and staff must meet multiple job requirements: ensuring students are meeting academic goals, managing behavior, providing quality instruction and organizing materials are only a few duties required of them. Additionally, faculty and staff must balance helping students succeed in their classroom as well as their own home lives (e.g., having a family). It has been found that teacher self-efficacy (i.e., coping, cooperating, adapting, and motivating students) are related to teachers' relations to parents; teacher autonomy, however, was most related to supervisory support (Skaalvik & Skaalvik, 2010). Desired modes of supervisory support are having school leadership acknowledge and address teachers' feelings of needing support, having teachers trust that they can ask school leadership for advice, and there was mutual trust and respect (Skaalvik & Skaalvik, 2010). Collective teacher efficacy, in conclusion, was found to be more dependent on the functioning of the school leadership (i.e., principals). School leadership committees and staff, therefore, play integral components to promoting a positive school climate, through giving respect, particularly among teachers.

Evidence suggests that social resources within school environment (i.e., a positive climate and opportunities to receive professional recognition) may play a central role in reducing teacher burnout (Pietarinen, Phyh lt , Soini & Salmela-Aro, 2013). Additionally, a positive social climate, including positive support, has been found to be related to teacher satisfaction and motivation (Alhija & Fresko, 2010; Skaalvik & Skaalvik, 2011; as cited in Pietarinen et al., 2013). Considering the numerous requirements and stress that school staff and faculty face, it is imperative to consider strategies to help de-stress these adults, motivate them to continue their work, and then recognize and reward their efforts. The following guide describes resources and strategies that schools can implement to reward adults in the building.

Dates to Consider

- **National School Counseling Week:** The American School Counselor Association (ASCA) is promoting the dedication of National School Counseling Week to bring attention on the contributions that school counselors make in schools. It is celebrated the first week of February.
- **Administrative Professionals Day (last week of April):** Administrative Professionals Day is a national holiday in the United States and is also celebrated in other countries. People to celebrate during this week include secretaries, assistant principals, principals, and other support staff.
- **Teacher Appreciation Week (first week of May):** Teacher Appreciation Week is a national holiday celebrated in the United States. During this week, students, staff and other committees (e.g., parent-teacher associations; PTA) can host events to show their appreciation to teachers (e.g., potlucks). The National Parent-Teacher Association (National PTA) has flyers and certificates that are free and ready for use at: <https://www.pta.org/home/events/PTA-Teacher-Appreciation-Week>

Strategies

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.

Treating School Staff and Faculty as Individuals

- Call each other by name, especially in front of students. Model appropriate greetings for students (e.g., “Good morning, Mr. Orange”).
- Get to know your teachers as people. Inquire about their interests, hobbies, and give shout outs on personal accomplishments at staff meetings (Rosipal, 2017).
- Respect teacher time by being consistent with meeting scheduling and attendance, being on-time, and ending meetings whenever able (Rosipal, 2017).
- Help teachers meet their personal needs by allowing them to have breaks when possible. Particularly when teachers are feeling stressed, encourage them to go for a walk, get water, use the restroom, or go outside (Rosipal, 2017).
- Ask school faculty and staff what makes them tick, as well as what values they use to guide their daily decisions. Comparisons can be made between school and personal values (Riffel, n.d.)
- At the beginning of the year, have all faculty and staff fill out a questionnaire that requires them to list not only their birthdays, but also those of their spouses and children. Throughout the year, these dates can be acknowledged (Riffel, n.d.)
- Schools can select faculty/staff members of the week. A bulletin board, for example, can be dedicated to these particular individuals during the week and lists random facts and accomplishments. Facts about the faculty/staff member of the week can also be announced over the intercom.
- Have faculty and staff list their favorite snacks. These snacks can be incorporated into faculty meetings, luncheons, or randomly throughout the school year.

Mutual Trust

- Transparency, including clear outlines of different roles, can help increase trust between individuals. It prevents feelings of confusion, and potentially negative perceptions of individuals and systems, when everyone has been informed about the roles that different people play.
- Provide school faculty and staff updates about schoolwide issues as often as possible. It cannot be assumed that everyone has the same understanding about particular issues; this can create frustration and a decline in performance. Allow faculty and staff to be a part of the movement (Rosenthal, 2017).

Recognizing Successes

- Celebrate successes, no matter how small, allows individuals within the school to focus on the positives (Rosenthal, 2017).

- Principals, colleagues and students can send positive notes to each other. Envelopes can be put on doors for note submission.
- Faculty and staff can be asked to write down 3 things that went well each day. The staff can bring their diaries to staff meetings. Those who bring their diaries and share at least one event can be rewarded with a treat (Riffel, n.d.)

Rewarding Teachers and Faculty

- The Principal’s 200 Club reward system can be adjusted to include adults, as well as students, in the reinforcement process. Specifically, when the row of winning students is picked, the adults who gave those particular students tickets can be entered into a drawing for a particular prize or activity. Their name can also be announced over the intercom.
- A “MVP” cup can be passed between faculty and staff during faculty meetings or assemblies. During handoff, the former MVP cup holder can list reasons why they are handing the cup off to that particular individual.
- Provide “break tickets” that offer faculty and staff a fifteen-minute break from their class/duty. Another member within the school should be prepared to substitute for the awarded teacher during recess or lunch duty, the last fifteen minutes of class, or simply to allow the teacher to have a break.
- Faculty and staff can participate in creating and celebrating goals. For example, the faculty and staff may be rewarded with a free car wash if there is 100% attendance during testing (Riffel, n.d.).
- Decorate faculty and staff doors with a positive message.
- Host catered dinners and luncheons for faculty and staff. These events can be organized through the PTA.
- Make it a goal to give one handwritten note to a faculty or staff member a day. Notes should be positive and can focus on something that was observed to go well.
- Allow the “Staff Member of the Week” to park in the principal’s parking space.

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TEACHER-STUDENT RELATIONSHIPS

University of Utah BRST Manual

By: Christina Omlie, M.A., M.Ed, Lauren Perez, M.Ed.

Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. There are numerous methods for teachers to cultivate positive teacher-student relationships, which will support the development of a more positive school climate.

OVERVIEW & OBJECTIVE

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.

Positive Teacher-Student Relationships are Related to:

- Increased likelihood of student engagement
- Fewer disruptive behaviors
- Increased cooperation
- Improved social functioning
- Increased academic achievement
- Reduced likelihood of teacher burnout

Quality Instruction Comes First!

Content material MUST BE engaging, age-appropriate and well matched to the student's skills for the effects of positive teacher-student relationships to "work its magic"



How to Develop Positive Relationships with Students:

- Know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels
- Greet students when they walk into the classroom
- Show your pleasure and enjoyment of students
- Interact with students in a responsive and respectful manner
- Call on all students to answer in class
- Acknowledge the importance of peers in schools by encouraging students to be caring and respectful to one another



IMPROVING TEACHER-STUDENT RELATIONSHIPS



Things to DO

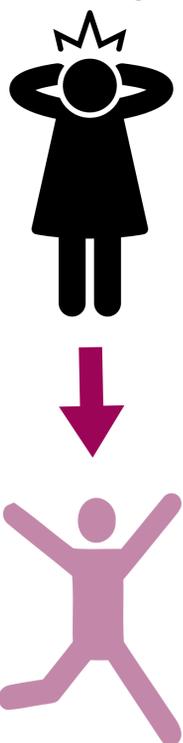
- Always call students by their names, find out information about their interests and strive to understand what they need to succeed in school
- Make an effort to spend individual time with each student, especially students who are difficult or shy
- Be careful to show your students that you want them to do well in school through both actions and words
- Model a warm and respectful interaction style towards other students and adults in the schools
- Employ healthy coping strategies to manage frustration such as taking a deep breath or talking about your feelings

Things to AVOID

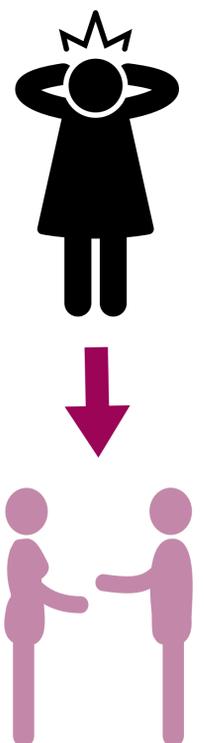
- Displaying negativity through snide and sarcastic comments toward the student
- Describing to others that you are always struggling or in conflict with a particular student
- Giving up too quickly on efforts to develop positive relationships with difficult students
- Ignoring or avoiding interactions with a particular student
- Resorting to yelling, harsh punitive control, or "single-ing out" - student victimization or bullying may be common occurrences in such negative classrooms
- Waiting for negative behaviors and interactions to occur in the classroom

How to Help Improve Relationships with Students with Challenging Behavior

Think about what you say to the difficult students in your classroom. Are you constantly bombarding your more challenging students with requests to do something? Do you find yourself constantly asking students to stop doing what they are doing? No one likes being badgered and pestered, and your students are no exception.



- Try to find a time or place when you can have positive discussion with the problem student
- Notice and mention the positive behaviors they exhibit
- Remind yourself that even if a challenging student appears unresponsive to your requests, she is hearing the messages that you are giving her. Her responses may not change her immediate behavior but may matter in the long term



TEACHER-STUDENT RELATIONSHIPS: ESTABLISHING POSITIVE RELATIONSHIPS AND IMPROVING RELATIONSHIPS WITH DIFFICULT STUDENTS

By: Christina C. Omlie, M.A., M.Ed., Lauren Perez, M.Ed.

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Positive teacher-student relationships are associated with: increased likelihood of student engagement, fewer disruptive behaviors, increased cooperation, improved social functioning, increased academic achievement, and a reduced likelihood of burnout (Jennings & Greenberg, 2009; Roorda, Koomen, Spilt, & Oort, 2011). Teachers often report wanting motivated students in their classrooms. There are a variety of factors that contribute to student motivation ranging from self-efficacy, perceived abilities or competencies, and intrinsic motivation (Roorda et al., 2011; Skinner & Belmont, 1993). Although a teacher may be lucky to get a group of confident, intrinsically motivated students in their classroom, more often than not teachers are left to the task to bolster many students' self-concepts and serve as a cheerleader to keep students motivated and on-track. As a result, building and nurturing positive teacher-student relationships are a critical component to student success and teacher job satisfaction (Jennings & Greenberg, 2009).

There is a relationship between student motivation and person-centered teaching variables, namely warmth, empathy, respect, and encouragement. Overall, affective variables of empathy and warmth are the most strongly related to student outcomes over other person-centered variables (Cornelius-White, 2007). Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Rudasill, Reio, Stipanovic, & Taylor, 2010).

Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning (Birch & Ladd, 1997; Decker, Dona, & Christenson, 2007). Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003).

The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more conflict with their teachers or showed more dependency toward their teachers in

kindergarten also had lower academic achievement (as reflected in mathematics and language arts grades) and more behavioral problems (e.g., poorer work habits, more discipline problems) through the eighth grade (Hamre & Pianta, 2001). Further, kindergarten students who are close and experience less conflict with their teachers developed better social skills as they approached the middle school years than kindergarten children with more conflictual relationships experiences in the past (Berry & O'Connor, 2009). Thus, having skills in place to foster teacher-student relationships in the classroom is a critical component to effective teaching strategy.

Procedures

Establishing Relationships with Students

Know your students

- Knowing a student's interests can help you create examples to match those interests.
- Greet each student by name when they enter your classroom.
- If a student who loves basketball comes to you with a question about a math problem, you might respond to her with a problem involving basketball.
- If a student who speaks Spanish at home comes to you with a question about English vocabulary, you might answer his question and then ask him what the word is in Spanish and how he'd use it in a sentence. This type of specific responding shows that you care about your students as people and that you are aware of their unique strengths (i.e., fluency in another language).
- Knowing a student's temperament can help you construct appropriate learning opportunities.
- If a girl in your class is particularly distractible, you can support her efforts to concentrate by offering her a quieter area in which to work.
- If a boy in your classroom is very shy, appears engaged but never raises his hand to ask questions, you can assess his level of understanding of a concept in a one-on-one conversation at the end of class.

Give students meaningful feedback

- Notice the way that you give feedback to your students. If possible, watch a video of your own teaching.
- Are you giving students meaningful feedback that says you care about them and their learning, or are you constantly telling your students to hurry?
- In your conversations, are you focusing on what your students have accomplished or are you concentrating your comments on what they have not yet mastered?
- Does your body language, facial expression and tone of voice show your students that you are interested in them as people too?
- Are you telling them to do one thing, yet you model quite different behavior? For example, are you telling your students to listen to each other, but then look bored when one of them talks to the class? Be sure that the feedback you give to your students conveys the message that you are supporting their learning and that you care about them.

- Are you paying more attention to some students than to others? When you fail to recognize particular students, you can communicate a low level of confidence in their abilities. Individual students may “tune out” and believe that you don't expect they will be able to answer your questions. This message is compounded when these students see others being called on regularly.

Create a positive classroom climate

- Be sure to allow time for your students to link the concepts and skills they are learning to their own experiences. Build fun into the things you do in your classroom. Plan activities that create a sense of community so that your students have an opportunity to see the connections between what they already know and the new things they are learning, as well as have the time to enjoy being with you and the other students.
- Make sure to provide social and emotional support and set high expectations for learning.
- Display student work, provide positive verbal reinforcement for student behavior, show off the class's achievements.

Be respectful and sensitive to adolescents

- Supportive teacher-student relationships are just as important to middle and high school students as they are to elementary students. Positive relationships encourage students' motivation and engagement in learning. Older students need to feel that their teachers respect their opinions and interests just as much as younger students do. Even in situations where adolescents do not appear to care about what teachers do or say, teacher actions and words do matter and may even have long term positive (or negative) consequences.

Engage in Self-Care

- Frustration can have a devastating effect on teacher-student relationships, as it tends to cause educators to make irrational decisions. Usually you know when you are becoming frustrated and can quickly identify the signs and symptoms. As an educator, the question is not *if* you will become frustrated or stressed but *when* you will and *how* you will deal with it.

Improving Relationships with Difficult Students

Develop positive discourse with students with challenging behavior

- Think about what you say to the difficult students in your classroom. Are you constantly bombarding your more challenging students with requests to do something? Do you find yourself constantly asking students to stop doing what they are doing? No one likes being badgered and pestered, and your students are no exception.
- Try to find a time or place when you can have positive discussion with the problem student.
- Notice and mention the positive behaviors they exhibit.
- Remind yourself that even if a challenging student appears unresponsive to your requests, she is hearing the messages that you are giving her. Her responses may not change her immediate behavior but may matter in the long term.

Make extra effort to develop and sustain relationships with difficult students

Difficult students require more energy on your part. For example, you may need to spend time with them individually to get to know them better — to understand their interests as well as what motivates them. This will not only allow you to tailor your instruction to their interests and motivation, but the time spent will also allow them to develop trust in you. Recent research on high school students who have frequent and intense discipline problems shows that when adolescents perceive their teachers are trustworthy people, they show less defiant behavior (Gregory & Ripski, 2008). Persistent teacher-student conflict throughout the elementary years increases the likelihood that children will exhibit negative externalizing behaviors (O'Connor et al., 2012), so it is important for teachers to build close relationships at an early age with children at-risk for behavioral issues.

Be Cognizant of Risk Factors for Problematic Relationships:

- Boys typically have more conflict and less closeness in their relationships with teachers than girls (Baker, 2006; Howes et al., 2000; Hughes, Cavell, & Wilson, 2001).
- High levels of teacher-student conflict may affect girls and boys differently. For example, teacher-student conflict appears to affect math achievement more negatively for girls than for boys (McCormick & O'Connor, 2014).
- Students with more internalizing problems (e.g., depression, anxiety) show greater dependency on their teachers than their average counterparts (Henricsson & Rydell, 2004), whereas students with more externalizing problems (e.g., aggression, problem behaviors) show more conflict with teachers (Murray & Murray, 2004).
- Students who exhibit more problem behaviors at home and school tend to develop more conflictual and less close relationships with their teachers (Birch & Ladd, 1998; Murray & Murray, 2004; O'Connor et al., 2012).
- Students with emotional disturbances or mild intellectual disability have more negative relationships with teachers than students without these problems (Murray & Greenberg, 2001).
- For students at risk for problematic teacher-student relationships, teachers needed to make extra efforts to offer the social and emotional support likely to help them meet the challenges they face in school.

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SECTION 6:

APPENDICES

APPENDIX A: Measurement & Data Collection Schedule

MEASURES AND DATA COLLECTION SCHEDULE FOR BRST

Use the following document to determine data collection frequency and types of measurement.

For teachers in schools on the full BRST project receiving ongoing consultation:

	CSC-C 60-minute observations	CSC Teacher Self- Assessment	Consultation for Good Behavior Game (if applicable)	Consultation for other Tier 1 Strategies (if applicable)	Consultation for Targeted Students (if applicable)	BRST Social Acceptability Questionnaire
Baseline	Fall (September- October)	Fall (September- October)	Integrity checklist (minimum 3- 5 data points)	Teacher selects goals based on CSC self- assessment, or CSC-C	Collect student data (minimum 3-5 data points)	
Progress Monitoring/ Fidelity	-	Frequent check-ins to assess goals	Integrity checklist and PLACHECK (weekly)	Weekly check-ins to assess goals	Integrity checklist for specified interventions; student outcome data (e.g., DPR)	
Post-Test (EOY or consultation period)	Spring (February- March)	Spring, reflect on teacher progress	Integrity checklist and PLACHEK	CSC-C, or specific measure of tier 1 strategy	Collect student data	Spring (EOY)

Note: “EOY” = End of Year

Measurement forms and strategies for interventions:

	Baseline (time)	Fidelity/ Consultation	Progress Monitoring	Post-Test
Tier 1				
Positive-to-negative ratio	Frequency, then calculate ratio	Discuss ways to deliver positives interactions	Frequency, then calculate ratio	Frequency, then calculate ratio
Behavior-Specific Language	Frequency of non-/behavior-specific statements, then calculate %	Discuss example statements	Frequency of non-/behavior-specific statements, then calculate %	Frequency of non-/behavior-specific statements, then calculate %
Tracking appropriate behaviors	Calculate % of rewarded behaviors; ensure it is used (Y/N)	Strengthen reward systems; ensure that behaviors are tracked	Calculate % of rewarded behaviors; ensure it is used (Y/N)	Calculate % of rewarded behaviors; ensure it is used (Y/N)
Opportunities to respond	Calculate rate/minute	Discuss modes of OTRs, when to use	Calculate rate/minute	Calculate rate/minute
Attention-getters	Calculate # attempted, and # successful	Discuss and practice types of attention getters	Calculate # attempted, and # successful	Calculate # attempted, and # successful
Tier 2				
Check-In, Check-Out	Teacher rating on DPR (minimum 3-5 days)	Integrity checklist (weekly)	Student DPR	Social acceptability of CICO
Self-monitoring	Momentary time sampling (minimum 3-5 days)	Integrity checklist (weekly)	Self-monitoring forms, momentary time sampling observations over time	Social acceptability of self-monitoring
Earned breaks	Duration spent out of classroom, periods during day where	Integrity checklist (weekly)	# breaks earned in designated period over time	Social acceptability of earned breaks

	student is likely to elope			
Class Pass	Duration spent out of classroom, periods during day where student is likely to elope	Integrity checklist (weekly)	# passes used in designated period over time	Social acceptability of class pass
Social skills groups	Burkes Behavior Rating Scale (BBRS; minimum 3-5 days), momentary time sampling (minimum 3-5 days)	Integrity checklist (weekly)	BBRS ratings over time, momentary time sampling observations over time	Social acceptability of social skills

APPENDIX B:

Momentary Time Sampling Observation Form

MOMENTARY TIME SAMPLING BEHAVIOR OBSERVATION RECORDING FORM

Each box represents fifteen-second intervals totaling 20 minutes. At the end of each fifteen-second interval record the appropriate behavior code in the box. This form can be used for independent or structured activities.

	1	2	3	4												
T																
S1																
S2																
	5	6	7	8												
T																
S1																
S2																
	9	10	11	12												
T																
S1																
S2																
	13	14	15	16												
T																
S1																
S2																
	17	18	19	20												
T																
S1																
S2																

Disruptive Behavior Codes (X):

T = Talking: Talking while the teacher is talking, talking out of turn, humming.

M = Movement: Standing or wandering around the room without permission, tapping desk, kicking desk.

PC = Physical Contact: Engaging in physical contact with others using a body part or extension of the body (i.e. hitting, kicking, spitting, and vomiting)

PD = Property Destruction: Ripping paper, throwing any object if it is not part of an academic activity, breaking pencils, punching holes in the wall.

SI = Self-Injurious: head banging, head hitting.

Academic Engagement Codes:

0 = The student is engaged in the relevant assignment or activity, without engaging in any of the defined disruptive/inattentive behaviors.

Inattentive Codes:

I = The student is off-task but not disruptive. Examples include gazing off/not attending to relevant teaching stimuli, placing head down on desk (i.e., sleeping), inaudible fidgeting.

Intervention Codes:

ST = Stop & Think. If the student is sent to a time out *within* the classroom

SG = Stop & Go. If the student is sent to a time out *outside* the classroom

Narrative:

APPENDIX C: ABC Observation Checklist

ABC Checklist

STUDENT NAME: _____

TEACHER: _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

APPENDIX D:

Thinking Functionally Workshop Feedback

"THINKING FUNCTIONALLY ABOUT PROBLEM BEHAVIOR" WORKSHOP FEEDBACK

The purpose of this workshop was to provide district personnel with materials, tools, and practice, to better understand problem behavior functions.

Please complete the following survey regarding this workshop (circle one of the numbers, = Strongly Disagree, 2 = Disagree, 3= Neutral, 4 = Agree 5= Strongly Agree).

- 1. My understanding of the functions that contribute to problem behavior *increased* as a result of this workshop.**

Strongly disagree

Strongly agree

1

2

3

4

5

- 2. I received helpful tools and ideas to effectively implement these strategies.**

Strongly disagree

Strongly agree

1

2

3

4

5

- 3. The presenters were effective in delivering content related to these strategies.**

Strongly disagree

Strongly agree

1

2

3

4

5

- 4. With this presentation, I developed ways to improve my classroom practices related to problem behavior.**

Strongly disagree

Strongly agree

1

2

3

4

5

- 5. Please list things that *helped you learn* this material (In other words, what things were done or covered that you found helpful)?**

- 6. Please list things that could be included that would help you learn the content/material?**

APPENDIX E:

BRST Professional Development Evaluation

Behavior Response Support Team Professional Development Evaluation

Please complete the following survey regarding this workshop (circle one of the numbers)

1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

1. My understanding of intervention strategies increased as a result of this training.

Strongly Disagree				Strongly Agree
1	2	3	4	5

2. Our school received helpful practice ideas and/or tools and to effectively implement behavior support.

Strongly Disagree				Strongly Agree
1	2	3	4	5

3. The BRST trainers were effective in delivering content.

Strongly Disagree				Strongly Agree
1	2	3	4	5

What is one thing you learned today that you plan to implement in the near future?

What additional information do you need or suggestions you have to improve future trainings?

APPENDIX F:

Five Levels of Professional Development Evaluation

Five Levels of Professional Development Evaluation

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

Adapted from a handout by Thomas R. Guskey shared at NCREL's Annual Meeting, 2002

Porter Center @ NCREL with ASCD

APPENDIX G: Treatment Integrity

STOP, WALK, TALK FIDELITY FORM

Instructions: BRST student or other designated school personnel will watch 10 minutes of a 30-minute Stop, Walk, Talk lesson in a teacher’s room and answer the following fidelity questions:

- | | | | |
|---|-----|----|--|
| 1. Teacher is teaching a lesson related to bullying | Yes | No | |
| 2. Establishes rules for instruction AND/OR reviews the school-wide rules with the students | Yes | No | |
| 3. Discusses how the school-wide rules relate to the lesson AND/OR what the rules look like in AND out of the classroom | Yes | No | |
| 4. Teaches lesson from Stop, Walk, Talk manual | Yes | No | |
| 5. Group practice or role-play is included in the Stop, Walk, Talk Lesson | Yes | No | |
| 6. Teacher reviews Stop, Walk, Talk information at the end of lesson | Yes | No | |
| 7. Teacher uses some kind of behavior reinforcement system during the Stop, Walk, Talk lessons | Yes | No | |
| 8. Teacher is following the pre-determined schedule for the Stop, Walk, Talk lessons | Yes | No | |

80% required on an observation of a teacher implementing the Stop, Walk, Talk curriculum in their classrooms, thus, a teacher will receive feedback and coaching if 80% fidelity is not obtained until 80% fidelity is obtained.

____/8 x 100 = ____%

GBG TREATMENT INTEGRITY FORM

Date:

Rater:

School:

1. Classroom rules (following directions & KYHFOOTY) are posted.	Yes	No
2. Teams and the scoreboard are posted.	Yes	No
3. The teacher explains the game, rules, and consequences the start of each activity.	Yes	No
4. The teacher verbally acknowledges compliance with rules.	Yes	No
5. The teacher physically tracks compliance.	Yes	No
6. The teacher immediately resumes teaching after each mark.	Yes	No
7. The teacher provides verbal praise for acceptable behavior.	Yes	No
8. The teacher immediately rewards the winning team, or both teams if less than 5 marks different, at the end of the game.	Yes	No

Items Completed: /

Total Integrity %:

SUBSTITUTE SURVIVAL KIT: GBG TREATMENT INTEGRITY FORM

Date:	Rater:	School:	
1. Classroom rules (following directions & KYHFOOTY) are posted.		Yes	No
2. Teams and the scoreboard are posted.		Yes	No
3. The substitute teacher explains the game, rules, and consequences the start of each activity.		Yes	No
4. The substitute teacher verbally acknowledges compliance with rules.		Yes	No
5. The substitute teacher physically tracks compliance.		Yes	No
6. The substitute teacher immediately resumes teaching after each mark.		Yes	No
7. The substitute teacher provides verbal praise for acceptable behavior.		Yes	No
8. The substitute teacher immediately rewards the winning team, or both teams if less than 5 marks different, at the end of the game.		Yes	No

Items Completed: /

**Class-wide Function-related Intervention Teams (CW-FIT)
 Procedural Fidelity Checklist**

School: _____ Teacher: _____
 Observer Name: _____ Date: _____ Time: _____
 Subject: _____ Class Activity: Whole Group or Independent

CW-FIT Procedures	Observed
1. Skills are prominently displayed on posters.	Y N
2. Precorrects on skills at beginning of session.	Y N
3. Corrections are instructive and refer to skills.	Y N N/A
4. Team point chart displayed.	Y N
5. Daily point goal posted.	Y N
6. Self-management charts or help cards given to individuals.	Y N N/A
7. Timer used & set at appropriate intervals.	Y N
8. Points awarded to teams for use of skills.	Y N
9. Points tallied for teams at the end.	Y N
10. Winners immediately rewarded.	Y N
11. Winners reward announced if delayed.	Y N N/A
12. Frequent praise paired with points.	Y N
13. Behavior-specific praise given.	Y N
14. Praise/points to reprimand ratio is approximately 4:1.	Y N
Classroom management	Rating
1 – Very Low (40%) 2 – Moderately low (60%) 3 – Average (80%) 4 – Moderately high (90%)	
1. Level of compliance during academic instruction	1 2 3 4
2. Students follow rules appropriate to setting	1 2 3 4
3. Transitions are short with only minor disruptions	1 2 3 4 N/A
4. Teacher ignores minor inappropriate behaviors	1 2 3 4
5. Level of lesson structure (organized, clear directions, sufficient work to keep students busy)	1 2 3 4

Please subtract out any items marked N/A when computing your totals.

Total Fidelity Score (TF) _____ Total Management Score (TM) _____
 Total Score Possible (TP) _____ Total Score Possible (TP) _____
 TF divided by TP = % yes _____ TM divided by TP = % yes _____

I consulted on (circle items):					
Lessons/Precorrects	Instructive Corrections	Teams	Goals/Points	Lesson Structure	Praise
Timer/Time Intervals	Logistical Questions	Transitions	Rewards	General Behavior	OTHER
Consultation Notes:					

Check-In/Check-Out Fidelity Checklist

School: _____

Date: _____

Student: _____

During the past week:

1. Student checked in with a designated staff member before school started.	Yes	No	did not observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
4. Teacher positively acknowledged student when given daily progress report.	Yes	No	did not observe
5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
6. Student checked out with designated staff member at the end of the day.	Yes	No	did not observe
7. Student took daily report home to get parent signature.	Yes	No	
8. Student CICO points are recorded daily.	Yes	No	
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes	No	did not observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes	No	

CICO-IB Fidelity of Implementation Observation Checklist

Student: _____
 Teacher: _____
 Date: _____
 Observer: _____

**If the feature occurred during the observation, circle “Y” for yes
 If the feature did not occur or occurred incorrectly, circle “N” for no
 If the feature was not observed, circle “NA” for not applicable**

I. Morning Check-In

- | | | | |
|--|---|---|----|
| a. Student checks in | Y | N | NA |
| b. CICO coordinator positively greets student | | Y | N |
| c. CICO coordinator provides DPR | | Y | N |
| d. CICO coordinator provides reminders for prosocial behaviors | | Y | N |
| e. Student earns a point for checking in | | Y | N |
| f. Student earns a point for returning signed DPR | Y | N | NA |

Percentage of Component Implementation =

II. Teacher Feedback

- | | | | |
|---|---|---|----|
| a. Teacher initiates feedback with student | | Y | N |
| b. Feedback occurs during designated time period on DPR | | Y | N |
| c. Teacher provides positive behavior specific feedback | | Y | N |
| d. Teacher provides correction behavior specific feedback | Y | N | NA |
| e. Teacher rates student’s behavior | | Y | N |

Percentage of Component Implementation =

III. Afternoon Check-Out

- | | | | |
|--|---|---|------|
| a. Student checks out with CICO coordinator | Y | N | NA |
| b. DPR points are totaled and percentage is calculated | | Y | N |
| c. If goal is met, CICO coordinator provides positive verbal feedback | | Y | N NA |
| d. If goal is met, student earns a point | | Y | N |
| e. If goal is not met, CICO coordinator provides positive encouragement and strategies for meeting goal the next day | Y | N | NA |
| f. CICO coordinator enters DPR % into DPR spreadsheet | | Y | N |

Percentage of Component Implementation =

CICO-O FIDELITY OF IMPLEMENTATION OBSERVATION CHECKLIST

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | |
|--|---|---|-----|
| a. Student checks-in with CICO coordinator | Y | N | N/A |
| b. CICO coordinator positively greets students | Y | N | |
| c. CICO coordinator provides DPR | Y | N | |
| d. CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. Student earns point for checking-in | Y | N | |
| f. Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Teacher Feedback

- | | | | |
|---|---|---|-----|
| a. Teacher initiates feedback with student | Y | N | |
| b. Feedback occurs during designated time period on DPR | Y | N | |
| c. Teacher provides specific positive behavior feedback | Y | N | |
| d. Teacher provides specific corrective behavior feedback | Y | N | N/A |
| e. Teacher rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | |
|---|---|---|-----|
| a. Student checks out with CICO coordinator | Y | N | N/A |
| b. DPR points are totaled and percentage is calculated | Y | N | |
| c. If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

CICO-R FIDELITY OF IMPLEMENTATION OBSERVATION CHECKLIST

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | |
|--|---|---|-----|
| a. Student checks-in with CICO coordinator | Y | N | N/A |
| b. CICO coordinator positively greets students | Y | N | |
| c. CICO coordinator provides DPR | Y | N | |
| d. CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. Student earns point for checking-in | Y | N | |
| f. Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Recess Supervisor Feedback

- | | | | |
|--|---|---|-----|
| a. Supervisor initiates feedback with student | Y | N | |
| b. Feedback occurs during designated time period on DPR | Y | N | |
| c. Supervisor provides specific positive behavior feedback | Y | N | |
| d. Supervisor provides specific corrective behavior feedback | Y | N | N/A |
| e. Supervisor rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | |
|---|---|---|-----|
| a. Student checks out with CICO coordinator | Y | N | N/A |
| b. DPR points are totaled and percentage is calculated | Y | N | |
| c. If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

CICO-A FIDELITY OF IMPLEMENTATION OBSERVATION CHECKLIST

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | |
|--|---|---|-----|
| a. Student checks-in with CICO coordinator | Y | N | N/A |
| b. CICO coordinator positively greets students | Y | N | |
| c. CICO coordinator provides DPR | Y | N | |
| d. CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. Student earns point for checking-in | Y | N | |
| f. Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Teacher Feedback

- | | | | |
|---|---|---|-----|
| a. Teacher initiates feedback with student | Y | N | |
| b. Feedback occurs during designated time period on DPR | Y | N | |
| c. Teacher provides specific positive behavior feedback | Y | N | |
| d. Teacher provides specific corrective behavior feedback | Y | N | N/A |
| e. Teacher rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | |
|---|---|---|-----|
| a. Student checks out with CICO coordinator | Y | N | N/A |
| b. DPR points are totaled and percentage is calculated | Y | N | |
| c. If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

SELF-MONITORING INTERVENTION INTEGRITY FORM

Date:	Rater:	IOA Rater:		
1. Teacher provided self-monitoring form to the student		Yes	No	N/A
2. Teacher reminded student of the target behavior and goals		Yes	No	N/A
3. The student is reminded of the procedures for cueing and recording		Yes	No	N/A
4. The cueing system is in place		Yes	No	N/A
5. The cueing system works properly		Yes	No	N/A
6. Self-monitoring started at the beginning of the period		Yes	No	N/A
7. The student actively self-monitors throughout the period		Yes	No	N/A
8. The student completed the self-monitoring form		Yes	No	N/A
9. Self-monitoring results and goals are reviewed with the student		Yes	No	N/A
10. Self-monitoring forms are kept and data is recorded		Yes	No	N/A

Items Completed: /

Earned Breaks Treatment Integrity Checklist



Steps

- The teacher pre-teaches intervention expectations to the target student.
- The teacher provides praise for the entire classroom at a 4:1 ratio.
- The teacher provides praise for the target student at a 4:1 ratio.
- The teacher ignores the target student's minor inappropriate behaviors.
- The teacher provides the target student with breaks from task demands and instruction.
- The teacher provides the target student with earned breaks contingent on the student engaging in appropriate target behaviors.
- The teacher provides the target student with the earned breaks on the predetermined schedule.
- The teacher does **not** withhold breaks the student has appropriately earned.
- The teacher provides the appropriate type of break for the student's engaging in appropriate target behaviors (if applicable).
- The teacher does **not** allow the student to escape the classroom when exhibiting escape-maintained problem behaviors.

If this step was not observed, please explain:

Total /

CLASS PASS FIDELITY CHECKLIST

Date: _____ Rater: _____ IOA Rater: _____

Intervention Setup

The student exhibits escape-maintained behavior in the classroom.	Yes	No
The student would benefit from learning to appropriately ask for a break.	Yes	No
The conditions in which the student would benefit a break are determined (e.g., when the student is frustrated, tired, or disinterested).	Yes	No
The conditions in which the student cannot take a break are determined (e.g., during exams or immediately after breaks).	Yes	No
The behavior that the student must engage in to receive access to a break (e.g., raising hand and waiting patiently to hand a class pass to the teacher) is determined.	Yes	No
The number of passes that the student can access has been determined.	Yes	No
Make the class passes.	Yes	No
The location of breaks has been determined (e.g., classroom). The duration of breaks has been determined (e.g., 10 minutes). The supervisee of breaks has been determined (e.g., teacher).	Yes	No
The student has access to activities during breaks (e.g., drawing, reading comic books, playing academic games on a tablet).	Yes	No
The student can trade in unused break passes for more preferred prizes. A time for receiving prizes for unused passes has been determined.	Yes	No
Train the teacher on how to prompt the student to use a break when necessary. Train the student on how to use the class pass with examples and non-examples.	Yes	No
Ensure that quality instruction takes place in the classroom.	Yes	No
Establish emergency procedures in the case of student elopement or severe behavior.	Yes	No

Total: /

Intervention Implementation

At the beginning of the period, the teacher reminds the student when he/she can use them. The teacher reminds the student where and how long breaks are.	Yes	No
The teacher reminds the student that he/she can get a prize for unused passes.	Yes	No
When the student inappropriately requests a break (e.g., asking the teacher without a pass), the student is reminded about how to ask appropriately.	Yes	No
When the student appropriately requests a break (e.g., raising his/her hand and handing a pass to the teacher), <u>the student is given a break.</u>	Yes	No
If the student requests a break, <u>but has used all class passes</u> , the student is reminded about the need for class passes and is not granted a break (if applicable).	Yes	No
The student goes to the appropriate place for the specified amount of time.	Yes	No
At the end of the day/period, the student is given an opportunity to trade unused passes for prizes (if applicable).	Yes	No

Total: /

SSIS SOCIAL SKILLS INTERVENTION INTEGRITY FORM

Date:

Rater:

IOA Rater:

- | | | | |
|--|-----|----|-----|
| 1. Encourage students to transition from classroom to social skills group with calm bodies and quiet voices. | Yes | No | N/A |
| 2. Review prior session's lesson (have students describe concepts). | Yes | No | N/A |
| 3. Review group expectations and schedule for current session. | Yes | No | N/A |
| 4. Introduce new concept and session keywords. | Yes | No | N/A |
| 5. Use "tell, show, do" format when introducing and/or practicing skills. | Yes | No | N/A |
| 6. Present video clips from SSIS (or comparable) demonstrating examples/non-examples of target concepts. | Yes | No | N/A |
| 7. Role-play positive examples of the target skill. | Yes | No | N/A |
| 8. Role-play non-examples (negative) of the target skill. | Yes | No | N/A |
| 9. Provide tokens for participation. | Yes | No | N/A |
| 10. Provide tokens for following group expectations. | Yes | No | N/A |
| 11. Provide descriptive/behavior-specific praise when giving tokens. | Yes | No | N/A |
| 12. Have students cash in tokens for reinforcers at the end of group. | Yes | No | N/A |
| 13. Encourage students to transition back to classroom with calm bodies and quiet voices. | Yes | No | N/A |
| 14. (If applicable) Ensure that reinforcers are secured so as not to be a distraction to the student and/or classroom. | Yes | No | N/A |

Items Completed: /

SUPERHEROES SOCIAL SKILLS INTERVENTION INTEGRITY FORM

Date:

Rater:

IOA Rater:

- | | | | |
|--|-----|----|-----|
| 1. Review last unit Group Poster and briefly practice skill. | Yes | No | N/A |
| 2. Collect homework and transfer last unit Power Charges. | Yes | No | N/A |
| 3. Review daily schedule and group rules. | Yes | No | N/A |
| 4. Post new unit skill poster and introduce target skill. | Yes | No | N/A |
| 5. Give students Power Cards and post new Group Power Poster. | Yes | No | N/A |
| 6. Watch fast-hands animation and peer modeling on DVD. | Yes | No | N/A |
| 7. Provide Power Charges for appropriate skill demonstration. | Yes | No | N/A |
| 8. Provide Scooter Cards for following the group rules. | Yes | No | N/A |
| 9. Provide Black Hole Cards for failing to follow the group rules. | Yes | No | N/A |
| 10. Role-play positive examples of the target skill. | Yes | No | N/A |
| 11. Role-play negative examples of the target skill. | Yes | No | N/A |
| 12. Watch Digital Comic on DVD. | Yes | No | N/A |
| 13. Play social game. | Yes | No | N/A |
| 14. Free time/break. | Yes | No | N/A |
| 15. Transfer Power Charges to Power Posters. | Yes | No | N/A |
| 16. Give students the unit homework comic book. | Yes | No | N/A |
| 17. Pick the Superhero of the Day and provide group reinforcer. | Yes | No | N/A |

Items Completed: /

PLANNED ACTIVITY CHECK (PLACHECK) FOR GBG CLASSROOM
OBSERVATIONS

Observers' Name:	Date:	
School Name:	Start Time:	End Time:
Location of Observation:	Number of Students:	

Directions

- At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
- Set the timer to your designated interval (e.g. 20 seconds, 30 seconds, minute, etc.)
- Start the timer
- Scan the room slowly from left to right.
- While scanning, tally number of students who are off-task and on-task to record on chart below.
- When the timer goes off at the designated interval, repeat steps 3 and 4 until ten data points are obtained.

	# of Students Off-task	# of Students On-Task	Percentage On-Task
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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

Of Students to Meet 80% Criteria: $.80 \times (\# \text{ of students in class}) =$

Of Intervals to Meet 80% Criteria: $.80 \times (\# \text{ of intervals}) =$

Percentage of intervals in which 80% or more of the class is on task:

(Find percentage of intervals by dividing the total number of intervals in which 80% or more of the class is on task by 0 and then multiplying by 00)

**SUBSTITUTE SURVIVAL KIT: PLANNED ACTIVITY CHECK (PLACHECK) FOR
 GBG CLASSROOM OBSERVATIONS**

Observers' Name:	Date:	
School Name:	Start Time:	End Time:
Location of Observation:	Number of Students:	

Directions

- At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
- Set the timer to your designated interval (e.g. 20 seconds, 30 seconds, minute, etc.)
- Start the timer
- Scan the room slowly from left to right.
- While scanning, tally number of students who are off-task and on-task to record on chart below.
- When the timer goes off at the designated interval, repeat steps 3 and 4 until ten data points are obtained.

	# of Students Off-task	# of Students On-Task	Percentage On-Task
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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

Of Students to Meet 80% Criteria: $.80 \times (\# \text{ of students in class}) =$

Of Intervals to Meet 80% Criteria: $.80 \times (\# \text{ of intervals}) =$

Percentage of intervals in which 80% or more of the class is on task:

(Find percentage of intervals by dividing the total number of intervals in which 80% or more of the class is on task by 0 and then multiplying by 00)

APPENDIX H:

Intervention Interview Forms & Questionnaires

TEACHER INTERVIEW FORM FOR PROBLEM BEHAVIORS

Student/ Grade:

Interviewer:

Date:

Teacher:

Student Profile: Please identify at least three strengths or contributions the student brings to school.

Problem Behavior(s): Identify problem behaviors

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	_____

Provide more detail about the problem behavior(s):

<p><u>What does the problem behavior(s) look like?</u></p> <p><u>How often does the problem behavior(s) occur?</u></p> <p><input type="checkbox"/> Hourly <input type="checkbox"/> Daily <input type="checkbox"/> Weekly <input type="checkbox"/> Less Often</p> <p><u>How long does the problem behavior(s) last when it does occur?</u></p> <p><input type="checkbox"/> Less than 3 minutes <input type="checkbox"/> 5 Minutes <input type="checkbox"/> 10-20 minutes <input type="checkbox"/> 30 minutes <input type="checkbox"/> Over 30 minutes</p> <p><u>What is the intensity/level of danger of the problem behavior(s)?</u></p> <p><input type="checkbox"/> Mild: Disruptive but little risk to self, others or property</p> <p><input type="checkbox"/> Moderate: Property damage or minor injury</p> <p><input type="checkbox"/> Severe: Significant threat to self or safety of others</p>
--

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	
		Low High 1 2 3 4 5 6	

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)		Environmental Features	
<input type="checkbox"/> Illness	Other: _____ _____ _____	<input type="checkbox"/> Reprimand/correction	<input type="checkbox"/> Structured activity
<input type="checkbox"/> Drug use		<input type="checkbox"/> Physical demands	<input type="checkbox"/> Unstructured time
<input type="checkbox"/> Negative social		<input type="checkbox"/> Socially isolated with peers	<input type="checkbox"/> Tasks to boring
<input type="checkbox"/> Conflict at home			<input type="checkbox"/> Activity too long
<input type="checkbox"/> Academic failure		<input type="checkbox"/> Other	<input type="checkbox"/> Tasks too difficult

--	--	--	--

What consequences appear most likely to maintain the problem behavior(s)?

Use also the QABF results in order to determine the function of the behavior.

Things That are Obtained		Things Avoided or Escaped From	
___ Adult attention	Other: _____	___ Hard tasks	Other: _____
___ Peer attention	_____	___ Reprimands	_____
___ Preferred activity	_____	___ Peer negatives	_____
___ Money/things	_____	___ Physical effort	_____
		___ Adult attention	_____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

What current efforts have been used to control the problem behavior?

Strategies for preventing problem behavior	Strategies for responding to problem behavior
___ schedule change	___ reprimand
___ seating change _____	Other: _____
___ curriculum change _____	___ office referral _____
	___ detention _____

GBG SOCIAL VALIDITY & ACCEPTABILITY QUESTIONNAIRE

School: _____

Date: _____

Please answer the following questions in order to improve the intervention to support teachers when implementing the Good Behavior Game. Circle the response that best describes your experience. Once completed, please return to the front office.

Thank you for your time and consideration.

1. During the Good Behavior Game, the students followed KYHFOOTY.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

2. During the Good Behavior Game, the students followed directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

3. The Good Behavior Game was easy to implement.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

4. I would recommend other substitutes use the Good Behavior Game.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

5. What did you like most about the kit and/or the Good Behavior Game?

6. What did you like least about the kit and/or the Good Behavior Game?

7. Comments:

SUBSTITUTE SURVIVAL KIT: GBG SOCIAL VALIDITY & ACCEPTABILITY
QUESTIONNAIRE

School: _____

Date: _____

Please answer the following questions in order to improve the intervention to support teachers when implementing the Good Behavior Game. Circle the response that best describes your experience. Once completed, please return to the front office.

Thank you for your time and consideration.

1. During the Good Behavior Game, the students followed KYHFOOTY.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

2. During the Good Behavior Game, the students followed directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

3. The Good Behavior Game was easy to implement.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

4. I would recommend other substitutes use the Good Behavior Game.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

5. What did you like most about the kit and/or the Good Behavior Game?

6. What did you like least about the kit and/or the Good Behavior Game?

7. Comments:

MASLACH BURNOUT INVENTORY EDUCATORS SURVEY

By: Alex Graves, B.A.

The Maslach Burnout Inventory Educators Survey (MBI-ES) was developed by Christina Maslach, Susan E. Jackson, and Richard Schwab as a resource for all personnel in the educational field (i.e., teachers, administrators, school staff, and volunteers) to measure overall educator well-being and project the potential for burnout. The results of the survey can be used to help remediate challenging areas for educators to help increase job satisfaction and decrease the burnout rate in the education field. According to Kokkions (2006) a third of newly hired teachers leave the profession during their first three years in the field and almost half leave within the first five years in the profession (NCTAF, 2003). Burnout in the education field has been correlated to feelings of being emotionally overwhelmed/exhausted, experiencing depersonalization or detachment from their job, and a lack of personal accomplishment. These three components are represented in the 22 question MBI-ES survey to measure the overall well-being of educators and their personal feelings surrounding their job.

Answering the 22 questions of the MBI-ES takes approximately 10-15 minutes. Survey questions focus on specific job-related feelings such as the extent to which an educator feels emotionally overextended or exhausted, levels of unfeeling and impersonal response toward recipients of one's instruction (Maslach Burnout Inventory, 2019), and overall feelings of competence and ability to be successful in one's work. Frequencies are marked on a seven-level Likert Scale, and range from "never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, to every day." Each of the three subcomponents used to predict burnout (emotional exhaustion, depersonalization, and personal accomplishment) have their own set of question groupings which are scored independent of each other. The summed frequencies reflect high, moderate, or low personal feelings within each of the subcategories and can be used to identify the potential risk for burnout.

References

- Kokkinos, C. M. (2006). Factor structure and psychometric properties of the Maslach Burnout Inventory-Educators Survey among elementary and secondary school teachers in Cyprus. *Stress and Health: Journal of the International Society for the Investigation of Stress*, 22(1), 25-33.
- Maslach Burnout Inventory (MBI) - Assessments, Tests: Mind Garden. (n.d.). Retrieved July 12, 2019, from <https://www.mindgarden.com/117-maslach-burnout-inventory>
- National Commission on Teaching & America's Future (US). (2003). *No dream denied: A pledge to America's children*. National Commission on Teaching and America's Future.

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
-----------------------------------	--------------------	---------------------------	--------------------------	----------------------------

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>

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Paclawskyj et al (2000)

Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X = Doesn't apply 0 = Never 1 = Rarely 2 = Some 3 = Often

Score	Number	Behavior			
	1.	Engages in the behavior to get attention.			
	2.	Engages in the behavior to escape work or learning situations.			
	3.	Engages in the behavior as a form of "self-stimulation".			
	4.	Engages in the behavior because he/she is in pain.			
	5.	Engages in the behavior to get access to items such as preferred toys, food, or beverages.			
	6.	Engages in the behavior because he/she likes to be reprimanded.			
	7.	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.			
	8.	Engages in the behavior even if he/she thinks no one is in the room.			
	9.	Engages in the behavior more frequently when he/she is ill.			
	10.	Engages in the behavior when you take something away from him/her.			
	11.	Engages in the behavior to draw attention to himself/herself.			
	12.	Engages in the behavior when he/she does not want to do something.			
	13.	Engages in the behavior because there is nothing else to do.			
	14.	Engages in the behavior when there is something bothering him/her physically.			
	15.	Engages in the behavior when you have something that he/she wants.			
	16.	Engages in the behavior to try to get a reaction from you.			
	17.	Engages in the behavior to try to get people to leave him/her alone.			
	18.	Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings.			
	19.	Engages in the behavior because he/she is physically uncomfortable.			
	20.	Engages in the behavior when a peer has something that he/she wants.			
	21.	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?			
	22.	Does he/she seem to be saying, "leave me alone" or "stop asking me to do this" when engaging in the behavior?			
	23.	Does he/she seem to enjoy the behavior, even if no one is around?			
	24.	Does the behavior seem to indicate to you that he/she is not feeling well?			
	25.	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?			
	Attention	Escape	Non-social	Physical	Tangible
1. Attention		2. Escape	3. Self-stim	4. In pain	5. Access to items
6. Reprimand		7. Do something	8. Thinks alone	9. When ill	10. Takes away
11. Draws		12. Not do	13. Nothing to do	14. Physical problem	15. You have
16. Reaction		17. Alone	18. Repetitive	19. Uncomfortable	20. Peer has
21. "Come see"		22. "Leave alone"	23. Enjoy by self	24. Not feeling well	25. "Give me that"
Total		Total	Total	Total	Total

QABF Scoring

Attention

1. Engages in the behavior to get attention.
6. Engages in the behavior because he/she likes to be reprimanded.
11. Engages in the behavior to draw attention to him/herself.
16. Engages in the behavior to try to get a reaction from you.
21. Does he/she seem to be saying "come see me" or "look at me" when engaging in the behavior?

Escape

2. Engages in the behavior to escape work or learning situations.
7. Engages in the behavior when asked to do something (brush teeth, work, etc.)
12. Engages in the behavior when he/she does not want to do something.
17. Engages in the behavior to try to get people to leave him/her alone.
22. Does he/she seem to be saying "leave me alone" or "stop asking me to do this" when engaging in the behavior?

Non-social

3. Engages in the behavior as a form of "self-stimulation".
8. Engages in the behavior even if he/she thinks no one is in the room.
13. Engages in the behavior because there is nothing else to do.
18. Engages in the behavior in a highly repetitive manner, ignoring this/her surroundings.
23. Does he/she seem to enjoy the behavior, even if no one is around?

Physical

4. Engages in the behavior because he/she is in pain.
9. Engages in the behavior more frequently when he/she is ill.
14. Engages in the behavior when there is something bothering her/him physically.
19. Engages in the behavior because she/he is physically uncomfortable.
24. Does the behavior seem to indicate to you that he/she is not feeling well?

Tangible

5. Engages in the behavior to get access to items such as preferred toys, food or beverages.
10. Engages in the behavior when you take something away from him/her.
15. Engages in the behavior when you have something he/she wants.
20. Engages in the behavior when a peer has something he/she wants.
25. Does he/she seem to be saying "give me that (toy, item, food)" when engaging in the behavior?

15	15	15	15	15
14	14	14	14	14
13	13	13	13	13
12	12	12	12	12
11	11	11	11	11
10	10	10	10	10
9	9	9	9	9
8	8	8	8	8
7	7	7	7	7
6	6	6	6	6
5	5	5	5	5
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1
0	0	0	0	0

Attention	Escape	Non-social	Physical	Tangible
1. attention	2. escape	3. self stim	4. in pain	5. access to items
6. reprimand	7. do something	8. thinks alone	9. when ill	10. take away
11. draws	12. not do	13. nothing to do	14. physical prob	15. you have
16. reaction	17. alone	18. repetitive	19. uncomfortable	20. peers has
21. "come see"	22. "leave alone"	23. enjoy by self	24. not feel well	25. "give me that"

TIERED FIDELITY INVENTORY

By: Momoko Yamashita, Ed.S.

The SWPBIS Tiered Fidelity Inventory (TFI) is used to provide a valid, reliable and efficient measure that can be used by school personnel in applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI has three different sections which are I. Tier 1: Universal SWPBIS, 2. Tier II: Targeted SWPBIS, and 3. Tier II: Intensive SWPBIS. These can be used separately or combined to assess the extent of the core features which are in place. The purpose of TFI is to provide an efficient yet valid measure which can be used to guide implementation and sustained use of SWPBIS. The TFI can be used for the following purposes: 1. Initial assessment to determine if a school is using or in need of SWPBIS, 2. As a guide for implementation of Tier I, Tier II, and Tier III practices, 3. As an index of sustained SWPBIS implementation or 4. As a metric for identifying schools for recognition within their state implementation efforts. The TFI is completed by a School System Planning Team with an external SWPBIS coach as a facilitator. For the first time used, it is recommended that a team examine all three tiers. If the team decides to focus only on one or two tiers, the progress monitoring may only include those tiers that are addressed. As a basic rule, a score above 80% for each tier is accepted as a level of implementation that will result in improved student outcomes. The TFI can be downloaded from www.pbis.org.

Cost - There is no cost to use the TFI.

School System Planning Team - The team is typically consisted of 3-8 individuals including administrators, external coach or district coordinator.

Administration Schedule - It is encouraged to self-assess SWPBIS implantation at their initial implementation and then every third or fourth meeting until they reach at least 80% fidelity across three consecutive administrations. Once the 80% is met, the school may use TFI annually.

Completion Time - The school should arrange a TFI Walkthrough with an external coach before completing the TFI for the first time. The completion time depends on the experience of the team, the preparation and the number of tiers assessed. If the team is new to TFI, it should schedule 30 min for each of the tier.

APPENDIX I:

Example Materials

IDEAS FOR REINFORCERS MENU

Tangibles:

- ☺ Treasure box with small prizes
- ☺ Balloons
- ☺ Bouncy balls
- ☺ Bookmarks
- ☺ Bubbles
- ☺ Play dough
- ☺ School supplies (pencils, erasers, small notebooks)
- ☺ Marbles
- ☺ Puzzles
- ☺ Self-stick skin tattoos
- ☺ Stickers (younger kids)
- ☺ Small piece of candy
- ☺ Grab bags (surprise inside)
- ☺ Spinners- get to spin and receive prize that arrow lands on. This can be on an individual or group basis.
- ☺ Raffle tickets (drawings can be held as often as necessary)
- ☺ Good Student certificates
- ☺ Positive note home

Activities/non-tangible and inexpensive (Winning groups get to participate):

- ☺ Lunch in classroom/outside
- ☺ Drawing/coloring time
- ☺ Play a game
- ☺ Dancing
- ☺ Listen to music
- ☺ Work with shoes off
- ☺ Free-time
- ☺ Extra Recess Time
- ☺ Work on a class mural/bull. board
- ☺ Read on the floor or other unusual places
- ☺ Hold class outside
- ☺ Bazillion Bubble Shower
- ☺ Giggle Fest-laugh as hard as you can for 2 minutes
- ☺ I Spy Game

- ☺ Brainteaser Games/Puzzles
- ☺ Make silly faces at each other
- ☺ Nerf Toss
- ☺ Paper Airplane Toss
- ☺ Tic-Tac-Toe Tournament
- ☺ “Sit Next to Your Friend” Period
- ☺ Tiptoe Tag
- ☺ Toss a Balloon around room
- ☺ Wear a button for a day that says “Mr/s. _____thinks I’m great!”
- ☺ Wadded Paper Toss
- ☺ Whisper Time
- ☺ Chat Time at the end of the day
- ☺ Worm Wiggle-roll on floor and wiggle
- ☺ Hula Hoop Contest
- ☺ Select a study buddy to work together on the next assignment
- ☺ Invite a guest reader to read a book to the class
- ☺ Have teacher perform for class (sing, dance, etc.)
- ☺ Stuffed animal on desk
- ☺ Tell jokes
- ☺ Marker board time
- ☺ Participate in special Read Aloud
- ☺ Participate in class game
- ☺ Rock, paper, scissors tournament
- ☺ Watch teacher perform “magic” trick (could be science-based activity)

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?				

SELF-MONITORING FORMS

Rule 1:	Rule 2:	Rule 3:	Rule 4:
If you are following the rules when the timer goes off, write a O		If you are not following the rules when the timer goes off, write a X	

Date: 3/6/2019

Goal %: 60%

Earned %: 70%

O	O	O	X	X	O	X	O	O	O
---	---	---	---	---	---	---	---	---	---

Date:

Goal %:

Earned %:

--	--	--	--	--	--	--	--	--	--

Date:

Goal %:

Earned %:

--	--	--	--	--	--	--	--	--	--

Date:

Goal %:

Earned %:

--	--	--	--	--	--	--	--	--	--

Date:

Goal %:

Earned %:

--	--	--	--	--	--	--	--	--	--

Date:

Goal %:

Earned %:

--	--	--	--	--	--	--	--	--	--

Rule 1:	Rule 2:	Rule 3:	Rule 4:

When the timer buzzes, circle a 😊 or ☹️.

Date:

Goal %:

Earned %:

	Am I on-task?	
1	😊	☹️
2	😊	☹️
3	😊	☹️
4	😊	☹️
5	😊	☹️
6	😊	☹️
7	😊	☹️
8	😊	☹️
9	😊	☹️
10	😊	☹️
Total	/10	/10

Date:

Goal %:

Earned %:

	Am I on-task?	
1	😊	☹️
2	😊	☹️
3	😊	☹️
4	😊	☹️
5	😊	☹️
6	😊	☹️
7	😊	☹️
8	😊	☹️
9	😊	☹️
10	😊	☹️
Total	/10	/10

SCHOOL-HOME NOTE EXAMPLES



You did WHAT!?

I would like to recognize _____ for displaying the following school-wide behavior expectation:

- Being Safe
- Being Responsible
- Being Respectful

By: _____

From: _____



Raise the WOOF!

I would like to recognize _____ for displaying the following school-wide behavior expectation:

- Being Safe
- Being Responsible
- Being Respectful

By: _____

From: _____



You are AMAZING!

I would like to recognize _____ for displaying the following school-wide behavior expectation:

- Being Safe
- Being Responsible
- Being Respectful

By: _____

From: _____



HIGH FIVE!

I would like to recognize _____ for displaying the following school-wide behavior expectation:

- Being Safe
- Being Responsible
- Being Respectful

By: _____

From: _____



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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TEACHING BEHAVIOR EXPECTATIONS

How you choose to teach your classroom expectations can vary greatly depending on your style of teaching! There are four key components that go into planning to teach procedures or expectations, which are: 1. Identifying the expected behavior, 2. Developing the rationale, 3. Identifying examples, and 4. Developing practice opportunities. Some examples of what this may look like are included below for the school rules, followed by blank templates that you can use for a lesson plan.

Be Safe

Be Respectful

Be Responsible

Step 1: Identify the Expected Behavior	
Be Safe	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Acting in a safe way ensure that all students and staff receive no harm and that they are able to participate in the learning environment.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> When asked to give something to another student, they hand it to them rather than throwing it. Using classroom materials appropriately (e.g., pencil sharpener) 	Negative Teaching Examples <ul style="list-style-type: none"> Throwing objects Hitting or harming other students Using classroom materials in an inappropriate way, such as point scissors at others.
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Be Respectful	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Being respectful ensure that all students and staff can have a positive learning environment.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> • Listening to the teacher or other students when they are speaking to you. • Provide praise and encouragement to other class members (e.g., great answer, great idea!). • Use appropriate language. 	Negative Teaching Examples <ul style="list-style-type: none"> • Cursing, name-calling, or other inappropriate language. • Saying negative things about others. • Doing other things while the teacher is teaching
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Be Responsible	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Being responsible helps students to be in charge of their own learning.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> • Following directions on an assignment. • Handing in homework on time. • Coming to class with all materials (e.g., paper, pencil) 	Negative Teaching Examples <ul style="list-style-type: none"> • Filling in random answers on a homework assignment. • Turning in assignments late. • Not participating during a test.
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Step 3: Identify a Range of Examples	
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Step 3: Identify a Range of Examples	
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

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 assistance
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