



BRST

BEHAVIOR RESPONSE SUPPORT TEAM

SY 2020-2021 MTSS/SST Toolkit



Aaron J. Fischer,
Ph.D., BCBA-D



Leanne Hawken,
Ph.D., BCBA



Keith Radley,
Ph.D., BCBA-D, NCSP



U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

ACKNOWLEDGEMENTS

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.

Editors

Aaron J. Fischer, Ph.D., BCBA-D, LP, LBA

John L. Davis, Ph.D.

Shengtian Wu, Ph.D., BCBA, LBA

Rovi Hidalgo, Ed.S., BCBA

Leanne Hawken, Ph.D., BCBA

Keith Radley, Ph.D., BCBA-D, NCSP

Christina Hesley, M.S., BCBA

Anna Purkey, M.Ed.

Student Authors and Editors

Diana Askings, M.Ed.

Ashley Coombs, B.S.

Emily Davis, M.Ed.

Merry Feng, B.S.

Alex Graves, B.A.

Kara Henrie, Ed.S., BCBA

Rovi Hidalgo, Ed.S., BCBA

Morgan Hutchinson, B.S.

Natalie Jensen, M.Ed., BCBA

Kristin Kladis, M.Ed.

Erica Lehman, M.Ed., BCBA

Annie Maldonado M.S. Ed.

Stephanie Pirsig, M.A., M.Ed.

Anna Purkey, M.Ed.

Christina Omlie, M.A., M.Ed.

Lauren Perez, M.Ed., BCBA, LBA

Magenta Silberman, M.Ed.

Janaina Sill, M.Ed.

Kristen Stokes, M.Ed.

Tevyn Tanner, Ed.S., BCBA

Momoko Yamashita, M.S.

April Zmudka, M.Ed.

Graphic Design

Ashley Coombs B.S.

Merry Feng, B.S.

Morgan Hutchinson, B.S.

Anna Purkey M.Ed.

Lastly, our deepest appreciation goes to Granite School District for collaborating with U-TTEC to develop and implement the University of Utah Behavior Response Support Team program.

Cite this manual as:

Fischer, A.J., Hawken, L., Hesley, C., Hidalgo, R., Purkey, A.R., Radley, K., & Wu, S. (2020). Behavior response support team manual: Teacher version. Practical and Tutorial Manual. Department of Educational Psychology, University of Utah, Salt Lake City, UT.

TABLE OF CONTENTS

Behavior Response Support Team Consultant Responsibilities.....	1
Behavior Response Support Team Stages and Criteria.....	6
Behavior Support Models.....	12

SECTION 1: PROCEDURES AND INFORMATION

Positive Behavioral Intervention and Support.....	16
Data Based Decision Making.....	18
Problem-Solving Consultation.....	23
Team-Initiated Problem Solving.....	24
Thinking Functionally.....	27
Benefits of Working with a BRST Consultant.....	29
Tier 1 Referral Process.....	31
Support for Clip Charts in PBIS.....	32

SECTION 2: EVOKE E-LEARNING MODULES

Relicensure for Participating in Evoke E-Learning Modules.....	34
Accessing the Evoke E-Learning Modules.....	35
Module Delivery Methods.....	37

SECTION 3: BRST CONSENT DOCUMENTS

When Consent is Required for BRST Consultation Services.....	39
Consent to Participate in Research.....	40

SECTION 4: SCHOOLWIDE PROGRAMS

Schoolwide Programs.....	45
Social & Emotional Learning vs Social Skills Instruction.....	46
Office Discipline Referrals.....	49

SECTION 5: DATA COLLECTION

Components of Pre-BRST Measurement.....	52
GSD Data Collection Forms.....	57
Optional BRST Data Collection Forms.....	68

TABLE OF CONTENTS, CONTINUED

SECTION 6: TIER 1 CLASSROOM STRATEGIES

Tier 1 Interventions.....	81
Behavior Skills Training.....	83
Antecedent Interventions.....	84
Gymboss Utilization.....	86
PLICKERS.....	88

SECTION 7: TIER 2 INTERVENTIONS AND MATERIALS

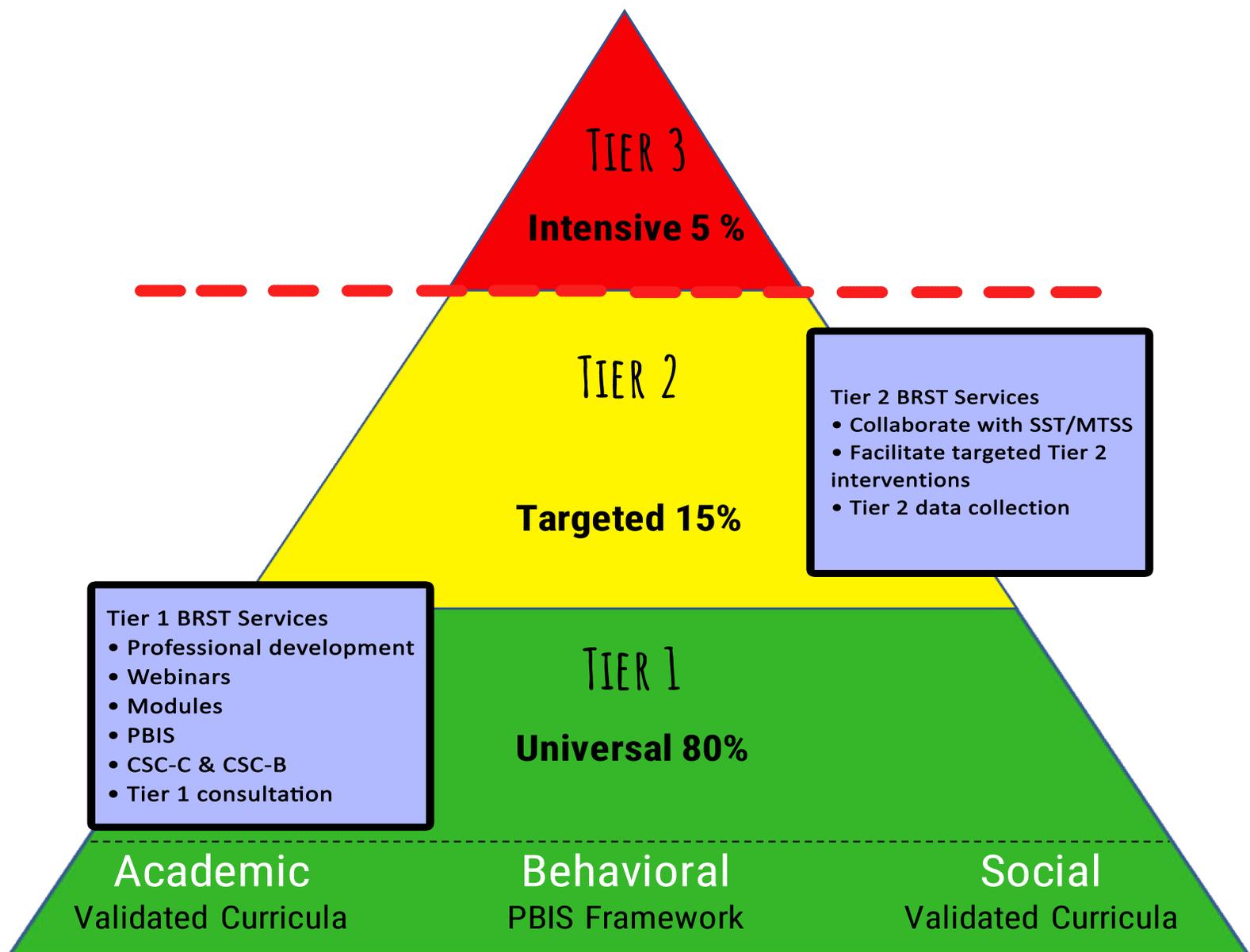
Check-in, Check-Out.....	91
Self-Monitoring.....	106
Contingent Breaks.....	111
Class Pass.....	114
Social Skills Improvement System.....	117
Superheroes Social Skills.....	120

BRST CONSULTANT RESPONSIBILITIES

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

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



BRST Consultant Responsibilities by Tiers

Tier 3

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

Tier 2

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

Tier 1

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

PRE-BRST TO FULL BRST TRANSITION CRITERIA

University of Utah BRST Manual

By: Merry Feng, B.S.

August-April

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

April- May

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

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

August-October of 2nd Year Pre-BRST

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

FULL BRST

University of Utah BRST Manual

By: Merry Feng, B.S.



August-October

Beginning of the Year

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



February-May

End of the Year Activities

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

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

October-February



School Year

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

FULL BRST FADING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

Tier 2 Referrals

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



BRST Maintenance March-May 2nd year

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

Criteria for Fading Full BRST Services

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

Behavior Response Support Team Stages and Criteria

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

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

Pre-BRST

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

1) Pre-BRST School Selection Process

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

2) Pre-BRST Consultation Program Outline

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

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

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

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

3) Pre-BRST to Full BRST Transition Criteria

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

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

Full BRST

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

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

1) Beginning of the Year Activities

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

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

2) School Year Activities

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

3) End of the Year Activities

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

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

BRST Fading Process

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

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

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

2) Tier 2 Referrals

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

3) Criteria for Fading BRST Services

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

Behavior Support Models

By: Rovi Hidalgo, M.Ed.

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

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

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

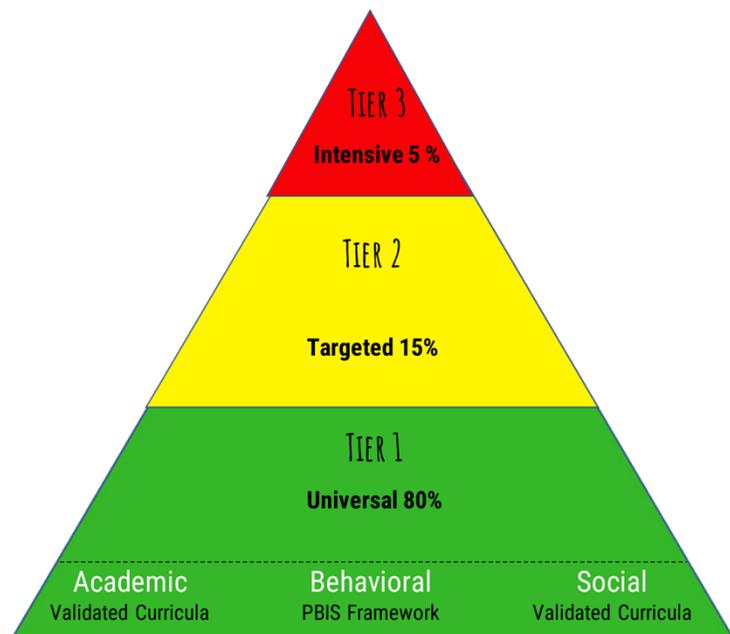
“Outcomes” regard academic and behavior goals that are supported by students, educators and the community.

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

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

How it Works

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



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

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

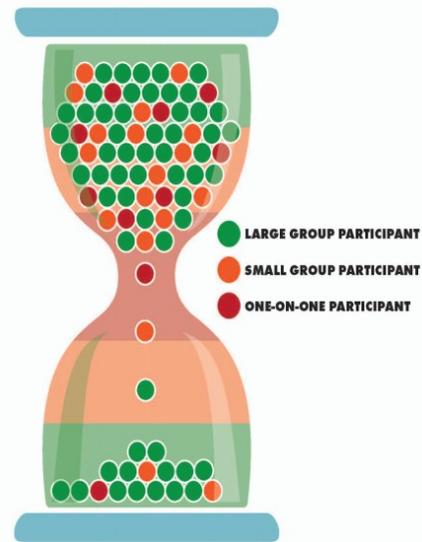
Before students can receive interventions at different tiers, interventions at the student's current tier must be implemented with fidelity. Additionally, data on the student's behavior must also demonstrate a need for a change, such as decreasing or increasing behaviors. Given the emphasis on data-based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

Non-Examples: Hourglass Model

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

How it Works

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



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

Why This Model Doesn't Work

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

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

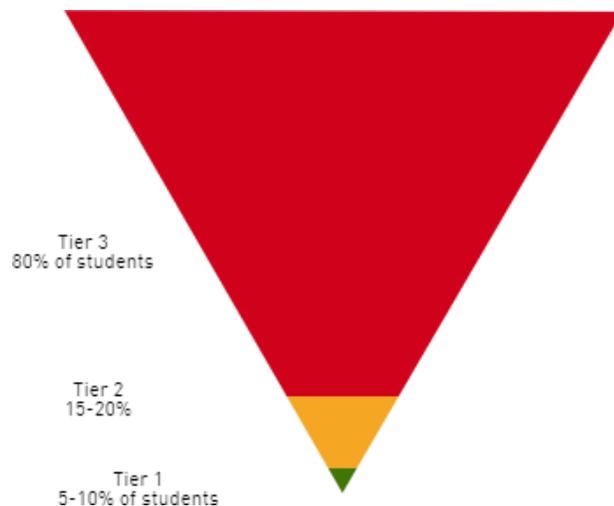
It is important to note that all students can still have access to positive, meaningful interactions without enduring individualized behavior plans and assessments. Teachers can build positive relationships and foster a positive learning environment without requiring each student to have a plan.

Non-examples: Upside-down Triangle

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

How it Works

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



Why This Model Doesn't Work

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

References

- Cook, C. R., Collins, T., Dart, E., Vance, M. J., McIntosh, K., Grady, E. A., & DeCano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. *Psychology in the Schools*, 51(2), 107-125.

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

Gresham, F.M., & Elliott, S.N. (2008). *Social Skills Improvement System*. Bloomington, MN: Pearson Assessments.

Jenson, W.R., Bowen, J., Clark, E., Block, H., Gabrielsen, T., Hood, J., Radley, K., Springer, B. (2011). *Superheroes Social Skills Facilitators Guide*. Eugene, OR: Pacific Northwest Publishing.

National Center for Education Statistics. (2018). Fast Facts: Back to School Statistics. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=372>

Ritblatt, S. N. (n.d.). The Hourglass Model: A Framework to Behavioral Support Services. Lecture presented at First Things First Conference.

U.S. Office of Special Education Programs. (2017). School: Tier 1 Supports. Retrieved from <https://www.pbis.org/school/tier1supports>

U.S. Office of Special Education Programs. (2017). Student. Retrieved from <https://www.pbis.org/training/staff/student>

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

University of Utah BRST Manual

By: Merry Feng, B.S.

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

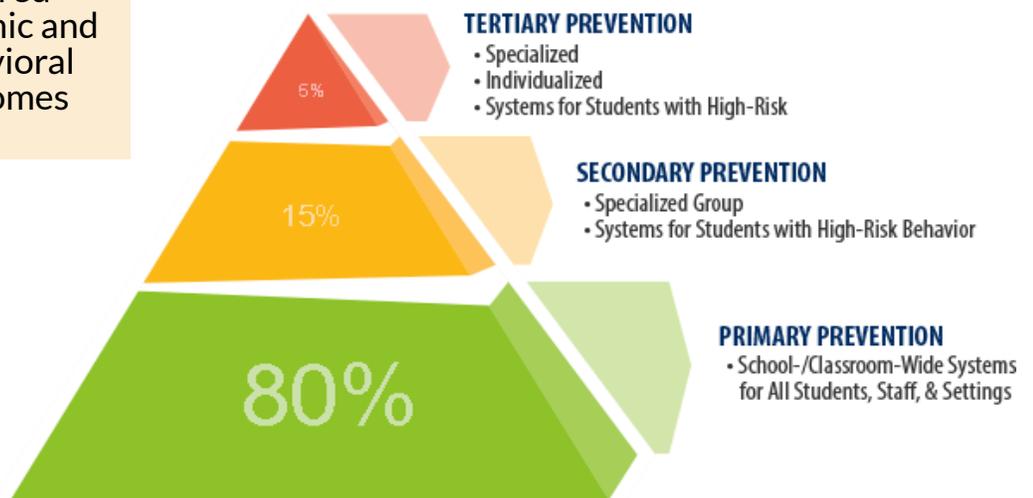
Four Key Components of PBIS

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



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

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



Data-Based Decision Making

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



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

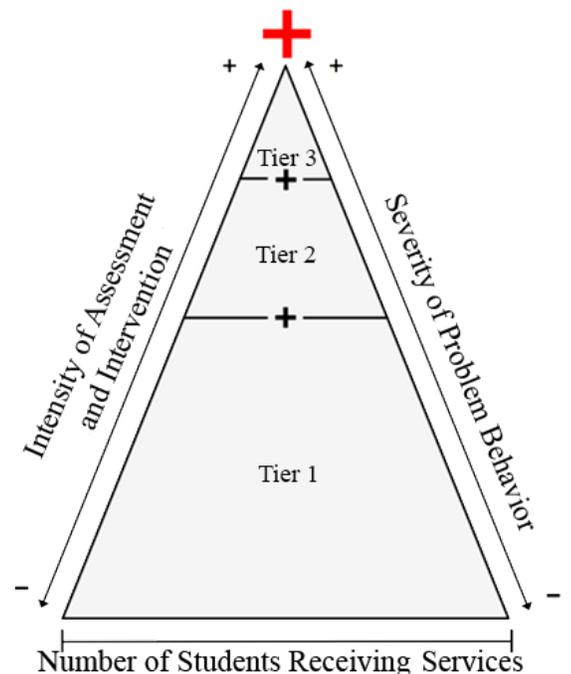
- ✓ School-wide behavior expectations create consistency across all settings
- ✓ Behaviors should be defined in positive, behavior-specific terms
- ✓ Teach, model, and practice behavior expectations with all students
- ✓ Reward students for following school-wide behavior expectations



PBIS and Special Education

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

Special Education



DATA BASED DECISION MAKING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

WHY COLLECT DATA IN SCHOOLS?

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

To evaluate whether an intervention is implemented with fidelity

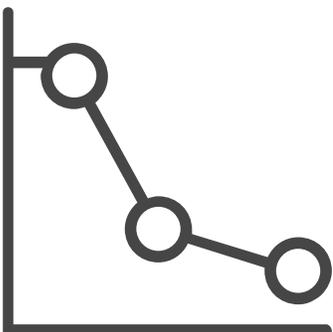
To monitor and evaluate progress towards goals and outcomes

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

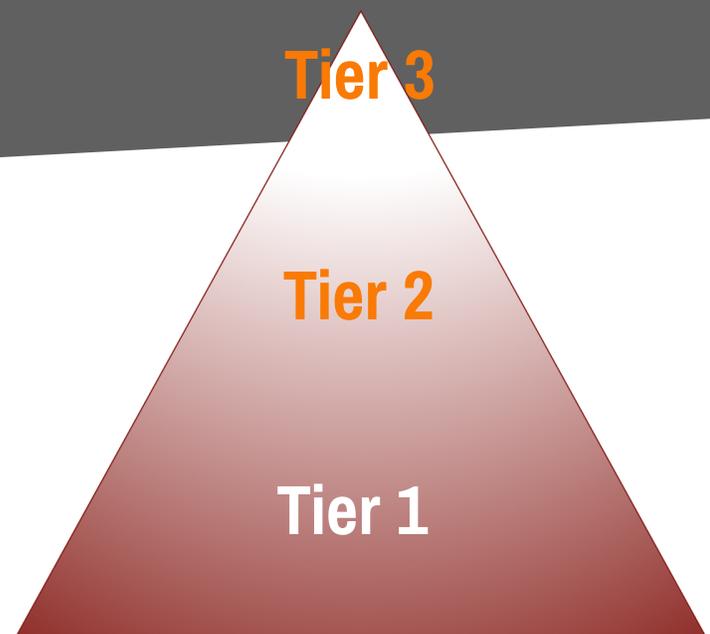
To guide the development of action plans to enhance intervention effectiveness

To ensure equity when selecting measurement strategies and collecting data

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



MULTI-TIERED DATA COLLECTION



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

METHODS FOR MEASURING BEHAVIOR

DATA COLLECTION PROCEDURES

Frequency

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

Percentage of Occurrences

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

Duration

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

Rate

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

Latency

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

Interval Recording

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

ABC Recording

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

1

Define target behavior in measurable and observable terms

2

Select data collection method that will provide accurate measurement of behavior

3

Collect several baseline data points of target behavior

4

Graph baseline data

5

Introduce intervention and create data collection schedule

6

Collect several baseline data points of target behavior

7

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

8

Review graph regularly to guide problem solving and decision-making

9

Continue data collection to monitor student progress and evaluate intervention effectiveness

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

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

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA

Tier 2

Student Support Team (SST) create plan to address concerns

Student Support Need Identified

Informal Screeners

Broad Standardized Screeners

Specific Standardized Screeners

Student Support Need Not Identified

District Academic Supports

District Behavioral Supports

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

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

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA BRST

BRST DATA

BRST Informal Screeners DATA

Student Support Need Not Identified

Tier 2

Student Support Team (SST) create plan to address concerns

Student Support Need Identified

DATA Broad Standardized Screeners DATA

Specific Standardized Screeners DATA

DATA

District Academic Supports District Behavioral Supports

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Working Smarter Not Harder

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

PROBLEM-SOLVING CONSULTATION

University of Utah BRST Manual

By: Merry Feng, B.S.

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

Stages of PSC

1

Build a Relationship

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

2

Identify the Problem

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

3

Analyze the Problem

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

4

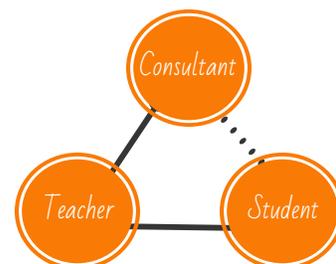
Implement the Intervention

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

5

Evaluate Intervention Effectiveness

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



TEAM-INITIATED PROBLEM SOLVING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

OVERVIEW & OBJECTIVE

The steps within the TIPS model are:

Identify the Problem with Precision

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

Identify Goal for Change

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

Discuss and Select Solutions That Fit

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

Implement Solutions with High Integrity

- Did we actually do what we planned to do?

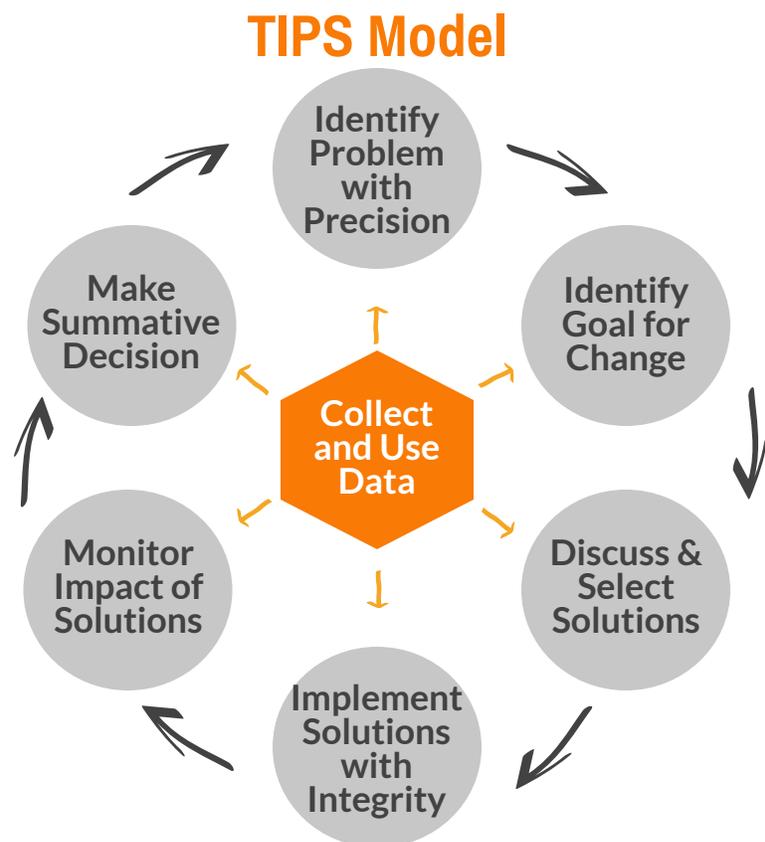
Monitor Impact of Solutions with Goal

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

Evaluate the Problem and Redirect

- Compare data to a goal. What is next?

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



TIPS Fidelity Checklist (TIPS-FC)

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

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

Meeting Foundations Total: /20

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

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

Problem Solving Total: /16

Meeting Foundation Total: /20

Meeting Foundation Percent Implemented:

Problem Solving Total: /16

Problem Solving Percent Implemented:

Combined Total: /36

Overall Implementation Percentage:

THINKING FUNCTIONALLY

University of Utah BRST Manual

By: Merry Feng, B.S.

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

OVERVIEW & OBJECTIVE

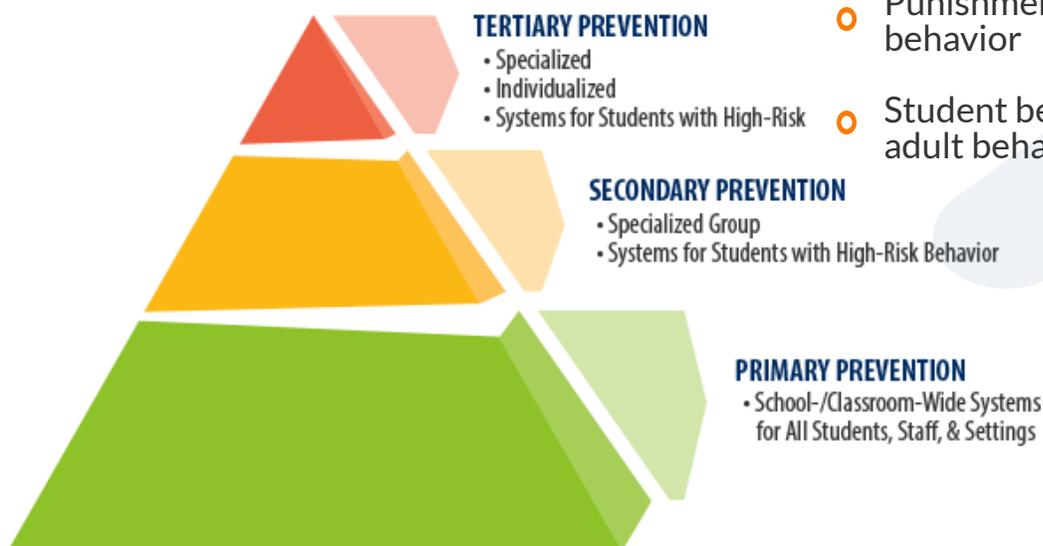
Before thinking functionally about problem behavior, it is critical to recognize the key goals of PBIS and understand the rationale for teaching appropriate behaviors.

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

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

Behavioral Explanations of Human Behavior

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



Principles of PBIS

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

Behavioral Explanations to Determine Why Students are Acting Out

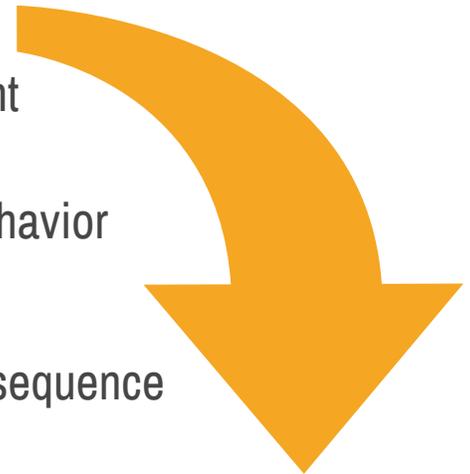
Behavior is communication. In order to understand the message, we must examine the environment.

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

Antecedent

Behavior

Consequence



Understanding the Function is the First Step in Changing the Behavior

Understanding comes from repeated observation of:

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

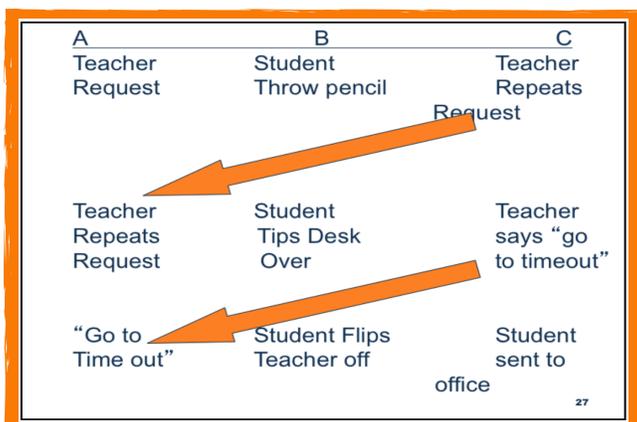
Non-examples of problem behavior functions:

Power, Repressed Anger, and Paybacks

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

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

Setting Events May Have an Indirect Impact on Problem Behavior



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

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

Examples of setting events:

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



BENEFITS OF WORKING WITH A BRST CONSULTANT



Benefits to Teachers

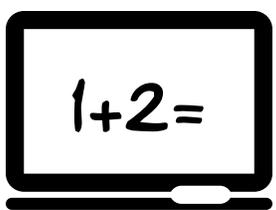
Benefits to Students



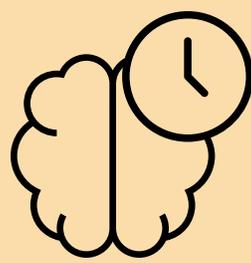
Implementation of evidence-based behavior interventions with fidelity



Increased student engagement



Increase instructional time by decreasing problem behavior



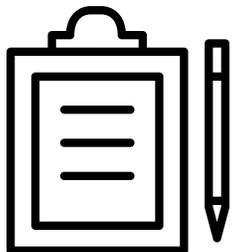
Increased on-task behavior



Great coaching relationship with BRST consultant



Improved teacher and student relationship



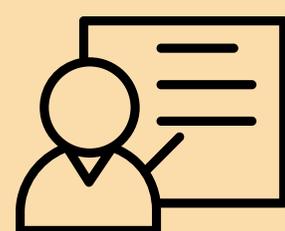
BRST consultant supports data collection for Tier 2 behavior referrals



Positive learning environment



BRST consultant supports development of resources and materials for the classroom



Clear rules, expectations, and consequences

We are here to help #UThrive

Behavior Support Response Team (BRST) Interest Questionnaire

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

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

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

For students you want to target with the BSRT project:

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

TIER 1 REFERRAL PROCESS

University of Utah BRST Manual

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

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

Overview & Objective

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

Components of a Successful Classroom Consultant (CSC-C)

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

Additional measures include:

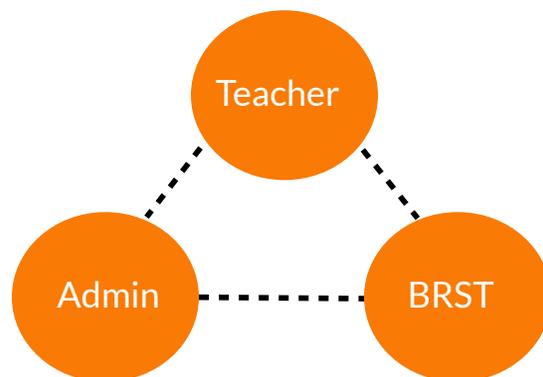
PLACHECK

Positive to negative statements

Tier 1 Referral

Tier 1 Consultation Referral Models:

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



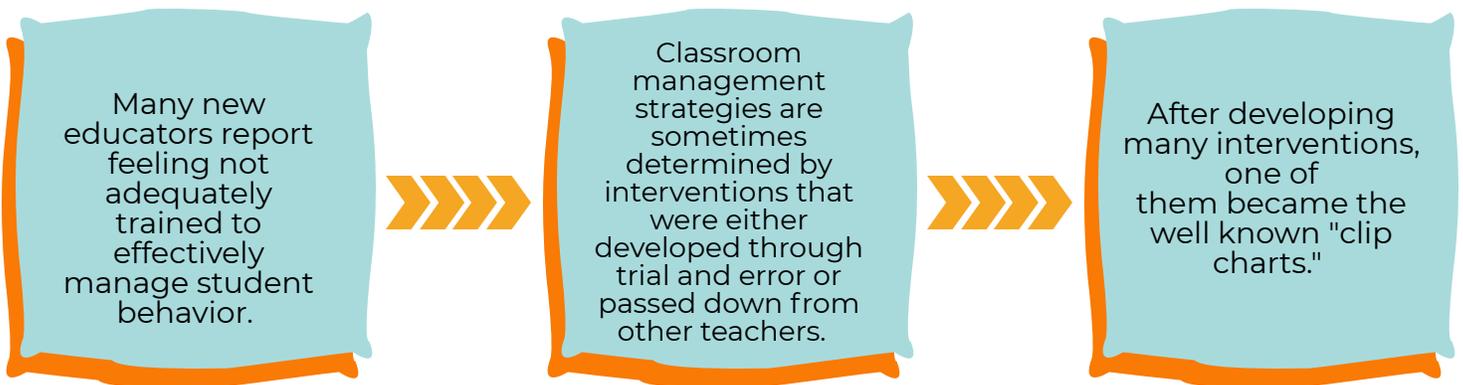
SUPPORT FOR CLIP CHARTS IN PBIS

University of Utah BRST Manual

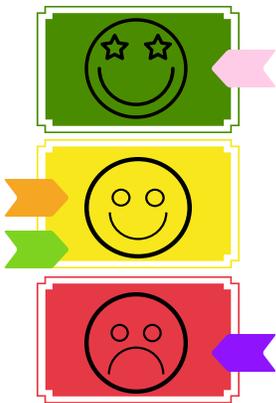
By: Se I Jung, & Merry Feng, B.S.

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

Why do we use clip charts:



Why they aren't effective interventions:



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

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

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

Evolve e-Learning Modules

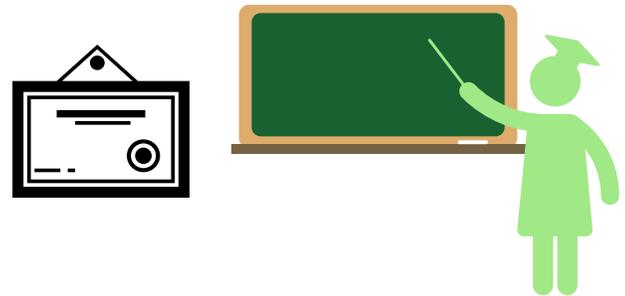
RELICENSURE FOR PARTICIPATING IN EVOKE eLEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

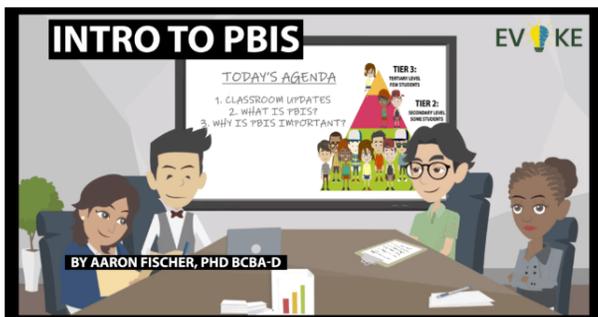
What are Licensure Credits?

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



How do I Obtain these Credits?

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



What Happens After I Complete the Modules?

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



ACCESSING THE E-LEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

New Users

1 Wait for Account Verification

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

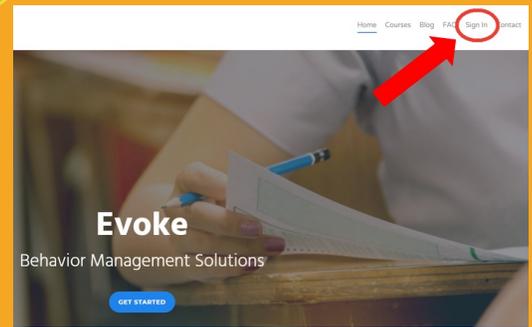
2 Click Link in Email to Set Up Account

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

Your account has been approved!

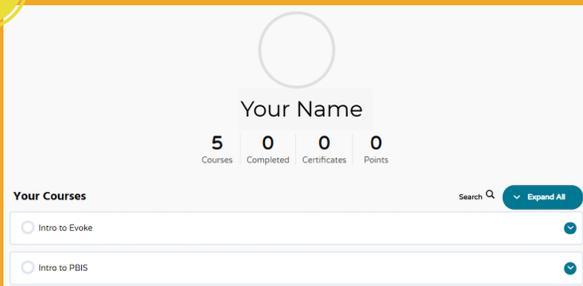
Please visit <https://evokeschools.com> to login

3 Go to EvokeSchools.com to Login



Existing Account User

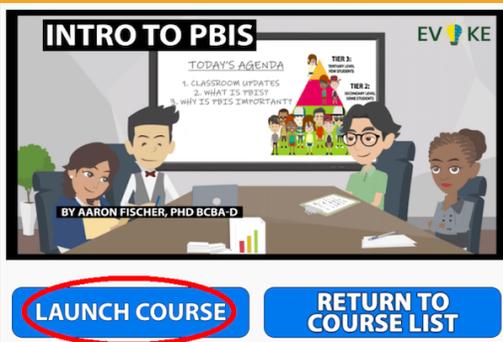
1 Select a Course on the Profile Page



3 Click "Start Course" and Enjoy!



2 Launch Course



List of Modules (Tier 1 and 2)

Pre-BRST Required 1-4

1 THINKING FUNCTIONALLY
BY AARON FISCHER, PHD BCBA-D

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

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

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

Additional Modules 5-12

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

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

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

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

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

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

11 LAYERING INTERVENTIONS ONTO CICO
BY LEANNE HAWKEN, PHD BCBA

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

MODULE DELIVERY METHODS

University of Utah BRST Manual

By: Ashley Coombs, B.S.

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

Required Modules

1. Thinking Functionally About Problem Behavior



2. Rules, Procedures, and Expectations



3. Reducing Problem Behavior in the Classroom



4. Good Behavior Game



Modalities



Whole Group:

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



Individual:

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



PLCs:

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



Staff trainings (BHAs, paraprofessionals, etc.):

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

BRST Consent Documents

WHEN CONSENT IS REQUIRED FOR BRST CONSULTATION SERVICES

University of Utah BRST Manual

By: Merry Feng, B.S.

Yes, Consent

< VS >

No, Consent

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

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



Consent to Participate in Research

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

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

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

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

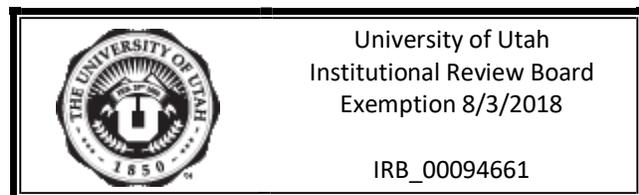
This service will be provided at no charge to you and will be coordinated with your child's classroom schedule. This service is not a formal evaluation for any specialized services or supports. Assessment and intervention will include working with your child in the classroom and may require working with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

STUDY PROCEDURES:

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

BENEFITS

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



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

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

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

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

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

Child's Name

Parent/Guardian's Name

Parent/Guardian's Signature

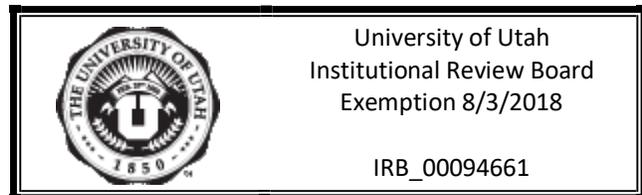
Date

Relationship to Child for Parent/Guardian

Name of Person Obtaining Authorization and Consent

Signature of Person Obtaining Authorization and Consent

Date



Consentimiento para participar en investigación

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

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

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

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

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

PROCEDIMIENTOS DE ESTUDIO:

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

BENEFICIOS

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

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

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

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

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

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

el nombre del niño

Nombre del padre / madre / tutor

Firma del padre / madre / tutor

Fecha

Relación con el niño para el padre / tutor

Nombre de la persona que obtiene la autorización y el consentimiento

Firma de la persona que obtiene la autorización y el consentimiento

Fecha

Schoolwide Programs



SCHOOLWIDE PROGRAMS



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

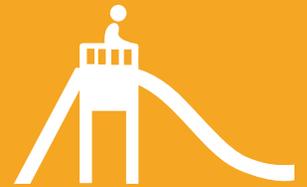
Principal's 200 Club



Cafeteria Strategies



Recess Strategies



MindUP Program

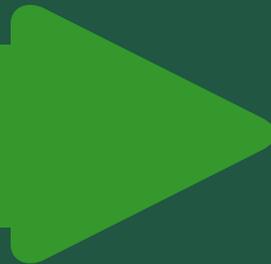


Bully Prevention in Positive Behavior Support

Stop, Walk, Talk



These interventions are explained in greater detail in our PBIS Toolkit



SOCIAL & EMOTIONAL LEARNING vs SOCIAL SKILLS INSTRUCTION

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

Social and Emotional Learning (SEL) is the process through which children and adults **understand** and **manage emotions**, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.¹

Social and Emotional Learning (SEL)

SEL Includes:

- Basic Emotional Learning
- Basic Social Skills Instruction
- Targeted Social Skills Instruction

Individual Therapy

Classroom Based or Small Group Interventions

- Social Skills Small Group Instruction Targeting Prosocial Behavior
- Emotionally Focused Group Therapies
- Delivered by: School Counselors, Social Workers, Psychologists, Trained Classroom Teachers (List not exhaustive)

School-wide and Classroom Interventions

- Building a supportive classroom and school environment: community building, creating a sense of belonging and emotional safety ¹
- SEL Basics: Self-Awareness, Self-Management, Zones of Regulation
- Social Skills Basics: Social Awareness, Relationship Skills, Responsible Decision Making ²

Key Components of Social and Emotional Learning

Social Learning

TIER 1 Social Skills

- **Social Awareness**¹
 - Perspective Taking
 - Appreciating Diversity
 - Respect for Others
 - Empathy
- **Relationship Skills**^{1,3}
 - Communication
 - Social Engagement
 - Relationship Building
 - Teamwork
- **Responsible Decision Making**^{1,3}
 - Identifying Problems
 - Analyzing Situations
 - Solving Problems
 - Evaluating
 - Reflecting
 - Ethical Responsibility

TIER 2 Social Skills Instruction

- Targeted Social Skills Group Instruction

Emotional Learning

TIER 1 Emotional Learning

- **Self Awareness**¹
 - Identifying Emotions
 - Accurate Self-Perceptions
 - Recognizing Strengths
 - Self Confidence
 - Self- Efficacy
- **Self-Management**^{1,3}
 - Impulse Control
 - Stress Management
 - Self-Discipline
 - Self-Motivation
 - Goal-Setting
 - Organizational Skills
- **Zones of Regulation**
- Empathy

TIER 2 Social and Emotional Learning

- Emotionally Focused Group Therapies (ex: DBT)

Programs for SEL Instruction

Tier 1 Programs

- Second Step⁴
- Strong Kids^{5,6}
- Mind Up⁷
- Bully Prevention in Positive Behavior Support (Stop, Walk, Talk)⁸



Tier 2 Programs

- Superheroes Social Skills⁹
- Social Skills Improvement System¹⁰
- Bully Prevention in Positive Behavior Support (Stop, Walk, Talk)⁸



References

1. Collaborative for Academic, Social, and Emotional Learning. (2012). 2013 CASEL guide: Effective social and emotional learning programs—Preschool and elementary school edition.
2. Elliot, S. N., & Gresham, F. (2008). *Social Skills Improvement System Rating Scales*. Minneapolis, MN: NCS Pearson
3. Gresham, F. M. (2015). *Disruptive behavior disorders: Evidence-based practice for assessment and intervention*. Guilford Publications.
4. Committee for Children (CfC). (2016). *Second Step social-emotional programming*. Seattle, WA: Author.
5. Merrell, K. W., Carrizales, D. C., Feuerborn, L., Gueldner, B. A., & Tran, O. K. (2007a). *Strong Kids—Grades 3–5: A social-emotional learning curriculum*. Paul H. Brookes Publishing.
6. Merrell, K. W., Carrizales, D. C., Feuerborn, L., Gueldner, B. A., & Tran, O. K. (2007b). *Strong Kids—Grades 6–8: A social-emotional learning curriculum*. Paul H. Brookes Publishing.
7. Maloney, J. E., Lawlor, M. S., Schonert-Reichl, K. A., & Whitehead, J. (2016). A mindfulness-based social and emotional learning curriculum for school-aged children: the MindUP program. In *Handbook of mindfulness in education* (pp. 313-334). Springer, New York, NY.
8. Ross, S. W., Horner, R. H., & Stiller, B. (2008). *Bully prevention in positive behavior support*.
9. Jenson, W. R., Bowen, J., Clark, E., Block, H., Gabrielsen, T., Hood, J., ... & Springer, B. (2011). *The superheroes social skills program*. Eugene, OR: Pacific Northwest Publishing.
10. Gresham, F.M., & Elliott, S.N. (2008). *Social skills improvement system*. Bloomington, MN: Pearson Assessments.

OFFICE DISCIPLINE REFERRALS

University of Utah BRST Manual

By: Erica Lehman, M.Ed.

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

Overview & Objective

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

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

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

Training on the Front End

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

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

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



Behaviors that Result in ODRs

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

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

- Ex. Punching always results in ODR.

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

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

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

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

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

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

Delivering Consequences for Students and Teachers

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

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



Data Collection

COMPONENTS OF PRE-BRST MEASUREMENT

University of Utah BRST Manual

By: Merry Feng, B.S.

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

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

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

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

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

Discretionary Effort Points

Schools engaged in initiations related to Full-BRST services provided

Pre-BRST Measurement Form

School Name: _____

Pre-BRST Consultant: _____

School year: _____

IOA Rater: _____

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

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

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

0	1	2
None	1 time	More than 1 time

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

Comments:

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

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

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

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

Comments:

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

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

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

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

Comments:

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

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

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

GSD Data Collection Forms

Functional Behavior Assessment Interview: Parent/Guardian

Parent/Guardian Interview:

1. Define Setting Events that predict or set up the problem behaviors:
 - a. What medication(s) is the person taking (if any), and how do you believe these may affect his behavior? _____

 - b. What medical, mental health diagnoses, or physical conditions (if any) does the person experience that may affect his behavior (e.g. asthma, allergies, rashes, sinus infections, seizures, problems related to menstruation)? _____

 - c. Describe the sleep patterns of the individual and the extent to which these patterns may affect his behavior: _____

 - d. Describe the eating routines and diet of the person and the extent to which these may affect his behavior: _____

 - e. Does the person typically seem bothered in situations that are more crowded and noisy? _____

 - f. Are you working with any outside agencies? _____

Parent/Guardian Input:

1. Define specific immediate antecedent events that predict when the behaviors are likely and not likely to occur:

a. Times of Day: When are the behaviors most and least likely to happen? _____

b. Settings: Where are the behaviors most and least likely to happen? _____

c. People: With whom are the behaviors most and least likely to happen? _____

d. Activity: What activities are most and least likely to produce the behavior? _____

e. Environment: Are there particular or idiosyncratic situations or events not listed above that sometimes seem to "set off" the behaviors, such as particular noises, lights, clothing? _____

f. Escape/Avoid: Does the problem behavior follow the request to perform a difficult task? _____

g. Tangibles: Does the problem behavior follow the interruption of a desired activity, such as recess, computer time, music, art, PE, reading a book? _____

MOTIVATION ASSESSMENT SCALE

Name: _____ **Rater:** _____ **Date:** _____

Description of Behavior (be specific): _____

Instructors: The MAS is a questionnaire designed to identify those situations where an individual is likely to behave in specific ways. From this information, more informed decisions can be made about the selections of appropriate replacement behaviors. To complete the MAS, select one behavior of specific interest. Be specific about the behavior. For example “is aggressive” is not as good a description as “hits other people.” Once you have specified the behavior to be rated, read each question carefully and circle the one number that best describes your observations of this behavior.

Questions	Never 0	Almost Never 1	Seldom 2	Half the Time 3	Usually 4	Almost Always 5	Always 6
1. Would the behavior occur continuously if this person was left alone for long periods of time?							
2. Does the behavior occur following a request to perform a difficult task?							
3. Does the behavior seem to occur in response to your talking to other persons in the room/area?							
4. Does the behavior ever occur to get a toy, food, or an activity that this person has been told he/she can't have?							
5. Would the behavior occur repeatedly, in the same way, for long periods of time if the person was alone? (e.g. rocking back and forth for over an hour.)							
6. Does the behavior occur when any request is made of this person?							
7. Does the behavior occur whenever you stop attending to this person?							
8. Does the behavior occur when you take away a favorite food, toy or activity?							
9. Does it appear to you that the person enjoys doing the behavior? (It feels, tastes, looks, smells, sounds pleasing).							
10. Does this person seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?							
<i>Go to next page</i>							

11. Does this person seem to do the behavior to upset or annoy you when you are not paying attention to him/her? (e.g. you are in another room or interacting with another person)							
12. Does the behavior stop occurring shortly after you give the person food, toy, or requested activity?							
13. When the behavior is occurring does this person seem calm and unaware of anything else going on around her/him?							
14. Does the behavior stop occurring shortly after (one to five minutes) you stop working with or making demands of this person?							
15. Does this person seem to do the behavior to get you to spend some time with her/him?							
16. Does the behavior seem to occur when this person has been told that he/she can't do something he/she had wanted to do?							

	Sensory	Escape	Attention	Tangible
	1.	2.	3.	4.
	5.	6.	7.	8.
	9.	10.	11.	12.
	13.	14.	15.	16.
Total Score =				
Mean Score =				
Relative Ranking =				

Motivation Assessment Scale: Functions for usage

- To direct our understanding of the behavior challenge to the intent of the challenge versus the way it appears or makes us feel.
- To understand the correlation between the frequency of the challenging behavior and its potential for multiple intents.
- To identify those situations in which an individual is likely to behave in certain ways (e.g., requests for change in routine or environment lead to biting).

Outcomes:

- To assist in the identification of the motivation(s) of a specified behavior.
- To make more informed decisions concerning the selection of appropriate reinforcers and supports for a specified behavior.

Note: Like any assessment tool, the MAS should be used in an on-going continually developing mode.

Student Name: _____ Resource Teacher: _____
 School: _____ Gen Ed Teacher: _____
 Grade: _____ Principal: _____
 Parent / Guardian Information: _____ Date: _____

Reason for Referral: Academic Behavior Behavior Plan? Yes No

Description of Target Behavior: (observable and measurable including non-examples)

Observation Date: _____ Start Time: _____ End Time: _____
 Setting: Gen Ed Class Special Ed Class Specialties (Art, Music, Etc.) Other
 Academic Activity: Reading Math Science Interconnections
 Staff / Student Ratio: _____ Paraeducator(s) Present? Yes No
 Classroom Management: None Point System Level System Response Cost Other
 Individual Management: None Point System Level System Response Cost Other
 Student Behavior: _____ Start Time: _____ End Time: _____
 Key: D= duration F= frequency

(f) Not following Directions	(f) Talk Out	(d) Out of Seat	(d) Elopment	(f) Inappropriate Vocalizations	(f) Physical Aggression	(f) Property Destruction
(f) Follow Directions	(f) Raising Hand	(d) In Expected Area	(d) In Expected Area	(f) Quiet Voice	(f) KYHFOOTY	(f) KYHFOOTY

Instructional Environment Date: _____ Start Time: _____ End Time: _____

Praise Ratio	Praise Statements		Redirections		Ratio (Positive / Redirections)	
	Individual	Class	Individual	Class	Individual	Class
Opportunities to Respond	Class Response (C)		Individual Response (I)		I	C

Peer Environment: Date: _____ Start Time: _____ End Time: _____
 *= ON task - = OFF task T = Talking I = Inactive O = Out of Seat P = Playing with Objects

15 minute observation

	1	2	3	4	5
Student	<input type="checkbox"/>				
Peer	<input type="checkbox"/>				
	6	7	8	9	10
Student	<input type="checkbox"/>				
Peer	<input type="checkbox"/>				
	11	12	13	14	15
Student	<input type="checkbox"/>				
Peer	<input type="checkbox"/>				

On Task: _____ Student % _____ Peer %

- Can the student finish work quickly to gain an incentive (recess, tangible)?
- Difficulty handling transitions
- Difficulty doing things in a logical sequence
- Difficulty persisting in challenging tasks
- Poor sense of time and time management
- Difficulty maintaining focus
- Difficulty considering a range of solutions to a problem
- Difficulty expressing concerns, needs, or thoughts in words
- Difficulty managing emotional response to frustration
- Difficulty deviating from established rules or routines
- Difficulty handling unpredictability, ambiguity, uncertainty, novelty
- Difficulty shifting from original idea, plan, or solution
- Difficulty interpreting social cues/poor perception of social nuances
- Difficulty seeking attention in appropriate ways

<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know
<input type="checkbox"/>	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Don't know

Granite School District
Behavior Observation Form

Date: _____

Target Student _____ M/F _____ Grade: _____

School: _____ Teacher: _____

Observer	Position	Time Started	Time Ended
	<input type="checkbox"/> A. Teacher Directed Whole <input type="checkbox"/> B. Teacher Directed Small <input type="checkbox"/> C. Independent		
	Class Activity		

DIRECTIONS: 10 Second Interval: Observe each student once then record data. This is a partial interval recording. If possible, collect full 15 minutes under teacher directed or independent condition. If not, put a slash when classroom condition changes. Classmates observed must be same sex as the target student.

NOTE: To observe class, begin with the first same sex student in row 1. Record each subsequent same sex student in following intervals. Data reflects an average of classroom behavior. (SKIP UNOBSERVABLE STUDENTS)

	1	2	3
Target Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmate of same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4	5	6
Target Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmate of same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7	8	9
Target Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmate of same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	10	11	12
Target Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmate of same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	13	14	15
Target Student	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Classmate of same sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CODES	
*	ON-TASK Eye contact with teacher or task and performing the requested task

OFF TASK CODES:

T	Talking Out/noise	Inappropriate verbalization or making sounds with object, mouth or body.
O	Out of Seat	Student fully or partially out of assigned seat without teacher permission.
I	Inactive	Student not engaged with assigned task and is passively waiting, sitting, etc.
N	Non-Compliance	Breaking a classroom rule or not following teacher directions within 15 seconds.
P	Playing with Object	Manipulating objects without permission.

+	Positive Teacher Interaction	One-on-one positive comment, smiling, touching or gesture
-	Negative Teacher Interaction	One-on-one reprimand, implementing negative consequence or negative gesture.
/	Neutral Teacher Interaction	One-on-one expressionless teacher interaction, no approval or disapproval expressed, directions given

Interview Teacher: Was target student's performance typical? ___ Yes ___ No
 Does this student appear able to perform the assignment? ___ Yes ___ No
Clear Classroom Expectations:
 Posted classroom rules? ___ Yes ___ No
 Planned consequences? ___ Yes ___ No
 Is there a student progress feedback system? ___ Yes ___ No

Summary:

Teacher Interaction

Target Student: % on task ___ # Positive ___ # Negative ___ # Neutral ___
Classroom Comparison: % on task ___ # Positive ___ # Negative ___ # Neutral ___
Comments (Address behaviors noted on the referral):

Analysis of the Behavioral Data

Take the # of "On-Task" Intervals and divide by the **TOTAL** # of "Observed" Intervals (90 possible)

Target Student:
 _____ / _____ = _____
 # of "On-Task" Intervals Total # of "Observed" Intervals Percentage

Classroom Comparison:
 _____ / _____ = _____
 # of "On-Task" Intervals Total # of "Observed" Intervals Percentage

MOMENTARY TIME SAMPLE FORM

Name: _____

Location: _____

Date: _____

Time: _____

Time	Did Behavior Occur
10s	
20s	
30s	
40s	
50s	
1:00	
1:10	
1:20	
1:30	
1:40	
1:50	
2:00	
2:10	
2:20	
2:30	
2:40	
2:50	
3:00	
3:10	
3:20	
3:30	
3:40	
3:50	
4:00	
4:10	
4:20	
4:30	
4:40	
4:50	
5:00	

A-B-C Checklist

Student Name: _____

Class: _____

School: _____

Behavior of Concern: _____

Date:		Time:	Location/Setting:	
Antecedent (before behavior)		Behavior	Consequences (after behavior)	
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____	
Duration: ___ <1 min ___ 1/2 -1 hr ___ 1-5 min ___ 1-2 hr ___ 5-10 min ___ 2-3 hr ___ 10-30 min ___ 3+ hr		Intensity: ___ Low ___ Medium ___ High	Observer: _____ Notes: _____	

Date:		Time:	Location/Setting:	
Antecedent (before behavior)		Behavior	Consequences (after behavior)	
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____	
Duration: ___ <1 min ___ 1/2 - 1 hr ___ 1-5 min ___ 1-2 hr ___ 5-10 min ___ 2-3 hr ___ 10-30 min ___ 3+ hr		Intensity: ___ Low ___ Medium ___ High	Observer: _____ Notes: _____	

Date:		Time:	Location/Setting:	
Antecedent (before behavior)		Behavior	Consequences (after behavior)	
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____	
Duration: ___ <1 min ___ 1/2 -1 hr ___ 1-5 min ___ 1-2 hr ___ 5-10 min ___ 2-3 hr ___ 10-30 min ___ 3+ hr		Intensity: ___ Low ___ Medium ___ High	Observer: _____ Notes: _____	

Date:		Time:	Location/Setting:	
Antecedent (before behavior)		Behavior	Consequences (after behavior)	
<input type="checkbox"/> Given direction/task/activity <input type="checkbox"/> Asked to wait <input type="checkbox"/> New task/activity <input type="checkbox"/> Difficult task/activity <input type="checkbox"/> Preferred activity interrupted <input type="checkbox"/> Activity/Item denied (told "no") <input type="checkbox"/> Loud, noisy environment <input type="checkbox"/> Given assistance/correction <input type="checkbox"/> Transition between locations/activities <input type="checkbox"/> Attention given to others <input type="checkbox"/> Presence of specific person <input type="checkbox"/> Attention not given when wanted <input type="checkbox"/> Left alone (no indiv. attention) <input type="checkbox"/> Left alone (no approp. activity) Other: _____		<input type="checkbox"/> Refusing to follow directions <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Crying/whining <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Scratching <input type="checkbox"/> Biting <input type="checkbox"/> Spitting <input type="checkbox"/> Kicking <input type="checkbox"/> Flopping <input type="checkbox"/> Running away/bolting <input type="checkbox"/> Destroying property <input type="checkbox"/> Flipping furniture <input type="checkbox"/> Hitting Self <input type="checkbox"/> Hitting Others <input type="checkbox"/> Verbal Refusal Other: _____	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Ignored problem behavior <input type="checkbox"/> Kept demand on <input type="checkbox"/> Used proximity control <input type="checkbox"/> Verbal reprimand <input type="checkbox"/> Removed from activity/location <input type="checkbox"/> Given another task/activity <input type="checkbox"/> Interrupted/blocked and redirected <input type="checkbox"/> Left alone <input type="checkbox"/> Isolated within class <input type="checkbox"/> Loss of privilege <input type="checkbox"/> Calming/soothing: verbal/physical/both <input type="checkbox"/> Peer remarks/laughter <input type="checkbox"/> Time-out (duration) _____ Other: _____	
Duration: ___ <1 min ___ 1/2 - 1 hr ___ 1-5 min ___ 1-2 hr ___ 5-10 min ___ 2-3 hr ___ 10-30 min ___ 3+ hr		Intensity: ___ Low ___ Medium ___ High	Observer: _____ Notes: _____	

Optional BRST Data Collection Forms

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:**

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"/> _____

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 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	
		Low 1 2 3 4 5 6 High	

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 _____

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"

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	

Tier 1 Classroom Strategies

TIER 1 INTERVENTIONS

Consider the following Tier 1 interventions *BEFORE* implementing a Tier 2 intervention

Clear Behavior Expectations



Classroom Procedures and Routines

1. _____
2. _____
3. _____

Positive-to-Negative Interaction Ratio



Opportunities to Respond



The Good Behavior Game



Positive Reinforcement and Reward Systems



Organization and Planning



Flexible Group Contingencies



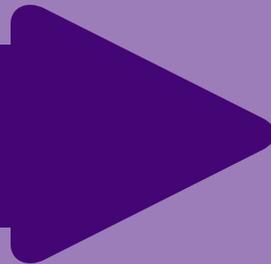
School Home Note



Planned Ignoring Signal



These interventions are explained in greater detail in our Teacher Toolkit



THE BEHAVIOR STRATEGY MENU



What is the function?
Determine reinforcement.
Choose a Strategy



View Behavior
Resources

BEHAVIOR SKILLS TRAINING

University of Utah BRST Manual

By: Merry Feng, B.S.

Behavior skills training (BST) is a teaching method that facilitates the acquisition of skills. BST has been effective in developing new and strengthening emerging behaviors in student, parent, support staff, and teacher populations. BST consists of instructions, modeling, rehearsal (role play), and feedback.

Instructions

Determine level of background knowledge in skill area.

Provide rationale for acquiring and using new skill.

Describe circumstances in which the new behavior should be used.

Describe the steps and what the behavior looks like and sounds like.

Model

Allow the learner to practice the new skill after verbal instructions and modeling.

The learner should practice the skill in several situations and receive real-time feedback for performance.

Assess competency and adjust as needed.

Rehearse

Provide feedback both during rehearsal and in later opportunities.

Correct use of skill = reinforcement & praise! Ensure that praise describes behavior.

Incorrect use of skill = corrective feedback.

Ensure that corrective feedback is delivered in neutral/positive manner.

Feedback

Demonstrate how to use the new behavior in a variety of situations.

May use video or live models.

Model new skill steps with both examples and non-examples.

Allow time for questions and troubleshooting.

Modeling scenarios should look like actual setting.

Format for BST: Tell, Show, Do

Tell the person how to use the skill

Show the person how to use the skill with modeling

Do the skill and provide feedback

Tips for Success



New behavior acquisition will be successful to the extent that instructions and feedback are operational, clear, and specific.



Be available to learners for follow-up questions, troubleshooting, and additional feedback.

Assess whether the new behavior will address previously-identified problems



Visuals or written components provided during instructions are often helpful. Data gathered of the new skill can be useful for performance feedback.



ANTECEDENT INTERVENTIONS

University of Utah BRST Manual

By: Merry Feng, B.S.

Thinking functionally about behavior requires acknowledgement of antecedents - that is, things that trigger problem behaviors. The following guide describes antecedent interventions.

OVERVIEW & OBJECTIVE

Antecedents are "environmental conditions or stimulus changes that exist or occur prior to the behavior of interest" (i.e., problem behavior). Antecedent interventions decrease the likelihood of problem behavior by addressing situations on the front end. Below are class-wide interventions, and interventions for individual students.

CLASSWIDE

Rules and Expectations

All rules and expectations should be explicitly taught and positively stated. Rules should be kept to a maximum of five rules and posted near the front of the classroom. They should be reviewed, modeled, and practiced.

Schedules, Routines, and Predictability

Procedures and routines (e.g., how to enter the classroom, where to line up) should be taught early in the school year. Procedures should be explicitly taught, modeled, and practiced. Procedures, routines and schedules increase predictability in the classroom.

Positive and Negative Interactions

Specific positive feedback should be given to students because it increases the likelihood of appropriate behavior happening again. Teachers should aim to have at least a 4:1 positive-to-negative ratio (see "The Importance of a High Positive-to-Negative Ratio" within this manual).

School Rules

1. I can keep my hands, feet, and objects to myself.
2. I can follow directions the first time they are given.
3. I can use kind words to my teachers and classmates.

Task Difficulty and Opportunities to Respond

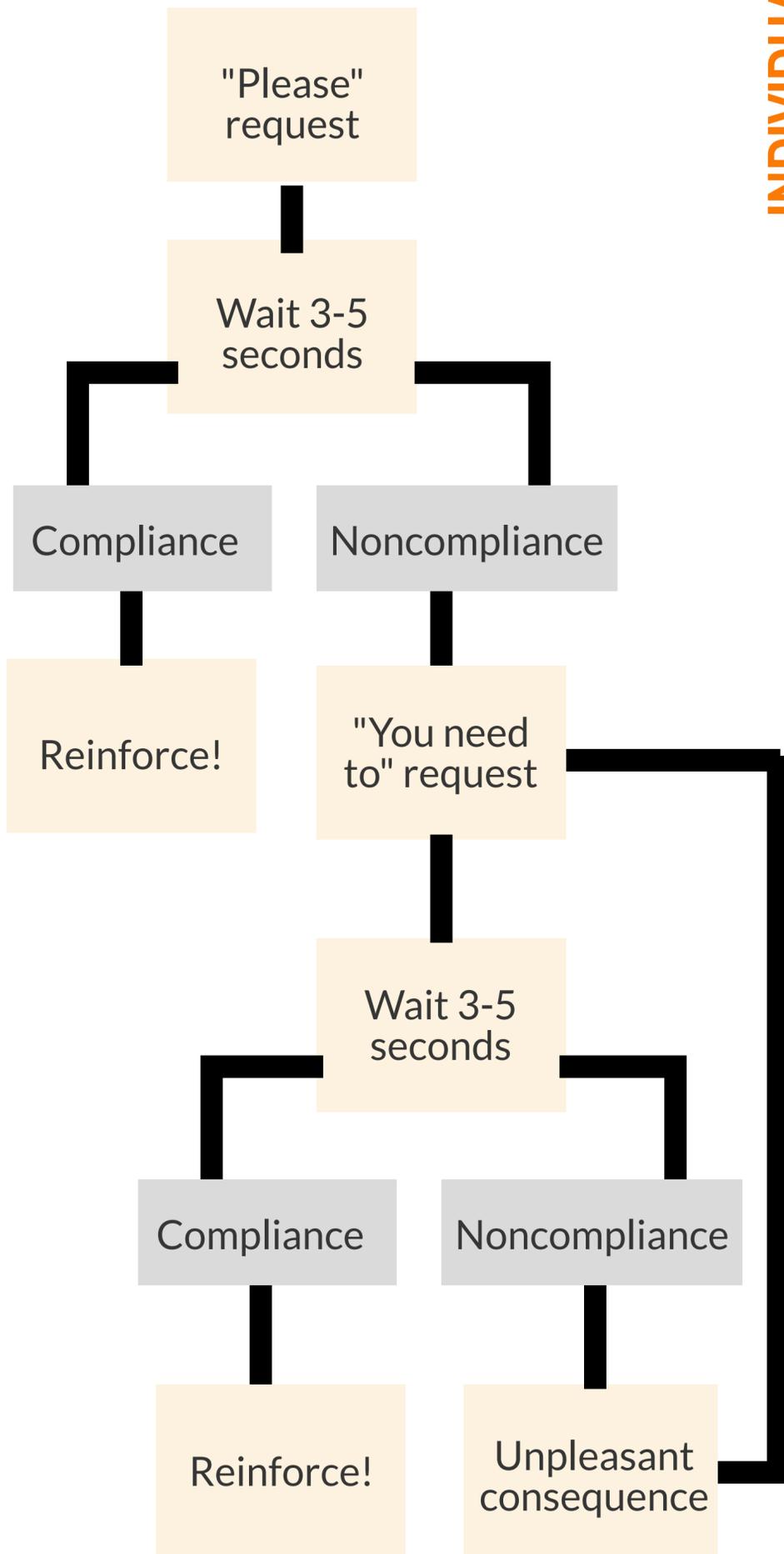
Allow students opportunities to complete tasks at the current skill level. Easy tasks can be incorporated to decrease the likelihood of problem behaviors.

Precorrection

Remind students of behavioral expectations prior to transitioning into another activity/task.

Precision Requests

This is a systematic means to give directions and requests. Follow the following diagram to implement precision requests:



INDIVIDUAL STUDENTS

Choice and Student Interests

Students may be given a choice in which task they want to engage in, which problems they want to attempt first, or the types of materials used.

Dots for Motivation

Students are given dot stickers based on on-task behavior. These can later be used to cover problems of the student's choice.

Scheduled Attention

If the student seeks positive adult/peer attention, then time can be scheduled for the student to receive it (e.g., telling a story every 3 minutes).

Breaks

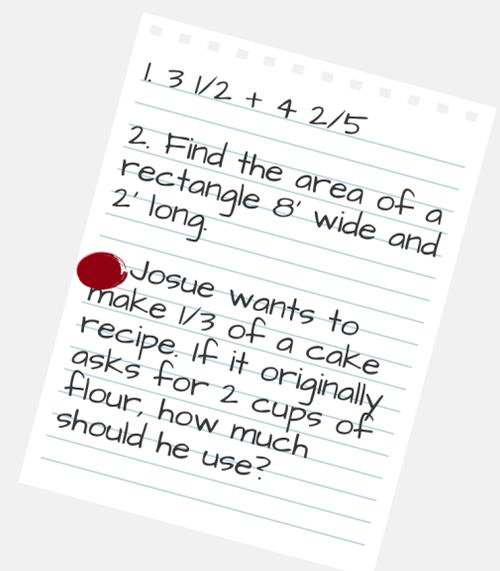
If students are allowed to take breaks, it may reduce problem behavior (see "Class Pass" within this manual).

Behavioral Momentum

Issue several high probability requests prior to a low-probability request.

Praise Around

Teachers can provide specific praise statements to other students. The target student may correct their behavior once they acknowledge praise being given to their peers.



GYMBOSS UTILIZATION

University of Utah BRST Manual

By: Merry Feng, B.S. & Morgan Hutchinson, M.Ed.

A GymBoss is a silent vibrating **interval timer** that can help **remind** teachers to use a variety of **Tier 1 PBIS strategies** in their classroom while they are busy teaching. A GymBoss can help remind teachers and staff to have **positive interactions** with students within a school setting.



Ways to Use



1 Reminder to provide Opportunities to Respond (OTR).



2 Reminder to provide verbal or non-verbal praise.



3 Reminder to be in proximity to students.

4 Can help staff perform behavior observations (e.g. momentary time sampling (MTS), PLACHECK, etc).

5 Reminder to provide academic specific praise.



6 Reminder to provide social specific praise.

7 Reminder to track POSITIVE student behavior (e.g. Class Dojo, clip charts, points, tickets).

8 Reminder to provide students with breaks if needed.



9 Reminder to rotate to a different classroom activity.

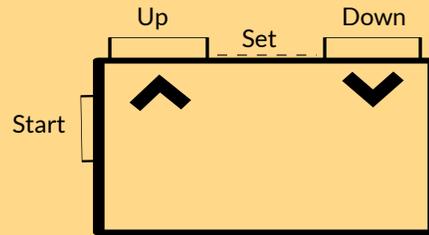


10 Can help staff conduct functional analysis (FA) assessments.

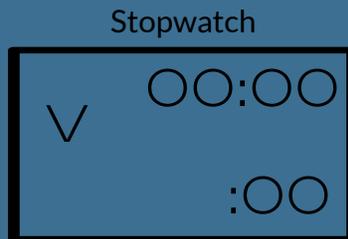
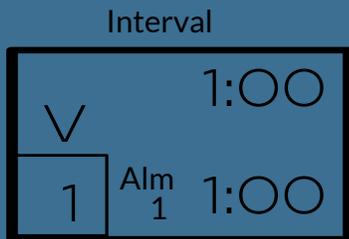
Gymboss Directions

Turn on: Push any button

Turn off: Hold SET button for 3-4 seconds



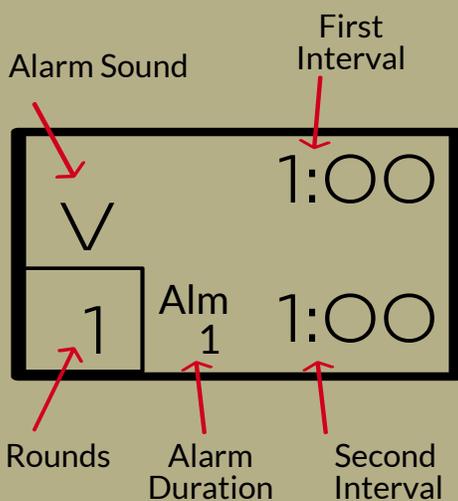
3 Modes:



Change Modes: Push  and  at the same time.

Interval Set up:

- Press **SET** (will appear in top left corner) to move through each step of the setup process
- Use  and  to increase/decrease intervals or change/choose options



TIPS

- **Second Interval:** keep at 0 if you want one interval
- **Rounds:** (# of times interval will repeat) You can have up to 99 rounds. Keep high to avoid running out
- **Alarm:** Choose V for vibrate (B b big / small beep or V vibrate)
- **Alarm Duration:** Choose 1 or 2 seconds (1,2,5,9)
- **Pause:** Push start button 3 times rapidly

PLICKERS

University of Utah BRST Manual

By: Morgan Hutchinson, M.Ed.

Plickers is a free, **interactive tech tool** that uses printable “**paper clickers**” instead of clicker devices. Each student is assigned a unique **Plickers card** that has a black and white image **similar to a QR code**. Plickers is a terrific formative **assessment tool**, but it can be used for much more than assessment.

Benefits of Using Plickers:



Electronically display multiple choices



Opportunities to respond increases class engagement



Responses are instantly presented in graph form



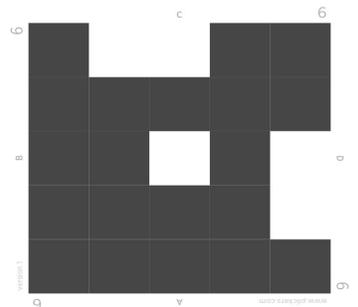
Ability to view reports and scoresheets at a later time



Responses are presented anonymously



Facilitates differentiated learning and learning preferences



How Do You Use Plickers?

Set Up:

1. Create an account on a desktop or laptop at <http://www.plickers.com>.
2. Follow the steps for "Let's get you up and running"
3. Print the cards and assign each student the card with their number (numbers found on class roster)
4. To display your questions, go to your class and click "Play Now" for the desired set of questions
5. Students display their card with their selected answer on top
6. Use your mobile device and the Plickers app to scan the room to receive your students responses

Let's get you up and running

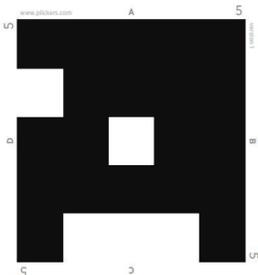
Complete these steps to get your Plickers classroom ready!



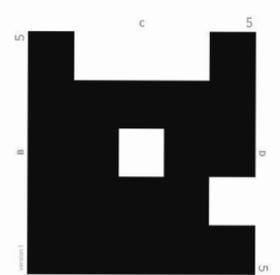
- Get the mobile app**
[Email me a link >](#) [I've got the app](#)
The app scans student responses. Download and sign-in on iPhone, iPad, or Android now.
- Add some questions to ask**
[Create your first Set >](#)
Write some quick questions to deliver in your Plickers lesson.
- Make a class and add some students**
[Create a Class >](#)
Grab a spreadsheet or list of your students' names and this'll take 30 seconds tops.
- Get the cards**
[Download >](#) [Buy on Amazon >](#) [I've got cards](#)
You can download and print yourself, or grab a nice pre-made set from Amazon.

For more detailed instructions go to "Help" and "Getting Started Guide" or [Click Here](#)

For information on using Plickers for e-learning [Click Here](#)



For YouTube Tutorials on using Plickers [Click Here](#)



Tier 2 Interventions and Materials

CHECK-IN, CHECK-OUT

University of Utah BRST Manual

By: Merry Feng, B.S.

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 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.

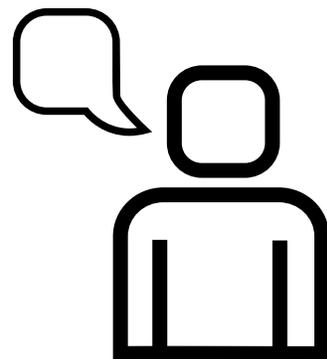
Key Elements

CICO intervention that have made it a successful behavior intervention include:

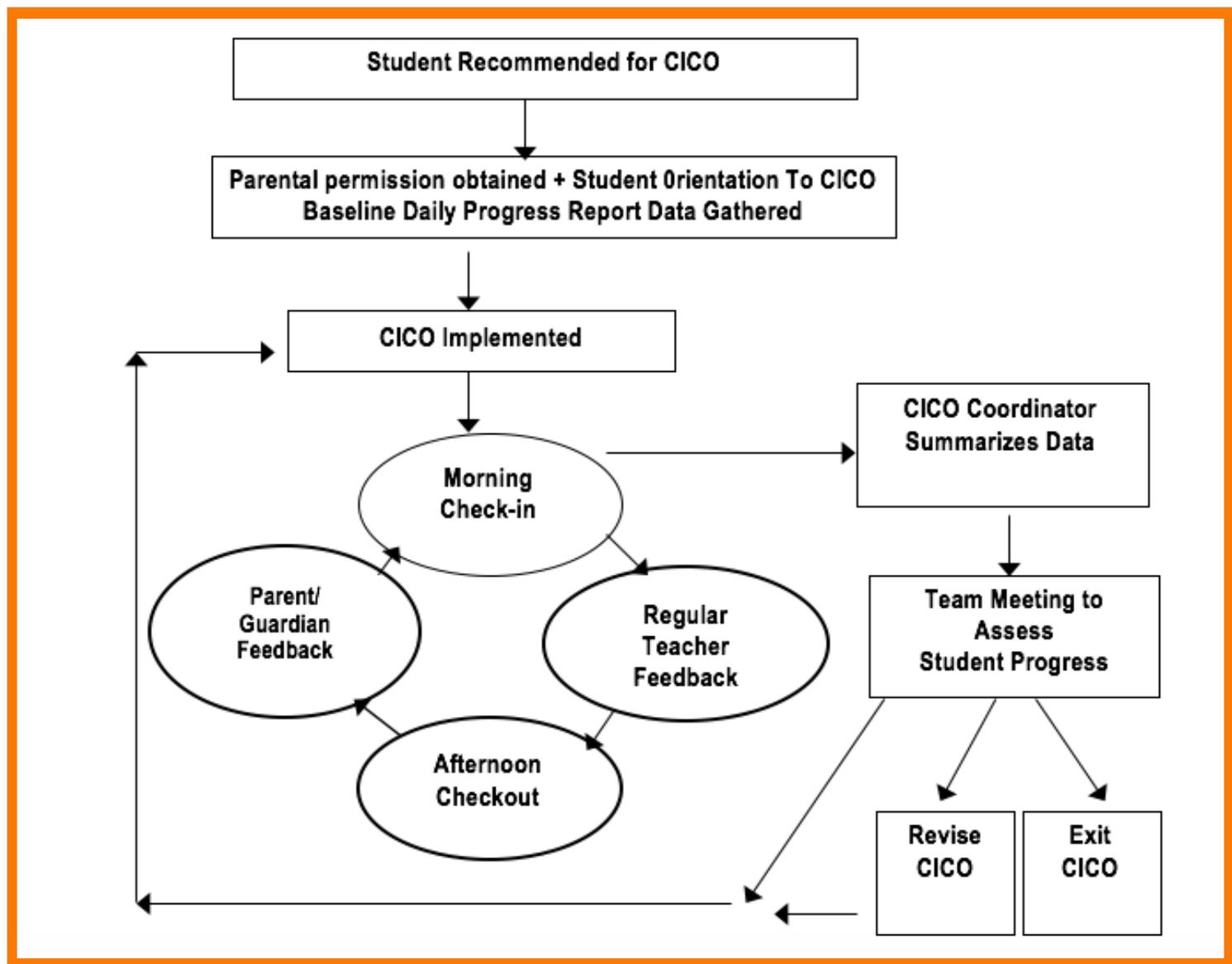
- Regular feedback and reinforcement from teachers
- Home-school communication
- Daily performance data used to evaluate progress

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



Intervention Process



CICO Basic Intervention Fidelity 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

- | | | | |
|--|-----|----|-----|
| 1. Student checks-in with CICO coordinator | Yes | No | N/A |
| 2. CICO coordinator positively greets students | Yes | No | |
| 3. CICO coordinator provides DPR | Yes | No | |
| 4. CICO coordinator provides reminders for prosocial behaviors | Yes | No | |
| 5. Student earns a point for checking-in | Yes | No | |
| 6. Student earns a point for returning signed DPR | Yes | No | N/A |

Percentage of Components Implemented =

II. Teacher Feedback

- | | | | |
|---|-----|----|-----|
| 1. Teacher initiates feedback with student | Yes | No | |
| 2. Feedback occurs during designated time period on DPR | Yes | No | |
| 3. Teacher provides positive behavior specific feedback | Yes | No | |
| 4. Teacher provides corrective behavior specific feedback | Yes | No | N/A |
| 5. Teacher rates student’s behavior | Yes | No | |

Percentage of Components Implemented =

III. Afternoon Check-out

- | | | | |
|--|-----|----|-----|
| 1. Student checks out with CICO coordinator | Yes | No | N/A |
| 2. DPR points are totaled and percentage is calculated | Yes | No | |
| 3. If goal is met, positive verbal feedback is provided | Yes | No | N/A |
| 4. If goal is met, student earns a point or reward | Yes | No | N/A |
| 5. If goal is not met, positive encouragement and strategies for meeting their goal the next day are discussed | Yes | No | N/A |
| 6. CICO coordinator enters DPR % into DPR spreadsheet | Yes | No | |

Percentage of Components Implemented =

CHECK-IN, CHECK-OUT FOR INTERNALIZING BEHAVIORS

University of Utah BRST Manual

By: Merry Feng, B.S.

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

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

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.

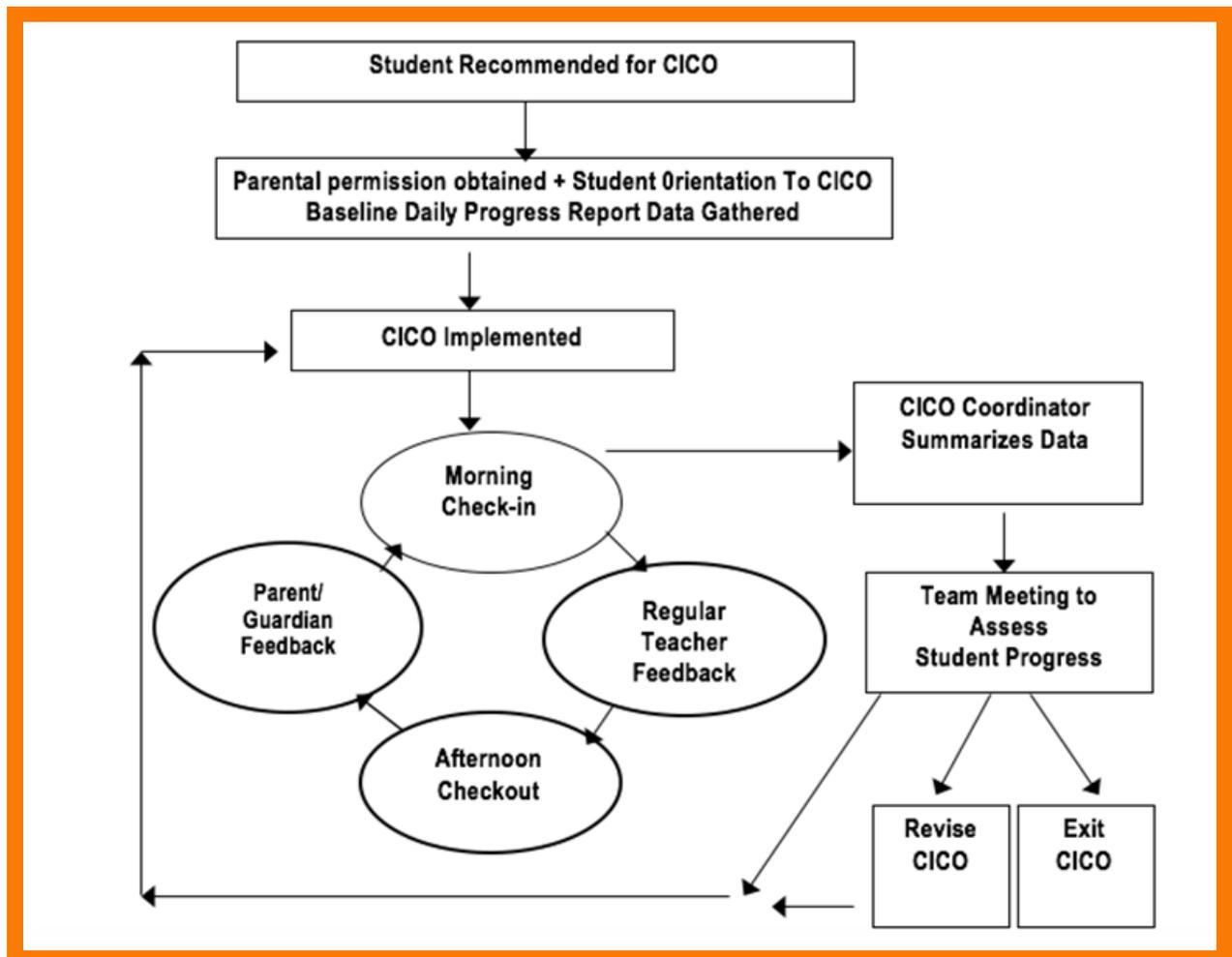
Key elements of the CICO-IB intervention that have made it a successful behavior intervention include:

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



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.
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.
- 3
- 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.



CICO-IB Intervention Fidelity 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

- | | | | |
|--|-----|----|-----|
| 1. Student checks-in with CICO coordinator | Yes | No | N/A |
| 2. CICO coordinator positively greets students | Yes | No | |
| 3. CICO coordinator provides DPR | Yes | No | |
| 4. CICO coordinator provides reminders for prosocial behaviors | Yes | No | |
| 5. Student earns a point for checking-in | Yes | No | |
| 6. Student earns a point for returning signed DPR | Yes | No | N/A |

Percentage of Components Implemented =

II. Teacher Feedback

- | | | | |
|---|-----|----|-----|
| 1. Teacher initiates feedback with student | Yes | No | |
| 2. Feedback occurs during designated time period on DPR | Yes | No | |
| 3. Teacher provides positive behavior specific feedback | Yes | No | |
| 4. Teacher provides corrective behavior specific feedback | Yes | No | N/A |
| 5. Teacher rates student’s behavior | Yes | No | |

Percentage of Components Implemented =

III. Afternoon Check-out

- | | | | |
|--|-----|----|-----|
| 1. Student checks out with CICO coordinator | Yes | No | N/A |
| 2. DPR points are totaled and percentage is calculated | Yes | No | |
| 3. If goal is met, positive verbal feedback is provided | Yes | No | N/A |
| 4. If goal is met, student earns a point or reward | Yes | No | N/A |
| 5. If goal is not met, positive encouragement and strategies for meeting their goal the next day are discussed | Yes | No | N/A |
| 6. CICO coordinator enters DPR % into DPR spreadsheet | Yes | No | |

Percentage of Components Implemented =

CHECK-IN, CHECK-OUT ORGANIZATION/ACADEMICS

University of Utah BRST Manual

By: Merry Feng, B.S.

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)

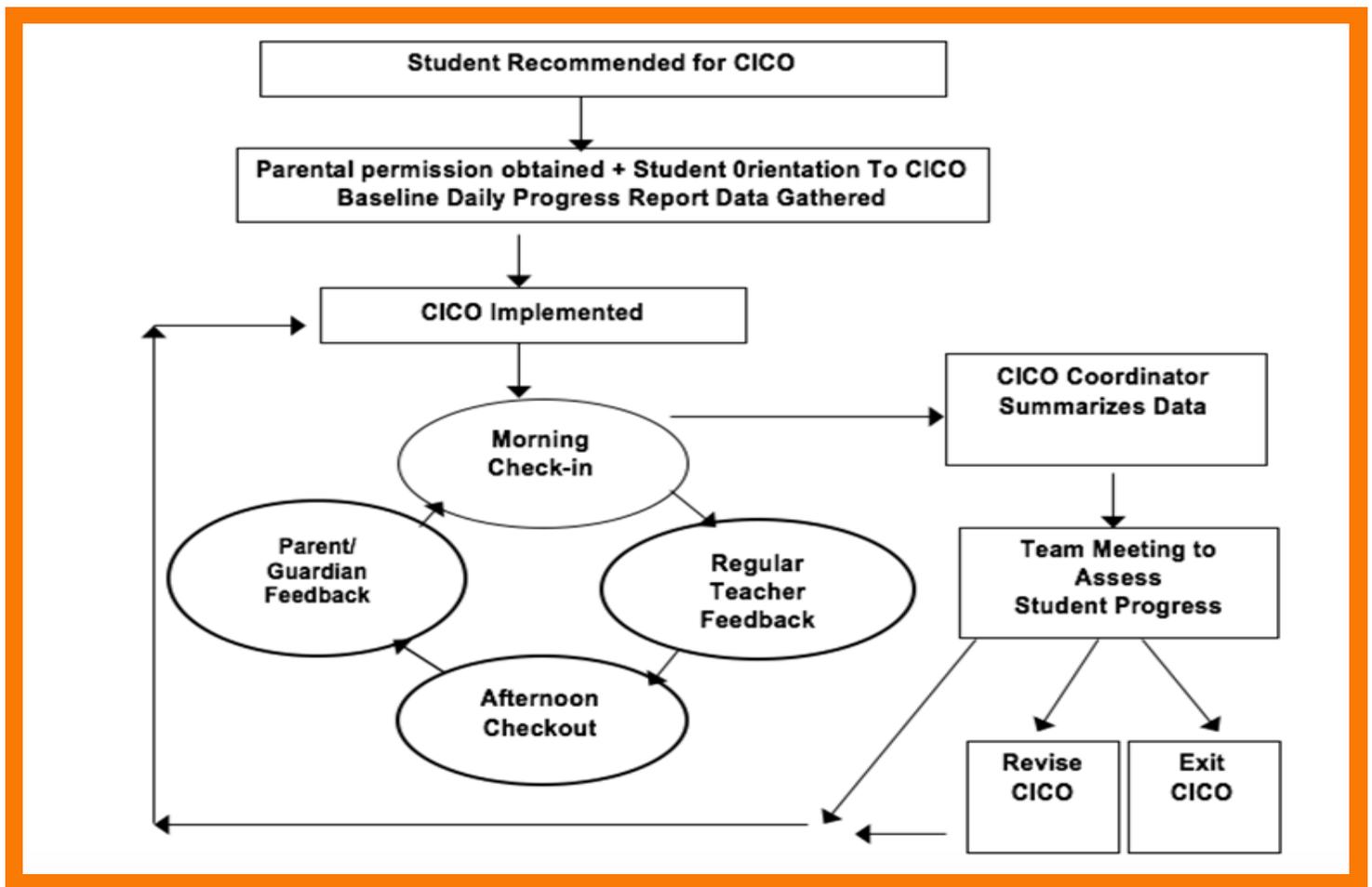
Example Daily Progress Report

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



CICO-O Intervention Fidelity 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

- | | | | |
|--|-----|----|-----|
| 1. Student checks-in with CICO coordinator | Yes | No | N/A |
| 2. CICO coordinator positively greets students | Yes | No | |
| 3. CICO coordinator provides DPR | Yes | No | |
| 4. CICO coordinator provides reminders for prosocial behaviors | Yes | No | |
| 5. Student earns a point for checking-in | Yes | No | |
| 6. Student earns a point for returning signed DPR | Yes | No | N/A |

Percentage of Components Implemented =

II. Teacher Feedback

- | | | | |
|---|-----|----|-----|
| 1. Teacher initiates feedback with student | Yes | No | |
| 2. Feedback occurs during designated time period on DPR | Yes | No | |
| 3. Teacher provides positive behavior specific feedback | Yes | No | |
| 4. Teacher provides corrective behavior specific feedback | Yes | No | N/A |
| 5. Teacher rates student’s behavior | Yes | No | |

Percentage of Components Implemented =

III. Afternoon Check-out

- | | | | |
|--|-----|----|-----|
| 1. Student checks out with CICO coordinator | Yes | No | N/A |
| 2. DPR points are totaled and percentage is calculated | Yes | No | |
| 3. If goal is met, positive verbal feedback is provided | Yes | No | N/A |
| 4. If goal is met, student earns a point or reward | Yes | No | N/A |
| 5. If goal is not met, positive encouragement and strategies for meeting their goal the next day are discussed | Yes | No | N/A |
| 6. CICO coordinator enters DPR % into DPR spreadsheet | Yes | No | |

Percentage of Components Implemented =

CHECK-IN, CHECK-OUT RECESS

University of Utah BRST Manual

By: Merry Feng, B.S.

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 _____

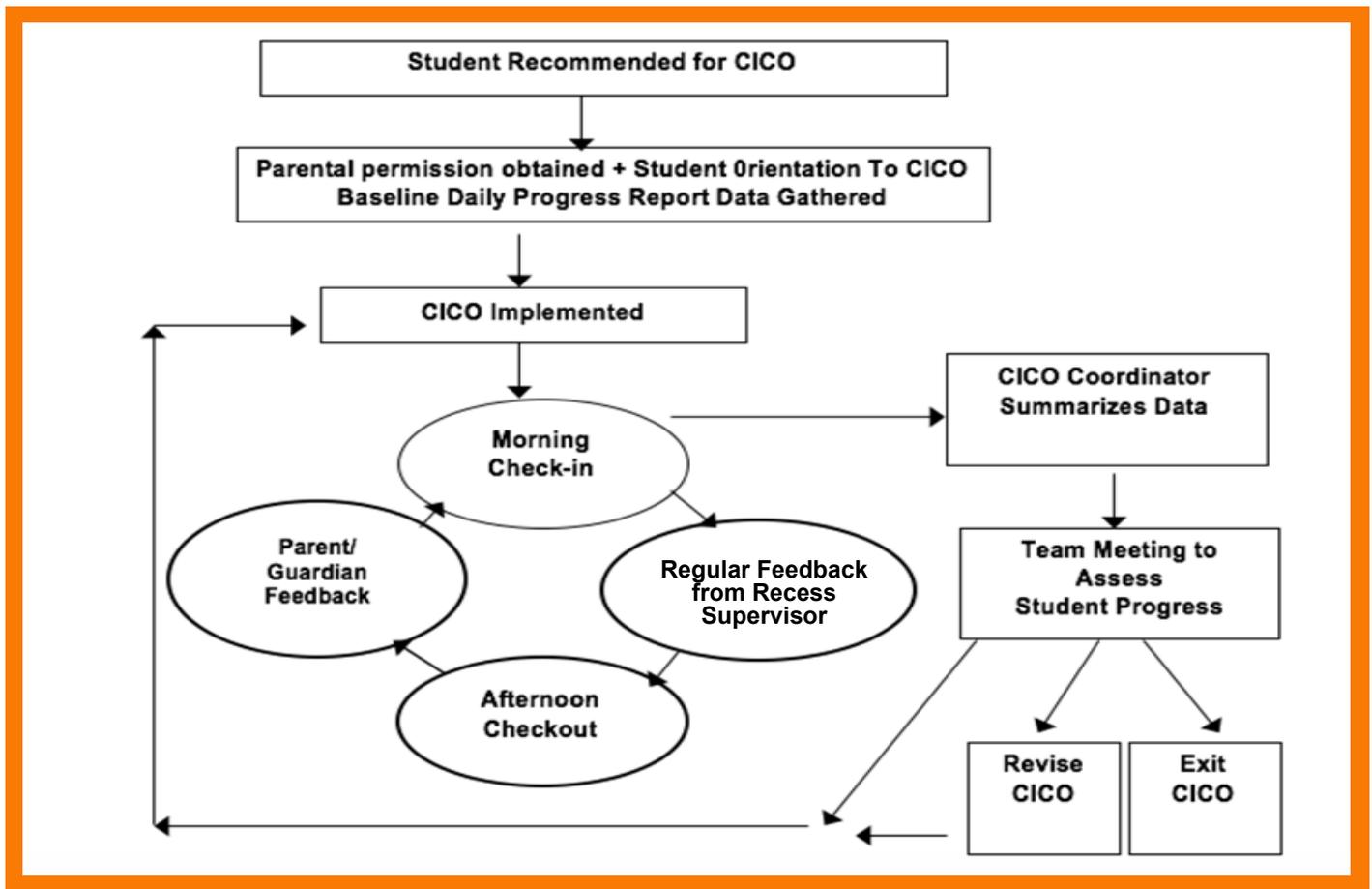
Time	Have and Show Respect	KYFOOTY	Stop, Walk, and Talk	Daily Total Points	Weekly Total Points
Monday	2 1 0	2 1 0	2 1 0		
Tuesday	2 1 0	2 1 0	2 1 0		
Wednesday	2 1 0	2 1 0	2 1 0		
Thursday	2 1 0	2 1 0	2 1 0		
Friday	2 1 0	2 1 0	2 1 0		



Intervention Procedures

- 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.
- 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.
- 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



CICO-R Intervention Fidelity 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

- | | | | |
|--|-----|----|-----|
| 1. Student checks-in with CICO coordinator | Yes | No | N/A |
| 2. CICO coordinator positively greets students | Yes | No | |
| 3. CICO coordinator provides DPR | Yes | No | |
| 4. CICO coordinator provides reminders for prosocial behaviors | Yes | No | |
| 5. Student earns a point for checking-in | Yes | No | |
| 6. Student earns a point for returning signed DPR | Yes | No | N/A |

Percentage of Components Implemented =

II. Teacher Feedback

- | | | | |
|---|-----|----|-----|
| 1. Teacher initiates feedback with student | Yes | No | |
| 2. Feedback occurs during designated time period on DPR | Yes | No | |
| 3. Teacher provides positive behavior specific feedback | Yes | No | |
| 4. Teacher provides corrective behavior specific feedback | Yes | No | N/A |
| 5. Teacher rates student’s behavior | Yes | No | |

Percentage of Components Implemented =

III. Afternoon Check-out

- | | | | |
|--|-----|----|-----|
| 1. Student checks out with CICO coordinator | Yes | No | N/A |
| 2. DPR points are totaled and percentage is calculated | Yes | No | |
| 3. If goal is met, positive verbal feedback is provided | Yes | No | N/A |
| 4. If goal is met, student earns a point or reward | Yes | No | N/A |
| 5. If goal is not met, positive encouragement and strategies for meeting their goal the next day are discussed | Yes | No | N/A |
| 6. CICO coordinator enters DPR % into DPR spreadsheet | Yes | No | |

Percentage of Components Implemented =

CHECK-IN, CHECK-OUT ATTENDANCE

University of Utah BRST Manual

By: Merry Feng, B.S.

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)

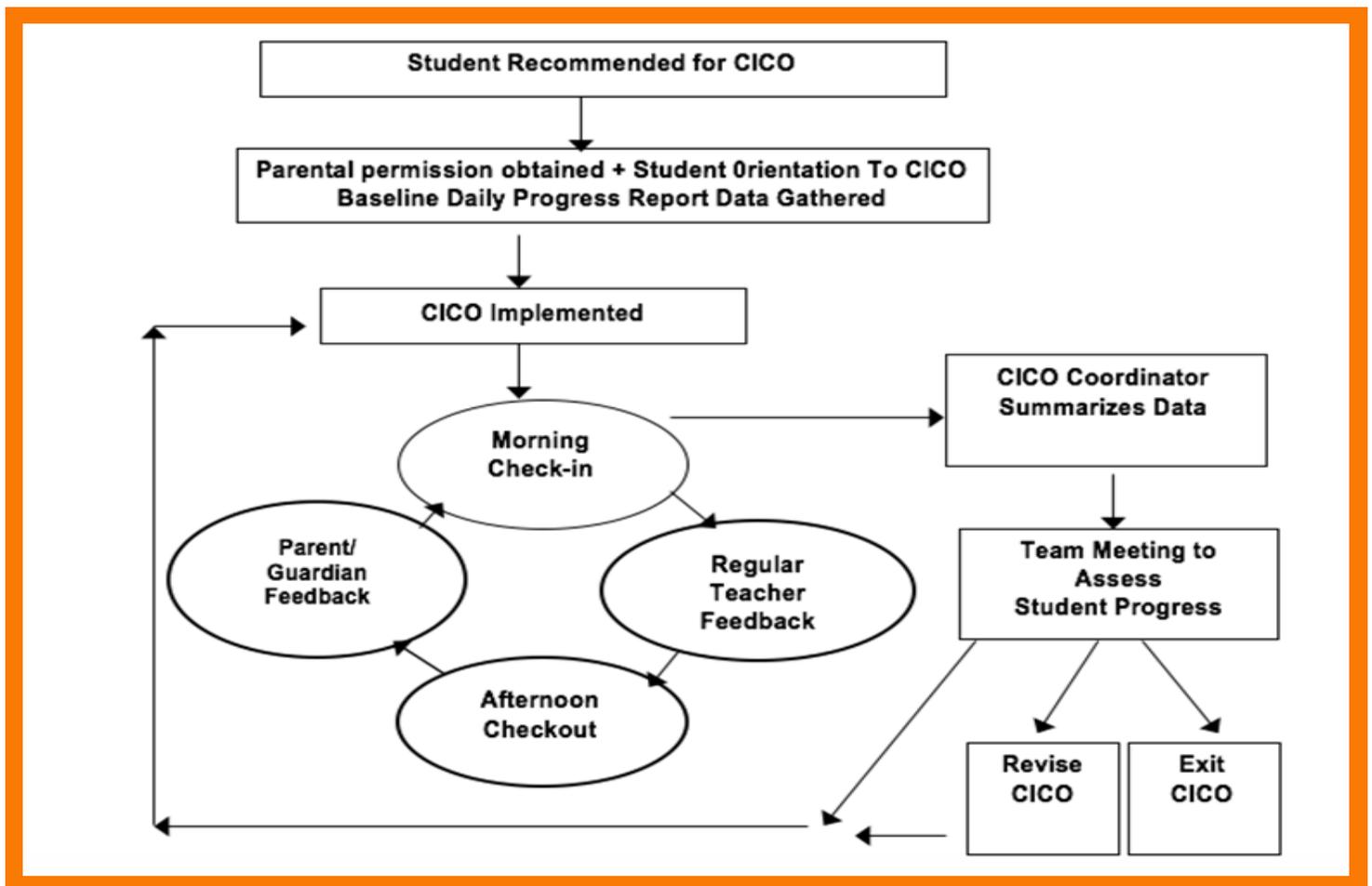
Example Daily Progress Report

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



CICO-A Intervention Fidelity 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

- | | | | |
|--|-----|----|-----|
| 1. Student checks-in with CICO coordinator | Yes | No | N/A |
| 2. CICO coordinator positively greets students | Yes | No | |
| 3. CICO coordinator provides DPR | Yes | No | |
| 4. CICO coordinator provides reminders for prosocial behaviors | Yes | No | |
| 5. Student earns a point for checking-in | Yes | No | |
| 6. Student earns a point for returning signed DPR | Yes | No | N/A |

Percentage of Components Implemented =

II. Teacher Feedback

- | | | | |
|---|-----|----|-----|
| 1. Teacher initiates feedback with student | Yes | No | |
| 2. Feedback occurs during designated time period on DPR | Yes | No | |
| 3. Teacher provides positive behavior specific feedback | Yes | No | |
| 4. Teacher provides corrective behavior specific feedback | Yes | No | N/A |
| 5. Teacher rates student’s behavior | Yes | No | |

Percentage of Components Implemented =

III. Afternoon Check-out

- | | | | |
|--|-----|----|-----|
| 1. Student checks out with CICO coordinator | Yes | No | N/A |
| 2. DPR points are totaled and percentage is calculated | Yes | No | |
| 3. If goal is met, positive verbal feedback is provided | Yes | No | N/A |
| 4. If goal is met, student earns a point or reward | Yes | No | N/A |
| 5. If goal is not met, positive encouragement and strategies for meeting their goal the next day are discussed | Yes | No | N/A |
| 6. CICO coordinator enters DPR % into DPR spreadsheet | Yes | No | |

Percentage of Components Implemented =

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

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

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.



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

Self-Monitoring Intervention Fidelity Checklist

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: /

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?

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) data regarding the the function of the behavior suggests that 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:

- A **green break** is earned for engaging in appropriate behaviors. Green break privileges could include use of electronics.
- A **yellow break** is earned for approximating appropriate behaviors with several reminders. Yellow break privileges could include a board game or coloring.
- A **red break** is earned for engaging in inappropriate behaviors. Red break privileges could include 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 Breaks Intervention Fidelity Checklist

1. The teacher pre-teaches intervention expectations to the target student.
2. The teacher provides praise for the entire classroom at a 5:1 ratio.
3. The teacher provides praise for the target student at a 5:1 ratio.
4. The teacher ignores the target student's minor inappropriate behaviors.
5. The teacher provides the target student with breaks from task demands and instruction.
6. The teacher provides the target student with earned breaks contingent on the student engaging in appropriate target behaviors.
7. The teacher provides the target student with the earned breaks on the predetermined schedule.
8. The teacher does **not** withhold breaks the student has appropriately earned.
9. The teacher provides the appropriate type of break for the student's engaging in appropriate target behaviors (if applicable).
10. 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:

Items Completed: /

CLASS PASS

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 requests 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 Fidelity Checklist

Date:

Rater:

IOA Rater:

Intervention Setup

- | | | | |
|-----|--|-----|----|
| 1. | The student exhibits escape-maintained behavior in the classroom. | Yes | No |
| 2. | The student would benefit from learning to appropriately ask for a break. | Yes | No |
| 3. | The conditions in which the student would benefit from a break are determined (e.g., when the student is frustrated, tired, or disinterested). | Yes | No |
| 4. | The conditions in which the student cannot take a break are determined (e.g., during exams or immediately after breaks). | Yes | No |
| 5. | 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 |
| 6. | The number of passes that the student can access has been determined. | Yes | No |
| 7. | Make the class passes. | Yes | No |
| 8. | 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 |
| 9. | The student has access to activities during breaks (e.g., drawing, reading comic books, playing academic games on a tablet). | Yes | No |
| 10. | 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 |
| 11. | 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 |
| 12. | 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 |
| 13. | Ensure that quality instruction takes place in the classroom. | Yes | No |
| 14. | Establish emergency procedures in the case of student elopement or severe behavior. | Yes | No |

Items Completed: /

Intervention Implementation

- | | | | |
|----|---|-----|----|
| 1. | 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 |
| 2. | The teacher reminds the student that he/she can get a prize for unused passes. | Yes | No |
| 3. | When the student inappropriately requests a break (e.g., asking the teacher without a pass), the student is reminded how to ask appropriately. | Yes | No |
| 4. | 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 |
| 5. | 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 |
| 6. | The student goes to the appropriate place for the specified amount of time. | Yes | No |
| 7. | At the end of the day/period, the student is given an opportunity to trade unused passes for prizes (if applicable). | Yes | No |

Items Completed: /

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**. A brief description of the intervention is given.

Social Skills Groups (Ages 7-11)

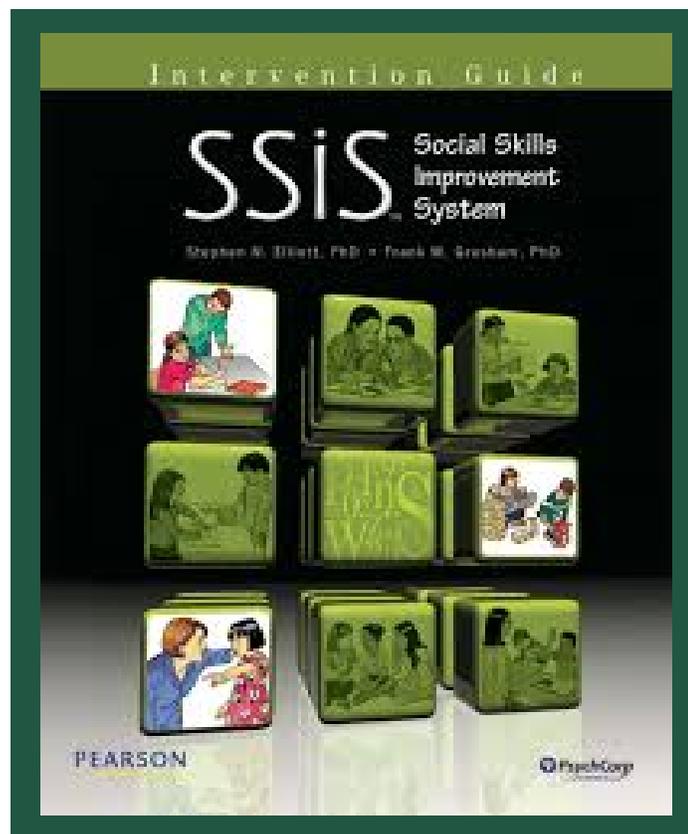
Social Skills Programming for the age group will be based on The Social Skills Improvement System (Elliot & Gresham, 2008).

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.



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

SSIS Social Skills Intervention Fidelity Checklist

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

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.

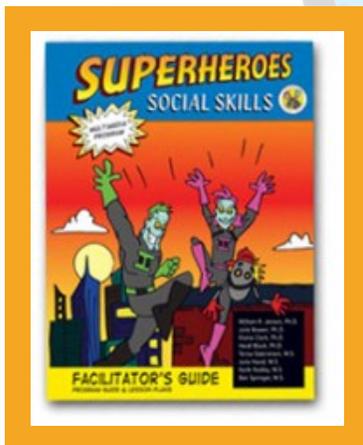
Procedures

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.



Social Skills Lessons

The program includes the following social skills:

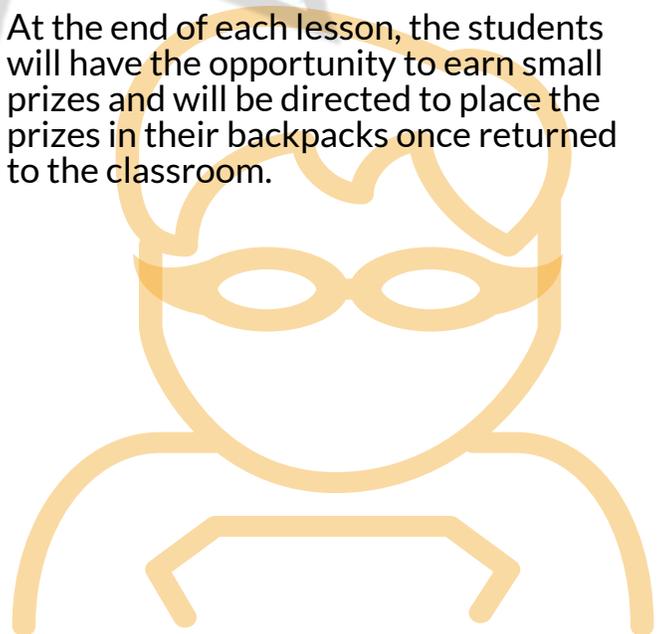
- Get Ready
- Following Directions
- Reducing Anxiety (Be Cool!)
- Participate
- Imitation
- Body Basics (FEVER)
- Expressing Wants and Needs
- Joint Attention
- Turn Taking
- Responding to Questions and Requests
- Conversation (Staying on Topic)
- Recognizing Emotions in Yourself and Others
- Perspective Taking (Understanding Others' Feelings)
- Reporting a Problem
- Recognizing and Reporting Bullying
- Responding to Bullying
- Problem Solving and Safety

Maintenance

It is important for students to continue to 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.



Superheroes Social Skills Intervention Fidelity Checklist

Date:

Rater:

IOA Rater:

- | | | Yes | No | N/A |
|-----|---|-----|----|-----|
| 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: /