



BRST

BEHAVIOR RESPONSE SUPPORT TEAM

SY 2020-2021 Teacher Toolkit



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U-TTEC Lab

Technology in Training, Education, and Consultation

SCHOOL PSYCHOLOGY | THE UNIVERSITY OF UTAH

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

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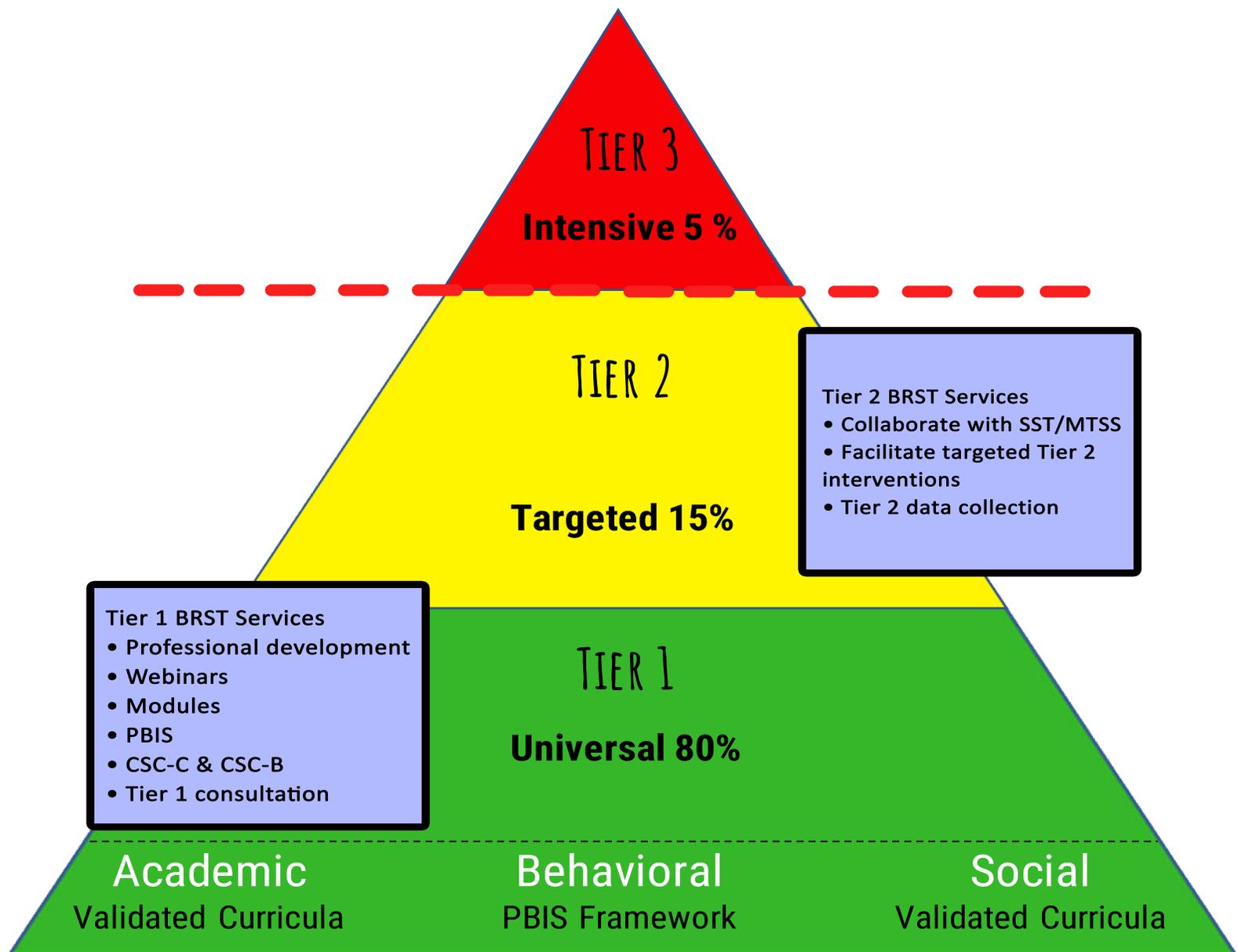
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BRST CONSULTANT RESPONSIBILITIES

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

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



BRST Consultant Responsibilities by Tiers

Tier 3

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

Tier 2

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

Tier 1

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

PRE-BRST TO FULL BRST TRANSITION CRITERIA

University of Utah BRST Manual

By: Merry Feng, B.S.

August-April

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

April- May

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

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

August-October of 2nd Year Pre-BRST

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

FULL BRST

University of Utah BRST Manual

By: Merry Feng, B.S.



August-October

Beginning of the Year

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



February-May

End of the Year Activities

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

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

October-February



School Year

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

FULL BRST FADING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

Tier 2 Referrals

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



BRST Maintenance March-May 2nd year

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

Criteria for Fading Full BRST Services

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

Behavior Response Support Team Stages and Criteria

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

Pre-BRST

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

1) Pre-BRST School Selection Process

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

2) Pre-BRST Consultation Program Outline

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

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

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

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

3) Pre-BRST to Full BRST Transition Criteria

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

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

Full BRST

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

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

1) Beginning of the Year Activities

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

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

2) School Year Activities

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

3) End of the Year Activities

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

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

BRST Fading Process

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

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

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

2) Tier 2 Referrals

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

3) Criteria for Fading BRST Services

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

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

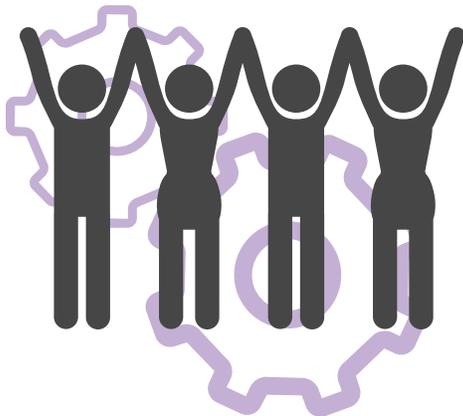
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By: Merry Feng, B.S.

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

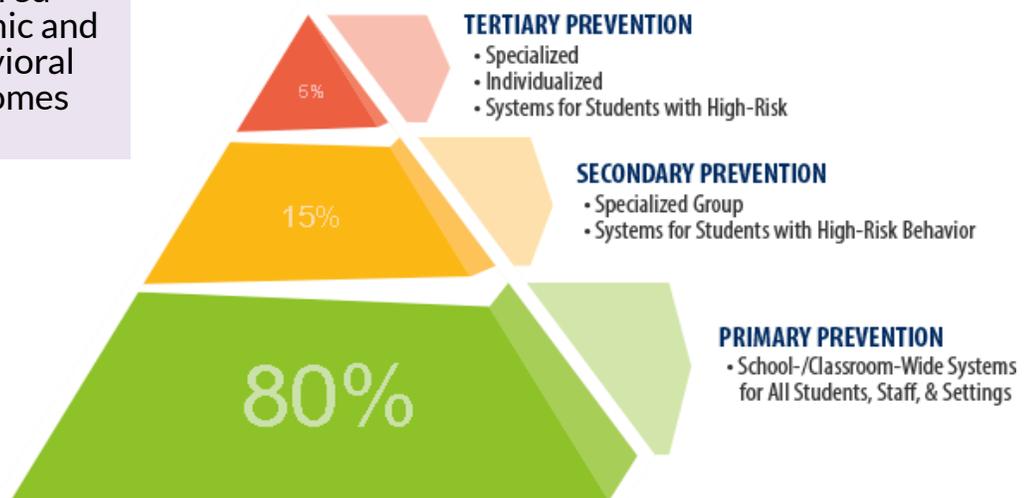
Four Key Components of PBIS

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



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

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



Data-Based Decision Making

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



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

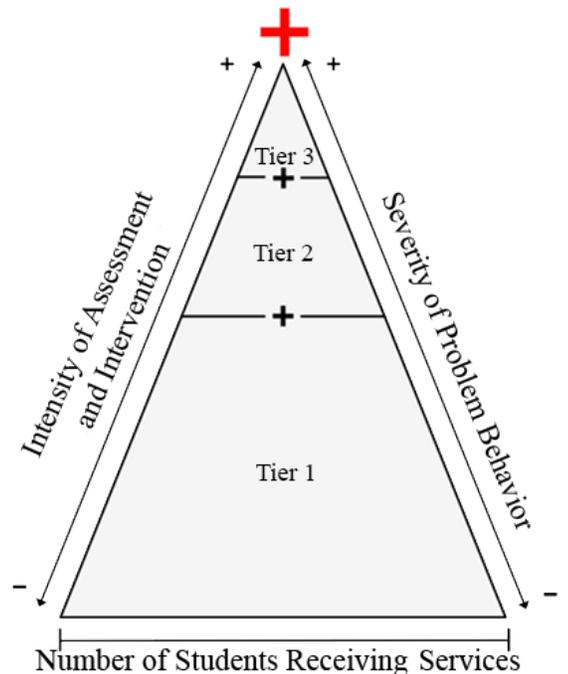
- ✓ School-wide behavior expectations create consistency across all settings
- ✓ Behaviors should be defined in positive, behavior-specific terms
- ✓ Teach, model, and practice behavior expectations with all students
- ✓ Reward students for following school-wide behavior expectations



PBIS and Special Education

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

Special Education



DATA BASED DECISION MAKING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

WHY COLLECT DATA IN SCHOOLS?

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

To evaluate whether an intervention is implemented with fidelity

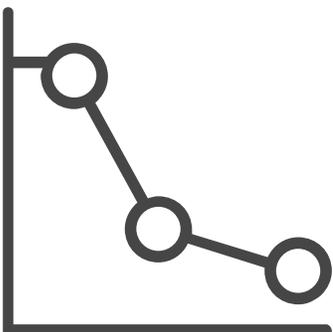
To monitor and evaluate progress towards goals and outcomes

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

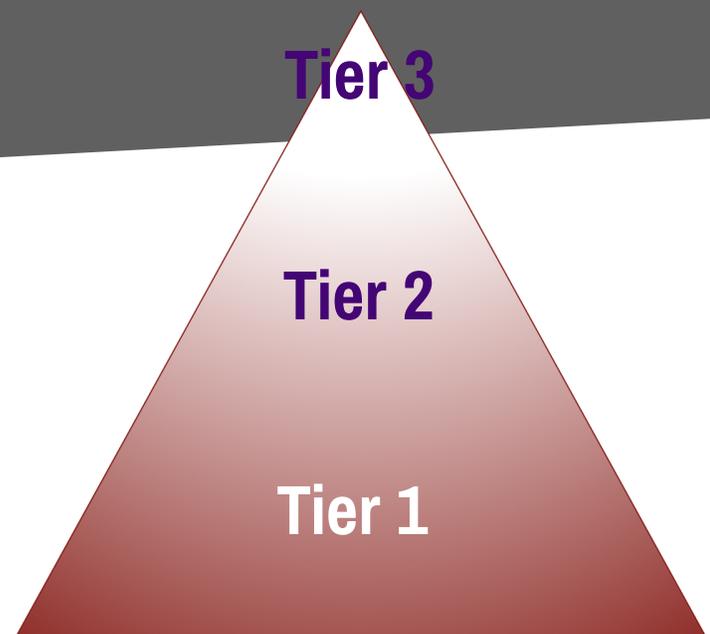
To guide the development of action plans to enhance intervention effectiveness

To ensure equity when selecting measurement strategies and collecting data

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



MULTI-TIERED DATA COLLECTION



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

METHODS FOR MEASURING BEHAVIOR

DATA COLLECTION PROCEDURES

Frequency

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

Percentage of Occurrences

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

Duration

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

Rate

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

Latency

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

Interval Recording

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

ABC Recording

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

1

Define target behavior in measurable and observable terms

2

Select data collection method that will provide accurate measurement of behavior

3

Collect several baseline data points of target behavior

4

Graph baseline data

5

Introduce intervention and create data collection schedule

6

Collect several baseline data points of target behavior

7

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

8

Review graph regularly to guide problem solving and decision-making

9

Continue data collection to monitor student progress and evaluate intervention effectiveness

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

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

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA

Tier 2

Student Support Team (SST)
create plan to address concerns

Student Support Need Identified

Informal Screeners

Broad Standardized Screeners

Specific Standardized Screeners

Student Support Need Not Identified

District Academic Supports

District Behavioral Supports

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Student Support Process Overview

Tier 1

Teacher or Parent Concern for Student

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

Student Support Need Identified

Student Support Need Not Identified

Grade Level Team/PLC Work

DATA BRST

BRST DATA

BRST Informal Screeners DATA

Student Support Need Not Identified

Tier 2

Student Support Team (SST) create plan to address concerns

Student Support Need Identified

DATA Broad Standardized Screeners DATA

Specific Standardized Screeners DATA

District Academic Supports District Behavioral Supports

DATA

DATA

Tier 3

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education

Working Smarter Not Harder

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

PROBLEM-SOLVING CONSULTATION

University of Utah BRST Manual

By: Merry Feng, B.S.

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

Stages of PSC

1

Build a Relationship

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

2

Identify the Problem

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

3

Analyze the Problem

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

4

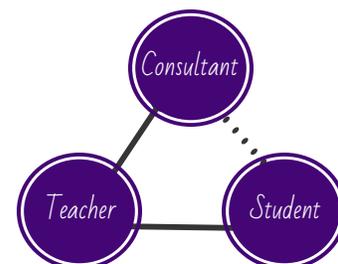
Implement the Intervention

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

5

Evaluate Intervention Effectiveness

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



THINKING FUNCTIONALLY

University of Utah BRST Manual

By: Merry Feng, B.S.

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

OVERVIEW & OBJECTIVE

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

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

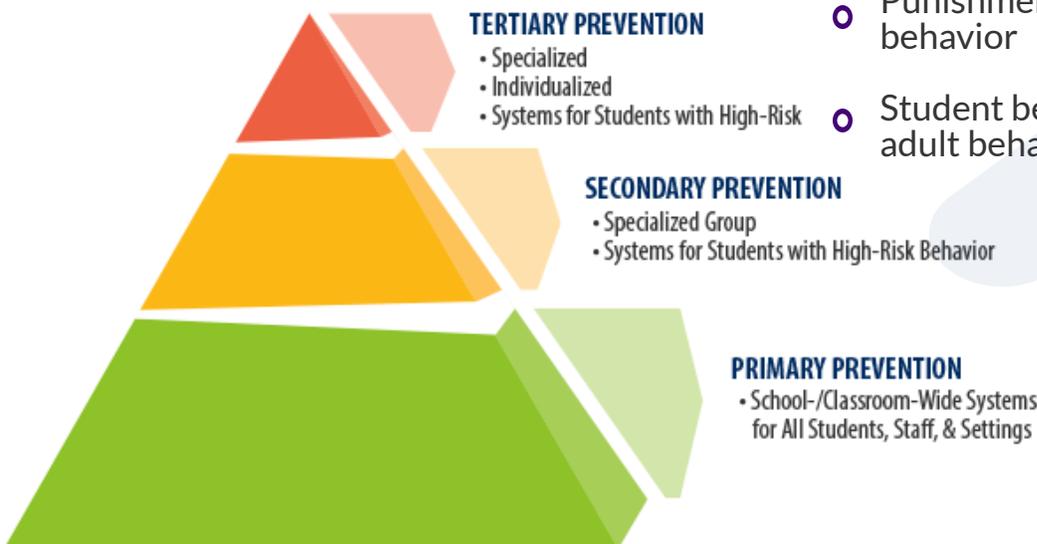
In the same way children in schools are taught to read, multiply, and divide, they should also be taught how to behave.

Behavioral Explanations of Human Behavior

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

Principles of PBIS

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



Behavioral Explanations to Determine Why Students are Acting Out

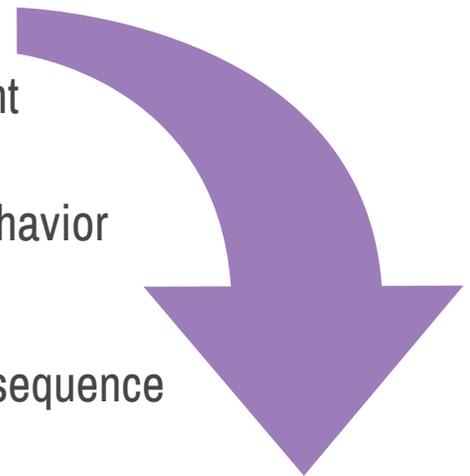
Behavior is communication. In order to understand the message, we must examine the environment.

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

Antecedent

Behavior

Consequence



Understanding the Function is the First Step in Changing the Behavior

Understanding comes from repeated observation of:

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

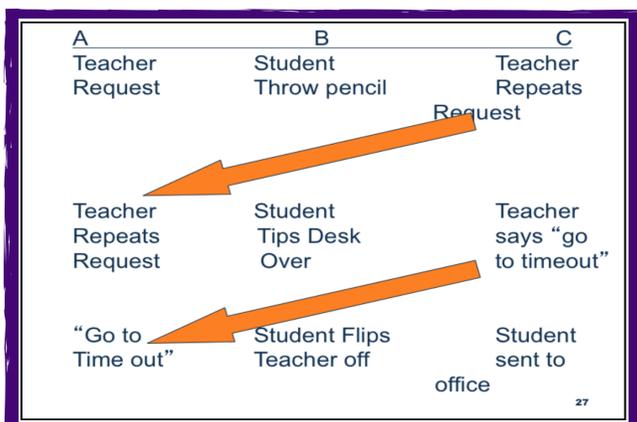
Non-examples of problem behavior functions:

Power, Repressed Anger, and Paybacks

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

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

Setting Events May Have an Indirect Impact on Problem Behavior

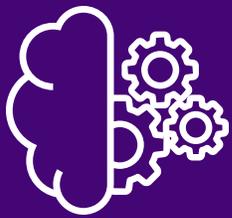


Setting Events either increase or decrease the likelihood that a behavior will occur.

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

Examples of setting events:

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



BENEFITS OF WORKING WITH A BRST CONSULTANT



Benefits to Teachers

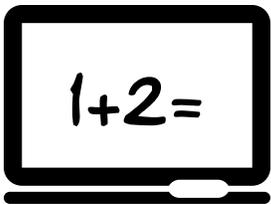
Benefits to Students



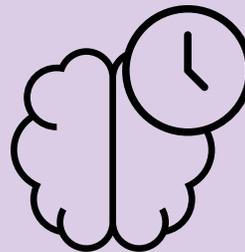
Implementation of evidence-based behavior interventions with fidelity



Increased student engagement



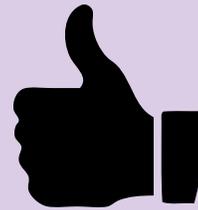
Increase instructional time by decreasing problem behavior



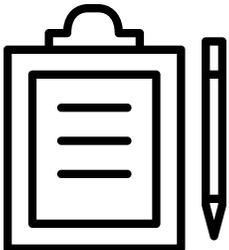
Increased on-task behavior



Great coaching relationship with BRST consultant



Improved teacher and student relationship



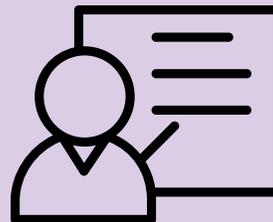
BRST consultant supports data collection for Tier 2 behavior referrals



Positive learning environment



BRST consultant supports development of resources and materials for the classroom



Clear rules, expectations, and consequences

We are here to help #UThrive

Behavior Support Response Team (BRST) Interest Questionnaire

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

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

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

For students you want to target with the BSRT project:

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

Not willing
1 2 3 4 5 6
Very willing

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

TIER 1 REFERRAL PROCESS

University of Utah BRST Manual

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

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

Overview & Objective

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

Components of a Successful Classroom Consultant (CSC-C)

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

Additional measures include:

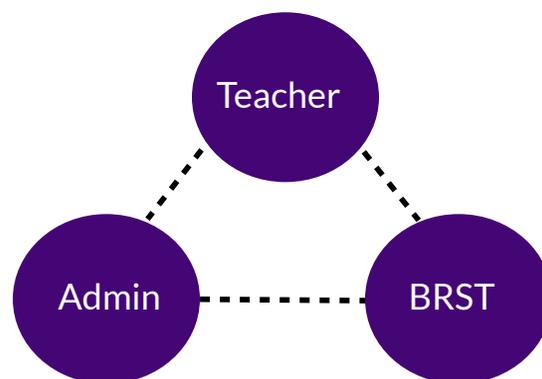
PLACHECK

Positive to negative statements

Tier 1 Referral

Tier 1 Consultation Referral Models:

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



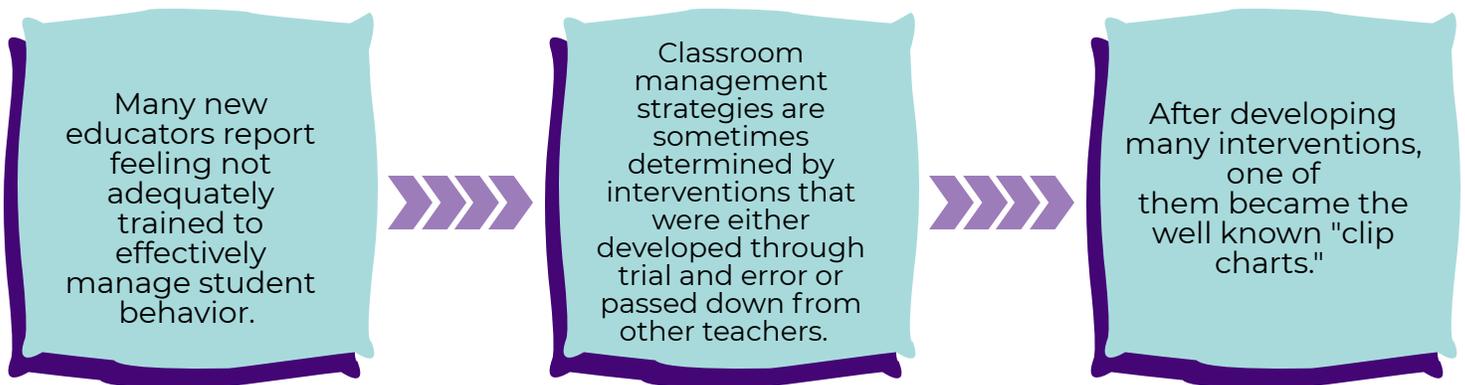
SUPPORT FOR CLIP CHARTS IN PBIS

University of Utah BRST Manual

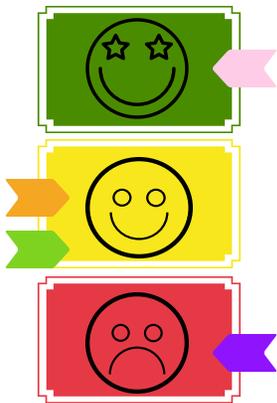
By: Se I Jung, & Merry Feng, B.S.

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

Why do we use clip charts:



Why they aren't effective interventions:



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

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

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

Evolve e-Learning Modules

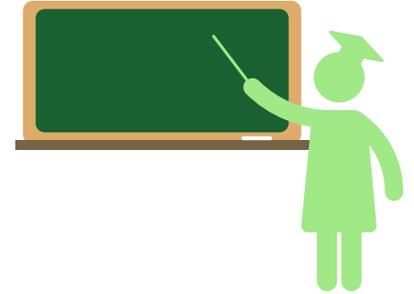
RELICENSURE FOR PARTICIPATING IN EVOKE eLEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

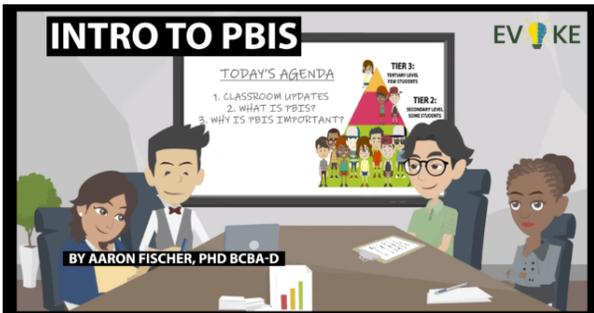
What are Licensure Credits?

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



How do I Obtain these Credits?

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



What Happens After I Complete the Modules?

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



ACCESSING THE E-LEARNING MODULES

University of Utah BRST Manual

By: Merry Feng, B.S.

New Users

1 Wait for Account Verification

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

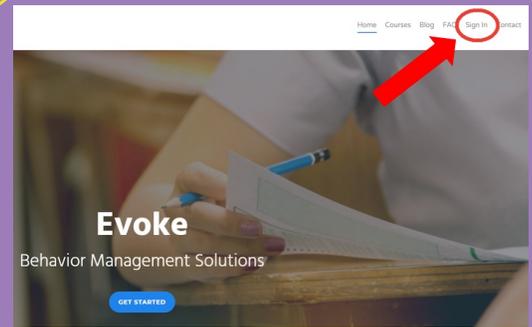
2 Click Link in Email to Set Up Account

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

Your account has been approved!

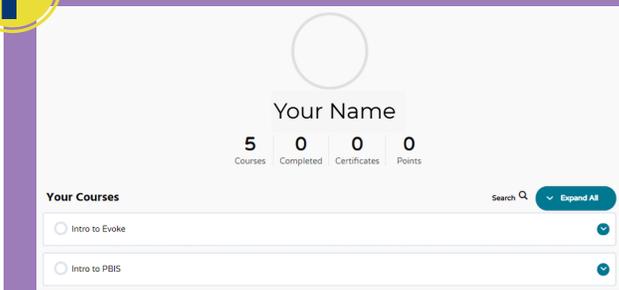
Please visit <https://evokeschools.com> to login

3 Go to EvokeSchools.com to Login



Existing Account User

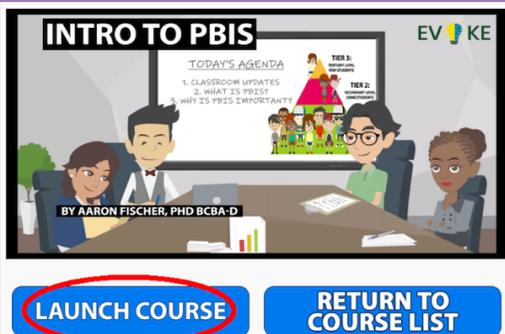
1 Select a Course on the Profile Page



3 Click "Start Course" and Enjoy!



2 Launch Course



List of Modules (Tier 1 and 2)

Pre-BRST Required 1-4

- 1** **THINKING FUNCTIONALLY**
BY AARON FISCHER, PHD BCBA-D
- 2** **RULES, EXPECTATIONS, AND PROCEDURES**
BY AARON FISCHER, PHD BCBA-D
- 3** **REDUCING PROBLEM BEHAVIORS IN THE CLASSROOM**
BY AARON FISCHER, PHD BCBA-D
- 4** **THE GOOD BEHAVIOR GAME**
BY AARON FISCHER, PHD BCBA-D

Additional Modules 5-12

- 5** **INTRO TO PBIS**
BY AARON FISCHER, PHD BCBA-D
- 6** **BUILDING RELATIONSHIPS WITH STUDENTS**
BY AARON FISCHER, PHD BCBA-D
- 7** **POSITIVE TO NEGATIVE RATIOS IN THE CLASSROOM**
BY AARON FISCHER, PHD BCBA-D
- 8** **OPPORTUNITIES TO RESPOND**
BY AARON FISCHER, PHD BCBA-D & LEANNE HAWKEN, PHD BCBA
- 9** **INTRO TO CHECK-IN, CHECK-OUT**
BY LEANNE HAWKEN, PHD BCBA
- 10** **CHECK-IN, CHECK-OUT FAQs**
BY LEANNE HAWKEN, PHD BCBA
- 11** **LAYERING INTERVENTIONS ONTO CICO**
BY LEANNE HAWKEN, PHD BCBA
- 12** **CICO FOR INTERNALIZING BEHAVIORS (CICO-IB)**
BY LEANNE HAWKEN, PHD BCBA

MODULE DELIVERY METHODS

University of Utah BRST Manual

By: Ashley Coombs, B.S.

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

Required Modules

1. Thinking Functionally About Problem Behavior



2. Rules, Procedures, and Expectations



3. Reducing Problem Behavior in the Classroom



4. Good Behavior Game



Modalities



Whole Group:

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



Individual:

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



PLCs:

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



Staff trainings (BHAs, paraprofessionals, etc.):

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

BRST Consent Documents

WHEN CONSENT IS REQUIRED FOR BRST CONSULTATION SERVICES

University of Utah BRST Manual

By: Merry Feng, B.S.

Yes, Consent

< **VS** >

No, Consent

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

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



Consent to Participate in Research

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

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

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

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

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

STUDY PROCEDURES:

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

BENEFITS

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

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

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

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

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

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

Child's Name

Parent/Guardian's Name

Parent/Guardian's Signature

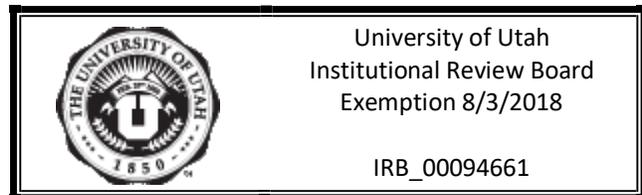
Date

Relationship to Child for Parent/Guardian

Name of Person Obtaining Authorization and Consent

Signature of Person Obtaining Authorization and Consent

Date



Consentimiento para participar en investigación

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

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

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

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

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

PROCEDIMIENTOS DE ESTUDIO:

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

BENEFICIOS

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

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

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

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

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

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

el nombre del niño

Nombre del padre / madre / tutor

Firma del padre / madre / tutor

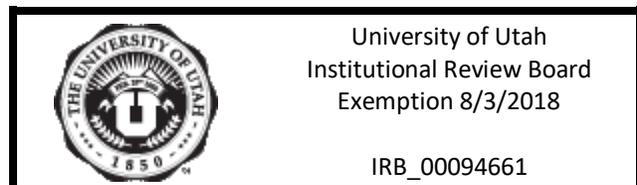
Fecha

Relación con el niño para el padre / tutor

Nombre de la persona que obtiene la autorización y el consentimiento

Firma de la persona que obtiene la autorización y el consentimiento

Fecha



Data Collection

COMPONENTS OF A SUCCESSFUL CLASSROOM CONSULTANT (CSC-C)

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

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

Overview:



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

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

Components of a Successful Classroom Consultant (CSC-C) Form

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

Time: _____ Rater: _____ IOA Rater: _____

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

0 1 2 3

There are no rules, or no rules are clearly defined and measurable.	At least 1 rule but less than half of the rules are clearly defined and measurable.	More than ½ but not all of rules are clearly defined and measurable.	All of the rules are clearly defined and measurable.
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Clearly defined: Clearly defined rules are explicit, unambiguous, and clearly understood. They are observable and measurable. Rules should be stated positively. **Observable:** see or hear the behavior (e.g., stay in your area, raise hand for teacher attention). **Measurable:** quantifiable (e.g., number of times a student gets out of their seat without permission, or yells for the teacher instead of raises their hand).

Comments:

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

0 1 2 3

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

3. The teacher verbally acknowledges their classroom or schoolwide rule/agreement violations using behavior specific language. (re-states rule/agreement, redirects). Examples: stated positively

0 1 2

Rarely acknowledges rule violations using behavior specific language (0-25%).	Teacher acknowledges rule violations some of the time (25-75%) using behavior specific language.	Teacher acknowledges rule violations most of the time (>75%) using behavior specific language.
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Comments:

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

0 1

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

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

Comments:

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

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

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

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

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

Comments:

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

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

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

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

Ratio: ____

Comments:

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

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

Comments:

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

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

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

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

Comments:

Score: ____ /42%

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

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

Observation #1 Date:

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

Observation #2 Date:

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

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

Steps of PLACHECK Data Collection

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

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

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

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

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

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

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

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

Professional Goals

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

1. _____

2. _____

3. _____

COMPONENTS OF A SUCCESSFUL CLASSROOM BRIEF (CSC-B)

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

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

Overview:



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

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

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

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

Rater: _____ IOA Rater: _____

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

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

Comments:

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

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

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

Comments:

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

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

Comments:

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

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

Ratio: ____ : ____

Comments:

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

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

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

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

Comments:

Score: ____ / 22 = ____ %

Item Criteria Tracking Sheet

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

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

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

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

Steps of PLACHECK Data Collection

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

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

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

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

Components of Successful Classroom (CSC) Operational Definitions

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

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

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

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

Teacher:

Date:

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

-
-
-

Strengths that I noticed

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

-
-
-

Ideas to target as goals:

Goal talk:

Questions:

Follow-up date:

Tier 1 Fidelity Observation

Teacher:

Observer:

Date/Time:

Subject/Grouping:

Item #	Category	Frequency		Sub-total	Total
		Specific	Non-S		
3	Negative statements	Specific			
		Non-S			
4	Tracked positive behavior (at least one time)	YES	NO		
8	Specific Praise-Social				
9	Specific praise- academic				
12	Verbal/non-verbal praise				

What I saw that worked well:

-
-
-

What I would like to see next time:

-
-
-

Teacher _____ Date _____ Time _____ Subject _____

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

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

Steps of PLACHECK Data Collection

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

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

of students to meet 80% criteria: $.80 \times (\text{\#of students in class}) =$
 # of intervals to meet 80% criteria: $.80 \times (\text{\#of students in class}) =$
 % of intervals in which 80% or more of the class is on task =

Schoolwide Programs



SCHOOLWIDE PROGRAMS



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

Principal's 200 Club



Cafeteria Strategies



Recess Strategies



MindUP Program

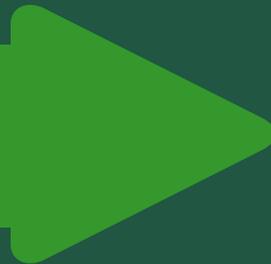


Bully Prevention in Positive Behavior Support

Stop, Walk, Talk



These interventions are explained in greater detail in our PBIS Toolkit



SOCIAL & EMOTIONAL LEARNING vs SOCIAL SKILLS INSTRUCTION

University of Utah BRST Manual

By: Morgan Hutchinson, B.S.

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

Social and Emotional Learning (SEL)

SEL Includes:

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

Individual Therapy

Classroom Based or Small Group Interventions

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

School-wide and Classroom Interventions

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

Key Components of Social and Emotional Learning

Social Learning

TIER 1 Social Skills

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

TIER 2 Social Skills Instruction

- Targeted Social Skills Group Instruction

Emotional Learning

TIER 1 Emotional Learning

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

TIER 2 Social and Emotional Learning

- Emotionally Focused Group Therapies (ex: DBT)

Programs for SEL Instruction

Tier 1 Programs

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



Tier 2 Programs

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



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OFFICE DISCIPLINE REFERRALS

University of Utah BRST Manual

By: Erica Lehman, M.Ed.

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

Overview & Objective

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

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

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

Training on the Front End

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

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

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



Behaviors that Result in ODRs

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

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

- Ex. Punching always results in ODR.

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

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

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

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

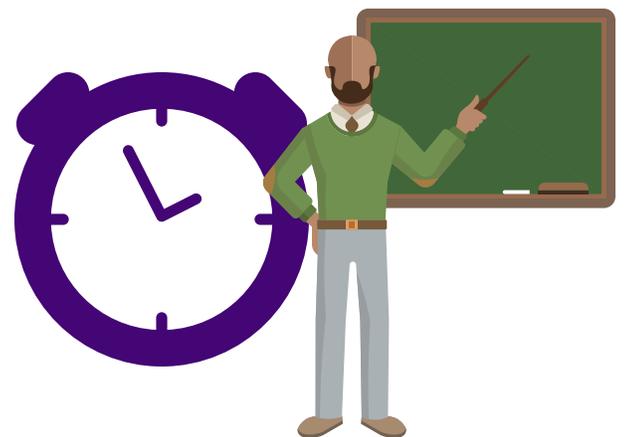
Consistent data entry: for each ODR given, teachers enter the A-B-C components on Educator Handbook.

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

Delivering Consequences for Students and Teachers

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

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



Tier 1 Classroom Strategies

THE BEHAVIOR STRATEGY MENU



What is the function?
Determine reinforcement.
Choose a Strategy



View Behavior
Resources

BEHAVIOR SKILLS TRAINING

University of Utah BRST Manual

By: Merry Feng, B.S.

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

Instructions

Determine level of background knowledge in skill area.

Provide rationale for acquiring and using new skill.

Describe circumstances in which the new behavior should be used.

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

Model

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

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

Assess competency and adjust as needed.

Rehearse

Provide feedback both during rehearsal and in later opportunities.

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

Incorrect use of skill = corrective feedback.

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

Feedback

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

May use video or live models.

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

Allow time for questions and troubleshooting.

Modeling scenarios should look like actual setting.

Format for BST: Tell, Show, Do

Tell the person how to use the skill

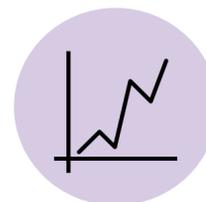
Show the person how to use the skill with modeling

Do the skill and provide feedback

Tips for Success



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



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

Assess whether the new behavior will address previously-identified problems



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



TEACHER-STUDENT RELATIONSHIPS

University of Utah BRST Manual

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

Positive teacher-student **relationships** draw students into the process of learning and **promote** their **desire to learn**. There are numerous methods for teachers to **cultivate positive teacher-student relationships**, which will **support** the **development** of a more **positive school climate**.

Overview & Objective

Improving students' relationships with teachers has important, positive and long-lasting implications for both students' academic and social development.

Positive Teacher-Student Relationships are Related to:

- Increased likelihood of student engagement
- Fewer disruptive behaviors
- Increased cooperation
- Improved social functioning
- Increased academic achievement
- Reduced likelihood of teacher burnout

Quality Instruction Comes First!

Content material **MUST BE** engaging, age-appropriate and well matched to the student's skills for the effects of positive teacher-student relationships to "work its magic"



How to Develop Positive Relationships with Students:

- Know and demonstrate knowledge about individual students' backgrounds, interests, emotional strengths and academic levels
- Greet students when they walk into the classroom
- Show your pleasure and enjoyment of students
- Interact with students in a responsive and respectful manner
- Call on all students to answer in class
- Acknowledge the importance of peers in schools by encouraging students to be caring and respectful to one another



Improving Teacher-Student Relationships



Things to DO

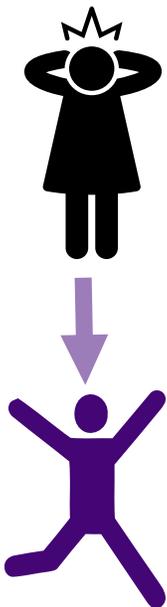
- Always call students by their names, find out information about their interests and strive to understand what they need to succeed in school
- Make an effort to spend individual time with each student, especially students who are difficult or shy
- Be careful to show your students that you want them to do well in school through both actions and words
- Model a warm and respectful interaction style towards other students and adults in the schools
- Employ healthy coping strategies to manage frustration such as taking a deep breath or talking about your feelings

Things to AVOID

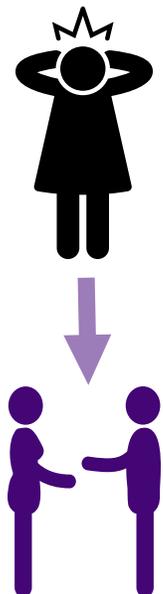
- Displaying negativity through snide and sarcastic comments toward the student
- Describing to others that you are always struggling or in conflict with a particular student
- Giving up too quickly on efforts to develop positive relationships with difficult students
- Ignoring or avoiding interactions with a particular student
- Resorting to yelling, harsh punitive control, or "single-ing out" - student victimization or bullying may be common occurrences in such negative classrooms
- Waiting for negative behaviors and interactions to occur in the classroom

How to Help Improve Relationships with Students with Challenging Behavior

Think about what you say to the difficult students in your classroom. Are you constantly bombarding your more challenging students with requests to do something? Do you find yourself constantly asking students to stop doing what they are doing? No one likes being badgered and pestered, and your students are no exception.



- Try to find a time or place when you can have positive discussion with the problem student
- Notice and mention the positive behaviors they exhibit
- Remind yourself that even if a challenging student appears unresponsive to your requests, she is hearing the messages that you are giving her. Her responses may not change her immediate behavior but may matter in the long term



ANTECEDENT INTERVENTIONS

University of Utah BRST Manual

By: Merry Feng, B.S.

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

OVERVIEW & OBJECTIVE

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

CLASSWIDE

Rules and Expectations

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

Schedules, Routines, and Predictability

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

Positive and Negative Interactions

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

School Rules

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

Task Difficulty and Opportunities to Respond

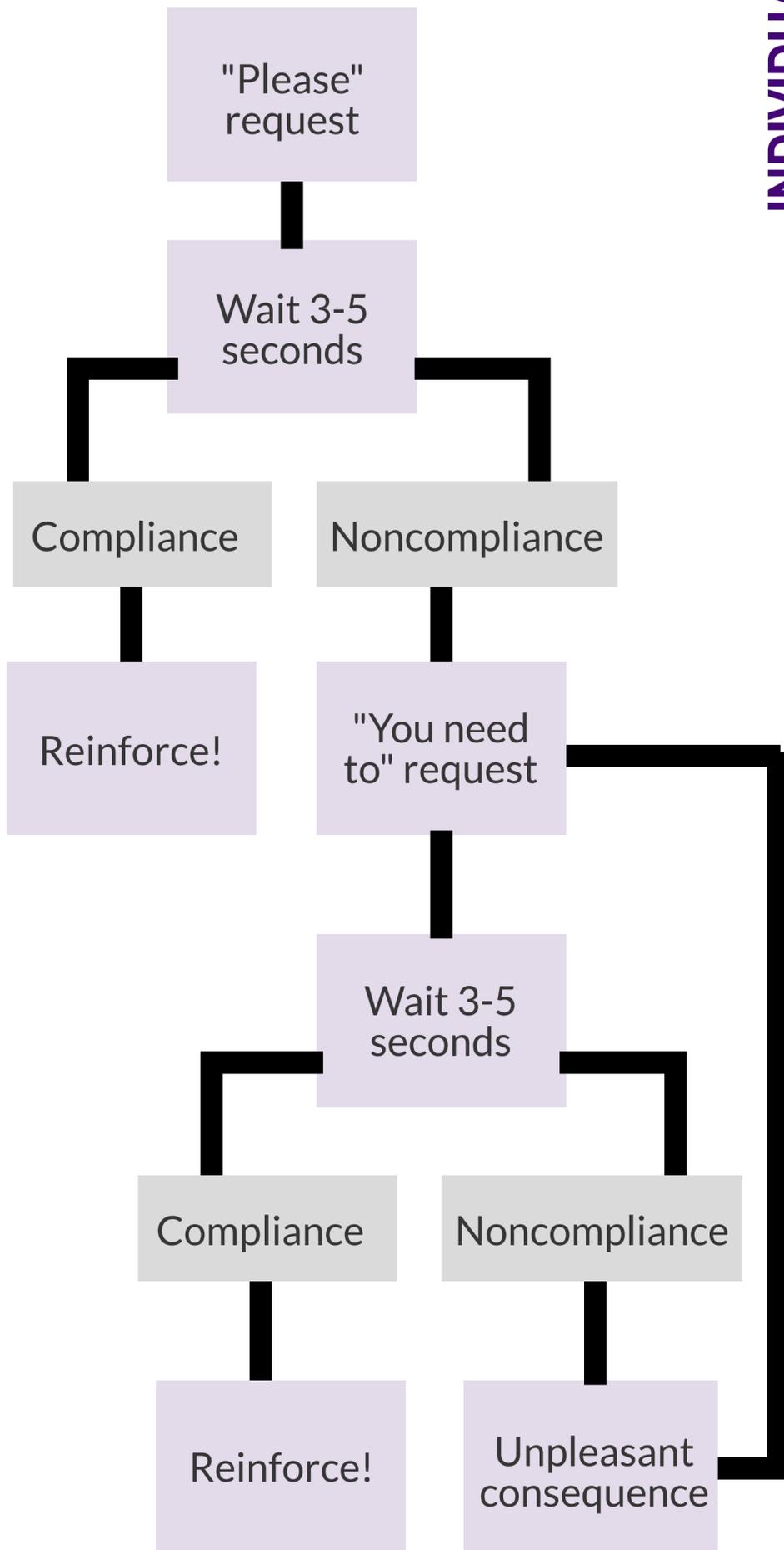
Allow students opportunities to complete tasks at the current skill level. Easy tasks can be incorporated to decrease the likelihood of problem behaviors.

Precorrection

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

Precision Requests

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



INDIVIDUAL STUDENTS

Choice and Student Interests

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

Dots for Motivation

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

Scheduled Attention

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

Breaks

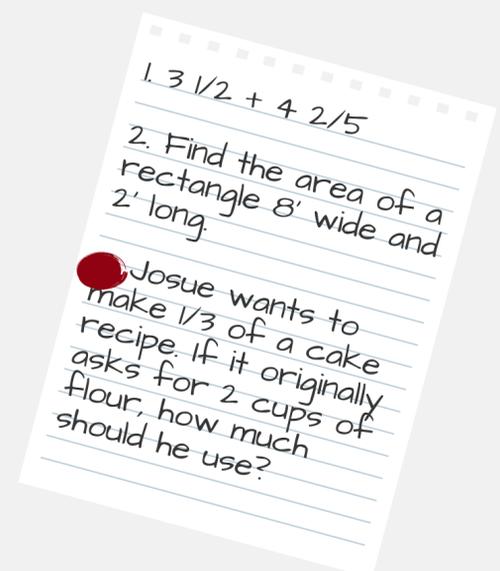
If students are allowed to take breaks, it may reduce problem behavior (see "Class Pass" within this manual).

Behavioral Momentum

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

Praise Around

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



ORGANIZATION & PLANNING

University of Utah BRST Manual

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

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

Effective Instruction

Classroom Environment

Teacher materials easily accessible and prepared ahead of time

Student materials organized and easily accessible

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

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

Student desk/area organization taught

Teacher able to monitor students by easily walking around the room

Lesson Plans & Instruction

Lesson objective(s) in student-friendly language

Lesson plan includes model, guided practice, independent practice

Opportunities to respond

Brisk pacing

Error Correction (Neutral)

Model: Tell the student the correct answer

Test: Immediately ask the student the question again

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

Provide Positive Feedback

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

Embed Behavioral Expectations Into Lesson Plan

Review expectations prior to introducing lesson objectives

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

Behavior Management

Behavioral Expectations

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

Post expectations in "prime" location

Explicitly teach behavioral expectations

Expand school-wide matrix to include classroom

Behavior Management Strategies

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

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

Consequence Hierarchy

Predetermined + and - consequences for appropriate and inappropriate

Routines and Procedures

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

Routines explicitly teach and practice prior to needing them

Review and reinforce



Behavior Expectations

Keep your hands feet and other objects to yourself

Raise your hand before speaking

Have your eyes on the speaker or assignment

Consequences

If I do...



If I don't...



BEHAVIOR EXPECTATIONS

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

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

Overview & Objective

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

Having clearly defined behavior expectations lead to:

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



Critical Features of Behavior Expectations

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

Examples of Clearly Defined Behavior Expectations

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

Safe

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

Responsible

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

Respectful

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

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

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

Teaching Behavior Expectations

How you choose to teach your classroom expectations can vary greatly depending on your style of teaching! There are four key components that go into planning to teach procedures or expectations, which are: 1. Identifying the expected behavior, 2. Developing the rationale, 3. Identifying examples, and 4. Developing practice opportunities. Some examples of what this may look like are included below for the school rules, followed by blank templates that you can use for a lesson plan.

Be Safe

Be Respectful

Be Responsible

Step 1: Identify the Expected Behavior	
Be Safe	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Acting in a safe way ensure that all students and staff receive no harm and that they are able to participate in the learning environment.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> • When asked to give something to another student, they hand it to them rather than throwing it. • Using classroom materials appropriately (e.g., pencil sharpener) 	Negative Teaching Examples <ul style="list-style-type: none"> • Throwing objects • Hitting or harming other students • Using classroom materials in an inappropriate way, such as point scissors at others.
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Be Respectful	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Being respectful ensure that all students and staff can have a positive learning environment.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> • Listening to the teacher or other students when they are speaking to you. • Provide praise and encouragement to other class members (e.g., great answer, great idea!). • Use appropriate language. 	Negative Teaching Examples <ul style="list-style-type: none"> • Cursing, name-calling, or other inappropriate language. • Saying negative things about others. • Doing other things while the teacher is teaching
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Be Responsible	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Being responsible helps students to be in charge of their own learning.	
Step 3: Identify a Range of Examples	
Positive Examples of the Expected Behavior <ul style="list-style-type: none"> • Following directions on an assignment. • Handing in homework on time. • Coming to class with all materials (e.g., paper, pencil) 	Negative Teaching Examples <ul style="list-style-type: none"> • Filling in random answers on a homework assignment. • Turning in assignments late. • Not participating during a test.
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Step 3: Identify a Range of Examples	
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

Step 1: Identify the Expected Behavior	
Step 2: Rationale for Teaching the Rule (Why is it important?)	
Step 3: Identify a Range of Examples	
Step 4: Give the Students an Opportunity to Practice	
Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.	

ESTABLISHING PROCEDURES IN THE CLASSROOM

University of Utah BRST Manual

By: Alex Graves, B.A.

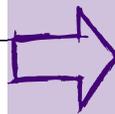
Establishing **procedures** around **daily** classroom **routines** is a way to create a **positive** and **predictable** classroom **environment**.

Overview & Objective

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

Develop a Procedure Matrix

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



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



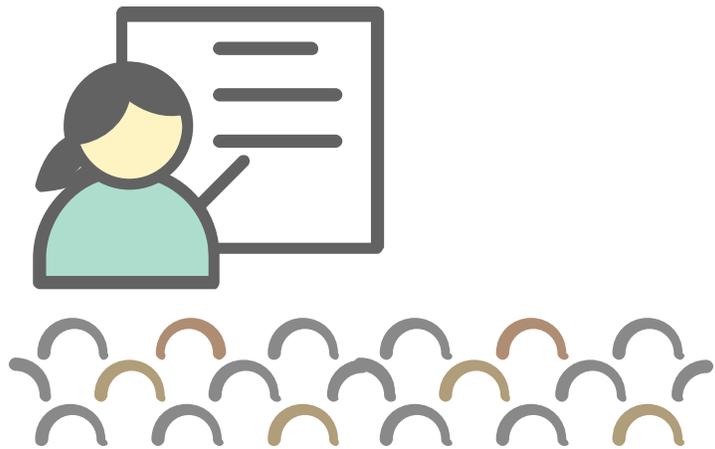
Outline the steps needed to complete the specific classroom procedure



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

Teaching Classroom Procedures

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



Types of Classroom Procedures to Teach

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



Practiced Regularly

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



Positive Reinforcement

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



Goal

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



POSITIVE TO NEGATIVE RATIO

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

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

Overview & Objectives

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

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

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

When providing positive verbal statements, consider:

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

Strategies for Increasing Your Ratio



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

GYMBOSS UTILIZATION

University of Utah BRST Manual

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

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



Ways to Use



1 Reminder to provide Opportunities to Respond (OTR).



2 Reminder to provide verbal or non-verbal praise.



3 Reminder to be in proximity to students.

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

5 Reminder to provide academic specific praise.



6 Reminder to provide social specific praise.

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

8 Reminder to provide students with breaks if needed.



9 Reminder to rotate to a different classroom activity.

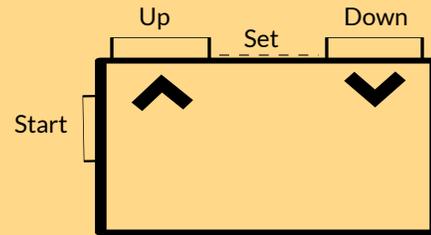


10 Can help staff conduct functional analysis (FA) assessments.

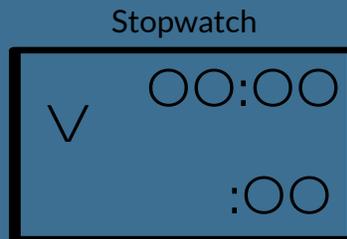
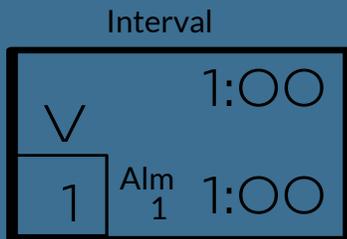
Gymboss Directions

Turn on: Push any button

Turn off: Hold SET button for 3-4 seconds



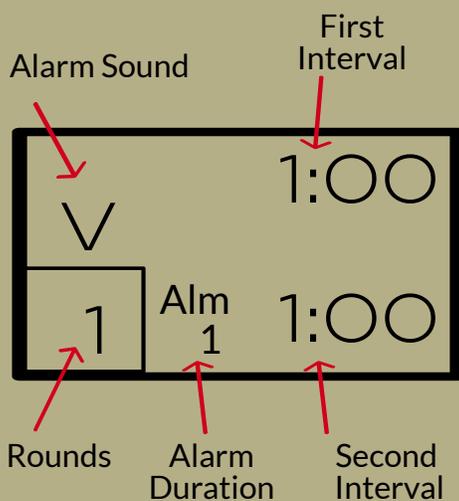
3 Modes:



Change Modes: Push and at the same time.

Interval Set up:

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



TIPS

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

OPPORTUNITIES TO RESPOND

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

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

Tips for Implementation

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



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



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



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

Written opportunities to respond:

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

Gestural opportunities to respond:

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

Opportunities to respond with technology:

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

FAQ

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

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

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

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



PLICKERS

University of Utah BRST Manual

By: Morgan Hutchinson, M.Ed.

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

Benefits of Using Plickers:



Electronically display multiple choices



Opportunities to respond increases class engagement



Responses are instantly presented in graph form



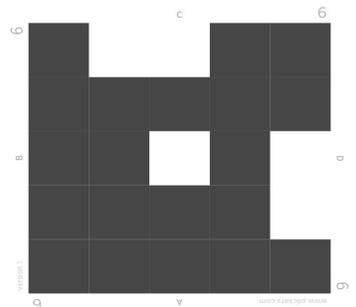
Ability to view reports and scoresheets at a later time



Responses are presented anonymously



Facilitates differentiated learning and learning preferences



How Do You Use Plickers?

Set Up:

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

Let's get you up and running

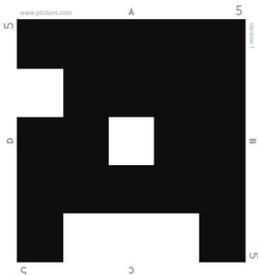
Complete these steps to get your Plickers classroom ready!



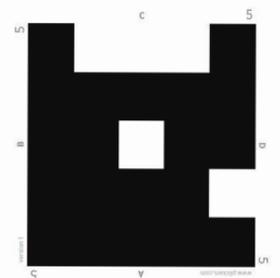
- Get the mobile app**
[Email me a link >](#) [I've got the app](#)
The app scans student responses. Download and sign-in on iPhone, iPad, or Android now.
- Add some questions to ask**
[Create your first Set >](#)
Write some quick questions to deliver in your Plickers lesson.
- Make a class and add some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

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

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



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



REINFORCEMENT

University of Utah BRST Manual

By: April Zmudka, M.Ed.

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

What is Reinforcement?

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

Primary: Things that bring us pleasure naturally



Sleep, Food, Shelter

Secondary: Things that we learn to enjoy

Money, tokens, good grades



Schedules of Reinforcement

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

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

Variable: Delivered after an average number of occurrences

Sometimes the class earns extra recess for completing 5 practice assessments, sometimes it's after 3
A timer goes off every 10 minutes to monitor on-task behavior, sometimes it goes off at 7 minutes, sometimes at 11 minutes. Students who are on-task when the timer goes off earn a Class Dojo point.

Types of Reinforcement

Tangibles (stickers, toys, edibles)

Privileges (use of teacher's chair)

Social (praise, conversation)

Activities (extra recess, field trip)



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

Is the reinforcement **manageable**?



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



Is the reinforcement **working**?



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



Is the reinforcement **clear**?



All students know how and when they access reinforcement



Group Contingencies

Independent

Individual student earns reinforcer for engaging in desired behavior

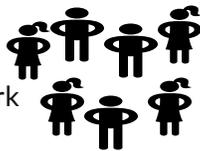


Dependent

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

Interdependent

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



Individual Student Not Responding to General Classroom Behavior Management?



Behavior Contracting

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



Provide Choice!



Not sure what is reinforcing for your class? Ask!



Too many differing opinions?



Try to keep it easy, cheap, and quick!



Use platforms like Kahoot

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)

REWARD SYSTEMS

University of Utah BRST Manual

By: Rovi Hidalgo, M.Ed.

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

Overview & Objective

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

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

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



Points

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

The following systems can be used to reward points:

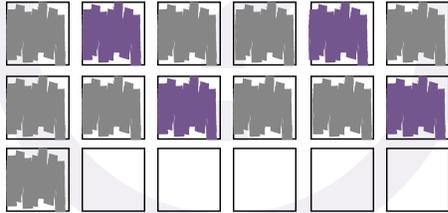
- ClassDojo (online)
- Points given on whiteboard

Point Rewards

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

Mystery Grids

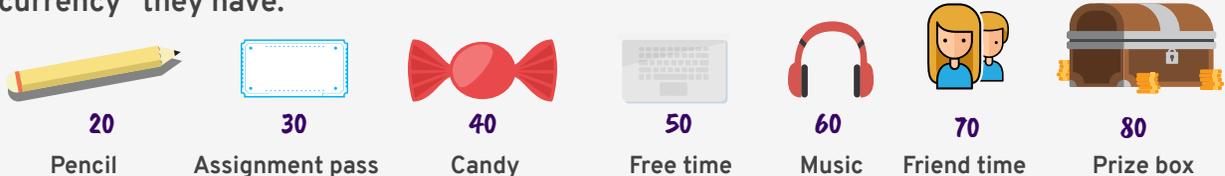
In this strategy, use a color-changing marker to secretly mark some squares. As the teacher rewards points, provide reinforcers if the colors change.



Menus & Stores

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

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

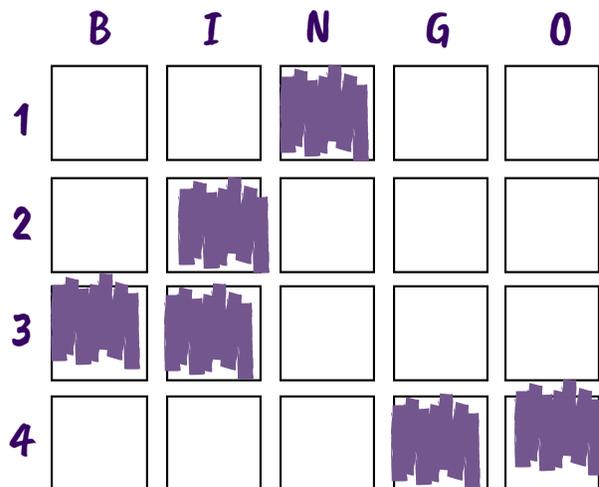


Bingo

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

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

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



THE GOOD BEHAVIOR GAME

University of Utah BRST Manual

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

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

Overview & Objective

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



Set Up

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

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

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

Rewards for the game in a mystery bag

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

Timer to begin and end the game period

How to Play

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

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

The teacher will monitor by watching all students:

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

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

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

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

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

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

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

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

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

Winning the Game

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

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

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

Variations

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

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

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

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

Planned Activity Check (PLACHECK) for GBG Classroom Observations

Observers' Name:	Date:	
School Name:	Start Time:	End Time:
Location of Observation:	Number of Students:	

Directions

- At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
- Set the timer to your designated interval (e.g. 20 seconds, 30 seconds, minute, etc.)
- Start the timer
- Scan the room slowly from left to right.
- While scanning, tally number of students who are off-task and on-task to record on chart below.
- When the timer goes off at the designated interval, repeat steps 3 and 4 until ten data points are obtained.

	# of Students Off-task	# of Students On-Task	Percentage On-Task
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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

Of Students to Meet 80% Criteria: $.80 \times (\# \text{ of students in class}) =$

Of Intervals to Meet 80% Criteria: $.80 \times (\# \text{ of intervals}) =$

Percentage of intervals in which 80% or more of the class is on task:

(Find percentage of intervals by dividing the total number of intervals in which 80% or more of the class is on task by 0 and then multiplying by 00)

GBG Intervention Fidelity Checklist

Date:

Rater:

School:

- | | | | |
|----|---|-----|----|
| 1. | Classroom rules (e.g., following directions, KYFOOTY) are posted. | Yes | No |
| 2. | Teams and the scoreboard are posted. | Yes | No |
| 3. | The teacher explains the game, rules, and consequences at the start of the game. | Yes | No |
| 4. | The teacher announces the reward at the start of the game. | Yes | No |
| 5. | The teacher physically tracks compliance with classroom rules. | Yes | No |
| 6. | The teacher verbally acknowledges compliance with the rules. | Yes | No |
| 7. | The teacher immediately resumes teaching after each mark. | Yes | No |
| 8. | The teacher immediately rewards the winning team, or both teams if less than 5 marks difference, at the end of the game (or as otherwise predetermined) | Yes | No |

Items Completed: /

GBG Social Validity & Acceptability Questionnaire

School: _____

Date: _____

Please answer the following questions in order to improve the intervention to support teachers when implementing the Good Behavior Game. Circle the response that best describes your experience. Once completed, please return to the front office.

Thank you for your time and consideration.

1. During the Good Behavior Game, the students followed KYHFOOTY.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

2. During the Good Behavior Game, the students followed directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

3. The Good Behavior Game was easy to implement.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

4. I would recommend other substitutes use the Good Behavior Game.

Never	Sometimes	Often	Almost Always
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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:

THE GOOD BEHAVIOR GAME FOR SUBSTITUTE TEACHERS

University of Utah BRST Manual

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

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

Set Up

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

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

Tangible items: treats, stickers

Activities: extra art, music, PE games

Time: with peers, free-time minutes

Pre-teach the following classroom expectations:

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

Following directions

💡 Tips

- If a student intentionally sabotages the game, let him/her be on a team by himself/herself
- Try to limit time spent on disruption, and return immediately to the class activity
- **Caution:** Immediately reward the team, do not withhold the reward because the value of the game decreases when reinforcement is not immediate

Objective

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

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

How to Play

Gain students' attention

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

Students should be split into two teams and create team names

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

After teams are assigned, pre-teach classroom expectations

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

What to Say

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

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

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

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

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

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

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



**Substitute Survival Kit: Planned Activity Check (PLACHECK) for GBG
Classroom Observations**

Observers' Name:	Date:	
School Name:	Start Time:	End Time:
Location of Observation:	Number of Students:	

Directions

- At the beginning of the observation, note the total number of students present within the location where the observation is being conducted.
- Set the timer to your designated interval (e.g. 20 seconds, 30 seconds, minute, etc.)
- Start the timer
- Scan the room slowly from left to right.
- While scanning, tally number of students who are off-task and on-task to record on chart below.
- When the timer goes off at the designated interval, repeat steps 3 and 4 until ten data points are obtained.

	# of Students Off-task	# of Students On-Task	Percentage On-Task
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

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

Of Students to Meet 80% Criteria: $.80 \times (\# \text{ of students in class}) =$

Of Intervals to Meet 80% Criteria: $.80 \times (\# \text{ of intervals}) =$

Percentage of intervals in which 80% or more of the class is on task:

(Find percentage of intervals by dividing the total number of intervals in which 80% or more of the class is on task by 0 and then multiplying by 00)

Substitute Survival Kit: GBG Intervention Fidelity Checklist

Date:

Rater:

School:

- | | | | |
|----|---|-----|----|
| 1. | Classroom rules (e.g., following directions, KYFOOTY) are posted. | Yes | No |
| 2. | Teams and the scoreboard are posted. | Yes | No |
| 3. | The substitute teacher explains the game, rules, and consequences at the start of the game. | Yes | No |
| 4. | The substitute teacher verbally acknowledges compliance with rules | Yes | No |
| 5. | The substitute teacher physically tracks compliance with classroom rules. | 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 difference, at the end of the game. | Yes | No |

Items Completed: /

Substitute Survival Kit: GBG Social Validity & Acceptability Questionnaire

School: _____

Date: _____

Please answer the following questions in order to improve the intervention to support teachers when implementing the Good Behavior Game. Circle the response that best describes your experience. Once completed, please return to the front office.

Thank you for your time and consideration.

1. During the Good Behavior Game, the students followed KYHFOOTY.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

2. During the Good Behavior Game, the students followed directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

3. The Good Behavior Game was easy to implement.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

4. I would recommend other substitutes use the Good Behavior Game.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

5. What did you like most about the kit and/or the Good Behavior Game?

6. What did you like least about the kit and/or the Good Behavior Game?

7. Comments:

FLEXIBLE GROUP CONTINGENCIES

University of Utah BRST Manual

By: Erica Lehman, M.Ed.

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

Overview & Objective

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

Group contingency interventions include the following 4 components:

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

Behavioral Expectations

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

Behavioral expectations are:

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

Contingencies

INDEPENDENT

Student receives reinforcement solely on his or her own behavior.

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

DEPENDENT

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

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

INTER-DEPENDENT

Students receive reinforcement based on everyone's behavior collectively.

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

Tracking

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

Delivering Consequences

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

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

SCHOOL-HOME NOTE

University of Utah BRST Manual

By: Alex Graves B.A.

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

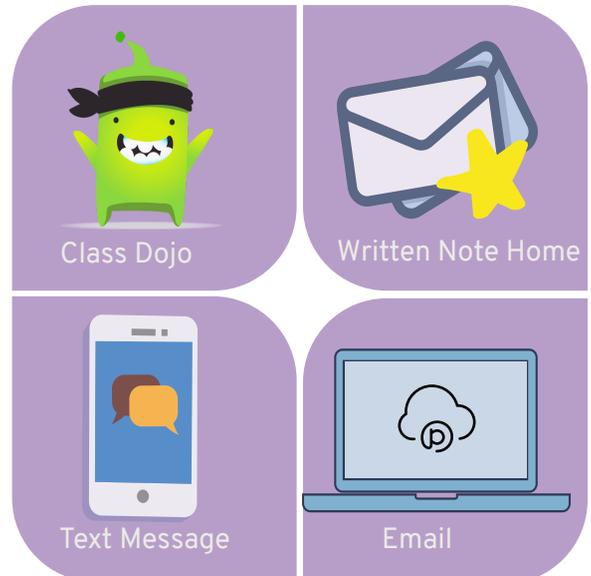
Overview & Objective

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

Check List

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

Types of School-Home Notes



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

The more frequent the communication the better

PLANNED IGNORING SIGNAL

University of Utah BRST Manual

By: April Zmudka, M.Ed.

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

How to Use a Planned Ignoring Signal

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

When to Use a Planned Ignoring Signal

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

Why Use a Planned Ignoring Signal?

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

Teacher Well-Being

MONITORING TEACHER WELL-BEING

University of Utah BRST Manual

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

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

Teacher Well-being and Burnout

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

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

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

Recent research has targeted teacher wellness through:

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

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

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

Poor Teacher Well-Being

Teacher disengagement and feelings of disempowerment

High burnout and turnover rates

Lower rates of student on-task and academic performance

Higher rates of classroom disruption

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

After Well-Being Interventions

Increased awareness of physical and emotional status

Reduced emotional reactivity

Improved job satisfaction

Reduction in depression, stress, and anxiety symptomatology

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

Healthy Strategy Planning: Getting Started

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

Healthful Strategy Menu



Having Trouble Deciding?

Here are a few questions that might help:

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

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

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

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

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

Data Collection

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

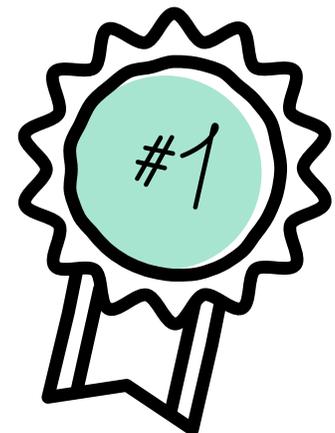
Wrapping Up

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

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

If support is no longer needed, either:

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



TEACHER STRESS AND SELF-CARE PLAN

University of Utah BRST Manual

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

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

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



Sleep



Exercise



Mindfulness



Eating



Listening to, or playing music



Being with supportive people



Breathing



Art (drawing, painting, etc.)



Watch movies/TV, video games



Headaches



Rapid heartbeat



Dry mouth



Irritability



Fatigue



Irregular appetite



Upset stomach



Anxiety



Memory problems

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

Self-Care Plan

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

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

Pick some coping strategies!

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

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

- 1 _____
- 2 _____
- 3 _____

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

YOUR RELATIONSHIPS WITH CHILDREN IN THE CLASSROOM

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

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

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

STUDENT-TEACHER RELATIONSHIP SCALE – SHORT FORM

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

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

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

My healthful strategy goal is...

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