



U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

SEVERE BEHAVIOR

TECHNICAL MANUAL

School Year 2019-20

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SCHOOL BUS



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.

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Severe Behavior Technical Assistance Program Description

Background

The University of Utah's Technology in Training, Education and Consultation (U-TTEC) lab currently facilitates direct service practicum and applied research experiences to School Psychology and Special Education students in the College of Education. A specific goal of our training program is to provide supervised experiences for individuals earning their Board Certification in Behavior Analysis (BCBA). The U-TTEC lab currently provide behavioral support services to various school districts across Utah. We provide supports targeting the behavioral needs of a broad range of students in both general and special education classrooms. The U-TTEC lab provides professional development training, sustainable programming, and rigorous assessment data (i.e., functional behavior assessments and behavior intervention plans) to support teachers and parents. In addition, our services are intended to increase school district personnel's ability to effectively serve other students who are not the direct focus of the U-TTEC lab's consultative service, but who also engage in problem behavior.

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

Purpose of the Severe Behavior Technical Assistance Program

The goal of this project is to help build capacity within Utah school districts to support students' and teachers' academic and behavioral needs. Project activities include consulting with teachers and school staff to identify students who are engaging in severe (highly disruptive and/or endangering themselves or others) behavior and require supplemental behavioral support. Graduate students utilize the problem solving consultation model when working with teachers and school staff to determine the function, or purpose, a problematic behavior serves. This process includes defining the target behavior in measurable terms, collecting data to understand the topography of the behavior, selecting function-based interventions, and monitoring the student's progress to evaluate intervention effectiveness. Additionally, faculty and school staff will receive professional development training to increase their behavioral skill repertoire.

SECTION 1:

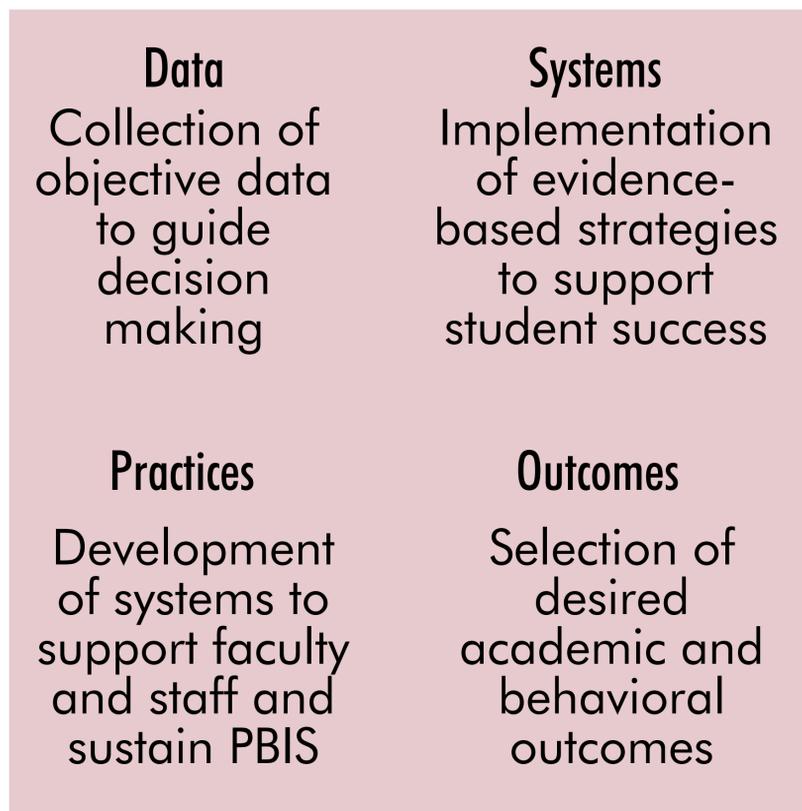
PROCEDURES & INFORMATION

**Procedures & Information:
BASIC BACKGROUND**

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

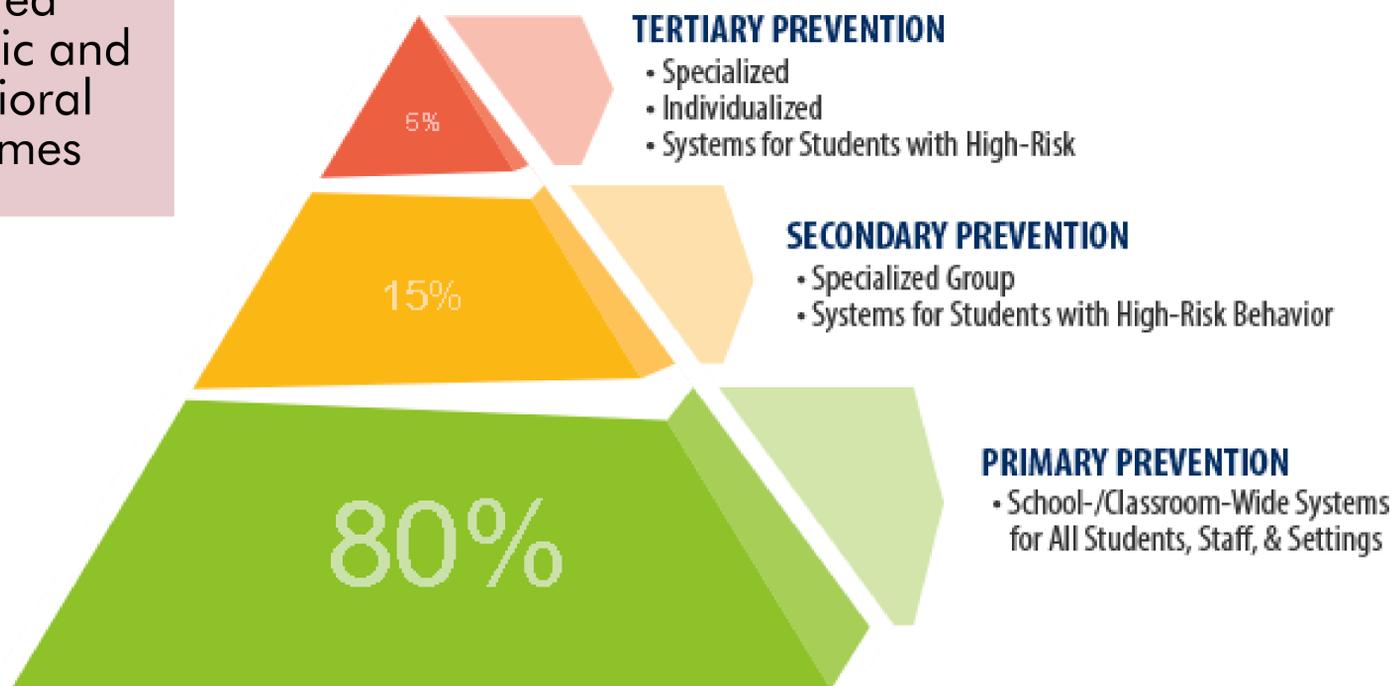
PBIS is a multi-tiered system for implementing evidence-based interventions to meet the behavioral needs of students within schools. A driving force behind the tiered framework of PBIS is managing behavior through a proactive approach.

Four Key Components of PBIS



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.

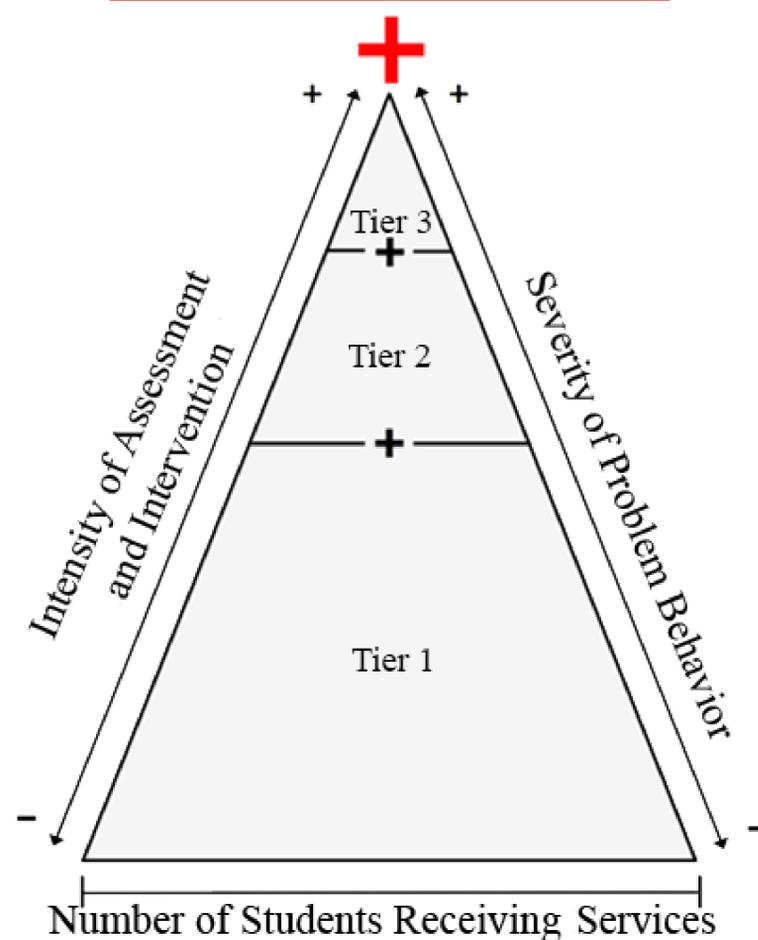


- ✓ School-wide behavior expectations create consistency across all settings
- ✓ Behaviors should be defined in positive, behavior-specific terms
- ✓ Teach, model, and practice behavior expectations with all students
- ✓ Reward students for following school-wide behavior expectations

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



POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

By: Anna Purkey, M.Ed.

The U.S. Office of Special Education Programs (OSEP) defines Positive Behavioral Interventions and Supports, or PBIS, as an “Implementation **framework** for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students” (“What is Positive Behavioral Interventions and Supports,” 2017). In addition to utilizing evidence-based instructional and behavior management strategies, decision-making within a PBIS framework incorporates behavioral data to evaluate intervention effectiveness and inform efforts for improving behavior on a school-wide, class-wide, or individual level. A core belief of PBIS is that all students can be taught to engage in appropriate behaviors through the use of direct instruction and positive reinforcement; however, some students may need more support than others to engage in appropriate behaviors. PBIS represents a tiered, systematic, and proactive approach for managing behavior, which ensures students receive behavioral support based on their level of need.

School-wide PBIS prevents the escalation of problem behaviors by teaching and reinforcing school-wide behavior expectations. The tiered framework of PBIS also provides opportunities for school administrators to intervene early to prevent more severe problem behaviors from developing. There are three tiers in the PBIS framework. Tier 1 is implemented at the school-wide and class-wide level and is adequate for the majority (80%) of students. When implemented with fidelity, the majority of students are expected to respond to interventions at the Tier 1 level; however, some students may require additional support to engage in appropriate behaviors at school. Approximately 10-15% of students will not respond to Tier 1 interventions and will require targeted support from Tier 2 interventions. The remaining 3-5% of students will require more individualized, wrap-around services, which is considered Tier 3.

Accurate and sustained implementation of PBIS within schools depends on a system of support at both the district-level (e.g., superintendents, school board members) and school-level (administrators, general and special education teachers) (Sugai & Horner, 2006; “Systems to Support: What is the purpose...,” 2017). As a systems-level change process, a district or school must plan and secure necessary resources to ensure PBIS can be implemented with fidelity (“SWPBIS for Beginners,” 2017). Once a school has decided to implement the PBIS framework, a behavior team should be created to review and analyze school-wide, class-wide, and individual student data. This team will engage in data-based decision-making to prevent problem behaviors from escalating. A school-wide data collection system may help administrators and the behavior team identify how to best focus behavior and academic support efforts within the school (“Systems to Support: What factors should...,” 2017). Suggested members of the behavior team include school administrators, staff, general education teachers, special education teachers, and, if possible, a school psychologist or school counselor (“SWPBIS for Beginners,” 2017). In addition to reviewing behavior data, the behavior team is also responsible for selecting school-wide behavior expectations, developing a method for teaching the behavior expectations to students, and implementing a school-wide reinforcement system for rewarding students when

they engage in appropriate behaviors. The school-wide reinforcement system should be aligned with the school-wide behavior expectations.

Once school-wide behavioral expectations have been developed, the expectations should be taught to students through explicit instruction and with the same intentionality as an academic subject (“SWPBIS for Beginners,” 2017). Defining school-wide behavior expectations and what they look like across settings (e.g., recess, lunchroom, hallway, bathroom, etc.) provides consistency and helps students generalize the behavior expectations when they transition from one setting to the next. In order to prevent problematic behaviors in schools, it is essential for school administration and teachers to spend time teaching students what appropriate behavior looks and sounds like across school settings. School administration and teachers support students in learning the behavior expectations, by teaching examples and non-examples of appropriate behaviors. After teaching the behavioral expectations, the students should also be provided with opportunities to practice the behaviors with performance feedback to correct mistakes or praise success. Additionally, students are more likely to exhibit appropriate behavior when they are positively reinforced through the school-wide reinforcement system.

PBIS and Special Education

A primary intention of PBIS is supporting prosocial behavior among all students, which includes students receiving special education services. When thinking about special education and PBIS, it is conceptualized as students in special education receiving 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). Just as students receiving services through an IEP require modifications and accommodations for academic instruction, students may require modifications and accommodations when learning appropriate behaviors during implementation of PBIS initiatives (Hawken & O’Neill, 2006). Many students receiving services through an IEP receive their education in both general education and special education classrooms. Teaching all students to display appropriate behaviors is a fundamental objective in school-wide PBIS.

In addition to teaching students to behave appropriately, incorporating clearly defined school-wide behavior expectations within each classroom and across settings may support students transitioning from special education classrooms to the general education classrooms and other school settings. To support the behavioral needs of all students, general and special education teachers should be trained to implement behavioral interventions and supports with high fidelity and consistency across all tiers.

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PROBLEM-SOLVING CONSULTATION

The following guide aims to describe Problem-Solving Consultation (PSC).

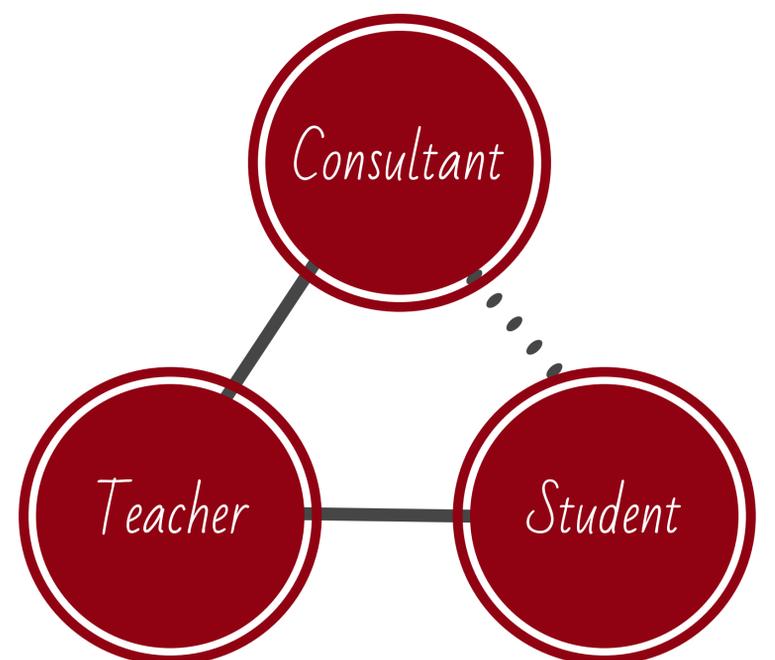
OVERVIEW & OBJECTIVE

Problem-Solving Consultation includes:

Interventions that are based on operationally defined student behavior

Establishment of systematic methods of data collection with clear objectives for client behavior change

Requirement of teacher behavior change for implementation and data collection



Stages of PSC

1 Problem Identification

Describe the problem in objective and operational terms. Discuss why the problem is a problem that warrants intervention. Identify desired outcomes.

2 Problem Analysis

Utilize interviews, observations, standardized measures, etc. to analyze problem. Determine problem frequency, topography, and identify changeable variables contributing to the problem. Commit to change (Teacher buy-in is critical!)

3 Plan Development & Intervention

Discuss evidence-based and functionally-relevant interventions. Choose an intervention and determine intervention timelines, staff training procedures, methods to measure fidelity, and methods to measure effectiveness.

4 Plan Evaluation

Assess intervention plan's effectiveness. Was the desired outcome achieved? If not: Was the plan implemented with fidelity? If yes: Celebrate success & develop maintenance plans.

PROBLEM-SOLVING CONSULTATION

By: Aaron J. Fischer, Ph.D., BCBA-D & Rovi Hidalgo, M.Ed.

Problem-solving consultation (PSC) is a method of addressing behavior concerns through the cooperation of three stakeholders. An example of this consultative relationship in schools includes the school psychologist/behavior analyst (consultant), teacher/parent (consultee), and the services given to the student (client). The characteristics of consultation include (a) services provided at the primary, secondary, tertiary, and special education levels; (b) a consultant-consultee relationship; (c) voluntary services; (d) collaborative directiveness; (e) respect; and (f) consultee and client-driven services.

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

Keys to Success

Relationship quality, acceptability, and implementation integrity have been identified to have direct influences on consultation outcomes (Frank & Kratochwill, 2014). First, the quality of the relationship between the consultant and consultee predicts intervention adoption, implementation quality, and student outcomes (as mentioned by Gutkin & Curtis, 2009; Erchul & Raven, 1997; in Frank & Kratochwill, 2014). Second, several researchers have identified the following factors to increase intervention acceptability for teachers (Frank & Kratochwill, 2014): (a) positive interventions; (b) simple implementation, rather than complex; (c) use of interventions that responds to severe, rather than mild, behavior; (d) implementing interventions with high integrity; and (e) using evidence-based interventions. Third, consultants should seek to consider implementation integrity as it relates to treatment acceptability and intervention effectiveness.

Treatment scripts, consultee-goal setting and conducting performance feedback interviews are strategies that can increase implementation integrity (Frank & Kratochwill, 2014). Additionally, teachers should be directly trained on necessary intervention components to achieve adequate implementation integrity. Interventions that are familiar to teachers may also be utilized. Other factors that improve behavior consultation outcomes include interpersonal skills (e.g., the use of jargon rather than approachable language, conflict resolution skills, social influence and likability), and consultant management skills (e.g., maintaining a consultation schedule, and documentation).

In conclusion, consultants should follow these steps to increase positive outcomes:

1. Take active steps to build rapport and improve relationship quality between consultants and consultees
2. Consultants should be familiar with evidence-based practices, intervention and feedback procedures, as well as interpersonal skills to improve consultee and client outcomes
3. Seek collaboration in schools between key stakeholders (e.g., parents and teachers)
4. Consultants should self-assess performance through the use of data reviews and discussions with the consultee.

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TELEPRESENCE ROBOT CONSULTATION

Telepresence Robot Problem-Solving Consultation (TRPSC) is a technology-mediated version of problem-solving consultation, in which telepresence technology is employed to improve consultation efficiency, increase feasibility across large distances and increase consultant access to teachers and students.

1 Problem Identification

- Telepresence Technology delivered to the classroom about two weeks prior to use.
- The consultee is provided with instructions for operation and use.
- The problem identification interview will take place via telepresence technology.
- Discuss schedule of telepresence observations and ensure the device will remain charged.



3 Plan Implementation

The consultant will:

- Model the intervention procedures via telepresence before implementation, observe the consultee, model the intervention, and provide feedback.
- Be available on the first day of implementation in order to answer questions or assist.
- Share any materials necessary for implementation, including fidelity measures, electronically.

2 Problem Analysis

The consultant will:

- Use the screen sharing telepresence application to review initial data with consultee.
- Consider conducting a functional analysis (FA) via telepresence.
- Conduct problem analysis interview via telepresence.
- Provide training on data collection methods if necessary.



4 Problem Identification

The consultant will:

- Conduct problem evaluation interview via telepresence.
- Use the screen sharing telepresence application to review progress monitoring data with consultee.
- Develop plans for maintenance and follow up, or discuss what changes should be made in order to secure desired outcomes.

APPLICATIONS OF TELECONSULTATION IN SCHOOL SETTINGS

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

Behavior consultation consists of a relationship between the behavior analyst (consultant), teacher/parent (consultee) and their services to the student (client). Within the Problem-Solving Consultation model are the following components: (a) interventions based off of rigorously defined client behavior; (b) systematic methods of data collection with clear objectives for client behavior change; (c) requires teachers to change their behavior, implement the intervention, and take data; (d) looks to specifically change observable teacher and student behavior; (e) assumes that client behavior is a function of the environment; and (f) decreases/increases behavior through teacher-led interventions where the environment is changed in some way (Bergan & Kratochwill, 1990; Martens, DiGennaro Reed, & Magnuson, 2014; Sheridan, Eagle, Cowan & Mickelson, 2001). The stages of Problem-Solving Consultation are: (a) rapport building; (b) problem identification; (c) problem analysis; (d) treatment plan implementation; and (e) problem evaluation.

It can often be difficult to provide services to students and teachers in rural school districts; technology helps defeat the barrier of distance. Given the increasing necessity and popularity of videoconferencing through electronic devices, the same sort of technology may be used in school settings. Teleconsultation, a term for consultation between consultants and consultees on a video link, has been demonstrated as an effective means of delivering service in the schools throughout the literature. For example, functional analyses have been successfully conducted through the use of teleconsultation devices for elementary-aged students with autism spectrum disorder (Machalicek et al., 2009a). Both preference assessments (Machalicek et al., 2009b) and functional behavioral assessments (Gibson et al., 2010) were also conducted through the use of teleconsultation on videoconferencing applications (i.e., FaceTime). Additionally, six teacher consultees improved functional analysis adherence with teleconsultation-mediated performance feedback (Machalicek et al., 2010c). Currently, there are various applications of telepresence robot problem-solving consultation and parent training in schools (e.g., behavior assessment, academic skill acquisition, behavior management, and clinical supervision) and home settings (e.g., functional analyses, treatment for pediatric feeding problems, behavior management, and clinical supervision).

In order to build rapport for effective intervention provision and implementation the following modifications should be applied: (a) gaze angles of 5-7 degrees can stimulate eye contact (Tam, Cafazzo, Seto, Saleniaks, & Rossos, 2007); (b) limitations of videoconferencing should be explicitly discussed with clients prior to treatment; (c) acceptability of technology for consultation increases with exposure (Fischer et al., 2016); and (d) ensure sufficient internet connectivity in both locations as well as access to electronic devices. In conclusion, the use of teleconsultation increases access to supports, reduces travel time, and grants the ability to provide services to remote and underserved areas.

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DATA-BASED DECISION-MAKING

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

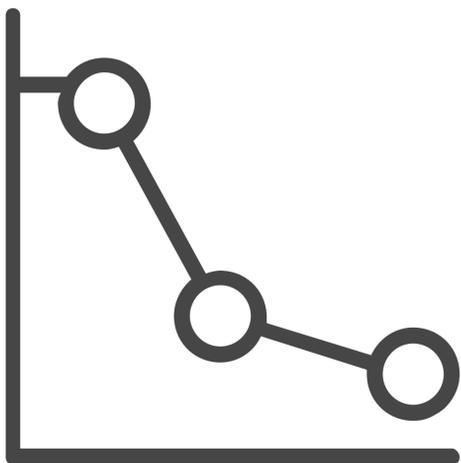
To monitor and evaluate progress towards goals and outcomes

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

Tier 3

Tier 2

Tier 1

- 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

DATA-BASED DECISION-MAKING

By: Anna Purkey, M.Ed. & Vanessa Feola, M.Ed.

Data collection is a key element of implementing Positive Behavioral Interventions and Supports (PBIS) in schools and provides an objective method for measuring student academic and behavioral progress (“What is a systems approach in school-wide PBIS?”, 2017). Data collection should occur at all tiers to monitor the effectiveness of interventions and evaluate if adjustments should be made to better meet the needs of students. There are different types of data to collect to guide decision-making including: intervention fidelity, behavioral data (e.g. ABC observation data, direct observation, record review, etc.), office discipline referrals, attendance, etc. Data-based decision-making at the school-wide, class-wide, and individual student level identifies areas where a school is successfully managing behavior and areas that need additional support (“Classroom PBIS Data”, 2017). The information contained in this procedural guide is intended to support administration, teachers, and staff in collecting high-quality data and utilizing the data they collect in an effective manner.

The U.S. Office of Special Education Programs (OSEP) recommends that schools collect data to guide and inform the implementation of PBIS in the following ways (“Classroom PBIS Data”, 2017):

- Evaluate whether an intervention or process is being implemented with fidelity (as designed)
- Monitor and evaluate progress towards goals and outcomes
- Inform and guide critical thinking processes to identify why expected outcomes are not being achieved
- Guide the development and implementation of an action plan to enhance the effectiveness of an intervention
- Ensure equity when selecting measurement strategies and collecting data
- Consider the values and norms of the local community when selecting strategies and practices

The quality of data gathered is more important than the quantity. As such, the data used to guide decision-making should be valid (provide an accurate representation of the target behavior/skill), reliable (consistent measurements), accurate (correct measurement of the level of the target behavior), and efficient (is not time consuming or require a great deal of effort) (“Classroom PBIS Data”, 2017). Additionally, data should not be collected just for the sake of data collection. As data is gathered, schools should consider how they can utilize the data they have collected in the most effective way. Creating a behavior team provides a system for reviewing behavioral data at all tiers and ensures that multiple perspectives contribute to problem-solving and decision-making processes. The behavior team should meet on a regular basis to progress monitor how students are responding to interventions, identify areas needing additional support within the school, and evaluate progress towards desired outcomes. The behavior team should

also be mindful of reducing bias and promoting equity in data collection, which can be accomplished by disaggregating school-wide data (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011).

Multi-Tiered Data Collection

Data collection at the school-wide level is beneficial because it can provide information about how to support the majority of students. School-wide behavioral data can be collected by tracking and reviewing office discipline referrals (ODRs). An office discipline referral is defined by Clonan, McDougal, Clark, & Davison (2007) as an instance where a teacher refers a student to the principal's office for violating a school rule because the teacher was unable to address the rule violation in the classroom. Administration and the behavior team can use the information included in an ODR form to identify areas of need within the school. The information on the ODR form can be graphed to allow for comparison of the number of ODRs across months and locations. This information will guide behavior teams in identifying times of the school year when more problem behaviors typically occur and which areas of the school may need additional supervision. Additionally, special consideration of the type of infractions that are occurring can help the behavior team monitor the effectiveness of a school-wide intervention or determine if additional school-wide interventions are necessary (Clonan et al., 2007). An example of using data from ODRs at the school-wide level is noticing an upward trend in the number of students referred to the office for bullying during lunchtime recess, then the school administration deciding to increase supervision during recess and implementing a school-wide bullying prevention program as a way to address identified problem behaviors.

At all tiers, it is essential to collect treatment integrity data to monitor whether interventions are being implemented as they are intended. Treatment integrity can be collected using a task-analyzed checklist with each step of the intervention defined in objective, behavior-specific language. To collect treatment integrity data, the individual implementing the intervention is observed as they implement the intervention. A checklist should be used to check off each step of the intervention when it is completed correctly, and note steps implemented incorrectly. After the observation, the observer reviews the checklist to determine if the intervention was implemented as it is intended, if steps were missed during implementation, or if a step was implemented incorrectly. This information is essential to inform decision-making by the behavior team when reviewing a student's progress or deciding whether an intervention has been effective. If the treatment integrity data indicate that there are steps being missed during implementation or they are being implemented incorrectly, then additional training should occur to ensure the intervention can be implemented correctly. If treatment integrity data indicate that the intervention is implemented with fidelity, but the student's behaviors aren't improving, then the intervention may need to be adjusted to promote the expected outcome.

As referenced throughout this procedural guide, the collection of objective data is essential because it reduces the influence of individual opinions and focuses on what is measurable and observable across individuals. In order to ensure behavior teams and school administration utilize data effectively, they must start by selecting the measurement method that will produce accurate and reliable data about the target behavior(s). A frequently used method for gathering data about behavior is ABC data collection (antecedent, behavior, consequence). In ABC data collection, an individual keeps a record of the event(s) that occurred before a target behavior, what the target behavior looked and sounded like, and the response, or consequence, that followed the behavior. This information can be utilized to guide the development of a hypothesis of the function of a behavior. In addition to ABC observations, there are six methods that support objective measurement of student behavior. Each of the six methods for measuring behavior is listed and defined in the table below (Trump, Pennington, Travers, Ringdahl, Whiteside, & Ayres, 2018). Examples for each type of measurement are also provided.

Method	Definition
Frequency	Counting the frequency of a behavior includes taking a count or tally each time a student engages in the target behavior. An example could include counting the number of times a student asks to use the restroom.
Percentage of Occurrences	Measuring the percentage of occurrences includes determining the percentage of correct responses given out of the total opportunities to respond that were provided. An example could include calculating the percentage of times a student puts their head down after the presentation of a task demand.
Duration	A duration measurement includes measuring the length/interval of time that a behavior occurs. To use duration measurement, the behavior must have a clearly defined start and end. An example is the length of time that elapses between a student leaving the classroom without permission and the time of their return.
Rate	The rate of a behavior includes counting the number of times a behavior occurs within a certain interval of time. An example of rate is the number of words a student reads correctly per minute.

Latency	Latency includes measuring the amount of time between the presentation of a stimulus and a behavior. An example of latency is the length of time between a direction given by a teacher and the student's execution of the task.
Interval Recording	An interval recording provides an estimation of the number of times a behavior occurs. There are three types of interval recordings, including momentary time sampling (the behavior must occur at the end of the interval), partial interval (the behavior must occur at least once during an interval to be counted), and whole interval (the behavior must occur throughout the entire interval to be counted). The resulting data includes a percentage of the time that a particular behavior occurs in a certain context. For example, momentary time sampling data may reveal that a student is on-task 40-60% of the time during whole-group math instruction.
ABC (Antecedent, Behavior, Consequence) Recording	A recording of the event(s) occurring before (antecedent) a target behavior; what the target behavior looks and sounds like; and the response (consequence) to the target behavior. ABC recording reveals patterns of behavior over time. For example, ABC recording may reveal that when a peer interacts with the target student (antecedent), the target student puts their head down (behavior), and as a result, the target student escapes the peer interaction (consequence).

Data Collection Procedures

Before data collection begins, the target behavior that is being measured must be operationalized by defining the behavior in clear and precise terms. An example of an appropriately operationalized behavior could include: Timmy's physical aggression is defined as his open palm coming in contact with another individual's body part. A non-example of an operationalized target behavior could include: Timmy's physical aggression includes hitting other students during math class. Once the target behavior has been defined in observable and measurable terms, the data collection method that will most accurately measure the target behavior should be selected. For example, duration should not be used to measure a behavior that does not have a clearly defined start and end. After selecting a measurement method, baseline data should be collected to determine what the current level of the behavior is and provide a point of comparison once the intervention has been introduced (Trump, Pennington, Travers, Ringdahl, Whiteside, & Ayres, 2018). In order to detect the effects of an intervention, several baseline data

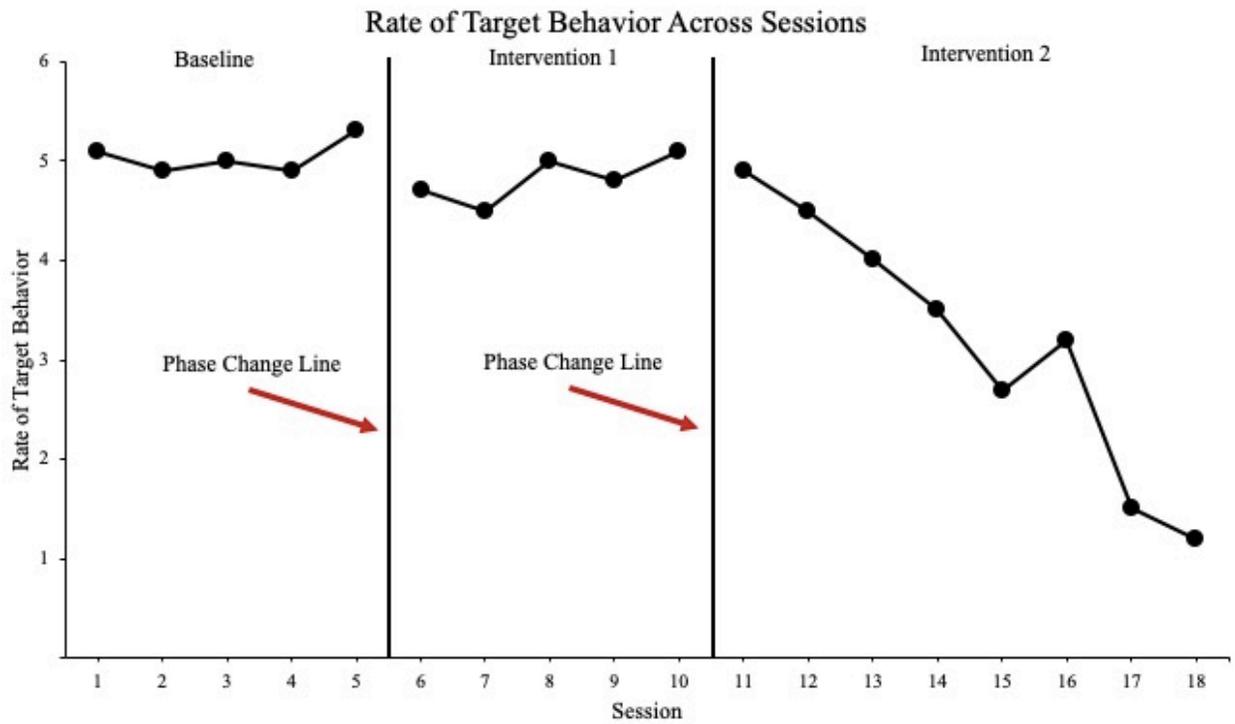
points should be collected prior to intervention implementation. Baseline data provides a measurement of the current level of the target behavior (without the intervention), which is then compared to the level of the target behavior after an intervention has been implemented for a period of time.

Step-By-Step Data Collection Procedures

1. Define target behavior in concise and measurable terms
 - a. For example:
 - i. The student displays tantrum behavior by clenching and unclenching their fists, knocking objects from surfaces, emitting high pitched screams, and pacing back and forth
2. Select appropriate data collection method that will provide an accurate measurement of the behavior
 - a. For example, if you are trying to measure the amount of time between a teacher issuing a task demand and the student starting the task, the appropriate data collection method would be latency
3. Collect several baseline data points to provide a measurement of the current levels of the target behavior
4. Introduce the intervention after collecting baseline data
5. Continue collecting data to provide a comparison with the baseline and measure student progress
6. Monitor the student's response to the intervention and adjust, or fade, the intervention when appropriate

The intervention can be introduced after baseline data has been collected. To monitor the progress of an intervention, a data collection schedule should be created and followed to ensure data collection occurs on a regular basis. It is crucial to graph both baseline and intervention data to clearly demonstrate if the target behavior(s) are remaining stable, increasing, or decreasing. A phase line should be drawn between the baseline phase and the intervention phase to distinguish the two phases. If a line drawn through the data points in the baseline or intervention phase has an upward trend, then the behavior is increasing. If the line has a downward trend, then the behavior is decreasing. A program such as Excel can be used by a member of a behavioral team to graph and display behavioral data. The graph should be reviewed during team meetings and inform decision-making about whether to continue an intervention, adjust an intervention, or fade an intervention. If it is determined that an adjustment should be made to the intervention, another phase line should be drawn between the first intervention phase and the second intervention phase. The phase lines will separate the two intervention phases and help the team determine if one of the interventions has been more effective than the other.

Example of a Graph Displaying Behavioral Data



It is essential for data collected at all tiers to be valid, reliable, accurate, and efficient (“Classroom PBIS Data”, 2017). Data collection is an integral piece of PBIS and provides an objective method for evaluating intervention fidelity at all tiers and the academic and behavioral progress of students. Knowledge of the appropriate methods for gathering objective behavioral data ensures administration, teachers, and staff have the data they need to engage in effective team-based problem-solving. When decisions are made using objective data, administrators and behavior teams can be more confident that maintenance, adjustment, or fading of an intervention will lead to positive student outcomes. Finally, data collection provides a proactive method for administration, teachers, and staff to prevent behaviors from escalating by responding when disruptive behaviors emerge.

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TEAM-INITIATED PROBLEM SOLVING

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

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?

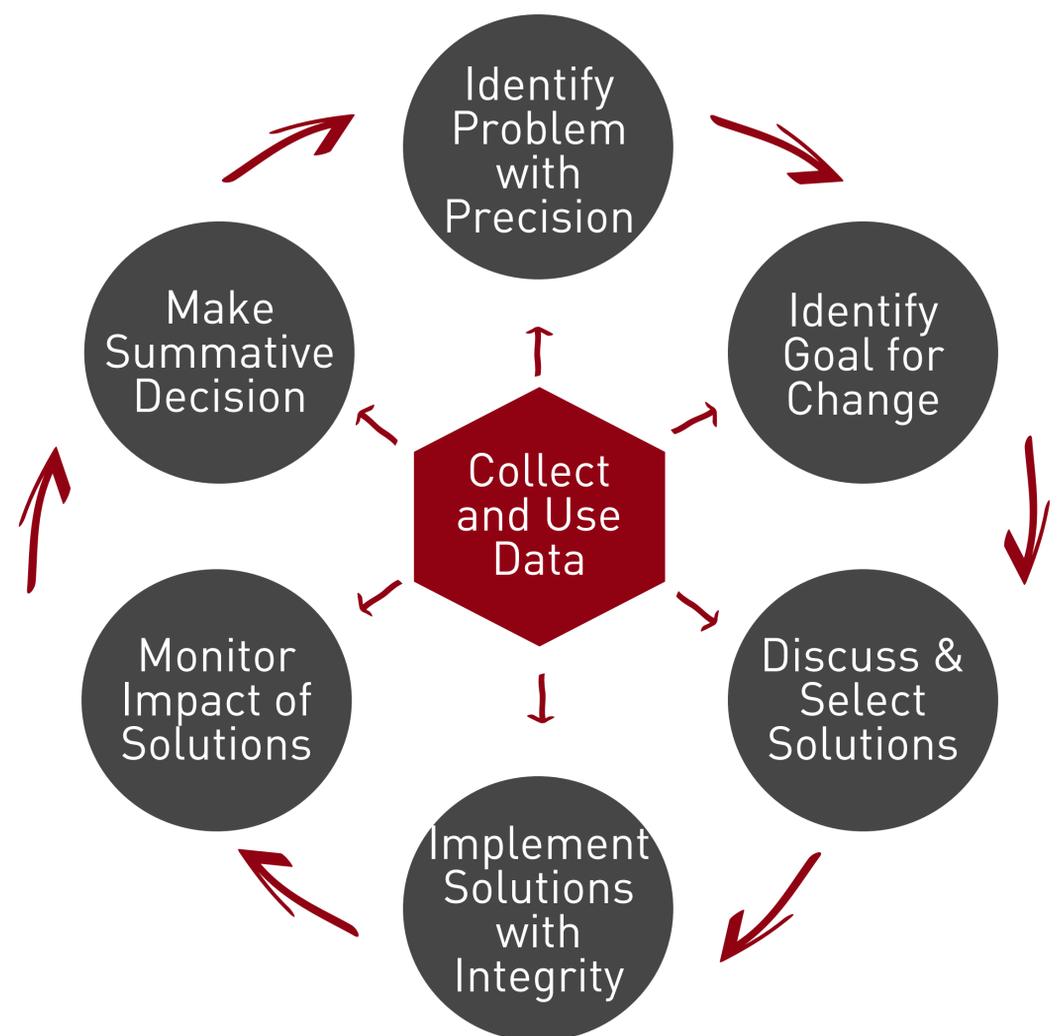
Monitor Impact of Solutions with Goal

How do we know that the problem has been solved?

Evaluate the Problem and Redirect

Compare data to a goal. What is next?

TIPS Model



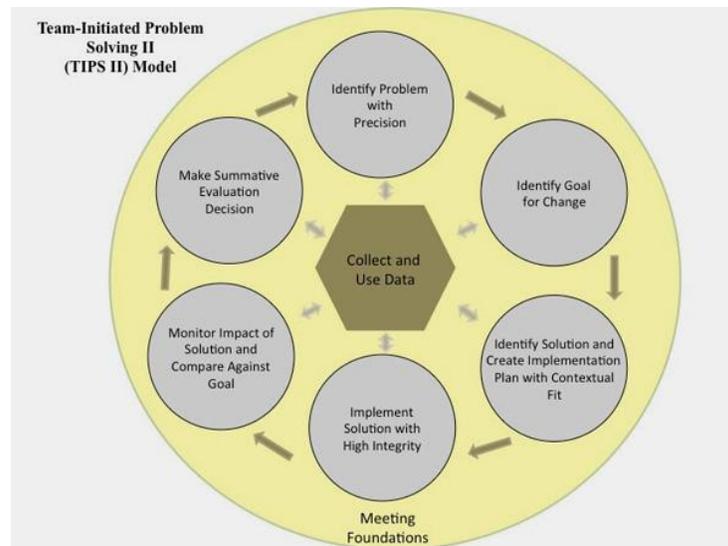
To increase the effectiveness of the model, assign clearly defined roles to team members.

TEAM-INITIATED PROBLEM SOLVING (TIPS)

By: Rovi Hidalgo, M.Ed.

Problem-solving teams are an integral element within schools. These teams (e.g., multi-tiered systems of support [MTSS]) focus on addressing system-wide problems through collaboration and data-based decision making. Additionally, teams also engage in consultation strategies to support students receiving interventions (i.e., secondary and tertiary interventions). Teams must be organized to increase effectiveness and efficiency. Team-Initiated Problem Solving (TIPS) is a conceptual model for decision-making that has been operationalized into a set of procedures to be used during meetings (Positive Behavioral Interventions & Supports [PBIS], n.d.). The TIPS model emphasizes the collection and use of data to inform decisions and guide individuals through the decision-making process. Research has found that following TIPS training, school-based teams have utilized problem-solving processes with higher fidelity during team meetings (Newton, Horner, Algozzine, Todd & Algozzine, 2012) and improved meeting foundations (i.e., clearly defined meeting roles, summarization of data, scheduling of upcoming meetings, and ending meetings on time; Newton et al., 2012). Further, schools developed more elaborate problem-solving skills (Todd et al., 2011), and have demonstrated greater thoroughness (i.e., precision of defining problems, using data, developing solutions, and developing plans; Todd et al., 2011) when making decisions.

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



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

Assessing Readiness for Change

In order to determine whether or not a team is adequately equipped for TIPS implementation, specific components should initially be addressed. First, district commitment, including viewing TIPS as a common practice, having the necessary resources to implement TIPS with fidelity, and having staff regularly attend team trainings, should be considered. Team commitment factors to also be considered are representation and administrators with authority and availability. Lastly, schools should have access to school data and at least one team member on their TIPS team who is fluent in generating reports from data sets before and during meetings. The TIPS Readiness for Training Checklist is available in appendixes or online at <https://www.pbis.org/training/tips/tips-materials>.

PBIS School Team Members Roles and Responsibilities

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

- **Meeting Facilitator:** The role of the facilitator is to facilitate meetings and bring previously agreed upon agendas to the team. At the end of meetings, facilitators should check for understanding within their teams, clarify any assigned action items, and reiterate the date of the next meeting.
- **Recorder:** The recorder brings a laptop or other note-taking device to record decisions and actions decided by the team. The recorder distributes meeting minutes to team members following each meeting.
- **Data Analyst:** The data analyst provides a summary of data to team members to aid in the decision-making process.
 - A Data Analyst Worksheet is available to help guide interpretation. Please see “Data Analyst Worksheet” in appendixes or find the form online at <https://www.pbis.org/training/tips/tips-materials>.
- **Staff Sharing Coordinator(s):** Individuals with this role organize meeting information (i.e., data summaries and suggested responses to data) to share at monthly staff meetings. They also schedule and rotate 2-3 team members to present to staff during monthly meetings.
- **Action Plan and Calendar Monitor(s):** These individuals track the action plan determined by the problem-solving team and all notable dates. Specifically, action items due prior to the next meeting, or significant tasks that need to be completed, are noted on the meeting minutes. Additionally, this individual will also note important dates, including future meetings and trainings.

General Suggestions

Be sure to document:

- meeting demographics (e.g., date, time, members present/absence, agenda, and details for next meeting)
- administrative and general information planning items (e.g., topics of discussion, decisions made, and persons responsible to implement solutions)
- problem-solving items (e.g., problem statement, data used for problem solving, solutions, persons responsible for implementation, method of progress monitoring, method of measuring fidelity of implementation; Todd & Cusumano, 2012).

TIPS Problem-Solving “Mantra”

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

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

Components of a Successful Meeting

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

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

- Team member support to practice team meeting norms/agreements

Meeting Foundations and Minute Templates

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

Assessing Fidelity of Implementation

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

All materials, including meeting templates and training videos, can be found on <https://www.pbis.org/training/tips/tips-materials>.

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OFFICE DISCIPLINE REFERRAL SYSTEM

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 and 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



SYSTEMATIC PROCEDURES FOR OFFICE DISCIPLINE REFERRALS

By: Erica Lehman, M.Ed.

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

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

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

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

Overview of General Considerations

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

Assessment: Considering Whether ODR Reform Is Indicated

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

applicable)

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

Intervention: Initiating ODR Reform

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

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

Intervention: Implementing ODR Reform

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

to ODRs.

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

Intervention: Providing Teacher Reinforcement for ODR Reform

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

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doi:10.1007/s11414-012- 9290-2

BEHAVIOR MANAGEMENT TRAPS

The following guide describes common behavior management traps and suggestions to avoid such traps and improve student behavior.

TRAPS AND SUGGESTIONS

Passionate Discipline

.....

Sometimes, we often get caught into making our discipline full of emotion and passion. This is the most common, and most difficult to break.

How to get out of this trap:

- 1 Use matter-of-fact discipline in most cases (e.g., be aware of nonverbal language)
- 2 Quote classroom rules that were broken
- 3 Point to the rule violated
- 4 Give messages that limit/correct behaviors on cards or post-it notes

Too General

.....

Phrases like "be good," "do what you are supposed to do," "act appropriately/responsible," and "do your best" often lead to trouble as they are far too general for students with behavior disorders.

How to get out of this trap:

- 1 Be very specific in what you want (behavior specific language)!
- 2 Use self-monitoring techniques
- 3 Designate by number the rules to be followed to earn a privilege

Cure - All

.....

Students with behavioral disorders come with multiple problems. We sometimes want to use interventions that we hope will "cure" the most or all of a student's problems. Instead of trying to fix everything, try the following suggestions to get out of this trap:

- 1 Pick the 1 or 2 most disruptive/disturbing behaviors
- 2 Determine ways to define increments of progress (i.e., discuss the ultimate goal, define troubling/goal behaviors, and set reinforcement)

Preaching/Moralizing Trap

When a student repeatedly fails an intervention/correction, we may tell the student things that they've done wrong for several minutes.

How to get out of this trap:

- 1 Practice verbally succinct discipline
- 2 Say less, and the less emotional discipline becomes
- 3 Make verbalizations brief, and make the practical lessons when students are more receptive



Questioning Trap

Using a question may indicate to the student that we are not firm about the request or that we are sarcastic. Sometimes, students may believe that it is acceptable not to respond.

How to avoid the trap:

- 1 Practice making firm, and direct requests in a matter-of-fact manner ("You need to be in your seat" rather than "Is that your seat?")
- 2 Ask appropriate questions in discipline situations, where you truly want an answer.
- 3 If students were observed committing an inappropriate behavior, state that you saw it and follow your normal consequences

Negative Criticism Trap

When a classroom is having serious discipline problems, there is typically a higher degree of negative interactions than positive. We end up saying "No," "stop it," and "Shh..." The behavior does not stop in the long run.

How to avoid the trap:

- 1 Make sure that your positive comments and interactions are higher than the negative.
- 2 When you correct/reprimand, ensure they do not outnumber the positives.

"I Must Win Them Over" Trap

Sometimes, we care so much for students that we think that we must see the change in student behavior, or see the student show positive emotions. When we feel we must see immediate positive results to feel successful, we may demand or force change on the student.

How to avoid the trap:

- 1 Do not always look for the student's attitude to change.
- 2 Be sure you support the student with any positive changes made, no matter the size.

RECOGNIZING AND STAYING OUT OF BEHAVIOR MANAGEMENT TRAPS

Originally Written By: Gary L. Alderman

Teaching students with difficult to manage behavior is wrought with behavior management traps that are often deceptive and subtle in their occurrence. Whether we have taught for 1 year or 25 years these traps are easy to succumb to on a regular basis. So often, as a teacher or in other positions working with students with behavior problems, I have had good management interventions on hand, but these subtle traps caused my strategies to be ineffective. The following will be a description of 7 common traps that those working with students with behavior problems often get into and some suggestions for breaking out of each trap.

1. Passionate Discipline Trap

This trap is one of the most common and also one of the most difficult to break. Several years ago, while observing a class of elementary self-contained students with EBD I saw a perfect example of this trap. Because I arrived at the class late in the day, I wasn't sure of what had happened, but I could tell with one look at the teacher that things were not going well. As I sat in the class, I realized that she was especially irritated with one 10-year-old boy. She walked stiffly over to the student and with strong emotion in her voice and face told the student all that he had not done and what he needed to do. After about a minute of this lecture she concluded by asking the student if he could "possibly do just one paper so that she would feel like he had been in school that day!" The student stared at her during the minute, and when she had finished, he said with a deadpan voice and face (in what I believe to be all sincerity), "Ms. Johnson, you know, you really need to get out a little more often!" The teacher was a little surprised but turned and walked away without comment. I believe that this student's comment was quite revealing. He realized that all the emotion/passion in the world was really not going to change things and he seemed worried about Ms. Johnson's well-being.

This story demonstrates how we often get trapped into making our discipline full of emotion and passion. Some of us may do it in a very subtle way, while others are more demonstrative. Regardless, students usually prefer to see passion and it is often quite reinforcing to them. I sometimes see classrooms where little passion is shown when students are calm, but the instant that correction is needed, passion in the teacher is evident. When this occurs, we are often teaching the student that they must act out to get a reaction.

The keys to getting out of this trap are as follows: (1) use dispassionate or matter-of-fact discipline in most cases. It is important that teachers are aware of how they respond during discipline moments. Video and audio taping (although very painful to watch) are very helpful in revealing ways in which our discipline may be more passionate than we realize. More specifically, it is important to be aware of facial expressions, voice tone, and use of body language as we interact with students in those difficult times. It is important to not unconsciously grimace or change your voice tone to a higher octave during corrections. Rhodes, Jenson, and Reavis (1993) describe the "precision request" in which teachers are to give reprimands in a simple three step process as follows: a) Please, if no compliance then b) I need you to, if not compliance then c) administer

a mild negative consequence. This can be helpful in being more dispassionate, especially when we tend to escalate our passion as we are required to repeat a reprimand or request a number of times. (2) Quote a classroom rule that has been broken. (3) Point to the classroom rule being violated. (4) Give messages that limit or correct behaviors on cards or Post-it notes. Sometimes the less we verbalize our discipline, the less emotional we will become.

2. Too General Trap

I remember as a teacher telling a student that if he would “behave” during the remainder of the activity, then he would be able to go on to the next more fun activity. During the remaining 10 minutes of the activity he exhibited about 60% appropriate behaviors and 40% inappropriate behaviors. At the designated time I informed him that he would not be able to move to the next activity because of his inappropriate behaviors. He consequently became very upset and detailed for me all of the appropriate behaviors that he had exhibited and, in his mind, felt strongly that these behaviors constituted “behaving”. A power struggle ensued. Using terminology such as “be good,” “do what you are supposed to do,” “act appropriately,” “act responsible,” and/or “do your best” will often get us into trouble because these requests for the student with a behavior disorder are far too general. We know that students are experts at finding loopholes in what we say to them. Giving students broad or undefined requests or consequences often leads to an even greater discipline problem.

Suggestions for staying out of this trap include: (1) Be very specific in defining what you want and what will happen as a result. If you have a student who gets out of his or her seat, talks to others, and does not finish all of his or her work during a designated work time, it would be important to say, “If you stay in your seat for the next 15 minutes, do not talk to anyone around you, and complete all of your work, then you will be able to go to break with the rest of the class.” Then ask, “What are the three things you need to do?” A lack of time and too many things to do often hinder us from being this specific with students, but in the end, we spend much less time when we are detailed. (2) Use self-monitoring techniques. Sprick, Sprick, and Garrison (1993) give excellent examples of ways to use this technique. Setting up a sheet or card with specific behaviors needed by the student and allowing them to mark them as they are accomplished allows the student to know exactly what your expectations are for their behavior. These self-monitoring sheets can be used for specific problem times and do not have to be used all day. (3) Designate by number the rule(s) to be followed during a specific activity in order to earn a privilege. I often find that teachers have a great set of rules posted in the room, but they rarely refer to them or use them in a concrete way.

3. Cure-All Trap

Most of our students with behavioral disorders come to us with a multitude of problems. They usually don’t have just one problem. Because we want students to “get better” quickly we sometimes get trapped into developing and using interventions that we hope will “cure” most or all of a student’s problems. For example, if we have a student who is verbally abusive to others, has significant problems in reading, has poor concentration skills, and blurts out regularly in class, we may attempt to use a point system to resolve all of these issues. When the point system works for two of these behaviors but not the other two, then we often conclude that he is not

responding to the point system and try another intervention. When that intervention does not fix all the behaviors then we try another and another. Again, because the demands of teaching are so varied and time consuming we hope that single interventions will handle multiple problems. Unfortunately, this may not be the case. As we constantly change our interventions, a student gets the sense of power that he or she can sabotage our attempts to make changes.

Instead of trying to fix everything, the following is suggested: (1) Pick the one or two most disruptive and disturbing behaviors of a student (the same principle would apply to multiple problems with a whole class) and concentrate on developing an intervention for this behavior(s) only. Sometimes other less severe behaviors can wait. This may sound a little scary at first, but in the end, interventions will often generalize to the other nontarget behaviors. (2) An effective intervention that I have used with a number of students for both defining the one most severe behavior and working on increments of progress is something I call the Behavioral Continuum Form. Steps for using this form are as follows: first, discuss with the student the ultimate goal behavior that would need to be exhibited to earn the total of some preset reward. Second, very specifically define the one behavior that is presently getting the student into the most trouble (and subsequently keeping the student from getting reinforcement). And third, define with the student the two or several behaviors that, although not the ultimate goal behavior, will progress toward the final desired behavior. Then, set reinforcement for the behaviors that move toward the goal behavior. The following is an example of the Behavioral Continuum:

In this example, the numbers represent points that can be received for each behavior. The continuum can be expanded to more than two points so that there are a greater number of incremental steps toward the goal behavior.

4. Preaching/Moralizing Trap

I have sometimes had a tendency to turn discipline into a sermon. When a student has repeatedly failed to respond to an intervention or correction I have caught myself telling the student everything they have ever done, everything they are presently doing, and everything that will now happen to them in the future. This is the trap of using preaching and moralizing instead of effective discipline. A middle school teacher recently shared with me that she believed she was finally reaching a very difficult student by giving him one of her best “sermons.” After several minutes of preaching, she asked him if he understood what she was trying to say to him. He responded with “You sure do have big pores in your nose!” We often hear that kids listen to the first 20 seconds of the content of what we say and then they start looking at body language. After 20 seconds, we may begin to sound like the teacher in the Peanuts cartoon.

Staying out of this trap involves the following: (1) Practice verbally succinct discipline. The less we say, the more the student will probably hear. (2) Say less and the less emotional the discipline becomes. (3) Make verbalizations to students in those “negative” times as brief as possible and save the moral or practical lessons for times when the student is more receptive. It is probably true that many of our students with behavioral disorders have been preached to so often during discipline that they may be immune to the moral lessons they have so often heard as a part of discipline. (See Seeman, 1988 for suggestions on ways to prevent discipline problems through language and style).

5. Questioning Trap

“Did I tell you to sit over there?” “Is that what you are supposed to be doing?” “How many times have I told you not to say that?” “Could we please have it quiet in here?” Do any of these sounds familiar? When I need to give a student a direct command, reprimand, or request, I often fall into the trap of repeatedly asking questions. I do not really want an answer and if I get one then I sometimes get more upset with the student. Using a question may indicate to the student that we are not firm about the request or it may indicate that we are being sarcastic. Questioning when we are really requesting, sometimes leads the student to think that it is okay to not respond to the questions for which we really do not want an answer. Another type of questioning trap occurs when we see a student engaged in a misbehavior, such as tripping another student, and we address the student by immediately asking them what they were just doing. As adults we should remember that from the student’s perspective they are probably thinking, “Well, if the teacher is asking me about the behavior then maybe they didn’t see it happen.” The student thinks he or she has a 50-50 chance and will say “I didn’t do anything.” The cycle worsens because now the issue is not only that the student has acted inappropriately, but he or she has also been dishonest about it.

This is one of the toughest and most subtle traps because asking questions becomes a habit. To stay out of the questioning try the following: (1) Practice making firm, direct requests in a matter-of-fact manner for student compliance. For example, be sure to say “You need to be in your seat,” rather than “Is that your seat?” (2) Ask appropriate questions in discipline situations. These are questions where you truly want an answer. For example, “Is what you are doing right now helping you to complete your work?” (see Glasser, 1965) or “Would you like to choose to stay in your seat or choose the other designated area in which to work?” (3) If students are observed committing an inappropriate behavior, rather than question them, simply state that you saw what happened and follow your normal consequences.

6. Negative Criticism Trap

One of the first things I do when going into a classroom to observe is to perform a negative to positive ratio of comments and interactions. Almost without fail, I find that classrooms with the least amount of disruption from the difficult student(s) have a higher rate of positive interactions than negative. Likewise, when a classroom is having serious discipline problems, I almost always see a high degree of negative interactions between the teacher and students. This trap occurs so easily because we are busy and need certain behaviors to stop immediately. We end up spending our day saying, “No,” “Stop it,” “Shhh...,” “Get to work,” and “Not in here you don’t.” Another reason this trap is so easy to fall into is because it often gives us some immediate reinforcement. When we say “Stop it,” the student will temporarily stop what he or she is doing. The cessation of the behavior reinforces our saying “Stop it” and we continue to make negative remarks. Unfortunately, the behavior does not stop in the long run and often escalates as time goes on. Whatever gets the attention will usually increase in frequency and duration!

To stay out of this trap, follow these suggestions: (1) Make sure that your positive comments and interactions with students are higher than your negative ones. This does not mean that you should walk around the classroom praising students for everything they do. Students will

eventually see you as insincere. The point is to give attention in a way that is natural and comfortable to you as well as age appropriate for the student. (2) When you do correct or reprimand, be sure that these negative interactions do not outnumber your positive interactions. Some teachers have audio taped their class or kept a written record to determine their positive to negative ratio. Another suggestion for assessing your positive to negative ratio is the “bean” method. At the start of the day put a handful of dried beans in your left pocket. Each time you have a positive interaction with a student transfer a bean to your right pocket. Assess your progress and try to increase the number of beans you have in your right pocket at the end of the day.

7. “I Must Win Them Over” Trap

Because I care, I think I must see the student change or see the student show positive emotions before my eyes. I recently had an experience where a student, with whom I had worked years ago, sent a letter to tell me how well he was doing in school and to thank me for how much I helped him. I was shocked! During the time that I worked with this student, I visibly saw no changes. In fact, he seemed to get worse during the school year. Many difficult-to-manage students will never show us that they are “better” or acknowledge that we have helped them. When we feel we must see immediate results to feel successful, then we may demand or force change and end up in a power struggle with the student.

Instead, to avoid this trap try the following: (1) Do not always look for the student’s attitude to change. Sometimes the behavior gets better but the attitude stays the same. (2) Be sure you support the student with any positive changes made, even though they may seem quite small. We usually have our students for a year at a time. We can only hope to make some changes in them; we don’t have to cure them of all of their ills.

In addition to the above traps, I am sure each person can think of some traps of their own they fall into when working with difficult students. If you find yourself relating to many of these aforementioned traps, be careful not to be discouraged, you are in good company. All of us know what it feels like to be “trapped” and to even see it coming, but still step directly into the trap. Hopefully, by being more aware of these and/or other known traps we will get better at recognizing them and therefore be able to better assist students in managing their behavior.

**Procedures & Information:
BEHAVIOR SUPPORT
STAFFING & SYSTEMS**

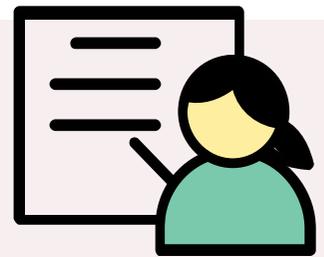
SYSTEMS-LEVEL BEHAVIOR SUPPORT

The following guide aims to describe the benefit of staff professional development for behavior support strategies and provide tips for effective training.

OVERVIEW & OBJECTIVES

In order to support teachers and school staff in effectively managing student behavior, ongoing professional development should be provided to:

- (a) sustain the use of evidence-based practices
- (b) build staff capacity to support novel behavior problems
- (c) improve student outcomes through increased access to the educational environment
- (d) reduce the likelihood of teacher burnout



TIPS FOR EFFECTIVE PROFESSIONAL DEVELOPMENT



make it applicable:

ask staff for training requests, or have systematic assessments to determine areas of need

engage the audience:

training formats that allow for practice and feedback (e.g., BST) are more effective in skill development



incentivize participation:

encourage staff members to attend and participate in PD meetings by providing recognition and reinforcement

build in opportunity:

take advantage of mandatory staff meetings for PD, or offer compensation for additional training



recognize exceptional staff:

extend and follow-up on PD efforts by recognizing staff that utilize and implement the strategies discussed in the trainings

SYSTEMS LEVEL BEHAVIOR SUPPORT

By: Vanessa Feola, M.Ed. & Anna Purkey, M.Ed.

Classroom management and disruptive behavior are the most common barriers preventing teachers from providing effective instruction, and these factors are the most likely contributors to teacher burn-out (“Perspectives of Irreplaceable Teachers,” 2013). While many educators feel that behavior management is important, they report feeling under-prepared and under-trained to support students behaviorally (Oliver & Reschly, 2007; “Teaching Tolerance,” 2016). In fact, the National Council on Teacher Quality (Greenberg, Putman, & Walsh, 2014) highlighted that classroom management and behavior support strategies are “everywhere but nowhere” in teacher preparation programs, suggesting that even though the content exists, adequate time is not spent on how to use evidence-based practices for classroom behavior management. Failing to provide teachers with knowledge and experience in behavior support can have negative consequences for teachers and students (Greenberg, Putman, & Walsh, 2014).

In an ideal world, teacher preparation programs would incorporate comprehensive, evidence-based behavior support training in their curricula to prepare teachers to prevent problem behavior before they step foot in the classroom (Greenberg et al., 2014). However, as suggested above, we know this is not often the case. It should also be noted that this problem extends past general education teachers, such that special educators and support staff (e.g., paraprofessionals, classroom aides) receive minimal training in effective, efficient, and acceptable behavior management (Giangreco, 2013). Considering that school districts have little control over the deficit of teacher and staff preparation programs, we recommend shifting our efforts to an area we can support: *ongoing staff training and professional development*.

Supporting School Staff through Professional Development and Systems-Level Change

Professional development (PD) can take many different forms (e.g., training, continuing education, staff development, etc.). Whatever the form, the purpose of PD in education is to improve learning for educators *and students* (Mizell, 2010). By supporting educators to engage in effective academic instruction as well as behavior management, students’ learning outcomes are impacted in a positive way.

Systems-level change to sustain implementation of evidence-based practices within schools focuses on building capacity and the development of effective systems (Sugai & Horner, 2006). With regard to behavior management, the logic is as follows: train teachers to address behavior in a systematic way, and then they will be prepared to adapt this knowledge to address the ever-changing needs of students in schools. Yet, educators are often underpaid and overworked - the thought of additional effort (i.e., PD) on top of an already difficult day-to-day can seem

cumbersome to most school staff. For this reason, it is important to frequently emphasize PD requirements and/or opportunities for school staff, and to incentivize participation and engagement in these efforts.

The selection of PD topics can be driven by areas identified by administration as needing additional development or requests from teachers and staff. PD should incorporate opportunities for explicit instruction as well as opportunities to practice these concepts (Oliver & Reschly, 2007), similar to a behavioral skills training (BST) framework. BST will be discussed later in this manual as an evidence-based teaching strategy for students; not surprisingly, it works for training adults, too. BST follows a four-phase process of: (1) instruction; (2) modeling; (3) practice; (4) performance feedback. Performance feedback is critical in ensuring that school staff can implement behavior support procedures with integrity to promote significant behavior change in their students.

Suggestions for Behavior Support Content

Where does one start with professional development for educators? We recommend building a strong foundational understanding for core behavioral principles, as well as providing real-world strategies for teachers to implement to support their students. The content presented in this manual can be adapted to meet your district’s behavior management training needs. Below are key topics to include in PDs for your faculty and staff:

- **Positive Behavior Interventions and Support (PBIS) Framework.** PBIS is a multi-tiered support system to help students achieve improved academic, behavioral, and social/emotional outcomes. PBIS also focuses on building effective staffing and systems. Read more about PBIS in Section 1: *Procedures and Information*.
- **Thinking Functionally About Problem Behavior.** All behavior serves a purpose, and we can understand this purpose by “thinking functionally” about problematic behaviors in the classroom. Although thinking functionally is an overarching theme, there are specific assessment strategies to determine the function of behaviors. Guidelines for thinking functionally and assessing the function of behavior are outlined in Section 2, *Thinking Functionally About Behavior*.
- **Behavior Support Strategies at Tiers 1, 2, and 3.** Preventative and responsive behavior support strategies can fit into each tier of support (e.g., universal, targeted, individualized) based on their intensity and the severity of the problem behavior. Section 3, *Interventions and Strategies Across Tiers*, outlines specific strategies that can be used at each level of support.
- **Function-Based Behavior Support.** In Tiers 2, 3, and special education, we often use function-based behavior support. This type of support aims to address behavior problems

with interventions that are matched to a specific function and by teaching replacement behaviors. These strategies are outlined in Sections 2-3 of this manual.

- **Data-Based Decision Making (DBDM).** A key component of effective behavior support and systems is the use of data to make decisions about assessment, intervention selection, and student progress. Data ensure an objective approach to decision making in schools. Read more about DBDM in Section 1: *Procedures and Information*.

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ABA COMPETENCY IN SPECIAL EDUCATION

An Applied Behavior Analysis (ABA) practice framework can be used in school-based practice to support students of all ability levels, as well as to create effective and efficient staff and systems.

OVERVIEW & OBJECTIVE

While there are many benefits to employing specialized behavior personnel (e.g., Registered Behavior Technicians [RBTs]) in schools, there are often limitations regarding resources and supervision.

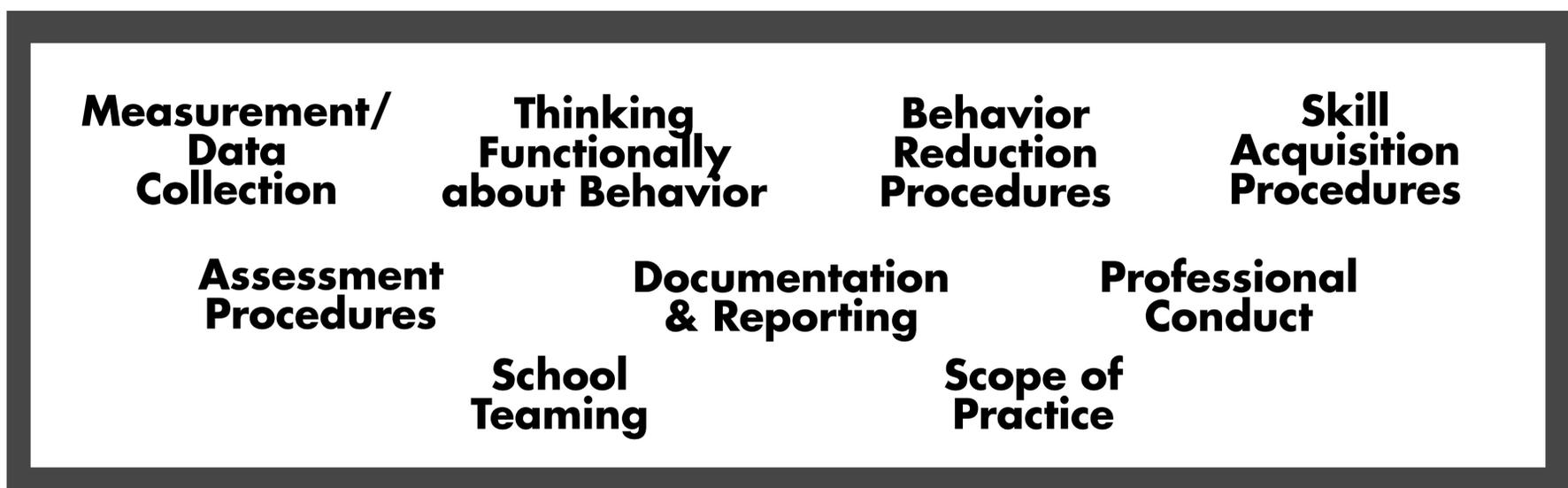
We recommend moving towards ABA competency framework, in which all special education staff receive comprehensive training on positive behavior support at the individualized level.

By providing such training, schools and districts will build capacity to address the behavior needs of a wide range of students.



ABA-Trained Paraprofessionals
in special education,
confident in managing
and preventing
behavior problems

AREAS OF ABA COMPETENCY



APPLIED BEHAVIOR ANALYSIS COMPETENCY IN SPECIAL EDUCATION

By: Vanessa Feola, M.Ed.

Applied behavior analysis (ABA) is a practice framework used to create socially significant behavior change for a wide range of individuals (Cooper, Heron, & Heward, 2007). The principles of ABA can be used in school-based practice to help support students of all ability levels, as well as to create efficient and effective staff and systems (Sugai et al., 2000). Currently, ABA is best represented in schools through two outlets: (1) Positive Behavior Interventions and Supports (PBIS); and (2) functional behavior assessments (FBAs) and interventions, especially for students with disabilities. To learn more about district- and school-wide PBIS, please see Section 1: *Procedures and Information*. Thinking functionally about behavior, as well as information on function-based assessment and support, is detailed in Section 2: *Thinking Functionally About Behavior*.

Specialized Behavior Personnel in Special Education

Students with special education services are often served by licensed teachers, paraprofessionals, district-specific behavior technicians, and sometimes, Registered Behavior Technicians (RBTs). The RBT is an individual credentialed by the Behavior Analysis Certification Board (BACB; <https://www.bacb.com/>) intended to implement behavior intervention plans designed by a Board Certified Behavior Analyst (BCBA).

Historically, RBTs were used for specialized service delivery, such as that of clinical settings and intensive behavior units. More recently, school districts have incorporated RBTs into their staffing, primarily assigned to students with special education classifications. There are a number of differences in what ABA service provision looks like in schools versus clinical settings. See the following table for a comparison of the role of the RBT in school versus clinical/home settings.

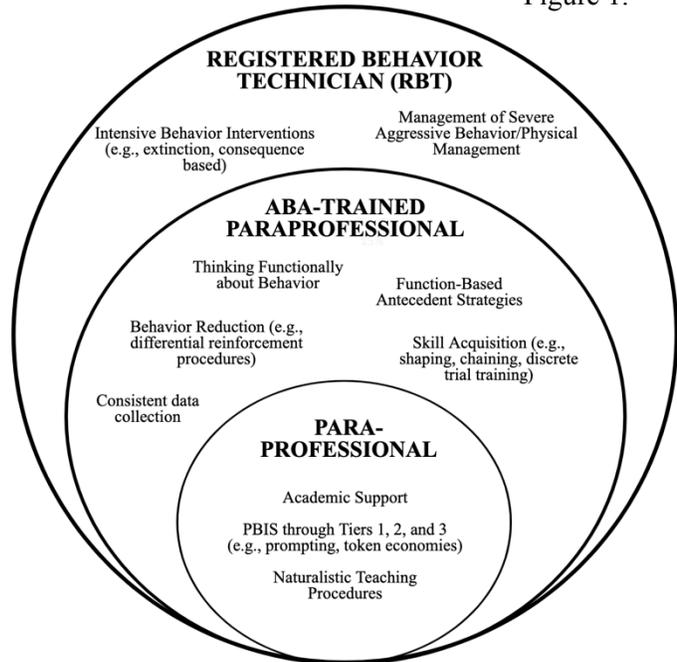
School Setting	Clinic or Home-Based
Skill acquisition focused on <i>academic skills</i> <ul style="list-style-type: none"> • Can address communication/adaptive in severe or life skills classrooms 	Skill acquisition focused on <i>adaptive skills</i> <ul style="list-style-type: none"> • e.g., activities of daily living, functional communication, pre-academic
Behavior reduction with <i>positive-reinforcement</i> based procedures	Behavior reduction uses <i>positive-reinforcement</i> procedures, but can incorporate <i>other consequence</i> interventions as necessary
<i>Function-based</i> supports to help learners	

<p>Reliance on <i>data</i> to determine progress and adjust interventions - potentially tied to IEP goals</p> <p>Helps students learn from <i>whole-group, small-group, and individual instruction</i></p> <ul style="list-style-type: none"> • Supports observation and modeling of peers, promotes <i>social interactions</i> <p>Extends <i>maintenance and generalization</i> of skills to new environments</p>	<p><i>Function-based</i> supports to help learners</p> <p>Reliance on <i>data</i> to determine progress and adjust interventions</p> <p>Uses <i>1:1 instruction</i>, some small-group if opportunities are available</p> <p>Teaches skills/behaviors in a <i>highly controlled environment</i></p>
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Towards ABA Competency for All Special Education Staff

While there are many benefits to having RBTs in schools, limitations regarding resources--particularly in providing supervision compliant with BACB requirements--often limit the capacity of schools to employ these individuals. We recommend moving toward an ABA competency framework, in which all staff working in self-contained special education classrooms or assigned to specific students with challenging behavior receive *comprehensive training on positive behavior support* at the individualized level. By providing intensive training across all levels of staff (e.g., administrators, teachers, paraprofessionals), schools and districts can build capacity to address the behavior needs of a wide range of students. Focusing on paraprofessionals as the direct service provider, this sub-group of staff is alarmingly under-trained and under-prepared to deal with challenging behavior.

Figure 1.



In parallel with the BACB guidelines for RBT competencies, an ABA trained paraprofessional would obtain a similar ABA skill set to be used specifically in school-based settings. They would be supervised by their teacher or district specialist, who would undergo a comprehensive ABA training focused on program development and supervision. Figure 1 depicts the proposed role of typical paraprofessionals, ABA trained-paraprofessionals, and RBTs in the school system. As illustrated, the duties are additive and there is a large amount of overlap in the ABA-trained

paraprofessional and RBT role, indicating the potential for reallocated efforts to maximize effective use of resources while maintaining high-quality service delivery to students.

ABA Competencies

The following checklist has been adapted from the BACB RBT Task List to fit the role of paraprofessionals in schools. It is recommended that school districts provide comprehensive training on the following topics for all paraprofessionals working with students in special education. Subsequently, each paraprofessional should undergo a “Competency Check,” facilitated by their direct supervisor, in which they demonstrate proficiency in each of the areas through role-play simulations. Upon completion of this Competency Check, they fulfill requirements to be considered an ABA-trained paraprofessional.

Paraprofessional ABA Training Content	
Measurement	Generate operational definitions of behavior Demonstrate the following measurement procedures: <ul style="list-style-type: none"> ● Frequency ● Duration ● Intensity ● Latency ● Interresponse time ● Percentage (opportunity-based data) ● Partial interval recording ● Whole interval recording ● Momentary time sampling <ul style="list-style-type: none"> ○ Response discrepancy ● Permanent product recording Enter data Graph data Contribute to the data-based decision making process
Assessment	Conduct preference assessments Understand skill vs. performance deficits Assist with individualized assessment procedures Assist with functional assessment procedures
Thinking Functionally	Understand the functions of behavior Conduct ABC observations and collect data Understand the contribution of motivating operations/setting events on behavior
Skill Acquisition	Understand and implement the following: <ul style="list-style-type: none"> ● Basics of reinforcement ● Reinforcement schedules ● Discrete trial teaching

	<ul style="list-style-type: none"> ● Naturalistic teaching ● Task analysis ● Discrimination training ● Stimulus control transfer ● Prompt and prompt fading ● Generalization and maintenance ● Shaping ● Token economy
Behavior reduction	<p>Understand and implement the following:</p> <ul style="list-style-type: none"> ● Antecedent interventions ● Extinction ● Differential reinforcement procedures ● Crisis and emergency procedures
Documentation and Reporting	<p>Engage in effective communication with supervisor Seek appropriate supervision Generate objective session/home notes Comply with mandatory reporting requirements Comply with data collection, storage, transportation, and documentation requirements</p>
School Teaming	<p>Work collaboratively with the teachers, paraprofessionals, and related staff on a student's educational team Participate in the Team Initiated Problem Solving (TIPS) process</p>
Professional Conduct and Scope of Practice	<p>Understand the ABA trained paraprofessional's role Respond appropriately to feedback Communicate with stakeholders as authorized Maintain professional boundaries (e.g., dual relationships, conflicts of interest, social media) Maintain client dignity</p>

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<https://doi.org/10.1177/109830070000200302>

SECTION 2:

THINKING FUNCTIONALLY ABOUT BEHAVIOR

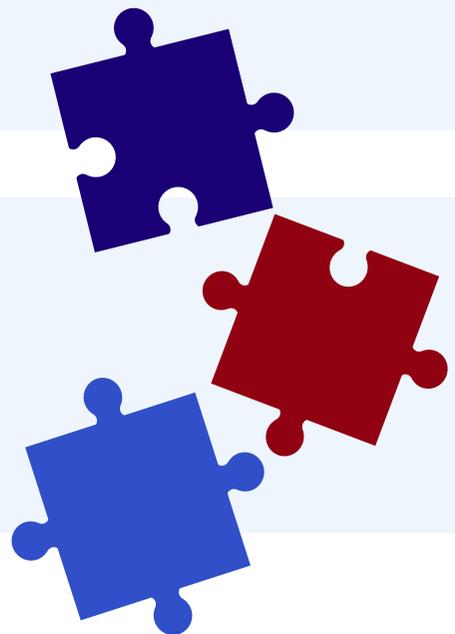
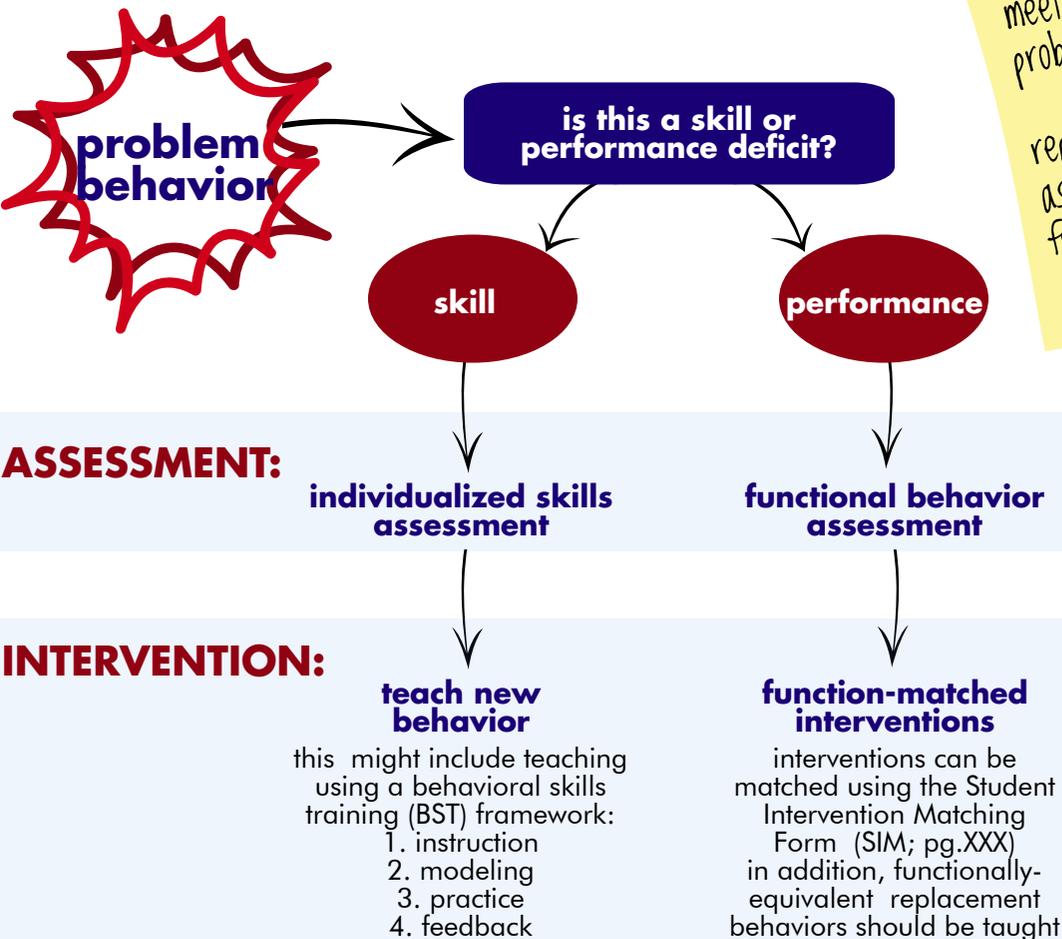
ASSESSMENT-INFORMED INTERVENTION PLANNING

Successful interventions, especially at the Tier 2 and Tier 3 level, should be based on comprehensive assessment of the problem behaviors.

OVERVIEW & OBJECTIVES

The following flowchart aims to provide a guide for the assessment process, and how assessment results can inform selection and implementation of interventions.

Replacement Behavior
= an appropriate behavior that meets the same function as the problem behavior.
replacement behaviors can be taught as part of a skill-building or function-based intervention.



ASSESSMENT FOUNDATIONS

By: Vanessa Feola, M.Ed.

Behavioral assessment is imperative in understanding where to allocate intervention efforts. Along the lines of data-based decision making, assessment-informed intervention allows educators to have an objective, empirically supported approach to understanding and supporting problem behavior.

The first thing to consider in behavioral assessment is whether the student is displaying a skill deficit or performance deficit, as outlets for assessment and intervention will look different accordingly. A skill deficit, sometimes called “can’t do,” refers to when a student does not possess the skills necessary to engage in a specific behavior or task. On the other hand, a performance deficit (“won’t do”) refers to when a student has the target skill or behavior in their repertoire, but they do not consistently use it.

With a skill deficit, the key to understanding exactly how to intervene is to determine the skills needed to engage in the target behavior. This typically requires an individualized skills assessment, that uses techniques such as task analyses or discrete trials to assess the level at which a student is performing. Specific individualized assessment procedures are beyond the scope of this manual, but an example of an individualized skills assessment would be the Verbal Behavior Milestones and Placement Program (VB-MAPP; Sundberg, 2008). Once target skills are identified for intervention, teaching procedures such as behavioral skills training (BST), discrete trial training, and naturalistic teaching can be used to support the student to engage in the target behavior.

Performance deficits require a different type of assessment since we know the student possesses the skill or behavior in their repertoire. In this case, we use functional assessment procedures, which are outlined throughout Section 2 of this manual. By “thinking functionally,” we can understand why the behavior is occurring and determine the best way to intervene. Most often, functional assessments lead to function-based behavior intervention plans that may include antecedent and consequence strategies, as well as replacement behaviors. Continue in the manual to learn more about functional assessment procedures and interventions.

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THINKING FUNCTIONALLY

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.

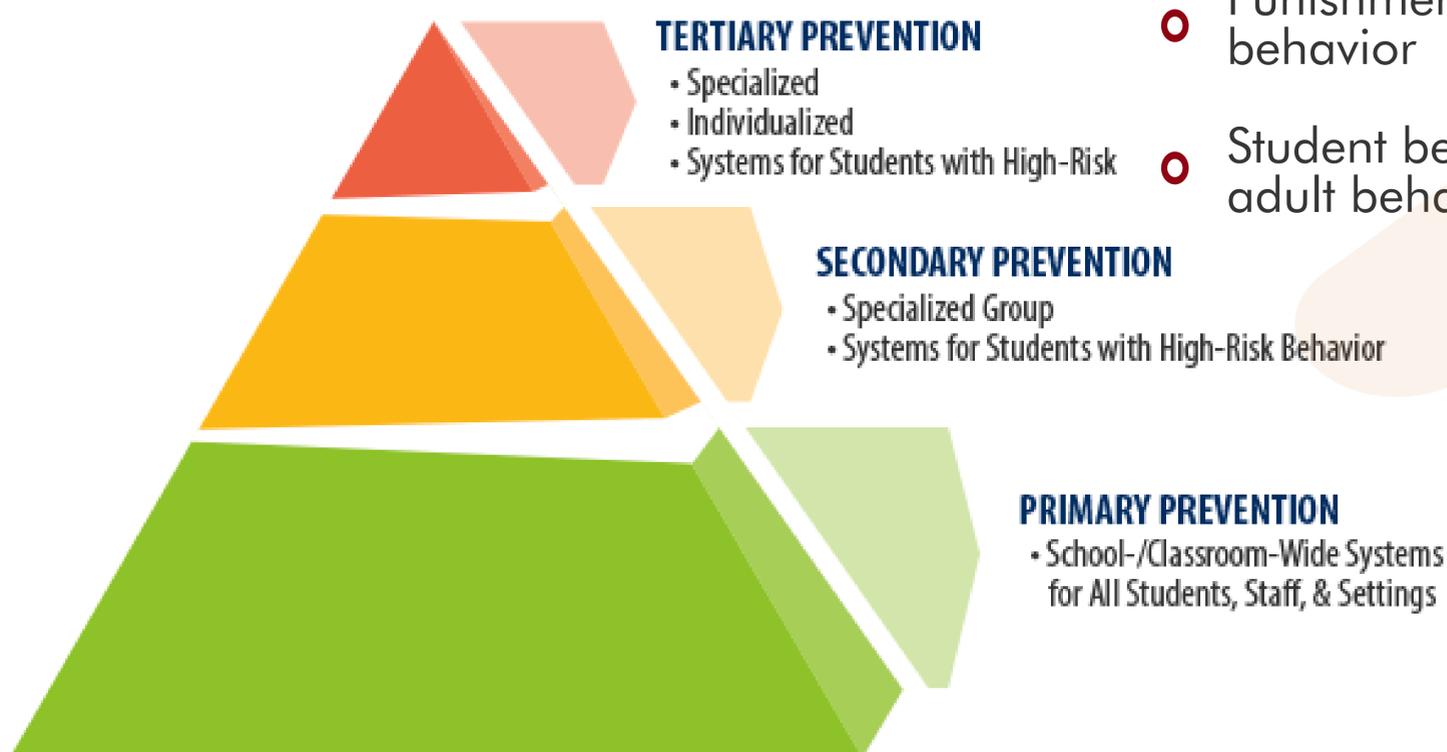
In the same way children in schools are taught to read, multiply, and divide, they should also be taught how to behave.

Behavioral Explanations of Human Behavior

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

Principles of PBIS

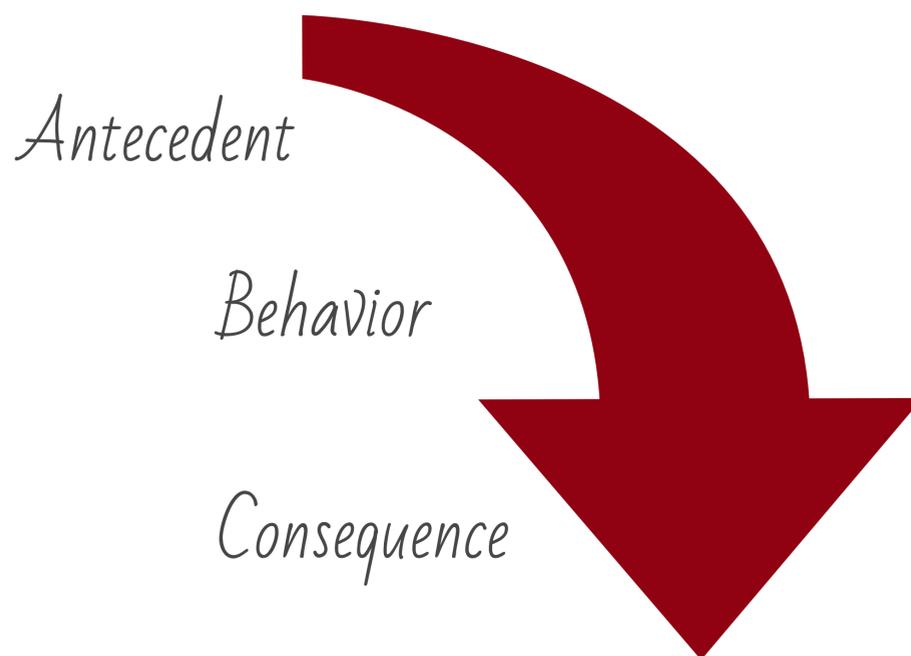
- Behavior is "learned" and can thus be unlearned
- Punishment does not teach new behavior
- Student behavior will not change until adult behavior changes



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



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?

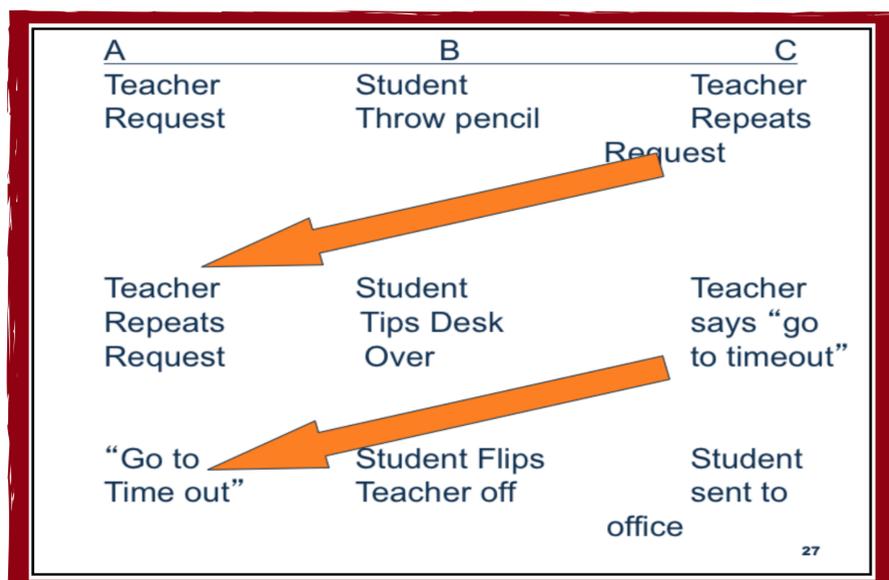
Non-examples of problem behavior functions:

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.

THINKING FUNCTIONALLY ABOUT PROBLEM BEHAVIOR

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

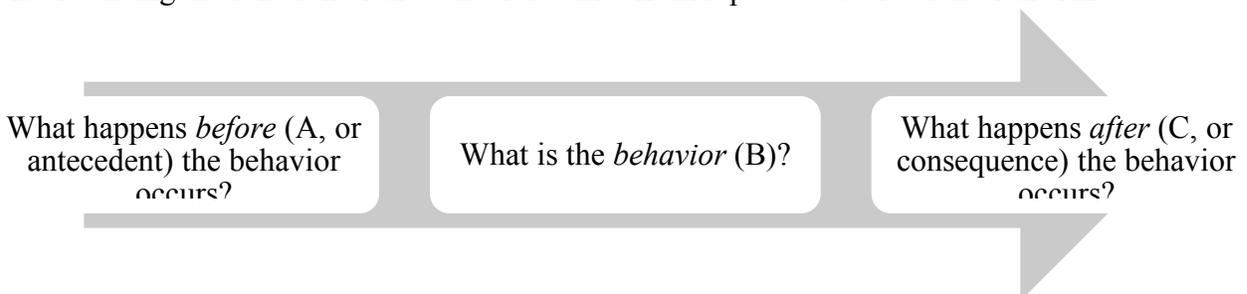
When problem behaviors occur in the classroom, humans have natural, individual tendencies to clamp down on rule violators, extend the continuum of aversive consequences, consistently use punishment, and establish the “bottom line.” These responses naturally occur because we select interventions that produce immediate relief from aversive situations; this may be done by removing the student, removing ourselves, modifying the physical environment, or assigning responsibility for behavior change to the student and/or others. However, punishing students and problem behaviors without proactive support systems is actually associated with increases in aggression, vandalism, truancy, and dropping out (Mayer, 1995; Mayer & Sulzar-Azaroff, 1991).

Positive Behavior Support (PBS) assumes the following: (a) behavior is “learned” and can therefore be unlearned; (b) punishment does not teach new behavior (i.e., it teaches students what not to do, but not an alternative behavior); (c) student behavior cannot change until adult behavior changes. In order to understand human behavior, however, it is imperative to consider any probable cause. Biophysical (e.g., genetic and hereditary effects, biochemical explanations, or brain damage), developmental (e.g., psychoanalytic theory or stage theory of cognitive development), and behavioral (i.e., obtaining pleasant consequences and avoiding unpleasant consequences) factors may better explain human behavior. While some of these factors may not be easily addressed, or cannot be directly addressed, practitioners must focus on what can actually be changed.

Considering the Function of a Behavior

Considering possible behavioral explanations can help determine why students are demonstrating problem behavior. First, behavior can be viewed as communication – what is the behavior communicating? Second, practitioners can examine the environment to determine the function that the problem behavior serves – what is the student getting out of continuous engagement in the problem behavior? Typically, the student may engage in problematic behavior for two reasons: to obtain something desirable, or to avoid something unpleasant.

Understanding the function of the behavior comes from repeated observation of the ABCs:



The function of the behavior may be one, or a combination of the following:

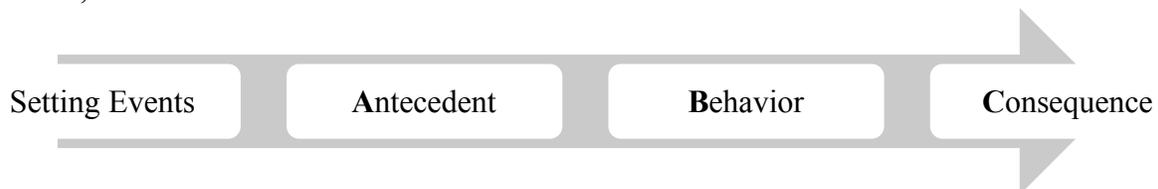
1. To get something (access): tangible items (e.g., food, drinks and toys) and attention (e.g., teacher, parents, or peer)

2. To get away from something (escape): academic demands and instruction, and/or non-preferred tasks
3. To feel pleasure/body awareness (automatic): repetitive motor movements (e.g., hand flapping), or self-injurious behavior

Some *non-examples* of problem behavior functions are: (a) power; (b) repressed anger; (c) paybacks; and (d) because they have ADHD (or some other label).

Setting Events

Setting Events (SE) are environmental events that have an indirect impact on problem behavior. They *momentarily* change the value of the reward or punishment associated with the behavior, therefore either increasing or decreasing the likelihood that the behavior will occur. They can be removed in time, or occur simultaneously as the antecedent. The cycle of problem behavior, therefore, looks like this:



It is possible for SE and antecedents to be confused. It is important to remember that SE “*set up*” the problem behaviors, while antecedents “*set off*” the problem behavior. The following is a list of examples of setting events, impacting the likelihood of the problem behavior:

1. Missing breakfast
2. Crowding in the cafeteria
3. Having a fight on the way to school
4. Bad grade on a test
5. Substitute teacher
6. Forgetting to take allergy medication

Adult Behavior Change

In order to produce the most behavior change, the following adult behaviors and factors may be adjusted: curriculum/teaching styles, explicit assignment expectations (e.g., providing models, grading rubrics), providing daily schedules, and increasing the positive to negative ratio with the student.

Conclusion

In conclusion, the function of the problem behavior (“why”) should be considered prior to intervention. In order to prevent problem behaviors and greater intensity, practitioner should intervene early by teaching, monitoring, and rewarding the student for appropriate behavior prior to considering punishment strategies. Lastly, any intervention, interaction style, and behavior can be changed through reconsideration of goal behaviors, changing the antecedents, and adjusting the consequences to increase effectiveness.

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**Thinking Functionally About Behavior:
FUNCTION-BASED
ASSESSMENT**

FBAS AND BEHAVIOR PLANS

Functional behavior assessments seek to identify the purpose, or function, or problem behaviors. The following aims to describe this assessment, as well as potential behavior plans.

OVERVIEW & OBJECTIVE

A functional behavior assessment (FBA) is an individualized problem-solving process for addressing student problem behavior and seeks to identify the function of problem behaviors that a student may be exhibiting.

FBAs identify and describe problem behaviors in objective terms, measure them, and identify the related events that occur prior and immediately after the behavior. As a result, behavior consultants and their respective teams can hypothesize potential behavior functions based on the collected data, and can further inform potential behavioral interventions.

Did you know?

The Individuals with Disabilities Education Act requires FBAs when:

- A student with a disability has been removed from school for > 10 cumulative school days
- Misconduct is determined to be due to the student's disability
- Parents/guardians object to a change in placement
- The student with a disability has committed a safe-school violation

Indirect FBAs

This type of FBA does not involve direct observation of the behavior; rather, it involves other data-collection strategies.

Review of existing behavioral records, behavioral checklists, rating scales, and interviews with teachers, parents and students are all used during an indirect FBA.

Descriptive (Direct) FBAs

This type requires observation and active documentation of antecedents, behaviors, and consequences.

Methods for conducting this type of FBA include ABC recording, scatterplots, systematic direct observation, and using other rating scales such as the Brief Behavior Rating Scale (BBRS)

FUNCTIONAL BEHAVIOR ASSESSMENTS AND BEHAVIOR INTERVENTION PLANNING IN SCHOOLS

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

Problem behavior is often challenging and stressful to deal with, particularly in the classroom. When students exhibit such behavior, however, there is often a purpose: they are trying to communicate. A functional behavior assessment (FBA) is an individualized problem-solving process for addressing student problem behavior and seeks to identify the purpose, or function, of the problem behavior (What Works Clearinghouse [WWC], 2016). A FBA process involves collecting information about the environmental conditions that precede the problem behavior (antecedents) and the events that occur afterwards and reinforce the behavior (consequences; WWC, 2016). An intervention report conducted by WWC determined that FBA-based interventions yielded potentially positive effects for students identified with or at-risk for an emotional disturbance in the areas of school engagement and problem behavior (WWC, 2016). The Individuals with Disabilities Education Act requires that functional behavior assessments must be conducted when:

- A student with a disability has been removed from school for more than 10 cumulative school days, and the misconduct is determined to be a manifestation of the student's disability.
- The parents object to a change in placement or additional suspension time.
- The student with a disability has committed a safe-school violation.

The general components of a comprehensive FBA include: (a) identifying problem behavior; (b) describing the problem behavior in objective terms; (c) measuring the magnitude of said behavior; (d) identifying the antecedent, individual and consequence variables that influence the occurrence of the behavior; (e) the function of the behavior has been hypothesized; and (f) the FBA contributed to a function-based intervention to address said behavior (Steege & Watson, 2009).

Types of Functional Behavior Assessments

The two types of FBA that are generally used are **indirect** and **descriptive (direct)** methods. Functional analyses, another type of behavior assessment, involves the rigorous experimental testing of function hypotheses; while important, we will discuss the other types. Indirect data collection methods include reviewing existing behavioral records (e.g., office discipline referrals), using behavioral checklists and/or rating scales, and conducting interviews with teachers, parents, and the students to provide insight as to why the behavior occurs (What Works Clearinghouse, 2016). There is no direct observation of the behavior with this type of FBA (Hanley, 2012). Behavior consultants are given the opportunity to talk with the individuals who deal with the behavior directly (consultees) and may be the student's teacher or parent. Function-based interviews help provide further information about the conditions which prompt and reinforce the behavior. The *Open-Ended Functional Assessment Interview* (Hanley, 2012) is an example, asking questions that focus on an objective description of the behavior (i.e., "What does it look like?"), potential antecedents and consequences (e.g., "How do you and others react

to the problem behavior?”), and possible behavior functions (e.g., “Why do you think he/she is engaging in the problem behavior?”). In contrast, the *Questions About Behavioral Function* (QABF) form is a closed-ended Likert-scale that requires raters to determine the frequency of certain behavior functions (Paclawskyj et al., 2000). At the conclusion of rating each item, responses are integrated and reveal the most likely behavior function (i.e., attention, escape, non-social, physical, and tangible).

Descriptive methods of data collection differ in that they include the direct observation of the student in the environment which the behavior reportedly occurs. This type of assessment requires observation and documentation of antecedents, behaviors, and resulting consequences. Four ways to conduct a descriptive FBA are: (a) A-B-C recording; (b) scatter plot; (c) systematic direct observation; and (d) using the Brief Behavior Rating Scale. A-B-C recordings function to identify the association between various contexts, antecedents and consequences of behavior. Checklists can serve as efficient methods to record occurrences of problem behavior by having the teacher (or whichever adult is with the student) record start/end times and check off the context, preceding events, and resulting consequence. Scatter plots seek to identify patterns related to problem behaviors and specific time periods; adults record which time slot the problem behavior occurred. Systematic direct observations, on the other hand, may require momentary time sampling in which the consultant notes the student’s behavior (i.e., disruptive, engagement in the relevant academic task, or inattention) every 15s for 20 minutes.

The Functional Behavior Assessment Process

If a teacher observes that a student frequently engages in problem behavior, a FBA may be warranted. The following outlines an example of the referral and assessment process:

- Referral is made to the behavior consultant/behavior team
- Consultants ensure that tier 1 classroom management strategies are established and maintained
- Consultants ensure that tier 2 intervention strategies have been attempted and implemented with fidelity
- Indirect FBA methods are utilized, including use of:
 - Open-ended functional behavior interview forms
 - QABF
 - Review of student records, including behavior records (e.g., office discipline referrals)
- Descriptive FBA methods are employed, including:
 - Direct observations (e.g., systematic direct observations; at least three observations)
 - Teachers conducts A-B-C recording data for at least two weeks
- Completion of the FBA report which describes:
 - Operationally defined problem behavior
 - Relevant setting events (e.g., insufficient sleep)
 - Previously attempted interventions
 - Observed antecedents
 - Hypothesized functions

- Function-related recommendations
- Development of individualized behavior intervention plan (BIP) that is based on the results of the FBA

Function-Based Interventions

At the conclusion of the FBA, results should inform potential interventions that match the hypothesized behavioral function. When crafting the plan, it is important to note the following:

- Include replacement (alternative) behaviors for the student to engage in
- Provide a clear overview of the problem and include all relevant details
- Include information and resources for data collection
- Include explicit instructions and information regarding training, implementation steps, and individuals who will participate
- Provide antecedent and consequence strategies
- Maximize reinforcement and minimize punishment

Examples of Function-Based Interventions

The following is a list of some suggested interventions and strategies organized by behavioral function (Sheridan & Witte, n.d.)

- **Attention**
 - Positive adult attention (e.g., wandering the classroom randomly and being physically close to students who often engage in problem behavior)
 - Positive peer attention (e.g., peer tutoring)
 - Increased proximity to the student (e.g., moving the student's desk closer to the teacher's)
- **Escape**
 - Offering task choices (i.e., which task to complete, where task can be completed)
 - Incorporating student interests into academic activities
 - Modification of task completion (e.g., using white boards rather than worksheets)
- **Tangible (obtaining preferred objects/activities)**
 - Mix highly, moderately and non-preferred activities throughout the day to allow students opportunities to engage in preferred activities
 - Increasing accessibility to preferred items

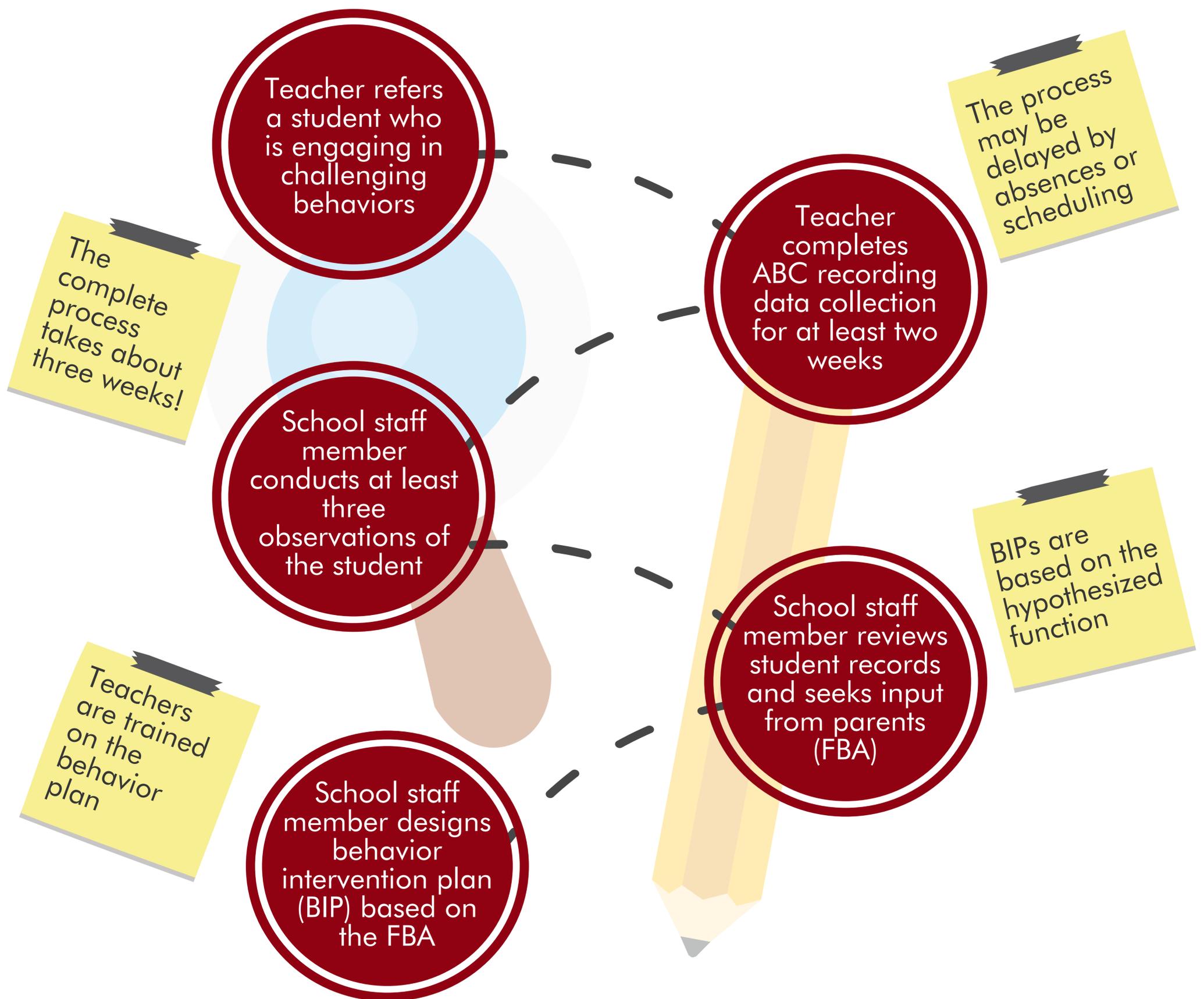
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THE PROCESS OF SCHOOL-BASED FBAS

The following guide aims to describe the behavioral intervention process from referral to Behavior Intervention Plan.



CONDUCTING FUNCTIONAL BEHAVIORAL ASSESSMENTS

By: Tevyn Tanner, M.Ed. & Momoko Yamashita,
M.S.

Rationale

Functional behavioral assessments (FBA) are conducted in schools to determine the relationship between the environmental conditions that both trigger and maintain student problem behavior.

Identifying the purpose of problem behavior is essential for guiding the development of positive behavioral interventions that match the behavior's functional qualities (i.e., escape from tasks, access to attention or tangibles, automatic/sensory). In theory, these interventions provide the student access to the desired reinforcer by engaging in an alternative, more appropriate behavior. Interventions based on FBA have been shown to significantly decrease and prevent problem behavior at the various levels within School-Wide Positive Behavior Intervention Supports (SWPBIS) (Loman & Borgmeier).

The following procedures will describe (1) steps for selecting function-related interventions at the Tier 2 level, and (2) steps for completing a comprehensive FBA in order to guide the development function-related interventions at the Tier 3 level.

Assessment Procedures

1. Student referral process

a. Referral for Tier 2 interventions

- i. Refer students to Tier 2 interventions when he/she does not demonstrate adequate progress after implementation of Tier 1 interventions (e.g., engagement in appropriate behavior is less than 80% across 5 data points).
- ii. The consultant should ensure that the Tier 1 interventions are being used with fidelity. Troubleshoot factors that may be contributing to lack of progress.
- iii. To determine the appropriate Tier 2 intervention to implement, conduct an interview using the Questions About Behavioral Function (QABF; Paclawskyj et al. 2000). The highest rated function will determine the appropriate intervention to implement. See procedures below for selecting function-based interventions for Tier 2 students.

b. Referral for Tier 3 interventions

- i. Conduct a comprehensive FBA for students who demonstrate lack of progress after implementation of Tier 2 interventions (e.g., student does not make progress on DPR across at least 5 data points).
- ii. Prior to conducting the FBA, the consultant should ensure that Tier 2 interventions are being used with fidelity. Troubleshoot factors that may

be contributing to lack of progress.

- iii. See procedures below for conducting a comprehensive FBA.
- c. *Mandates within the Individuals with Disabilities Education Act (IDEA 2004)*

- i. The consultant may also conduct the FBA regardless of progress on existing interventions.
- ii. IDEA 2004 mandates that schools must conduct a FBA under the following circumstances:
 - A student with a disability has been removed from school for more than 10 cumulative school days for misconduct, and
 - The misconduct is a manifestation of behavior associated with the student's disability,
 - The parents object to a change in placement of more suspension time, or
 - The student with a disability committed a safe school violation (i.e., weapons, drugs, or bodily injury against oneself/others).

2. Teacher interview

a. *Tier 2 FBA:*

- i. In an interview format, complete Questions About Behavior Function (QABF) to gather information on the behavior's possible function. Be sure to identify and operationalize the problem behavior in topographical terms before continuing with behavioral goals and intervention.

b. *Tier 3 FBA:*

- i. Use the Teacher Interview Sheet (Appendix) to gather the following information:
 - ii. **Identify and operationalize problem behaviors** in clear topographical terms. These definitions should be observable and measurable so that an unfamiliar observer would be able to identify them.
 - Non-Example: Johnny is disrespectful
 - Example: Johnny laughs loudly during instruction and calls his teacher inappropriate names.
 - iii. **Define behavior intensity and duration.** How many times per day does the behavior occur? Does the behavior place other students at risk? Rate the intensity of behavior on a Likert scale using Teacher Interview Form.
 - iv. **Identify possible setting events (motivating operations)** that may make the behavior more likely to occur.
 - Examples: Inconsistent daily routines, lack of sleep or nutrition, medical considerations, fighting at home before school, etc.
 - v. **Identify possible antecedents** that may trigger problem behavior.
 - Examples: transitions, task demands, diverted teacher or peer attention, etc.

- vi. **Identify settings** in which the problem behavior is more likely.
 - Examples: non-preferred activities, substitutes, specific academic areas
- vii. **Identify consequences** or what happens after the behavior occurs.
 - Examples: stops lesson to reprimand student, sends student to office, ignores student, etc.
- viii. **Provide teacher with behavioral skills training** (i.e., tell, show, do) on how to collect Antecedent, Behavior, Consequence (ABC). Provide teacher with all necessary documents to take data independently for 2 weeks. See procedures below regarding ABC data collection.

3. Review of records (Tier 3 FBA)

i. Academics

- Review progress monitoring records (e.g., DIBELS), grades, and other testing data (e.g., SAGE scores/end of year exams).
- Determine whether academic factors are related to the function of the behavior. Academic deficits may be setting events (motivating operations) for behavior problems.
- Does the student have an IEP or 504 plan? What services or accommodations has the student already received, or is supposed to be receiving?

ii. Behavior

- Review data from previously conducted interventions (if any). This may include data from CICO, momentary time sampling, frequency counts, etc.
- Has problem behavior occurred at higher rates during specific instructional activities or in particular settings (e.g., PE, math, whole group instruction)?
- How might the non-occurrence of problem behavior be related to instances where the student might have access to a functional reinforcer (e.g., one on one instruction, peer interactions, removal of tasks, self-stimulation, etc).

Additional Tier 3 FBA Assessment Tools:

(Note: there is no standard related to the amount of data necessary to complete an FBA (i.e., determine function of behavior); however, consultants should complete at least one of the following assessment tools in addition to the procedures listed above):

4. Consultant collected Antecedent-Behavior-Consequence (ABC) data:

- a. Collect ABC data in settings or during particular routines where problem behavior is most likely to occur.
- b. Directly observe the antecedents and consequences associated with EACH problem behavior identified (students may have more than one operationalized problem behavior and these often have differing triggers and maintaining consequences).

ABC Data collection procedures:

1. Record the **behavior** - be as specific as possible (e.g., child stood up and left seat during instruction).
2. Write the **activity or task** taking place (e.g., language arts)
3. Write the **antecedent** that occurs before the behavior
 - a. Examples: transitions, task demand, diverted teacher or peer attention, teacher gave error correction, etc.
4. Write the **consequence** or what happened right after the behavior occurred.
 - a. Examples: adult attention provided, student removed from task, gave access to a preferred item or activity, teacher ignored the student, etc.

5. Direct observation and narrative

- a. Use a momentary-time-sampling procedure during various activities to measure percentage of on-task, off-task, or inattentive behavior (e.g., assess student behavior every 15 seconds for a period of 20 minutes), and
- b. Record in behavior-specific language instances of problem behavior in which an environmental stimulus may have served as a direct antecedent. Do school personnel report a similar pattern?

6. Frequency counts

- a. Use whole interval or partial interval recording to record the frequency and rate of problem behavior during particular tasks, or
- b. Record each instance of problem behavior throughout various school-day activities (e.g., number of talk outs during reading, math, recess, art class, etc).

Determining the function(s) of behavior(s): D.A.S.H. (Loman & Borgmeier)

1. **D**efine behavior in objective and measurable language
2. **A**sk about behavior by interviewing teachers and staff
 - a. Specify **where** and **when** behaviors occur
 - b. Obtain anecdotal information about **why** the behavior might be occurring
3. **S**ee the behavior
 - a. Observe conditions in which the behavior is triggered. What usually happens right before the behavior occurs?
 - b. How might the environmental conditions maintain the behavior? Are there consequences (e.g., ignoring the student's behavior vs. sending them to the office) that seem to increase or decrease the rate of behavior?
 - c. Under what conditions does problem behavior occur the least? What is different about these environmental conditions or settings? Does the child have access to the functional reinforcer (e.g., teacher attention, escape from task demands, access to preferred activity or stimuli) in one setting but not another?
 - d. Verify that information from interviews matches observational data.
 - i. Observe at least 5 instances (e.g., ABC data, direct observations) of problem behavior in which the function of behavior matches teacher summary.

- ii. If there are discrepancies in the data or the function(s) is still not overt...
 1. Complete additional observations (e.g., ABC data)
 2. Observe behavior in multiple settings or times of day.
 3. Interview other staff that interact with the student
 4. Interview student
- 4. **Hypothesize**
 - a. Complete a comprehensive report describing:
 1. Problem behavior topology and operational definitions
 2. Any relevant setting events (motivating operations)
 3. Describe interventions and data from previous interventions (if any) that may provide information on behavior function.
 4. Discuss observed antecedents: where, when, and why these behaviors occur.
 5. Provide data to support hypothesized function(s) using observational data, reviews of records, and information gathered in teacher interviews.
 6. Provide individualized and function-related recommendations.

Function-related interventions

- a. Attention
 - i. Provide Positive Adult Attention
 1. Effective verbal praise
 2. Wandering social praise
 3. Catch being good
 - ii. Provide Positive Peer Attention
 1. Peer Tutoring
 2. Cooperative Learning
 3. Group Project
 - iii. Increase Proximity to Student
 1. Change Seating
 - iv. Provide Differential Attention and Rewards
 1. Ignore the Negative
 2. Response Cost
 3. Removal of Privileges
- b. Escape
 - i. Adjust Demand Difficulty
 - ii. Offer Choices
 - iii. Increase interest in Activities
 - iv. Ensure Activities are Meaningful
 - v. Alter Task Length
 - vi. Modify Mode of Task Completion
 - vii. Use Behavioral Momentum

- viii. Increase Predictability
 - 1. Rule review
 - 2. Develop a schedule
 - 3. Time warning
 - 4. Activity checklist
 - 5. Homework plan
- c. Modify Instruction Delivery
- d. Lack of Motivation
 - i. Provide Reward
 - 1. Effective praise
 - 2. Grab bag
 - 3. Chart moves
 - 4. Magic pens
 - 5. Mystery motivator
 - 6. Point system
 - 7. Beeper CD/Tape
 - 8. Reward menu
 - 9. Raffle tickets
 - 10. yes/no program
 - 11. Public posting
 - ii. Loss of Privileges
 - 1. What-if chart
 - 2. Time owed
 - 3. Time out
- e. Obtain Objects/Activities
 - i. Schedule transitions
 - 1. Time warning
 - 2. Mix activities
 - ii. Increase accessibility
- f. Doesn't Understand
 - i. Provide opportunities to practice
 - ii. Provide skill training
 - 1. Sure, I will
 - 2. Social skills training
 - iii. Provide awareness training
 - iv. Graduated exposure

FUNCTIONAL ANALYSIS CONDITIONS

The following guide aims to describe the phases within functional analyses.

CONDITIONS

Access to Attention / Tangibles

.....

Objective: Does target behavior occur as a way to get attention or access a tangible item?

Procedure:

- 1 Provide brief attention
- 2 Withdraw from interaction and ignore
- 3 Provide attention for 30 s if target behavior occurs, and ignore all other behavior

Task Demand

.....

Objective: Does target behavior occur as a way to get away from a task demand?

Procedure:

- 1 Provide specific task direction & do not provide attention. Reissue demand.
- 2 Remove demand and walk away for 30 s if target behavior occurs and ignore all other behavior.

Control

.....

Objective: We need to determine whether behavior will occur when student has access to all reinforcers.

Procedure:

- 1 Provide positive attention continuously.
- 2 Provide access to any items or activities they request.
- 3 Do not ask questions or place demands.

Alone

.....

Objective: Does target behavior occur as a way to obtain pleasure without other stimuli present?

Procedure:

- 1 Ensure student can be viewed through a window or camera and leave room.
- 2 Observe whether the student engages in the target behavior, and for how long.



EXPERIMENTAL FUNCTIONAL ANALYSIS OF BEHAVIOR

By: Aaron J. Fischer, Ph.D., BCBA-D & Vanessa Feola, M.Ed.

Functional analyses of behavior were first presented by Iwata, Dorsey, Slifer, Bauman and Richman (1982; 1994) in the treatment of self-injurious behavior (Beavers, Iwata & Lerman, 2013). Over the years, countless research has been conducted with functional analyses; among these exist the accurate identification of problem behavior maintained by escape (Potoczak, Carr & Michael, 2007; Mueller, Sterling-Turner & Moore, 2005; O'Reilly, 1995), social-positive attention (Greer, Neidert, Dozier, Payne, Zonneveld & Haper, 2013), social avoidance (Harper, Iwata, & Camp, 2013), access to tangible items (Hagopian, Wilson, & Wilder 2001), and automatic reinforcement (e.g., stereotypy; Querim, Iwata, Roscoe, Schlichenmeyer, Ortega & Hurl, 2013; Kuhn & Triggs, 2009). Functional analyses can also be successfully completed over telehealth for distant families requiring services (Wacker, Lee, Dalmau, Kopelman, Lindgren, Kuhle, Pelzel & Waldron, 2013), and any other modifications to test conditions that help identify idiosyncratic variables to behavior maintenance (Roscoe, Schlichenmeyer & Dube, 2015). For example, researchers have used variations such as the synthesized FA procedure (e.g., sessions arranged to have multiple functions tested within the same condition; Hanley, Jin, Vanselow, & Hanratty, 2014) and trial-based FAs that are shorter and embedded within the natural environment (Bloom, Iwata, Fritz, Roscoe, & Carreau, 2011). Functional analyses have also been found to be socially acceptable – that is, parents have reported willingness for their children to be assessed this way, comfort with assessment procedures, and an overall positive reaction to functional analyses (Langthorn & McGill, 2011).

Functional Analysis Test Conditions

Generally, functional analyses are employed following the frequent occurrence of problem behavior. This procedure helps identify variables that maintain the problem behavior (e.g., escape, attention and automatic reinforcement), therefore informing consultants to create function-based interventions. The four basic test conditions are (a) social positive reinforcement; (b) social negative reinforcement; (c) automatic reinforcement; and (d) control. These conditions and their variations are further described below by Iwata & Dozier (2008):

a) Social-Positive Reinforcement (contingent attention)

a. Antecedent Event:

- i. *Attention condition:* Inform the client that you are busy and “need to do some work.” Move away and ignore all behavior except as noted.
- ii. *“Divided-Attention”* variation: Do as explained above, and deliver attention to another adult or to the client’s peer.
- iii. *“Tangible”* variation: Allow the client free access to the item prior to the session. Begin the session by requesting and removing the item, and then move away as in the attention condition.

b. Consequent Event:

- i. *Non-Target behavior:* If the target behavior does not occur, the antecedent event will remain in effect until the end of the session.

- ii. *Problem behavior*: If the target problem behavior occurs, deliver attention in the form of a mild reprimand, statement of concern, and some comforting physical contact.
 - 1. In the tangible variation, deliver the tangible item briefly (about 30s).
 - 2. After delivering attention or the tangible, reinstate the antecedent event.
- b) **Social-Negative Reinforcement (escape from demands)**
- a. Antecedent Event:
 - i. *Task-Demand*: Conduct repeated learning trials using academic or vocational tasks appropriate to the student’s skill level, but require some effort.
 - ii. *Social-Avoidance* variation: Initiate social interaction at frequent intervals throughout the session; do not conduct learning trials, but try to prompt some type of conversation.
 - b. Consequent Event:
 - i. *Non-target* behavior: Deliver praise following appropriate responses (e.g., compliance in the task-demand, or appropriate social responses).
 - ii. *Problem behavior*: If the target problem behavior occurs, terminate the task and turn away from the client for 30s. Reinstate the antecedent condition.
- c) **Automatic-Positive Reinforcement (alone)**
- a. Antecedent Event: The condition is conducted with the client alone (if possible) in a barren environment.
 - b. Consequence Event: None.
- d) **Control (Play) Condition**
- a. The client has free-access to preferred leisure items and attention throughout the session. There are no demands.

Types of Functional Analyses

The following table displays a summary of functional analysis variations (Iwata & Dozier, 2008):

Method	Key Feature	Best Uses
Full FA	Repeated measures, multiple test conditions	Few constraints on assessment
Brief FA	Abbreviated sessions (number and duration)	Limited assessment time
Single-function test	Test and control for only one function [of behavior]	Specific function suspected
Alone series	Repeated alone sessions	Automatic reinforcement suspected
Precursor FA	FA of correlated behaviors	High-risk behavior
Latency FA	Sessions terminated after first response	High-risk behavior

Trial-based FA	Assessment imbedded in ongoing activities	Limited environmental control
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Obstacles to Implementation and Their Solutions

Conducting functional analyses can be overwhelming and intimidating, particularly if the consultant is new to the procedure. Furthermore, the constituents may be hesitant to grant permission to participate in functional analyses because of perceived danger or complexity. There are countless obstacles that may hinder a consultant from employing functional analyses; however, given their importance, these must be overcome in order to provide effective treatment for clients. Hanley (2012) provides solutions to overcome such concerns:

Concern	Solution
Time	<ul style="list-style-type: none"> ● Brief sessions (e.g., 5-minutes) ● Open-ended interview focusing on a single test condition and intimately matched control condition ● Trial-based analyses ● Latency-based analyses
Complexity	<ul style="list-style-type: none"> ● Open-ended interview focusing on a single test condition and intimately matched control condition
Buy-In	<ul style="list-style-type: none"> ● Build a therapeutic relationship with parents and teachers via open-ended interviewing ● Describe the practical and humane reasons for understanding function prior to treating problem behavior ● Describe how reinforcement-based treatments are more likely following a proper functional analysis ● Use analogies to explain the logic and acceptable risks in using a functional analysis ● Emulate conditions they describe being important to problem behavior in your analysis ● Adopt tactics for decreasing assessment length and for increasing safety of the analysis
Risk	<ul style="list-style-type: none"> ● Conduct the analysis in a safe environment ● Include clearly signaled contingencies and continuous schedules of programmed consequences ● Brief sessions (e.g., 5-minutes) ● Open-ended interview focusing on a single test condition and intimately matched control condition ● Trial-based analyses ● Latency-based analyses ● Putative reinforcers only being provided for precursors to the dangerous behavior in the test condition
Low Rate Problem Behavior	<ul style="list-style-type: none"> ● Acknowledge that because putative establishing operations are repeatedly arranged in functional analyses, differentiated analyses can be obtained even for reportedly low rate behavior

	<ul style="list-style-type: none"> ● Extend durations of sessions and assessments ● Conducting analyses only when problem behavior is occurring ● Conducting additional open-ended interviews or observations to discover idiosyncratic factors that may be included
Covert Problem Behavior	<ul style="list-style-type: none"> ● Conducting analysis in a baited environment and in the absence of others ● Conducting a reinforcer analysis in which the likely reinforcers for problem behavior are available concurrently and/or for arbitrary responses of similar effort
Multiple Topographies of Problem Behavior	<ul style="list-style-type: none"> ● Restricting the class of behaviors that are reinforced in the analysis ● Systematically arranging for extinction of progressively more topographies
Possible Multiple Functions of Problem Behavior	<ul style="list-style-type: none"> ● Conducting multiple test and control comparisons in succession ● Testing the independent effects of different treatments based on different functions of problem behavior
Constantly Changing Reinforcers for Problem Behavior	<ul style="list-style-type: none"> ● Relying on the child's requests or current activity to identify the momentarily valuable reinforcers and establish the value of those by briefly denying access

FA Assessment Protocol

When conducting school-based functional analyses, it is important to explicitly describe and define the assessment procedures. See Appendix A for an example of a trial-based functional analysis protocol. In general, the following should be included:

1. **Personnel.** Who will be involved in the assessment?
 - a. *Student*
 - b. *Assessor* (i.e., teacher or paraprofessional if trained; behavioral consultant)
 - c. *Coach/consultant* if applicable
 - d. *Additional personnel* as necessary (i.e., behavior technicians in classroom in case of escalated behavior)
2. **Definitions of Behavior.** What is the topography of the student's behaviors?
 - a. *Baseline/typical behavior:* Describe what the student's behavior looks like when there is no problem behavior.
 - b. *Precursor behaviors:* Describe any behaviors that reliably precede instances of problem behavior, such as tensing of muscles, verbalizations, or others.
 - c. *Problem behaviors (target behaviors):* Operationally define the target behavior with enough detail such that two independent observers would agree on occurrence or nonoccurrence of the behavior.
 - d. *Exclusions:* Define any exclusions to the problem or precursor behaviors that may look topographically similar, like communicative reaching that may resemble the initiation of physical aggression.
3. **Training and Coaching Aspects.** How will implementers be trained and supported?
 - a. *Training:* Describe the training that all individuals involved in the assessment will receive. It is recommended that training uses a behavioral skills training (BST)

model incorporating the following steps: (1) instruction; (2) modeling; (3) practice/role-play; (4) performance feedback.

- b. *Technology*: Describe procedures that include technology (e.g., remote observations/coaching, bug-in-the-ear devices) in detail.
 - i. Include instructions for equipment set-up.
 - ii. Include a response plan in the case of technical difficulties (i.e., session will continue with XX in place; session will discontinue).
 - c. *Consent*: Obtain appropriate consent for assessments involving video recording of sessions.
- 4. Measurement/Data Collection.** How will the assessment data be collected?
- a. *Who*: Determine who will be responsible for recording data collection in session (i.e., consultant or assessor).
 - b. *Data Sheets*: Prepare and include data sheets that explicitly describe how to record behavior in FA sessions. Most often, a + or - is noted for occurrence or nonoccurrence of problem behavior.
- 5. Implementation Procedure.** How do you conduct the assessment?
- a. *Conditions*: Explicitly describe what the assessor says and does during each of the FA conditions.
 - i. *Response to Problem Behavior*: Explicitly state how the assessor responds to any instance of problem behavior.
 - ii. *Termination of Sessions*: Define the circumstances in which a session is terminated (as part of the FA procedure, or otherwise).
 - b. *Individualized Adaptations*: Note any idiosyncrasies specific to the individual student, such as medical conditions (e.g., motor tics, seizures) that may impact the assessment in any way.
- 6. Assessment Schedule.** When and where will the FA take place?
- a. *Location/Set-up*: Outline the location and/or setting of each assessment condition. Indicate how the environment should be set up, and what materials need to be in place prior to conducting the FA.
 - i. If necessary, outline procedures for others that are impacted by this assessment, such as classmates that need to be temporarily relocated for the duration of sessions.
 - b. *Schedule*: Coordinate a schedule ensuring adequate physical space, time, and staff available for implementation of FA procedures. Indicate back-up locations and staff as necessary.
 - c. *Order of Conditions*: Utilize a random number generator to generate a randomized order which the conditions will be presented.
- 7. Materials.** What materials are needed to carry out the assessment?
- a. *Data*: Provide assessors with data sheets, clipboards, and writing utensils prior to each session.
 - b. *Technology*: Ensure all technology (if applicable) is capable and ready for use (i.e., charged battery, volume and settings at appropriate levels).
 - c. *Student Materials*: Gather materials for the assessment, such as toys for the Play condition and worksheets for Task Demand conditions.

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**Thinking Functionally About Behavior:
FUNCTION-BASED
INTERVENTION PLANNING**

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

By: Momoko Yamashita, M. S.

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

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

References

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

STUDENT INTERVENTION MATCHING FORM (SIM-Form)

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

Student name: _____ **Person(s) completing this form:** _____

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

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

Developed by Dr. Clayton R Cook
Version 2 – September 23, 2012

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

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

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

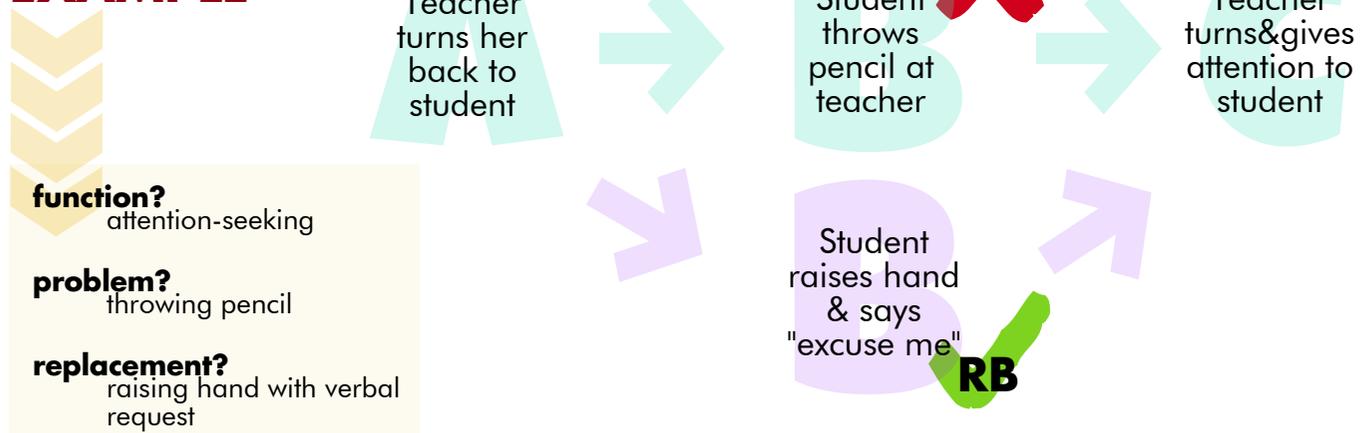
REPLACEMENT BEHAVIORS

The following guide aims to outline the utility of teaching and reinforcing function-based replacement behaviors when attempting to reduce problem behavior.

OVERVIEW & OBJECTIVE

Replacement behaviors (RB) are socially appropriate behaviors that meet the same function as the student's problem behaviors. Replacement behaviors should be differentially reinforced to promote use of the socially appropriate equivalent, and decreases in problem behavior (PB).

EXAMPLE



DIFFERENTIAL REINFORCEMENT

Differential reinforcement of alternative behavior (DRA) should be used to reinforce ALL instances in which the student engages in the replacement behavior, and the problem behavior should be placed on extinction (i.e., no longer reinforced).

problem behavior is no longer reinforced, less likely to happen in the future

replacement behavior is frequently reinforced, more likely to happen in the future

REPLACEMENT BEHAVIORS

By: Vanessa Feola, M.Ed.

When the function of a problem behavior is identified, there are a few outlets for intervention. Antecedent and consequence interventions, implemented across the tiered model, are detailed in the subsequent section of this manual. Alternatively, or in tandem, intervention for problem behaviors can consist of teaching *replacement behaviors*. Replacement behaviors are appropriate behaviors that serve the same function as the problem behavior (Cooper, Heron, & Heward, 2007).

How to Teach Replacement Behaviors

After conducting a functional behavior assessment (FBA) to determine the function of the problem behavior, the team must select an appropriate behavior to replace it. The replacement behavior must be functionally-equivalent; that is, it must produce the same consequence (e.g., reinforcement) for the student. A guiding question to selecting replacement behaviors might be: “*What can the student do instead of the problem behavior to achieve the same outcome?*”

Once the replacement behavior is selected, it is important to teach the student how to engage in the expected behavior using evidence-based teaching strategies. Behavioral skills training (BST) is an approach to teaching that uses four stages: (1) instruction; (2) modeling; (3) practice; (4) feedback. Teaching ensures that the student receives appropriate support (for the presumed skill deficit) before implementing consequence contingencies.

Shaping an appropriate, replacement behavior is often conducted with the use of positive reinforcement. Recall that positive reinforcement is the application of a desired stimulus (e.g., edible, tangible, praise) after a behavior, that increases the future probability of the immediately preceding behavior. Specific to replacement behaviors, the interventionist should provide the reinforcer that previously maintained the problem behavior *contingent* on the new, alternative behavior (Cooper et al., 2007). The interventionist should also consider the complexity of the replacement behavior in relation to the student’s ability, where the interventionist may be required to reinforce successive approximations of the behavior to shape appropriate responding.

Differential Reinforcement

A behavior support strategy commonly used to promote the use of replacement behaviors is called *differential reinforcement (DR)*. There are many types of differential reinforcement, such as DR of other behavior, DR of incompatible behavior, and DR of alternative behavior, among

others. Differential reinforcement of alternative behavior (DRA) is a positive-reinforcement based technique used to reinforce appropriate replacement behaviors.

Along these lines, the basic DRA procedure is twofold. First, the intervention team must put the problem behavior on extinction (i.e., discontinue reinforcement for the problem behavior). This is a crucial element of DRA because behaviors that no longer receive reinforcement will diminish. The second component to DRA is the reinforcement of the alternative (replacement) behavior. At first, the replacement behavior should be reinforced immediately and continuously. As the student becomes more successful in using the replacement behavior, the team may consider thinning the schedule of reinforcement, which involves gradually decreasing the overall rate of reinforcement (Hagopian, Boelter, & Jarmolowicz, 2011).

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SECTION 3:

INTERVENTIONS & STRATEGIES ACROSS TIERS

**Interventions & Strategies Across
Tiers:
SKILL DEFICITS**

BEHAVIOR SKILLS TRAINING

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

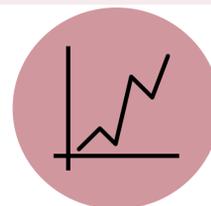
Do the skill and provide feedback

Tips for Success



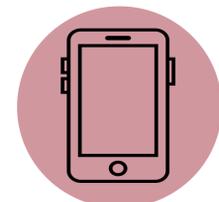
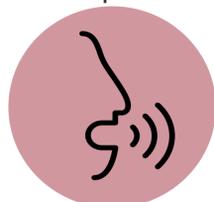
Assess whether the new behavior will address previously-identified problems

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



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

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



BEHAVIOR SKILLS TRAINING

By: Rovi Hidalgo, M.Ed.

Behavior skills training (BST) is a teaching method composed of four steps: receiving instructions, modeling, rehearsal, and feedback. BST has been used to effectively establish skills in various safety areas, including fire safety (Houvouras & Harvey, 2014), gun safety (Miltenberger et al., 2004), lockdown drill procedures (Dickson & Vargo, 2017) and sexual abuse prevention (Miltenberger et al., 1999). Additionally, BST effectively facilitated skill acquisition in maintenance of classroom management strategies (Miller, Crosland & Clark, 2014), implementation of behavior implementation plans (Hogan, Knez & Kahng, 2014), discrete trial teaching (Sarokoff & Sturmey, 2004), and teaching parents to conduct functional assessments (e.g., ABC recording) and select function-based treatments (Shayne & Miltenberger, 2013). Generally, research indicates BST as an effective teaching method for various populations and age groups (e.g., kindergarten-age children).

During BST procedures, participants typically receive instructions and information about the area which they are learning their skills in. Previous experience with the topic is assessed. Further, necessary background knowledge, the rationale for learning the skill, and the specific times when the skills can be applied are explained. Steps of performing the target behavior are described. Second, the instructor would model the target behavior with an accurate/appropriate level of performance; videos and photographs can also be used to increase understanding of the procedure. Third, participants are given opportunities to practice newfound skills.

Lastly, participants should receive behavior-specific feedback regarding performance. If skills are performed correctly, the participant should be reinforced and given behavior-specific praise that describes the accurate performance. If skills are performed incorrectly, corrective feedback is provided as necessary in a positive way. Success criteria can be determined to decide whether or not a participant or student has mastered the skill (e.g., having 90% or more correct responses on three consecutive trainings; Sarokoff & Sturmey, 2004).

Prior to implementing BST procedures, it is imperative to consider whether or not target skills are either missing or more difficult within client repertoires, as this can impair completion of training and mastery (Homlitas, Rosales & Candel, 2014). Secondly, practice in the natural environment should be provided as much as possible to increase the likelihood of skill use in appropriate locations (Miltenberger et al., 1999). Other prominent factors include clear instructions and feedback, written and verbal feedback, and instructor availability for troubleshooting.

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Interventions & Strategies Across Tiers: **TIERS 1 & 2**

POSITIVE TO NEGATIVE RATIOS

The following guide describes the importance of a high positive to negative statement ratio and its role as a behavior management strategy.

Teachers would benefit from feasible, efficient, and effective classroom management strategies that will improve student behavior and meet other goals.

Throughout literature in multiple fields, it has been found that increasing the ratio of positive to negative interactions leads to greater engagement in desired behavior, better outcomes, and improves relationships. Consequently, researchers in education support a 5:1 positive to negative ratio in alignment with positive behavioral intervention and supports.

It was found that teachers who were trained on providing 5:1 positive to negative statement ratio experienced significant reductions in disruptive behavior, and increases in academic engagement in their classrooms.

When providing positive verbal statements to students, consider:

Praise for social behaviors are given (e.g., "Jenna, thank you for following my directions the first time!")

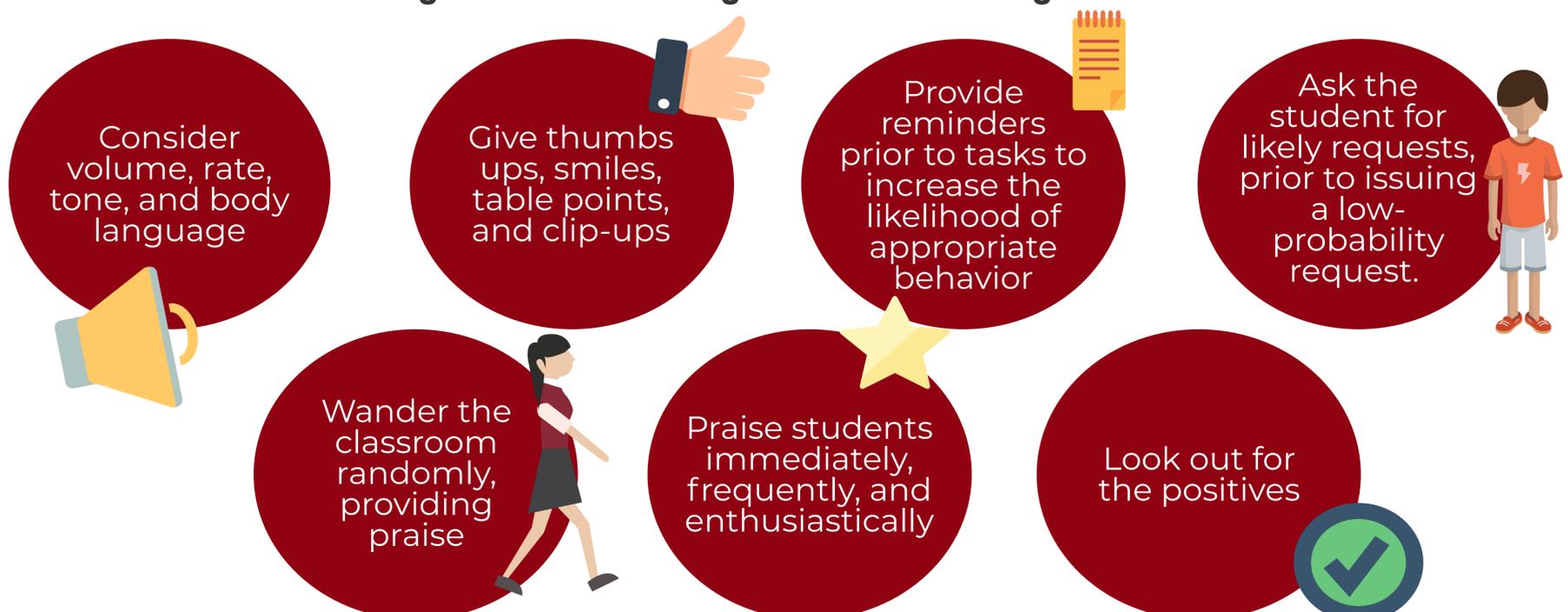
Praise for academic behaviors are given (e.g., "Alex, I saw that you double-checked your work. Good idea!")

Positive feedback is provided when a student complies after being off-task

Inappropriate behaviors are ignored

Non-specific statements, such as "Good job," may limit its effect - be specific!

Strategies for Increasing a Positive to Negative Ratio



THE IMPORTANCE OF A HIGH POSITIVE-TO-NEGATIVE RATIO

By: Rovi Hidalgo, M.Ed.

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

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

Strategies for Increasing a Positive to Negative Ratio

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

Keep score. In this strategy, the teacher works to maintain a “score” of a 5:1 ratio for every student. A negative interaction activates a requirement for four positive interactions with that student. The advantage to this strategy is that the 5:1 ratio remains intact for most of the time.

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

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

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

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

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

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

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

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PREFERENCE AND REINFORCER ASSESSMENT

Preference assessments identify student interests and valued items. These items help increase behavior by completing tasks to gain access.

TYPES OF PREFERENCE ASSESSMENTS

Single Stimulus

The student will interact with multiple items, one at a time.

Consultants measure the following:

- Approach behaviors
- Consumption (engagement)

Paired Choice

All possible reinforcers are divided into pairs. Each pair is presented, and the student picks one.

Consultants measure the following:

- The frequency (tallies) that a student picks a particular item

Tip: Requiring students to complete tasks to gain access to these reinforcers increases target behavior!

Free Operants

All items are available at once! There is no need to remove any stimuli.

Consultants measure the following:

- Duration engaged with each item
- Engagement in other activities (e.g., stereotypy)

Multiple Stimulus

Without Replacement: all items are presented, the student picks one, and that item is removed. This is done until all items have been removed.

With Replacement: all items are presented, the student picks one, and that item is replaced (it can be picked again)

PREFERENCE ASSESSMENT AND REINFORCER ASSESSMENT

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

Sometimes, working with students with behavioral difficulties can be taxing. How can they be motivated to work? What do they want? Preference assessments can help answer these questions as they identify students' treasured items, especially since preferences differentiate by the individual (Pace, Ivancic, Edwards, Iwata & Page, 1985). There are four types of preference assessments: single stimulus, free operants, paired-choice, and multiple stimulus presentation.

Pace et al. (1985) presented the concept of the *single stimulus* preference assessment. This type of preference assessment involves allowing the student to individually interact with multiple stimuli. Consultants measure the types of behaviors the student engages in while interacting with particular items, as well as the length of time which the student is engaged. For example, a student may be presented with a mirror. The student immediately holds it, turns it around, and stares at his reflection; after 10s, the student puts the mirror down. Subsequently, the student is given blocks; he begins to build, and engages with the blocks for 30s. Because the student engaged with the blocks longer than he did with the mirror, the blocks are assumed to be a reinforcer of higher preference.

The second type of preference assessment is the *free operants* preference assessment. Rather than having stimuli presented individually, all stimuli are available at once. It is the role of the consultant to measure the length of time which the student engages with each item. Additionally, whether the student approaches or engages with each item, and other activities (e.g., stereotypy) should be noted (Chazin & Ledford, 2016). Items do not need to be removed during this type of preference assessment.

The third type of preference assessment, *paired-choice*, involves a list of potential reinforcers that are divided into pairs. Each combination of pairs is presented to the student, and the student picks one. The frequency that an item is chosen (e.g., tallies) are recorded. Because students are presented with two items simultaneously, and only given access to one item, there was greater differentiation between stimuli, therefore identifying which would create higher levels of responding in later tasks (i.e., creating a rank-order of items; Fisher, Piazza, Bowman, Hagopian, Owens & Slevin, 1992).

Lastly, the *multiple stimulus presentation* preference assessment involves the presentation of an array of items. There are two variations to this type of preference assessment: without replacement (MSWO) and with replacement (MS; DeLeon & Iwata, 1996). For the MSWO assessment, all stimuli are presented randomly on a straight line, and the student is prompted to select one item. After this selection is made, the chosen item is removed. The remaining items are rotated, and subsequent trials also require the student to choose one of available items. For example, Jane is presented an array of four toys (e.g., a ball, doll, toy car, and a stuffed animal) and a cracker, totaling five items. When permitted, Jane selects the cracker first; therefore, the cracker option is removed from subsequent trials. The following trial consists of the toys only, and leads to Jane choosing the stuffed animal. Next, the trial consists of only the ball, doll, and car. Trials may continue until Jane has chosen all of the possible items during the trials, or until

Jane makes no selection within a particular time limit (DeLeon & Iwata, 1996). The MS assessment is similar to MSWO, except that the items that were selected are returned to the array, rather than being removed altogether.

Pace et al. (1985) argued that while preference assessments aide in the determination of preferred reinforcers, the value cannot be determined alone by such. Pace et al. (1985) sought to determine the value of chosen reinforcers. Their discovery also increases the significance of conducting preference assessments: the contingent (earned) use of preferred stimuli increased the occurrence of target behaviors relative to the use of non-preferred stimuli (Pace et al., 1985)! The use of preferred reinforcers for the student can certainly reinforce the consultant and teacher themselves.

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Interventions & Strategies Across Tiers:

Tiers 1 & 2

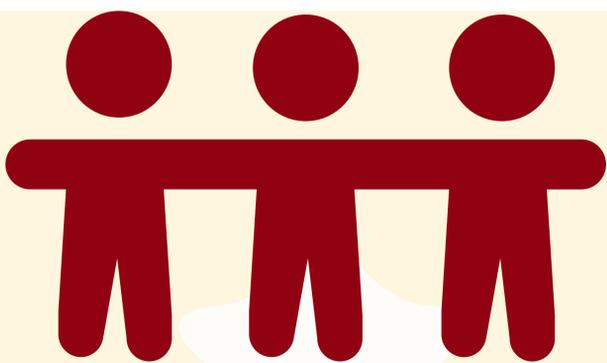
COMMON SPACES

PRINCIPAL'S 200 CLUB

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

OVERVIEW & OBJECTIVE

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



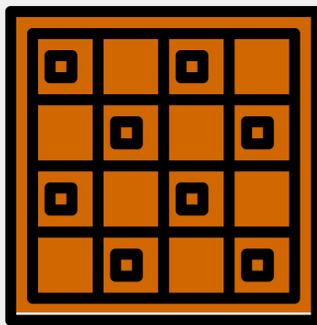
COMPONENTS

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

MATERIALS

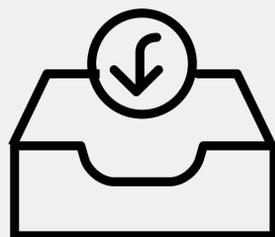
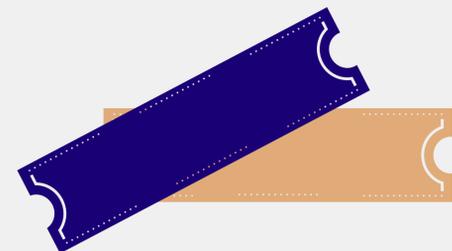
- Matrix board with 200 squares
- Tickets from 1 - 200
- Principal's 200 Club tickets
- Certificates
- Rewards

STEPS TO IMPLEMENTING PRINCIPAL'S 200 CLUB



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

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



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

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



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

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



Provide the winning students with a reward and contact home. Rewards are more effective if they are given less frequently and are exclusive to Principal's 200 Club winners.

THE PRINCIPAL'S 200 CLUB

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

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

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

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

To create positive relationships between students and school personnel, administrators and faculty/staff members should utilize verbal praise to acknowledge a student who is observed to be following school wide behavioral expectations (Jenson, Rhode, & Reavis, 2009). Using

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

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

Steps to Implementing Principal's 200 Club

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

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

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

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

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

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

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

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

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

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

Troubleshooting and Modifications

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

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

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

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Example of the Principal's 200 Club Matrix

The Principal's 200 Club																			

CAFETERIA STRATEGIES

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

OVERVIEW & OBJECTIVE

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

TIPS FOR CAFETERIA SUPERVISORS



Cafeteria supervisors should be active during duty by: walking around, interacting with students, and using proximity to prevent disruptive behavior.

Frequently provide behavior-specific praise for students following behavior expectations.

When a student is engaging in disruptive behavior, provide praise to a student following expectations.

Focus on positive more often than negative behaviors.

Provide reminders of behavior expectations in the cafeteria when possible.

GOOD BEHAVIOR GAME

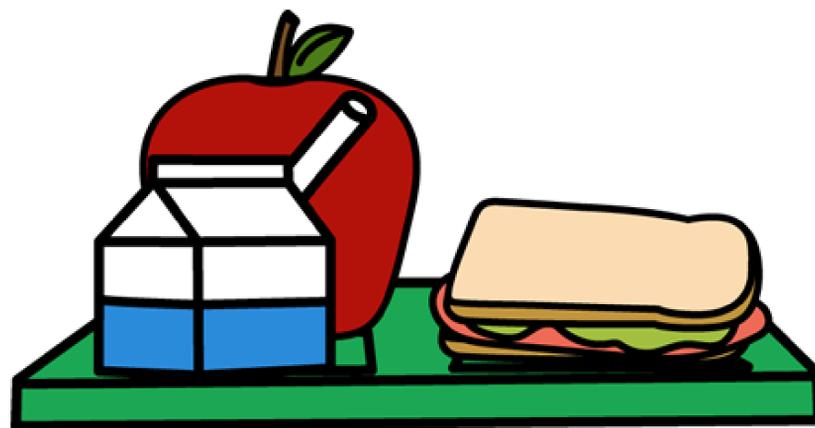
Research has repeatedly shown that the Good Behavior Game is an effective group intervention. Similar to the classroom version (for more information, see "Good Behavior Game" within this manual), students are largely responsible for reinforcement being given to their group. Here are the steps for implementation:

Prior to implementation:

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

Steps for implementation:

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



REWARD AND RESPONSE COST TICKET SYSTEM

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

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

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

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

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

Lunch Period 2

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

STRATEGIES FOR BEHAVIOR MANAGEMENT IN THE CAFETERIA

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

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

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

Interventions.

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

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

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

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

Cafeteria Good Behavior Game.

An example of an interdependent group contingency intervention is the Good Behavior Game. The Good Behavior Game is played during a time of day where students may be more likely to engage in disruptive behaviors. To play, students are divided into teams, the behavioral expectations are defined, and the rules for losing/earning points are explained (McCurdy, Lannie, & Barnabas, 2009). In previous versions of the Good Behavior Game, classroom teachers acknowledged rule violations by giving a team a point if a team member violated a classroom rule and the team with the fewest points won the game (Barrish, Saunders, & Wolf, 1969). In an updated version of the game, teachers award points each time they observe a team member demonstrating one of the classroom behavior expectations and the team with the most points wins (Wahl et al., 2016). In addition to aligning with the principles of Positive Behavioral

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

Prior to implementation:

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

Implementation:

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

Reward and Response Cost Ticket System.

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

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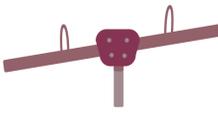
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RECESS STRATEGIES

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

OVERVIEW & OBJECTIVE

Recess Rules:

-  **Keep your hands, feet, and other objects to yourself**
- Use kind words** 
-  **Use equipment properly**

Recess Strategies

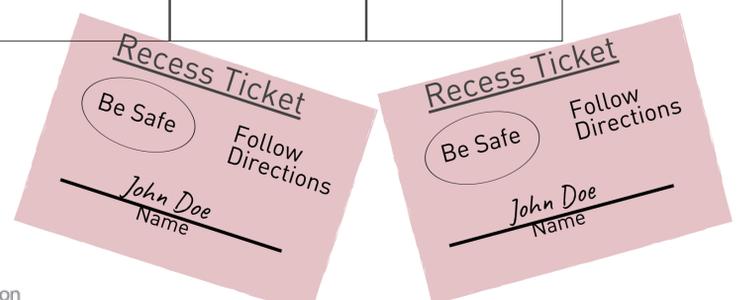
- Clear expectations that are posted
- Positive and negative consequences
- Behavior-specific praise
- Active recess supervision
- Clearly defined behaviors for recess supervisors
- Ticket system

Recess Ticket System

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

Recess All Stars!

Sarah	Jose	David
	Vanessa	



STRATEGIES FOR BEHAVIOR MANAGEMENT DURING RECESS

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

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

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

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

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

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

Behavior-specific Praise: Providing behavior-specific praise statements is listed as a key strategy for preventative behavior support under Schoolwide Positive Behavior Interventions and

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

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

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

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

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

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

High-Flier Ticket:

HIGH-FLIER



Name _____ Grade ____

Teacher _____

High-Flier Board:



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



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

Tiers 1 & 2

CLASSROOM STRATEGIES

GOOD BEHAVIOR GAME

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

OVERVIEW & OBJECTIVE

The goal is to reinforce students with at least a 4:1 (positive:negative) ratio who are following the classroom rules or expectations. The team with the most points at the end of the time period gets the mystery reward.

It is suggested that the game be played for 60-80 minutes at a time. Students will need breaks from the game to relax and socialize.



SET UP

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

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

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

Rewards for the game in a mystery bag

Tangible items: treats, stickers

Activities: extra art, music, PE, games

Time: with peers, free time minutes

Timer to begin and end the game period

HOW TO PLAY

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

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

The teacher will monitor by watching all students:

At board, the teacher will periodically turn to face the students so the students are constantly monitored.

When working in centers, the teacher will continue to watch the remainder of the class by periodically looking up from his/her group.

By walking around the room and using proximity as needed.

The teacher reviews the posted rules at the start of each class activity. Keep the tone simple and positive. Reminding students about classroom rules during the duration of the game.

The teacher will provide positive verbal feedback about academic responses.

The teacher provide positive verbal feedback regarding acceptable social behavior.

In addition to positive praise, the teacher will physically track rule compliance by tallying on the board when a rule has been followed.

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

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

Teacher will immediately return to class activity limiting time spent on disruption.

WINNING THE GAME

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

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

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

VARIATIONS

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

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

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

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

GOOD BEHAVIOR GAME FOR TEACHERS

**By: Rovi Hidalgo,
M.Ed.**

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

General Procedures

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

Good Behavior Game Procedures

- The GBG will be introduced to the class by the teacher using a signal (i.e., clapping, bell)
 - The teacher will be encouraged to aim for providing at least 30 points overall during the game or a ratio of 4:1 positive to negative interactions
- The teacher will split the class evenly into two teams. The students will be encouraged to decide on a team name which will be voted on by the team or selected by the teacher
- The teacher will give instructions that are clear and easy to follow, then clarify if students do not understand the instructions.
- The teacher will monitor by watching all students by periodically facing students, walking around, and looking up during group time.

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

Recommendations and Variations

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

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CLASS-WIDE FUNCTION-RELATED INTERVENTION TEAMS (CW-FIT)

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

OVERVIEW & OBJECTIVE

Skills covered in CW-FIT are:

Following directions the first time

Ignoring inappropriate behaviors of others

Getting the teacher's attention

Talking in a quiet voice

Staying in seat

Keeping objects and hands to self

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

CLASSWIDE STRATEGIES

1 Skill Lesson:

Select a target skill (i.e., How to Follow Directions the First Time)

Read steps from the target skill poster to the class

Model and describe each step

Role-play: use 2-3 volunteers as non-examples and examples

Ask the class what they observed - were steps used appropriately?

Feedback: praise students and correct any errors

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

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

Behavior-Specific Praise:

"Excellent job listening and following directions the first time!"

Avoid vague statements like, Good job!"

Materials Needed:

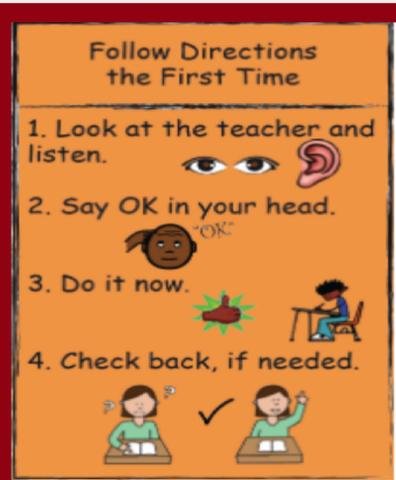
Posters

Point charts

Self-management cards

Help cards

Poster example:



2 Group Contingency & Teams:

Divide classroom into 3-6 teams.

Set a daily point goal.

Goals should be realistic but challenging.

Display point chart where everyone can see it.

Review target skills explicitly

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

Provide behavior-specific praise whenever possible.

Reward winning team with an incentive.

TARGETED STRATEGIES

3 Self-Management

Present self-management as a privilege: students can earn points on their personal chart. Practice the following self-management procedures with students:

Charts will remain on desks

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

Student writes name and daily goal

When timer goes off, teacher reminds the target students to self-assess

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

Students count their points at the end.

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

4 Help Cards

Explain purpose of help card

Determine amount of help cards available per session

Review CW-FIT skills with target students

Teach target students how to use help cards

Peer models may be allowed to give help



CLASS-WIDE FUNCTIONAL INTERVENTION TEAMS (CW-FIT)

By: Tevyn Tanner, M.Ed.

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

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

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

Procedures

Class-Wide Strategies:

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

1. Direct Instruction of Appropriate Behavior:

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

2. Group Contingency & Teams:

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

Troubleshooting the Game:

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

Targeted Interventions:

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

3. Self-Management:

- a. Present self-management as a privilege:
 - The student gets to decide whether they are following the CW-FIT rules during class.
 - Students can earn points on their personal chart.
- b. Practice the following self-management procedures with students:
 - Charts will remain on desks (refer to Index).
 - Self-management will be used every time the class engages in CW-FIT game.
 - Student writes his or her name on chart and writes the class goal for the day (i.e., How to Follow Directions).
 - When timer goes off during group contingency game, teacher reminds the target students to self-assess.
 - If students are following CW-FIT rules, they give themselves a point. If students are not following rules, remind them that they can earn a point next time.
 - At the end of CW-FIT session, student counts and writes total points.

- c. Select two peer models that will also engage in self-management.
 - i. Peer may coach target student in marking points.

4. Help Cards:

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

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Index
 (“CW-FIT - University of Kansas”,
 n.d.)

CHARTS AND POSTERS:

Daily Point Chart for Class-Wide Group Contingency:

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

Weekly Point Chart for Class-Wide Group Contingency:

TEAMS:	GOAL	Total beeps	Reward	1	2	3	4	5	6
MONDAY									
 Pre Correct  Praise Timer									
Tuesday									
 Pre Correct  Praise Timer									
Wednesday									
 Pre Correct  Praise Timer									
Thursday									
 Pre Correct  Praise Timer									
Friday									
 Pre Correct  Praise Timer									

Self-Management Point Chart:

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

POSTERS:

Ignore Inappropriate Behavior

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

How To Get The Teacher's Attention

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

Follow Directions The First Time

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

TEACHING LESSONS:

“How to Get the Teacher’s Attention”

The steps are (teacher reads aloud from poster)

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

Now everyone read with me (students read chorally).

Which “School Rule” does this match? (Answer: Ex: Be Peaceful or Be Respectful, etc). What other ways can you Be Peaceful or Respectful? (Answer: Quiet, calm voice; Work quietly; Have quiet transitions, etc).

Rationale:

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

Role Play:

Let’s practice getting the teacher’s attention.

Use volunteers (2-3 students). After each example, ask students if the volunteers got the teacher’s attention the right (or wrong) way & to state the steps they saw (or didn’t see). Example: Pretend to be explaining a math problem on board. Have students raise hands. Call on one to ask/answer question.

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

Example: Pretend to be asking questions from the story. Have volunteers raise hands to answer. Example: Have students writing in their journals. Have a volunteer raise hand and ask to get an eraser or dictionary.

Review:

You did great with the role plays for practice.

Again, let’s read together the steps in how to get the teacher’s attention (choral read).

Let’s work hard to practice this behavior today.

“Follow Directions the 1st time”

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

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

Now everyone read with me (students read chorally).

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

Rationale:

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

Role Play:

Let’s practice following directions the 1st time.

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

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

Non-example: Pretend to be reading a story. Ask students to write 3 sentences about the main idea of the story. Have volunteers talk to each other, draw a picture, play with things in desk. Non-Example: Tell students to copy 5 vocabulary words from the story (write on board). Tell students, when they are done, to go to shelf and get a book to read. Have volunteers finish words and then talk, have several go to shelf and chit-chat.

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

Review:

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

FLEXIBLE GROUP CONTINGENCIES

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

OVERVIEW & OBJECTIVE

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

SET UP

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

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

INDEPENDENT

Student receives reinforcement solely on his or her own behavior.

DEPENDENT

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

INTER-DEPENDENT

Students receive reinforcement based on everyone's behavior collectively.

TRACKING

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

CONSEQUENCES

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

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

VARIATIONS ON GROUP CONTINGENCY INTERVENTIONS

By: Erica Lehman,
M.Ed.

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

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

Overview of General Considerations

Sessions

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

Reinforcers

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

Referral Concern

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

is it a one, a few, or the majority of the class that is precipitating the referral concern.

Behavioral Expectations:

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

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

Establishing Behavioral Expectations:

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

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

Random Selection Approach (Interventioncentral.org)

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

Random Enforcement Approach

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

Contingency:

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

Method of tracking compliance with behavioral expectations:

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

- *Independent*: individual contingency
 - Students may have clips that are able to move down a vertical chart (already exists in many of the classrooms we were working with previously), students may have index cards on which they self-record/monitor their own behaviors, or students may earn token reinforcers individually.
- *Interdependent*: group mediated contingency
 - Students may earn points on a board, slips in a jar, squares colored in on a picture, etc. The tracking method is most flexible for this format, and the system chosen should be acceptable to the teacher and/or fit well with any behavioral management practices already being implemented in the classroom.
- *Dependent*: one or few student dependent contingency
 - Because this type of group contingency pins the availability of the reinforcer on one student, it is important that the identity of this student is kept anonymous if the student is not able to earn the reinforcer for the class. However, if the reinforcer is earned, the student's identity may be disclosed (Jones, Boon, Fore & Bender, 2008).
 - This may be an especially positive quality of the intervention if the student does not typically receive positive

attention from peers.

Consequence

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

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Interventions & Strategies Across Tiers:

Tiers 1 & 2

SOCIAL-EMOTIONAL FUNCTIONING

SECOND STEP®: A SOCIAL-EMOTIONAL LEARNING CURRICULUM

By: Rovi Hidalgo, M.Ed.

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

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

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

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

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

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

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STOP, WALK, TALK

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

OVERVIEW & OBJECTIVE

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

Incorporates all faculty and staff

Teaches school personnel how to respond to harmful behaviors when they happen

Teaches students to use explicit steps when harmful behaviors happen

Is designed to increase student reporting of behaviors when harmful behaviors happen

Creates a school-wide system to responding to bullying behaviors

When a student appropriately responds to harmful behavior, they are provided reinforcement

When school personnel teach and reinforce student behavior with fidelity, they are provided reinforcement

Key Elements

A school-wide system for staff response to problem behaviors

A system of signals to represent the Stop, Walk, Talk steps

Teacher taught curriculum lessons from the Ross, Horner, & Stiller (2008) manual found in the procedural guidelines below

Furthermore, when utilizing this intervention:

Teacher and staff implementation fidelity is essential

Clear expectations should be provided for students and school personnel

The school-wide system should be set up to increase teacher and staff positive feedback for appropriate behaviors

OVERVIEW OF DELIVERY SYSTEM

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

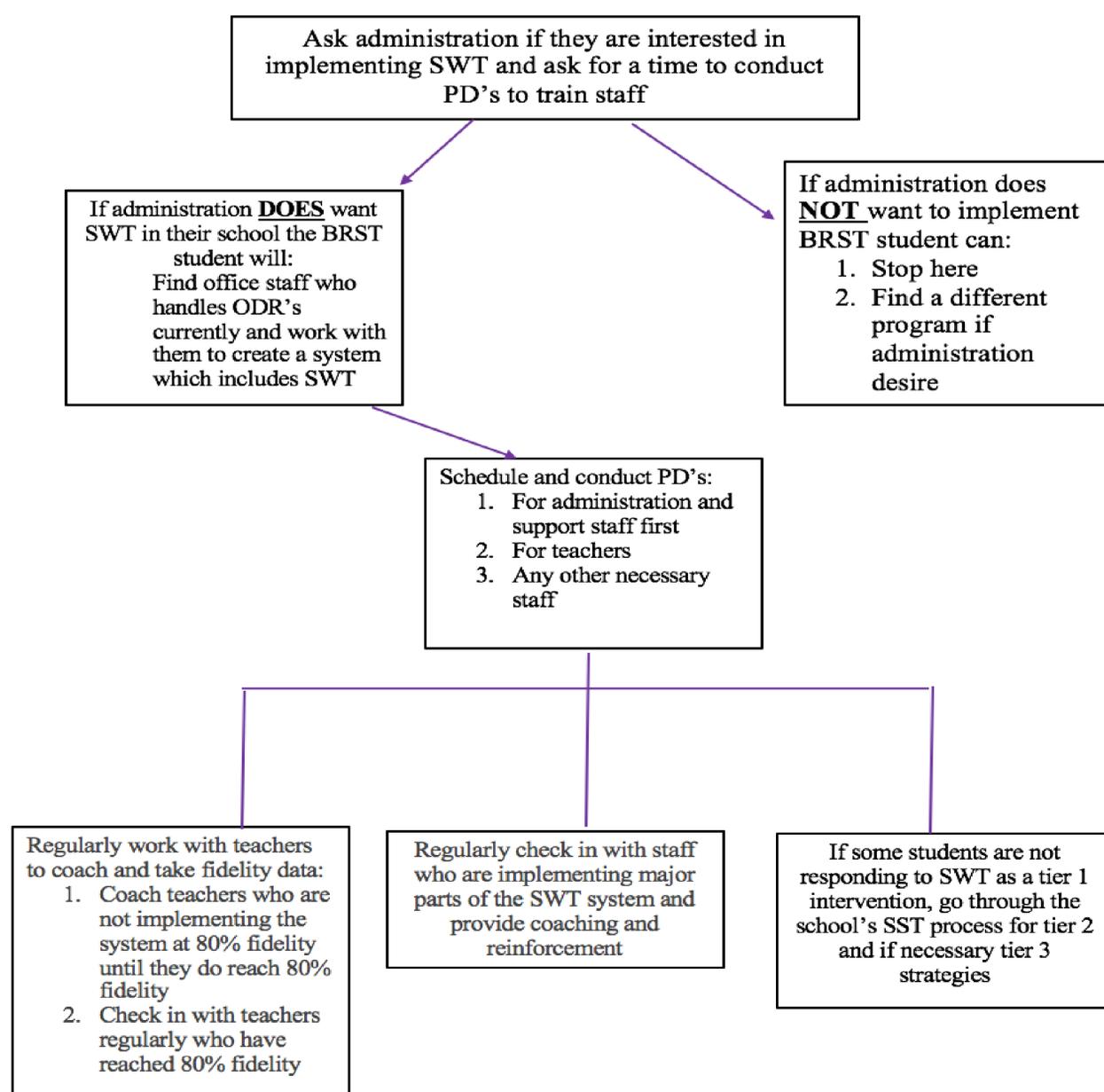
Staff and faculty should meet with administration and determine if they would like to implement the Stop, Walk, Talk program at their school

Consultants and administration conduct professional development and trainings on the Stop, Walk, Talk program

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

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

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



STOP, WALK, TALK (BP-PBS) PROGRAM

By: Kara Henrie, M.Ed.

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

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

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

Procedures

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

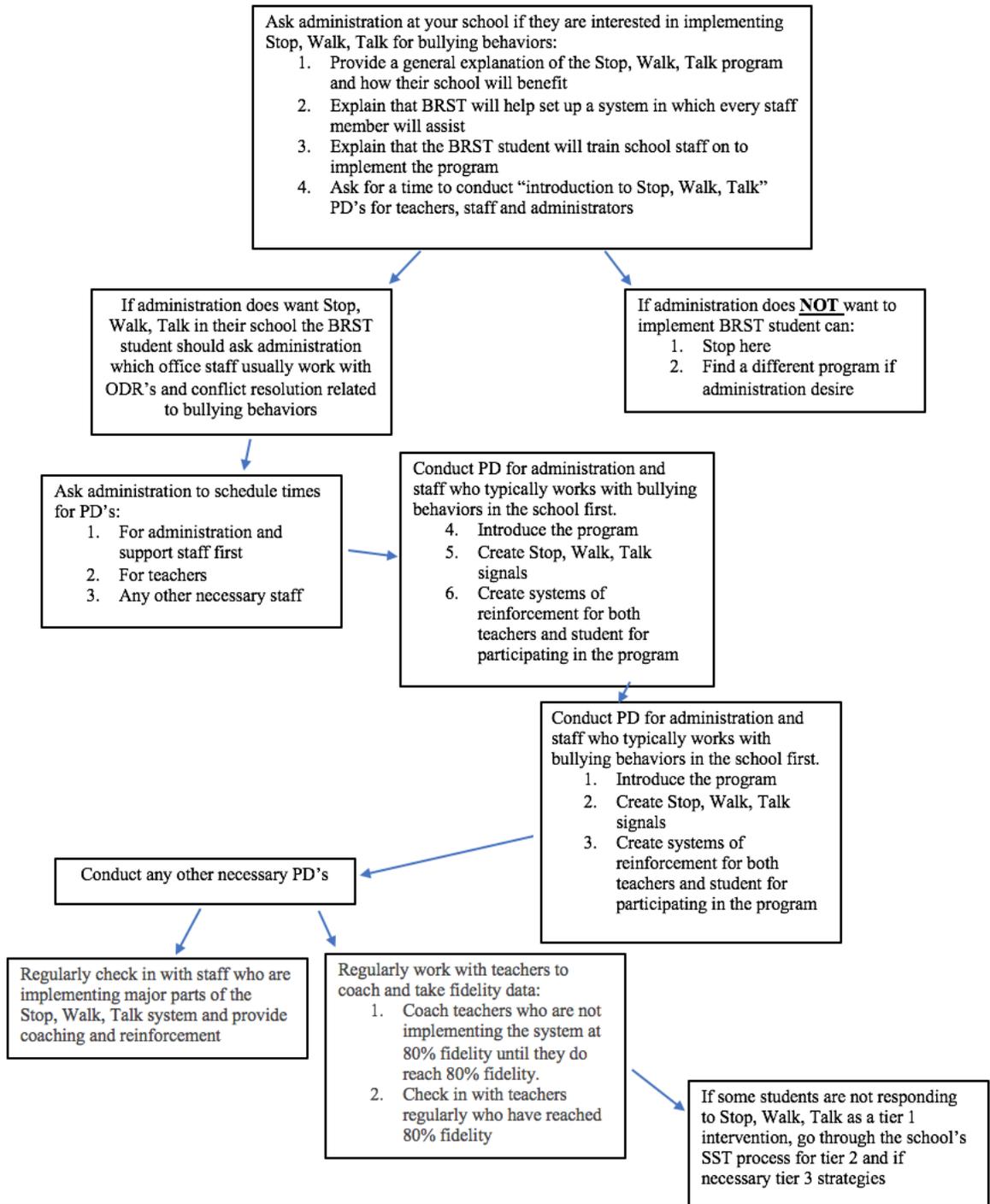
For Stop, Walk, Talk to be implemented with fidelity, it must be administered school-wide. Thus, not only should the curriculum be administered at the teacher level, but the BRST student should be working with the administration and other support staff to ensure that everyone in the building is reinforcing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

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

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

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

Procedural Flow Chart



Stop, Walk, Talk Fidelity Form

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

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

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

____/8 x 100 = ____ %

Stop, Walk, Talk Teaching Schedule for Curriculum

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

References

- Bosworth, K., & Judkins, M. (2014). Tapping into the power of school climate to prevent bullying: One application of schoolwide positive behavior interventions and supports. *Theory Into Practice, 53*, 300-307.
- Bradshaw, C. P. (2013). Preventing bullying through positive behavioral interventions and supports (PBIS): A multitiered approach to prevention and integration. *Theory Into Practice, 52*, 288-295.
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SOCIAL SKILLS IMPROVEMENT SYSTEM

The Social Skills Improvement System (SSIS) is a social skills curriculum that teaches social skills in a group format for students ages 7-11.

OVERVIEW & OBJECTIVE

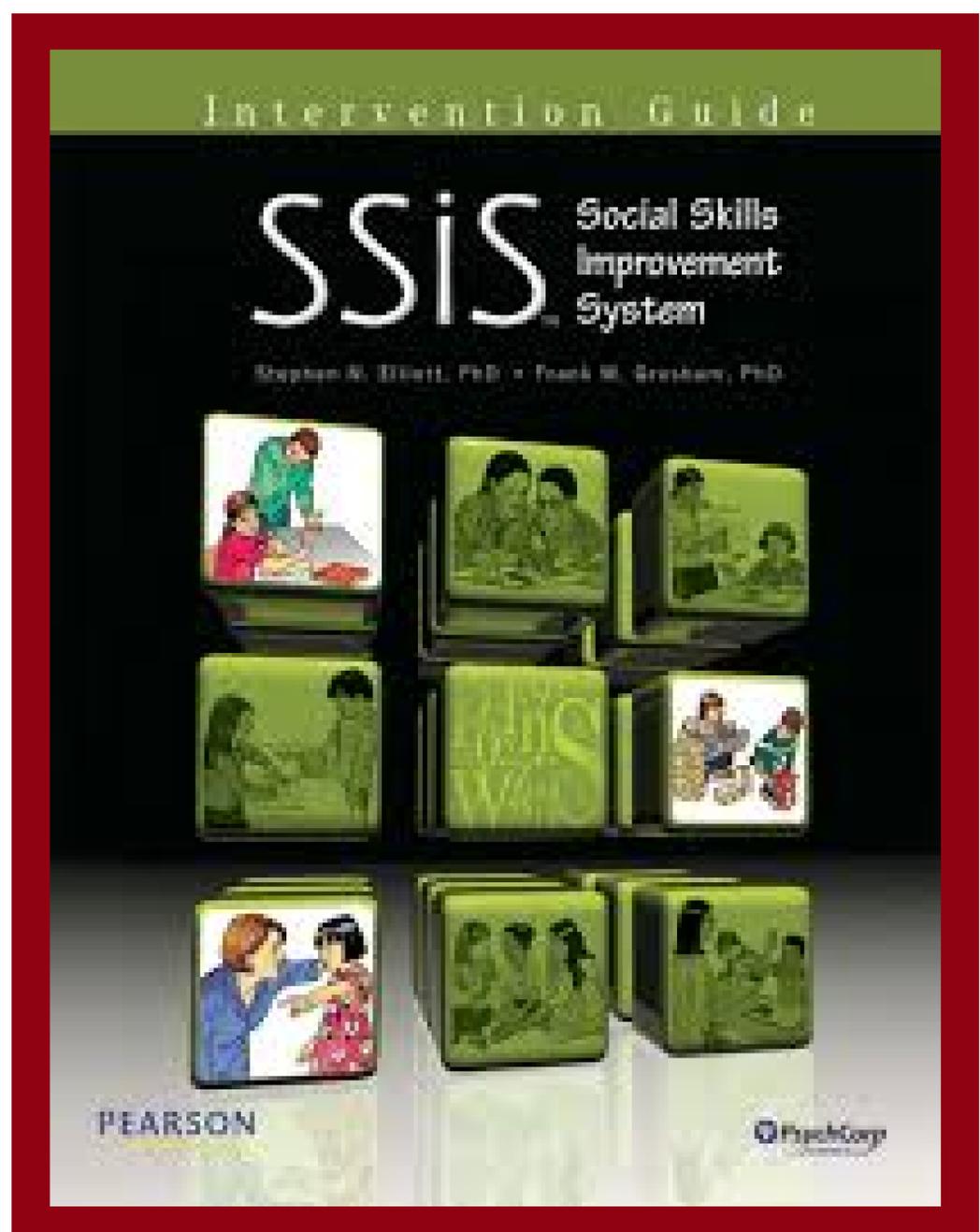
Social Skills Programming for the age group will be based on The Social Skills Improvement System (Elliot & Gresham, 2008).

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.

The first group session will primarily include additional fun games/activities and cover introductions, expectations, and procedures. The facilitators will also assess group preference to ensure that the prizes students can earn will operate as a reinforcer.

Before any content is presented, it is important to establish that this will be a comfortable, fun space for the students and that the ability to participate in group is a special privilege.

Subsequent sessions will be organized around a key skill: The skill is presented and explained, examples are given and generated by students, and then the skill is practiced.

This is generally referred to as a "tell, show, do" format.

Although the manual provides a vast array of skills to be taught, content will be selected based on group composition and teacher or parent input.

Facilitators also recognize the importance of providing examples in session that reflect challenges the students face in a typical school day.

Examples of possible sessions:

- Emotion Recognition
- Following Directions
- Coping Skills and Distress Tolerance
- Responding to Bullying or Teasing
- Basic Conversation Skills
- Doing Your Part In a Group



SOCIAL SKILLS IMPROVEMENT SYSTEM

By: Natalie Jensen, M.Ed.

Overview

- Social Skills Programming for this age group will be based on *The Social Skills Improvement System* (Elliott & Gresham, 2008).
- Students will be pulled out of the classroom for one 60-90-minute session per week at the time considered most appropriate by the teacher.
- Groups will be comprised of 3-7 students (dependent upon personnel availability and group cohesion).
- A single group may contain students from multiple different classrooms, as long as the students are similar ages.
 - Skills do not necessarily need to be commensurate; it is often helpful for a more advanced peer to serve as a role model.

Group Procedures

- Facilitators will work to ensure that the rules and expectations of group reflect the same standards they are help to in class.
- Students will be given a 5-minute warning by facilitators prior to the start of group as well as the behavioral expectations that constitute appropriate conduct for leaving the classroom.
- During group, students will receive token reinforcement contingent upon appropriate behaviors. Tokens will be cashed in for small prizes at the conclusion of group.
 - Facilitators are flexible with this procedure, and token cash in may be adjusted if a problem arises (consumption of prize in class, etc.)
- Prior to returning to class, group members will be explicitly informed of re-entry expectations once again in order to facilitate a smooth transition back to class without disrupting other students.

Content

- The first group session will primarily include additional fun games/activities and cover introductions, expectations, and procedures. The facilitators will also asses group preference to ensure that the prizes students can earn will operate as reinforcers.
 - Before any content is presented, it is important to establish that this will be a comfortable, fun space for the students and that the ability to participate in group is a special privilege.
- Subsequent sessions will be organized around a key skill: The skill is presented and explained, examples are given and generated by students, and then the skill is

practiced.

- This is generally referred to as a “tell, show, do” format.
- Although the manual provides a vast array of skills to be taught, content will be selected based on group composition and teacher or parent input.
 - Facilitators also recognize the importance of providing examples in session that reflect challenges the students face in a typical school day.
- Examples of possible sessions:
 - Emotion Recognition
 - Following Directions
 - Coping Skills and Distress Tolerance
 - Responding to Bullying or teasing
 - Basic Conversation Skills
 - Doing Your Part in a Group

Reference

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

SUPERHEROES SOCIAL SKILLS

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.

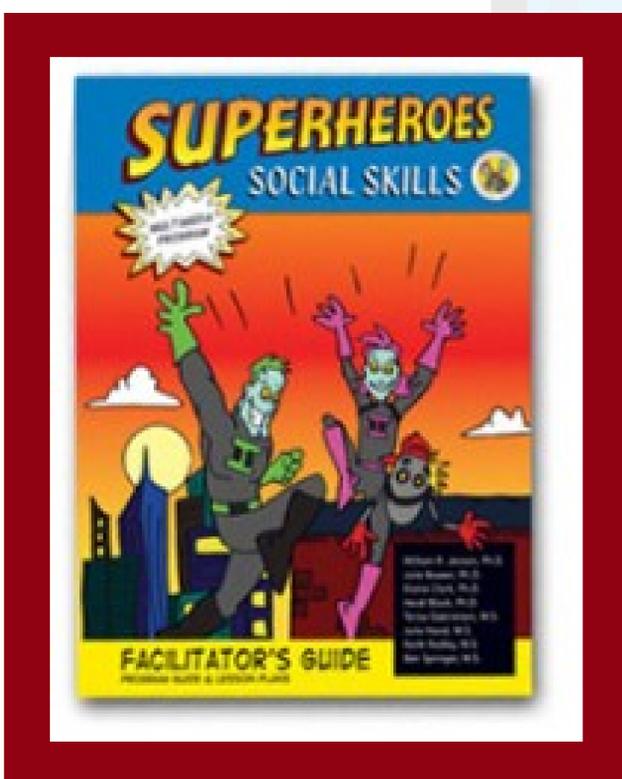
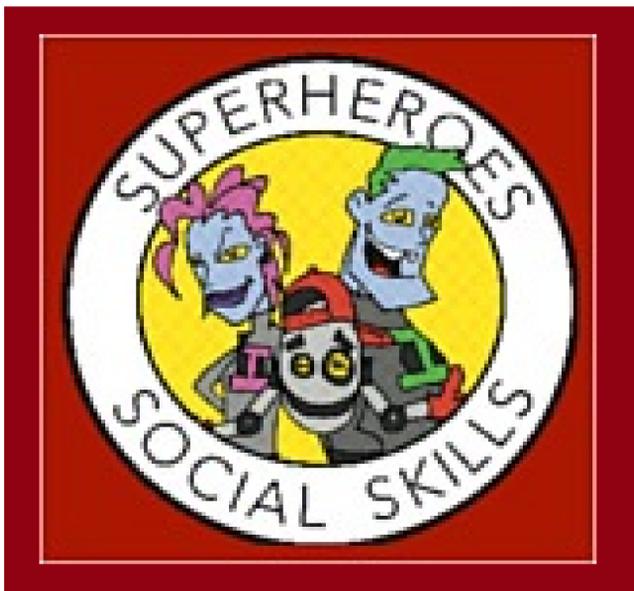
PROCEDURES

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 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

By: Diana Askings, M.Ed.

The Superheroes program is an evidence-based, manualized intervention to teach small groups of children grades K-6 social skills. It was originally designed to teach children with autism spectrum disorder (ASD) to appropriately interact with others; however, this intervention could be used with any student with social deficits. The program includes 17 target social skill lessons (from foundational skills to advanced skills) taught through fast-hands video animation, peer modeling, role-play, and take-home comic-books to promote generalization and parent involvement. Students receive tangible rewards and praise for practicing the target social skill with public posting of their performance in the group to reinforce appropriate behavior. Research indicates a large effect size (.75) for increased social engagement in students with ASD in elementary public school during free-play sessions as well as large effect sizes (1.53-2.98) in increased social engagement during recess (Jenson et al., 2011).

Procedures

- All materials are included in the Superheroes kit
- The program includes the following social skills:
 - Get Ready
 - Following Directions
 - Reducing Anxiety (Be Cool!)
 - Participate
 - Imitation
 - Body Basics (FEVER)
 - Expressing Wants and Needs
 - Joint Attention
 - Turn Taking
 - Responding to Questions and Requests
 - Conversation (Staying on Topic)
 - Recognizing Emotions in Yourself and Others
 - Perspective Taking (Understanding Others' Feelings)
 - Reporting a Problem
 - Recognizing and Reporting Bullying
 - Responding to Bullying
 - Problem Solving and Safety
- Prior to implementation:
 - Identify students that may benefit from the group and obtain permission from parents
 - Determine which lessons would be appropriate for your group

- Talk to their teachers to decide what time(s) would be least intrusive within the school day to implement the intervention
 - Lessons last approximately 30 minutes each
- Print out all necessary materials (e.g., posters, power charge cards, comic-books)
- Review the lesson plan and set up the room (e.g., display posters, set up DVD, post schedule)
- Facilitating the group:
 1. Check-in with the students by reviewing the last unit Group Poster and briefly practice the skill (instead of review, introduce yourself and have the students introduce themselves in the first group meeting)
 - i. Collect homework and transfer last unit Power Charges
 2. Review daily schedule and group rules
 3. Post new unit skill poster and introduce target skill to the group
 - i. Hand out Power Cards and post the new Group Power Poster
 4. Watch the fast-hands animation and peer modeling on the DVD
 5. Role-play positive and negative examples of the target skill
 - i. Practice positive examples with the class and only demonstrate negative examples with another adult or by yourself
 6. Watch the Digital Comic on the DVD
 7. Play the social game with the group
 8. Free time/break
 9. Transfer Power Charges to the Power Posters
 10. Assign the unit homework comic-book to the students
 11. Pick the Superhero of the Day and provide group reinforcer
 - i. If a Black Hole Card is drawn, review the group rules
 - ii. If a Scooter Card is drawn, give that student a sticker and have them spin to decide on the group reinforcer
- Provide Power Charges for appropriate target skill demonstration throughout the group
- Provide Scooter Cards for following the group rules
- Provide Black Hole Cards for failing to follow the group rules

Troubleshooting

1. Each lesson in the Superheroes manual provides troubleshooting information to help deal with common problem behaviors that may be displayed by students
2. To reduce potential disruption in the classroom, remind the students to place their reinforcers in their backpacks once they return to the

classrooms

3. To promote homework completion, provide a scooter card contingent upon students returning their homework
4. Make sure everyone gets the opportunity to be Superhero of the Day-it is okay to choose a student that was not actually drawn if they were participating appropriately in group to keep from the same student being Superhero of the Day multiple times
5. Use reinforcers that the students are excited to work for and vary the type of reinforcers used

References

Jenson, W.R., Bowen, J., Clark, E., Block, H., Gabrielsen, T., Hood, J., Radley, K., Springer, B. (2011). *Superheroes Social Skills Facilitator's Guide*. Eugene, OR: Pacific Northwest Publishing.

**Interventions & Strategies Across
Tiers:
TIERS 2, 3, & SPECIAL
EDUCATION**

ANTECEDENT INTERVENTIONS

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

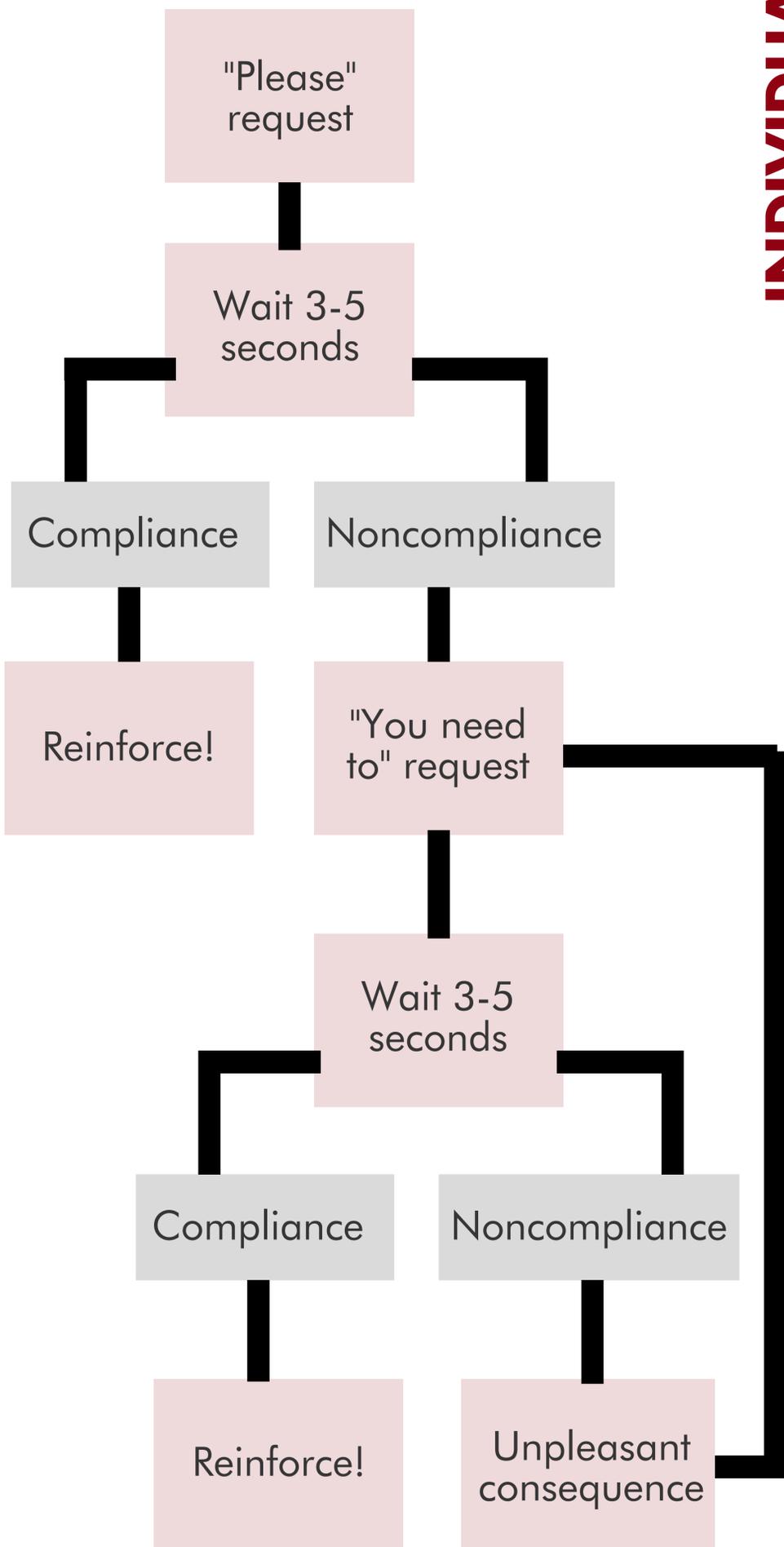
Allow students opportunities to complete tasks at the current skill level. Easy tasks can be incorporated to decrease the likelihood of problem behaviors.

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:



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

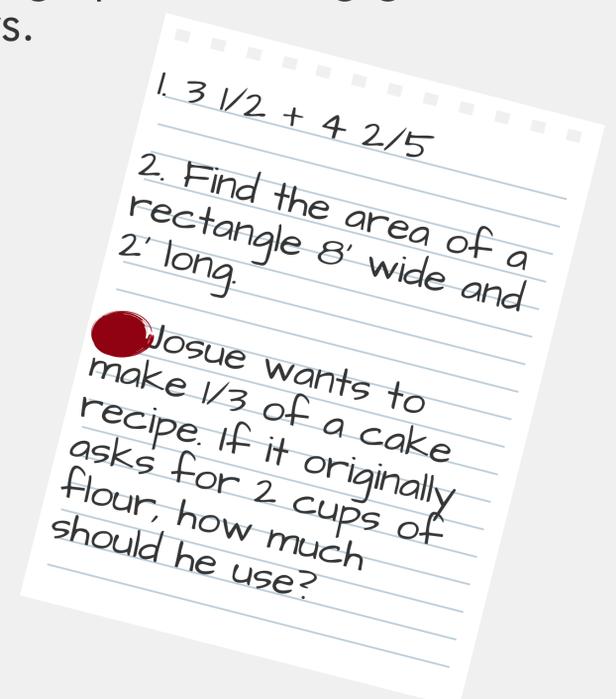
If students are allowed to take breaks, it may reduce problem behavior (see "Class Pass" within this manual).

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.



CLASSWIDE AND INDIVIDUAL ANTECEDENT INTERVENTIONS

By: Kai Mendenhall, M.S. & Rovi Hidalgo, M.Ed.

Thinking functionally about behavior requires acknowledgement of the antecedents and consequences. While consequences are what happens immediately after a behavior, antecedents are what occurs before the onset of the behavior. In particular, the term “antecedent” refers to environmental conditions or stimulus changes that exist or occur prior to the behavior of interest (Cooper, Heron & Heward, 2007). Antecedent interventions decrease the likelihood of problem behavior by addressing situations on the front end. The following document lists both class-wide antecedent interventions, as well as interventions for individuals.

Class-wide Antecedent Interventions and Strategies

Rules and expectations. First, classrooms and other settings should be equipped with rules and expectations. Research has demonstrated that consistent implementation of classroom rules is associated with improved student behavior at both the building level (Mayer & Leone, 1999; as mentioned in Kern & Clemens, 2007) and the classroom level (Johnson, Stoner & Green, 1996; as mentioned in Kern & Clemens, 2007). Rules and expectations should be explicit (i.e., observable and measurable) and positively stated (e.g., “walk in the classroom” vs. “don’t run”). Rules should be kept to a maximum of five rules. Further, rules should be posted near the front of the room to serve as a reference for both students and the teacher. Classroom rules should be reviewed as a class, and then modeled. Students should be given opportunities to show positive examples of what the classroom rules look like, and then given exposure to what they do not look like.

Schedules, routines and predictability. There are multiple routines that are taught in school, such as: knowing where to line up, how to enter the classroom, how to transition between activities, and where to obtain materials. Offering signals and cues of upcoming changes is also effective (Mace, Shapiro & Mace, 1998; as mentioned in Kern & Clemens, 2007). Routines should be established early in the school year to allow time for practice, feedback, and mastery (Kern & Clemens, 2007). Routines should be explicitly taught with both examples and non-examples of behavior. It may be helpful for students to be provided with visual aids having reminders of how to complete routines and what the schedule is for the day (e.g., writing it on the board).

Positive and negative interactions. Praise can be provided for both social and academic behaviors. Positive feedback should be provided to students when they comply after being off-task for a period of time, as well as when they exhibit approximations to the goal behavior. Inappropriate behavior should be ignored if possible. Additionally, praise statements should be given using specific language – that is, students should be able to identify exactly what they did correctly/wrong so that they are likely/less likely to engage in that behavior again. Behavior-specific praise statements is listed as a key strategy for preventative behavior support under Schoolwide Positive Behavior Interventions and Supports (SWPBIS; Simonsen et al., 2015). Increased use has also been shown to increase on-task behavior (Sutherland, Wehby & Copeland, 2000; as mentioned in Kern & Clemens, 2007). For more information, please see “The Importance of a High Positive-to-Negative Ratio” within this manual.

Precision requests. Precision requests are a systematic means for giving directions and requests. Within precision requests, teachers give directions to student using the word “please” (e.g., “*please* hand me the toy”). Then, after 3-5 seconds have elapsed and the student has not complied, the teacher will issue the request again with the word “need” (e.g., “you *need* to hand me the toy”). If the student has not complied, then an unpleasant consequence (e.g., clip down) is applied. Whenever the student complies, they should be reinforced. Precision requests are most effective when:

- They are used consistently.
- Delivered as a positive statement (no questions).
- Delivered in close proximity (within 3-5 feet of the student).
- Delivered in an unemotional manner.
- Delivered with an appropriate amount of time for the student to respond.
- Consequences are known (e.g., “if... then”)
- Students are reinforced for compliance.

Task difficulty and opportunities to respond. Students should be given opportunities to complete tasks at their skill level. Potential mismatch between the two (e.g., a student is behind in reading) can evoke problem behaviors (Kern & Clemens, 2007). If students are struggling, then easy tasks may be intermixed with difficult tasks to increase task performance and reduce disruptive behavior. Opportunities to respond (e.g., reading aloud, answering questions and working as a group) may reduce problem behavior because they will be more engaged. It is associated with improved academic performance, higher levels of student task engagement, and lower levels of disruptive behavior (Carnine, 1976; West & Sloane, 1986; as mentioned in Kern & Clemens, 2007). Lastly, a brisk and active pace of instruction can increase academic engagement.

Pre-correction. This strategy involves reminding students of behavioral expectations, or allowing opportunities to rehearse appropriate behaviors, prior to transitioning into a task. Reminders are based on schoolwide expectations (as well as classroom rules) and practiced routines within that particular setting.

Antecedent Interventions for Individual Students

Choice and student interests. To prevent the occurrence of problem behavior, students may be given a choice in which activity they want to engage in. Choice may reduce problem behavior in two ways: the student will select the preferred activity and having an opportunity to choose activities may be reinforcing (Kern & Clemens, 2007). Choice may be offered in various areas, including order of task completion and materials used. Student interests should also be considered and incorporated into material as often as possible.

Dots for motivation. To implement this intervention, follow the following steps:

1. Cut dots into individual pieces
2. Tape an envelope to the side of the student’s desk

3. When the student is on-task, reinforce them by placing a dot sticker placed in the envelope
4. Stickers can later be used to cover problems of the student's choice

Other variations for this intervention include: (a) providing dots at the beginning of the day/assignment; (b) cutting dots in half, requiring two pieces, rather than one, to cover a problem; and (c) students can save dot stickers and trade them in for a reinforcer.

Scheduled attention. Scheduled attention (otherwise known as non-contingent reinforcement) allows the student access to positive adult/peer attention via a fixed interval schedule. For example, the student may be allowed to talk to a positive adult about a topic of interest every three minutes. Further, students can have scheduled “check-ins” with an adult at the school to decrease attention-seeking problem behavior (Bambara & Kern, 2005; as mentioned in Kern & Clemens, 2007). This strategy may be of particular interest for use with students who show attention-maintained behavior.

Breaks. Allowing students opportunities to take breaks may reduce problem behavior because they are allowed to. Breaks can be naturally occurring (e.g., recess) or allowed via break cards (see “Class Pass” within this manual).

Behavioral momentum. This strategy utilizes the issuance of several high probability requests (i.e., tasks that they are likely to comply with) prior to issuing a low-probability request (i.e., a task that they normally would not comply with). The goal is to increase compliance. High-probability requests are those that are easy for the student, while low-probability requests may require more effort, or are perceived as aversive to the student.

Praise around. Teachers may benefit from keeping in mind to provide four students prior to reminding one student to maintain a 4:1 ratio. Specific praise statements should be provided so that students are informed what exactly they are doing, increasing the likelihood that they will engage in the appropriate behavior again. The goal of praising around is that the target student will correct their behavior once they acknowledged the praise and positive attention that their peers are receiving.

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NONCONTINGENT REINFORCEMENT

Noncontingent reinforcement is an antecedent strategy that can decrease problem behaviors by providing students with frequent access to reinforcers, (e.g., items, activities, individuals, etc.) regardless of the student's behavior.

Quick Review:

Antecedent interventions are implemented before problem behaviors occur to decrease the likelihood of problem behaviors occurring



What is the difference between contingent and noncontingent reinforcement?

If...



Contingent reinforcement

- Student must display a desired behavior to gain access to reinforcer

Then...



Noncontingent reinforcement

- Student has access to reinforcers on a fixed or variable schedule, regardless of behavior

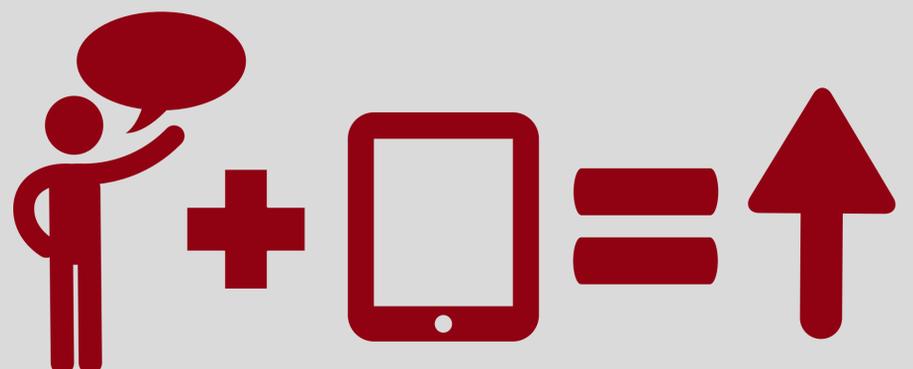


What are the benefits of using NCR?

- Creates a highly reinforcing learning environment



- If reinforcer follows a desirable behavior the behavior may increase



NCR BY BEHAVIORAL FUNCTION

Gaining access to something desirable

Attention

- Provide positive attention from teacher or peers on a fixed schedule

Tangible

- Provide scheduled access to a highly preferred toy or item

Getting away from something undesirable

Escape

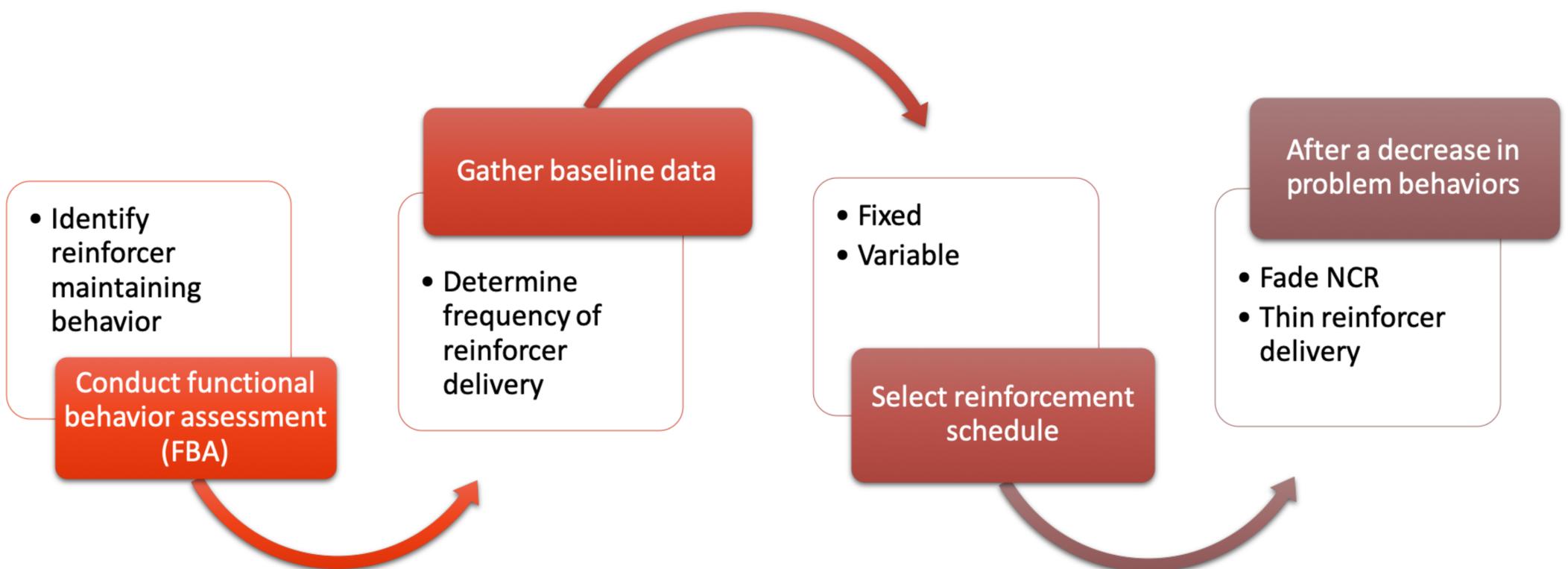
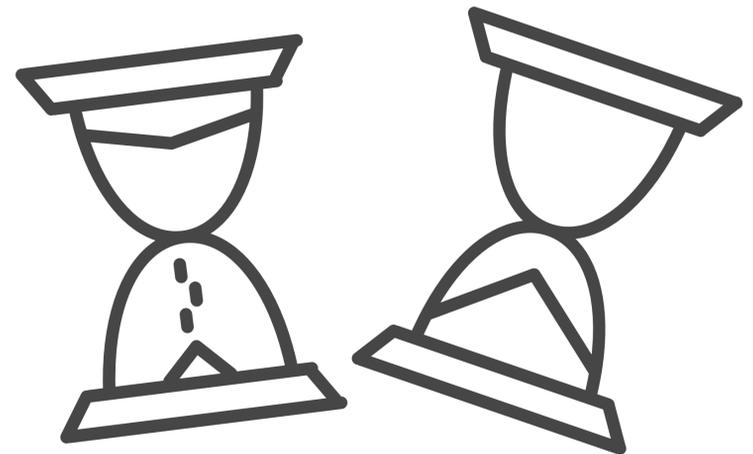
- Allow student to take a break from a task demand every two minutes

To feel pleasure/body awareness (automatic)

Automatic

- Provide sensory breaks throughout the day on a fixed schedule

IMPLEMENTING NCR



NONCONTINGENT REINFORCEMENT

By: Anna Purkey, M.Ed.

Within the classroom environment, there are antecedents, or triggers, that will make problematic behaviors more likely to occur. An example of an antecedent for problematic behavior is a task demand to complete a math worksheet. To reduce the likelihood that students will engage in problematic behaviors in the classroom, teachers can implement antecedent interventions, such as noncontingent reinforcement (NCR). NCR is considered an antecedent strategy because students are given access to reinforcers independent of their behavior, which may reduce the likelihood that students will engage in problematic behaviors (Cooper, Heron, & Heward, 2007).

One of the benefits of using NCR, unlike contingent reinforcement, is that it does not require the teacher to wait for the student to engage in an appropriate behavior before providing reinforcement (Tucker, Sigafos, & Bushell, 1998). In NCR, students are given access to reinforcers on either a fixed or variable time schedule. In a fixed interval schedule of reinforcement, students have access to a reinforcer at the same interval of time (e.g., every three minutes). In a variable interval schedule, an average interval of time is selected and the reinforcer is available at varying time intervals around the average (e.g., on average, the reinforcer is delivered every 30 seconds, but the reinforcer may be available at intervals of 25, 27, 30, 33, or 35 seconds; Cooper et al., 2007). The most common type of reinforcement schedule is a fixed schedule (Cooper et al., 2007).

Students learn to engage in problematic behaviors because the behaviors have been reinforced by meeting a specific need. There are three types of reinforcement that can lead to increases in problematic behaviors, including: positive reinforcement (gaining access to something desirable), negative reinforcement (escaping/avoiding something undesirable), and automatic reinforcement (experiencing pleasure/body awareness). Conducting a functional behavior assessment (FBA) to identify the function the problematic behavior is serving is an essential step before implementing NCR (Tucker et al., 1998).

After the reinforcer is identified, the teacher should observe the student to gather baseline data. During the observation of the student, the teacher will count the number of times the target behavior occurs, divide the frequency of the behavior by the length of the observation, and use the quotient to set the interval for delivering the reinforcer (Cooper et al., 2007). After gathering baseline data, the teacher will select either a fixed or interval reinforcement schedule. Once the reinforcement schedule has been selected, the teacher will start providing the student with reinforcement at the scheduled time, independent of the student's behavior at the end of the interval. It may be helpful to use a timer or Motivaider to provide a reminder of when the reinforcer should be available. Examples of how to utilize NCR based on the identified function of the behavior are listed in the table below.

Function	Reinforcer Type	Example of How to Implement NCR
<i>Gain Access to Attention</i>	Positive Reinforcement	Provide student with positive attention from teacher or peers on a fixed or variable schedule (e.g., talk to student, partner share, group work)
<i>Gain Access to Tangible</i>		Provide student with access to a highly preferred toy or item on a fixed or variable schedule (e.g., stuffed animal, crayons, paper, etc.)
<i>Escape or Avoidance</i>	Negative Reinforcement	Give student a break from task demands on a fixed or variable schedule
<i>Pleasure/Body Awareness</i>	Automatic Reinforcement	Provide student with sensory breaks throughout the day on a fixed or variable schedule (e.g., listen to music, play in sensory box, time in quiet space)

In addition to implementing NCR, teachers can incorporate behavior skills training (a detailed description for implementing behavior skills training can be found in Section 3, *Interventions and Strategies Across Tiers*) to teach the student a replacement behavior and/or differentially reinforce the student when they engage in an appropriate alternative, or replacement, behavior.

When the student demonstrates a stable reduction in problematic behaviors, NCR can be faded by thinning the reinforcement schedule (Cooper et al., 2007; Tucker et al., 1998). To thin the reinforcement schedule, the amount of time between the intervals where the reinforcer is available is gradually increased. This can be accomplished by increasing the interval by small, consistent intervals at a time (e.g., the interval before the reinforcer is available is increased by 10 seconds). If the problematic behavior increases after the fading process has started, the teacher can scale back the interval of time that the reinforcer is unavailable by reducing the interval by the same increment that it was increased by.

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Interventions & Strategies Across Tiers:

Tiers 2, 3, & Special Education

INTERVENTION PACKAGES

Interventions & Strategies Across Tiers:

Tiers 2, 3, & Special Education

ESCAPE-MAINTAINED BEHAVIOR

INTERVENTIONS FOR ESCAPE BEHAVIOR

The following guide describes different interventions for escape-maintained problem behavior.

OVERVIEW & OBJECTIVE

If clients are exhibiting escape-maintained problem behavior, then it means they are trying to escape or avoid aversive tasks (e.g., too difficult) and interpersonal interactions. They may look like property destruction, verbal aggression, complaining, work refusal, and/or inattention and may lead to removal from class or removal of the aversive stimulus.

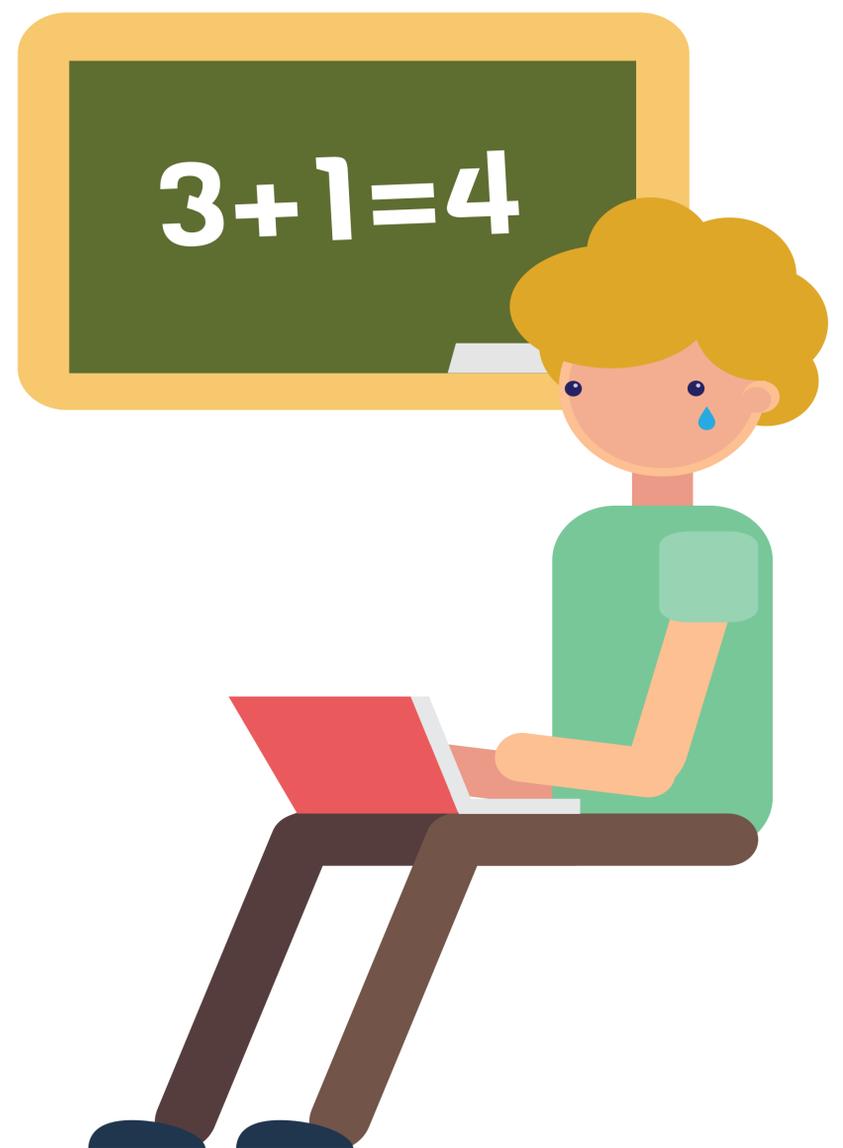
Function-related interventions can be determined by assessing:

the function of behavior through a functional behavior assessment

factors within the classroom that may contribute to behavior occurrence

environmental tolerance of the behavior demands

the most important goal within the client's environment (e.g., social skills or academic engagement?)



ANTECEDENT INTERVENTIONS

S.O.A.R. Card
Summary Of Achievement & Responsibility
"WATCH ME SOAR!"



Name _____ Date _____

Time	Follow Directions	Be Responsible	On Task	Think Before You Act	Stay Safe	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 _____ %

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

Successes: _____

Coordinator Initials

Parent Signature _____

Figure 1. Example of a Check-In, Check-Out daily progress report card.

Providing Choice

The client can choose the order of tasks, time spent on task, and choosing the task.

Curricular Revision

Curricular components, such as task length and difficulty, can be adjusted.

Demand Fading

Remove all demands in the environment before gradually reintroducing them. This may work best with escape extinction.

Behavioral Momentum

Give the client a series of easy requests with a high probability of compliance and then issue a non-preferred request. Be sure to praise/reinforce the client when they comply.

DIFFERENTIAL REINFORCEMENT

Differential Reinforcement of Alternative Behavior

Access to escape is based on compliance or appropriate responses. The client has to ask appropriately, or comply with instruction, to receive access to a break. Functional Communication Training (FCT), a form of DNRA, should be considered if the client lacks communication skills.

An example of an FCT-type intervention is Class Pass (see "Class Pass" within this manual), where a client can have access to breaks if the client appropriately hands their teacher a card to request for a break.

Differential Reinforcement of Zero Rates of Responding

Escape is delivered when the problem behavior has not occurred for a specified period of time. Initial intervals should be shorter than the time that elapses between instances of problem behavior. Check-In, Check-Out providing contingent escape (Kilgus, 2016) allows breaks based on points earned on the client's daily progress report (see "Figure 1").



INTERVENTIONS FOR ESCAPE-MAINTAINED PROBLEM BEHAVIOR

By: Erica L. Lehman, M.Ed. & Aaron J. Fischer, Ph.D., BCBA-D

One of the most common functions of problem behavior is to escape academic tasks. Various antecedents can elicit the occurrence of escape-maintained problem behaviors. Some examples of antecedents include difficult tasks, non-preferred tasks, and aversive interpersonal interactions. Unfortunately, classrooms may be aversive to students because it targets skills that the students may have deficits in, such as communication and pro-social behavior.

Escape-maintained problem behaviors may look like property destruction, verbal aggression, complaining, work refusal, and/or inattention. For example, students with behavioral deficits may appear to have an internalizing response (i.e., putting head down during independent seatwork); students with behavioral excesses, on the other hand, may have an externalizing response (i.e., yelling “No!” when asked to complete a task). Common consequences include removal from class, ignoring the student, and issuing of reprimands.

Selecting Interventions

Consultants should assist teachers in selecting the most appropriate function-related intervention by considering the following: (a) identify the function of behavior through a functional behavior assessment; (b) evaluate the quality of instruction in the classroom environment (i.e., does it effectively target students’ current repertoire, or are there aspects contributing to task avoidance?); (c) assess whether the environment can tolerate any level of behavior; (d) determine if there are any demands to which the client already complies; and (e) determine the most important goal within the classroom (e.g., social skills, academic engagement, or participation in non-preferred activities).

There are three classes for function-based interventions for escape-maintained problem behaviors: (a) antecedent interventions, which makes the tasks less aversive; (b) functional communication, which teaches appropriate strategies to access reinforcers; and (c) eliminating the contingency through escape extinction.

Antecedent Interventions

Providing choice. Within this intervention, the individual can avoid the aversive aspects of one task by selecting another. Variations include choosing the order of tasks, the time to spend on tasks, and choosing the task itself. The limitation of the current intervention is the need to prepare multiple sets of materials, and the client is required to already have skills in manding and tolerating instruction.

Curricular and instructional revision. Aspects of the curriculum or instruction that are aversive to the learner are altered to reduce or eliminate these features. Components that can be adjusted are task length, difficulty, format, prompting, and rates of positive reinforcement. These adjustments could help not only the client, but also other students. Students who have academic skill deficits may enjoy: (a) teaching pre-requisite skills prior to task presentation; (b) using peer

tutors; and (c) having targeted interventions in aversive academic areas. These modifications may reduce escape-maintained problem behavior by abolishing the motivation to escape. The limitations of revising instruction are required expertise, time, and integrating the needs of the entire class (Geiger, Carr & LeBlanc, 2010; Lalli, et al., 1999;).

Behavioral momentum. For this procedure, the client is given a series of easy requests that have a high probability of compliance and are delivered in quick succession with brief praise after each request. Once easy requests have been completed, the client is asked to complete a non-preferred task.

Demand fading. All demands in the environment are removed before being gradually reintroduced. This procedure works best with escape extinction and inability to escape should be ensured. This removal is expected to dramatically reduce problem behavior. The benefits of this procedure include increase for tolerance for instructional activities; limitations are loss of instructional time, it is demanding for staff, and may be logistically difficult.

Differential Reinforcement Interventions

Differential negative reinforcement of alternative behavior (DNRA). During DNRA, access to the reinforcer (escape) is contingent on appropriate responses or compliance to requests. Therefore, the client can escape if asking appropriately (e.g., presenting a break card) or complying with instruction (e.g., can earn a break after a certain task is complete). The benefits of DNRA includes a decrease in problem behavior, an increase in adaptive skills, and continued access to what the client wants. However, limitations include difficulty in providing breaks after being requested for, and a schedule for alternative behavior must be determined.

A form of DNRA is functional communication training (FCT) in which the client is taught the appropriate response and is reinforced once they engage in that behavior. FCT should be considered if a client lacks communication skills to request assistance with difficult tasks. For example, different colored cards can signal to teachers whether they need help or not (e.g., a green card means no help is required, and a red card signals need for help and frustration).

Clients can also be trained to use FCT to ask for breaks, where the client can hand the card to the teacher automatically be allowed a break. An example intervention is Class Pass (see “Class Pass” within this manual; Cook et al., 2014) in which the client is given a limited number of “class passes” available in a given day or period and can access a break if asked for appropriately; the pass would be handed to the teacher. This type of intervention requires less response effort; however, limitations are supervision and a dense escape schedule.

If the behavior is dangerous and the client exhibits low rates of compliance, then breaks can be provided non-contingently. Escape is provided on a fixed schedule (e.g., the student is given four break cards a day). Benefits include an immediate effect and possible prevention of problem behavior. Limitations include accidentally reinforcing the problem behavior, non-instruction could disrupt learning, supervision, and schedule thinning.

Differential reinforcement of zero rates of responding (DNRO). Escape is delivered when problem behavior has not occurred for a certain period of time. Initial intervals should be shorter

than time between instances of problem behavior. Benefits include increased tolerance for aversive activity because breaks are not under the client's control. Limitations include lack of teaching communicative responses and constant supervision.

An example of a DNRO intervention is an altered version of Check-In, Check-Out that provides contingent escape (Kilgus, 2016). This variation involves a direct correspondence between points earned on the client's daily progress report and minutes earned for a break, number of breaks earned throughout the day, and number of items eliminated on an assignment.

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CLASS PASS INTERVENTION

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



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

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

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.

Steps for Implementation

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

CLASS PASS INTERVENTION FOR ESCAPE-MAINTAINED PROBLEM BEHAVIOR

By: Rovi Hidalgo, M.Ed.

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

The Class Pass intervention aims to teach appropriate behavior (e.g., asking appropriately for a break) through allowing access to a potential functional reinforcer (i.e., escape). The Class Pass is based on the Bedtime Pass Program (BPP), which was designed to address resistance to going to bed at night (Friman et al., 1999; as cited in Cook et al., 2014). Within the Class Pass, appropriately requesting a break from the academic task, rather than engaging in disruptive behavior, creates a contingency in which the student can access a break after exchanging a pass. Further, students are positively reinforced for saving the passes because the student can trade unused passes for preferred items or activities (Cook et al., 2014). The goal is to encourage academically engaged behavior and socially acceptable requests for breaks in the classroom (Collins, Cook, Dart, Socie, Renshaw & Long, 2016). Further, positive methods can help prevent the occurrence of potential negative interactions that hinder teacher-student relationships (Umbreit, Ferro, Liauspin, & Lane, 2007; as cited in Collins et al., 2016). The Class Pass was found to be effective in addressing disruptive behavior (i.e., throwing objects, getting out of seat, talking, and talking about unrelated content) in the general education setting (Cook et al., 2014). It was also found to increase academic engagement time in high school students (Collins et al., 2016).

Steps for Implementation

To implement the intervention, consider the following steps (note: the following are adapted from Cook et al., 2014, and interventioncentral.org):

1. Determine the conditions that the student can use passes (e.g., when they are feeling frustrated, tired, or disinterested), and when they cannot. Students should be explicitly informed about when they cannot use the passes, such as during exams or immediately after breaks.
2. It should be determined how students can request a break. For example, students may be required to raise their hand, wait patiently, and hand the class pass to the teacher. Students may also be required to ask, "Can I have a break?"
3. Determine the number of passes that the student has access throughout the day or period. For example, depending on the severity of student behavior, the student may have access to three in the morning and afternoon, or three across the entire day.
4. Create the class passes.
5. Determine how long breaks can be. For example, students may be allowed 10-minute-long breaks (Cook et al., 2014). Teachers should also determine where breaks can take

place and who will be available to supervise. If the break takes place in the classroom, then the teacher can supervise. The types of activities available during a break should be determined – these activities should be reinforcing, cause minimal distraction, and be manageable within the time limits of the break.

- a. Some example activities include: academic-based computer programs/games, drawing, working on an ongoing project in the back of the room, and looking at preferred books (e.g., comic books).
6. A preference assessment should be conducted to determine the type of reinforcement that the student can get trade unused passes for. These prizes should be reinforcing and should help motivate the student to stay in class.
7. Determine when the student can trade in unused class passes for reinforcement (e.g., after school).
8. Train the teacher on how to prompt the student to use the class pass. For example, if the student is struggling to complete an independent assignment and is beginning to engage in problem behavior, the teacher can say, “Now would be a good time to use a class pass.”
9. Train the student on how to use the class pass through roleplays of examples and non-examples of its use.
 - a. Students should be explicitly informed about when a class pass can and cannot be used.
 - b. Help the student recognize signs that a break is needed. Allow the student to name situations in which they have identified feelings of stress or anxiety.
 - c. Practice requesting a break with the student, in particular, raising their hand or politely asking the teacher for a break.
10. Implement the intervention.
11. Fade its use over time. Determination of intervention effectiveness should be based on data collected on the student.
 - a. Fade the passes over time. When the student shows ability to work for longer periods of time, the number of passes should be reduced, while the reinforcement from the teacher (e.g., recognition in work production) increases.

Additional Tips

1. It should be noted that, prior to implementing the Class Pass, a brief assessment of a student’s current functioning, academic performance, and compliance needs to be completed to sustain the effects of the Class Pass (Collins et al., 2016).
2. Remind the students to use the strategy.
3. Pair Class Passes with academic supports. While the Class Pass can address disruptive behavior, it does not directly impact the academic deficit; ensure that the student receives academic support.
4. Update the activities and rewards periodically to keep the student motivated.

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CONTINGENT BREAKS

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 "shutting down," asking to leave the classroom on a regular basis, engaging in behaviors that may result in classroom removal, and leaving the classroom without permission.

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: (a) get something; (b) get away from something; or (c) feel pleasure or body awareness.

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?

STEPS FOR IMPLEMENTATION

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

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

Determine the break schedule. Consider:

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

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

Begin earned breaks intervention, and consider the following:

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 use of electronics.

A **yellow break** is earned for approximating appropriate behaviors with several reminders. Yellow break privileges board game or coloring.

A **red break** is earned for engaging in inappropriate behaviors. Red break privileges a break from the classroom in the form of a sit-away.

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

Improvement in differential target behaviors (i.e. staying in the classroom, engaging in task demands, etc.).

Reduction in EMPBs.

Improvement in the use of observable coping skills.

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

By: Natalie Jensen, M.Ed.

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

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

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

Contingent breaks systematically reinforce the individual with access to the escape they desire, contingent on their meeting pre-established expectations. Contingent breaks often

follow an “if-then” or “first-next” procedure, demonstrated in the following examples:
“Ben,

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

Procedures

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

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

- ii. Reducing the break activity options.
- iii. Reinforcing the student for not taking breaks with additional reinforcement components.

Optional Variations to Improve/Adjust Contingent Breaks Interventions

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

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

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Interventions & Strategies Across Tiers:

Tiers 2, 3, & Special Education

ATTENTION-MAINTAINED BEHAVIOR

CHECK-IN, CHECK-OUT

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.

RATIONALE

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

Regular feedback and reinforcement from teachers

Home-school communication

Daily performance data used to evaluate progress

Furthermore, CICO:

Provides specific feedback to the student on their behavior

Encourages the development of positive relationships & interactions within the building

Fosters communication between home and school on the student's behavioral success throughout the day

Overview of the 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.

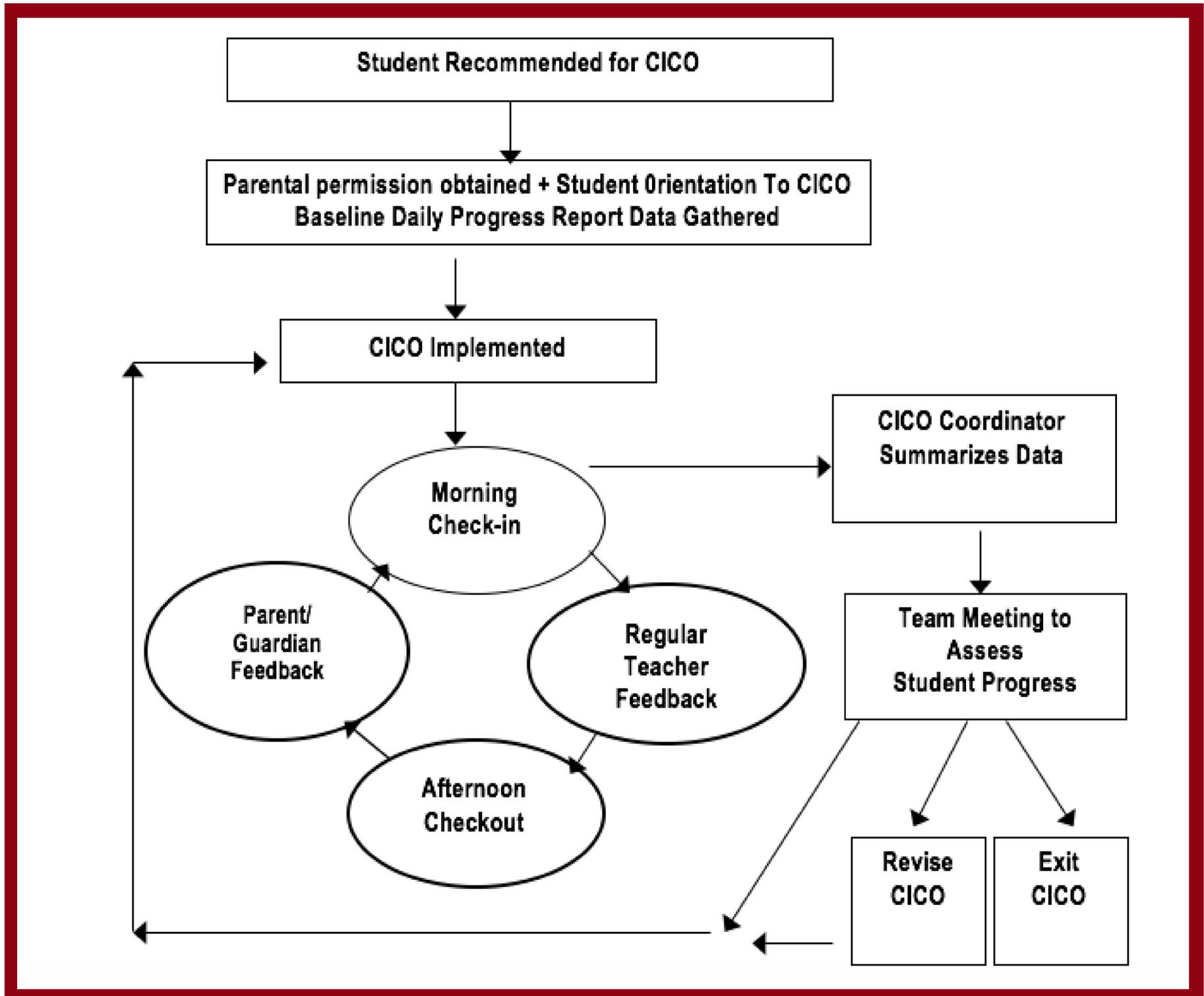
Teacher feedback is given to the students regularly throughout the day at naturally occurring breaks. Feedback should be positively stated and these feedback sessions are micro-teaching moments for positive corrective feedback

At the end of the day, the student checks-out with the CICO coordinator and reviews the DPR. The student receives a reward which is contingent upon the student meeting the behavioral point goals for the day.

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

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

INTERVENTION PROCESS



CHECK-IN, CHECK-OUT

By: Kristin Kladis, M.Ed.

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

Procedures

After a student has been referred for CICO support, the daily and bi-weekly features of the CICO intervention are implemented. Figure 1 provides a summary of the CICO intervention process.

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

After check-in, students take the DPR to their teachers and it is expected that teachers will greet the students and prompt them to have a good day or period. Teachers provide feedback on social behavior at the end of each class period (or during natural transitions in elementary school, such as after math, reading, recess etc.). At the end of the school day, students take

the DPR to the CICO coordinator to check-out. Points received on the DPR are totaled and students receive reinforcement (verbal and tangible) for meeting their daily point goals. Daily point goals are usually set 70-80% of the total points or may be set lower for students who would not be able to meet the 70% criterion during the initial implementation of the intervention. Students take home a copy of the DPR for their parents or guardians to sign and provide feedback. Students then return the DPR back to the CICO coordinator during check-in the following day.

The CICO coordinator enters daily percentage of point data for each student on CICO into a spreadsheet (e.g., Microsoft Excel) or other graphing program and provides graphs to the Behavior Support Team. The Behavior Support Team, which typically includes a school psychologist or social worker, meets weekly or bi-weekly to determine whether students on the CICO are (a) making progress, (b) whether the CICO needs to be modified for certain students, and (c) which students are ready to transition off of CICO. Students who are meeting their daily point goal on a regular basis are considered to be making progress whereas if there are several days that the student does not meet his or her goal or is not

participating in the intervention, the CICO may need to be modified. Evaluating student progress on the CICO can be done quickly (15-20 min) and can be embedded into current meetings that school teams have to address behavior support. Depending on school size and resources, one CICO coordinator can support up to 20 students and more students can be supported by having additional CICO coordinators to check students in and out (Crone et al., 2010).

References

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CHECK-IN, CHECK-OUT

INTERNALIZING BEHAVIORS

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 Internalizing Behaviors (CICO-IB) is a Tier 2 intervention that:

Teaches social and academic engagement behaviors

Increases teacher and student positive interactions

Encourages peer-to-peer social interactions in the classroom setting

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

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

Regular feedback and reinforcement from teachers

Home-school communication

Daily performance data used to evaluate progress

Furthermore, CICO-IB:

Provides specific feedback to the student on their engagement behavior

Encourages the development of positive relationships & interactions within the building

Fosters communication between home and school on the student's engagement behavioral success throughout the day



OVERVIEW OF INTERVENTION

- 1 Each morning, the student checks-in with the CICO coordinator. The CICO coordinator provides positive, non-contingent attention to the student and encourages them to meet the school-wide social and academic engagement behavioral expectations for the day.
- 2

During morning check-in, the CICO coordinator gives the DPR to the student to track their progress of meeting school-wide social and academic engagement behavioral expectations and points earned throughout the day.

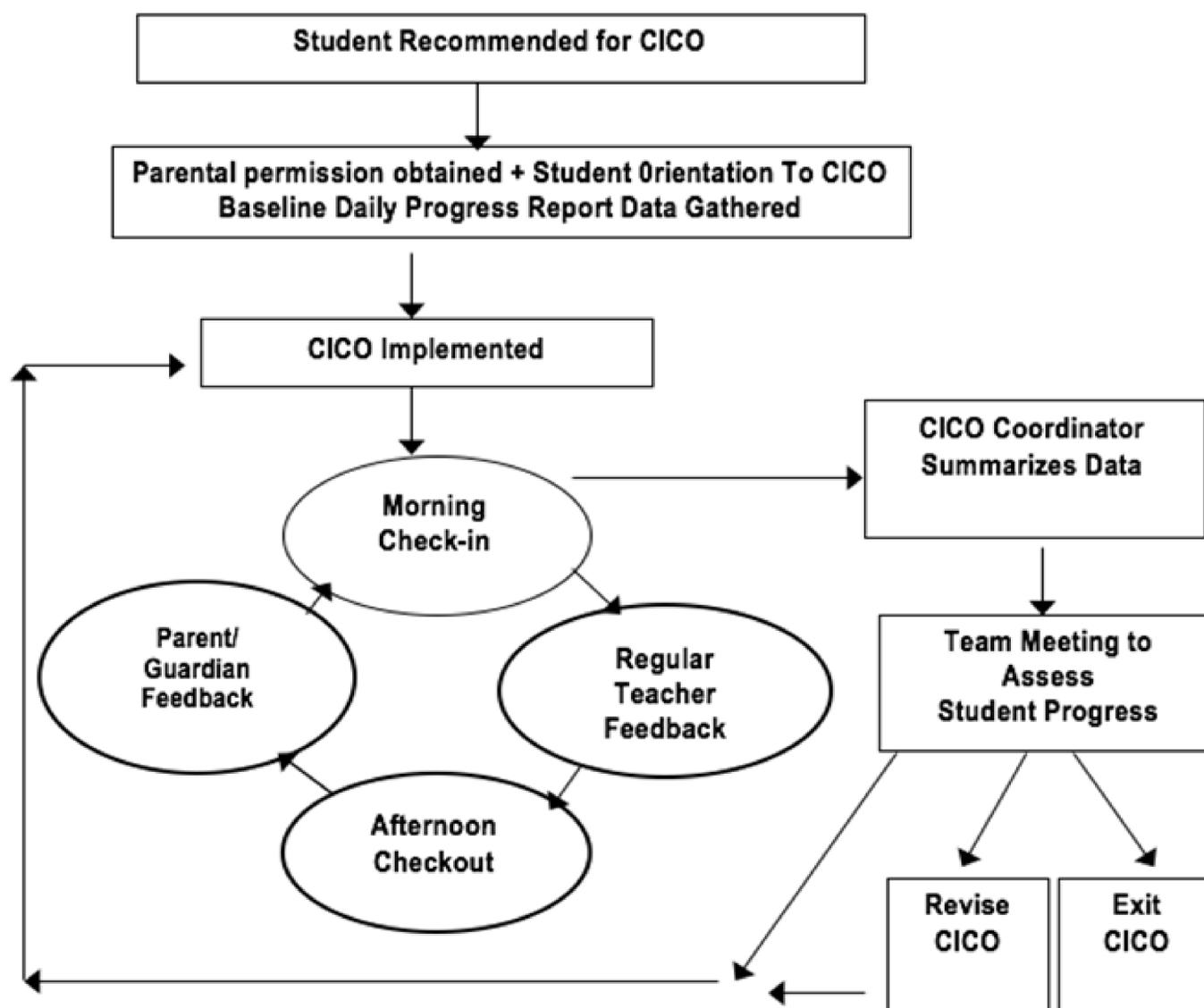
- 3

Teacher feedback is given to the students regularly throughout the day at naturally occurring breaks. It is important to remember that feedback should be positively stated and that these feedback sessions are micro-teaching moments to encourage social and academic engagement behaviors.

- 4 At the end of the day, the student checks-out with the CICO coordinator and reviews the DPR. The student receives a reward (e.g., verbal praise, preferred item, preferred activity) which is contingent upon the student meeting the behavioral point goals for the day.
- 5

- 6 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.



CHECK-IN, CHECK-OUT INTERVENTION FOR INTERNALIZING BEHAVIORS

By: Kristin Kladis, M.Ed.

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

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

Procedures

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

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

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

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

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

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S.O.A.R. Card

Summary Of Achievement & Responsibility
 "WATCH ME SOAR!"



Name _____				Date _____			
Time	<u>F</u> ollow <u>D</u> irections - Request Help	<u>R</u> espect <u>E</u> veryone - Active Social Engagment	<u>O</u> n Task - Active Academic Engagement				
Before AM Recess	2 1 0	2 1 0	2 1 0				
After AM Recess	2 1 0	2 1 0	2 1 0				
Before PM Recess	2 1 0	2 1 0	2 1 0	Teacher Initials			
After PM Recess	2 1 0	2 1 0	2 1 0				
Totals Points	/8	/8	/8				

Today's Point _____ % Today _____ %

Total: _____

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

Coordinator Initials _____

Parent Signature _____

CHECK-IN, CHECK-OUT ORGANIZATION/ACADEMICS

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



Example Daily Progress Report

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

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)

INTERVENTION PROCEDURES

Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet their academic goals and provide a Daily Progress Report (DPR) for the student to track their progress throughout the day.

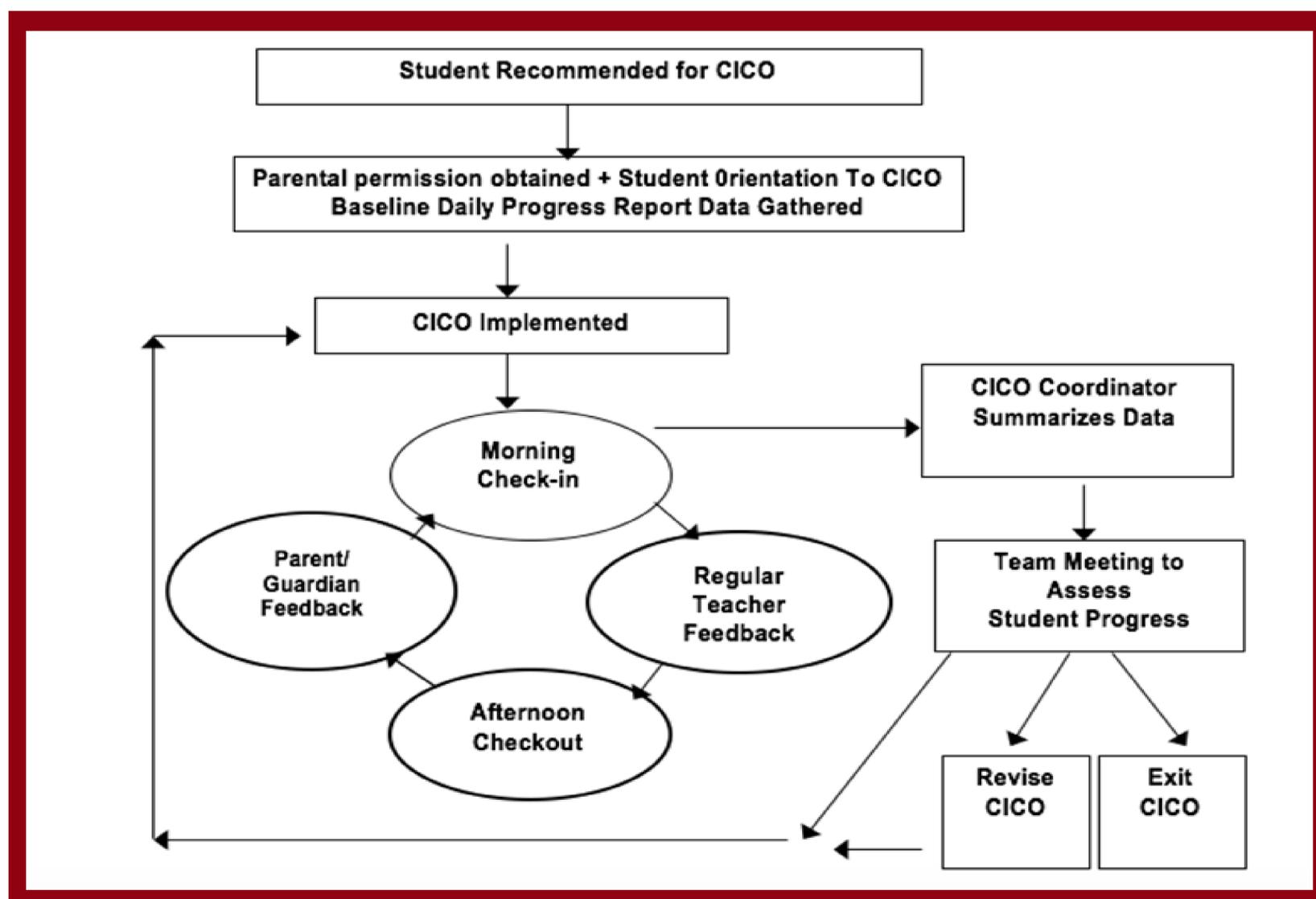
Teacher feedback is given to the student regularly throughout the school day during naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback and help students complete academic tasks.

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

The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.

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

INTERVENTION PROCESS



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

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

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

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

Procedures

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

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

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

References

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

Miller, L. M., Dufrene, B. A., Sterling, H. E., Olmi, D. J., & Bachmayer, E. (2015). The effects of check-in/check-out on problem behavior and academic engagement in elementary school students. *Journal of Positive Behavior Interventions*, *17*(1), 28-38. doi:10.1177/1098300713517141

Turtura, J. E., Anderson, C. M., & Boyd, R. J. (2014). Addressing task avoidance in middle school students: Academic behavior check-in/check-out. *Journal of Positive Behavior Interventions*, *16*(3), 159-167. doi:10.1177/1098300713484063



H.A.W.K. Report

Help A Winning Kid

"WAY TO BE A HAWK!"

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

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

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

Coordinator Initials

Parent Signature _____

CHECK-IN, CHECK-OUT RECESS

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

Example Daily Progress Report

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		



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.)

INTERVENTION PROCEDURES

Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet the school-wide expectations during recess periods and give a DPR to the student to track their progress throughout the day.

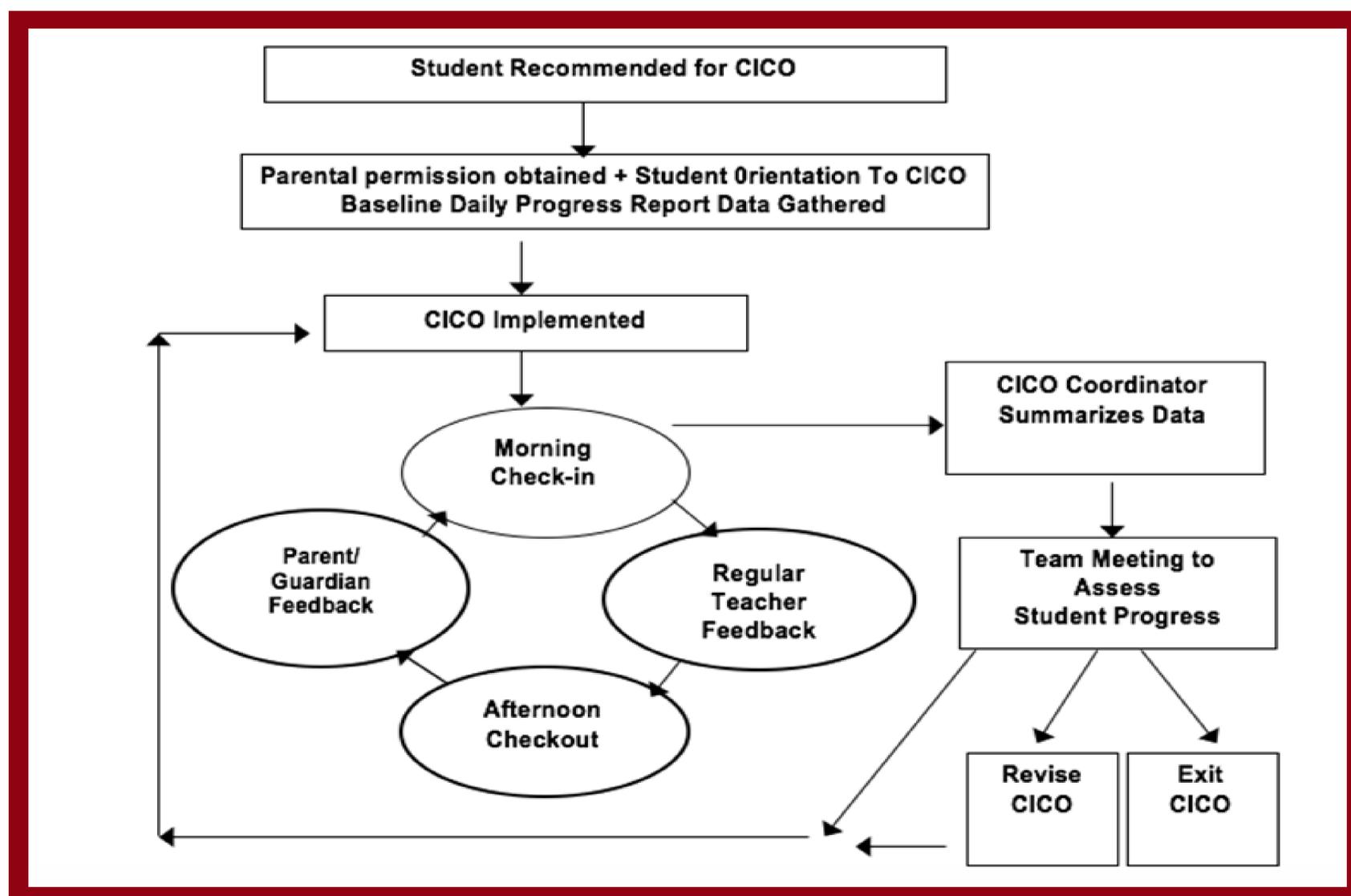
Recess supervisor feedback is given to the student regularly throughout recess periods at naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback.

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

The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.

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

INTERVENTION PROCESS



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

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

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

Procedures

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

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

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

References

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



H.A.W.K. Report

Help A Winning Kid

"WAY TO BE A HAWK!"

Name _____ Week of _____

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

Goal: _____

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

Coordinator Initials

Parent Signature _____

CHECK-IN, CHECK-OUT ATTENDANCE

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

OVERVIEW & OBJECTIVE

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

Teach students appropriate behavior (e.g., arriving early or on-time to school; staying in class throughout school period) that increase school attendance

Increases positive interactions between school staff and students and reduces truancy



KEY ELEMENTS

The CICO coordinator and student's teacher is responsible for actively monitoring the student's behavior to provide accurate, positive corrective feedback

The intervention is "best fit" for students whose problem behavior is only associated with school attendance (e.g., arriving late, skipping classes, missing entire school days)

EXAMPLE DAILY PROGRESS REPORT

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

INTERVENTION PROCEDURES

Each morning the student checks-in with the CICO coordinator. The coordinator provides non-contingent attention to the student and encourages them to meet their academic goals and provide a Daily Progress Report (DPR) for the student to track their progress throughout the day.

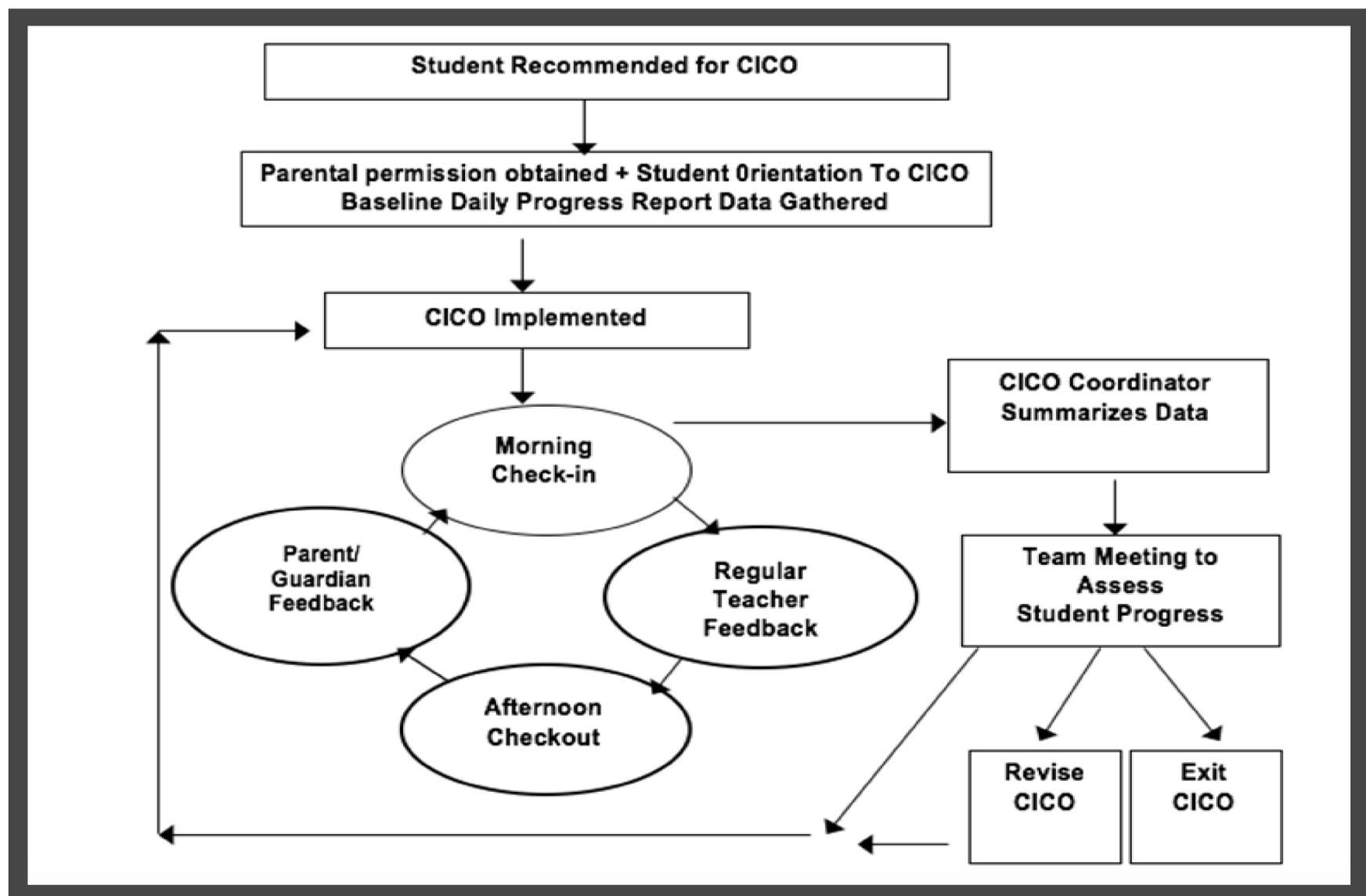
Teacher feedback is given to the student regularly throughout the school day during naturally occurring breaks. Remember, feedback should be positively stated and should be used as micro-teaching moments for positive corrective feedback and help students complete academic tasks.

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

The student takes a copy of their DPR home for their parents to sign and return the the next day to the CICO coordinator. Depending on different schools, students may be encouraged to return the DPR to school with a signature for extra points to help meet their goals.

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

INTERVENTION PROCESS



CHECK-IN, CHECK-OUT INTERVENTION FOR SCHOOL ATTENDANCE

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

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

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

Procedures

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

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

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

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

References

- Childs, J., & Grooms, A. A. (2018). Improving school attendance through collaboration: A catalyst for community involvement and change. *Journal of Education for Students Placed at Risk*, 23(1-2), 122-138. doi:10.1080/10824669.2018.1439751
- Crone, D., Hawken, L., & Horner, R. (2010). *Responding to problem behavior in schools. The Behavior Education Program* (2nd Edition). New York, NY: Guilford Press.
- Morrissey, T. W., Hutchison, L., & Winsler, A. (2014). Family income, school attendance, and academic achievement in elementary school. *Developmental Psychology*, 50(3), 741-753. doi:10.1037/a0033848

H.A.W.K. Report

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



Name _____ Date _____

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

Today's Point Total: _____ % Today _____ %

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

Coordinator Initials

Parent Signature _____

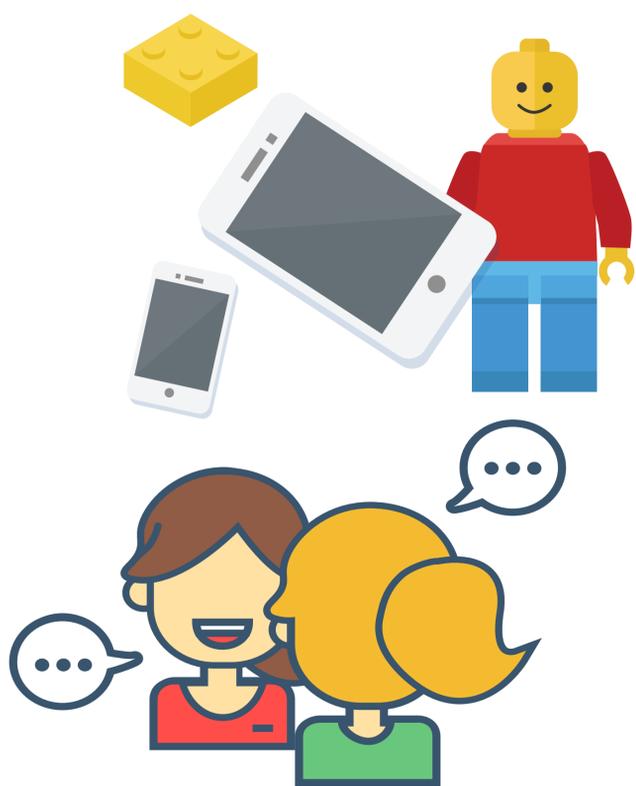
Interventions & Strategies Across Tiers:

Tiers 2, 3, & Special Education

ACCESS-MAINTAINED BEHAVIOR

INTERVENTIONS FOR ACCESS BEHAVIOR

The following guide describes different interventions for access-maintained problem behavior.



OVERVIEW & OBJECTIVE

There are four types of access: attention, items, activity, and access combined with escape. In all cases, behavior is intended to gain access to those things. For example, positive (e.g., consoling and encouraging) or negative (e.g., yelling and redirecting) attention is what an individual is attempting to get access to through problematic behavior.

Frontloading access - that is, providing the individual access to whatever they are seeking - is a method to reduce problem behavior intended to obtain these things. Example strategies and items to provide are high quality attention, access to novel toys, and variability in reinforcers.

INTERVENTIONS

Noncontingent Reinforcement

Provide stimuli that the individual finds reinforcing on a fixed-time (e.g., every three minutes) or variable-time schedule. There is no expectation to perform specific behaviors to obtain these things - they are simply given.

Teaching Replacement Behaviors

Teach appropriate behavior through explicit instruction. Additionally, students should be reinforced whenever an approximation to the appropriate behavior is performed. Expectations may be increased when the student is successful.

Functional Communication Training

Students are taught appropriate methods to communicate with their teacher. Examples include saying, "My turn" or using break cards. Keep in mind that this behavior is doable by the student, as well as understandable by involved adults.

Premack Principle

Students are required to engage in less-preferred activities (e.g., cleaning toys) before gaining access to preferred activities and reinforcers.

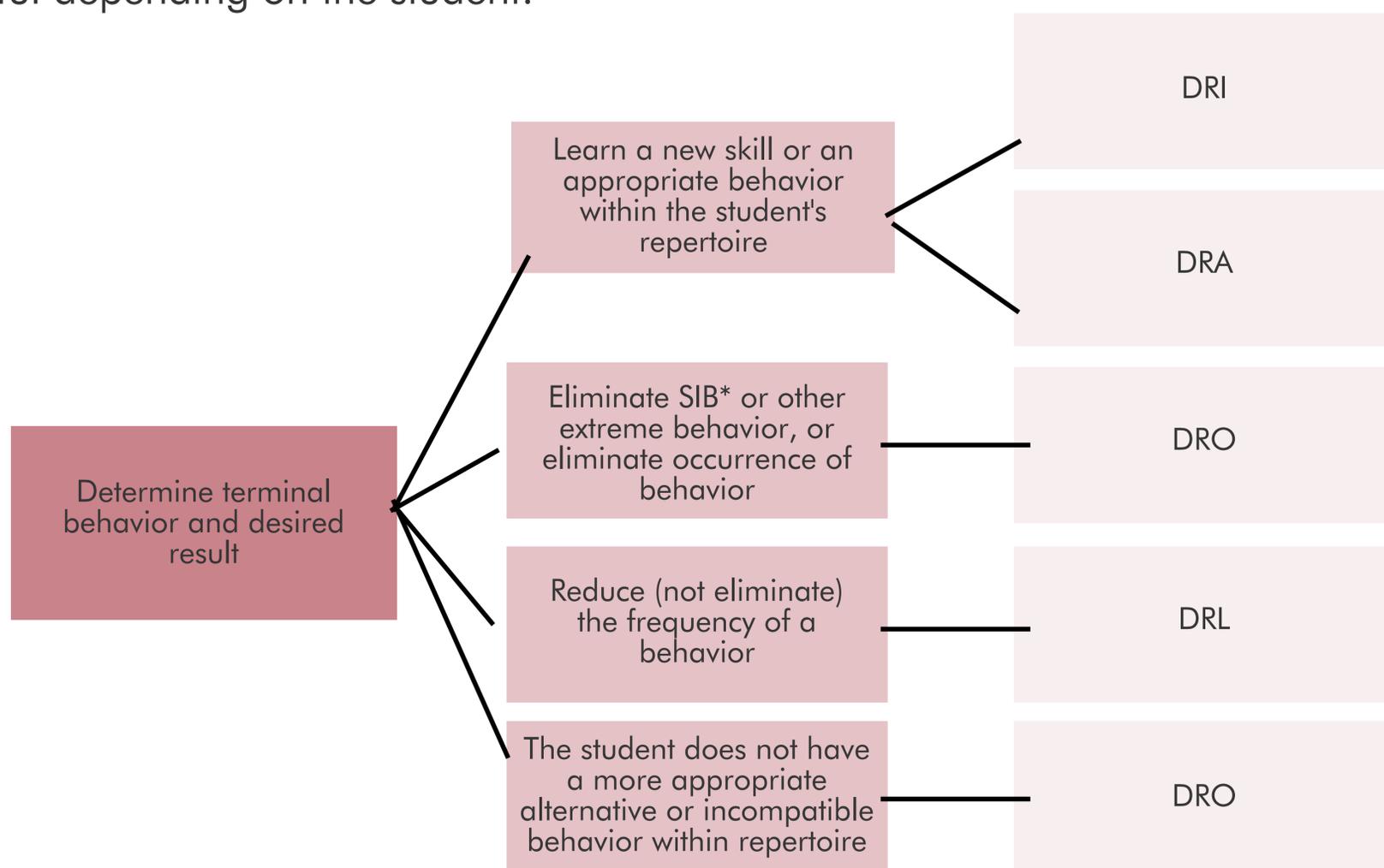
Redirecting Behavior

Students are presented cues that indicate the expected behavior. Examples include explaining behavior expectations prior to transitioning to a task, and asking students to engage in another behavior (e.g., a "job"). Students may also be given precision commands to increase compliance, and behavior skills training to teach behavior.

Differential Reinforcement

Reinforcement is provided differently to shape behaviors. Students can receive reinforcement for increasing the frequency of behaviors (DRHB), decreasing the frequency of behavior (DRL), or decreasing the behavior to no behavior (DRO). Students can also obtain reinforcement by substituting the problem behavior with one that is incompatible (DRI) or whenever the student engages in the goal behavior (DRA).

The following diagram displays which differential reinforcement strategy would be most useful depending on the student:



*SIB = self-injurious behavior

INTERVENTIONS FOR ACCESS-MAINTAINED BEHAVIOR

By: Natalie Jensen, M.Ed. & Aaron J. Fischer, Ph.D., BCBA-D

Access-maintained behaviors are those that allow an individual entry and/or opportunity with retrieve particular stimuli. According to Carr (1994), there are four types of access: attention, items, activity, and access combined with escape. For attention, behavior is intended to gain attention from adults and/or peers; attention can be provided in either a positive (e.g., consoling and encouraging) or negative (e.g., yelling and redirecting). For item access, behavior is performed to gain access to a preferred item (e.g., toys, edibles or iPad). To obtain access to activities, behavior is intended to gain access to a preferred activity; this is typically combined with access to items. Lastly, access combined with escape behaviors may look like behavior intended to gain access to attention or items whilst avoiding non-preferred activities; this may also be reversed where an individual escapes a non-preferred environment (e.g., classroom) to gain attention elsewhere (e.g., visiting the secretary in the office).

When assessing and treating access-maintained behavior, the motivating operation should also be considered. Motivating operations impact the momentary effectiveness of a reinforcer. Additionally, if an individual is deprived in a particular stimulus (e.g., affection at home), that stimulus may function as a reinforcer (e.g., seeking adult attention at school); this is known as deprivation. Conversely, an individual who has frequent access to a particular stimulus (e.g., eaten a lot of food) may not find that particular stimulus as reinforcing (e.g., food is not motivating because they are full; Cooper, Heron & Heward, 2007). Considering motivating operations may help behavior consultants and teachers understand where behavior may source from.

Frontloading access to what the individual is seeking (e.g., attention and preferred activities) may reduce problem behavior intended to obtain these things. Example strategies and items to provide include: high quality attention, access to preferred reinforcers, controlled access to novel toys, access to food, an engaging environment, and variability in reinforcers. Secondly, various components should be present in the classroom prior to intervention (Archer & Hughes, 2010): (a) clear and consistent classroom expectations; (b) visual cues; (c) opportunities to respond; (d) high rates of praise and positive feedback; (e) organization; (f) follow through with requests; (g) behavior momentum; (h) positive interactions and climate; and (i) schedule.

Interventions

Noncontingent reinforcement (NCR). This type of intervention is an antecedent intervention in which stimuli with known reinforcing properties are delivered on a fixed-time or variable-time schedule (Vollmer, Iwata, Zarcone, Zmish & Mazaleski, 1993; as cited in Cooper et al., 2007). NCR is “response independent,” in which access it not dependent on the presence or lack of specific behavior. Further, reinforcement is provided on a fixed time schedule (e.g., every minute). All items must be reinforcing as it maintains behavioral responding. A limitation of this intervention is that it is not always feasible and will have to be systematically faded. The steps for NCR are as follows:

1. Identify the reinforcer for inappropriate behavior (i.e., what does the student want?). This may be determined through a preference assessment if unsure about preferred reinforcers.

2. Develop a fixed or variable NCR schedule. For behaviors that happen frequently and/or are dangerous, a denser schedule of reinforcement (e.g., every 30 seconds rather than every minute) is recommended. Use baseline data to make decisions.
3. Ignore problem behavior while NCR is being implemented.
4. After implementing NCR for about a week, thin the schedule of reinforcement.
5. For persistent problem behavior, combine NCR with extinction (not letting the student escape) or mild reductive consequence (e.g., clip down).

Differential reinforcement. (DR). Differential reinforcement is where reinforcement is provided differently to shape behaviors. The types of differential reinforcement and their definitions are listed below (Fischer, Piazza & Roane, 2011; Cooper et al., 2007):

- Differential reinforcement of high behaviors (DRHB): the goal is to increase behaviors. For example, Jesse will receive reinforcement for participating in class five times in five minutes.
- Differential reinforcement of zero behaviors (DRO): the goal is to eliminate behaviors. For example, Jenna will receive reinforcement for not talking for five minutes.
- Differential reinforcement of incompatible behavior (DRI): the main goal is to substitute a problem behavior. Problem behavior is reduced by increasing the performance of incompatible behaviors by reinforcing these behaviors. These are behaviors that cannot be performed simultaneously and are therefore “incompatible.” For example, Yousef will receive reinforcement whenever he walks in the school building rather than runs.
- Differential reinforcement of alternative behavior (DRA): the main goal of DRA is to increase particular behavior by reinforcing the appropriate behavior. An example of DRA is where Sonya will be reinforced for raising her hand before speaking during whole class instruction for two days.
- Differential reinforcement of low rates of responding (DRL): the goal is to reduce a behavior. This is done by reducing behavior to acceptable levels (e.g., reducing the number of occurrences). For example, Rosa may receive reinforcement for saying only three swear words during the day, rather than 15.

When selecting which differential reinforcement technique to use, consider the severity, intensity, frequency, and impact on the environment. Refer to the table below (Autism Internet Modules, n.d.):

Behavior Severity & Intensity	Behavior Frequency	Impact on Environment	DR Procedure to Consider
Severe & dangerous	Constant	Very disruptive	DRI
Pretty severe	Frequent	Disruptive	DRI or DRL
Somewhat severe	Occasional	Tolerable	DRO or DRA
Not at all severe	Rarely	Minimal impact	DRO, DRA, DRH

The steps to implement DR procedures are (Fischer et al., 2001; Cooper et al., 2007):

1. Begin with a continuous fixed ratio (CFR) of reinforcement. This means that the student receives reinforcement every time they engage in the goal behavior.
2. Ignore problem behavior once the DR schedule begins.

3. Fade reinforcement schedule over time.
4. Consider:
 - a. DR is not typically effective for very severe cases; consider NCR for these students.
 - b. DR interventions can result in an extinction burst. Have appropriate supports and safety procedures in place.
 - c. DR interventions can be difficult for teachers to implement; consider feasibility.

Teaching replacement behaviors. Students need to be taught appropriate behavior through explicit instruction. Further, behaviors should be taught in successive approximations – that is, skill is built off of the student’s current level of performance and increase the expectations when the student is successful (Gresham, Van & Cook, 2006; Bandura, 1969). Start by reinforcing reasonable approximations of the desired behavior. It is extremely important that the replacement behavior is reinforced immediately, consistently and regularly (Strickland-Cohen, 2013).

Functional communication training (FCT) is an intervention that teaches students appropriate methods to communicate with their teacher. For example, rather than biting, a student can be trained to say, “My turn” if attempting to access a preferred item. The goal of FCT is to increase the rate of the appropriate behavior while decreasing the inappropriate behavior. To implement FCT, consider the following (Carr et al., 1994):

- The function of the maladaptive behavior has been accurately identified or the maladaptive behavior will continue
- The replacement behavior has a reasonable response effort; if it is too effortful, the student will prefer engaging in the maladaptive behavior instead.
- The replacement behavior is within the student’s ability and is developmentally respectful
- The replacement behavior is actually reinforced, while the maladaptive behavior is not.
- The replacement behavior is easily understood by communicative partners (e.g., teachers and parents).

When implementing FCT, consider the following practice guidelines:

- Select a communicative response that is recognizable and can be acquired quickly.
- Identify a trained individual to initiate FCT in a safe, controlled environment.
- Arrange multiple opportunities to prompt and reinforce the communication response to promote rapid acquisition.
- Teach the communicative response using most-to-least or least-to-most prompting.
- Withhold reinforcement for problem behavior and arrange punishers if necessary.

Once problem behaviors are reduced in controlled situations:

- Thin the schedule of reinforcement for the communication response by either delaying reinforcer delivery or teaching the client to recognize situations or times when reinforcement is not available for the response.

- Implement strategies to promote generalization. Have multiple trainers, settings, and stimuli.
- Teach caregivers to respond to communicative and problem behavior.
- Arrange learning situations in the neutral environment.
- Increase the complexity of the communicative response over time.

Premack principle (First-Then). Students are required to engage in less-preferred activities to gain access to preferred activities and reinforcers (Tiger, Hanley & Bruzek, 2008). For example, a student may be required to finish reading a page in a book before being able to draw. To improve the likelihood of engagement in the less-preferred activity, the teacher may:

- Use visual cues.
- Use choice in which less-preferred activity they will engage in.
- Remind students of upcoming reinforcers, especially before they engage in the problem behavior.
- Do not engage in additional verbal reasoning, lecturing, or explaining.
- Consider the ratio of non-preferred to preferred activities.
- Make highly preferred items available only after low probability behaviors.

Redirecting behavior. Present students with verbal, physical, visual or attentional cues that indicate the expected behavior (Cooper et al., 2007). Some examples include asking students to help, explaining behavior expectations prior to transitioning to a task, and asking students to engage in different behavior. It is imperative that these redirections occur before the behavior escalates.

Other strategies to redirect student behavior are to provide choice, give precision commands, engage in behavior skills training (i.e., Tell-Show-Do), and interruption (Fischer et al., 2011). With choice, the student is given a choice of how the student wants to continue; for example, the teacher can say, “Mohammed, you can put your head down on your desk or take a drink. Which do you want?” Precision commands include increasing the salience of requests by having request statements led by “please,” “need,” and the issuance of a consequence, over time, if the student does not comply (De Martini-Scully, Bray & Kehle, 2001; Musser, Bray, Kehle & Jensen, 2001). Behavior skills training regards modeling and giving feedback to students about performance (see “Behavior Skills Training” within this manual). Interruption is where students are asked to complete other tasks so that they cannot engage in the problem behavior (e.g., having a student do another “job”).

Behavior momentum. Behavior momentum is where tasks are issued based on the likelihood of their execution. The student is initially asked multiple requests that they are likely to comply with; these tasks are usually easy. After the student complies with a series of high-probability requests, a low probability request is issued.

Access to peer attention. Peers can be reinforced for remaining on-task and ignoring problematic behaviors exhibited by classmates (Fischer et al., 2011). If the target student seeks peer attention, time can be scheduled to allow peers to provide attention. The student can also be taught appropriate social skills.

Reductive Techniques

The following techniques may be considered when addressing access-maintained behavior. However, it is important that positive behavior strategies and environment already exist. Parental consent should also be obtained prior to engaging in these techniques.

Planned ignoring. For this strategy, the teacher ignores inappropriate behavior by not giving any attention (Cooper et al., 2007). This is particularly effective when attention is reinforcing to the student. To increase its effectiveness, consider modeling and reinforcing appropriate behaviors (i.e., how to seek attention).

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INTERVENTIONS FOR AUTOMATIC BEHAVIOR

The following guide describes different interventions for automatically-maintained problem behavior.

OVERVIEW & OBJECTIVE

Automatically-reinforced behaviors are not mediated by social responses; these are instead typically observed when clients are alone. Some examples of this type of behavior include unprompted vocalizations and motor movement (e.g., hand flapping).

INTERVENTIONS

Differential Reinforcement of Alternative Behavior

A behavior that is reinforcing to the client is selected and taught. The client is reinforced for approximations to the goal behavior.

Differential Reinforcement for Incompatible Behaviors

Behaviors that cannot occur at the same time as the problem behavior, and are just as reinforcing to the client, should be taught and reinforced.

Differential Reinforcement for Low Rates of Behavior

Behaviors that cannot occur at the same time as the problem behavior, and are just as reinforcing to the client, should be taught and reinforced.

Student Name: _____ Target Behavior: _____
 Date: _____ Today's Goal: _____
 Teacher: _____ What Should the Behavior Look Like? _____
 Self-Monitoring Period: _____

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When prompted, they can rate themselves on the scale for each component of the target behavior. Note: rating levels may be customized to the student's skill set.

How well did I... 1 = Needs Work! 2 = Fair 3 = Satisfactory 4 = Expert

Interval:	Target Behavior Using pencil	Target Behavior In seat	Target Behavior Quiet voice	Target Behavior KHYFOOTY	Total
to	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
to	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
to	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
					Total Points

Today's Goal: 25 points

Figure 1. An example of a self-monitoring form.

Self-Monitoring

In this intervention, the client is prompted to observe and rate their behavior through a cue (e.g., MotivAider, timer, beep tape). Clients track the occurrence or non-occurrence of a target behavior (see Figure 1).



INTERVENTIONS FOR AUTOMATICALLY-MAINTAINED PROBLEM BEHAVIOR

By: Erica L. Lehman, M.Ed. & Aaron J. Fischer, Ph.D., BCBA-D

Behaviors that are automatically-reinforced are more difficult to intervene with because they are not mediated by social responses. For example, when conducting experimental functional analyses of behavior, these types of behaviors are usually observable in the alone condition because there is no social reinforcement (Querim, Iwata, Roscoe, Schlichenmeyer, Ortega & Hurl, 2013).

Interventions

Differential reinforcement for alternative behaviors (DRA). In this procedure, a behavior is selected and taught that should also be automatically reinforcing for the client. Additional reinforcement for engaging in the behavior is given as often as necessary. Shaping, successive approximations to the goal behavior, is used to slowly have the student master the goal behavior.

Differential reinforcement for incompatible behaviors (DRI). “Incompatible” behaviors are those that cannot occur at the same time as the problem behavior; these should be reinforcing for the individual. This behavior is selected, taught, and reinforced – additional reinforcement can be provided for the client to engage in the incompatible behavior as necessary to reduce the occurrence of the problematic behavior. Shaping procedures should be used to increase the mastery of the incompatible behavior. For example, a client can be taught to rate their own behavior during instruction rather than being inattentive to academic tasks.

Differential reinforcement for low rates of problem behaviors (DRL). Reinforcement is provided for the low rate of occurrence of the automatically maintained behavior. For example, the client can be provided other items or escape. Preferred activities can also be terminated when the problem behavior occurs and returned once the behavior stops to further reinforce its low occurrence. For example, a client can earn a sticker on their tracker when she talks out less than five times during language arts instruction.

Self-monitoring. This intervention increases the students’ awareness to their own behavior by requiring them to observe and track the occurrence (or non-occurrence) of a target behavior. The four components required in a self-monitoring intervention are the selection and definition of the target behavior, a way for the client to assess the target behavior (e.g., a timer), and a method for the client to record the behavior.

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FUNCTION-BASED SELF-MONITORING

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

OVERVIEW & OBJECTIVE

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

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

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

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

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

Functional Behavior Assessments

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

The main components of an FBA are:

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

Behaviors: operational descriptions of the student's actions

Consequences: what does the student get after the behavior?

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

Interviews with the teachers, parents, and student

Direct observations of the student in the natural environment (i.e., the time/environment where the problem behavior occurs most frequently)

Questionnaires to the parents and teacher

Functional behavior analysis: direct manipulations of various antecedents that may preclude the target behavior – almost like a miniature experiment

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

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

Steps for Implementation

- 1 Identify a problem behavior.
- 2 Determine the type of FBA to be used (QABF or formal FBA based on tier of service).
- 3 Conduct an FBA to determine the function of a behavior. Here, the teacher can determine the antecedent, behavior, and consequence.
- 4 Determine if it is an appropriate behavior to remediate - is it really something that can be changed?
- 5 Decide on appropriate replacement behaviors - what is it that you want the student to do? This behavior will be self-monitored. Target behaviors must be operationally defined - that is, they must be explicit, observable, and measurable.
- 6 Determine appropriate reinforcement to be received contingent on self-monitoring the replacement behavior.
- 7 Design procedures and materials:
 - All students need to have the four basic components (selecting, defining, assessing and recording the target behavior) as part of their self-monitoring intervention.
 - Determine how often the student will self-monitor.
 - Determine how the student will document occurrences of the target behavior
 - Decide how the student will be cued for behavior recording (Examples: teacher verbal cue, peer cue, audio recordings, MotivAider).
 - Determine method of progress monitoring (such as graphing).
 - Decide method of progress monitoring (such as graphing)
 - Decide when the student will receive function-based reinforcement (e.g., reaching on-task percentage goals).
- 8 Teach the student how to self-monitor with modeling.
- 9 Begin self-monitoring.
- 10 Monitor their progress and determine whether their intervention works.
- 11 Fade use of the intervention.

Variations

Pick reinforcers that are valuable to the child.

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

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

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

Apply behavior specific praise and social reinforcement so that the student knows the correct behavior they have performed, increasing the likelihood of doing it again.

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

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

Provide prompts to remind student about intervention procedures.

Why Use an FBA?

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

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

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

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

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

SELF-MONITORING INTERVENTIONS AND FUNCTIONAL BEHAVIOR ASSESSMENTS

By: Rovi Hidalgo, M.Ed.

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

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

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

Procedures

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

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

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

- assessing and recording the target behavior) as part of their self-monitoring intervention.
- ii. For students where attention is identified as the function of their behavior, use additional components such as goal-setting, evaluation of goal-attainment, and administration of reinforcers. These additional components should create more opportunities for adult attention through this intervention.
 - iii. The frequency of self-monitoring:
 1. Across the entire day?
 2. During the morning or afternoon half of the school day?
 3. During transitions?
 4. During specific curricula (i.e., centers)?
 - iv. The format which the student will self-monitor on:
 1. A card where the student simply marks "yes" or "no" to performing a target behavior?
 2. A card which allows ratings for approximations to the target behavior (rating themselves from 1-5)?
 3. Checklists if target behaviors have multiple steps?
 - v. How the student will be cued to record their behavior:
 1. Pre-recorded beeps emitted through a tape?
 2. Devices that vibrate at fixed intervals (e.g., MotivAider)
 - vi. How data will be monitored over time:
 1. Cards given to teacher to record?
 2. Graphing on their own?
 - vii. When the student will receive function-based reinforcement:
 1. Reaching goals (e.g., being on task at least 80% of the recording time)?
 2. Teacher discretion?
8. **Teach the student how to self-monitor.** The student should be trained using the following steps:
- i. Discuss the importance of the target behavior and idea of self-monitoring.
 - ii. Teach the student to discriminate between engaging in the target behavior, and not engaging. This may be implemented through sharing the operational definition and role-playing.
 - iii. Show the student how to record their behavior on the card (e.g., when the timer vibrates, the student will check "yes" when they are on task).
 - iv. Student can be taught how to transfer the total number for the day to graph independently or give to their teacher.
 - v. The teacher should model the steps, then practice with the student.
9. **Monitor student's progress.** Data collected through self-monitoring over time guides instructional decisions. For example, graphs can demonstrate improvements in on-task behaviors, number of math problems solved in a day, or frequency in out-of-seat behavior, implying intervention effectiveness. If not, it may warrant changes in the self-monitoring intervention.
10. **Fade use of intervention.** The eventual goal is to help the student monitor their behavior without the intervention. The self-monitoring materials should be faded. The teacher should

continue to monitor student progress when the intervention is withdrawn; if student engagement in the target behavior falls outside the acceptable range, then it is possible that the student is not ready to be taken off the intervention.

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

Optional Variations to Improve/Adjust Self-Monitoring Interventions

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

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**Interventions & Strategies Across
Tiers:**

**SUPPORT FOR
INTERNALIZING BEHAVIORS**

INTERNALIZING BEHAVIOR

The following guide aims to describe internalizing symptoms from a behavioral perspective and to provide suggestions for supporting students with internalizing behavior across a multi-tiered framework in schools.

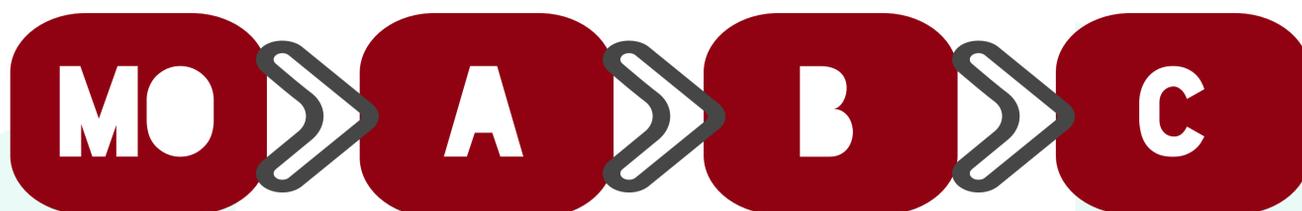
WHAT IS INTERNALIZING BEHAVIOR?

Internalizing behaviors are those that are directed "inward," such as anxiety, withdrawal, and depression. Internalizing behaviors are often difficult to detect, and they may look different in young children or individuals with reduced communication abilities.



We can attempt to understand these symptoms through a behavioral framework, and use this information to provide evidence-based assessment and intervention adapted to meet the needs of students with internalizing behavior.

ABCs of INTERNALIZING BEHAVIOR



Motivating operations (setting events) are environmental events that alter the effectiveness of a consequence. This can include temporary states or may be the result of previously experienced trauma or negative events.

The antecedent is the immediate trigger that precedes the behavior.

The behavior refers to the internalized or maladaptive response.

The consequence immediately follows the behavior and plays a critical role in maintaining the maladaptive behavior.

Continue.

ASSESSING INTERNALIZING BEHAVIOR

who:

student support team, behavior specialist, school psychologist, social worker, etc.

when:

after appropriate data show non-response to universal mental health support.

how:

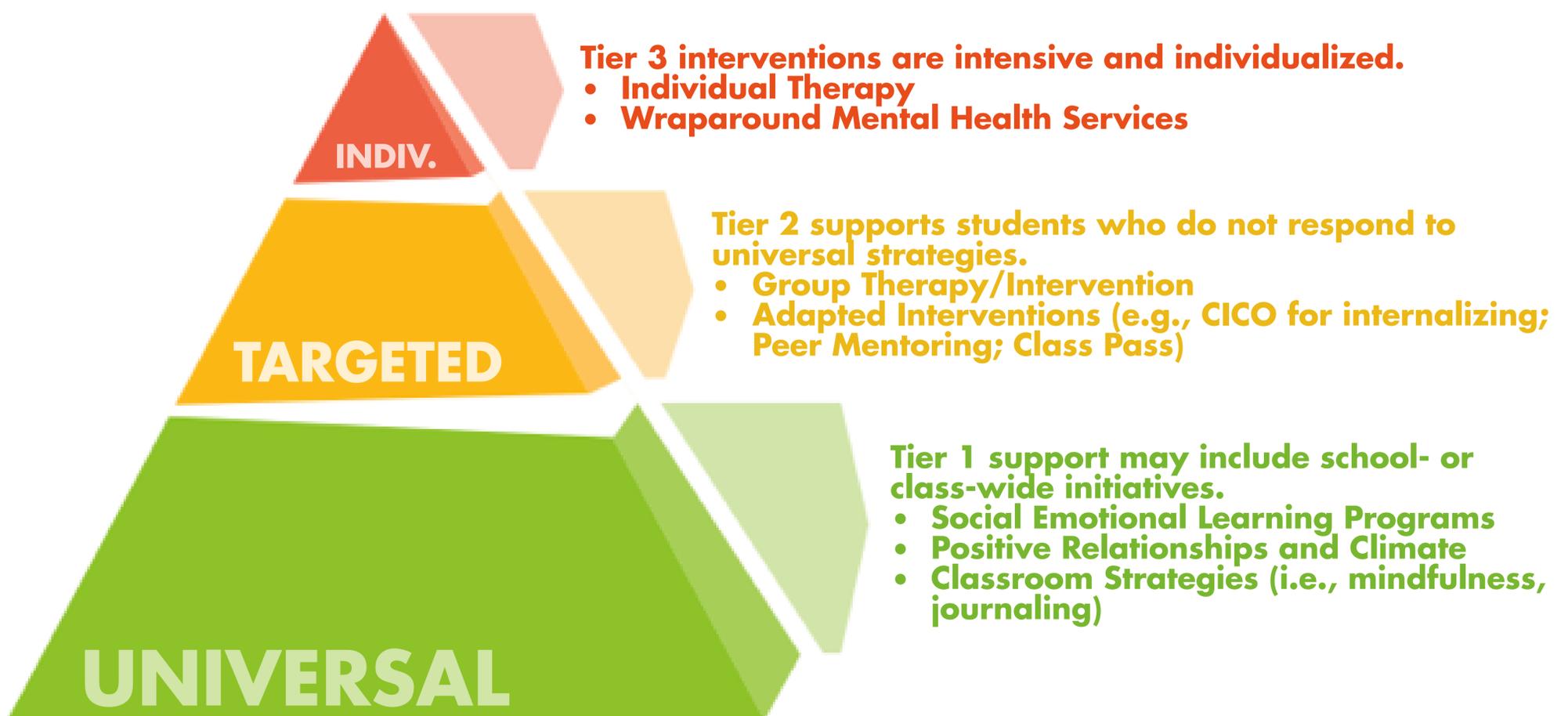
conduct a functional behavior assessment and collect other necessary data



SUPPORT ACROSS THE THREE-TIERED MODEL



Students with internalizing behavior can be supported through PBIS and its connection to mental health support models. The focus of mental health services should be preventative, along with systematic procedures outlined to support students on a continuum of mental health severity.



Refer to the following procedural guides to learn more about supporting students with internalizing behaviors in schools.

UNDERSTANDING INTERNALIZING BEHAVIOR

By: Vanessa Feola, M.Ed.

So far, this manual has covered a wide scope of assessments and interventions for problem behaviors across a multi-tiered support model in schools. When we think of problem behaviors, we often think of externalizing behaviors (i.e., behaviors that are directed toward the external environment), such as aggression, talking out, or noncompliance. But what about the students that display *internalizing behavior*? This procedural guide aims to help school staff understand internalizing symptoms from a behavioral perspective.

What are Internalizing Behaviors?

Internalizing behaviors are characterized by behaviors directed inward that are often difficult to detect because of their covert nature. In children, internalizing behaviors might include being withdrawn, feeling sad or lonely, being nervous, unexplained irritability, somatic symptoms, difficulty concentrating, or feelings of fear. Students with adequate cognitive and expressive language abilities may be able to communicate these feelings to adults. However, for students with reduced communication abilities, limited emotional awareness, and/or poor behavior regulation strategies, internalizing symptoms may present as externalizing behaviors. For example, “withdrawal” for a student with significant disabilities may present as school refusal, irritability toward others, or elopement – all of which can be characterized as externalized behaviors. Considering the varying topography of these behaviors, it is important to consider why they are happening, or the function of the behavior.

Internalizing Symptoms from a Behavioral Perspective

Behavior analysts refer to thoughts and feelings as “private events,” because they cannot be observed or measured by another individual (Cooper, Heron, & Heward, 2007). Nonetheless, they are still considered behaviors. While internalized behaviors have varying and complex etiologies (e.g., biological, psychosocial), we can attempt to understand these symptoms from a behavioral perspective by “thinking functionally.”

Motivating Operation → Antecedent → Behavior → Consequence
--

With regard to internalizing behaviors, we can consider this four-term contingency in understanding the function of the behavior. The motivating operation (MO; also called setting event or establishing/abolishing operations) is any environmental variable that momentarily alters the effectiveness of some consequence. In other words, MOs change the value of consequences. In the traditional sense, MOs relate to deprivation or satiation of certain stimuli; with regard to

internalizing behavior, adverse life experiences (i.e., trauma) can lead to similar value-altering effects. The antecedent is a more immediate trigger for the behavior, and the consequence is the result – a critical component in maintaining and strengthening behavior.

Other behavioral principles that may contribute to the development and maintenance of internalizing behaviors may include classical conditioning, social learning, and the relationship between thoughts and behaviors. Classical conditioning of problematic internalizing behavior occurs when a neutral stimulus is paired with a previously reinforced, negative stimulus or outcome; when the neutral stimulus (now trigger) is experienced again, the same aversive reaction will follow. In social learning, learning takes place through the observation of others; the individual observes other people communicate (via actions or verbal information) that certain things should be avoided and then “mimics” this anxious behavior of others. Finally, the cognitive-behavioral framework aims to understand the relationship between thoughts, feelings, and behaviors. It should be noted that several other theoretical orientations exist to explain such internalizing symptoms, but these concepts are beyond the scope of this manual. Overall, across almost all principles and explanations of behavior, operant conditioning (the four-term contingency previously described) plays a role in maintaining such behaviors.

Directions for Assessment and Intervention

How should we assess internalizing behaviors in students? If internalizing symptoms are significant enough to interfere with a student’s ability to access the learning environment, they should be addressed the same way we address all maladaptive problem behaviors. The guiding question in functional assessment is: “*Why is the student engaging in this behavior?*” By conducting a functional behavior assessment (FBA), school teams have a systematic way to address internalizing behaviors through an evidence-based framework (i.e., Positive Behavior Interventions and Supports). Most often, the function of internalizing behavior is to escape or avoid undesired stimuli, events, or situations. Teams can then adapt evidence-based interventions to best meet the needs of these students.

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INTERVENTIONS FOR INTERNALIZING BEHAVIOR

By: Vanessa Feola, M.Ed. & Anna Purkey, M.Ed.

The goal of Positive Behavior Interventions and Supports (PBIS) is to improve the social, emotional, and academic outcomes for all students (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2017). Not surprisingly, this should include appropriate mental health supports. Recent initiatives have been enacted in schools, such as the Interconnected Systems Framework that aims to connect school mental health and PBIS (Swain-Bradway, Johnson, Eber, Barret, & Weist, 2015).

Students with mental health concerns and internalizing behaviors can be supported through a tiered model, with interventions at the universal (Tier 1), targeted (Tier 2), or individualized (Tier 3) levels. As in PBIS, the focus of mental health support should be preventative, along with procedures in place to address a continuum of mental health severity. Data-based decision making should be used to guide referrals for mental health services and behavioral/emotional progress once provided with intervention. Moreover, it is imperative that teachers and school staff receive training on mental health support and warning signs to identify more significant internalizing behaviors.

Tier 1: Universal Supports for Mental Health

Universal support for mental health can be in place at the school-wide and class-wide levels. School-wide initiatives might include creating a safe and supportive school culture, or implementing packaged programs for social-emotional learning (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Examples of classwide preventative support for student mental health are positive teacher-student relationships and classroom climate. More specific antecedent interventions that can be implemented classwide can include “mindful moments,” relaxation strategies, or daily journaling activities.

Tier 2: Targeted Supports for Mental Health

Targeted interventions should be used with students who are at-risk for more severe mental health concerns. This tier may include small group interventions such as social skills, group cognitive-behavioral therapy, or content-specific support groups. Traditional Tier 2 interventions can be adapted to fit the needs of students with internalizing behaviors, such as: Check-in, Check-out, used to increase positive interactions from adults and provide prosocial behavioral feedback (Hunter, Chenier, & Gresham, 2014); Peer Mentoring, which facilitates a positive mentor/mentee relationship with peers and model prosocial behavior (Dart, Furlow, Collins,

Brewer, Gresham, & Chenier, 2015); or the Class Pass intervention, used to provide breaks when a student feels anxious or overwhelmed.

Tier 3: Individualized Supports for Mental Health

Mental health support at the Tier 3 level will be highly individualized for students who do not respond to universal or targeted strategies. This will most often include individual therapy or counseling provided by a competent professional in the school (e.g., school psychologist, social worker, school counselor). Wraparound services can also be provided to support the student beyond the school environment, incorporating support in the home and community environment as well (OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports, 2017).

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SECTION 4:

**PRACTICAL
CONSIDERATIONS**

TREATMENT FIDELITY

The following guide aims to outline the process of assessing treatment fidelity.

OVERVIEW & OBJECTIVES

Treatment fidelity is the extent to which an intervention is implemented as intended. High treatment fidelity has been associated with improved student outcomes, and therefore should be periodically assessed.

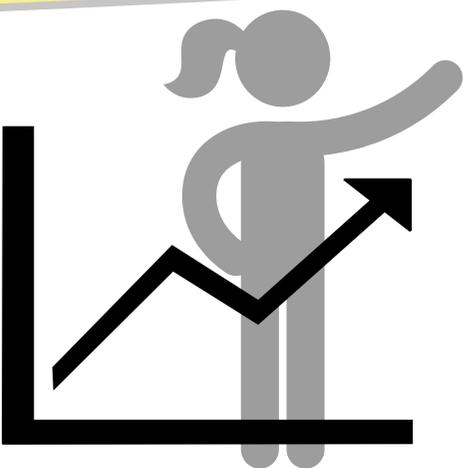
Direct observation using a treatment fidelity checklist is the most objective method for assessing treatment fidelity. Checklists are usually created using task-analyses of intervention procedures, which is described below.



Task Analysis
= Breaking down a complex skill (i.e., intervention) into smaller, teachable units

STEPS FOR ASSESSING FIDELITY USING A TREATMENT FIDELITY CHECKLIST

- 1** Conduct a task analysis by breaking down the intervention into steps that can be observed and measured.
- 2** Transform the task analysis into a checklist by including each step of implementation and a quality indicator, if desired.
- 3** Observe the interventionist's implementation and record their behavior on the checklist. Make note of any missed steps or if a step was implemented incorrectly.
- 4** Provide feedback and follow-up instruction as indicated by their total fidelity percentage.



TREATMENT FIDELITY OF SCHOOL-BASED INTERVENTIONS

By: Vanessa Feola, M.Ed. & Anna Purkey, M.Ed.

Treatment fidelity (also called treatment integrity) refers to the extent to which an intervention is implemented or carried out as planned (Cooper, Heron, & Heward, 2007). Treatment fidelity can be assessed a variety of ways, such as using direct observation, self-report, or permanent product recording methods. Most often, fidelity is assessed using a treatment protocol that breaks down the necessary steps of an intervention in the form of a task-analysis.

Importance of Treatment Fidelity

Historically, treatment fidelity was primarily assessed in behavior analytic research, but as of recently, researchers have identified various benefits for assessing treatment fidelity in applied practice (Fiske, 2008). High levels of treatment integrity have been associated with better treatment outcomes (e.g., Wilder, et al., 2008), which directly impacts school-based practitioners and the students we work with. That is, the better the delivery of the intervention, the quicker we are likely to see improvements in behavior. Treatment integrity protocols provide insight into why an intervention may not be producing the expected outcomes by identifying steps that are implemented incorrectly or have been missed altogether.

Methods to Assess Treatment Fidelity

Fidelity checklist with direct observation. The most precise and accurate measure of treatment fidelity would come from a live observation of the interventionist, wherein the assessor records whether implementation of treatment components took place. This type of treatment fidelity often requires the creation of a *treatment fidelity checklist*, which includes all of the critical elements of an intervention as designed. Thus, practitioners may use task-analysis procedures to create these checklists. In a task analysis, the intervention implementation is broken down step-by-step and turned into a checklist of components. The observer would use this checklist while inconspicuously observing the implementer (as to reduce observer reactivity), and record whether each step was implemented correctly. This will lead to a percentage of treatment integrity, which can be calculated by dividing the number of steps implemented with accuracy by the total number of steps included in the task analysis.

Self-report. Another method to assess treatment fidelity is to use self-report measures, but these are typically more subjective in nature. In this type of fidelity assessment, an interventionist reports the extent to which they implemented components of an intervention, either through an interview, questionnaire, or checklist as described above. Not surprisingly, self-reporters often inflate the extent to which they implemented procedures, leading to an unreliable source of fidelity information.

Permanent product. A permanent product is any tangible outcome that results from a behavior (in this case, the implementation of an intervention). Assessing fidelity using permanent product recording is the most time- and resource-efficient method of treatment fidelity assessment, but it is subject to various limitations. While it does not require direct observation, critical components of an intervention may be improperly implemented without detection. A common example of a permanent product of intervention fidelity in schools is the Check-in, Check-out (CICO) daily progress report (DPR). By reviewing the DPR, we are able to assess whether some components of the intervention were implemented (e.g., teacher signatures indicate feedback sessions, parent signature indicates home-school collaboration).

Utility of Treatment Fidelity Measures

Treatment fidelity should be continually assessed to ensure that students receive access to quality service and intervention implementation remains consistent over time and across implementers. Complex interventions, prolonged procedures, and treatment acceptability (i.e., the extent to which a teacher “likes” a procedure) can all influence treatment fidelity. If any of these variables lead to treatment drift or improper implementation, action should be taken to improve treatment fidelity. Thus, information gathered from periodic fidelity checks can identify deficits and guide efforts for improvement.

Training teachers, paraprofessionals, and classroom assistants to measure treatment fidelity will make regular collection of fidelity data a feasible goal. Research supports the effectiveness of performance feedback in maintaining and improving levels of treatment integrity (Fiske, 2008), and supplemental training may be needed after initial implementation to ensure later fidelity. This training should follow a behavioral skills training (BST) model as previously described in this manual (please see Section 3: *Interventions and Strategies Across Tiers*) to incorporate elements of instruction, modeling, practice, and feedback.

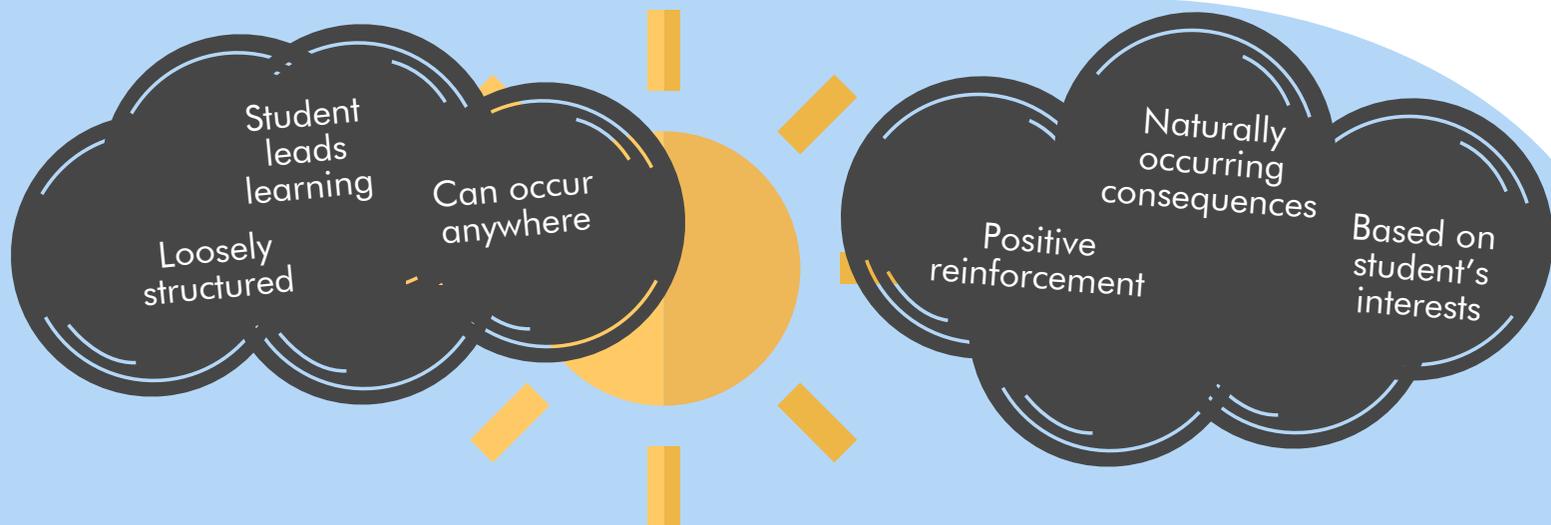
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SKILL GENERALIZATION

Skill generalization is an essential step in skill development because it teaches the student to apply newly learned skills to a variety of settings, individuals, and situations. Teachers can utilize naturalistic teaching to provide students with opportunities to implement newly learned skills in their natural environment.

ELEMENTS OF NATURALISTIC TEACHING



IMPLEMENTING NATURALISTIC TEACHING

- 1** Set up environment to motivate student
 - Start a game, or story, then pause
 - Place a desired item out of student's reach
- 2** Watch for student to show interest
 - Reaching or pointing to item
 - Looking at item
 - Walking towards item
- 3** Determine appropriate response
 - Use picture cards (PECS)
 - Sign language
 - Verbal response
- 4** Prompt response/request for item
 - Use most-to-least prompting
 - Fade prompts as student gains independence
- 5** Reinforce desired response
 - Give student access to item/activity
 - Provide behavior specific praise to reinforce response

SKILL GENERALIZATION AND NATURALISTIC TEACHING

By: Anna Purkey, M.Ed. and Vanessa Feola, M.Ed.

Instruction for the development of a new skill often occurs in highly structured environments and is guided by a teacher presenting a stimulus to a student, prompting a specific response, and providing a consequence to reinforce the correct response. As a result of teaching the skill in highly structured and controlled conditions, students may have difficulty applying the skill outside of the instructional setting (i.e., natural setting) where the skill was initially taught. Applying a newly learned skill to a natural setting requires a behavior generalization process to take place (Cooper, Heron, & Heward, 2007). Skill generalization occurs when a student successfully utilizes a skill in a setting, situation, or with an individual, that was not included in the original instruction of the skill (Stokes & Baer, 1977). When a student is capable of engaging in a skill outside of the original learning environment, they will have increased opportunities to interact with their environment and receive reinforcement (e.g., attention, access to tangibles, help from others, etc.).

There are a variety of methods that can be employed to support students in generalizing skills from the highly controlled instructional environment to loosely structured natural environments. During highly controlled skill instruction sessions, a student may be repeatedly exposed to the same, or limited number of, stimuli to elicit a desired response. The instruction is also likely to occur with a specific individual, making it difficult for the student to generalize the response to other individuals they interact with. To generalize a response across settings and individuals (stimulus generalization), the student should practice using the skill in different settings and with different individuals (Cooper, et al., 2007). An example of response generalization would be if a student uses a variety of greetings (e.g., “hello”, “hi there”, “good afternoon”) as they are greeted by different individuals while walking through the hallway at school. When a student displays a newly learned skill, or a variation of the skill, in a new setting or with a new individual, the teacher should provide immediate positive reinforcement (e.g., behavior specific praise, natural consequence, etc.; Cooper, et al., 2007).

Naturalistic Teaching

Naturalistic teaching, also known as incidental teaching, incorporates concepts of skill generalization to support students in applying skills learned in an instructional setting to new settings, individuals, and situations. Naturalistic teaching utilizes the following generalization strategies: naturally occurring consequences; inclusion of diverse stimuli and a loosely structured environment; and incorporation of elements from the natural environment in the instructional setting (Cowan and Allen, 2007). In naturalistic teaching, the teacher watches for the student to express interest in an item in the natural environment. The item the student is interested in will serve as the training stimulus and the natural reinforcer. The item selected by the student acts as a natural reinforcer because if the student engages in the desired response to obtain access to the item, then continued access to the item will become a naturally reinforcing consequence to the student’s behavior (Cowan & Allen, 2007). Examples of natural consequences include: gaining

access to a requested item, receiving positive attention from a teacher or peer, removal of an undesired activity, obtaining food or drink; etc.

To implement naturalistic teaching for the purpose of skill generalization, teachers should arrange the environment to increase the student's motivation to display the desired skill (e.g., start a game, or story, then pause; place a desired item out of the student's reach; give the student an activity with pieces missing; model how to engage with a toy; etc.). After setting up the environment, the teacher watches for the student to demonstrate interest in the item by reaching for the item, pointing to the item, looking at the item, or walking towards the item. Once the student displays interest in the item, the teacher should prompt the appropriate response with most-to-least prompting. If the student engages in the desired response, the student should be immediately reinforced with access to the desired item or activity coupled with behavior specific praise (e.g., "Thank you for asking for _____!"). As with other behavioral interventions, data should be collected to monitor the student's progress in generalizing a skill and identify if a student needs the skill broken down into smaller steps in order to demonstrate it.

Teachers can utilize skill generalization strategies, like naturalistic teaching, to support students in implementing newly acquired skills within their natural environment. Naturalistic teaching incorporates student interests, positive reinforcement, and naturally occurring consequences to enhance skill acquisition and generalization. By generalizing a response outside of a highly structured learning environment, students independently interact with their surroundings. An important outcome of skill generalization is increasing a student's behavioral skillset to support the flexibility and longevity of socially significant skills (Cooper, et al., 2007).

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TEACHER-STUDENT RELATIONSHIPS

Positive teacher-student relationships draw students into the process of learning and promote their desire to learn. There are numerous methods for teachers to cultivate positive teacher-student relationships, which will support the development of a more positive school climate.

OVERVIEW & OBJECTIVE

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.

POSITIVE TEACHER-STUDENT RELATIONSHIPS ARE RELATED TO:

- Increased likelihood of student engagement
- Fewer disruptive behaviors
- Increased cooperation
- Improved social functioning
- Increased academic achievement
- Reduced likelihood of teacher burnout

QUALITY INSTRUCTION COMES FIRST!

Content material **MUST BE** engaging, age-appropriate and well matched to the student's skills for the effects of positive teacher-student relationships to "work its magic"



HOW TO DEVELOP POSITIVE RELATIONSHIPS WITH STUDENTS:

- Know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels
- Greet students when they walk into the classroom
- Show your pleasure and enjoyment of students
- Interact with students in a responsive and respectful manner
- Call on all students to answer in class
- Acknowledge the importance of peers in schools by encouraging students to be caring and respectful to one another

IMPROVING TEACHER-STUDENT RELATIONSHIPS

THINGS TO DO

Always call students by their names, find out information about their interests and strive to understand what they need to succeed in school

Make an effort to spend individual time with each student, especially students who are difficult or shy

Be careful to show your students that you want them to do well in school through both actions and words

Model a warm and respectful interaction style towards other students and adults in the schools

Employ healthy coping strategies to manage frustration such as taking a deep breath or talking about your feelings

THINGS TO AVOID

Displaying negativity through snide and sarcastic comments toward the student

Describing to others that you are always struggling or in conflict with a particular student

Giving up too quickly on efforts to develop positive relationships with difficult students

Ignoring or avoiding interactions with a particular student

Resorting to yelling, harsh punitive control, or "single-ing out" - student victimization or bullying may be common occurrences in such negative classrooms

Waiting for negative behaviors and interactions to occur in the classroom

HOW TO HELP IMPROVE RELATIONSHIPS WITH STUDENTS WITH CHALLENGING BEHAVIOR

Think about what you say to the difficult students in your classroom. Are you constantly bombarding your more challenging students with requests to do something? Do you find yourself constantly asking students to stop doing what they are doing? No one likes being badgered and pestered, and your students are no exception.



Try to find a time or place when you can have positive discussion with the problem student

Notice and mention the positive behaviors they exhibit

Remind yourself that even if a challenging student appears unresponsive to your requests, she is hearing the messages that you are giving her. Her responses may not change her immediate behavior but may matter in the long term



TEACHER-STUDENT RELATIONSHIPS: ESTABLISHING POSITIVE RELATIONSHIPS AND IMPROVING RELATIONSHIPS WITH DIFFICULT STUDENTS

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

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflict in their relationships.

Positive teacher-student relationships are associated with: increased likelihood of student engagement, fewer disruptive behaviors, increased cooperation, improved social functioning, increased academic achievement, and a reduced likelihood of burnout (Jennings & Greenberg, 2009; Roorda, Koomen, Spilt, & Oort, 2011). Teachers often report wanting motivated students in their classrooms. There are a variety of factors that contribute to student motivation ranging from self-efficacy, perceived abilities or competencies, and intrinsic motivation (Roorda et al., 2011; Skinner & Belmont, 1993). Although a teacher may be lucky to get a group of confident, intrinsically motivated students in their classroom, more often than not teachers are left to the task to bolster many students' self-concepts and serve as a cheerleader to keep students motivated an on-track. As a result, building and nurturing positive teacher-student relationships are a critical component to student success and teacher job satisfaction (Jennings & Greenberg, 2009).

There is a relationship between student motivation and person-centered teaching variables, namely warmth, empathy, respect, and encouragement. Overall, affective variables of empathy and warmth are the most strongly related to student outcomes over other person-centered variables (Cornelius-White, 2007) Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Curby, Rimm-Kaufman, & Ponitz, 2009; Rudasill, Reio, Stipanovic, & Taylor, 2010).

Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative and more engaged in learning (Birch & Ladd, 1997; Decker, Dona, & Christenson, 2007). Teachers who use more learner-centered practices (i.e., practices that show sensitivity to individual differences among students, include students in the decision-making, and acknowledge students' developmental, personal and relational needs) produced greater motivation in their students than those who used fewer of such practices (Daniels & Perry, 2003).

The quality of early teacher-student relationships has a long-lasting impact. Specifically, students who had more conflict with their teachers or showed more dependency toward their teachers in

kindergarten also had lower academic achievement (as reflected in mathematics and language arts grades) and more behavioral problems (e.g., poorer work habits, more discipline problems) through the eighth grade (Hamre & Pianta, 2001). Further, kindergarten students who are close and experience less conflict with their teachers developed better social skills as they approached the middle school years than kindergarten children with more conflictual relationships experiences in the past (Berry & O'Connor, 2009). Thus, having skills in place to foster teacher-student relationships in the classroom is a critical component to effective teaching strategy.

Procedures

Establishing Relationships with Students

Know your students

- Knowing a student's interests can help you create examples to match those interests.
- Greet each student by name when they enter your classroom.
- If a student who loves basketball comes to you with a question about a math problem, you might respond to her with a problem involving basketball.
- If a student who speaks Spanish at home comes to you with a question about English vocabulary, you might answer his question and then ask him what the word is in Spanish and how he'd use it in a sentence. This type of specific responding shows that you care about your students as people and that you are aware of their unique strengths (i.e., fluency in another language).
- Knowing a student's temperament can help you construct appropriate learning opportunities.
- If a girl in your class is particularly distractible, you can support her efforts to concentrate by offering her a quieter area in which to work.
- If a boy in your classroom is very shy, appears engaged but never raises his hand to ask questions, you can assess his level of understanding of a concept in a one-on-one conversation at the end of class.

Give students meaningful feedback

- Notice the way that you give feedback to your students. If possible, watch a video of your own teaching.
- Are you giving students meaningful feedback that says you care about them and their learning, or are you constantly telling your students to hurry?
- In your conversations, are you focusing on what your students have accomplished or are you concentrating your comments on what they have not yet mastered?
- Does your body language, facial expression and tone of voice show your students that you are interested in them as people too?
- Are you telling them to do one thing, yet you model quite different behavior? For example, are you telling your students to listen to each other, but then look bored when one of them talks to the class? Be sure that the feedback you give to your students conveys the message that you are supporting their learning and that you care about them.

- Are you paying more attention to some students than to others? When you fail to recognize particular students, you can communicate a low level of confidence in their abilities. Individual students may “tune out” and believe that you don't expect they will be able to answer your questions. This message is compounded when these students see others being called on regularly.

Create a positive classroom climate

- Be sure to allow time for your students to link the concepts and skills they are learning to their own experiences. Build fun into the things you do in your classroom. Plan activities that create a sense of community so that your students have an opportunity to see the connections between what they already know and the new things they are learning, as well as have the time to enjoy being with you and the other students.
- Make sure to provide social and emotional support and set high expectations for learning.
- Display student work, provide positive verbal reinforcement for student behavior, show off the class's achievements.

Be respectful and sensitive to adolescents

- Supportive teacher-student relationships are just as important to middle and high school students as they are to elementary students. Positive relationships encourage students' motivation and engagement in learning. Older students need to feel that their teachers respect their opinions and interests just as much as younger students do. Even in situations where adolescents do not appear to care about what teachers do or say, teacher actions and words do matter and may even have long term positive (or negative) consequences.

Engage in Self-Care

- Frustration can have a devastating effect on teacher-student relationships, as it tends to cause educators to make irrational decisions. Usually you know when you are becoming frustrated and can quickly identify the signs and symptoms. As an educator, the question is not *if* you will become frustrated or stressed but *when* you will and *how* you will deal with it.

Improving Relationships with Difficult Students

Develop positive discourse with students with challenging behavior

- Think about what you say to the difficult students in your classroom. Are you constantly bombarding your more challenging students with requests to do something? Do you find yourself constantly asking students to stop doing what they are doing? No one likes being badgered and pestered, and your students are no exception.
- Try to find a time or place when you can have positive discussion with the problem student.
- Notice and mention the positive behaviors they exhibit.
- Remind yourself that even if a challenging student appears unresponsive to your requests, she is hearing the messages that you are giving her. Her responses may not change her immediate behavior but may matter in the long term.

Make extra effort to develop and sustain relationships with difficult students

Difficult students require more energy on your part. For example, you may need to spend time with them individually to get to know them better — to understand their interests as well as what motivates them. This will not only allow you to tailor your instruction to their interests and motivation, but the time spent will also allow them to develop trust in you. Recent research on high school students who have frequent and intense discipline problems shows that when adolescents perceive their teachers are trustworthy people, they show less defiant behavior (Gregory & Ripski, 2008). Persistent teacher-student conflict throughout the elementary years increases the likelihood that children will exhibit negative externalizing behaviors (O'Connor et al., 2012), so it is important for teachers to build close relationships at an early age with children at-risk for behavioral issues.

Be Cognizant of Risk Factors for Problematic Relationships:

- Boys typically have more conflict and less closeness in their relationships with teachers than girls (Baker, 2006; Howes et al., 2000; Hughes, Cavell, & Wilson, 2001).
- High levels of teacher-student conflict may affect girls and boys differently. For example, teacher-student conflict appears to affect math achievement more negatively for girls than for boys (McCormick & O'Connor, 2014).
- Students with more internalizing problems (e.g., depression, anxiety) show greater dependency on their teachers than their average counterparts (Henricsson & Rydell, 2004), whereas students with more externalizing problems (e.g., aggression, problem behaviors) show more conflict with teachers (Murray & Murray, 2004).
- Students who exhibit more problem behaviors at home and school tend to develop more conflictual and less close relationships with their teachers (Birch & Ladd, 1998; Murray & Murray, 2004; O'Connor et al., 2012).
- Students with emotional disturbances or mild intellectual disability have more negative relationships with teachers than students without these problems (Murray & Greenberg, 2001).
- For students at risk for problematic teacher-student relationships, teachers needed to make extra efforts to offer the social and emotional support likely to help them meet the challenges they face in school.

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TEACHER WELL-BEING

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

TEACHER WELL-BEING AND BURNOUT

Teachers possess the most purposeful and important role in education.

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

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

Recent research has targeted teacher wellness through:

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

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

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

Poor Teacher Well-Being

Teacher disengagement and feelings of disempowerment

High burnout and turnover rates

Lower rates of student on-task and academic performance

Higher rates of classroom disruption

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

After Well-Being Interventions

Increased awareness of physical and emotional status

Reduced emotional reactivity

Improved job satisfaction

Reduction in depression, stress, and anxiety symptomatology

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

HEALTHY STRATEGY PLANNING: GETTING STARTED

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

HEALTHFUL STRATEGY MENU



Sleep Habits



Eating Habits



Exercise Habits



Gratitude Journal



Mindfulness Strategies

Having trouble deciding? Consider:

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

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

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

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

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

DATA COLLECTION

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

WRAPPING UP

After two weeks of 80 percent or higher engagement in your healthful strategy, you and the consultant will determine if further support is needed. If there are existing needs, the next healthful strategy would be determined and the steps described above would be repeated.

If support is no longer needed, either: 1) a consultant exit process will be determined. 2) The next steps of the consultant regarding tier 1 classroom management and/or tier 2 targeted interventions will be determined.

TEACHER WELL- BEING

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

A teacher's professional role is one of the most purposeful and important occupations an individual can possess, and yet, a large body of research indicates that teacher wellbeing is suffering (Jarvis, 2002; Lambert & McCarthy, 2006; Leung & Lee, 2006). Large class sizes, an emphasis on testing and student performance, changing curriculum, challenging student behaviors, low pay, increasing expectations and responsibilities, and lack of support all contribute to a teacher's chance of diminished well-being. As a result, teachers often experience chronic stress, and are at risk of professional burnout. Indeed, polls indicate that 50 percent of teachers leave the profession within the first 5 years (Ingersoll, 2003; National Commission on Teaching and America's Future, 1996; Alliance for Excellent Education, 2014). While those who stay in the profession may experience disengagement and disempowerment (Cook, Miller, Fiat, Renshaw, Frye, Joseph, & Decano, 2016), cynicism towards students (Maslach, 1993; Skaalvik & Skaalvik, 2010), and physical and mental symptoms like high blood pressure, headaches, depression, and anger outbursts (Hauber et al., 1998; Kashani et al., 1995).

Teacher wellbeing is a critical component of effective teaching, and the lack of teacher wellbeing may have detrimental outcomes beyond those experienced by the teacher. Namely, students, administrators, and the larger education system all experience negative outcomes due to poor teacher wellbeing. Student outcomes related to teacher burnout include lower rates of on-task and academic performance (Marzano et al., 2003), higher rates of classroom disruption resulting in higher rates of the teacher utilizing punitive procedures (Osher et al., 2007), and increased chances of Coercive Interaction Cycles (Patterson, 1992). In such a cycle, the teacher may remove task demands and provide less instruction to avoid aversive student behavior. This cycle is perpetually reinforced, resulting in a negative classroom climate, limited instruction, limited expectation setting, further teacher despondence, and student noncompliance. Further, teachers experiencing burnout may frequently use substitute teachers to take days off, exposing students to a lack of classroom consistency and missed instruction. Administrators and the larger education system experience fiscal and staffing impact, in the event the teacher becomes overwhelmed to the point of quitting. Specifically, teachers leaving the field are often replaced with less-qualified substitute teachers, and \$2.2 billion each year is attributed to teacher attrition (Alliance for Excellent Education, 2014).

Given the prevalence of, and negative outcomes associated with, poor teacher wellbeing, interventions and supports designed to improve teacher wellness are needed. A limited pool of recent research has targeted teacher wellness through packaged interventions that 1) emphasize mindfulness techniques, including, body scans, breathing, meditation, gratitude and compassion exercises, and mindful movement (Schussler, Jennings, Sharp, & Frank, 2015; Hue & Lau, 2015; Cook et al., 2016) and 2) support work-life healthfulness through eating, exercise, and sleep strategies (Cook et al., 2016). Results from these preliminary studies indicate the interventions have improved outcomes in a variety of areas, including teacher self-report of awareness of their physical and emotional state (Schussler et al., 2015), reduced teacher self-report of emotional reactivity (Schussler et al., 2015), reduced teacher self-report of depression, stress, and anxiety

symptomatology (Hue & Lau, 2015; Cook et al., 2016), improved teacher self-report of job satisfaction (Cook et al., 2016), high social validity outcomes (Cook et al., 2016; Hue & Lau, 2015), and improved teacher self-report of an intention to implement interventions with high fidelity (Cook et al., 2016). While the research in teacher wellbeing interventions is limited by a small number of studies, lack of replication, small sample sizes, and reliance on self-report, there is a paramount need to support teachers in a way that leads to personal health, professional effectiveness, and career retention.

BRST consultants and affiliated staff may support teachers experiencing poor wellbeing, and those at-risk of burnout, in the following manner:

Procedures

1. To determine if a teacher is experiencing poor wellbeing, consider the following:
 - a. Do meetings with the teacher often divert to discussions of the teacher's personal or professional frustrations?
 - b. During classroom observations, is the teacher often observed engaging with students in a reactive, emotional, and largely-negative manner? (Refer to RET-R and positive-to-negative comments data for a more precise indication of these behaviors.)
 - c. Is tier 1 intervention implementation or tier 2 intervention data collection/implementation consistently low (below 70 percent), and/or nonresponsive to feedback?
 - d. An answer of "yes" to any of the above questions may indicate the teacher as a candidate for wellbeing interventions. That said, the BRST consultant is encouraged to discuss potential interventions with both the site supervisor and school administrator prior to intervening.
2. Once a teacher has been identified as a candidate for teacher wellbeing supports:
 - a. The BRST consultant will schedule a time to meet with the teacher to review the importance of teacher wellbeing, and potential wellbeing supports.
 - b. The BRST consultant will present the teacher with a menu of options, including healthful strategies for:
 - i. Sleep habits
 - ii. Eating habits
 - iii. Exercise habits
 - iv. Gratitude journal
 - v. Note: While structured and didactic mindfulness components have not been incorporated into the current protocol, BRST consultants may talk to their supervisor about coaching teachers on mindfulness practices.
 - c. The BRST consultant will encourage the teacher to choose a healthful strategy to focus on for the next few weeks.
3. The BRST consultant will assist the teacher in setting a SMART goal for the chosen healthful strategy, using the SMART graphic organizer provided in the BRST manual:



4. The BRST consultant will help the teacher determine a data collection method for progress monitoring. The measurement technique will be related to the healthful strategy chosen, but encourage the teacher to use these general measurement considerations in choosing a method for progress monitoring:
 - a. Collect data on observable behavior as much as possible. The teacher may also collect data on subject information collected through self-report regarding how they are feeling but ensure an objective data collection procedure is in place.
 - b. Consider:
 - i. **Frequency** of the behavior: How often does it occur?
 - ii. **Duration** of the behavior: How long does it last?
5. Once data collection procedures are determined, the BRST consultant will create and provide the teacher with the needed materials for data collection.
 - a. Remember, data collection should not be overly time consuming or confusing. Simple, accessible, and straightforward data collection will increase the likelihood that the teacher takes data.
6. The BRST consultant will encourage the teacher to determine a start date for the healthful strategy, and then coordinate a schedule for checking in, progress review, feedback, and troubleshooting.
 - a. The BRST consultant should check in with the teacher more often at the start of the intervention, and then fade to once a week.
 - b. The BRST consultant will continue to take standard classroom data (i.e. positives to negatives, rate of on-task, treatment fidelity, etc.) in the teacher's classroom

- and provide related feedback.
7. After two weeks of 80 percent or higher engagement in the healthful strategy, the BRST consultant and teacher will determine the following:
 - a. The need for continued BRST consultant support in teacher wellbeing.
 - i. If need still exists:
 1. Determine the next healthful strategy (repeat steps described above).
 - ii. If need no longer exists:
 1. Determine BRST consultant exit process. OR
 2. Determine BRST consultant next steps regarding tier 1 classroom management, and/or tier 2 targeted interventions.
 8. If the engagement criteria described in step 7 has not been met after two weeks, the BRST consultant and teacher should assess barriers, determine next steps, and determine continued BRST consultant involvement.

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ADULT BEHAVIOR CHANGE STRATEGIES

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

OVERVIEW & OBJECTIVE

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

Dates to Consider

FEBRUARY

National School Counseling Week:
First Week of February

APRIL

Administrative Professionals Day:
Last week of April

MAY

Teacher Appreciation Week:
First Week of May

STRATEGIES FOR REWARDS

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

Treat School Staff and Faculty as Individualized

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

Greet each other in the hallways

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

Help teachers find connections between personal values and school values

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

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

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

Rewarding Faculty and Staff

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

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

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

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

Decorate faculty and staff doors with a positive message.

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

Build Trust

To provide clear outlines of each individual's role within the school to ensure everyone understands what is expected of them.

Keep faculty and staff updated about issues within the school to ensure everyone has accurate information.

Recognize Success

Take time to celebrate successes by faculty and staff and provide shoutouts.

Encourage faculty and staff to send positive notes to their colleagues.

Ask faculty and staff to keep a diary and record when things go well and encourage them to share these times during meetings.

ADULT BEHAVIOR CHANGE STRATEGIES

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

School faculty and staff must meet multiple job requirements: ensuring students are meeting academic goals, managing behavior, providing quality instruction and organizing materials are only a few duties required of them. Additionally, faculty and staff must balance helping students succeed in their classroom as well as their personal lives (e.g., having a family). It has been found that teacher self-efficacy (i.e., coping, cooperating, adapting, and motivating students) is related to teachers' relations to parents; teacher autonomy, however, is most related to supervisory support (Skaalvik & Skaalvik, 2010). Effective and desired modes of supervisory support include: having school leadership acknowledge and address teachers' feelings and needs, fostering an environment where teachers feel safe to ask school leadership for advice and support, and cultivating mutual trust and respect (Skaalvik & Skaalvik, 2010). Collective teacher efficacy is highly dependent on the functioning of the school leadership (i.e., principals). Therefore, school leadership committees and staff are integral components to promoting a positive school climate that fosters respect, particularly among teachers.

Evidence suggests that social resources within a school environment (i.e., a positive climate and opportunities to receive professional recognition) may play a central role in reducing teacher burnout (Pietarinen, Phyhältö, Soini & Salmela-Aro, 2013). Additionally, a positive social climate, including positive support, has been found to be related to teacher satisfaction and motivation (Alhija & Fresko, 2010; Skaalvik & Skaalvik, 2011; as cited in Pietarinen et al., 2013). Considering the numerous requirements and stress that school staff and faculty face, it is imperative to consider strategies to help support these adults, increase options for them to healthily manage stress, motivate them to continue their work, and then recognize and reward their efforts. The following guide describes resources and strategies that schools can implement to reward adults in the building.

Dates to Consider

- **National School Counseling Week:** The American School Counselor Association (ASCA) is promoting the dedication of National School Counseling Week to bring attention to the contributions that school counselors make in schools. There is no dedicated week yet; it was last celebrated from February 5-9, 2018.
- **Administrative Professionals Day (last week of April):** Administrative Professionals Day is a national holiday in the United States and is also celebrated in other countries. People to celebrate during this week include secretaries, assistant principals, principals, and other support staff.
- **Teacher Appreciation Week (first week of May):** Teacher Appreciation Week is a national holiday celebrated in the United States. During this week, students, staff and other committees (e.g., parent-teacher associations; PTA) can host events to show their appreciation to teachers (e.g., potlucks). The National Parent-Teacher Association (National PTA) has flyers and certificates that are free and ready for use at: <https://www.pta.org/home/events/PTA-Teacher-Appreciation-Week>

Strategies

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

Treating School Staff and Faculty as Individuals

- Call each other by name, especially in front of students. Model appropriate greetings for students (e.g., “Good morning, Mr. Orange”).
- Get to know your teachers as people. Inquire about their interests, hobbies, and give shout outs on personal accomplishments at staff meetings (Rosipal, 2017).
- Respect teacher time by being consistent with meeting scheduling and attendance, being on-time, and ending meetings early whenever able (Rosipal, 2017).
- Help teachers meet their personal needs by allowing them to have breaks when possible. Particularly when teachers are feeling stressed, encourage them to go for a walk, get water, use the restroom, or go outside (Rosipal, 2017).
- Ask school faculty and staff what makes them tick, as well as what values they use to guide their daily decisions. Comparisons can be made between school and personal values (Riffel, n.d.)
- At the beginning of the year, have all faculty and staff fill out a questionnaire that requires them to list not only their birthdays, but also those of their spouses and children. Throughout the year, these dates can be acknowledged (Riffel, n.d.)
- Schools can select faculty/staff members of the week. A bulletin board, for example, can be dedicated to these particular individuals during the week and lists random facts and accomplishments. Facts about the faculty/staff member of the week can also be announced over the intercom.
- Have faculty and staff list their favorite snacks. These snacks can be incorporated into faculty meetings, luncheons, or randomly throughout the school year.

Mutual Trust

- Transparency, including clear outlines of different roles, can help increase trust between individuals. It prevents feelings of confusion, and potentially negative perceptions of individuals and systems, when everyone has been informed about the roles that different people play.
- Provide school faculty and staff updates about schoolwide issues as often as possible. It cannot be assumed that everyone has the same understanding about particular issues; this can create frustration and may result in a decline in performance. Allow faculty and staff to be a part of the movement (Rosenthal, 2017).

Recognizing Successes

- Celebrating successes, no matter how small, allows individuals within the school to focus on the positives (Rosenthal, 2017).
- Principals, colleagues and students can send positive notes to each other. Envelopes can be put on doors for note submission.
- Faculty and staff can be asked to write down 3 things that went well each day. The staff can bring their diaries to staff meetings. Those who bring their diaries and share at least one event can be rewarded with a treat (Riffel, n.d.)

Rewarding Teachers and Faculty

- The Principal's 200 Club reward system can be adjusted to include adults as well as students in the reinforcement process. Specifically, when the row of winning students is picked, the adults who gave those particular students tickets can be entered into a drawing for a particular prize or activity. Their name can also be announced over the intercom.
- A "MVP" cup can be passed between faculty and staff during faculty meetings or assemblies. During handoff, the former MVP cup holder can list reasons why they are handing the cup off to that particular individual.
- Provide "break tickets" that offer faculty and staff a fifteen-minute break from their class/duty. Another member within the school should be prepared to substitute for the awarded teacher during recess or lunch duty, the last fifteen minutes of class, or simply to allow the teacher to have a break.
- Faculty and staff can participate in creating and celebrating goals. For example, the faculty and staff may be rewarded with a free car wash if there is 100% attendance during testing (Riffel, n.d.).
- Decorate faculty and staff doors with a positive message.
- Host catered dinners and luncheons for faculty and staff. These events can be organized through the PTA.
- Make it a goal to give one handwritten note to a faculty or staff member a day. Notes should be positive and can focus on something that was observed to go well.
- Allow the "Staff Member of the Week" to park in the principal's parking space.

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SECTION 5:

APPENDICES

APPENDIX A:

Functional Analysis Materials

Condition: Control

Objective

Noncontingent access to all potential reinforcers. Anticipate that the target behavior will not occur during this condition. Provide attention and noncontingent access to preferred items/activities. Provide no task demands.

Procedure

- 1 Provide positive attention to the child continuously throughout the session (e.g., "I like how you're building your puzzle!").
- 2 Provide access to any items and activities requested.
- 3 DO NOT place any demands on the child and DO NOT provide instructions or ask questions.

Condition: Tangible

Objective

Test to see if target behavior occurs as a way to get a tangible item. Briefly give the child access to the preferred item and then take the item away unless he/she engages in the target behavior.

Procedure

- 1 Cue practitioner to give the child the item for a brief amount of time.
- 2 Take the item away from the child. The practitioner does not provide attention.
- 3 When target behavior occurs, the practitioner provides the item to the child for 30 seconds.
- 4 Otherwise, the practitioner should ignore all behaviors.

Condition: Attention

Objective

Test to see if the target behavior occurs as a way to get attention. Briefly talk to the child and then ignore the child unless he/she engages in the target behavior.

Procedure

- 1 Cue practitioner to give brief attention to the child.
- 2 Ignore the child (practitioner does not provide attention).
- 3 When target behavior occurs, the practitioner provides attention for 30 seconds (e.g., "Are you doing okay? What's wrong?").
- 4 Otherwise, the practitioner should ignore all behaviors.

Condition: Task Demand

Objective

Test to see if the target behavior occurs as a way to get away from a task or demand. Provide a task demand that the child must complete. The task demand will be removed briefly if he/she engages in the problem behavior.

Procedure

- 1 Cue practitioner to give the child a specific task/direction ("I need you to do this task"; "Stay in your seat; no talking").
- 2 Practitioner does not provide attention.
- 3 When target behaviors occur, the practitioner removes the task and walks away for 30 seconds.
- 4 Repeat the task/direction until the child either resumes work or another target behavior occurs.
- 5 Otherwise, the practitioner should ignore all behaviors.

SAMPLE TRIAL-BASED FUNCTIONAL ANALYSIS PROTOCOL

Student Name/Grade	School
Consultant	
Assessors (teacher, paraprofessionals)	

Behavior Definitions

Typical behavior: STUDENT will pace around the room (repeatedly walking back and forth) when standing. When seated, STUDENT will remain attentive to the environment by shifting his gaze and turning his head/neck to look around the room. STUDENT demonstrates motor tics that involve bringing his hands, arms, and shoulders close to his face. He will often engage in repetitive verbal behavior, which presents as scripting of statements or phrases. Scripting typically occurs at a conversational volume level.

Precursor behaviors: STUDENT will tense body parts (e.g., shoulders, fists) with increased frequency and intensity. STUDENT will poke or pinch individuals using one arm/hand with moderate force. Prior to engaging in aggression, STUDENT will stand (if applicable), move toward, and reach for the target object or individual with quick speed and while making eye contact.

Precursor behaviors *exclude* communicative reaching or appropriate social approaches (e.g., calm facial expression, relaxed muscles, expected speed, any functional communication attempt).

Problem behavior: The problem behavior is any instance of physical aggression directed at another individual, object, or the environment. Aggression is defined as hitting (with open or closed fist), grabbing with force, scratching, biting with teeth, or throwing objects. Throwing of objects can be directed at others or not.

Training and Coaching

Initial Training: The teachers and paraprofessionals involved in this assessment received comprehensive training on FA implementation in Summer 2018. They will receive two booster training sessions, delivered by the consultant, in the weeks prior to conducting this assessment. The training sessions will cover the procedural information as follows.

1. *Instruction.* The consultant reviews the assessment procedures outlined in this protocol.
2. *Modeling.* The consultant models steps of implementation for each FA condition.
3. *Practice/Role-Play.* The teacher and paraprofessionals role-play implementation of conditions.
4. *Feedback.* The consultant provides behavior-specific performance feedback during and immediately following role-play sessions.

Telehealth Coaching: Sessions will be conducted using remote observation and bug-in-the-ear coaching. Sessions will be recorded via Zoom video-conferencing, and the consultant will call the implementer

(teacher or paraprofessional) on a cell phone to facilitate bug-in-ear coaching. The consultant will instruct the implementer on procedures in real time.

- Technology set-up:
 - Zoom meeting connected via iPad
 - iPad placed on high shelf or out of reach of student
 - Consultant: audio ON, video OFF
 - Classroom: audio ON, video ON
 - **Note:** Turn iPad volume all the way down prior to starting session. The implementer will be able to hear the consultant through the phone, not the iPad.

Measurement

The assessor is responsible for recording +/- of occurrence of *precursor* or *problem* behavior in control and test conditions. Data sheets are provided at the end of this protocol.

Implementation Procedure

Conditions will occur when STUDENT is displaying typical behavior. Conditions will be conducted according to the descriptions outlined in the table below.

Note: Conditions will be terminated upon occurrence of *precursor* or *problem* behavior to ensure safety of other students and staff.

Condition	Control (2 min)	Test (2 min)
<p>Attention</p> <p>To be completed during unstructured/ play period</p>	<p>Provide STUDENT with moderately preferred item and effusive positive attention (verbal and physical).</p> <ul style="list-style-type: none"> · Ex: joint play with toy, positive praise, physical contact · Discontinue this segment <i>immediately after problem behavior occurs or after 2 minutes.</i> 	<p>Say “I have to work” (or something similar) and turn away from STUDENT, remain in arms distance.</p> <ul style="list-style-type: none"> · Ignore requests for attention · If student engages in problem behavior, face the student and deliver attention (vocal and physical) · Ex: “hey STUDENT, why are you doing that?” while touching him on the shoulder · Discontinue this segment <i>immediately after problem behavior occurs or after 2 minutes.</i>

<p>Escape</p> <p>To be completed during academic tasks</p>	<p>Sit with STUDENT but turn away from him for the entire 2-minute segment. STUDENT should not have any toys or materials, and there should be no demands placed (not even to stay seated).</p> <ul style="list-style-type: none"> Discontinue this segment <i>immediately after problem behavior occurs or after 2 minutes.</i> 	<p>Start this segment by saying “it’s time to work” and present a task.</p> <ul style="list-style-type: none"> Use 3 step prompting to help STUDENT engage in task (verbal prompt, model behavior, physically guide him) Continue to deliver prompts for 2-minute segment, or until problem behavior occurs. Remove the materials and turn away to discontinue this segment <i>immediately after problem behavior occurs or 2-minutes.</i>
<p>Tangible/Play</p> <p>To be completed during unstructured/ play period</p>	<p>Sit with STUDENT and give him 1-2 highly preferred items.</p> <ul style="list-style-type: none"> Respond kindly to any initiations by STUDENT; comment on the toy or environment at least every 30 seconds (but no demands). Ex: “it looks like you are having fun with that toy.” Discontinue this segment <i>immediately after problem behavior occurs or after 2 minutes.</i> 	<p>Start this segment by saying “all done” or “my turn” and take the toy away from the student.</p> <ul style="list-style-type: none"> Continue to respond to STUDENT if he initiates; comment on environment at least every 30 seconds. Ex: “it’s so cold in here today.” If STUDENT engages in problem behavior, give the toy back to the student. Make sure they get to play with the toy for at least 30 seconds. Discontinue this segment <i>immediately after problem behavior occurs or after 2 minutes.</i>
<p>Ignore/Alone</p> <p>To be completed during unstructured period in separate room</p>	<p>N/A</p>	<p>Both 2-minute segments are “test” segments, for a total of 4 minutes.</p> <ul style="list-style-type: none"> Move away from STUDENT (4-6 feet if possible) and ensure he has no materials, demands, or attention. Problem behavior <i>does not</i> end this segment.

Assessment Schedule

Location: All sessions will occur in STUDENT'S special education classroom, with the exception of the Ignore/Alone Condition. The Ignore/Alone Condition will be conducted in the school's library. A conference room, with a transparent window, will be cleared for use prior to session.

STUDENT'S classmates will remain in their typical locations/schedules during the assessment. An additional staff member will be present during each session in case the other students need to be removed and relocated (i.e., upon occurrence and escalation of problem behavior). The secondary location for students will be the library.

Schedule: The FA conditions will occur on DATE/TIME.

Order of Conditions: Sessions will occur in the following random order. The consultant will generate more scheduling if the FA needs to continue past what is listed below.

1. Tangible/Play
2. Escape
3. Attention
4. Tangible/Play
5. Alone/Ignore
6. Attention
7. Escape
8. Alone/Ignore
9. Tangible/Play
10. Alone/Ignore
11. Escape
12. Attention

Materials

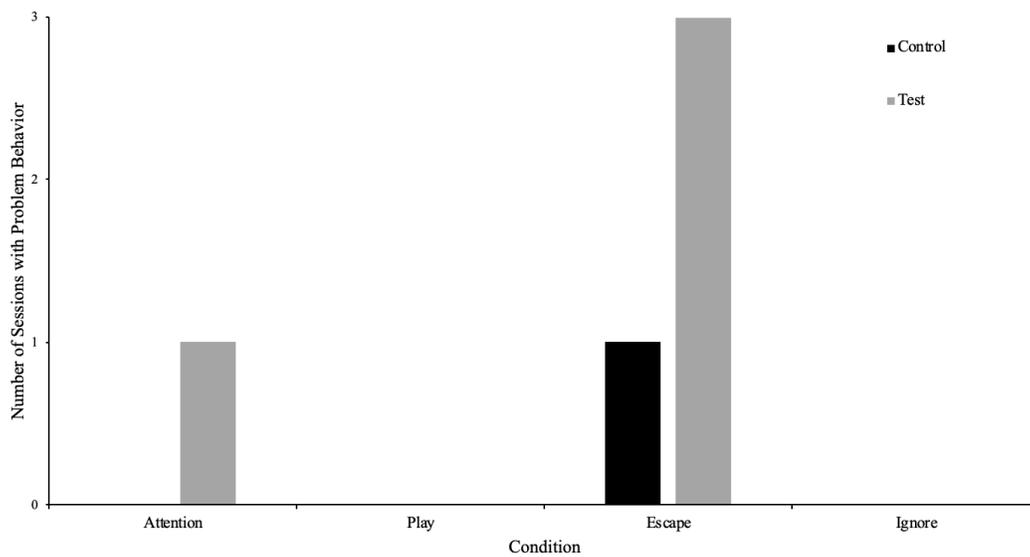
Student Materials and Technology: Prepare preferred items (to be used during Tangible Condition) and non-preferred tasks (for Escape Condition) that STUDENT will use during the assessment. Ensure all technology that will be used is charged. Keep these items, along with this protocol, in a specified location and easily accessible during implementation.

Data Sheets: Print the following data sheets for the assessor to use during each session.

Sample Trial-Based FA Data Sheet

	Attention		Escape		Play		Alone	
Trial 1	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Test</i>	<i>Test</i>
	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -
Notes:								
Trial 2	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Test</i>	<i>Test</i>
	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -
Notes:								
Trial 3	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Control</i>	<i>Test</i>	<i>Test</i>	<i>Test</i>
	+ -	+ -	+ -	+ -	+ -	+ -	+ -	+ -
Notes:								

Sample Trial-Based FA Graph



APPENDIX B:

Problem Identification Interview

Treatment Integrity: Examiner Face-to-Face **Problem Identification Interview SCRIPT**

1. Opening Salutation: Hello, my name is ____, from the University of Utah. How are you?
2. General Statement: What is it that you are worried about with ____ student?
3. Behavior Specification
 - a. Specify Examples: Can you give me some specific examples of these behaviors?
4. Specify Priorities: We've discussed multiple behaviors (X, Y, and Z). Which of these is most problematic?
5. Behavior Setting
 - a. Setting Examples: Can you give me some specific locations where X, Y, and Z behaviors occur at school?
 - b. Specify Priorities: Which of these settings is most problematic?
6. Identify Antecedents: What typically happens before (child's name) does X behavior?
7. Identify Sequential Conditions: What else is typically happening during X behavior? Who is present and how do they react?
8. Identify Consequents: What things do you notice after __ that might be affecting it?
9. Summarize and Validate: So __ does X behavior at __ time and the reactions __. The behavior happens in __ situations. Is my information correct so far? (If not clarify mistakes or missing information)
10. Behavior Strength: How often does X behavior occur and how long does it last?
11. Summarize and Validate: __ does X behavior at __ time for __ amount of time. The reactions are __. Do I have everything correct before we move on? Thanks
12. Tentative Definition of Goal: What would you like to see behavior-wise from __.
13. Assets Question: What are some things that __ finds reinforcing or likes to do?
14. Existing Procedures: What procedures are you currently using in the classroom for x behavior?
15. Summarize and Validate: Let me clarify and make sure I have everything correct: __ does X behavior and the reactions are __. Currently __ procedures are in place for this. Also __ enjoys __ or finds __ reinforcing. Correct? I want to make sure I have everything.

16. Directional Statement/ Data Recording: It would be very helpful for us to observe ___ for a week or so and monitor how often X behavior occurs. This will help us key in any information we may have missed and document his/her progress.
17. Data Collection Procedures: For data collection we would like to have you document every time ___ does X behavior, what happened before and after, and who was present and how they respond.
18. Summarize and Validate: Thank you for working with us. Just to clarify in order to observe ___ and collect data on X behavior you will be monitoring when it happens, what happens before and after, who is present and how they react. Does this make sense? This data will help us document his/her progress.
19. Date to Begin Data Collection: When can you start data collection?
20. Establish Date of Next Appointment: Is there a time we can get back together to discuss the data and determine where to go from there?
21. Closing Salutation: Thank you so much for you time and hard work! See you (insert date of next appointment).

Treatment Integrity: Research Assistant - Face-to-Face Time 1

[Check when Complete]

1. Meet with teacher, introduce yourself and go over consent form _____
2. Have teacher sign consent and answer any questions _____
3. Give teacher Demographic Questionnaire to complete _____
4. Give teacher Dependent Measures to complete _____

Treatment Integrity: Research Assistant - Face-to-Face Time 2

[Check when Complete]

1. Meet with teacher and answer any questions _____
2. Give teacher Common Behavior Problems in Schools sheet to read _____
3. Text Aaron on iPad _____
4. Record Session on the FlipCam _____
5. Give teacher Dependent Measures to complete _____
 - a. “One is about your comfort with distance communication (e.g., phone, videoconference, face-to-face).”
 - b. “One is about your acceptability of using videoconferencing to meet with a consultant.”

Treatment Integrity: Examiner Face-to-Face **Problem Identification Interview SCRIPT**

1. Opening Salutation: Hello, my name is ____, from the University of Utah. How are you?
2. General Statement: What is it that you are worried about?
3. Behavior Specification
 - a. Specify Examples: Can you give me some specific examples of these behaviors?
4. Specify Priorities: We've discussed multiple behaviors(X, Y, and Z). Which of these is most problematic?
5. Behavior Setting
 - a. Setting Examples: Can you give me some specific locations where X, Y, and Z behaviors occur at school?
 - b. Specify Priorities: Which of these settings is most problematic?
6. Identify Antecedents: What typically happens before (child's name) does X behavior?
7. Identify Sequential Conditions: What else is typically happening during X behavior? Who is present and how do they react?
8. Identify Consequents: What things do you notice after __ that might be affecting it?
9. Summarize and Validate: So __ does X behavior at __ time and the reactions __. The behavior happens in __ situations. Is my information correct so far? (If not clarify mistakes or missing information)
10. Behavior Strength: How often does X behavior occur and how long does it last?
11. Summarize and Validate: __ does X behavior at __ time for __ amount of time. The reactions are __. Do I have everything correct before we move on? Thanks
12. Tentative Definition of Goal: What would you like to see behavior-wise from __.
13. Assets Question: What are some things that __ finds reinforcing or likes to do?
14. Existing Procedures: What procedures are you currently using in the classroom for x behavior?
15. Summarize and Validate: Let me clarify and make sure I have everything correct: __ does X behavior and the reactions are __. Currently __ procedures are in place for this. Also __ enjoys __ or finds __ reinforcing. Correct? I want to make sure I have everything.
16. Directional Statement/ Data Recording: It would be very helpful for us to observe __ for a week or so and monitor how often X behavior occurs. This will help us key in any information we may have missed and document his/her progress.

17. Data Collection Procedures: For data collection we would like to have you document every time ___ does X behavior, what happened before and after, and who was present and how they respond.
18. Summarize and Validate: Thank you for working with us. Just to clarify in order to observe ___ and collect data on X behavior you will be monitoring when it happens, what happens before and after, who is present and how they react. Does this make sense? This data will help us document his/her progress.
19. Date to Begin Data Collection: When can you start data collection?
20. Establish Date of Next Appointment: Is there a time we can get back together to discuss the data and determine where to go from there?
21. Closing Salutation: Thank you so much for you time and hard work! See you (insert date of next appointment).

Treatment Integrity: Research Assistant – Videoconferencing Time 1

[Check when Complete]

1. Meet with teacher, introduce yourself and go over consent form _____
2. Have teacher sign consent and answer any questions _____
3. Give teacher Demographic Questionnaire to complete _____
4. Give teacher Dependent Measures to complete _____
 - a. “One is about your comfort with distance communication (e.g., phone, videoconference, face-to-face).”
 - b. “One is about your acceptability of using videoconferencing to meet with a consultant.”
5. Give teacher Common Behavior Problems in Schools sheet to read _____
6. Give Teacher Video Conferencing Setup and Troubleshooting to read _____
 - a. DO NOT Answer any questions about how to use device, refer back to troubleshooting
7. When Teacher tells you she is ready, Set up iPad in front of teacher _____
 - a. DO NOT turn on or help use
8. Record Session on the FlipCam _____

Treatment Integrity: Research Assistant – Videoconferencing Time 2

[Check when Complete]

1. Meet with teacher and answer any questions _____
2. Give teacher Common Behavior Problems in Schools sheet to read _____
3. Give Teacher Video Conferencing Setup and Troubleshooting to read _____
 - a. DO NOT Answer any questions about how to use device, refer back to troubleshooting
4. When Teacher tells you she is ready, Set up iPad in front of teacher _____
 - a. DO NOT turn on or help use
5. Record Session on the FlipCam _____
6. Give teacher Dependent Measures to complete _____
 - a. “One is about your comfort with distance communication (e.g., phone, videoconference, face-to-face).”
 - b. “One is about your acceptability of using videoconferencing to meet with a consultant.”

APPENDIX C:

Problem Analysis Interview

Treatment Integrity: Examiner Face-to-Face Problem Analysis Script

1. Opening Salutation:

“Hello, this is name from the University of Utah! How are you doing today?”

2. General Statement Regarding Data and Problem:

“Were you able to collect data on client’s name since we last talked?”

3. Behavior Strength Across Settings:

“According to the data currently collected, it appears that clients name has done X behavior Y number of times in Z setting. X behavior seems to occur most frequently in Z setting overall.”

4. Antecedent Conditions:

“Could you please describe the events that led up to X behavior occurring.”

5. Consequent Conditions:

“What type of things did you notice occurred after X behavior that may have maintained his/her behavior? How did other people react to X behavior occurring?”

6. Sequential Conditions:

“What else was happening when you observed client’s name? Was he/she doing anything else? What time of day or day of week did this behavior occur most frequently?”

7. Behavior Interpretation:

“Why do you think he/she does X behavior?” (...or suggest a hypothesis.)

8. Cross-Setting Plan Development:

“What alternative methods can be done both at home and in school to help reduce X behavior?”

9. Data Recording Procedures:

“It would be very helpful to continue collecting data on X behavior. Could we continue using the same data recording procedures as before on client’s name?”

10. Next Appointment

“We will contact you again on date.”

11. Closing Salutation:

“Thank you for all of your hard work! Have a great day!”

APPENDIX D:

Problem Evaluation Interview

Problem Evaluation Interview Script

1. Opening Salutation: Hello, it is nice to see you again. How are you?
2. General Procedures: How do you feel about _____'s progress and outcomes?
3. Goal Attainment: Has the goal for X behavior been met at school and/or at home?
 - a. If above questions are not satisfactory proceed to question 4, if they are satisfactory move to question 5.
4. Plan Modification: Do you feel that there are parts of the plan that could be changed in order to increase its effectiveness at home/school?
5. Internal Validity:
 - a. Do you feel that the improvement in X behavior was due to the applied plan?
 - b. Can you think of anything else that may have taken place to cause a temporary change?
6. External Validity: Do you think that this plan may benefit another child with similar difficulties to _____'s?
7. Postimplementation Planning: Would you like to leave the plan in place for an extended time?
8. Generalization/Maintenance Procedures: What are some ways that we can encourage _____ to show these behavior changes in other problem settings?
9. Follow-up Assessment Procedures: How can we monitor _____'s behavior to make sure that these changes continue?
10. Next Appointment (If Needed):
 - a. Since we have modified _____'s plan, would you like to meet again to discuss the changes and progress?
 - b. When would be a good time for you to meet again?
11. Consultation Termination: In light of our discussion, it seems as though the plan was effective; therefore, we are finished with our formal consultation meetings.
12. Closing Salutation: Thank you for your time and hard work. Goodbye.

APPENDIX E:

Momentary Time Sampling Form

Momentary Time Sampling Behavior Observation Recording Form

Each box represents fifteen-second intervals totaling 20 minutes. At the end of each fifteen-second interval record the appropriate behavior code in the box. This form can be used for independent or structured activities.

					1						2					3					4	
T																						
S1																						
S2																						

					4						5					6					7					8	
T																											
S1																											
S2																											

					8						9					10					11					12	
T																											
S1																											
S2																											

					12						13					14					15					16	
T																											
S1																											
S2																											

					16						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:

O = The student is engaged in the relevant assignment or activity, without engaging in any of the defined disruptive/inattentive behaviors.

Inattentive Codes:

I = The student is off-task but not disruptive. Examples include gazing off/not attending to relevant teaching stimuli, placing head down on desk (i.e., sleeping), inaudible fidgeting.

Intervention Codes:

ST = Stop & Think. If the student is sent to a time out *within* the classroom
SG = Stop & Go. If the student is sent to a time out *outside* the classroom

Narrative:

APPENDIX F:

Behavior Assessment Log (ABC)

ABC Checklist

STUDENT NAME: _____

TEACHER: _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

Behavior: _____

Date: _____

Start Time: _____

End Time: _____

Duration: _____

Context / Setting	Antecedent	Consequence	Potential Function
<input type="checkbox"/> Classroom / Centers	<input type="checkbox"/> Task / Command	<input type="checkbox"/> Break / Changed Activity	<input type="checkbox"/> Escape / Avoidance
<input type="checkbox"/> Cafeteria	<input type="checkbox"/> No / Limited Attention	<input type="checkbox"/> Peer Attention / Access	<input type="checkbox"/> Access to Something
<input type="checkbox"/> Library	<input type="checkbox"/> Denied Access	<input type="checkbox"/> Reprimand / Discuss	<input type="checkbox"/> Access to Attention
<input type="checkbox"/> Recess	<input type="checkbox"/> Error Correction	<input type="checkbox"/> Ignored	<input type="checkbox"/> Sensory / Automatic
<input type="checkbox"/> _____	<input type="checkbox"/> Waiting / Free Time	<input type="checkbox"/> Access to Tangible	<input type="checkbox"/> _____

APPENDIX G:

Five Levels of Professional Development

Five Levels of Professional Development Evaluation

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

Adapted from a handout by Thomas R. Guskey shared at NCREL's Annual Meeting, 2002 with ASCD

Porter Center @ NCREL

APPENDIX H:

Tiered Fidelity Inventory

TIERED FIDELITY INVENTORY

By: Momoko Yamashita, M.S.

The SWPBIS Tiered Fidelity Inventory (TFI) is used to provide a valid, reliable and efficient measure that can be used by school personnel in applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI has three different sections which are I. Tier 1: Universal SWPBIS, 2. Tier II: Targeted SWPBIS, and 3. Tier II: Intensive SWPBIS. These can be used separately or combined to assess the extent of the core features which are in place. The purpose of TFI is to provide an efficient yet valid measure which can be used to guide implementation and sustained use of SWPBIS. The TFI can be used for the following purposes: 1. Initial assessment to determine if a school is using or in need of SWPBIS, 2. As a guide for implementation of Tier I, Tier II, and Tier III practices, 3. As an index of sustained SWPBIS implementation or 4. As a metric for identifying schools for recognition within their state implementation efforts. The TFI is completed by a School System Planning Team with an external SWPBIS coach as a facilitator. For the first time used, it is recommended that a team examine all three tiers. If the team decides to focus only on one or two tiers, the progress monitoring may only include those tiers that are addressed. As a basic rule, a score above 80% for each tier is accepted as a level of implementation that will result in improved student outcomes. The TFI can be downloaded from www.pbis.org.

Cost – There is no cost to use the TFI.

School System Planning Team – The team is typically consisted of 3-8 individuals including administrators, external coach or district coordinator.

Administration Schedule – It is encouraged to self-assess SWPBIS implantation at their initial implementation and then every third or fourth meeting until they reach at least 80% fidelity across three consecutive administrations. Once the 80% is met, the school may use TFI annually.

Completion Time – The school should arrange a TFI Walkthrough with an external coach before completing the TFI for the first time. The completion time depends on the experience of the team, the preparation and the number of tiers assessed. If the team is new to TFI, it should schedule 30 min for each of the tier.

APPENDIX I:

Intervention Integrity Forms

STOP, WALK, TALK FIDELITY FORM

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

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

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

____/8 x 100 = ____%

Good Behavior Game Treatment Integrity Form

Date _____ Rater _____ School _____

- | | | |
|--|-----|----|
| 1. Classroom rules (following directions & KYHFOOTY) are posted. | Yes | No |
| 2. Teams and the scoreboard are posted. | Yes | No |
| 3. The substitute teacher explains the game, rules, and consequences
the start of each activity. | Yes | No |
| 4. The substitute teacher verbally acknowledges compliance with rules. | Yes | No |
| 5. The substitute teacher physically tracks compliance. | Yes | No |
| 6. The substitute teacher immediately resumes teaching after each mark. | Yes | No |
| 7. The substitute teacher provides verbal praise for acceptable behavior. | Yes | No |
| 8. The substitute teacher immediately rewards the winning team, or both
teams if less than 5 marks different, at the end of the game. | Yes | No |

Items Completed _____ / _____

Total integrity _____ %

Class-wide Function-related Intervention Teams (CW-FIT) Procedural Fidelity Checklist

School: _____ Teacher: _____
 Observer Name: _____ Date: _____ Time: _____
 Subject: _____ Class Activity: Whole Group or Independent

CW-FIT Procedures	Observed
1. Skills are prominently displayed on posters.	Y N
2. Precorrects on skills at beginning of session.	Y N
3. Corrections are instructive and refer to skills.	Y N N/A
4. Team point chart displayed.	Y N
5. Daily point goal posted.	Y N
6. Self-management charts or help cards given to individuals.	Y N N/A
7. Timer used & set at appropriate intervals.	Y N
8. Points awarded to teams for use of skills.	Y N
9. Points tallied for teams at the end.	Y N
10. Winners immediately rewarded.	Y N
11. Winners reward announced if delayed.	Y N N/A
12. Frequent praise paired with points.	Y N
13. Behavior-specific praise given.	Y N
14. Praise/points to reprimand ratio is approximately 4:1.	Y N

Classroom management	Rating			
1 – Very Low (40%)	2 – Moderately low (60%)	3 – Average (80%)	4 – Moderately high (90%)	
1. Level of compliance during academic instruction	1	2	3	4
2. Students follow rules appropriate to setting	1	2	3	4
3. Transitions are short with only minor disruptions	1	2	3	4 N/A
4. Teacher ignores minor inappropriate behaviors	1	2	3	4
5. Level of lesson structure (organized, clear directions, sufficient work to keep students busy)	1	2	3	4

Please subtract out any items marked N/A when computing your totals.

Total Fidelity Score (TF) Total Management Score (TM)
 Total Score Possible (TP) Total Score Possible (TP)
 TF divided by TP = % yes _____ TM divided by TP = % yes _____

I consulted on (circle items):					
Lessons/Precorrects	Instructive Corrections	Teams	Goals/Points	Lesson Structure	Praise
Timer/Time Intervals	Logistical Questions	Transitions	Rewards	General Behavior	OTHER
Consultation Notes:					

CLASS PASS FIDELITY CHECKLIST

Intervention Setup

- The student exhibits escape-maintained behavior in the classroom.
- The student would benefit from learning to appropriately ask for a break.
- The conditions in which the student would benefit a break are determined (e.g., when the student is frustrated, tired, or disinterested).
- The conditions in which the student cannot take a break are determined (e.g., during exams or immediately after breaks).
- 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.
- The number of passes that the student can access has been determined.
- Make the class passes.
- 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).
- The student has access to activities during breaks (e.g., drawing, reading comic books, playing academic games on a tablet)
- The student can trade in unused break passes for more preferred prizes.
- A time for receiving prizes for unused passes has been determined.
- 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.
- Ensure that quality instruction takes place in the classroom.
- Establish emergency procedures in the case of student elopement or severe behavior.

Intervention Implementation

- At the beginning of the period, the teacher reminds the student when he/she can use them.
- The teacher reminds the student where and how long breaks are.
- The teacher reminds the student that he/she can get a prize for unused passes.
- The teacher hands the student the number of passes available to him/her that day/period.
- When the student inappropriately requests a break (e.g., asking the teacher without a pass), the student is reminded about how to ask appropriately.
- When the student appropriately requests a break (e.g., raising his/her hand and handing a pass to the teacher), the student is given a break.
- If the student requests a break, but has used all class passes, the student is reminded about the need for class passes and is not granted a break (if applicable).
- The student goes to the appropriate place for the specified amount of time.
- At the end of the day/period, the student is given an opportunity to trade unused passes for prizes (if applicable).

Earned Breaks Treatment Integrity Checklist



Steps

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

If this step was not observed, please explain:

Total ____ / ____

Self-Monitoring Intervention Integrity Form

Date _____ Rater _____ IOA Rater _____

- | | | | |
|---|-----|----|-----|
| 1. Teacher provided self-monitoring form to the student | Yes | No | N/A |
| 2. Teacher reminded student of the target behavior and goals | Yes | No | N/A |
| 3. The student is reminded of the procedures for cueing and recording | Yes | No | N/A |
| 4. The cueing system is in place | Yes | No | N/A |
| 5. The cueing system works properly | Yes | No | N/A |
| 6. Self-monitoring started at the beginning of the period | Yes | No | N/A |
| 7. The student actively self-monitors throughout the period | Yes | No | N/A |
| 8. The student completed the self-monitoring form | Yes | No | N/A |
| 9. Self-monitoring results and goals are reviewed with the student | Yes | No | N/A |
| 10. Self-monitoring forms are kept and data is recorded | Yes | No | N/A |

Items Completed _____ / _____

Check-In/Check-Out Fidelity Checklist

School: -----

Date: _____

Student: -----

During the past week:

1. Student checked in with a designated staff member before school started.	Yes	No	did not observe
2. Check in staff person positively acknowledged student at check in, gave student a daily progress report, and ensured that the student had materials needed for first class.	Yes	No	did not observe
3. Student gave daily progress report to each teacher at the beginning of designated class periods.	Yes	No	did not observe
4. Teacher positively acknowledged student when given daily progress report.	Yes	No	did not observe
5. Teachers provided contingent feedback at end of class period.	Yes	No	did not observe
6. Student checked out with designated staff member at the end of the day.	Yes	No	did not observe
7. Student took daily report home to get parent signature.	Yes	No	did not observe
8. Student CICO points are recorded daily.	Yes	No	did not observe
9. Student CICO data is reviewed by the school behavior support team at least every two weeks.	Yes	No	did not observe
10. Process in place for CICO to be (a) faded to self-management if CICO is effective, or (b) linked to function-based support if CICO is not effective.	Yes	No	did not observe

CICO-IB Fidelity of Implementation Observation Checklist

Student: _____ Teacher: _____ Date: _____ Observer: _____

If the feature occurred during the observation, circle “Y” for yes
If the feature did not occur or occurred incorrectly, circle “N” for no
If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | | |
|----|---|---|---|----|
| a. | Student checks in | Y | N | NA |
| b. | CICO coordinator positively greets student | | Y | N |
| c. | CICO coordinator provides DPR | | Y | N |
| d. | CICO coordinator provides reminders for prosocial behaviors | | Y | N |
| e. | Student earns a point for checking in | | Y | N |
| f. | Student earns a point for returning signed DPR | Y | N | NA |

Percentage of Component Implementation =

II. Teacher Feedback

- | | | | | |
|----|--|---|---|----|
| a. | Teacher initiates feedback with student | Y | N | |
| b. | Feedback occurs during designated time period on DPR | | Y | N |
| c. | Teacher provides positive behavior specific feedback | | Y | N |
| d. | Teacher provides correction behavior specific feedback | Y | N | NA |
| e. | Teacher rates student’s behavior | | Y | N |

Percentage of Component Implementation =

III. Afternoon Check-Out

- | | | | | | |
|----|---|---|---|----|----|
| a. | Student checks out with CICO coordinator | Y | N | NA | |
| b. | DPR points are totaled and percentage is calculated | | Y | N | |
| c. | If goal is met, CICO coordinator provides positive verbal feedback | | Y | N | NA |
| d. | If goal is met, student earns a point | | Y | N | |
| e. | If goal is not met, CICO coordinator provides positive encouragement and strategies for meeting goal the next day | | Y | N | NA |
| f. | CICO coordinator enters DPR % into DPR spreadsheet | Y | N | | |

Percentage of Component Implementation =

CICO-O Fidelity of Implementation Observation Checklist

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | | |
|----|---|---|---|-----|
| a. | Student checks-in with CICO coordinator | Y | N | N/A |
| b. | CICO coordinator positively greets students | Y | N | |
| c. | CICO coordinator provides DPR | Y | N | |
| d. | CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. | Student earns point for checking-in | Y | N | |
| f. | Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Teacher Feedback

- | | | | | |
|----|--|---|---|-----|
| a. | Teacher initiates feedback with student | Y | N | |
| b. | Feedback occurs during designated time period on DPR | Y | N | |
| c. | Teacher provides specific positive behavior feedback | Y | N | |
| d. | Teacher provides specific corrective behavior feedback | Y | N | N/A |
| e. | Teacher rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | | |
|----|--|---|---|-----|
| a. | Student checks out with CICO coordinator | Y | N | N/A |
| b. | DPR points are totaled and percentage is calculated | Y | N | |
| c. | If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. | If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. | If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. | CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

CICO-R Fidelity of Implementation Observation Checklist

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | | |
|----|---|---|---|-----|
| a. | Student checks-in with CICO coordinator | Y | N | N/A |
| b. | CICO coordinator positively greets students | Y | N | |
| c. | CICO coordinator provides DPR | Y | N | |
| d. | CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. | Student earns point for checking-in | Y | N | |
| f. | Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Recess Supervisor Feedback

- | | | | | |
|----|---|---|---|-----|
| a. | Supervisor initiates feedback with student | Y | N | |
| b. | Feedback occurs during designated time period on DPR | Y | N | |
| c. | Supervisor provides specific positive behavior feedback | Y | N | |
| d. | Supervisor provides specific corrective behavior feedback | Y | N | N/A |
| e. | Supervisor rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | | |
|----|--|---|---|-----|
| a. | Student checks out with CICO coordinator | Y | N | N/A |
| b. | DPR points are totaled and percentage is calculated | Y | N | |
| c. | If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. | If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. | If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. | CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

CICO-A Fidelity of Implementation Observation Checklist

Student: _____

Teacher: _____

Date: _____

Observer: _____

If the feature occurred during the observation, circle “Y” for YES

If the feature did not occur or occurred incorrectly, circle “N” for NO

If the feature was not observed, circle “NA” for not applicable

I. Morning Check-In

- | | | | | |
|----|---|---|---|-----|
| a. | Student checks-in with CICO coordinator | Y | N | N/A |
| b. | CICO coordinator positively greets students | Y | N | |
| c. | CICO coordinator provides DPR | Y | N | |
| d. | CICO coordinator provides reminders for prosocial behaviors | Y | N | |
| e. | Student earns point for checking-in | Y | N | |
| f. | Student earns a point for returning signed DPR | Y | N | N/A |

Percentage of Component Implementation = _____

II. Teacher Feedback

- | | | | | |
|----|--|---|---|-----|
| a. | Teacher initiates feedback with student | Y | N | |
| b. | Feedback occurs during designated time period on DPR | Y | N | |
| c. | Teacher provides specific positive behavior feedback | Y | N | |
| d. | Teacher provides specific corrective behavior feedback | Y | N | N/A |
| e. | Teacher rates student’s behavior | Y | N | |

Percentage of Component Implementation = _____

III. Afternoon Check-out

- | | | | | |
|----|--|---|---|-----|
| a. | Student checks out with CICO coordinator | Y | N | N/A |
| b. | DPR points are totaled and percentage is calculated | Y | N | |
| c. | If goal is met, positive verbal feedback is provided | Y | N | N/A |
| d. | If goal is met, student earns a point or reward for their day | Y | N | N/A |
| e. | If goal is not met, positive encouragement and strategies for meeting their goal the next day is discussed | Y | N | N/A |
| f. | CICO coordinator enters DPR percentage into spreadsheet | Y | N | |

Percentage of Component Implementation = _____

SSIS Social Skills Intervention Integrity Form

Date _____ Rater _____ IOA Rater _____

- | | | | |
|---|-----|----|-----|
| 1. Encourage students to transition from classroom to social skills group with calm bodies and quiet voices | Yes | No | N/A |
| 2. Review prior session’s lesson (have students describe concepts) | Yes | No | N/A |
| 3. Review group expectations and schedule for current session | Yes | No | N/A |
| 4. Introduce new concept and session keywords | Yes | No | N/A |
| 5. Use “tell, show, do” format when introducing/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 _____ / _____

Total integrity _____ %

Superheroes Social Skills Intervention Integrity Form

Date _____ Rater _____ IOA Rater _____

1. Review last unit Group Poster and briefly practice skill	Yes	No	N/A
2. Collect homework and transfer last unit Power Charges	Yes	No	N/A
3. Review daily schedule and group rules	Yes	No	N/A
4. Post new unit skill poster and introduce target skill	Yes	No	N/A
5. Give students Power Cards and post new Group Power Poster	Yes	No	N/A
6. Watch fast-hands animation and peer modeling on DVD	Yes	No	N/A
7. Provide Power Charges for appropriate skill demonstration	Yes	No	N/A
8. Provide Scooter Cards for following the group rules	Yes	No	N/A
9. Provide Black Hole Cards for failing to follow the group rules	Yes	No	N/A
10. Role-play positive examples of the target skill	Yes	No	N/A
11. Role-play negative examples of the target skill	Yes	No	N/A
12. Watch Digital Comic on DVD	Yes	No	N/A
13. Play social game	Yes	No	N/A
14. Free time/break	Yes	No	N/A
15. Transfer Power Charges to Power Posters	Yes	No	N/A
16. Give students the unit homework comic-book	Yes	No	N/A
17. Pick the Superhero of the Day and provide group reinforcer	Yes	No	N/A

Items Completed _____/_____

Total Integrity _____%

APPENDIX J:

Intervention Interview Forms and Questionnaires

Teacher Interview Form for Problem Behaviors

Student/Grade:

Date:

Interviewer:

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):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

Hourly Daily Weekly Less often

How long does the problem behavior(s) last when it does occur?

Less than 3 min 5 min 10-15 min 30 min longer than 30 min

What is the intensity/level of danger of the problem behavior(s)?

Mild: Disruptive but little risk to self, others or property

Moderate: Property damage or minor injury

Sever: Significant threat to self or safety of others

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low					High	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

		1	2	3	4	5	6	
		1	2	3	4	5	6	

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)		Environmental Features	
<input type="checkbox"/> illness	Other: _____	<input type="checkbox"/> reprimand/correction	<input type="checkbox"/> structured activity
<input type="checkbox"/> drug use	_____	<input type="checkbox"/> physical demands	<input type="checkbox"/> unstructured time
<input type="checkbox"/> negative social	_____	<input type="checkbox"/> socially isolated	<input type="checkbox"/> tasks too boring
<input type="checkbox"/> conflict at home	_____	<input type="checkbox"/> with peers	<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	
<input type="checkbox"/> adult attention	Other: _____	<input type="checkbox"/> hard tasks	Other: _____
<input type="checkbox"/> peer attention	_____	<input type="checkbox"/> reprimands	_____
<input type="checkbox"/> preferred activity	_____	<input type="checkbox"/> peer negatives	_____
<input type="checkbox"/> money/things	_____	<input type="checkbox"/> physical effort	_____
		<input type="checkbox"/> 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	
<input type="checkbox"/> schedule change	Other: _____	<input type="checkbox"/> reprimand	Other: _____
<input type="checkbox"/> seating change	_____	<input type="checkbox"/> office referral	_____
<input type="checkbox"/> curriculum change	_____	<input type="checkbox"/> detention	_____

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000)

4/24/00

Social Validity & Acceptability Questionnaire

Please answer the following questions in order to improve the Good Behavior Game to support teachers and students. Circle the response that best describes your experience. Once completed, please return to the front office.

Thank you for your time and consideration.

- 1) During the Good Behavior Game, the students followed KYHFOOTY.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

- 2) During the Good Behavior Game, the students followed directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

- 3) The Good Behavior Game was easy to implement.

Very False	Somewhat False	Somewhat True	Very True
------------	----------------	---------------	-----------

- 4) I would recommend other substitutes use the Good Behavior Game.

Very False	Somewhat False	Somewhat True	Very True
------------	----------------	---------------	-----------

- 5) What did you like most about the kit and/or the Good Behavior Game?

- 6) What did you like least about the kit and/or the Good Behavior Game?

- 7) Comments:

Planned Activity Check (PLACHECK) for GBG Classroom Observations

Observers name: _____ Date: _____

School name: _____ Start time: _____ End time: _____

Location of observation: _____ Number of students: _____

Directions:

1. At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
2. Set the timer to your designated interval (e.g. 20 seconds, 30 seconds, 1 minute, etc.)
3. Start the timer
4. Scan the room slowly from left to right.
 - a. While scanning, tally number of students who are off-task and on-task to record on chart below.
5. When the timer goes off at the designated interval, repeat steps 3 and 4 until ten data points are obtained.

	# of Students Off-task	# of Students On-Task	Percentage On-Task
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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

Of Students to Meet 80% Criteria: $.80 \times (\# \text{ of students in class}) =$ _____

Of Intervals to Meet 80% Criteria: $.80 \times (\# \text{ of intervals}) =$ _____

Percentage of intervals in which 80% or more of the class is on task: _____

(Find percentage of intervals by dividing the total number of intervals in which 80% or more of the class is on task by 10 and then multiplying by 100)

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"

Ideas for Reinforcers Menu

Tangibles:

- ☺ Treasure box with small prizes
- ☺ Balloons
- ☺ Bouncy balls
- ☺ Bookmarks
- ☺ Bubbles
- ☺ Play dough
- ☺ School supplies (pencils, erasers, small notebooks)
- ☺ Marbles
- ☺ Puzzles
- ☺ Self-stick skin tattoos
- ☺ Stickers (younger kids)
- ☺ Small piece of candy
- ☺ Grab bags (surprise inside)
 - ☺ Spinners- get to spin and receive prize that arrow lands on. This can be on an individual or group basis.
- ☺ Raffle tickets (drawings can be held as often as necessary)
- ☺ Good Student certificates
- ☺ Positive note home

Activities/non-tangible and inexpensive:

- *Winning groups get to participate
- ☺ Lunch in classroom/outside
- ☺ Drawing/coloring time
- ☺ Play a game
- ☺ Dancing
- ☺ Listen to music

- ☺ Work with shoes off
- ☺ Free-time
- ☺ Extra Recess Time
- ☺ Work on a class mural/bull. board
- ☺ Read on the floor or other unusual places
- ☺ Hold class outside
- ☺ Bazillion Bubble Shower
- ☺ Giggle Fest-laugh as hard as you can for 2 minutes
- ☺ I Spy Game
- ☺ Brainteaser Games/Puzzles
- ☺ Make silly faces at each other
- ☺ Nerf Toss
- ☺ Paper Airplane Toss
- ☺ Tic-Tac-Toe Tournament
- ☺ “Sit Next to Your Friend” Period
- ☺ Tiptoe Tag
- ☺ Toss a Balloon around room
- ☺ Wear a button for a day that says “Mr/s. _____thinks I’m great!”
- ☺ Wadded Paper Toss
- ☺ Whisper Time
- ☺ Chat Time at the end of the day
- ☺ Worm Wiggle-roll on floor and wiggle
- ☺ Hula Hoop Contest
- ☺ Select a study buddy to work together on the next assignment
- ☺ Invite a guest reader to read a book to the class
- ☺ Have teacher perform for class (sing, dance, etc.)
- ☺ Stuffed animal on desk
- ☺ Tell jokes
- ☺ Marker board time

- ☺ Participate in special Read Aloud
- ☺ Participate in class game
- ☺ Rock, paper, scissors tournament
- ☺ Watch teacher perform “magic” trick (could be science-based activity)

My healthful strategy goal is...

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

Student Self-Monitoring: **Yes/No**

Student Name: _____

Target Behavior: _____

Date: _____

Today's Goal: _____

Teacher: _____

What Should the Behavior Look Like?

Self-Monitoring Period: _____

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When they are prompted, they will check "yes" or "no" to performing the target behavior. If the student checks "no," then they may refer to the correction procedure box. These are simply the operational definition of the target behavior to remind them how they should look like. Once they have self-corrected, they may check the "self-correction" box.

Interval:	Yes! 😊	No! ☹️	Self-Correction
Ex. 8:00 am to 8:30 am			
to			
Total:			Yes/Total Possible: ____%

Tip:
These steps are simply the operational definition! This box will serve as a reminder for your student.

Correction Procedures!

If you checked "no," make sure you are:

- 1.
- 2.
- 3.
- 4.

Today's Goal: %

Today's Performance: ₃₃₃ %

Student Self-Monitoring: **Yes/No**

Student Name: Bryan S.

Target Behavior: On-task

Date: 2/11/2017

Today's Goal: 80%

Teacher: Mrs. Smith, 4th Grade

What Should the Behavior Look Like? Eyes on paper, pencil in hand, sitting in seat

Self-Monitoring Period: Morning Centers

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When they are prompted, they will check "yes" or "no" to performing the target behavior. If the student checks "no," then they may refer to the correction procedure box. These are simply the operational definition of the target behavior to remind them how they should look like. Once they have self-corrected, they may check the "self-correction" box.

Interval:	Yes! 😊	No! 😞	Self-Correction
Ex. 8:00 am to 8:30 am			
8:30 to 9:00	√		
9:00 to 9:30	√		
9:30 to 10:00		√	√
10:00 to 10:30	√		
10:30 to 11:00	√		
11:00 to 11:30	√		
11:30 to 12:00		√	√
12:00 to 12:30	-	-	-
12:30 to 1:00	-	-	-
1:00 to 1:30	-	-	-
1:30: to 2:00	-	-	-
2:00 to 2:30	-	-	-
2:30 to 3:00	-	-	-
Total:	Yes: 5	No: 2	5/7 Yes/Total Possible: 71 %

Tip:

These steps are simply the operational definition! This box will serve as a reminder for your student.

Correction Procedures!

If you checked "no," make sure you are:

1. Looking at your paper
2. Holding your pencil
3. Sitting in your seat
- 4.

Today's Goal: **80 %**

Today's Performance: **71 %**

Student Self-Monitoring: **Frequency**

Student Name: _____

Target Behavior: _____

Date: _____

Today's Goal: _____

Teacher: _____

What Should the Behavior Look Like?

Self-Monitoring Period: _____

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When they are prompted, they will tally ("/") their engagement in the target behavior. Goals may be determined based on totals from the right-hand column.

Interval:	Yes! 😊		No! ☹️	
	Count	Total	Count	Total
Ex. 8:00 to 8:30 Every 30 sec.				
to				
	Total Tallies:		Total Tallies:	

Today's Goal:

Today's Performance: _____

Student Self-Monitoring: Frequency

Student Name: Lucy P.

Target Behavior: Sitting in seat

Date: 5/3/2017

Today's Goal: 85%

Teacher: Mr. Cortez

What Should the Behavior Look Like? Sitting in seat when expected

Self-Monitoring Period: All day

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When they are prompted, they will tally ("/") their engagement in the target behavior. Goals may be determined based on totals from the right-hand column.

Interval:	Yes! 😊		No! ☹️	
	Count	Total	Count	Total
Ex. 8:00 to 8:30 Every 30 sec.				
8:30 to 9:00 Every five min.	/	6		0
9:00 to 9:30 Every five min.		3		3
9:30 to 10:00 Every five min.		4		2
10:00 to 10:30 Every five min.		1	/	5
10:30 to 11:00 Every five min.	/	5		1
11:00 to 11:30 Every five min.	/	6		0
11:30 to 12:00 Every five min.		2		6
12:00 to 12:30 Every five min.		3		3
12:30 to 1:00 Every five min.		4		2
1:00 to 1:30 Every five min.		3		3
1:30 to 2:00 Every five min.		1	/	5
2:00 to 2:30 Every five min.		4		2
2:30 to 3:00 Every five min.		1	/	5
	Total Tallies:	43	Total Tallies:	37

Today's Goal: **85%**

Today's Performance: **43/80 possible = 53%**

Student Self-Monitoring: Ratings

Student Name: Seth M.

Target Behavior: On-task

Date: 11/3/2016

Today's Goal: 60 points

Teacher: Mr. Johnson

What Should the Behavior Look Like? Looking at assign., sat in seat, ask for help, uses pencil

Self-Monitoring Period: Morning Centers

Directions. Before giving the self-monitoring form to the student, determine the intervals which the student will rate themselves (e.g., every 30 minutes). When prompted, they can rate themselves on the scale for each component of the target behavior. *Note: rating levels may be customized to the student's skill set.*

How well did I..._{oo}

1 = Needs Work! 2 = Fair 3 = Satisfactory 4 = Expert

Interval:	Target Behavior Looked at my assignment	Target Behavior Sat in my seat	Target Behavior Asked for help	Target Behavior Use a pencil	Total
8:00 to 8:30	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
8:30 to 9:00	1 (2) 3 4	1 2 (3) 4	(1) 2 3 4	1 2 3 (4)	10
9:00 to 9:30	1 2 3 (4)	1 2 3 (4)	1 2 (3) 4	1 2 (3) 4	14
9:30 to 10:00	1 2 (3) 4	1 (2) 3 4	1 (2) 3 4	(1) 2 3 4	8
10:00 to 10:30	1 (2) 3 4	1 (2) 3 4	1 (2) 3 4	1 2 (3) 4	9
10:30 to 11:00	1 2 (3) 4	1 (2) 3 4	1 2 (3) 4	1 2 (3) 4	11
11:00 to 11:30	1 2 3 (4)	1 2 3 (4)	1 2 3 (4)	1 2 3 (4)	16
11:30 to 12:00	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
:00 to 12:30	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
12:30 to 1:00	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
1:00 to 1:30	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
1:30: to 2:00	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
2:00 to 2:30	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
2:30 to 3:00	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	
				Total Points	68

Today's Goal: **60 points**

Today's Performance: **68 points**