BEHAVIOR RESPONSE SUPPORT TEAM
SY 2020-2021 Teacher Toolkit

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

Cite this manual as:

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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.

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.

April-May

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

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.

By: Merry Feng, B.S.

University of Utah BRST Manual
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.

October-February

School Year

- 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.

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.
FULL BRST FADING

University of Utah BRST Manual
By: Merry Feng, B.S.

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

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.

ii) 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.
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**

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<th>Systems</th>
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<td>Collection of objective data to guide decision making</td>
<td>Implementation of evidence-based strategies to support student success</td>
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**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.

**Tertiary Prevention**
- Specialized
- Individualized
- Systems for Students with High-Risk

**Secondary Prevention**
- Specialized Group
- Systems for Students with High-Risk Behavior

**Primary Prevention**
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
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.
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

Tier 1
- Analyze data from ODRs to determine locations/times of problem behaviors
- Monitor effectiveness of school-wide and class-wide interventions
- Monitor effectiveness of targeted and individual interventions
- Collect treatment integrity data to ensure interventions are implemented with fidelity

Tier 2

Tier 3
### METHODS FOR MEASURING BEHAVIOR

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<tr>
<td>Frequency</td>
<td>Taking a count or tally each time a student engages in the target behavior.</td>
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<td>Percentage of Occurrences</td>
<td>Determine the percentage of correct responses out of the total opportunities to respond that were provided.</td>
</tr>
<tr>
<td>Duration</td>
<td>The length of time that a behavior occurs. Behavior must have a clearly defined start and end.</td>
</tr>
<tr>
<td>Rate</td>
<td>Counting the number of times a behavior occurs within a certain interval of time.</td>
</tr>
<tr>
<td>Latency</td>
<td>The amount of time between the presentation of a stimulus and a behavioral.</td>
</tr>
<tr>
<td>Interval Recording</td>
<td>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.</td>
</tr>
<tr>
<td>ABC Recording</td>
<td>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.</td>
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### DATA COLLECTION PROCEDURES

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

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

Student Support Team (SST) create plan to address concerns

Tier 1

 Tier 2

District Academic Supports

District Behavioral Supports

Informal Screeners

Broad Standardized Screeners

Specific Standardized Screeners

Student Support Need Identified

Student Support Need Not Identified

Data

Child Find Decision

Student continues to receive support in General Education

504 Referral

Special Education Referral

Tier 3

Formal Evaluation for 504 Eligibility

Formal Evaluation for Special Education
Student Support Process Overview

Teacher or Parent Concern for Student

- Communication with Parents (Complete Student Support form, if applicable)
  - Student Support Need Identified
  - Student Support Need Not Identified

Tier 1

- Grade Level Team/PLC Work

Tier 2

- Student Support Team (SST) create plan to address concerns
- District Academic Supports
- District Behavioral Supports

Tier 3

Child Find Decision

- Student continues to receive support in General Education
- 504 Referral
  - Formal Evaluation for 504 Eligibility
- Special Education Referral
  - Formal Evaluation for Special Education
## Working Smarter Not Harder

<table>
<thead>
<tr>
<th>Committee, project, or initiative</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Target group</th>
<th>Staff involved</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior support team</strong></td>
<td>Address students who are engaging in problem behavior</td>
<td>Provide teachers with interventions</td>
<td>Students with repetitive behavior problems</td>
<td>School psychologist, principal, representative sample of staff</td>
</tr>
<tr>
<td><strong>Schoolwide climate committee</strong></td>
<td>Improve school climate</td>
<td>Reduce behavior referrals, increase safety, increase organization and understanding of school routines</td>
<td>All students and staff</td>
<td>Principal, counselor, teachers, educational assistants</td>
</tr>
<tr>
<td><strong>Discipline team</strong></td>
<td>Provide negative consequences for inappropriate behavior</td>
<td>Individual students receive disciplinary action as necessary</td>
<td>Students with office discipline referrals</td>
<td>Vice principal, counselor</td>
</tr>
<tr>
<td><strong>School equity and social justice committee</strong></td>
<td>Oversee activities to improve issues related to equity and social justice in the school.</td>
<td>Provide teachers with tools to implement caring circles in the classroom and provide school-wide climate committee with disaggregated discipline data</td>
<td>All students</td>
<td>Principal, counselor, grade level representation of teachers, educational assistants</td>
</tr>
<tr>
<td><strong>After-school tutoring programs</strong></td>
<td>Provide opportunity for help with homework and other tutoring needs</td>
<td>Students receive small-group instruction in academic areas of need</td>
<td>Students with specific academic needs</td>
<td>School counselor and interested teachers and staff</td>
</tr>
</tbody>
</table>
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 support
     - If due to lack of effectiveness, go back to Step 3
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

TERTIARY PREVENTION
- Specialized
- Individualized
- Systems for Students with High-Risk

SECONDARY PREVENTION
- Specialized Group
- Systems for Students with High-Risk Behavior

PRIMARY PREVENTION
- School-/Classroom-Wide Systems for All Students, Staff, & Settings
Behavioral Explanations to Determine Why Students are Acting Out

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

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

Understanding the Function is the First Step in Changing the Behavior

Understanding comes from repeated observation of:
- What happens before (A, or antecedent) the behavior occurs?
- What is the behavior (B)?
- What happens after (C, or consequence) the behavior occurs?

Non-examples of problem behavior functions:
- Power, Repressed Anger, and Paybacks

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

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

Setting Events May Have an Indirect Impact on Problem Behavior

Setting Events either increase or decrease the likelihood that a behavior will occur.
- By: momentarily changing the value of the reward or punishment.
- Setting Events "set up" the problem behavior, while antecedents "set it off"

Examples of setting events:
- Having a substitute teacher, having a fight on the way to school, getting a bad grade on a test, etc.
Benefits of Working with a BRST Consultant

**Benefits to Teachers**
- Implementation of evidence-based behavior interventions with fidelity
- Increase instructional time by decreasing problem behavior
- Great coaching relationship with BRST consultant
- BRST consultant supports data collection for Tier 2 behavior referrals
- BRST consultant supports development of resources and materials for the classroom

**Benefits to Students**
- Increased student engagement
- Increased on-task behavior
- Improved teacher and student relationship
- Positive learning environment
- 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

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

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

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

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

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

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

- Many new educators report feeling not adequately trained to effectively manage student behavior.
- Classroom management strategies are sometimes determined by interventions that were either developed through trial and error or passed down from other teachers.
- After developing many interventions, one of them became the well known "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.

Evoke e-Learning Modules
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.

Existing Account User

1. Select a Course on the Profile Page

2. Launch Course

3. Click "Start Course" and Enjoy!

New Users

1. Wait for Account Verification

2. Click Link in Email to Set Up Account

3. Go to EvokeSchools.com to Login

By: Merry Feng, B.S.
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

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
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 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 Superhéroes 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
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.

<table>
<thead>
<tr>
<th>Clearly defined:</th>
<th>Clearly defined rules are explicit, unambiguous, and clearly understood. They are observable and measurable. Rules should be stated positively.</th>
<th>Observable:</th>
<th>see or hear the behavior (e.g., stay in your area, raise hand for teacher attention).</th>
<th>Measurable:</th>
<th>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).</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>There are no rules, or no rules are clearly defined and measurable.</td>
<td>1</td>
<td>At least 1 rule but less than half of the rules are clearly defined and measurable.</td>
<td>2</td>
<td>More than ½ but not all of the rules are clearly defined and measurable.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Comments:</th>
<th>No systematic positive or negative consequences have been defined or posted.</th>
<th>Positive and/or negative consequences are posted but not clearly defined (see above for definition of clearly defined).</th>
<th>Positive and/or negative consequences are posted and more than ½ but not all are clearly defined and measurable.</th>
<th>All positive consequences and/or negative consequences are clearly defined and measurable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Comments:</th>
<th>Rarely acknowledges rule violations using behavior specific language (0-25%).</th>
<th>Teacher acknowledges rule violations some of the time (25-75%) using behavior specific language.</th>
<th>Teacher acknowledges rule violations most of the time (&gt;75%) using behavior specific language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Comments:</th>
<th>No (teacher does not track any behaviors during observation).</th>
<th>Yes (teacher tracks behavior at least once during observation).</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>The teacher spends a total of <strong>12 minutes or more</strong> addressing behavior problems.</td>
</tr>
<tr>
<td>1</td>
<td>The teacher spends a total of <strong>6-11 minutes</strong> addressing behavior problems.</td>
</tr>
<tr>
<td>2</td>
<td>The teacher spends a total of <strong>4-5 minutes</strong> addressing behavior problems.</td>
</tr>
<tr>
<td>3</td>
<td>The teacher spends a total of <strong>3 minutes or less</strong> addressing behavior problems.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>During the observation period, the teacher has <strong>minimal</strong> materials ready for lesson. Students remain waiting and off-task for <strong>more than 10 minutes</strong> before engaging in work or attending to teacher lecture.</td>
</tr>
<tr>
<td>1</td>
<td>During the observation period, the teacher has <strong>some</strong> materials ready for lesson. Students remain waiting and off-task for <strong>5-10 minutes</strong> before engaging in work or attending to teacher lecture.</td>
</tr>
<tr>
<td>2</td>
<td>During the observation period, the teacher has <strong>most</strong> materials ready for lesson. Students remain waiting and off-task for <strong>2-4 minutes</strong> before engaging in work or attending to teacher lecture.</td>
</tr>
<tr>
<td>3</td>
<td>During the observation period, the teacher has <strong>almost all</strong> materials ready for lesson. Students remain waiting and off-task for <strong>less than 2 minutes</strong> before engaging in work or attending to teacher lecture.</td>
</tr>
</tbody>
</table>

Comments:

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Most students are off task all of the time (less than 40% of students were on task).</td>
</tr>
<tr>
<td>1</td>
<td>Most students are off task most of the time (40-60% of students were on task).</td>
</tr>
<tr>
<td>2</td>
<td>Most students are on task most of the time (61-80% of students were on task).</td>
</tr>
<tr>
<td>3</td>
<td>Most students were on task all of the time (greater than 80% of students were on task).</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>No</td>
</tr>
<tr>
<td>1</td>
<td>Rarely (1-4 times)</td>
</tr>
<tr>
<td>2</td>
<td>Sometimes (5-9 times)</td>
</tr>
<tr>
<td>3</td>
<td>Often (10+ times)</td>
</tr>
</tbody>
</table>

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”).

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Rarely (1-4 times)</td>
<td>Sometimes (5-9 times)</td>
<td>Often (10+ times)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25% of the time</td>
<td>25-49% of the time</td>
<td>50-79% of the time</td>
<td>80% or more of the time</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25% of the time</td>
<td>25-49% of the time</td>
<td>50-79% of the time</td>
<td>80% or more of the time</td>
</tr>
</tbody>
</table>

**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.

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

<table>
<thead>
<tr>
<th>Ratio</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>More negative statements/gestures than positive statements/gestures, or no feedback.</td>
</tr>
<tr>
<td>1</td>
<td>An average of 1 positive statement/gesture to every negative statement/gesture.</td>
</tr>
<tr>
<td>2</td>
<td>2-4 positive statements/gestures to every negative statement/gesture.</td>
</tr>
<tr>
<td>3</td>
<td>5 positive statements/gestures to every negative statement/gesture.</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Opportunity to Respond:</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the time</td>
<td></td>
</tr>
<tr>
<td>Sometimes (1 OTR per minute)</td>
<td></td>
</tr>
<tr>
<td>Mostly (2 OTRs per minute)</td>
<td></td>
</tr>
<tr>
<td>Almost always (3 or more OTRs per minute)</td>
<td></td>
</tr>
</tbody>
</table>

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

Score: ____/42%
<table>
<thead>
<tr>
<th>Item #</th>
<th>Category</th>
<th>Frequency</th>
<th>Sub-total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Tracked positive behavior (at least one time)</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Specific Praise-Social (e.g. excellent eye contact, great job lining up)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Specific praise- academic (e.g. &quot;you are correct, the answer is 4&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Non-Specific positive praise (e.g. thumbs up, &quot;good job, yes&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Opportunities to Respond (OTRs)</td>
<td>Choral (written, gesture, verbal) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual (written, gesture, verbal) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer (think, pair, share, table partner) =</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Negative Statements</strong> (&quot;sssh, no, don’t, stop it&quot;)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Classroom rules/agreements (Ex: well defined, stated positively, observable, measurable, and visible?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Bx consequences defined, posted, and visible (Ex: consequences of positive/negative bx posted in the classroom and visible)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tracked appropriate behavior (Ex: physically track appropriate bx using apps/clip chart/tickets?)</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Spend less time on minor bx (Ex: teacher spends 3min or less for bx problems?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Off-task duration while class prep (Ex: all teaching materials ready? &lt;2min off-task time?)</td>
<td></td>
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</tr>
<tr>
<td>10</td>
<td>Signal to draw attention (e.g. “5, 4, 3, 2, 1, etc.”) (Ex: gain attention using signal 80% or more of time?)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11a</td>
<td>Teacher Directions (e.g. “get out your book and turn to page 15”) (Ex: Clear and concise, phrased as statements not questions)</td>
<td>CLEAR</td>
<td>UNCLEAR</td>
<td></td>
</tr>
<tr>
<td>11b</td>
<td>Whole group Instructions (Ex: teacher monitors the group 75-100% of time vs. individual students)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Walk around &amp; use proximity (Ex: walk around 80% or more during independent, group, or non-instructional time?)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Observation #1 Date:

<table>
<thead>
<tr>
<th>Planned Activity Check (PLACHECK) Data Collection</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>26</th>
<th>28</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td># total students</td>
<td></td>
<td></td>
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<tr>
<td># on-task</td>
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<td>% on-task</td>
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</tbody>
</table>

Observation #2 Date:

<table>
<thead>
<tr>
<th>Planned Activity Check (PLACHECK) Data Collection</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>26</th>
<th>28</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td># total students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># on-task</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>% on-task</td>
<td></td>
<td></td>
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</tbody>
</table>

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., 2 min)
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."

<table>
<thead>
<tr>
<th>Component</th>
<th>I do this all the time</th>
<th>I do this sometimes</th>
<th>I don't know what you're talking about</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are the classroom norms/expectations posted (3 – 5 rules, positively stated)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have the norms/expectations been systematically taught and reviewed?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are classroom norms/expectations posted and consistently implemented?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is at least 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”).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are transitions between activities structured (moving from one activity to the next)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are lesson plans structured, chunked, scaffolded with no unstructured time?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do your lesson plans contain a warm-up, reflection, and wrap-up?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are your units designed for competencies (based on standards) with assessments integrated first?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>I do this all the time</td>
<td>I do this sometimes</td>
<td>I don’t know what you’re talking about</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Are there mechanisms established for frequent parent communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>particularly for positive events that occur (i.e., good note home,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>“caught you being good” phone calls)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are positive consequences/rewards to acknowledge following classroom</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>expectations posted and consistently implemented?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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. 


Leanne S. Hawken, PhD 2008
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.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>There are no rules, or no rules are clearly defined and measurable.</td>
<td>At least 1 rule but less than half of the rules are clearly defined and measurable.</td>
<td>More than ½ but not all of rules are clearly defined and measurable.</td>
<td>All of the rules are clearly defined and measurable.</td>
</tr>
</tbody>
</table>

- **Clearly defined:** Clearly defined rules are explicit, unambiguous, and clearly understood. 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.

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

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).

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No (teacher does not track any behaviors during observation).</td>
<td>Yes (teacher tracks behavior at least once during observation).</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 25% of the time</td>
<td>25-49% of the time</td>
<td>50-79% of the time</td>
<td>80% or more of the time</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 25% of the time</td>
<td>25-49% of the time</td>
<td>50-79% of the time</td>
<td>80% or more of the time</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Most students are off task all of the time (less than 40% of students were on task).</td>
<td>Most students are off task most of the time (40-60% of students were on task).</td>
<td>Most students are on task most of the time (61-80% of students were on task).</td>
<td>Most students were on task all of the time (greater than 80% of students were on task).</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>More negative statements/gestures than positive statements/gestures, or no feedback.</td>
<td>An average of 1 positive statement/gesture to every negative statement/gesture.</td>
<td>2-4 positive statements/gestures to every negative statement/gesture.</td>
<td>5 positive statements/gestures to every negative statement/gesture.</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>None of the time</td>
<td>Sometimes (1 OTR per minute) Mostly (2 OTRs per minute)</td>
<td>Almost always (3 or more per minute)</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Item Number</th>
<th>Category</th>
<th>Frequency</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Tracked positive behavior (at least one-time using DOJO, clip-chart, school money)</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>7</td>
<td>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!)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Negative statements (verbal &quot;Shhhh&quot; No, stop, how many times have I asked you to…)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Opportunities to Respond (OTRs)</td>
<td>Group (written, gesture, choral) =</td>
<td>Total OTR’s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual (written, gesture, verbal) =</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Peer (think, pair, share, table partner) =</td>
<td></td>
</tr>
</tbody>
</table>

### 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 (e.g. “5,4,3,2,1, etc.”) (Ex: gain attention using signal 80% or more of time?) | Comments:

### Planned Activity Check (PLACHECK) Data Collection

<table>
<thead>
<tr>
<th># total students</th>
<th>2</th>
<th>4</th>
<th>6</th>
<th>8</th>
<th>10</th>
<th>12</th>
<th>14</th>
<th>16</th>
<th>18</th>
<th>20</th>
<th>22</th>
<th>24</th>
<th>26</th>
<th>28</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>% on-task</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>OTR Choral/Unison Response</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| 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. | • 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.”  
• Teacher asks: “Greg said the answer is 4. Give me a thumbs up if you agree and a thumbs down if you disagree.”  
• Teacher solicits written response: “Using your response slate, write down the answer to the problem. (after wait time) Everyone raise your response slates.”  
• Teacher asks a question: “Using your response cards, tell me if the answer is A, B, C, or D.”  
• Teacher says, “when you are done put the lid on your marker and tap it.”  
• The teacher provides directions: “first cut out the circle, everyone tell me what do we do first?”  
• Teacher says: “Tap your marker when you are done.”  
• Teacher says: “turn your whiteboard over”  
• Teachers says: “touch your nose if you are finished.” |
| Non-examples: | • Teacher tells students to get out their math book.  
• Teacher says: “Didn’t you all hear me ask for quiet?”  
• Teacher asks questions and looks for volunteer to answer |

<table>
<thead>
<tr>
<th>OTR Individual Response</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| 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. | • “Cole, explain the difference between a non and a verb.”  
• “Gary, what was your answer for problem #4.”  
• “Donovan, what branch of government is responsible for making laws?”  
• Teacher asks questions and looks for volunteer to answer, e.g. “Who can tell me the three branches of government?” |
| Non-examples: | • Teacher asks: “Did you have to work last night?”  
• Teacher asks: “What did you do this weekend?” |
<table>
<thead>
<tr>
<th>OTR Peer Response</th>
<th>Examples:</th>
</tr>
</thead>
</table>
| 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. | - 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” |
| Note: each opportunity to share = 1 (e.g. think, pair, share = 1) | Non-examples: |
| “Think” is not observable and measurable (e.g., think of an animal you’d like to draw) | - 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” |

<table>
<thead>
<tr>
<th>Definition</th>
<th>Example/Non-example</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher verbally and/or physically acknowledges <strong>appropriate</strong> student performance either individually or as a group. This includes comments regarding both behavioral and academic performance</td>
<td>Examples:</td>
</tr>
</tbody>
</table>
| This includes:  
- Behavior specific praise  
- Academic specific praise  
- Verbal and non-verbal praise | - 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 |
| Non-Examples: | - 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 |
<table>
<thead>
<tr>
<th><strong>Negative Statements</strong></th>
<th><strong>Examples:</strong></th>
</tr>
</thead>
</table>
| 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. | - Teacher gestures: shaking their head  
- Teacher gestures: wagging their finger  
- Teacher gestures: aggressively pointing at a student  
- Teacher gestures: thumbs down  
- Teacher “clips student down”/writes an ODR.  
- Teacher says: “‘Sam, quit wasting time and get back to work.”  
- Teacher says: “You need to pay attention or you won’t know what to do.”  
- Teacher says: “Stop bothering Kim.”  
- Teacher says: “stop it”  
- Teachers says: “I’ll just wait here all day until everyone is quiet.”  
- Teacher says: “if you can’t work quietly with your partner you will have to work alone.”  
- Teachers says: “that’s a clip down” or “one more time and that will be a clip down”  
- Teacher redirects student in negative tone by stating: “I’ve asked you 5 times to put your pencil down, put your pencil down.” |
| 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. | Non-examples:  
- Teacher verbalizes “good job”  
- Teacher says: “I’m not sure let me check and see if that’s correct.”  
- Teacher gestures: waving  
- Teacher called a student over to their desk, or asks a student to answer the next question on the board  
- Teacher redirects student in **neutral** tone by stating “I need you to put your pencil down”  
- Teacher places fingers over lips to signal voices off  
- Teacher says: “I need you to put your name on your paper and write the date.”  
- Teacher says: “Please sit down.”  
- Teacher says: “what is our rule about talking during independent work time?” |

<table>
<thead>
<tr>
<th><strong>Off Task</strong></th>
<th><strong>Examples:</strong></th>
</tr>
</thead>
</table>
| Students are engaged in any tasks other than the assigned task or ongoing activity which disrupts the class. | - Gazing off/not attending to relevant teaching stimuli  
- Placing head down on desk (i.e., sleeping)  
- Doodling  
- Talking while the teacher is talking, talking out of turn, humming.  
- Standing or wandering around the room without permission, tapping desk, kicking desk.  
- Engaging in physical contact with others using a body part or extension of the body (i.e. hitting, kicking, spitting, and vomiting)  
- Ripping paper, throwing any object if it is not part of an academic activity, breaking pencils, punching holes in the wall.  
- Head banging, head hitting.  
- Head banging, head hitting. |
| Non-examples:  
- The student is getting necessary items out of desk or backpack to begin task. |
<table>
<thead>
<tr>
<th>On Task</th>
<th>The student is engaged in the relevant assignment or activity, without engaging in any of the defined disruptive/inattentive behaviors.</th>
</tr>
</thead>
</table>

**Examples:**
- The task is to be writing, and the student is writing
- The student is getting necessary items out of desk or backpack to begin task.
- The student is looking at the teacher while they are talking.

**Non-examples:**
- The class is writing and the student is drawing/doodling
- The class is looking at the teacher, the student is staring out the window.
- Student is whispering to peer while teacher is providing instruction.
- The student is engaging in disruptive behavior (e.g. talking out of turn, movement, property destruction, etc.).
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:

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

What I saw that worked well:
- 
- 
- 

What I would like to see next time:
- 
- 
- 

Teacher __________ Date ________ Time __________ Subject ______________

<table>
<thead>
<tr>
<th>Planned Activity Check (PLACHECK) Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td># total students</td>
</tr>
<tr>
<td># on-task</td>
</tr>
<tr>
<td>% on-task</td>
</tr>
</tbody>
</table>

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.
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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: \(0.80 \times (\text{# of students in class}) = \)
# of intervals to meet 80% criteria: \(0.80 \times (\text{# of students in class}) = \)
% of intervals in which 80% or more of the class is on task =
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 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.

SEL Includes:
- Basic Emotional Learning
- Basic Social Skills Instruction
- Targeted Social Skills Instruction

Social and Emotional Learning (SEL)

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
- SEL Basics: Self-Awareness, Self-Management, Zones of Regulation
- Social Skills Basics: Social Awareness, Relationship Skills, Responsible Decision Making
Key Components of Social and Emotional Learning

**TIER 1 Social Skills**
- Social Awareness
  - Perspective Taking
  - Appreciating Diversity
  - Respect for Others
  - Empathy

- Relationship Skills
  - Communication
  - Social Engagement
  - Relationship Building
  - Teamwork

- Responsible Decision Making
  - Identifying Problems
  - Analyzing Situations
  - Solving Problems
  - Evaluating
  - Reflecting
  - Ethical Responsibility

**TIER 1 Emotional Learning**
- Self Awareness
  - Identifying Emotions
  - Accurate Self-Perceptions
  - Recognizing Strengths
  - Self Confidence
  - Self-Efficacy

- Self-Management
  - Impulse Control
  - Stress Management
  - Self-Discipline
  - Self-Motivation
  - Goal-Setting
  - Organizational Skills

- Zones of Regulation
- Empathy

**TIER 2 Social Skills Instruction**
- Targeted Social Skills Group Instruction

**TIER 2 Social and Emotional Learning**
- Emotionally Focused Group Therapies (ex: DBT)
## Programs for SEL Instruction

### Tier 1 Programs
- Second Step
- Strong Kids
- Mind Up
- Bully Prevention in Positive Behavior Support (Stop, Walk, Talk)

### Tier 2 Programs
- Superheroes Social Skills
- Social Skills Improvement System
- Bully Prevention in Positive Behavior Support (Stop, Walk, Talk)

### References
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
Behaviors that Result in ODRs

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

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

- Ex. Punching always results in ODR.

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

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

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

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

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

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

Delivering Consequences for Students and Teachers

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

- Staff should provide desired consequences on a frequent basis for accuracy and consistency with ODRs
- Booster trainings are provided
- ODRs are not associated with additional attention for students
Tier 1 Classroom Strategies
The Behavior Strategy Menu

What is the function?
Determine reinforcement.
Choose a Strategy

Granite School District

View Behavior Resources

Jess Forsdick, M.Ed., BCBA, LBA
Nicole Burgener, M.S., BCBA, LBA
Edited by: Hanna Kaier
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

<table>
<thead>
<tr>
<th>Tell</th>
<th>Show</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell the person how to use the skill</td>
<td>Show the person how to use the skill with modeling</td>
<td>Do the skill and provide feedback</td>
</tr>
</tbody>
</table>

### 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.
- Visuals or written components provided during instructions are often helpful. Data gathered of the new skill can be useful for performance feedback.
- Assess whether the new behavior will address previously-identified problems.
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

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

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

**OVERVIEW & OBJECTIVE**

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

**CLASSWIDE**

**Rules and Expectations**

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

**Schedules, Routines, and Predictability**

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

**Positive and Negative Interactions**

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

---

**School Rules**

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

**Task Difficulty and Opportunities to Respond**

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

**Precorrection**

Remind students of behavioral expectations prior to transitioning into another activity/task.
Precision Requests
This is a systematic means to give directions and requests. Follow the following diagram to implement precision requests:

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

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

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

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

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

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

1. 3 1/2 + 4 2/5
2. Find the area of a rectangle 8' wide and 2' long.
3. Josue wants to make 1/3 of a cake recipe. If it originally asks for 2 cups of flour, how much should he use?
**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...
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.

### Step 1: Identify the Expected Behavior

<table>
<thead>
<tr>
<th>Be Safe</th>
<th>Be Respectful</th>
<th>Be Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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

<table>
<thead>
<tr>
<th>Positive Examples of the Expected Behavior</th>
<th>Negative Teaching Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When asked to give something to another student, they hand it to them rather than throwing it.</td>
<td>• Throwing objects</td>
</tr>
<tr>
<td>• Using classroom materials appropriately (e.g., pencil sharpener)</td>
<td>• Hitting or harming other students</td>
</tr>
<tr>
<td></td>
<td>• Using classroom materials in an inappropriate way, such as point scissors at others.</td>
</tr>
</tbody>
</table>

### 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 ensures that all students and staff can have a positive learning environment.

## Step 3: Identify a Range of Examples

<table>
<thead>
<tr>
<th>Positive Examples of the Expected Behavior</th>
<th>Negative Teaching Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Listening to the teacher or other students when they are speaking to you.</td>
<td></td>
</tr>
<tr>
<td>• Provide praise and encouragement to other class members (e.g., great answer, great idea!).</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate language.</td>
<td>• Cursing, name-calling, or other inappropriate language.</td>
</tr>
<tr>
<td></td>
<td>• Saying negative things about others.</td>
</tr>
<tr>
<td></td>
<td>• Doing other things while the teacher is teaching</td>
</tr>
</tbody>
</table>

## 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

<table>
<thead>
<tr>
<th>Positive Examples of the Expected Behavior</th>
<th>Negative Teaching Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Following directions on an assignment.</td>
<td>• Filling in random answers on a homework assignment.</td>
</tr>
<tr>
<td>• Handing in homework on time.</td>
<td>• Turning in assignments late.</td>
</tr>
<tr>
<td>• Coming to class with all materials (e.g., paper, pencil)</td>
<td>• Not participating during a test.</td>
</tr>
</tbody>
</table>

## 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.
<table>
<thead>
<tr>
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<tr>
<td>Give the students time to practice positive examples of the expectation and give them feedback on how well they followed the expectation.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Beginning of Class</th>
<th>Instruction Time</th>
<th>Group Work Time</th>
<th>Independent Work Time</th>
<th>End of Class</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ready</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **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.
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

- Provide behavior-specific praise
- Give nonverbals, such as high fives
- Walk around and give praise
- Give praise frequently and excitedly
- Look out for the positives
- Have the student complete easy tasks before hard ones
- Consider volume, rate, and body language.

Remember to maintain a ratio of 5:1 positives to negatives in the classroom.
Counting Your Positive-To-Negative Interaction Ratio

If you are curious about your positive-to-negative interaction ratio or want to improve your ratio, try using the following worksheet to track your progress.

Directions: When calculating your ratio, write the number of positives and negatives used in their respective cell. You can record for any number of minutes at a time (e.g., 15 minutes).

- **Positive Statements**: Count the number of positive statements that were given during this period. This includes general statements (“Good job.” “Great job.” “That’s good.”) and behavior-specific praise (“Thank you for following my directions.” “I noticed you looking back at the text to answer the discussion questions – way to go!”).

- **Nonverbal Positives**: Count the number of instances where you gave a student a thumbs up, high five, or pat on the back. Also, include the number of times you awarded any points (e.g., ClassDojo, clip up).

- **Negative Statements**: Count the number of negative statements/corrective statements given during the recording period. This includes general statements (“Stop.” “Cut it out.” “Girls!”) and behavior-specific negative statements (“I need you to walk in the classroom,” “I have asked you twice to put the computer away, please do it now”).

- **Nonverbal Negatives**: Count the number of instances where you gave a student a nonverbal negative, such as a thumbs down or removing an item from their possession. Include any consequences that were issued (e.g., clip down).

Remember, the goal is 5 positive interactions for every 1 negative interaction!

<table>
<thead>
<tr>
<th>Date</th>
<th>Positive Statements</th>
<th>Nonverbal Positives</th>
<th>Negative Statements</th>
<th>Nonverbal Negatives</th>
<th>Ratio (Positive Statements + Nonverbal Positives / Negative Statements + Nonverbal Negatives)</th>
</tr>
</thead>
</table>
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:
- **Interval**
- **Stopwatch**
- **Clock**

**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 (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 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
- Responses are instantly presented in graph form
- Responses are presented anonymously
- Opportunities to respond increases class engagement
- Ability to view reports and scoresheets at a later time
- Facilitates differentiated learning and learning preferences
Set Up:

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
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 is will occur again.

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

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

Types of Reinforcement

Tangibles (stickers, toys, edibles)

Privileges (use of teacher's chair)

Social (praise, conversation)

Activities (extra recess, field trip)

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
- 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.
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

Behavior Response Support Team

Granite School District
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)
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

<table>
<thead>
<tr>
<th># Points</th>
<th>Reward</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Bird Bucks</td>
</tr>
<tr>
<td>10</td>
<td>Small treat</td>
</tr>
<tr>
<td>15</td>
<td>Choose brain break</td>
</tr>
<tr>
<td>20</td>
<td>Half an assignment</td>
</tr>
<tr>
<td>30</td>
<td>5 minutes free time</td>
</tr>
<tr>
<td>40</td>
<td>Prize Box</td>
</tr>
<tr>
<td>50</td>
<td>10 minutes free time</td>
</tr>
</tbody>
</table>
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.

[Image of mystery grid]

Connect-the-Dots

Use color-changing ink to mark areas between dots. As the teacher rewards points, provide reinforcement if the colors change.

[Image of connect-the-dots]

Menus & Stores

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

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

- 20: Pencil
- 30: Assignment pass
- 40: Candy
- 50: Free time
- 60: Music
- 70: Friend time
- 80: Prize box

Bingo

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

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

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

<table>
<thead>
<tr>
<th>Observers’ Name:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Name:</td>
<td>Start Time:</td>
</tr>
<tr>
<td>Location of Observation:</td>
<td>Number of Students:</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th># of Students Off-task</th>
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<th>Percentage On-Task</th>
</tr>
</thead>
<tbody>
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<td>1</td>
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<td>10</td>
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*Use the following to calculate on-task and off-task percentages by hand.*

# Of Students to Meet 80% Criteria: \(0.80 \times \text{(number of students in class)}\) =

# Of Intervals to Meet 80% Criteria: \(0.80 \times \text{(number of intervals)}\) =

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

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.

<table>
<thead>
<tr>
<th>Never</th>
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2. During the Good Behavior Game, the students followed directions.

<table>
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3. The Good Behavior Game was easy to implement.

<table>
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<tr>
<th>Never</th>
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4. I would recommend other substitutes use the Good Behavior Game.

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<tr>
<th>Never</th>
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</table>

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
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.

**Objective**

**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.

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: ________
Location of Observation: ___________________________  End Time: _________
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### Substitute Survival Kit: GBG Intervention Fidelity Checklist

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<tr>
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<th>School:</th>
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<tr>
<td>7.</td>
<td>The substitute teacher provides verbal praise for acceptable behavior.</td>
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**Items Completed:** / 102
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.

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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:
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.

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

### Contingencies

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDEPENDENT</td>
<td>Student receives reinforcement solely on his or her own behavior.</td>
</tr>
<tr>
<td></td>
<td>Ex. Each student receives a test grade that reflects his or her own performance.</td>
</tr>
<tr>
<td>DEPENDENT</td>
<td>Students receive reinforcement based on the behavior of one or a few students.</td>
</tr>
<tr>
<td></td>
<td>Ex. The whole class will earn a pizza party if Tim shouts out less than 5 times on Friday.</td>
</tr>
<tr>
<td>INTER-DEPENDENT</td>
<td>Students receive reinforcement based on everyone’s behavior collectively.</td>
</tr>
<tr>
<td></td>
<td>Ex. The whole class will earn a pizza party if the total weekly pages ready by each student combined exceeds 500.</td>
</tr>
</tbody>
</table>

### 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.
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.

Types of School-Home Notes

- Class Dojo
- Written Note Home
- Text Message
- Email

Check List

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

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

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

Teacher Well-being and Burnout

Teachers possess the most purposeful and important role in education.

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

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

Recent research has targeted teacher wellness through:

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

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

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

Poor Teacher Well-Being

Teacher disengagement and feelings of disempowerment

High burnout and turnover rates

Lower rates of student on-task and academic performance

Higher rates of classroom disruption

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

After Well-Being Interventions

Increased awareness of physical and emotional status

Reduced emotional reactivity

Improved job satisfaction

Reduction in depression, stress, and anxiety symptomatology

Improved teacher self-report of an intention to implement interventions with high fidelity
Healthy Strategy Planning: Getting Started

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

Healthful Strategy Menu

- Sleep Habits
- Eating Habits
- Exercise Habits
- Gratitude Journal
- Mindfulness Strategies

Having Trouble Deciding?
Here are a few questions that might help:
- Is it easier for me to handle stressful situations throughout the day when I wake up feeling well-rested?
- Which foods do I choose to eat when I'm feeling stressed? Am I getting the nutrients I need?
- How often do I break a sweat? How does my mind feel after doing something active?
- Is it easy for me to think of 3 things when I'm thankful for when I'm feeling stressed?
- What type of coping strategies do I already use when I'm feeling stressed out or overwhelmed?

Data Collection

1. You and the BRST consultant will determine a data collection method for progress monitoring.
2. Once you select a data collection method, needed materials will be created and provided to you.
3. A start date for the healthful strategy will be scheduled. Note: at this time you and the BRST consultant will coordinate a schedule for checking in, progress review, feedback, and troubleshooting.

Decide on whether paper or electronic data collection is best for you. The easier it is to record data, the better. It's important to see how well you're improving or decide what needs to be changed in your plan to increase your successes.

Note both duration and frequency of your target goal behaviors (e.g., How long are my workouts? - record hr/min; How often am I breaking a sweat? - tally # per day/week)

The BRST consultant will continue to take standard classroom data (i.e., positive to negatives, rate of on-task, treatment fidelity, etc.) in your classroom and provide related feedback so you can see your progress during and after working on your personal well-being goals.

Wrapping Up

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

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

If support is no longer needed, either:
1) a BRST consultant exit process will be determined.
2) The next steps of the BRST consultant regarding tier 1 classroom management and/or tier 2 targeted interventions will be determined.
Teacher well-being 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.

<table>
<thead>
<tr>
<th>Definitely does not apply</th>
<th>Not really</th>
<th>Neutral, not sure</th>
<th>Applies somewhat</th>
<th>Definitely applies</th>
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<td>1</td>
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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.

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.

<table>
<thead>
<tr>
<th>Definitely does not apply (1)</th>
<th>Not really (2)</th>
<th>Neutral, not sure (3)</th>
<th>Applies somewhat (4)</th>
<th>Definitely applies (5)</th>
</tr>
</thead>
</table>

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
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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…

<table>
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<th>S</th>
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<tbody>
<tr>
<td>Make your goal <strong>SPECIFIC</strong>.</td>
<td>Make your goal <strong>MEASUREABLE</strong>.</td>
<td>Make your goal <strong>ACHIEVEABLE</strong>.</td>
<td>Make your goal <strong>RELEVANT</strong>.</td>
<td>Make your goal <strong>TIMELY</strong>.</td>
</tr>
</tbody>
</table>

**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?**