

# Ohio Positive Behavioral Interventions and Supports (PBIS) Tier II Workbook

Working Draft for Trainers & Coaches (v 1.0, Spring 2016)



Ohio  
PBIS  
Network

**Ohio** | Department  
of Education

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# INTRODUCTION

## THE CHALLENGE

Schools in Ohio and across the country face the challenge of providing students with the supports and assistance they need in order to be successful in school. Typically Tier I practices and supports are sufficient to help students learn and thrive. However, we also know that some students require supports beyond Tier I even if the universal supports are provided consistently and with fidelity. Students often bring with them a world of personal, emotional, family, social and economic challenges that require more tailored and intensive supports.

There is a substantial research base which indicates the depth of need for students in our schools. Currently, neither schools nor community agencies have sufficient resources to begin to ameliorate the scope of needs. There is a resource gap which means schools and community agencies need to connect together to maximize the resources and supports to students and their families. Ohio PBIS schools are encouraged to integrate the guidance on coordinating school and community mental health resources as outlined in *Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide Positive Behavior Support* (<http://www.pbis.org>).

A glimpse of why coordinated and connected systems are needed is provided by Barrett, Cashman & Weist, *Advancing Education Effectiveness*; (2013 PBIS Leadership Forum; <http://www.pbis.org>) as summarized below:

### Why Partnerships Are Needed:

- One in five youth have a mental health condition
- About 70% of those receive no treatment
- Roughly half of all lifetime mental health disorders start by mid-teens
- School often is the “de facto” mental health provider
- Juvenile justice system often is the next level of system default
- Suicide is the fourth leading cause of death among young adults
- It is challenging for educators to address the factors beyond school
- It is challenging for community providers to address the factors in school
- Potential partners must come together in a comprehensive system

# SCHOOL-WIDE POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORT

## WHAT IS PBIS?

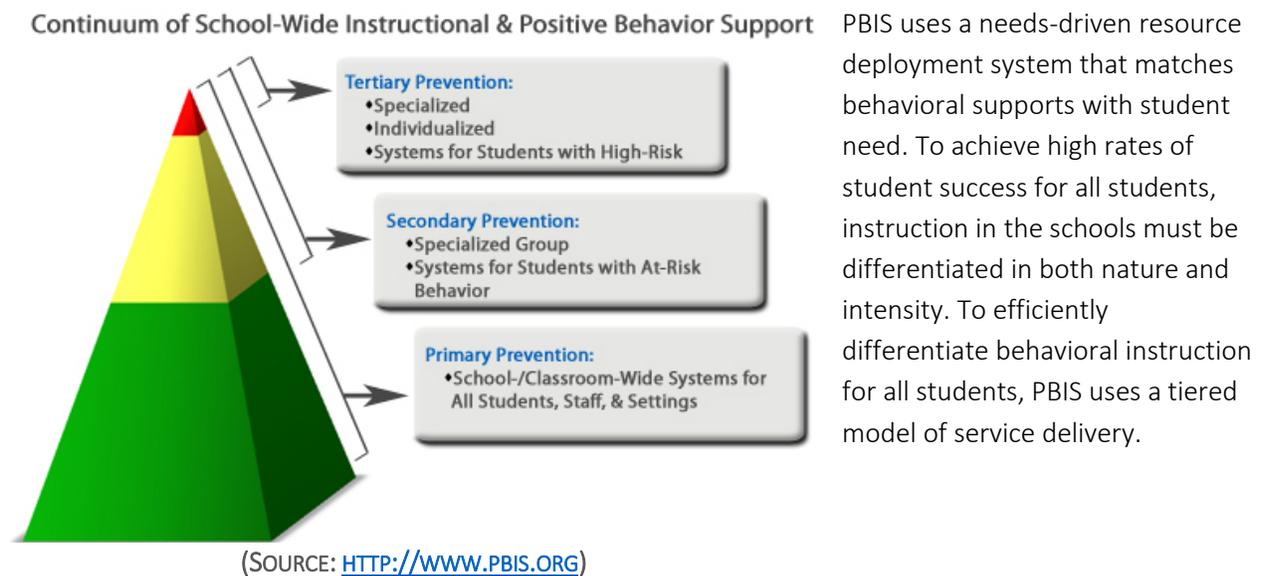
School-Wide Positive Behavioral Interventions and Supports (PBIS) is a data-based decision making framework that guides selection and implementation of evidence-based practices to improve student outcomes. PBIS focuses on the following components:

- Build a positive and predictable school-wide climate;
- Teach desired behaviors with the same emphasis as teaching academics, and;
- Use reinforcement to motivate students and hold them accountable for their behavior choices.

In the context of Early Childhood, PBIS is conceptualized best in the larger framework of prevention, and may be called Program-Wide PBIS. The tiered model of prevention offers a hierarchy of prevention and intervention strategies with the intensity of the strategies geared to the level of perceived need. Fox and her colleagues (2003) described an application of a tiered prevention framework for young children. They presented the “teaching pyramid” as a continuum of supports and services designed to build social competence and prevent challenging behaviors for young children. (<http://pbis.org>)

Following the three tiered model of prevention and intervention, PBIS schools use a broad range of systematic and individual approaches to meet the needs of all students. With an emphasis on data-based decision making, PBIS is not a program or an already designed curriculum. PBIS should look different in each school because the interventions are chosen specific to the school’s data and priority of needs (Sugai & Simonsen, 2012; Childs, K. E., Kincaid, D., & George, H., 2007-2008).

## THREE TIERED MODEL: A CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL AND POSITIVE BEHAVIORAL SUPPORTS



PBIS uses a needs-driven resource deployment system that matches behavioral supports with student need. To achieve high rates of student success for all students, instruction in the schools must be differentiated in both nature and intensity. To efficiently differentiate behavioral instruction for all students, PBIS uses a tiered model of service delivery.

## TIER I/UNIVERSAL

Universal interventions target the entire school population and are designed to promote and enhance student wellness by increasing pro-social behaviors, emotional well-being, skill development, and positive mental health. The content of Tier I/Universal approaches should be based on data review and reflect the specific needs of the school population.

In the context of Early Childhood, this tier considers the quality of positive relationships developed between the child and the child's parents, teachers, child care professionals, other caring adults and, eventually, peers. It is well understood that a child's healthy social-emotional development is a function of the stability, security, and consistency of trusting, affectionate relationships that are developed during the child's years as an infant and toddler. These relationships provide the context and the mold from which the child's future relationships and interactions will emerge, and they serve as the basis for the early guidance and instruction that adults offer for the child. The stronger the positive relationship an adult has with a child, the more effective the adult will be in helping the child acquire social competencies. (pbis.org)

## TIER II/SECONDARY

Secondary interventions are targeted interventions designed for students who need additional supports beyond (yet in combination with) universal-level interventions. Secondary interventions are implemented in a standardized approach, which means key features of the intervention look similar across all children receiving the intervention. Secondary interventions typically occur after the onset of an identified concern or when a universal screening measure identifies a student or group of students at potential risk. Risk factors do not necessarily indicate poor outcomes, but rather refer to statistical predictors that suggest barriers to learning. Examples of risk factors may include loss of a parent or loved one, frequent moves resulting in multiple school placements, or exposure to violence and trauma.

Secondary interventions are implemented through the use of a comprehensive developmental approach that is collaborative, culturally sensitive, and geared towards skill development and/or increasing protective factors for students and their families. Examples of secondary interventions include but are not limited to the Check-In/Check-Out (CICO) program and Social Skills Intervention Groups. For very young children, a variety of parent training, social skills and social-emotional curricula, and multi-component intervention programs have been developed to provide assistance.

## TIER III/TERTIARY

Tertiary interventions are intensive, individualized interventions for students exhibiting severe or persistent behavioral challenges who have not responded to prior supports at Tiers I or II. Typical tertiary interventions involve in-depth, individual behavior analysis and behavior intervention planning. Examples of tertiary interventions include but are not limited to Functional Behavior Assessment (FBA) and creation of a Behavior Intervention Plan (BIP), and linkage with community mental health agencies and wraparound support.

In terms of early childhood, the top level of the teaching pyramid refers to those relatively few young children who already demonstrate patterns of persistent challenging behavior and who require more concerted and individualized intervention efforts. The challenging behaviors of these children may accompany a developmental delay or disability (due to increased risk factors), though a diagnosis or identified disability is not necessarily present. (<http://pbis.org>)

## How does PBIS Improve Student Outcomes?

### Improved School Environment

A key feature of PBIS is building a safe and supportive school environment. School environment is often referred to as school climate. "School climate refers to factors that contribute to the tone in schools, and the attitudes of staff and students toward their schools. Positive school climate is associated with well-managed classrooms and common areas, high and clearly stated expectations concerning individual responsibility, feeling safe at school, and teachers and staff that consistently acknowledge all students and fairly address their behavior" (Spier, Cai, & Osher, 2007, pg. 1). Research has demonstrated a link between positive school climate and healthy child development, effective risk prevention efforts, academic achievement, and increased graduation rates (Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A., 2013).

Following the PBIS philosophy, staffs are responsible for creating an environment where students succeed behaviorally and academically. This is accomplished by systematically designing the environment to reduce behavior triggers, clearly defining school-wide behavior expectations, developing procedures for teaching the expected behaviors, consistently reinforcing positive behavior, and developing clear disciplinary procedures known by staff and students alike.

### Decreased School Discipline Issues

Discipline is often cited as one of the top challenges facing schools. Behavior issues interfere with the education of the student demonstrating the behavior and other students in the classroom. Developing effective practices for resolving behavior issues is critical to securing a quality education for all students. Unfortunately, until now behavior management techniques frequently have been outdated and ineffective. Typical behavior management involved telling students the behavior they were not permitted to exhibit, and then being scolded and/or punished when inappropriate behavior was demonstrated. While punishment may be effective to stop the behavior in the moment, it is ineffective in the long-term reduction of behavior problems. Punishment without a proactive support system is linked to increases in student aggression, truancy, problem behaviors, and rates of school drop outs (Mayer, 1995; Sulzer-Azaroff & Mayer, 1991; Costenbader & Markson, 1998; Skiba & Peterson, 2000).

PBIS suggests a shift in thinking about behavior and discipline. Rather than telling students what NOT to do, emphasis is placed on teaching students what TO do. Behavior is addressed with the same importance as academics. Implementation of PBIS creates a systematic and proactive plan for addressing behavior. Schools with PBIS provide consistent behavioral expectations across all environments, actively teach behavior expectations, promote positive behavior through encouragement and reinforcement, and

provide correction of inappropriate behavior through prompting, re-teaching, and opportunities to correct behavior. PBIS schools align behavior language, develop agreed-upon understandings of behaviors that are classroom managed as opposed to office managed, and have pre-planned, systematic consequence systems. Consequences for problem behavior are transparent to all staff, students, and families. This transparency contributes to a consistent and predictable learning environment.

The results of these measures are evident. Schools implementing PBIS demonstrate decreases of 20-60 percent in problem behavior. With the reduction in problem behaviors, students who were previously being sent to the office or suspended are now spending more time within the classroom receiving direct instruction. In addition, decreased behavior distractions in the classroom allows for more academic instruction time for other students in the classroom.

### **Early Identification for Children with Behavioral and Mental Health Needs**

It is estimated that as many as 20 percent of school-age children and youth have mental health needs that warrant intervention (Barrett, Eber, and Weist, 2013). In addition to mental health needs there are also many students with risk factors that contribute to behavioral issues. Students with behavioral and mental health difficulties often are not linked with supports and services until major school disruption has already occurred. As a data-driven framework, PBIS schools utilize universal screening tools that screen for social, emotional, and behavioral at-risk indicators. The focus is again on prevention. With the use of universal screening tools, students can be identified and linked with needed supports prior to a major behavior incident, rather than after a major event.

# CHAPTER 1: INTEGRATING PBIS WITH MENTAL HEALTH SYSTEMS AND OTHER STATE INITIATIVES

## Learner Outcomes

- Review of how connections with Mental Health Systems may enhance interventions, particularly at the advanced tiers.
- Review of Response to Intervention (RTI)/Multi-tiered Systems of Support (MTSS) practices within a PBIS framework.
- Review of the Interconnected Systems Framework
- Review the importance of integrating PBIS and Mental Health with the Ohio Improvement Process

Within the past two decades, significant national attention has focused on the reciprocal relationship between positive mental health and school success. Research has shown that effective academic performance promotes positive mental health and, in turn, positive mental health promotes student academic performance (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Luiselli, Putnam, Handler, & Feinberg, 2005; Spier, Cai, & Osher, 2007). Based on this connection, responsive efforts have focused on the development of mental health programming within the school setting.

Schools serve as a logical point of entry to increase the capacity and efficacy of mental health services for children and adolescents. Children spend a great deal of time within the school setting. Services provided in the school are within the child's own social context, and as a result can feel less threatening and reduce the stigma often attached to mental health services. In addition, working in the child's environment allows for greater generalization and application of skills learned, which in turn has greater potential to impact the learning environment and educational outcomes.

Although there are many advantages to mental health programming in the schools, historically there have been barriers to service delivery. In the past, application of mental health programming in schools has been short term and fragmented. Mental health programs were applied in schools based on program popularity and available funding. Limited attention was focused on data-based decision making for program determination, or long-term sustainability. Additionally, while teachers were often on the frontlines for identifying and intervening with students' social, emotional, and behavioral needs, they did not always have the skills and training to address these needs. Equally, mental health providers working in the schools had the training and background to address the social, emotional, and behavioral needs, but didn't always have the training or full understanding of the school environment and culture.

Overall, the school system seemed to effectively address Tier I interventions while the mental health system effectively addressed Tier II and Tier III interventions. Unfortunately, the interventions were disconnected. Both systems were working toward a common goal but were often working parallel to each other rather than with each other. To effectively implement mental health services in the schools and

meet the needs of children, a collaborative relationship between the education field and the mental health field is required. Foundational to this collaborative work is a shared agenda in which families, schools, mental health systems, and other youth serving community systems work together to build a full continuum of multi-tiered programs and services for students and their families (Barrett, Eber, and Weist, 2013). Positive Behavior Interventions and Supports (PBIS) is a framework that promotes a natural relationship between schools and mental health agencies. This interconnected systems relationship enhances mental health promotion and intervention in the school and promotes increased school success for every student.

The following report provides a general overview of Positive Behavior Interventions and Supports (PBIS), demonstrates how the PBIS framework promotes student wellness and success in school, and how the PBIS framework naturally supports cross-system collaboration between the school system and mental health system.

## INTERCONNECTED SYSTEMS FRAMEWORK

### **How the School System and the Mental Health System Collaborate**

Through the joint efforts of the National PBIS Center and the National School Mental Health Center, the Interconnected Systems Framework (ISF) was developed. The ISF demonstrates how a collaborative relationship between schools, families, and community mental health agencies can strengthen services, thus successfully meeting the emotional, behavioral, and academic needs of all students. ISF involves cross-system problem-solving teams that use data to decide which evidence-based practices to implement. Rather than working parallel to each other, schools and mental health agencies work together on cross-system initiatives. ISF emphasizes input from multiple stakeholders including youth, families, school representatives, and community agencies.

#### Steps to Integrate Systems:

- Mental health professionals present to the school staff explaining community services provided and current community programs;
- Mental health professionals join PBIS school planning teams and participate in intervention planning at all three tier levels;
- Mental health professionals expand PBIS efforts into community and home environment;
- School staff are informed of community data and participate in community prevention/intervention planning;
- Community agencies are informed of school-wide data and identified areas of need, which guides development of individual or group interventions;
- School and community groups are co-facilitated by school staff and community partners;
- Resources are shared to expand the continuum of interventions;
- Initiatives are aligned and support each other with common language and goals (Bullying Prevention, Drug, Tobacco, and Alcohol Prevention, Safety, etc.), and;
- School officials and mental health officials jointly work on policy development which addresses improved school environments and barriers to learning.

(Capiro, Horn, & Perales, 2013; Stephan, S., 2013)

## **Integrating PBIS and Mental Health Systems within the Ohio Improvement Process (OIP)**

Mental health professionals working within Ohio schools benefit from an awareness of the established Ohio Department of Education framework for school improvement, the Ohio Improvement Process (OIP). The Ohio Improvement Process utilizes a four-stage, five-step change and problem-solving process to support innovation and change in Ohio schools. The OIP endorses team-based structures including District Leadership Teams (DLTs), Building Leadership Teams (BLTs) and Teacher Based Teams (TBTs) to promote planning and collaboration within a school system. The OIP also recommends data-based decision-making processes to support efficient school planning and change through a Multi-tiered System of Support (MTSS) framework. Mental health professionals working in school settings are advised to become familiar with the school's established systems for school improvement, team structures, and sources of behavior-oriented data-collection systems.

Many school districts and community schools in Ohio have received training and are implementing the OIP. The OIP assists schools in developing a framework for on-going self-evaluation and change. Schools that have adopted the OIP have already created valuable systems (collaborative teams, data collection mechanisms) and practices (school improvement through a systematic problem solving process) that are necessary and valuable in developing a PBIS framework. (For more information about OIP, go to the Ohio Department of Education <http://education.ohio.gov/Topics/School-Improvement/Ohio-Improvement-Process>).

Since the OIP framework and the PBIS framework are built upon similar philosophies, systems and practices, an effort has been made in Ohio to avoid the unnecessary confusion that would come with introducing separate initiatives. Rather, educators promoting innovation in their schools will benefit from providing a consistent philosophy, structure and process for academic and behavioral improvement. This is best achieved by fully understanding the complimentary aspects of both the OIP and PBIS frameworks.

It is recommended that mental health services planning make full use of a school's PBIS and OIP frameworks and procedures to efficiently move these efforts forward, rather than developing separate programs and initiatives.

## **Integrating PBIS within Other School Safety, Improvement, and Reform Efforts**

PBIS is characterized by data-based decision making, systems and processes which align with the focus of Ohio's State Personnel Development Grant (SPDG). (For more information about the SPDG go to <http://education.ohio.gov/Topics/Special-Education/News/State-Personnel-Development-Grant>). The process coaching model that is a central focus of the SPDG work aligns with the coaching practices that are utilized in Ohio's PBIS model. In addition, the core concepts and practices that comprise Epstein's Model of School, Family and Community Partnerships (Epstein, 2002), fundamental to the Parent-Teacher Partnership component of SPDG, are consistent with PBIS as well. The effective strategies for enhancing parent involvement that comprise this model are consistent with the goals and practices central to PBIS, and align with research indicating that parent and community involvement PBIS leads to greater outcomes and sustainability over time.

The focus of “Making Ohio AWARE: Building Statewide Mental Health First Aid Capacity” (Project AWARE) is to develop a modern, enhanced infrastructure in Ohio to raise awareness of the mental health needs among school-aged youth and increase statewide and local capacity to develop, implement, and sustain the delivery of integrated, comprehensive, evidence-based mental health and behavioral health services for youth and families. The project promotes a comprehensive and coordinated system for promoting wellness, safety and resilience built upon foundations of PBIS, Safe Schools and other support programs. Along with its sister initiative, Safe Schools/Healthy Students, the Project AWARE grant shares the goal of Ohio’s PBIS efforts to build statewide and local capacity to both promote the use of positive interventions and development of positive school cultures statewide, as well as prevent, delay the onset, or mitigate the seriousness of mental health and behavioral health problems in Ohio youth.

## CHAPTER 2: FOUNDATIONAL KNOWLEDGE

### Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify the essential components of SW-PBIS.
- Identify the key features of SW-PBIS Tier II system.
- Understand the basic concepts and process associated with intensifying supports for students who require additional intervention.
- Identify group-based interventions that may be appropriate for your context and will meet the needs of students and staff in your building.
- Determine readiness for development of Tier II using recommended criteria.
- Complete a baseline self-assessment using the SW-PBIS Tiered Fidelity Inventory (recommended) or Benchmarks of Quality and Self-Assessment Survey.
- Create an Action Plan based on self-assessment data.

## OH SW-PBIS ESSENTIAL COMPONENTS

The Ohio PBIS Network has defined the following Essential Components that districts, schools and teams must commit to in order to ensure fidelity of implementation of SW-PBIS. (Please note that early childhood PBIS may use the term “program-wide” instead of “school-wide” due to the configuration of the program.)

Each component is vital. They operate together to ensure the positive and proactive approach to discipline that is likely to lead to behavioral and academic success.

These requirements are:

- Administrative commitment & involvement
- Team-based structures
- Three to five school-wide expectations
- Systematic instruction
- Reinforcement of desired behaviors
- Correction of behavior errors
- Data-based decision making
- Multi-tiered systems of support
- Maintain culturally responsive practices

### **1. ADMINISTRATIVE COMMITMENT & INVOLVEMENT**

Effective school-wide discipline will succeed or fail by the vision, commitment, and amount of personal attention received from the administrator. Clearly, schools with good outcomes have forceful leadership at the administrative level, but with staff members’ views clearly represented in decisions. Therefore, in OH SW-PBIS, leadership includes the building administrator along with a SW-PBIS Leadership Team that is representative of building staff. The Team will lead their staff through a process of developing and gaining consensus on beliefs, expectations, and procedures, along with the completion of a written plan. This full staff involvement in the process is crucial, and effective leadership utilizes effective and efficient group processes to engage staff, understand change and the stages of implementation, and provide effective professional development. Once procedures are developed, effective leadership ensures that their SW-PBIS plan is continually evolving and arranges for routine review and renewal through data gathering, policy revision, and training of new staff. Practices are upheld through supervision of staff, and practices are incorporated into hiring and evaluation processes. Strong leadership is the factor that contributes most directly and assuredly to effective change in schools, particularly when change involves new practices that must be incorporated into every day routines (Colvin, Kame’enui & Sugai, 1993; Sprick, Wise, Markum, Haykin & Howard, 2005).

### **2. TEAM-BASED STRUCTURES**

In order to properly implement SW-PBIS team-based, data driven, problem solving, and collaborative systems need to be in place. The Ohio Improvement Process outlines recommended collaborative team structures to sustain a school improvement process which include Teacher Based Teams (TBT), Building

Leadership Teams (BLT), Community School Leadership Teams (CSLT), and District Leadership Teams (DLT). Many schools have established Intervention Assistance Teams, Response to Intervention Teams, Data Teams, Behavior Teams, PBIS Teams, School Climate Teams or Leadership Teams. Regardless of what teams are called, it is important to evaluate whether your existing collaborative structures have all of the following important practices and systems:

- Shared decision making processes, problem solving model, and measurable outcome focus
- Intra-team and inter-team collaboration and communication systems
- Set expectations (schedules, minutes, roles, rules for interactions)
- Systematic processes to acquire and apply data in pursuit of measurable outcomes
- A fundamental commitment to developing a consensus and involving all levels of the system

### **3. THREE TO FIVE SCHOOL-WIDE EXPECTATIONS**

Just as schools rely on the direction provided by their academic curricula, success with student discipline begins with clear behavioral expectations - a behavioral curriculum. These expectations are not lists of prohibitive rules, but a vision of responsible student behavior and social competence. Agreed upon student expectations promote consistency across staff through a common language and help develop similar tolerance levels. A curriculum of expected behaviors allows educators to be proactive and focus on catching students behaving responsibly. Clarification begins by identifying a set of three to five succinct school-wide expectations that cross all settings. These are further clarified by identifying specific behaviors for each expectation. Expected behaviors are then identified for specific non-classroom settings (e.g., hallways, cafeteria, etc.), and classroom procedures are developed to guide daily operations. Additionally, some schools adopt a social skills curriculum to further identify social competency. For early childhood programs there may be fewer program-wide expectations and the terminology should be developmentally appropriate for young children.

### **4. SYSTEMATIC INSTRUCTION**

Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting. Effective teachers spend up to one third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long (Cotton, 1995). Lesson plans, teaching schedules, and special activities and events are planned to guide the ongoing teaching of expected behaviors. Teaching of expectations should also include a plan to ensure that new students and staff are provided the opportunity to learn the behaviors that will lead to success in their new school. In early childhood young children may exhibit some challenging behavior which diminishes as they gain skills in language, social/emotional regulation and cognitive problem solving. Teaching of young children is grounded in developmentally appropriate practices which includes play and routine activities. Expectations are identified and taught in the context of the early childhood daily routines.

## **5. REINFORCEMENT OF EXPECTED BEHAVIORS**

Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic & Morgan, 1993). Strategies for providing specific positive feedback to students along with a menu or continuum of positive reinforcement options are essential. The environment and classroom management strategies including establishing clear routines for transitions and predictable schedules assist with reinforcing expected behaviors in both early childhood and school-age settings. Utilizing proactive prompts and reminders to use appropriate behavior along with immediate attention and praise are reinforcement strategies that work well in early childhood settings.

## **6. CORRECTION OF BEHAVIOR ERRORS**

Just as students need specific positive feedback when behaving in accordance with expectations, inappropriate behavior also requires feedback. Inappropriate behavior in schools should be viewed as a teaching opportunity—a chance to clarify and reteach expectations. The same calm instructional approach used when students make academic errors should be used to correct social errors. Correction interrupts the behavior needing improvement so that a more appropriate response can be taught, practiced and reinforced. Associated with correction is the use of consequences, which are not to be punitive, but instead are to extend teaching, decrease future occurrences of the behavior, and provide students with the motivation necessary for them to begin behaving in acceptable ways. Correctional strategies and a menu or continuum of consequences to discourage inappropriate behavior provide staff with the tools to effectively change student behavior.

## **7. DATA-BASED DECISION MAKING**

Use of data can focus staff's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline:

- 1) Surveys - questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline;
- 2) Observation - planned visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perception data gathered through surveys;
- 3) Behavioral Records - using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.); objective data are particularly meaningful to monitor overall trends and impact of practices.

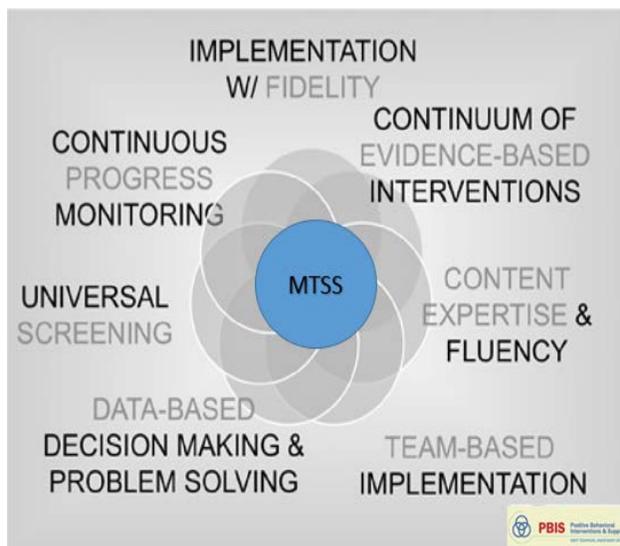
Data collection is an ongoing process that assists staff to find areas where implementation is weak or inconsistent, or where policies need upgrading or extending. This data can identify the need for increased supervision, staff development, revision of practices or new procedure development. Typically office referral data is not part of the data collected for early childhood; however behavior incident forms that reflect behaviors that occur can be devised into a systematic process that will lead to data for decision making purposes. Program-wide PBIS (early childhood) looks at social-emotional outcomes, behavioral outcomes, and learning outcomes for young children and impacts changes in program/classroom staff, family engagement and support.

## 8. MULTI-TIERED SYSTEM OF SUPPORT

The implementation of three-tiered prevention logic in SW-PBIS is a direct application of the Multi-Tiered System of Support (MTSS) framework that is applied to academic content teaching and learning (e.g., literacy).

The defining features of MTSS are embedded within the SW-PBIS approach and include:

- Expectations for high quality, research-based instruction in general education classrooms.
- Universal, classroom-based screening to identify need for additional support.
- Collaborative, team-based approach to development, implementation, and evaluation of alternative interventions.
- Increasingly intense, multi-tiered application of an array of high-quality, evidence-based instruction matched to individual needs.
- Continuous monitoring of progress to determine impact of interventions.
- Expectations for parent involvement throughout the process.



## 9. MAINTAIN CULTURALLY RESPONSIVE PRACTICES

It is important to integrate culturally responsive practices as part of SW-PBIS. Behavior is culturally and contextually learned and influenced. Staff should consider a student’s culture when making academic and behavioral decisions. Staff should also increase their familiarity with cultural differences in expressiveness, communications styles, role of authority, and use of language. Staff needs to increase their familiarity with the cultural specificity of their own behavior and their own personal biases. Everyone must understand and be familiar with the cultural diversity within the local school community. Acknowledging and honoring students’ cultural identity demonstrates respect, increases buy-in from students and their families and improves school climate.

## 10. BEST PRACTICES THAT IMPACT STUDENT ACHIEVEMENT

In addition to the 9 essential components described above, it is important to understand the opportunities and benefits of expanding Tier I by utilizing components of Tier II Interventions universally. In the following excerpt, Elise M. Frattura and Colleen A. Capper summarize the work of John Hattie to indicate that ability grouping (and/or grouping based on a skill deficit), has the least impact on student achievement. Although students identified as needing Tier II or Tier III intervention/support, would benefit from the intervention, it is more effective when students are heterogeneously grouped. The research also indicates that “capable learner practices have the single highest effect size.” Check-In/Check-Out (CICO) supports this practice by teaching and guiding students through the process of learning to self-assess, track their own behavior, and share their own progress. With CICO being one of the foundational components for Tier II supports, consider ways to use this intervention heterogeneously as well as at the universal level.

Figure 1: Relative Impact on Student Achievement Based on Hattie’s Meta Analysis



Based on this analysis, ability grouping has little to no impact on student achievement with a Cohen’s d of .12. Cohen’s d demonstrates that peer influences on achievement have an impact of .53. Not labeling has a strong correlation to student achievement (.61). But most importantly, assessment capable learner practices have the single highest effect size (1.44). Such practices engage the student as his/her own agent to self-assess, track, and share his/her own progress. When assessment capable learner practices are paired with reciprocal teaching (.74) students have a much greater opportunity to accelerate their achievement especially relative to current practices of ability grouping. Often educators ask “...if I do not ability group, what do I do?” and the answer is, use reciprocal teaching and assessment capable learner practices as the “how” within a Culturally Relevant Universal Design for Learning (CRUDL) framework.

<http://www.icsequity.org>

## PURPOSE & KEY FEATURES OF TIER II

The three-tiered prevention logic organizes behavior supports along a continuum, matching intervention intensity to students' needs. In this section of the manual, the focus is on Tier II data, practices, and systems, which have been designed to:

1. Use data to identify students who are at-risk for or currently experiencing emotional and/or behavioral difficulties.
2. Prevent the development or decrease the frequency and/or intensity of students' problem behaviors.
3. Provide standardized interventions that effectively and efficiently support students yet do not require the time and resources needed to develop individualized plans.

### Prevention Logic for All

Redesign of teaching environments...not students

Decrease development of new problem behavior	Prevent worsening & reduce intensity of existing problem behavior	Eliminate triggers & maintainers of problem behavior	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior
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Biglan, 1995; Mayer, 1995; Walker et al., 1996

As defined by the Department of Elementary and Secondary Education academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of existing skills to a new situation.

Tier II interventions often are provided in a group-based format, include standardized practices and systems designed to supplement primary prevention efforts, and are appropriate for students who exhibit problem behaviors across multiple settings. The Office of Special Education Programs (OSEP), Technical Assistance Center on Positive Behavior Interventions and Supports (OSEP, 2014) indicates that Tier II interventions have the following critical characteristics:

- **CONTINUOUSLY AVAILABLE.** Tier II supports should be available in the school such that students can be added to the intervention at any time. Some interventions are organized so that students can begin receiving supports quickly.
- **QUICKLY AND EASILY ACCESSIBLE.** Optimally, supports are accessible within 2–3 days when data reveal a need. Some intervention approaches require more formal interviewing, selection of additional participants, etc., and may not be possible this quickly. However, the initial steps to provide a student with a Tier II intervention should begin within 72 hours of identifying a need.

- **MINIMAL TIME COMMITMENT REQUIRED FROM CLASSROOM TEACHERS.** Some Tier II interventions may require classroom teachers to modify traditional methods or implement new teaching practices (e.g., increase positive feedback, monitor student progress, and evaluate behavioral and academic progress). Ideally, Tier II interventions will fit within existing classroom routines, require minimal changes to methods and strategies, and require only a few more minutes of teacher time each day.
- **REQUIRED SKILL SETS CAN BE EASILY LEARNED.** The skill sets classroom teachers need are consistent with quality instruction or can be easily learned. Strategies that require intensive training and skill development not typically present in the repertoire of classroom teachers may be beyond the scope of Tier II interventions and may be considered as intensive and individualized Tier III interventions.
- **ALIGNED WITH SCHOOL-WIDE EXPECTATIONS.** Tier II interventions should be consistent with the Tier II approaches the school developed. School-wide expectations should be taught and applied consistently across all three tiers for greater consistency in implementation.
- **ALL PERSONNEL ARE AWARE OF THE INTERVENTION(S) & THEIR ROLES IN THE PROCESS.** All staff should understand the rationale and be able to describe the Tier II interventions used in their school. Staff with responsibility for implementation should have the training, skills, and administrative support to implement with fidelity.
- **CONSISTENTLY IMPLEMENTED WITH MOST STUDENTS, BUT WITH SOME FLEXIBILITY.** Tier II interventions may be implemented similarly for 90 percent or more of the students receiving the intervention. Minor modifications may be made to increase the effectiveness of the intervention. However, significant modifications of Tier II interventions for a student may be more characteristic of Tier III support systems.
- **PROGRAM SELECTED IS MATCHED TO THE FUNCTION OF THE STUDENT’S BEHAVIOR.** Although it is not recommended that a comprehensive functional behavioral assessment (FBA) be completed for each student identified for Tier II supports (it may be too time consuming and unnecessary), it is helpful to consider the function of the problem behaviors if data are easily accessible (i.e., discipline referral data reveal some information on function) or easy to gather (i.e., brief teacher rating or interview). Many Tier II interventions are intended to support students with a wide array of problem behaviors and may be effective regardless of the function of the student’s behavior. However, as the data reveal that a student is responding poorly or questionably to the intervention, the function of the behavior may need to be assessed with more comprehensive methods and implementation fidelity should be verified.

A variety of research-based interventions meet these criteria, and most incorporate effective practices such as: targeted and explicit skill instruction; acknowledgements of appropriate behavior; increased consistency, structure, and routine; frequent performance feedback for targeted behaviors; and carefully orchestrated plans for generalization and maintenance of skills.

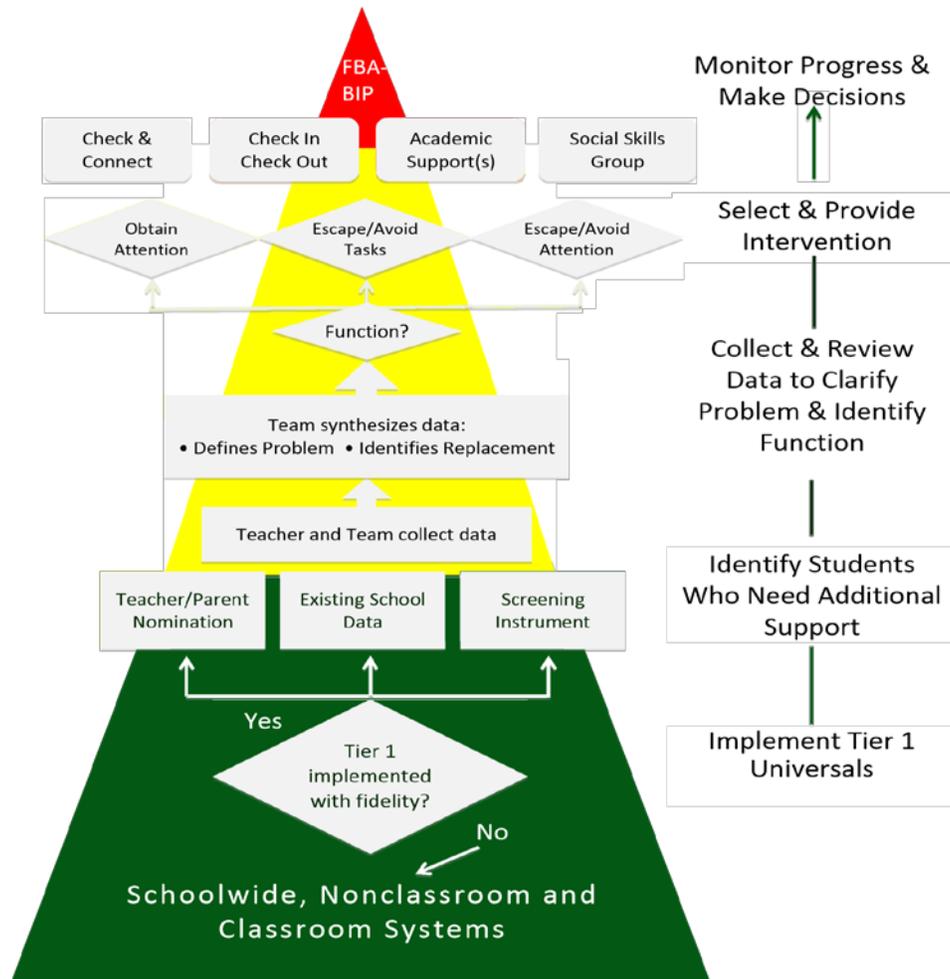
Some commonly implemented group-oriented interventions include:

- Check-In/Check-Out (also known as The Behavior Education Program)
- The Check & Connect Student Engagement model
- Social Skills Intervention Groups
- First Step to Success – Early Intervention Program (K-2)
- Academic Instructional Groups
- Academic Accommodations
- Student Self-Management
- Peer Mediated Intervention, Peer Buddies, or Peer Models
- Targeted environmental interventions such as Positive Peer Reporting, Tootling, Class-Wide Function Related Intervention Teams, & Simple FBA
- Targeted social emotional interventions: The Pyramid Model (CSEFEL)

### OHIO STUDENT SUPPORT MODEL\*

The Ohio Student Support Model provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier I components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier III intervention and planning. Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified.



(\*ADOPTED FROM THE MISSOURI MODEL)

### IMPLEMENT TIER 1 UNIVERSALS

The instructional process begins with each student having access to, as well as the opportunity to demonstrate mastery of, a viable academic and behavioral curriculum, which demonstrates rigor and relevance. Assessment data are gathered on a regular basis and each student’s response to instruction and curriculum is evaluated in order to make informed decisions.

Specific to behavioral and social skills instruction all staff must implement universal elements with fidelity for all students. This means school-wide, non-classroom, and classroom expectations and rules as well as procedures are identified and taught. Students are consistently acknowledged for demonstrating expectations and following procedures. Staff members provide high rates of positive feedback (e.g., 4 positives to 1 corrective) and consistently use respectful redirection and error corrections when students use inappropriate behavior.

Universal supports are implemented continuously to ensure each student receives access to high quality instruction before determining that he or she requires additional intervention.

In addition, one of the most powerful behavioral management strategies is providing excellent instruction in an organized classroom environment. The following is a list of research-based practices for designing an effective instructional environment. This list of Eight Effective Classroom Practices is derived from two reviews of published research literature.

1. Classroom expectations are aligned with school-wide expectations, posted, and referred to regularly.
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
5. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the teacher actively supervises during instruction.
7. Activity sequencing and choice are offered in a variety of ways (e.g., order, materials, partners, location and type of desk).
8. A variety of strategies are used to modify difficult academic tasks and to ensure academic success.
9. Typically students are not considered for additional intervention (i.e., Tier II) until they have had adequate time to respond to the Tier I strategies (e.g., approximately six to eight weeks). It is critical to confirm that Tier I and Tier II interventions are implemented with fidelity. However, there may be instances when a student is experiencing very severe or significant academic, behavioral, or social-emotional problems and may need Tier III interventions without having experienced a Tier II level intervention yet or the Tier II intervention was not implemented for very long.

Guidelines for deciding what level of support students need vary from school to school, but students who require Tier III supports should be able to access these services in one of two ways. First, students receiving Tier I and Tier II supports who are not making adequate progress and/or are unresponsive to the continuum of strategies available may need Tier III supports. Second, there should be a mechanism through which students who are experiencing very severe or significant academic, behavioral, or social-emotional problems can access Tier III supports sooner.

For example, students who demonstrate behaviors that are harmful to self or others, or students whose behaviors are disruptive to an extent that consistently interferes with the learning of other children would likely be considered for individualized interventions immediately. For some students, this option is necessary to provide needed supports in a timely fashion.

Thus, in contrast to a fixed system wherein students would only be able to receive more intensive services (i.e., Tier III) following some time period of less intensive (i.e., Tier I or II) supports, a responsive approach should allow some flexibility to serve students based on their level of need in a timely and efficient manner.

### *IDENTIFY STUDENTS*

To develop a full continuum of support, school teams create a system to deliberately and purposefully identify students who may require more intensive intervention. Ideally, the system is created to promote early identification before problems develop to a level that requires intensive intervention. In addition, the system also is created to identify students with internalizing or externalizing characteristics of difficulty. To accomplish these goals, school teams typically develop a comprehensive system of identification that includes:

- a. Use of existing school data
- b. Teacher nominations, and
- c. Screening scores

### *COLLECT & REVIEW DATA, CLARIFY PROBLEM, & IDENTIFY FUNCTION*

Considering the function of the problem behaviors prior to selection of an intervention is generally beneficial. Although a comprehensive functional behavioral assessment (FBA) most often is reserved for students who require intensive, individualized supports, commonly collected existing school data that can be gathered easily can be used for a simple or brief FBA process. Data that is easily accessible and generally useful for determining function of behavior may include:

- Office Discipline Referrals (ODR)
- Classroom Minors
- Absences
- Tardies
- Grade point average
- Course grades
- Achievement scores in the areas of Reading, Written Language, and Math
- Frequency of nurse or counselor visits

In addition, examining a student's daily schedule with consideration for when, where, and during what types of activities problem behaviors are most likely to occur also is useful information. An important task of the Tier II Team will be development of a process for gathering applicable information in a timely manner so that the function of behavior can be considered, but still allows for rapid access to interventions that are readily available.

### *SELECT & PROVIDE INTERVENTION*

Several different intervention options may be available. Teams should select an intervention that best addresses the needs of the student. Some children may require and benefit from more than one

intervention. For example, children who are experiencing both academic and social skills deficits will require instructional and behavioral treatments.

Teams determine their capacity to provide selected treatments and then select which interventions to develop and implement. A minimum of at least one academic and one behavioral intervention is recommended for addressing the needs of children who are identified.

### Intervention Matched with Function

Function	Check-in/ Check-out	Social Skills Instructional Groups	Check & Connect	Academic Accommodation	Academic Instructional Groups
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		
Escape/ Avoid Social Interaction		X	X		
Escape/Avoid Task or Activity		X	X	X	X

Adapted from Umbreit, Ferro, Liaupsin, & Lane, 2007

### MONITOR PROGRESS & MAKE DECISIONS

Interventions should be implemented for a reasonable period of time and with a level of intensity that matches the student’s needs. The school-based Tier II team determines a reasonable period of time on a case-by-case basis, depending on the nature of the problem(s), the nature and intensity of interventions, the frequency of progress monitoring, and the ability to evaluate trends. If the student exhibits a positive response, the interventions should be continued and then systematically faded. The interventions should be modified as appropriate when a student’s progress is less than expected. The Tier II Team will develop a system for collecting data to determine the student’s response to the intervention. Collecting, graphing, and analyzing data will allow teams to make educationally valid decisions and determine whether interventions should be faded, maintained, modified, or intensified.



**ACTIVITY** Review the features of the Student Support Model, and summarize the key points of information for each. Be prepared to share your information or teach others as directed.

### STUDENT SUPPORT MODEL

Feature	Key Points
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Implement Universals School-wide Non-Classroom Classroom	
Identify Students Early intervention Internalizing Externalizing	
Collect & Review Student Data	
Clarify Problem	
Identify Function	
Select & Provide Intervention	
Monitor Progress & Make Decisions	

**INDICATORS OF READINESS FOR TIER II**

Tier I systems and practices are critical foundations for effective implementation of Tier II systems and practices.

Established SW-PBIS Systems include:

- School board/district/regional support.
- SW-PBIS Leadership Team.
- Administrator endorsement and active participation.
- Continuous, data based professional development (training and coaching).
- Recognition of staff behavior, contributions, and/or accomplishments.
- School-wide data system.

Established SW-PBIS Practices include:

- Three to five positively stated and defined school-wide expectations positively defined.
- Expectations regularly taught in both classroom and non-classroom settings.
- School-wide reinforcement plan to acknowledge expected behavior.
- Plan and continuum of consequences for rule violations.
- Effective Classroom Practices

Much of the success when developing and implementing Tier II practices hinges on the foundation that has already been laid. A majority of system level change required to facilitate identification of students who require additional support and effective delivery of research-based interventions have already been developed if schools are effectively implementing a school-wide approach for Tier I. Before moving forward with development and implementation of Tier II practices, schools should consider the extent to which the school-wide system and Tier I practices are in place. Indicators of readiness may include:

- 80% on the Tiered Fidelity Inventory (TFI)—Tier I Level.
- 80% on the Benchmarks of Quality (BoQ).
- 80% on the Self-Assessment Survey (SAS)—School-wide, Non-classroom, and Classroom Setting Systems.
- 80/80 on the School-wide Evaluation Tool (SET).
- Office Discipline Referral Data indicate 80% of population at 0-1.
- System in place for documenting classroom minors.
- Consistent use of Big 5 data reports.

The following self-assessment has been designed to enable teams to determine whether they should proceed with Tier II implementation (Everett, Sugai, Fallon, Simonsen, & O’Keeffe, 2011). An important consideration is the level of Tier I implementation.

*TIER II READINESS CHECKLIST*

\*Place a check in the box that best reflects your school’s status

<b>DATA INDICATORS</b>	<b>IN PLACE</b>	<b>NOT IN PLACE</b>	<b>NOTES</b>
1. TFI score at Tier I 80% or higher OR			
2. BoQ score of 80% or higher OR			
3. SET score of 80/80			
4. SAS School-wide 80% or higher			
5. SAS Non-Classroom 80% or higher			
6. SAS Classroom 80% or higher			
7. 80% or more students in the 0-1 ODR range or within national range for school’s grade levels.			
8. Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports.			
9. System in place to collect classroom minor referrals.			
10. Tier II team includes administrator, crossover member, members with behavioral expertise or desire to develop, & academic expertise.			
11. Effective Classroom Practices taught to all staff and evident in all classrooms.			
12. Access to district level support			

Decision(s) based upon Readiness Analysis:

- Proceed w/ Tier II implementation
- Develop action plan to improve Tier I implementation
- Reconsider Tier II implementation at this time

**GAINING STAFF COMMITMENT**

Fundamental change is impossible without the participation of everybody with a stake in the problem or issue. Without full participation of all, perspectives will be missing, there is a good chance that some of

the issues involved will go unaddressed, and implementation will be restricted. In the same manner that staff commitment for implementation of SW-PBIS was initially established, a renewal or recommitment process prior to moving forward in developing the second tier is a wise investment of time. Building staff awareness of Tier II systems and practices, along with the possible positive outcomes, should lead to a sense of eagerness and full participation. Gaining staff commitment to new practices associated with Tier II will increase the likelihood that programs will be implemented and monitored with fidelity, which in turn will lead to positive gains for the students in your building. Securing staff commitment can be done by providing opportunities for new learning and then confirmed by an official commitment process.

New learning for Tier II implementation will include general understanding of methods for identifying students who are at risk for social, emotional and/or behavioral challenges. Awareness of interventions that can be selected and responsibilities for implementation should be examined up front, prior to development of programs. If staff members are not willing to implement selected interventions with fidelity, outcomes will be less than desired. Faculty also will need information about how student progress during intervention will be monitored, what their role in data collection will be, and how decisions will be made regarding student response to the intervention. A broad understanding of these topics will facilitate informed decision-making as staff determines their willingness to commit to continued development of the SW-PBIS framework. New learning will likely be different across buildings and may take varying amounts of time depending on the collaborative structures already in place. Specific strategies for providing new learning can include: 1) formal presentations/staff development, 2) study groups or book studies, 3) articles or readings, 4) sharing and discussion opportunities, 5) surveys or data, and 6) personal conversations.

Once your staff members have a solid understanding of the desired change, it is helpful to confirm commitment. This can be accomplished in a variety of ways. In some schools, the principal simply makes a point of having a personal conversation with each staff member, talking about the exciting opportunity and asking if they are on board, or if they can be counted on to join in the work ahead.

An agreement or contract is another way for staff to show support. On the following page you will find a sample survey that includes key questions to consider prior to development of Tier II (Everett, Sugai, Fallon, Simonsen, & O’Keeffe, 2011). As one example, staff members could be asked to complete the self-assessment with understanding that 80% or more of criteria must be indicated as in place by 80% or more respondents before moving forward with preparation. After results of the assessment are shared with staff members a final step might include asking personnel to sign some sort of agreement, indicating their commitment.

*TIER II COMMITMENT SURVEY*

ESTABLISH COMMITMENT	RATING
1. The school principal and staff have verified that Tier II readiness criteria are in place?	YES    NO
2. The school principal has agreed to establish a behavior support team and designate time for it to meet?	YES    NO
3. The school principal has agreed to attend training meetings with team members?	YES    NO
4. The school principal has agreed to (re)direct financial and personnel resources toward implementation?	YES    NO
5. The school faculty members (>80%) have agreed to implement Tier II practices and systems?	YES    NO

(Everett et al., 2011, p.16)

## STOP!

If commitments haven't been confirmed (all items rated as "YES") reconsider development of Tier II at this time.



**ACTIVITY**

Working with your team, plan for securing staff commitment. What learning or professional development needs to occur? How will you have staff indicate their support?

### TOOLS FOR PLANNING SW-PBIS – TIERS II & III

As your school begins to gain staff commitment for development of Tier II & III system and supports two tools will help you work efficiently and effectively. These tools are the SW-PBIS Tiered Fidelity Inventory (TFI) and the TFI Action Planning Form. These tools are used in concert to keep your team on track for implementing SW-PBIS with fidelity.

## Tiered Fidelity Inventory

The purpose of the SW-PBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SW-PBIS). The TFI is divided into three sections (Tier I: Universal SW-PBIS Features; Tier II: Targeted SW-PBIS Features; and, Tier III: Intensive SW-PBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SW-PBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, (c) as an index of sustained SW-PBIS implementation, and (d) as a metric for identifying schools for the Ohio Recognition Awards System.

School teams can use the TFI to build an action plan that delineates next steps in the implementation process. If schools choose to use the TFI to assess progress over time, then scores on each area can be tracked on a year-to-year basis.

The TFI is completed by a school PBIS Team, which may include input from Tier II and/or III Teams if these are independent groups. It is strongly recommended that the TFI be completed with an **external SW-PBIS coach** as facilitator. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

Criteria for scoring each item of the TFI reflect degrees of implementation (0 = Not implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier 1: Universal SW-PBIS Features, Tier II: Targeted SW-PBIS Features, and Tier III: Intensive SW-PBIS Features. A complete administration of the TFI produces three scale scores: Percentage of SW-PBIS implementation for Tier I, Percentage of SW-PBIS implementation for Tier II, and Percentage of SW-PBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

The first time the TFI is used, it is recommended that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. **Note that the TFI may be used to assess only one or two of the tiers.** In most cases it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers.

### ACTION PLANNING

Action plans are useful because they give teams a framework for thinking about how they will efficiently complete a task or project. Action plans help teams finish activities in a sensible order, and they ensure that key steps are not overlooked. It is recommended that reviewing the Tier II Action Plan is a standard, ongoing agenda item for the Tier II Team.

*TFI results should be entered at  
<http://pbisapps.org>*

*School teams in their first year of Tier II and/or development will complete the TFI twice (e.g., Summer/Fall and Spring). After the first year of Tier II and/or development school teams will self-assess and enter TFI data annually in the Spring*

The *SW-PBIS Tiered Fidelity Inventory (TFI) Action Plan for Tier II* aligns with the OH SW-PBIS Tier II training and includes essential goals, steps, and activities to create a Tier II system of support and to implement that system with fidelity. Tier II teams may supplement the action plan with additional goals, steps, and activities based upon individual needs.

The Tier II Action Plan includes the following **features**:

- Team composition and operating procedures
- Use of screening measures, decision rules and a written request for assistance form
- Use of multiple options for Tier II interventions that include critical features such as a) additional time for skill development, b) additional structure/predictability, and c) increased opportunity for feedback
- Practices matched to student needs
- Tier II supports are linked to universal supports
- Ongoing professional development
- Ongoing, systematic monitoring of level of use of Tier II supports, progress of students receiving these supports, fidelity data
- Annual evaluation of overall effectiveness

The Tier III Action Plan section includes the following **features**:

- Team composition and operating procedures
- Use of decision rules and data to identify students requiring Tier III supports
- Use of individual support teams to design, implement, monitor, and adapt student-specific support plans
- Student/Family/Community involvement and connections to non-school-based interventions as needed
- Ongoing professional development
- Support plans include quality of life indicators, academic, social and physical indicators, hypothesis statements, comprehensive, formal and natural supports
- Ongoing, systematic monitoring of student outcomes and fidelity of support plan implementation
- Annual evaluation of overall effectiveness

For each feature there are possible data sources listed and scoring criteria provided. Teams use their ratings on each feature to develop actions, the person(s) responsible for implementing each action and the timeline. The TFI may be used every 3-4 months as a progress monitoring tool for Tier II implementation. (It is recommended that schools complete all three tiers of the TFI on an annual basis.)

A Microsoft Word version of the TFI Action Plan can be obtained at

<https://www.pbisapps.org/Resources/Pages/User-Guides-Publications.aspx>

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				
Evaluation	1.12 Discipline Data				
	1.13 Data-based Decision Making				
	1.14 Fidelity Data				
	1.15 Annual Evaluation				

Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition				

	2.2 Team Operating Procedures				
	2.3 Screening				
	2.4 Request for Assistance				
<b>Interventions</b>	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				
	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				
	2.9 Professional Development				
<b>Evaluation</b>	2.10 Level of Use				
	2.11 Student Performance Data				
	2.12 Fidelity Data				
	2.13 Annual Evaluation				

Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
<b>Teams</b>	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				

	3.4 Student Support Team				
<b>Resources</b>	3.5 Staffing				
	3.6 Student/Family/Community Involvement				
	3.7 Professional Development				
<b>Support Plans</b>	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				
<b>Evaluation</b>	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				

## Multi-Tiered Action Plan (MAP)

**Directions:**

**School Name:**

1. Use one action plan to coordinate all of the building’s PBIS implementation steps. This is a sample format; others can be used for the same purpose.
2. Sources of actions steps come from trainings, as well as tools such as BoQ, PoI, SAS, SSS, School Profile, etc.

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?

## NEXT STEPS

Each chapter concludes with a list of recommended “Next Steps”, which are activities that will lead your team and school toward success. While a general sequence of completion may be implied, the tasks may be completed in any order or may be interrelated.

Some activities will focus on planning while others may involve a written product, data collection/analysis, or professional development. An icon will denote the type of activity and suggested wording for your action plan will be provided.

You may begin or even complete some of the tasks during OH SW-PBIS training sessions, but others will require further work or refinement. Schools may progress at slightly different rates, however at the end of each training session OH SW-PBIS Regional and Tier II/III consultants will provide a clear list of activities that should be completed prior to the next training session. In addition, OH SW-PBIS consultants will outline a process for submitting artifacts for review so that teams can benefit from explicit feedback.

- A. Complete the TFI (recommended) or the BoQ and SAS.
- B. Assess readiness for developing a Tier II system
  - Complete Tier II Readiness Checklist and use results to identify and record necessary action plan steps.
- C. Gain staff commitment to develop Tier II
  - Conduct staff professional development session to establish awareness and gain commitment for development of a Tier II system and supports.
  - Complete Tier II Commitment Survey with full staff.
  - Review results from the Commitment Survey and make decisions about moving forward with development of a Tier II system and interventions e.g., 80% or more of staff indicate “Yes” for 80% or more survey items.
- D. Develop Tier II Team Action Plan

# CHAPTER 3: LEADERSHIP FOR TIER II SPECIALIZED BEHAVIOR SUPPORT

## Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Review and use steps of the OH SW-PBIS 5 Step Process Model to accomplish tasks associated with development of a Tier II system and practices.
- Affirm administrative commitment for moving forward in the next phase of SW-PBIS development, Tier II system and practices.
- Establish a Tier II Behavior support team to make decisions about students receiving Tier II supports.
- Develop the Tier II team to include adequate membership for completing action plan items as well as crossover membership and/or a communication plan that informs the Tier 1 team of the status of Tier II supports.
- Delineate specific roles for each member of the Tier II Team and divide work responsibilities.
- Use a standardized meeting agenda to promote efficiency during meeting times.
- Systematically communicate applicable information and receive feedback from stakeholders.
- Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources, if needed, to develop an effective Tier II system.

## THE OH SW-PBIS PROCESS

As you continue efforts for developing a full continuum of academic and behavioral support, it is important to deepen your understanding of the positive, proactive, and instructional philosophy of discipline and SW-PBIS and to be committed to the work. Schools also must blend commitment and proven practices with strong leadership and effective school improvement processes to ensure deep and lasting change.

The ongoing process that was introduced as you undertook preparation and emergence of SW-PBIS principles and practices continues to be applicable as you move on to development of the next layer of support. At this stage teams will continue with a decision making or problem solving process that includes identifying desired outcomes and current status, analyzing data, developing a plan, implementing the plan, and then evaluating the plan for celebration of successes or revisions as necessary (See Figure 4). The difference now is the unit of analysis. While initial efforts were focused school-wide, that is all students and staff, work for developing a Tier II system will attend to smaller groups of students who are systematically identified as needing more intensive supports. Although the perspective slightly shifts, the thinking process remains the same, is paramount for any improvement effort, and remains at the heart of your SW- PBIS work. Specific procedures of the Ohio 5 step process are listed below:

Step 1: Collect and Chart the Data

Step 2: Analyze Data

Step 3: Establish Shared Expectations for Implementing Specific Change

Step 4: Implement Changes Consistently

Step 5: Collect, Chart and Analyze Pre/Post Data

## Ohio's 5 Step decision making model (Ohio Improvement Process and SW-PBIS)



### ADMINISTRATOR ROLE

Successful school improvement efforts share one commonality—strong leadership. Maintaining a well-managed school is one of the primary roles of the building administrator. As the principal goes, so goes the time, focus, resources, and attention to any given school improvement effort.

As you completed preparation activities and began implementing school-wide PBIS practices administrative leadership was key for success. The need for administrative leadership, participation and support continues throughout your work at Tier II. To define the role of the principal in the development and implementation of School-wide Positive Behavior Intervention and Support, thirteen considerations were offered by Colvin and Sprick (1999) and further clarified by Colvin (2007). These concepts were introduced during initial trainings for SW-PBIS but are important enough that reviewing them is warranted.

- Maintain Standards for Best Practices.
- Publicly Provide Support.
- Maintain a SW-PBIS Leadership Team.
- Support the SW-PBIS Team Members.
- Guide the Decision Making Process.
- Take a Leadership Role in Problem Resolution.
- Support the Team Meetings.
- Provide Recognition for Faculty and Team and Their Work.
- Serve as the Point Person for School-Related Groups.

- Monitor Implementation Activities and Provide Feedback.
- Review Data and Provide Feedback Regularly.
- Ensure That Innovation is Sustained.
- Make a Time Commitment.

#### DISCUSSION



How does this description of the administrative SW-PBIS role match with your administration's present approaches? What functions will be natural or readily provided? What shifts or adjustments might need to be made to help ensure the success of the Team's work?

### THE SW-PBIS LEADERSHIP TEAM

The process recommended for effective school improvement is based on strong leadership, shared decision-making and consensus building among all school staff. It began with the formation of a SW-PBIS Leadership Team. As the work of developing Tier II begins this team will continue to assist staff in the ongoing process of maintaining a positive school environment that meets the needs of all students.

In Ohio Schools the SW-PBIS leadership is integrated into the OIP team leadership structures to the maximum extent possible. When OIP schools choose to delegate PBIS leadership functions to a work group or committee, those groups are planned in such a way as to maintain to the maximum extent possible the data, team, communication, and decision making systems of the established teams. Extra care is taken to make sure that the PBIS team does not become disconnected to the established team practices.

Asking all members of the existing SW-PBIS Leadership team to maintain Tier I efforts and simultaneously develop expertise for more specialized behavior support likely will not be the most efficient or effective use of team member's talents and time. Instead, at this point, many schools choose to divide the SWPBIS Leadership team into smaller groups (i.e., committees) that will focus on one particular tier of the continuum. For example, some members of the SW-PBIS Leadership team will opt to maintain Tier I efforts while others may be selected or recruited to work within the specialized behavior support group. Initially the specialized behavior support committee will work to develop group-based, Tier II interventions, but later some members of the Leadership Team may be designated to learn about and develop a system for individualized, Tier III, behavioral interventions.

### Team Responsibilities

To determine which members of the SW-PBIS Leadership Team are best suited to accept responsibility for the specialized behavior support committee description of the activities associated with this group may be beneficial. Staff members who serve in the specialized behavior support group will work to establish systems and practices for students requiring more intensive social, emotional, and/or behavioral support.

Members of this group will ensure timely access to interventions, oversee implementation of practices, and regularly use data to monitor student progress during intervention and evaluate overall program outcomes. Some example activities include the following:

- Develop procedures and data based decision rules for referring students to intervention.
  - Existing information, such as office discipline referrals or attendance data
  - Teacher nomination
  - Screening instrument scores
- Provide specialized behavioral assessment strategies, interventions, and supports.
- Provide training and support to school personnel, students, and families regarding intervention program(s).
- Meet regularly (e.g., weekly or biweekly) to review intervention programs, monitor individual student progress, and review new referrals.
- Summarize and review data to address the following questions:
  - Are appropriate students being referred?
  - Are students receiving support quickly?
  - Has entire staff been trained?
  - Are data reviewed on a regular basis?
  - Have data based decision rules been established for accessing, monitoring progress, and fading the intervention?
  - Are interventions implemented as planned?
  - Is adequate training provided to individuals who will implement interventions?
  - Are students actively participating in the intervention?
  - Is effectiveness of intervention and support being monitored?
- Develop data based decision rules (including time frames) for placing students, monitoring progress, and fading the intervention.
- Coordinate school-wide implementation of the overall Tier II practices and systems.

### Composition

To accomplish the activities and tasks associated with development and implementation of group-based interventions the membership of the committee should be crafted to ensure primary functions are fulfilled. Individuals in the following positions are often included in the work of the specialized behavior support committee:

### Participation

While the specialized behavior support group is in the initial preparation and implementation phases, membership will remain constant; the same people

## Specialized Behavior Support Committee Members

- An individual designated to coordinate each Tier 2 intervention
- A School Administrator
- A Behavior Specialist (e.g., school counselor, school psychologist, social worker, special educator)
- A Classroom Teacher

will participate in each meeting and work together to accomplish items from the Action Plan. Once a system and interventions are in place, members who attend team meetings may vary to some extent based on which students are participating in Tier II. Intervention coordinators and classroom teachers will regularly participate, but may not be required for the entirety of all Tier II meetings. For example, classroom teachers may choose to attend only during portions when a student from their class list is discussed.

## Selecting Team Members

The method for designating team members who will lead Tier II efforts should be thoughtful. To be successful, the team should include staff members who are “doers,” held in high esteem by their colleagues, and team players that focus on solutions and are positive and respectful in their interactions with staff, students, and families. Methods for selecting team members could include:

- **Appointment by administration.** This method allows the principal to recruit people known to possess the above qualifications. While appointment to the team has obvious advantages, it can be divisive if staff somehow views those chosen as the administrator’s “select” or favored group.
- **Volunteers.** Some staff may respond best to a volunteer approach. The administrator can describe the role and responsibilities of the team and the desired composition and allow individuals to submit their name for consideration. The administrator will likely need a process to make final selections when more than one person from a representative group volunteers.
- **Election.** Representative groups can elect a constituent to represent them on the team. This election process might enhance staff consensus by ensuring that each group feels a personally selected staff member is sharing their interests. However, this process can feed into an already divisive staff by contributing to a tendency to form power blocks.
- **Existing committee, team, or group.** For some buildings, the process simply may be to use an existing staff team. Many schools already have a group of staff members that meet regularly to discuss academic and/or behavioral concerns for some students. If an existing committee is considered, be sure that the added workload will not render the team ineffective.
- **Compensation.** The time commitment to participate with SW-PBS efforts sometimes goes beyond the normal responsibilities of staff members. While respected professionals often make such commitments gladly, consideration should be given to how to support them and work. This might include:
  - Arrange meeting times and hire substitutes for a portion of the day when meetings are held.
  - Meet outside of regular school hours with extra pay.

### Teams and Teachers Are Critical For Success!

A common misperception is that someone else will provide strategies to “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff are often involved in the intervention – it is important to stress that these interventions will require a high level of involvement among ALL staff within the school building.

(Lewis, 2009)

- Arrange for additional preparation time by periodically supervising team members' classes for them.
- Relieve participating team members of other duties such as bus supervision, recess duty, cafeteria supervision, etc.

**Tier I Team & Tier II Team Responsibilities Compared**

<b>TIER I TEAM</b>	<b>TIER II TEAM</b>
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the PBIS Team.
Uses school-wide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at risk students.

Tier I Team & Tier II Team Responsibilities Compared. Adapted From Los Angeles County Office of Education (2001). Teaching Alternative Behaviors School-wide: A Resource Guide to Prevent Discipline Problems.



**ACTIVITY**

Within your SW-PBIS Leadership team, consider the tasks and activities of the Specialized Behavior Support Groups. Discuss details associated with who, what and how for personnel who will work within the Tier II group. In addition, determine how this information be summarized and shared with other staff.

Who?	<p>Who might be effective members for our Tier II, Specialized Behavior support team?</p> <p>Do we have the talent and skill sets that we need within our existing SW-PBIS Leadership Team? Or do new members need to be recruited for completing Tier II work?</p>
What?	<p>What is the charge of our Tier II, Specialized Behavior support team?</p> <p>How does this team relate with other committees or structures that already exist in our school?</p>
How?	<p>How long will team members serve?</p> <p>How will rotation occur?</p> <p>How can we ensure full representation of staff?</p>

## Working Smarter

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SW-PBS Leadership Team Tier I	Develop, implement and monitor universal system of support.	Decreased number of discipline incidents. Improved perceptions of school safety.	All staff and students.	Principal, school counselor, grade or department level representatives.	Goal #3
Attendance Committee	Encourage low attending students to increase school attendance.	Improved attendance rates.	Low attending students.	School librarian and one instructional aide.	Goal #2
Teacher/Student Assistance Team; CARE Team	Develop strategies for students who need extra assistance.	Improved behavioral and academic achievement.	High-risk students.	Principal, counselor, social worker, special education teacher.	Goal #3

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

- 1) To what extent is the committee reaching goals stated in the CSIP plan?
- 2) Is there clear purpose and identified outcomes for each group listed?
- 3) Have outcomes for each committee been evaluated?

Working Smarter – Tier II Team

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal

WORKING SMARTER

We have all heard this phrase before—work smarter, not harder—but what does it really mean, especially in education? We’re all busy, that’s a given. However, just because we are engaging in promising initiatives doesn’t mean we are maximizing our possible successes. Whenever you are beginning something new, implementing something new, or even thinking about something new, it is a good time to step back and reflect on what work is currently on our plate, what the intent and outcomes are, who it is expected to impact, what staff are involved, and how the efforts relate to our school improvement goals. Compiling this information across all initiative or efforts may help us make decisions to consolidate committees or staff, eliminate initiatives, or wisely add to our improvement efforts and therefore, work smarter not harder (Kameenui & Carnine, 1998). A sample of how one school summarized and reviewed

their school initiatives is provided on the following page. Redundancy and possible staff overload is evident.



#### ACTIVITY

Use the Working Smarter form provided to identify all current initiatives or improvement efforts (e.g., School Safety Committee, PLC, Data Teams, DARE Committee, Rtl, School Spirit Committee, etc.) specifically related to improvement of student behavior. Then note the purpose of that work, identify the outcomes, the group that is targeted by this work, the staff involved, and the related CSIP goal(s). Is there overlap? Are there efforts that do not have measureable outcomes? Can the work of some initiatives or committees be combined? Are some staff serving on multiple efforts? How might you adjust to work smarter?

### EFFECTIVE TEAM PROCESSES

Time is the most valuable resource for educators. Meeting and planning time often is scarce so we must learn to work smarter, maximizing our time and outcomes. Unproductive meetings can dim enthusiasm for your work and slow efforts, while effective team processes excite and inspire, and fuel progress. The most common categories of ineffective meetings include: 1) disorganization in planning; no clear meeting objective or purpose, 2) ineffective processes for running the meeting, and 3) no closure or follow-up. In the past your SW-PBIS work was guided by a clearly delineated schedule of protected meeting time, ground rules or working agreements, use of a meeting agenda, deciding how to decide, team member roles, planning for communication, action planning, and engaging the staff in your work. All of these same principles continue to apply as the work of the SW-PBIS Leadership Team is divided into Tier 1 and the Tier II focused teams.

#### Problems Commonly Associated With Meetings

- Getting off the subject
- No goals or agenda
- Too lengthy
- Poor or inadequate preparation
- Inconclusive
- Disorganized
- Ineffective leadership/lack of control
- Irrelevant information discussed
- Time wasted during meetings
- Starting late
- Not effective for making decisions
- Interruptions from within and without
- Individuals dominate discussion
- Rambling, redundant, or digressive discussion

- No published results or follow-up actions
- No pre-meeting orientation
- Canceled or postponed meetings

*950 professional surveyed on meeting efficiency; listed in rank order. (Mosvick & Nelson, 1987)*

**DISCUSSION**



What challenges to effective meetings have you experienced in your school?  
What meeting roadblocks would you like to avoid?

### MEETING SCHEDULE

Meeting frequency will vary somewhat as you begin the preparation phase of your work, then later move to implementing and sustaining your practices. During the initial development or preparation phase, it is important for the Tier II, specialized behavior support group to meet frequently. At a minimum, this group should meet once per month, with additional meetings scheduled as needed to achieve your goals and timelines. It is recommended that meeting dates and times be entered on the school master calendar early in the school year so other activities do not crowd out these important meetings. Additionally, be sure to schedule the length of meetings to allow ample uninterrupted time to plan; at least an hour is ideal. Schools often schedule meetings before or after school, on early release days, at a time during the day when all or most share a common planning time, or in some cases, schedule substitutes as necessary. Some schools occasionally “retreat” to allow longer, uninterrupted work time. Creative scheduling helps to provide the time necessary to ensure good outcomes for your school.

### EXAMPLE

**Meeting Dates & Times – Tier II Specialized Behavior Support**

<b>AUGUST</b>  2 full day paid work sessions 8:00-4:00	<b>SEPTEMBER</b>  2nd & 4th Wednesdays 9:00-10:00	<b>OCTOBER</b>  2nd & 4th Wednesdays 9:00-10:00	<b>NOVEMBER</b>  2nd & 3rd Wednesdays 9:00-10:00
<b>DECEMBER</b>  2nd & 3rd Wednesdays 9:00-10:00	<b>JANUARY</b>  2nd & 4th Wednesdays 9:00-10:00	<b>FEBRUARY</b>  2nd & 4th Wednesdays 9:00-10:00	<b>MARCH</b>  2nd & 3rd Wednesdays 9:00-10:00

<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>
2nd & 4th Wednesdays 3:00-4:00 (after school)	2nd & 4th Wednesdays 9:00-10:00	2 full day paid work sessions 8:00-4:00 MO SW-PBIS Summer Institute Training 3 days	No Meetings



**ACTIVITY**

With your team, consider your meeting options. What meeting times will work for you? On the calendar below indicate your meeting dates and times for the upcoming months. Who will be responsible for entering these meetings on your school's master schedule?

**Schedule of Meeting Dates & Times – Tier II Teams**

<b>AUGUST</b>	<b>SEPTEMBER</b>	<b>OCTOBER</b>	<b>NOVEMBER</b>
<b>DECEMBER</b>	<b>JANUARY</b>	<b>FEBRUARY</b>	<b>MARCH</b>
<b>APRIL</b>	<b>MAY</b>	<b>JUNE</b>	<b>JULY</b>

**WORKING AGREEMENTS**

During the initial stages of your SW-PBIS efforts you established working agreements or ground rules for assisting staff to achieve their meeting goals and to increase the productivity and effectiveness of their time (Garmston & Wellman, 2009). This is a good time to revisit, review, revise and/or recommit to clearly defined working parameters.

As has been previously recommended, ground rules should be: 1) developed by the members of the work group, 2) posted visibly during meetings, 3) reviewed as each meeting is initiated, 4) occasionally used to review team performance at the close of meetings, and 5) revised as new issues surface. All staff should

be willing to address and discuss behaviors that are in violation of their working agreements when they occur during meetings. Some common working agreements are listed below and an additional sample follows.

#### Working Agreements: Some Possibilities

- Start on time; end on time.
- Stay on topic.
- Avoid unnecessary repetition.
- Give your full attention; silence cell phones during meeting.
- Clarify agenda/meeting outcomes and time allotments before beginning.
- If presenting, be prepared.
- Watch and be considerate of time.
- Attend to the speaker; use post-its for side conversations.
- Wait to speak; use active listening.
- Indicate support for ideas you like or agree with.
- Ask for clarification if you don't understand.
- Share concerns thoughtfully; pair criticism with a way to improve.
- Communicate authentically; avoid "parking lot" talk.
- Keep focus on our group goal and what is best for students.
- Be willing to doubt your own infallibility and compromise when necessary.

### EXAMPLE

<b>Be Respectful:</b>	<b>Be Responsible:</b>	<b>Be a Problem Solver:</b>
<ul style="list-style-type: none"> <li>➤ Listen to others</li> <li>➤ Limit side conversations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be on time</li> <li>➤ Bring required materials</li> </ul>	<ul style="list-style-type: none"> <li>➤ Discuss concerns with the team</li> <li>➤ Brainstorm solutions</li> </ul>



**ACTIVITY**

With your team, identify some of the challenges and the roadblocks you may have experienced during initial SW-PBIS efforts. Also consider and discuss the professional behaviors that characterize efficient and effective meetings you have attended. What working agreements will support your team's work and heighten your productivity?

#### MEETING AGENDA

In the same way that you have used a meeting agenda during your work with Tier I, maintaining an effective agenda is one of the most important elements for a productive meeting. The agenda typically communicates: 1) topics for discussion, 2) a time allotment for each topic, and 3) the person responsible

for reporting or leading. It also can be used as a checklist to ensure that all information is covered and, if it is distributed before the meeting, lets participants know what will be discussed. This gives the team an opportunity to come to the meeting prepared for the upcoming discussions or decisions. Additionally, agendas often include a space to take notes or indicate members present; tasks, activities, or assignments to be done before the next meeting; and the date of the future meeting as well as possible agenda items.

Examples of a team agenda as well as a blank meeting agenda template follow.

### Meeting Agenda, Minutes and Problem-Solving Action Plan Form

Date:		Time:	Location:	Norms:
Today's Meeting	March 1, 2012	3:30 – 4:15	Conference Room	
Next Meeting	March 15, 2012	3:30 – 4:15	Conference Room	

- Begin and end of time
- Be an active listener
- Stay on topic
- Follow through on all assigned tasks
- Reach consensus with thumbs up procedure

**Team members present:** Barb Mitchell (Chairperson), Diane Feeley (Administrator), Terry Bigby (Intervention Coordinator), Deb Childs (Secretary), Betty Ennis (Communication Coordinator)

Today's Agenda items:	Additional Agenda items:	Potential Problems raised:
<ol style="list-style-type: none"> <li>1. Review of Student DPR data for CICO</li> <li>2. New Students</li> <li>3. Staff CICO training</li> <li>4. Scheduling BAT</li> </ol>		<ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>

Agenda item	Discussion/decision/task (if applicable)	Who?	By When?
Review of Student DPR data for CICO	Five students currently participating in CICO for the past two weeks. A review of their graphs show that four are at or above their goal of 80%, so they will continue with data review scheduled in two weeks to see if they meet data decision rule for fading at that time.	Diane Feeley	March 15, 2012
	One student's data was reviewed due to poor response. After reviewing the Fidelity of Implementation Checklist, it was determined that CICO is not being implemented with fidelity due to the DPR not being consistently completed and the student not consistently checking-out. Barb Mitchell will retrain the classroom teacher on completing the DPR and providing positive feedback and will also arrange for an older student on the intervention to pick-up the student for check-out.	Barb Mitchell Diane Feeley	March 3, 2012
New Students meeting Data Decision Rule for Tier II consideration	Diane Feeley reported that no new students have met the data decision rule for Tier II intervention.		
Staff CICO training	Right now, the only staff trained on completing the DPR and providing positive feedback based upon the DPR are those teachers involved in the pilot. When we go full scale next year, we will need everyone trained. Deb Childs reported that she will schedule 45 minutes for staff CICO training to take place by May 1. We will use the Tier II Toolkit materials and training videos as resources for this training.	Deb Childs	May 1, 2012

Agenda item	Discussion/decision/task (if applicable)	Who?	By When?
Scheduling BAT	The Tier II team needs to take the BAT and submit the Excel spreadsheet to our regional consultant by April 15, 2012.	Terry Bigby	March 29, 2012
	The BAT will be taken during our March 29, 2012, team meeting. Terry Bigby will bring the hard copy of the BAT and Diane Feeley will have the BAT Scoring and Results Spreadsheet downloaded onto her computer for data entry.	Diane Feeley	March 29, 2012

**Evaluation of team meeting** (Mark your ratings with an “X”)

	Yes	So-So	No
1. Was today’s meeting a good use of our time?	X		
2. In general, did we do a good job of tracking whether we’re completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the desired effects on student behavior?	X		

**Meeting Agenda, Minutes and Problem-Solving Action Plan Form**

Date:	Time:	Location:	Norms:

Team Members Present:

Today's Agenda items:	Additional Agenda items:	Potential Problems raised:
1.		1.
2.		2.
3.		3.
4.		

Agenda item	Discussion/decision/task (if applicable)	Who?	By When?

**Evaluation of team meeting** (Mark your ratings with an "X")

	Yes	So-So	No
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. In general, are the completed tasks having the desired effects on student behavior?			

## SW-PBIS Tier II Team Meeting Agenda

Date:

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
<b>To Do Before the Next Meeting:</b>		
<b>Next Meeting:</b> <b>Possible Agenda Topics:</b>		

## DECIDING HOW TO DECIDE

As your work progresses, you will encounter decisions that need to be made by the team as well as larger decisions, made by the entire staff, regarding the development and implementation of new approaches. Without effective tools to make these decisions, you may get bogged down in indecision or prolonged discussions and even division.

**WHO DECIDES?** There are some decisions where it just doesn't make sense to involve everyone. Identifying an individual point person can be very appropriate when that person has much relevant knowledge or authority. Decision-making by the administrator or selected team member may be very appropriate. Similarly, team decisions also may be appropriate when representation of the school is needed, but involving the entire staff is impractical, unnecessary, or too time consuming. However, you will want to take the time to involve the entire staff when the issue is one that everyone needs familiarity with or that requires the support of each person to carry out. This is essential when decisions are being made about new procedures or approaches to be implemented by all.

**HOW TO DECIDE.** Once you have considered who needs to decide, the second question is how to decide. The common approaches for making decisions are in Figure 6. When divisiveness is present, schools would be best to revisit mission, vision, guiding principles, or beliefs to foster harmony before moving on to make decisions using a consensus model. Effective leaders understand the importance of striving for consensus, but also understand that not all decisions should be made by the entire group or by using consensus strategies. In that case a majority rule or unilateral decision will be made. In addition, when the group is "stuck" a smaller group can be assigned to bring suggestions back to all. This would be an example of participative or representative decision-making.

### DISCUSSION



Overall, which approaches to deciding are currently used in your school? Who decides what, and how are those decisions made? Are decisions being made efficiently? Do the approaches foster cooperation and collaboration when needed? Which decision making strategies will you use within your team during Tier II work? Which decision making strategies will you use with the entire staff?

## Common Approaches to Making Decisions

DECISION OPTION	ADVANTAGES	DISADVANTAGES
<p>Consensus</p> <p>Every view or position is heard. All members are willing to support the decision.</p>	<ul style="list-style-type: none"> <li>◆ Generally ensures greater buy-in and therefore increases likelihood of successful implementation.</li> <li>◆ Benefits from the input from all perspectives.</li> <li>◆ Once a decision has been reached, it can often be acted on more quickly than a</li> </ul>	<ul style="list-style-type: none"> <li>◆ Can be time consuming and difficult to do.</li> <li>◆ Can be contentious if individuals or small minorities are allowed to block agreement; blocking can result in dissatisfaction with the inflexible minority or individual.</li> </ul>

	unilateral decision handed down.	
Majority Rule  Decision determined by a majority vote.	<ul style="list-style-type: none"> <li>◆ Familiar, time efficient.</li> <li>◆ Considered “fair” by some.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Regarded as competitive rather than cooperative.</li> <li>◆ Ignores the possibility of compromise.</li> <li>◆ Can reduce the commitment of each individual to the decision and create less willingness to act upon the decision.</li> </ul>
Participative or Representative  Those making the decision seek and take into account input from the entire team or staff.	<ul style="list-style-type: none"> <li>◆ Efficient in that it does not tie up the entire team or staff, but still provides the advantage of their input.</li> <li>◆ Staff feel that they were heard; generally acceptable by many.</li> <li>◆ Allows for administrative (or other designated decider) to make final decision.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Sometimes takes time to gather the input, and there is potential of missing someone.</li> <li>◆ Requires good communication.</li> </ul>
Unilateral  One person or a group is empowered to make a decision without consulting others.	<ul style="list-style-type: none"> <li>◆ Most efficient.</li> <li>◆ Good for when a quick decision needs to be made.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Open to abuse of authority.</li> <li>◆ May overlook some perspectives.</li> <li>◆ If overused, can be demoralizing by the group.</li> </ul>

Figure 10

TEAM MEMBER ROLES

To efficiently and effectively accomplish your Tier II tasks, the work must be distributed. Effective meetings that lead to successful action planning and utilize consensus decision-making often have several common roles that are designated to make the processes run more smoothly. A clear description of example roles is provided on the following page. Although the name and nature of these roles may vary from group to group, this represents an array of roles that have been found to contribute to success. Depending on the size of your school and team, not all teams may use all of these roles, although some are essential—the most common include: 1) chairperson, 2) timekeeper, 3) secretary, recorder, or note taker. Roles most often are assigned based on interest and the specific skill sets of individual team members. Some teams opt to rotate the main roles through all the group members in order to build the experience and skills of all participants, avoid an over-reliance on a few, and equalize all while preventing any perception of concentration of power. The specifics of roles is perhaps less important than the commitment to use roles and effective group processes to heighten your operation and productivity.

**COACHING.** In addition to these suggested roles, committee members also may be designated to serve a coaching role to support implementation of Tier II practices among staff. In many ways, all group members will serve in a coaching role, which includes:

- Listening, questioning, and reviewing data.
- Encouraging, teaching, prompting, providing practice and modeling.
- Communicating with stakeholders.
- Distributing information and gathering input.
- Organizing and promoting professional development.

Some teams may have the ability to identify someone who serves primarily as a coach for their staff.



**ACTIVITY**

Review the description of roles on the next page. What roles will best support your Tier II work and heighten your productivity? Determine which roles are needed and staff members that will fill the position.

<b>Tier II Behavior Support Team Roles and Responsibilities</b>			
<b>Role</b>	<b>Responsibilities Before Team Meeting</b>	<b>Responsibilities During Team Meeting</b>	<b>Responsibilities After Team Meeting</b>
Facilitator	Develop agenda with input from team Send agenda to team members	Facilitate meeting	Follow up on assigned tasks Seek input from team members and staff
Recorder	Provide meeting reminder to team	Keep meeting minutes	Distribute minutes to members
Time Keeper	Review time slots on agenda	Maintain parameters Uses established signal to keep team on task	Lead conversation for evaluation of meeting
All Members	Review meeting notes Preview agenda Bring completed materials	Follow meeting norms Provide input	Set the positive tone and example Complete assigned tasks
<b>Other potential roles</b>	<b>Other potential responsibilities</b>		
Intervention Coordinator Communication Coordinator Historian/Archivist	Prepare summary of student progress monitoring data Prioritize which student data will be reviewed Gather any new nominations Collect and compile any feedback and/or input from staff Prepare summary of status of staff recognition activities Disseminate updates of products	Present update on data and facilitate focused conversation Discuss any nomination of new students Share compiled feedback/input from staff Lead planning for stakeholder communication Provide update on staff recognition activities Lead the planning for targeted recognition for staff Lead discussion on any new files	Share data highlights with staff Collect any other necessary data Provide updates to staff Coordinate stakeholder communication (e-mail, newsletters, websites, etc.) Carry out recognition activities with staff Maintain electronic database of team products and backup database regularly

## COMMUNICATION

One of the most important systems the Tier II, Behavior support team must consider is how to keep all staff, students, and families informed. On-going updates and sharing with staff, students and families maintains “buy-in,” sustains and enriches interest, and promotes on-going commitment to SW-PBIS.

Ideally an effective communication system already has been developed during initial SW-PBIS planning stages. However, as the work for Tier II begins it is a good time to revisit existing communication strategies and the extent to which these need revision. Whatever communication plan is selected it should include provisions for: 1) sharing ongoing information, 2) presenting data and, 3) obtaining feedback from stakeholders (staff, students, families & community). Some common communication strategies include:

- Communication “tree”
- Regular bulletins or newsletters
- Posters
- Parent letters
- Presentation at Open House
- Website
- Monthly staff meetings
- Bulletin board in the staff lounge
- Suggestion box and surveys
- Feedback/exit slips at conclusion or meetings or professional development
- Requests of staff for draft revisions
- Bulletin boards for students
- Morning announcement/update
- Fair of student artwork or essays on SW-PBIS
- Overview presentations for community groups
- SW-PBIS overview in substitute packet and application paperwork

In addition to the above communication ideas, teams will want to build time into team meetings to consider communication needs relative to agenda items just discussed. At the conclusion of your meetings, consider these questions: “What needs to be communicated? How should it be communicated (formally or informally)? To whom do we need to share this? And, who will be responsible for the communication?” Routine thoughtful planning for communication can lead to well-informed stakeholders and greater unity.

While your Communication Coordinator may assume primary responsibility for organizing and maintaining the communication systems, the team will want to assist with planning and selecting what will work best for your school and stakeholders. To ensure that you have a systemic way to communicate with staff, students, families and your community, a full plan should be created.

## SCHOOL COMMUNICATION SYSTEMS

**Example 1:**

1. The Tier II Team Recorder will post information/materials for consideration on the “What Do You Think About This?” section of the SW-PBIS Bulletin Board in the Teacher Work Room the first Monday each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. On the day of the staff meeting, the Tier II Coach will send out the information/materials for consideration via e-mail to each certified and classified staff member.
4. Each certified and classified staff member will respond to the e-mail by writing comments or questions regarding the information/materials for consideration. Staff will respond by Friday afternoon the week of the staff meeting.

**Example 2:**

1. The Tier II Team Recorder will place a hard copy of information/materials for consideration in each certified and classified staff member’s mailbox the first Monday of each month.
2. Time will be allotted during the monthly staff meeting for the principal to present information/materials for consideration.
3. Certified Staff will discuss information/materials for consideration during the department/grade level meeting. Each department/grade level team will write comments or questions on the hard copy of the information/materials. Classified staff will individually review and write comments or questions on the hard copy of the information/materials.
4. The second Friday of the month, the department/grade level team and classified staff members will place the hard copy with comments or questions in the SW-PBIS Feedback Basket located in the Teacher Work Room.

 **ACTIVITY** Document your plans for regular communication with all stakeholders, staff, students, families and community

Stakeholder	Strategy	Person Responsible
Tier I Team		

Stakeholder	Strategy	Person Responsible
Staff		
Students		
Families		
Community		

**DEALING WITH RESISTANCE TO CHANGE**

As your work with Tier II evolves inevitably some changes to existing procedures and practices will be required. As the SW-PBIS Leadership Team continues working with all staff, students and families understanding about the nature of resistance to change is needed. As discussed during your initial phases of SW-PBIS training change can be viewed as a social process that begins at the individual level. Those involved in the change must go through a learning process in order to shift paradigms and appreciate the goals of the change, to make adaptations to new practices, to be allowed to adequately prepare prior to attempting to implement the change, and to be supported as change is implemented. Strategies you may have used to promote and support change during the beginning stages of SW-PBIS development are reviewed below (Knight, 2009)

Teachers must believe the changes will make a difference

- Leaders have verified the changes are research-based, supported by other practitioners and can provide significant positive impact.
- The proposed changes match staff identified needs.
- Support to learn, implement and sustain the change must be assured.

Several types of support are needed

- Provide high quality, up front training.
- Provide ongoing skill-building training sessions.
- Provide opportunities for feedback and coaching.
- Teachers and staff must see what is expected and believe it will work
- Provide experiences and examples that demonstrate how and why it works.
- Modeling, visits to other OH SW-PBIS schools, videos, question & answer sessions, study groups
- Allow time to experiment and adjust before full implementation.
- Allow time for staff to make up their own minds.
- Stakeholders must be involved in the decision-making
- Provide opportunities for involvement in decisions.
- Respect teachers' professional autonomy and work to incorporate it where appropriate.
- Involve staff in the generation of ideas before making decisions.
- Clarify decision-making. Who makes what decisions? How will decisions be made?
- Respect the expertise of the staff
- Recognize expertise within the building and make sure those who wish to contribute are asked to do so.
- Presenters/team leaders should listen respectfully to staff questions and ideas.
- Recognition of staff contributions should be ongoing.
- Provide opportunities for reflection and shared vision.
- Understand and improve upon potentially poor prior experiences with change
- Have people identify how this change is similar and different from in the past.
- Allow time for implementation to be effective, using a variety of strategies that respect the individuality of your stakeholders.
- Administrative leadership publicly supports implementation and the ongoing work to assure success.
- Clarify that SW-PBIS is a valued change and will be a long-term commitment by all; that it is worth the investment to learn, invest in and utilize what is implemented.

#### DISCUSSION



Has your school experienced resistance to change? What was the nature of resistance?

What might be some ways to head off any resistance to your Tier II work?

## NEXT STEPS

Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind. **See Tier II Team Action Plan – Leadership**

- Establish a Behavior support team to oversee development and implementation of Tier II system and practices.
- Identify and document team meeting dates and times.
  - Use the Blank Schedule of Meeting Dates & Times
- Identify personnel who will develop & oversee development and implementation of Tier II data, system, and practices.
  - Activity in workbook
- Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier II system
  - Complete the Working Smarter Template
- Identify and document team member role and responsibilities
  - Use the Blank Team Membership & Roles
- Adopt a standard meeting agenda and format
  - Use Blank Team Meeting Agenda
- Identify and document a communication plan for dissemination of information.
  - Use the Blank Communication Plan

# CHAPTER 4: STUDENT IDENTIFICATION PROCESS

## Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Develop a process that includes a minimum of two data sources to accurately identify students with internalizing and/or externalizing social, emotional or behavioral risk factors.

## SYSTEMATIC & EARLY IDENTIFICATION

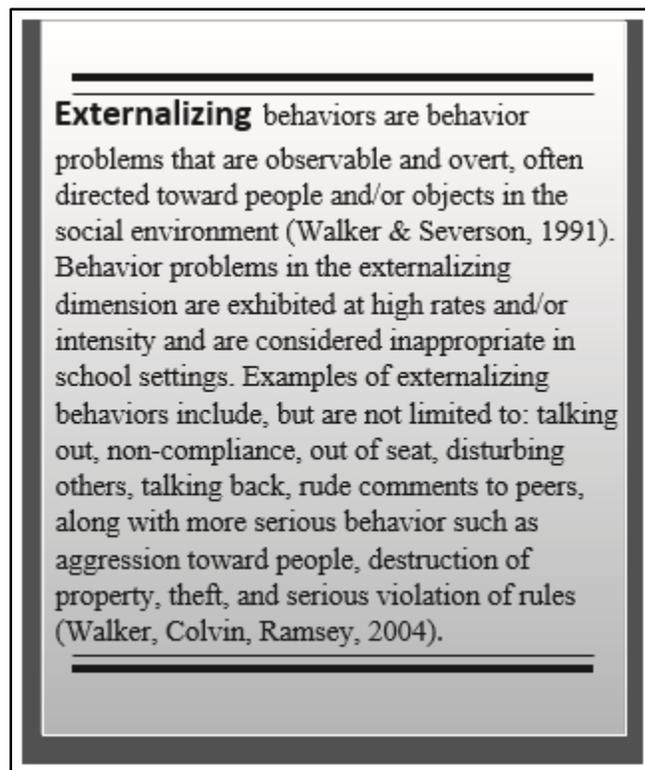
Multiple strategies can be used to identify students for Tier II supports. Example identification tools can include office discipline referrals, screening instrument scores, teacher nominations, parent and support service recommendations, and formative assessments. It is not necessary to exhaust all possible identification methods, however no single method is likely to identify all students who may need Tier II supports so it is recommended that schools select and use multiple techniques. Ideally the process is developed so that all students have an equal chance to be considered for risk at least annually and preferably more than once per school year. Finally, the identification methods selected should be efficient in terms of cost and time requirements from school personnel.

It is worth noting—one of the foundational principles of an MTSS model is when large numbers of students are exhibiting similar challenges, the school-based problem-solving team should focus problem-solving on Tier 1 as a priority before identifying students whose needs may warrant immediate supplemental or intensive services which require more complex and expensive supports.

Therefore, it is important for school-based problem solving teams to consider whether a student's behavior or performance is different than peers in the same environment. If many students in the same classroom are identified or direct observation of the classroom indicates that critical curricular, behavior management, and instructional components are missing from or ineffectively implemented in the classroom, then modification of classroom supports should be addressed prior to planning for and providing supplemental supports.

An effective identification process should generate information for students experiencing externalizing and/or internalizing behaviors.

In addition, children and youth with the following characteristics should also be identified and considered for additional support. Students who: 1) present many classroom challenges, 2) experience in-class consequences but do not receive office discipline referrals, 3) are identified with disabilities but may still need additional social, emotional or behavioral supports, and 4) are recommended by faculty, parents or supportive professional.



Systematic identification can be conducted in several different ways. Examples include regular monitoring of existing school data that is indicative of risk, use of a systematic teacher nomination process that can be accessed at any time and also is scheduled to occur during designated cut points of the school year, and/ or implementation of a teacher, student or parent rating process that incorporates standardized screening instruments.

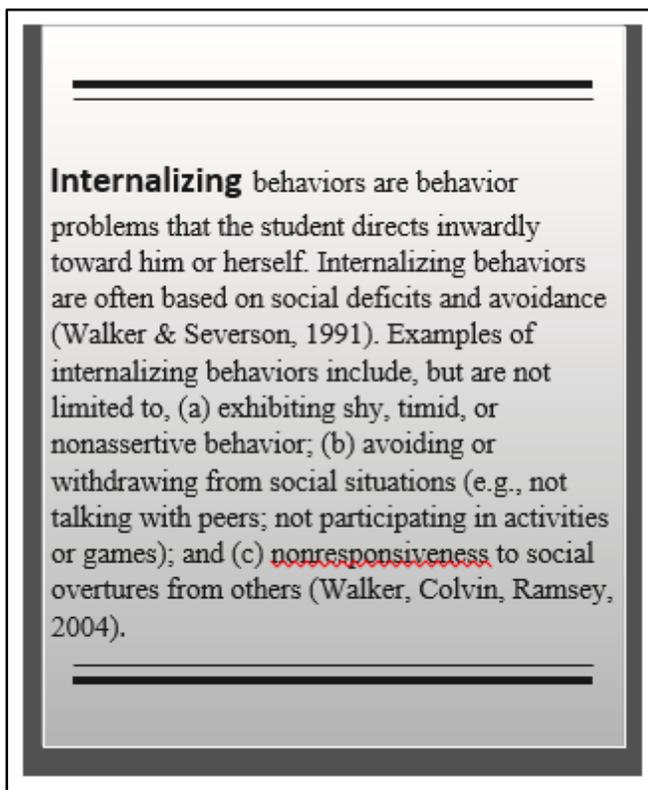
Initially, schools may be concerned about lacking sufficient interventions, personnel, or other resources to simultaneously address the needs of every student identified through the use of a school- wide screening process. School-based problem-solving teams should develop a method for prioritizing students according to their level of need.

Ultimately the goal is development of a clearly defined, methodical process that allows all students to be considered, promotes early identification of students who are at-risk for poor outcomes, and identifies youth who may be experiencing internalizing and/or externalizing concerns.

## NOMINATIONS

An effective identification system will include a process that allows teachers, parents and/or students themselves to submit candidate names to be considered for Tier II supports. The following considerations will help teams as they make decisions to develop a nomination process or to revise an existing procedure.

- Designed for quick response; supports for classroom teacher and/or rapid access to intervention for student.
- Short & simple, requires less than 10 min to complete.
- Typically, a teacher makes the nomination but referrals can also come from parents, or the student.
- Staff is trained to consider and nominate students with internalizing and/or externalizing characteristics.
- Staff, students, and/or parents can make a nomination any time there is a concern.
- A staff nomination process is scheduled at designated points across the school year (e.g., near the end of the first grade reporting period) during which teachers are provided with a description of risk characteristics and asked to review a list of students in their class. Names of students who meet risk criteria are submitted.



## DISCUSSION



Does your team already have a nomination form and process? If so, does information collected include:

- Identifying information about the student (gender, grade, IEP status)
- Academic performance data
- Information and data about problem behaviors
- Description of the problem (when problem behavior occurs and how often; why the problem behavior is occurring/function)
- Office discipline and/or classroom minor incidents
- List of strategies teacher has used to address the problem behaviors & how successful they have been
- Teacher perceptions regarding acquisition or performance deficits

Additional Questions to Consider:

- How do teachers access the nomination form?
- Who do teachers contact for questions and/or to receive assistance with the nomination process?
- Who receives the completed nomination form?
- How is the team notified when there is a new nomination?

## ACTIVITY



The following pages provide two different examples of school developed nomination forms. Review the examples then discuss them with your team. Consider your existing nomination and request for assistance process. Determine what adjustments or modifications need to be made to facilitate proactive, early identification.

## EXAMPLE

Teacher Nomination for Assistance

Student Name: \_\_\_\_\_ Age: \_\_\_\_\_ Grade: \_\_\_\_\_

IEP: \_\_\_\_\_ Yes \_\_\_\_\_ No

Teacher Completing: \_\_\_\_\_ Date: \_\_\_\_\_

### ACADEMIC INFORMATION

Overall G.P.A.: \_\_\_\_\_ Do you believe that academic skills, including task completion, are impacting the problem behavior? \_\_\_\_\_

Reading Grade: \_\_\_\_\_  
 Written Language Grade: \_\_\_\_\_ Yes  
 Math Grade: \_\_\_\_\_ No  
 \_\_\_\_\_ Unsure

### WHAT IS THE PROBLEM BEHAVIOR?

\_\_\_\_\_ Out of seat/assigned area \_\_\_\_\_ Not following instructions  
 \_\_\_\_\_ Talking out of turn \_\_\_\_\_ Technology violation  
 \_\_\_\_\_ Inappropriate Language \_\_\_\_\_ Tardy  
 \_\_\_\_\_ Verbal defiance \_\_\_\_\_ Withdrawn  
 \_\_\_\_\_ Fighting/physical aggression Other: \_\_\_\_\_

### WHEN, WHERE, AND WITH WHOM ARE PROBLEM BEHAVIORS MOST LIKELY?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior		With Whom does Problem Occur
			Low	High	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	

**POSSIBLE FUNCTION OF THE PROBLEM BEHAVIOR**

Obtain Adult Attention       Escape/Avoid Peer Attention       Obtain  
 Escape/Avoid Adult Attention       Obtain Tangible/Activity       Stimulation/Sensory  
 Obtain Peer Attention       Escape/Avoid Tangible/Activity       Escape/Avoid Stimulation/ Sensory

**STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS**

	<b>Successful</b>	<b>Somewhat Successful</b>	<b>Not Successful</b>
Tangible recognition for expected behavior			
4:1 positive verbal feedback			
Re-taught expected behavior			
Multiple opportunities to practice expected behavior			
Self-monitoring			
Modified assignments			
Change of schedule for activities			
Extra assistance			
Parent/Guardian contact			
Other (Specify):			

EXAMPLE

William Lynch Elementary Tier II Nomination Form

Student Name:

Grade:

Teacher Name:

Date:

(Complete and return to the counselor’s office the Monday before the team meeting.)

ACADEMIC:

Please describe the student’s academic concern.

How is the student performing academically in the area of Reading? (Check all that apply)

- Advanced  Proficient  Basic  Below Basic

How is the student performing academically in the area of Math? (Check all that apply)

- Advanced  Proficient  Basic  Below Basic

How is the student performing academically in the area of Writing? (Check all that apply)

- Advanced  Proficient  Basic  Below Basic

Which of the following apply to this student? (Check all that apply)

- ELL  IEP  Speech/Language  504  Interventions

Is this student receiving academic intervention?

Table with 3 columns: Type of Intervention, Number of Days, Minutes per Day. It contains three empty rows for data entry.

Please attach a copy of any assessment data in areas of academic concern.

SOCIAL/EMOTIONAL BEHAVIOR:

Please describe the student’s behavior(s) or concern and the replacement behavior(s) you would like the student to demonstrate.

Who does the student’s problem behavior(s) affect? (Check all that apply)

Internalizing		Externalizing
<input type="checkbox"/> Exhibits sadness or depression <input type="checkbox"/> Very timid or shy <input type="checkbox"/> Acts fearful <input type="checkbox"/> Sleeps a lot <input type="checkbox"/> Does not stand up for self	<input type="checkbox"/> Teased or bullied by peer <input type="checkbox"/> Self-injury (cutting self, head banging) <input type="checkbox"/> Does not participate in games <input type="checkbox"/> Withdrawn	<input type="checkbox"/> Aggression to others <input type="checkbox"/> Defiance <input type="checkbox"/> Hyperactivity <input type="checkbox"/> Stealing <input type="checkbox"/> Non-compliance <input type="checkbox"/> Not following directions <input type="checkbox"/> Disruptive <input type="checkbox"/> Arguing <input type="checkbox"/> Calling Out
What time of day is the student’s problem behavior most frequently seen? _____		

- Him/Herself   
  Peers   
  Teacher   
  Others

Please check behaviors of concern.

Schedules (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior						Immediate Consequence
			Low	High	1	2	3	4	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	
			1	2	3	4	5	6	

Where does the student’s problem behavior tend to occur? (Check all that apply)

- Classroom   
  Hallway   
  Restroom   
  Playground   
  Cafeteria   
  Other

What strategies have you already tried? (Check all that apply)

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Talk with student            | <input type="checkbox"/> Class Meeting                 | <input type="checkbox"/> Teacher proximity     |
| <input type="checkbox"/> Talk with family             | <input type="checkbox"/> Time Out in classroom         | <input type="checkbox"/> Use of timer          |
| <input type="checkbox"/> Specific seating arrangement | <input type="checkbox"/> Time Out in another classroom | <input type="checkbox"/> Restricted Privileges |
| <input type="checkbox"/> Redirection                  | <input type="checkbox"/> Classroom reward system       | <input type="checkbox"/> Breaks                |

- Positive recognition
- More frequent positive feedback
- Partner Teacher Support
- Providing Choices
- Use of visual supports
- Other

**FOR TEAM USE:**

How frequently does the child receive recognition for meeting academic and/or behavioral expectations?

Which PBS lessons did the child participate in and when did these occur?

Was he/she attending our school at the beginning of the year?

Are there social skill concerns? If yes, are these performance (doesn't do) or acquisition (doesn't know) deficits?

Is the student already participating in the Kids Hope program?

	Check In/ Check Out	Social Skill Groups	Check and Connect	Newcomers Club
Get Adult Attention	✓	✓	✓	✓
Get Peer Attention		✓		✓
Avoid Adult Attention		✓	✓	✓
Avoid Peer Attention		✓		✓
Avoid Tasks	✓	✓		✓
Access to Activities or Tangibles	✓	✓		✓

**EXISTING SCHOOL DATA**

Existing school data can be used to develop decision rules that create an entry point for access to the school behavior support team. Specifically, teams can set criteria that when “triggered” automatically initiates discussion about a student who may be at risk. After reviewing student data the behavior support team can then determine if intervention is warranted.

To establish decision rules using existing school data teams must first consider and document student data that already is routinely collected. Examples such as office discipline and/or classroom minor behavioral records, attendance and tardy rates, classroom assignment and/or homework completion rates and grades, and formative assessment results are common types of data most schools collect and can easily access to use for decision making.

For instance a school team may decide that once any student has received a certain number of office discipline referrals (e.g., 2, 3, 4, or 5), the behavior support team automatically will schedule a review of that student's referrals and other relevant data to be discussed during the next behavior support team meeting. Ideally the data triggers that teams establish will identify students who require more intensive assistance before their patterns of behavior have become a chronic or intensive problem. Thus, an

important goal is establishing data triggers that support early identification of students who may be at risk for experiencing social, emotional and/or behavioral challenges.

One strategy for establishing reasonable decision rules is to examine previous years' student data. First, review the list of students who received documented office discipline referrals and consider which of those students your school would categorize as in the "at-risk", rather than "high risk", range. Next, identify the range of ODR incidence (i.e., lowest and highest numbers received by students perceived to be "at-risk"). Discuss this range and as a team determine the number of incidents that best depicts early signs of risk within your context. The number identified by team members can then be used as the data "trigger" for identifying at-risk students in your setting. The same process can be repeated for other types of commonly collected data.

The following are example data rules:

- 2 major ODRs from beginning of year
- Minor incidents persist---5 after Sept 30
- Fourth absence or tardy
- Academic indicators that are below grade level
- D or F in any course.

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**CAUTION!**  
Use of existing school data tends to identify students with externalizing types of behaviors. Use of additional identification strategies (e.g., nominations and/or screening instrument scores likely will be needed to draw out students at risk because of internalizing characteristics.

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## EXAMPLE

### Existing School Data Inventory

Measure	Proficient Score	At-Risk	High Risk
1. ODR	0-1	2 or more	5 or more
2. Classroom Minors	2-4	5 or more	15 or more
3. Absences	< 5/trimester	5+/trimester	10/trimester
4. Tardy	< 4/trimester	4+/trimester	10/trimester
5. ISS	0-1	2	4 or more
6. OSS	0	1	2
7. Course Grades	2.5 or higher	D or F in any course	Ds or Fs in multiple courses
8. Reading Inventory	800+	799 or lower	599 or lower
9. Writing Assessment	3 or 4	2	NS; 1



## STANDARDIZED SCREENING INSTRUMENT

A third method for systematically identifying students who may require additional support is use of a brief screening instrument. Typically screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district.

There are a number of potential advantages for developing a systematic identification process that incorporates use of a standardized screening tool. First, responding to a screening questionnaire is generally perceived as a fast, efficient, and respectful process with capacity to include all children and youth of interest. Next if an error occurs most often it is on the side of caution with the tendency to over identify rather than missing or letting students fall through the crack. Third, use of screening scores also informs schools about the needs of their particular student population which can assist with planning and resource mapping by finding groups of students with common needs (University of Oregon Institute on Violence and Destructive Behavior). Finally, universal screening is recommended as an evidenced-based practice by a number of different influential groups associated with educational policy and practice (e.g. President’s Commission on Special Education, 2002; No Child Left Behind Act, 2001; U.S. Public Health Service, 2000; National Research Council, 2002).

*The reader is referred to valuable documents from Project Aware Ohio and the Center for School-Based Mental Health Programs: Mental Health, Social, Emotional, and Behavioral Screening and Evaluation Compendium and School-wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guide.*

Unfortunately, there are a number of reasons why universal screening has not become a more common practice yet. The following list represents concerns that often are expressed:

- Behavior is viewed as purposeful rather than as associated with environmental arrangements.
- Historically schools tend to be reactive rather than proactive with respect to behavior.
- There is a widespread impression kids will “grow out of it” regarding problem behavior displayed during the early years of child development.
- Concerns about profiling or stigmatizing children and youth who meet risk criteria.
- Fear of costs and potential for identifying large numbers of students with Emotional or Behavioral Disorders (EBD).
- General perception that it is easier to screen for vision & hearing concerns because the response falls in the realm of families.
- Political realities of managing parent reactions to behavior screenings and addressing issues of confidentiality.
- Lack of needed skill set. Educators often are not trained to respond to behavior with the same confidence that they are able to respond to academic concerns.

Within a tiered framework of support one important goal is to “catch” students before academic and/or behavioral challenges become severe. Universal screening provides an opportunity for all children to be

considered for risk factors against identified criteria. It shifts focus from a traditional “wait to fail” service delivery model toward proactively seeking out children who may be at risk of academic failure and/or behavioral difficulties that would potentially benefit from specific instruction or intervention (Glover & Albers, 2007). This proactive approach minimizes impact of risk and/or may impede further development of more severe problems (Journal of School Psychology, 2007).

The following pages provide sample questions and score reports from several different screening questionnaires.

Sample items were selected from the instruments listed below:

- **Social, Academic, & Emotional Behavior Risk Screener** (SAEBRS; Kilgus, Chafouleas, Riley-Tilman, & Embse, 2013)
- **The Strengths & Difficulties Questionnaire** (SDQ; Goodman, 1997)
- **Behavioral and Emotional Screening System** (BASC-2 BESS; Kamphaus & Reynolds, 2007)
- **The Systematic Screening for Behavior Disorders** (SSBD; Walker & Severson, 1994)

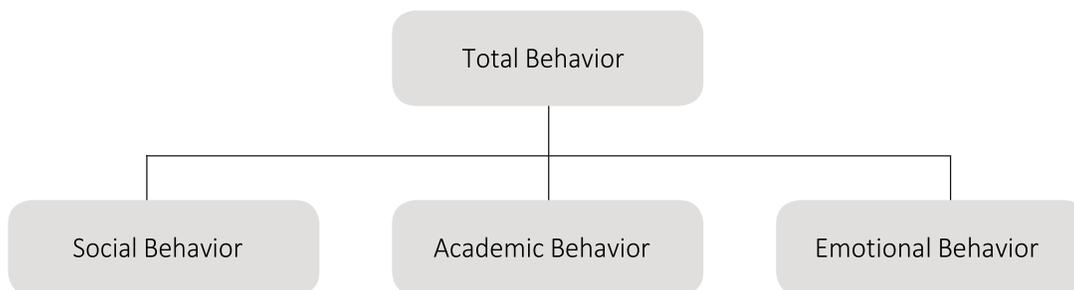
## SOCIAL, ACADEMIC, AND EMOTIONAL BEHAVIOR RISK SCREENER (SAEBERS)

Kilgus, Chafouleas, Riley-Tillman, & von der Embse, 2013 <http://EBI.missouri.edu>

### VALIDATED PURPOSE OF ASSESSMENT METHOD

Screening    Diagnostic    Progress Monitoring

**OVERVIEW:** The SAEBRS is a brief tool supported by research for use in universal screening for behavioral and emotional risk. The measure falls within a broad class of highly efficient tools, suitable for teacher use in evaluating and rating all students on common behavioral criteria (Severson, Walker, Hope-- Doolittle, Kratochwill, & Gresham, 2007). The SAEBRS is designed for use in the K--12 setting. It is grounded within a conceptual model, which states that a student's success in school is not only related to his or her academic achievement, but also success within multiple behavioral domains. Research suggests the SAEBRS may be used to evaluate student functioning in terms of overall general behavior, as assessed by a broad Total Behavior (19 items). Research further suggests the SAEBRS may be used to evaluate student behavior within multiple inter--related narrow domains, as assessed by the Social Behavior (6 items), Academic Behavior (6 items), and Emotional Behavior (7 items) subscales.



**REVIEW OF RELIABILITY AND VALIDITY EVIDENCE:** To date, three studies have yielded evidence regarding SAEBRS reliability, validity, and diagnostic accuracy, with research conducted across elementary, middle, and high school settings (Kilgus, Chafouleas, & Riley-- Tillman, 2013; Kilgus, Eklund, von der Embse, & Taylor, 2014; Kilgus, Sims, von der Embse, & Riley-- Tillman, 2014). Overall, initial findings yield support for the use of the SAEBRS in universal screening across the K-- 12 spectrum. Diagnostic accuracy results are particularly encouraging, with sensitivity and specificity values generally falling within optimal or acceptable ranges (i.e.,  $\geq .80$  --  $.90$ ; Kilgus, Riley- -Tillman, Chafouleas, Christ, & Welsh, 2014). Together, these findings suggest that the SAEBRS might be used to reliably differentiate between at risk and not at risk students, with risk defined through gold standard measures (e.g., Social Skills Improvement System [Gresham & Elliott, 2008]; BASC-2 Behavioral and Emotional Screening System [Kamphaus & Reynolds, 2007]).

**STRENGTH AND WEAKNESS:** Primary strengths of the SAEBRS include its usability and contextual appropriateness, two characteristics identified as crucial in universal screening (Glover & Albers, 2007).

**Usability:** the SAEBRS is comprised of a small number of items that may be completed in 1-3 minutes for a single student. In addition, given psychometric support for both the SAEBRS broad scale and subscales, schools may choose to only complete those SAEBRS subscales that are relevant to their concerns and decision making. For instance, a school could choose to only rate students on Social Behavior and Emotional Behavior, thus reducing the number of items that must be completed for each student.

**Contextual appropriateness:** SAEBRS items correspond to categories of behavior found within the literature to be highly relevant to social and academic success in the early childhood, school aged, and adolescent stages of development (DiPerna, 2006; Masten et al., 2005; Walker, Irvin, Noell, & Singer, 1992). These include categories of both (a) adaptive behaviors, including social skills, academic enablers, and emotional wellness factors, and (b) maladaptive behaviors, including externalizing behavior, internalizing behavior, and attentional problems. This balance between both adaptive and maladaptive is in accordance with recommendations from recent research, which has suggested that prosocial behavior and problem behavior each uniquely predict student behavioral outcomes, and are thus important in supporting early identification of behavioral and emotional risk (Kwon, Kim, & Sheridan, 2012).

A weakness of the SAEBRS pertains to its relative novelty, having only been examined through three studies to date. As such, replications of previous work, as well as new research (e.g., examination of diagnostic accuracy in high school), is necessary to yield full support for the SAEBRS within universal screening in school settings.

**ADMINISTRATION STEPS:** Teachers complete the SAEBRS once for each student in their classroom. Therefore, if 15 students are enrolled in a particular teacher's classroom, the teacher will fill out the SAEBRS 15 times. Once a teacher is ready to rate a student, he/she should complete the SAEBRS subscales deemed by the school to be pertinent to their decision making. To complete each SAEBRS item, the teacher indicates how frequently the student in question has displayed each behavior (as described within each item) during the previous month. The teacher is to ONLY consider the behavior exhibited by the student during the month prior to SAEBRS completion. No other behaviors outside of this time period should be taken into consideration during item completion.

It is common for teachers to request a definition of the behaviors represented within each SAEBRS item. For instance, many seek additional clarification regarding what should be considered a 'temper outburst.'

However, as part of standard administration, SAEBRS users are not to be provided with such definitions. Rather, teachers are to use their best judgment in considering what actions are representative of each behavior.

**MATERIALS:** Only the SAEBRS form and writing utensil are required for its completion. No other additional materials or resources are necessary.

**DATA CODING/SORTING/PRESENTING PROCESS:** Once all ratings have been completed, the user adds the scores within each subscale to yield a summed score. Subscale scores can then be combined to yield the Total Behavior scale score. Summed scores range between 0-18 for Social Behavior and Academic

Behavior, 0- 21 for Emotional Behavior, and 0- 57 for Total Behavior. Please see below for guidelines regarding how each item should be scored, as scoring varies from item to item:

	NEVER	SOMETIMES	OFTEN	ALMOST ALWAYS
<b>SOCIAL BEHAVIOR</b>				
Arguing	3	2	1	0
Cooperation with peers	0	1	2	3
Temper outbursts	3	2	1	0
Disruptive behavior	3	2	1	0
Polite and socially appropriate...	0	1	2	3
Impulsiveness	3	2	1	0
<b>ACADEMIC BEHAVIOR</b>				
Interest in academic topics	0	1	2	3
Preparedness for instruction	0	1	2	3
Production of acceptable work	0	1	2	3
Difficulty working independently	3	2	1	0
Distractedness	3	2	1	0
Academic engagement	0	1	2	3
<b>EMOTIONAL BEHAVIOR</b>				
Sadness	3	2	1	0
Fearfulness	3	2	1	0
Adaptable to change	0	1	2	3
Positive attitude	0	1	2	3
Worry	3	2	1	0
Difficulty rebounding from setbacks	3	2	1	0
Withdrawal	3	2	1	0

**ANALYSIS GUIDELINES:** Within each SAEBRS scale and subscale, higher scores are indicative of better student behavior and more appropriate functioning. Although SAEBRS scores can often be used as continuous variables, it is sometimes convenient to classify scores as at risk and not at risk. Using the ranges shown below, subscale and scale scores can be dichotomized in terms of risk categories within the Social Behavior, Academic Behavior, Emotional Behavior, and Total Behavior domains.

	At Risk	Not At Risk
Social Behavior	0 - 12	13 - 18
Academic Behavior	0 - 9	10 - 18
Emotional Behavior	0 - 17	18 - 21
Total Behavior	0 - 36	37 - 57

How risk should be defined depends on the specific subscale(s) within which a student falls in the at risk range. Please see below for a description of each type of risk:

- Risk for Social Behavior Problems – student displays behaviors that limit his/her ability to maintain age appropriate relationships with peers and adults.
- Risk for Academic Behavior Problems – student displays behaviors that limit his/her ability to be prepared for, participate in, and benefit from academic instruction.
- Risk for Emotional Behavior Problems – student displays actions that limit his/her ability to regulate internal states, adapt to change, and respond to stressful/challenging events.

Additional Resources/Suggestions for Training Materials:

- <http://EBI.missouri.edu>  
The EBI Network has been developed to provide guidance in the selection and implementation of evidence-based interventions in the classroom setting. Participating Programs include East Carolina University School Psychology, Indiana University School Psychology, Mizzou School Psychology, and Mizzou Special Education.
- SAEBRS users are referred to works from Kilgus et al. (2014), Kilgus, Eklund, et al. (2014), and Kilgus, Sims, et al. (2014) for more information regarding SAEBRS development, as well as recommendations for how the SAEBRS might be integrated within school-based service delivery models.
- Users are also referred to various books on the topic of both universal screening (Kettler, Glover, Albers, & Feeney- Kettler, 2013) and multi- tiered systems of support (e.g., Riley-Tillman, Burns, & Gibbons, 2013) for information regarding how universal screening might be used to support student social and academic outcomes.

## THE STRENGTHS & DIFFICULTIES QUESTIONNAIRE

The Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) is a brief behavioral screening questionnaire about 3-16 year olds. It exists in several versions to meet the needs of researchers and educators.

All versions of the SDQ ask about 25 attributes, some positive and others negative. These 25 items are divided between 5 scales:

1 emotional symptoms (5 items)	}	1 to 4 added together to generate a total difficulties score ( based on 20 items)
2 conduct problems (5 items)		
3 hyperactivity/inattention (5 items)		
4 peer relationship problems (5 items)		
5 prosocial behavior (5 items)		

Twenty-five items are included in questionnaires for completion by the parents or teachers of 4-16 year olds (Goodman, 1997). A slightly modified informant-rated version is available for the parents or preschool teachers of 3 and 4 year olds. In addition, questionnaires for self-completion by adolescents also are available and ask about the same 25 traits, though the wording is slightly different (Goodman et al, 1998).

This self-report version is suitable for young people aged around 11-16, depending on their level of understanding and literacy.

In general population samples, it is recommended to use a three-subscale division of the SDQ into internalizing problems, externalizing problems and the prosocial scale (Goodman et al, 2010).

The Strengths & Difficulties Questionnaire can be administered by hand and scored by hand or by entering scores online. Paper copies of this instrument can be downloaded and photocopies made with no charge.

Online administration and scoring for the SDQ also is available. After answers for each item are entered a summary of results is immediately provided. This report can be saved to a computer and/or printed.

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GENERAL POPULATION SCREENING

Internalizing = Emotional + Peer

Relationship Problems (10 items)

Externalizing = Conduct + Hyperactivity

Symptoms (10 items)

Strengths = Prosocial Scale (5 items)

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SDQ Information Sites:

<http://www.sdqinfo.org>

This site provides information about the instrument. All versions (teacher, parent, and student) are available for download from this site. Go here if you want to administer the SDQ by hand using paper copies and pencil.

<http://www.sdqscore.org>

This site can be accessed using a tab from the home page (sdqinfo.org) or by using the above address. This site allows you to enter data from paper versions of the Strengths and Difficulties Questionnaires (SDQs) and obtain an instant report. Use this site if you completed the SDQ by hand, but would like to use the online scoring and reporting tools.

<http://www.youthinmind.org>

This site is for parents, teachers and young people who want to complete the SDQ online and get immediate feedback. Reports generated from this site can be saved to a computer and printed

## SAMPLE ITEMS

### Strengths & Difficulties Questionnaire (SDQ; Goodman, 1997)

Parent /Teacher Version Ages 11-17

INSTRUCTIONS. For each item, please mark the box for Not True, Somewhat True or Certainly True. Answer all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child’s behavior over the last six months or this school year.

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings			
Often complains of headaches, stomach-aches or sickness			
Often loses temper			
Many worries or often seems worried			
Helpful if someone is hurt, upset or feeling ill			
Has at least one good friend			
Generally liked by other youth			
Nervous in new situations, easily loses confidence			
Kind to younger children			
Many fears, easily scared			

### THE BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM

(BASC-2 BESS; Kamphaus & Reynolds, 2007)

The BASC-2 Behavioral and Emotional Screening System offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. This screening system consists of brief forms that can be completed by teachers, parents, or students individually or in any combination.

Each form ranges from 25 to 30 items, requires no formal training for the raters, and is easy to complete, taking only 5 to 10 minutes of administration time. The screener assesses a wide array of behaviors that Child/Adolescent represent both problems and strengths including internalizing problems, externalizing problems, school problems and adaptive skills. It yields on Total Score and corresponding risk classification (Normal, Elevated, and Extremely Elevated) that is a reliable and accurate predictor of a broad range of behavioral, emotional and academic problems.

**SCORING.** The BASC-2 Behavioral and Emotional Screening System may be computer-scored (hand-key entry or scan entry) using ASSIST™ software or hand scored. Scoring software provides both individual- and group-level reporting options.

**INDIVIDUAL REPORTS.** When reporting scores for a child or adolescent, up to three forms (e.g., teacher, parent, and student) can be selected for inclusion in an individual report. Included in the report are validity index scores, along with the Total Score raw score, T score, percentile, and classification levels.

**GROUP REPORTS.** The ASSIST software can be used to define multiple groups within a setting and generate summary reports for each level within a group. For example, a classroom level report lists the names and scores of all students in a roster. A district level report includes summary statistics for the entire district (e.g., 82% of students in the district fell into the Normal risk range, 10% of students fell into the Elevated range, and 8 % in the Extremely Elevated range), schools within the district, and individual classrooms. Reports also can be generated to provide summary data for up to three different administrations of the instrument.

Sample reports and product information are available from the following site:

<http://www.pearsonassessments.com>

<hr/> <hr/> <b>Teacher form with two levels:</b> Preschool (for ages 3-5) and Child/Adolescent (for grades K-12) <b>Student self-report form with one level:</b> Child/Adolescent (for grades 3-12) <b>Parent form with two levels:</b> Preschool (for ages 3-5) and Child/Adolescent (for grades K-12) <hr/> <hr/>
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## SAMPLE ITEMS

### Behavioral and Emotional Screening System

(BASC-2 BESS; Kamphaus & Reynolds, 2007) – Teacher Form Child/Adolescent, Grades K-12

**INSTRUCTIONS.** Listed below are phrases that describe how students may act. Read each phrase, and mark the response that describes how this student has behaved recently (i.e., in the last several months)

If you don't know or are unsure of your response to an item, give your best estimate. A "Never" response does not mean that the student never engages in a behavior, only that you have not observed the student to behave that way.

	<b>Never</b>	<b>Sometimes</b>	<b>Often</b>	<b>Almost Always</b>
Pays attention.				
Is sad.				
Is well organized.				
Is easily upset.				
Is good at getting people to work together.				
Gets into trouble.				
Annoys others on purpose.				
Has headaches.				
Is fearful.				
Is negative about things.				

Figure 12

### SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS

The SSBD incorporates three gates, or stages. The screening takes into consideration both teacher judgments and direct observations in order to identify students at-risk for developing ongoing internalizing and externalizing behavior concerns. Stage 1 of the SSBD involves teacher nomination. Stage 2 requires that teachers complete a Critical Events Inventory and a short adaptive and maladaptive behavior checklist for each of the nominated students. Students whose scores on these checklists exceed the established cut off are then candidates for Stage 3. This final stage involves a 15-minute interval observation in both the classroom and on the playground to determine a student's actual performance in social and classroom interactions.

## SAMPLE ITEMS

### Systematic Screening for Behavior Disorders

(SSBD; Walker & Severson, 1994), Grades K-6

#### STAGE ONE: RANK ORDER STUDENTS ON INTERNALIZING DIMENSIONS

1. Review the definition of internalizing behavior and the list of all students in your class.
2. In Column One enter the names of the 10 students whose characteristic behavior patterns most closely match the internalizing behavioral definition.
3. In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits internalizing behavior. The student who exhibits internalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered (Walker & Severson, 1994).

**Examples Include:**

- Having low activity levels
- Not talking with other children
- Shy, timid, and/or unassertive
- Preferring to play or spend time alone
- Fearful
- Unresponsive to social initiations

**Non-Examples Include:**

- Initiating social interactions
- Playing with others
- Joining in with others
- Having conversations
- Resolving conflicts appropriately
- Displaying positive social behavior

Column One – List Internalizers	Column Two – Rank Order Internalizers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

*Figure 13*

## SAMPLE ITEMS

### Systematic Screening for Behavior Disorders

(SSBD; Walker & Severson, 1994), Grades K-6

#### STAGE ONE: RANK ORDER STUDENTS ON EXTERNALIZING DIMENSIONS

1. Review the definition of externalizing behavior and the list of all students in your class.
2. In Column One enter the names of the 10 students whose characteristic behavior patterns most closely match the externalizing behavioral definition.

- In Column Two, rank order the students listed in Column One according to the degree or extent to which each exhibits externalizing behavior. The student who exhibits externalizing behavior to the greatest degree is ranked first and so on until all ten students are rank ordered (Walker & Sevenson, 1994).

**Examples Include:**

- Arguing
- Defying the teacher
- Having tantrums
- Disturbing others
- Stealing
- Not following rules

**Non-Examples Include:**

- Cooperating, sharing
- Working on assigned tasks
- Listening to the teacher
- Following directions
- Attending to task
- Complying with requests

<b>Column One – List Externalizers</b>	<b>Column Two – Rank Order Externalizers</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.

*Figure 14*

The following pages provide a summary of characteristics for several research-based screening instruments (e.g., estimated time for administration of the screening, cost, and ordering information). In addition, regulations associated with parental consent for screening also are included. Finally, a series of key questions that should be consider prior to completing a universal screening are offered.

## SOCIAL, EMOTIONAL & BEHAVIORAL SCREENING INSTRUMENTS

### SCHOOL AGE CHILDREN & YOUTH

<b>Instrument</b>	<b>Description</b>	<b>Method(s)</b>	<b>Administration</b>	<b>Cost</b>
Strengths & Difficulties Questionnaire (SDQ) youthinmind.com www.sdq.org youthinmind.info sdqinfo.com	Grades K-12 Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior Total Difficulties	Teacher or Parent Report (ages 4-10) Teacher or Parent Report (ages 11-17) Student Self-Report (ages 11-17)	45 min-1hr/class 25 items Online administration and scoring available Manual scoring = 10 min/student	No cost if administered and scored online. 1 page per student if administered and scored by hand.

Instrument	Description	Method(s)	Administration	Cost
	Score reported as Low, Medium or High Risk			
Behavioral and Emotional Screening System (BASC-2 BESS) Pearson <a href="http://www.pearsonassessments.com">http://www.pearsonassessments.com</a>	Grades PreK-12 Assesses internalizing problems, externalizing problems, school problems, and adaptive skills. Scores reported as Normal, Elevated or Extremely Elevated	Teacher or Parent Report (ages 3-5) Teacher or Parent Report (K-12) Student Self-Report (Grades 3-12)	5-10 min admin 25-30 items Computer scoring available using ASSIST Software	Manual = \$62 Teacher forms = (\$100 for pkg of 100) Data Management System = \$589
Systematic Screening for Behavior Disorders (SSBD) Sopris West <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a>	Grades K-6 Uses 3-stage, multi-gate process to screen and identify students who may be at risk of developing behavioral disorders.	Rank order students according to behavior. Top ranked students are individually rated.	45 min-1hr/class (stages 1 & 2) Scoring = 15-30 min/class	Manual w/ video = (\$195)
Social Skills Improvement System (SSIS) Pearson <a href="http://www.pearsonassessments.com">http://www.pearsonassessments.com</a>	Ages 3-19 Performance Screening Guide Measure of pro-social behaviors, math skills, reading skills, and motivation to learn for all students in an entire classroom.  Class-wide Intervention Program Provides social skill instructional scripts and resources for teaching 10 skill units.  Individual Student Rating Scales Assessment of an individual's social skills, problem behaviors and academic competence. Intervention Guide	Performance Screening Guide Teacher compares student performance as measured against grade level expectations. Class-wide Intervention Program 10 units divided into 3 lessons per week. Each lesson includes 6 phases = Tell, Show, Do, Practice, Monitor Progress, and Generalization. Individual Rating Scales Teacher, Parent and Student self-rating options. Compares student performance to national norms. Intervention Guide Delivered in a small group setting. Designed for students	Approximately 30 min per class 25-30 min per lesson 15-20 min/student Two 45 minute sessions per week for 15 weeks	Performance Screening Guide (\$41.25 pkg10) Teacher's Guide (\$77.25) Student Booklets (\$290 pkg 25) Manual = \$101 Rating Forms (\$42 pkg 25) Scoring Software (\$249) Teaching Guide = (\$112)

Instrument	Description	Method(s)	Administration	Cost
	Offers in-depth intervention for 20 social skills linked to Individual Student Rating Scales Results.	with acquisition deficits.		

## SOCIAL, EMOTIONAL & BEHAVIORAL SCREENING INSTRUMENTS

### PRESCHOOL AGE CHILDREN

Instrument	Description	Method(s)	Administration	Cost
Devereux Early Childhood Assessment Program (DECA) Kaplan Early Learning Company <a href="http://www.kaplano.com">http://www.kaplano.com</a>	2-5 years A Total Protective Factors (TPF) composite score is generated.  Scales assess Initiative, Self-control, & Attachment.  A 10-item Behavioral Concerns Scale assesses behavioral problems.	Parent/ Caregiver Teacher	5-10 min/ student 62 items Likert	Starter Kit = \$200
Preschool and Kindergarten Behavior Scales – Second Edition (PKBS-II) Pro-ed <a href="http://www.proeduc.com">http://www.proeduc.com</a>	3-6 years Measures social skills and problem behaviors.	Parent/ Caregiver Teacher	8-12 min/student 76 items Likert	Starter Kit = \$120 No Data Management System

<b>Instrument</b>	<b>Description</b>	<b>Method(s)</b>	<b>Administration</b>	<b>Cost</b>
Temperament and Atypical Behavior Scale (TABS) Brookes Publishing <a href="http://www.brookespublishing.com">http://www.brookespublishing.com</a>	11-71 months (1-6 years) Brief screener identifies potential problems. A separate assessment tool, comprised of a detailed checklist, is used when screening score indicates a concern	Parent/ Caregiver Teacher	15-item Screener 5 min/student 55 item checklist 15 min/student	Introductory Kit includes Manual, Screeners and Assessment Tools = \$95
Ages and Stages Questionnaire: Third Edition (ASQ-3) Brookes Publishing <a href="http://www.brookespublishing.com">http://www.brookespublishing.com</a>	1 -66 months Examines strengths and challenges in Self-Regulation, Compliance, Communication, Adaptive Functioning, Autonomy, Affect, and Interpersonal Interactions.	Parent/ Caregiver	15-20 min/child 30 items 2-3 min to score	Starter Kit = \$250 Reproducible Data management system available
Early Screening Project (ESP) Sopris West <a href="http://store.cambiumlearning.com">http://store.cambiumlearning.com</a>	3-5 years Process that allows for early intervention and identification of preschool adjustment problems. Screens for Emotional Problems, Speech and Language Difficulties, Impaired Cognitive Ability, Attention Deficits, and Hyperactivity.  Scores reported as At Risk, High Risk, or Extreme Risk	Teacher rating followed by direct observation completed by someone other than the classroom teacher	Stage 1 and 2 can be completed in approximately 1 hour. Stage 3 requires two 10-minute observations in unstructured settings.	

## REQUIREMENTS FOR UNIVERSAL SCREENING

When student(s) are observed, interviewed or tested, school staff must consider whether parental informed consent for these procedures is required. IDEA 2004 permits “screening” procedures, such as

determining phonemic awareness proficiency and other progress monitoring activities necessary to inform instructional programming, without parental permission. Many schools are beginning to use academic and behavioral MTSS. Assessment plans are not necessary for all MTSS activities.

General Principles:

- If educators are collecting new data for the purpose of determining disability, Prior Written Notice (PR-01) and Parental Consent for an Evaluation (PR-05) are necessary.
- Parents must also receive a copy of the Procedural Safeguards notice

The Federal Register/Vol. 71, No. 156/Monday, August 14, 2006/Rules and Regulations: Parent Consent is not required:

- Before administering a test or other evaluation to all children 300.300(d)(1)(ii)
- Before reviewing existing data 300.300(d)(1)(i)
- When screening for instructional purposes 300.302

**Specific wording:**

Regulations: Part 300 / D / 300.300 / d / 1

(1) Parental consent is not required before—

- (i) Reviewing existing data as part of an evaluation or a reevaluation; or
- (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Regulations: Part 300 / D / 300.302

Sec. 300.302 Screening for instructional purposes is not evaluation.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.(Authority: 20 U.S.C. 1414(a)(1)(E))

## EXAMPLE

### Parent Notification Letter for Universal Screening

Date:

TO: All Parents and Guardians FROM:

RE: Response to Intervention and Screening Tools for Behavior

[School District] has begun the process of creating systems of academic and social-emotional support linked directly to the assessed needs of our students. This system, known as Multi-Tiered Systems of Support (MTSS), provides all students with timely and targeted interventions based upon the results of universal screening tools in reading, math and behavior.

Universal screening helps school staff to determine which students may be academically or behaviorally “at risk.” These screenings can include recent results of state or district tests as well as specific academic or behavior screening tests; these screening assessments are typically administered to all students two or three times per year. Students whose scores fall below a certain cut-off are identified as possibly needing more specialized academic or behavior interventions. The use of universal screenings refines and strengthens our efforts to help all of our students be successful by allowing us to take positive and preventative measures as early as possible.

The universal screening tools in math and reading are very similar to tools we use every day to help us determine where students might have gaps in knowledge and need assistance. The behavior screening tool, [insert name of screener], focuses on academic engagement behaviors of students.

The [insert name of screener] is completed by teachers and is available at your school for your review. The results of the tool will be used to provide identified students with mentoring, social skill building and other supports to help them engage positively in learning. As with our academic universal screenings, you will be notified if your student is selected for participation in an intervention program. After reviewing the [insert name of screener], please contact your child’s principal if you have questions about your child’s participation.

Thank you for your willingness to assist [School District] in building a system of student supports that is linked directly to data. This will ensure that each of our students has the opportunity to receive the assistance they need to achieve academic and social-emotional success. Please do not hesitate to contact me if you have questions.

**Universal Screening Considerations**  
(Adapted from Muscott, 2008)

<b>Documented Purpose &amp; Policy</b>		
<b>Minimum Feature</b>	<b>Questions to Consider</b>	<b>Team Notes/ Tasks to Complete</b>
1. The person who can authorize social-emotional / behavioral screening is identified and approval is obtained to design and implement the process.	a. Who provides approval? Is it the school board, school superintendent, special services director, a leadership team and/or building level principal?	
2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals.	a. Is the alignment with district and building level mission, priorities and improvement goals documented? b. Is there an existing system for identifying at risk students? c. Is the existing system effective in finding students with externalizing or internalizing types of concerns? d. Are there any groups of students who are not consistently identified? e. How will the results be used? f. How will screening be distinguished from a diagnostic process?	
3. The policy and procedures for screening in non-behavior areas is used to inform development of screening system for social emotional / behavioral concerns.	a. What are the current policies and procedures regarding vision, hearing and academic screening? b. Is that policy effective and can it be used for social- emotional / behavioral concerns?	
4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will parents be notified of the screening? c. When in the process will parental consent be obtained? Will parental consent be active or passive? d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed? e. How will results of the screening be used?	
5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures.	a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel?	

6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	
---	--	--

<b>Clearly Defined Procedures</b>		
<b>Minimum Feature</b>	<b>Questions to Consider</b>	<b>Team Notes/ Tasks to Complete</b>
6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified.	a. Whose role is most aligned to complete this work?	
7. Timeline for administration(s) is determined and is frequent enough to catch transient students –first administration in Fall.	a. How often and when will screenings occur? b. Is there a process in place to address concerns if a child demonstrates risk in between occurrences of screening?	
8. The screening process includes provision that all students are considered and the process is suitable to identify students with internalizing or externalizing concerns.	a. Which teachers will complete the screening so that all students have an equal chance of being considered?	
9. An evidence based instrument with appropriate psychometric properties and norms is identified.	a. What are the advantages and disadvantages of the instruments under consideration?	
10. Clear instructions to complete w/ training for all on how to complete.	a. Who will provide training and instructions for the screening process including how to complete the instrument, use of results and follow up obligations of participating teachers?	

Availability of Supports		
Minimum Feature	Questions to Consider	Team Notes/ Tasks to Complete
11. Resources are available to support universal screening (e.g. personnel, materials and time for professional development).	<ul style="list-style-type: none"> <li>a. What materials will be required to complete the process?</li> <li>b. How will materials be obtained?</li> <li>c. How much time will be needed for screening and when will time be given for this to occur?</li> </ul>	
12. A team exists that can support the student, family, and classroom teacher in determining what response should be taken for students who are identified as at-risk.	<ul style="list-style-type: none"> <li>a. What is the responsibility of the team?</li> <li>b. How are screening results processed once they reach the team?</li> </ul>	
13. School and community based supports for responding to identified students are available and adequate to serve the level of need.	<ul style="list-style-type: none"> <li>a. What supports are available for students who are identified?</li> <li>b. How do students, families and teachers access these supports?</li> </ul>	

## EXAMPLE

### Student Identification Plan

Method & Timeline	Purpose & Process	Persons Responsible	Use of Results
Universal Screening of all incoming kindergarten age students <ul style="list-style-type: none"> <li>• Annually - during kindergarten enrollment process</li> </ul>	<ul style="list-style-type: none"> <li>• Parents will complete the Strengths &amp; Difficulties Questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• School counselor with administrator will score and summarize results.</li> <li>• Data will be presented to classroom teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with high-risk levels will participate in a small group intervention beginning the first week of school.</li> <li>• Students with at-risk indicators will be matched with a Check &amp; Connect mentor.</li> </ul>
Universal Screening of all students in the school. <ul style="list-style-type: none"> <li>• Bi-annually - Early October &amp; Late January</li> </ul>	<ul style="list-style-type: none"> <li>• During a designated staff meeting teachers are provided with a list of internalizing and externalizing risk characteristics.</li> <li>• Homeroom teachers review a list of all</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom teachers complete the screening process.</li> <li>• The behavior support team reviews results and determines which students should be considered for interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students with high-risk indicators may be considered for FBA-BIP.</li> <li>• Students in the at-risk range may be nominated to participate in a small group intervention.</li> </ul>

Method & Timeline	Purpose & Process	Persons Responsible	Use of Results
	<p>students assigned to their class.</p> <ul style="list-style-type: none"> <li>• Students list, in rank order, students they are concerned about.</li> <li>• Additional information may be gathered for each student identified.</li> </ul>		
<p>Review of Existing School Data</p> <ul style="list-style-type: none"> <li>• Monthly</li> </ul>	<ul style="list-style-type: none"> <li>• ODR data</li> <li>• Attendance &amp; Tardy</li> <li>• Visits to Counselor</li> <li>• Visits to Health Center</li> <li>• Course Failures <ul style="list-style-type: none"> <li>- 3rd discipline referral (ODR)</li> <li>- 3rd absence or tardy</li> <li>- 3rd visit to school counselor</li> <li>- 3rd visit to school nurse</li> <li>- (without known medical condition)</li> <li>- or more course failures</li> <li>- Names of students who meet criteria for risk on any indicator will be submitted to the Behavior support team on the last day of each month.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• SW-PBS Tier 1 Team</li> <li>• School Secretary</li> <li>• School Counselor</li> <li>• School Nurse</li> <li>• Administrator</li> </ul>	<ul style="list-style-type: none"> <li>• The Behavior support team will review the list of names submitted to determine if any students that met one or more risk criteria need to be considered for additional support.</li> </ul>
<p>Teacher Nomination</p> <ul style="list-style-type: none"> <li>• On-Going Availability</li> </ul>	<ul style="list-style-type: none"> <li>• At any time during the school year school staff, parents, and/or students may request assistance or nominate a student for additional social, academic, and/or behavioral support.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual making the nomination submits a completed form to the school administrator.</li> <li>• Administrator works with the Behavior support team to prioritize review of nominations.</li> </ul>	<ul style="list-style-type: none"> <li>• One or more of the following may be recommended by the Behavior support team: <ul style="list-style-type: none"> <li>- Gather additional information</li> <li>- Provide small group intervention.</li> <li>- Nominate for FBABIP process.</li> </ul> </li> </ul>

Student Identification Plan

Method & Timeline	Purpose & Process	Persons Responsible	Use of Results

## NEXT STEPS

Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

### See Tier II Team Action Plan – Student Identification Process

- A. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges.
- B. Develop a Teacher Nomination form that is simple and brief to complete.
  - See the Examples: Teacher Nomination for Assistance
- C. List academic and behavioral data that is currently collected in your school or district.
- D. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that “trigger” referral to the Specialized Behavior support team.
  - Use the Blank Existing School Data Inventory
- E. Develop and implement a process to administer regular, periodic screening for social, emotional and/or behavioral risk.
  - Use the Blank Student Identification Plan
- F. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports.

# CHAPTER 5: SELECTING FUNCTION BASED INTERVENTIONS, MONITORING STUDENT PROGRESS, AND INTERPRETING DATA TO MAKE DECISIONS

## Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Develop an efficient and effective process for gathering and reviewing relevant student data.
- Use student data to select function-based interventions that match the needs of identified students.
- Explain the importance of monitoring student response to an intervention.
- Describe why baseline data should be collected and list examples of data that can be reviewed to determine baseline levels of performance.
- Establish a method for collecting and graphing student data.
- Identify key elements within graphed data (current level of performance, desired level of performance, and trend line).
- Interpret student response to intervention and make decisions based on data.

## APPLIED BEHAVIORAL ANALYSIS

SW-PBIS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment that result in changed behavior. From an ABA perspective behavior change occurs from manipulation of variables in an individual's environment. Thus in SW-PBIS, an important focus is designing systems that promote change in adult behavior that result with change in instructional environments that will, in turn, lead to change in student behavior.

Central to understanding applied behavior analysis is knowledge of "ABCs"—an acronym for the contingency Antecedent–Behavior–Consequence. This means, something happens preceding a behavior (the *Antecedent*), which in effect causes or influences the *Behavior*, which then results in an immediate *Consequence*.

# A – B – C

## Antecedent → Behavior → Consequence

Conditions or circumstances that alter the probability of a behavior occurring.

An observable act. What the student does. The actions or reactions to the antecedents.

The resulting event or outcome that occurs immediately following the behavior.

Figure 15

For students who require additional (Tier II or III) intervention, work with the A-B-C contingency becomes more precise than is required at the universal level of implementation. Rather than thinking about groups of children within a building (e.g., specific grade level or classroom of students) the behavior support team will use readily available data to consider antecedent, behavior and consequence conditions for individual students who continue to display difficulties after Tier I supports are provided. Identifying student behavioral patterns using an A-B-C structure will help teams in selecting interventions that best match student needs.

## BEHAVIOR AND ITS FUNCTION

Behavior is a form of communication. Some children learn that problem behavior is the most efficient way to communicate to get their needs met. Adults can learn that misbehavior which happens repeatedly occurs for a reason. Identifying the reason (i.e., function or purpose) leads educators to more effective

practices for preventing many problems and for responding consistently when they do occur. Correctly identifying the function of problem behavior is important for effective intervention.

When working to understand behavior patterns look for: A (antecedent) – B (behavior) – C (consequence):

- A = what happens before the problem behavior occurs (the trigger)
- B = the behavior (in observable and measurable terms; see it, count it)
- C = what happens after the behavior occurs (consequence, outcome)

Behavior serves a purpose or function for the child; it is not good or bad. It is functional because it works. Therefore, the child is encouraged to repeat the behavior.

There are two major functions of behavior: **get/obtain** or **escape/avoid**. A child may use particular behaviors as a way of getting **attention** from peers or adults, obtaining a certain tangible item or preferred activity, or to access some type of sensory stimulation. Alternately, a child may also use particular behaviors as a way to **avoid** or **escape** interactions with peers or adults, a particular task or activity, or sensory conditions they find undesirable or aversive.

GET, OBTAIN, ACCESS, GAIN	AVOID, ESCAPE
<u>To Get Attention</u> Social from adult Social from peer	<u>To Avoid/Escape Attention</u> From adult From peer
<u>To Get a Tangible</u> Gets Object, Event, or Activity	<u>To Avoid/Escape Tangible</u> Demanding or boring task Setting, Activity, Event
<u>To Get Sensory Stimulation</u> Visual, Auditory, Olfactory, Kinesthetic	<u>To Avoid/Escape from Sensory Stimulation</u> Internal stimulation that is painful or discomforting

Failure to base an intervention on the specific function or purpose it serves often results in ineffective and unnecessarily restrictive procedures. For example, consider the case of a child who is sent to Time Out for not getting his or her work materials out quickly and quietly. In some cases use of Time Out allows a child to very successfully avoid or escape a task. If the problem (not getting materials out quickly and quietly) persists and continues to result with the same consequence (Time Out) the child may be using inappropriate behaviors to purposefully get out of a certain task or activity that he or she finds aversive (e.g., boring, too difficult). Learning to recognize repeated patterns of behavior and interactions within the environment are key for successful intervention. To identify the function or purpose of a child's behavior, a team of people will look for patterns by reviewing the academic and behavioral records of the child. Once a pattern is identified, the behavioral function can be determined.



**ACTIVITY**

Read and consider each of the following examples. What purpose/function does the behavior serve in each case (what does the child get or avoid)?

Antecedent (A)	Behavior (B)	Consequences (C)
<p>Definition: <i>Conditions and circumstances that increase the probability of a behavior occurring.</i> <i>What happens before the behavior?</i></p> <p><u>Example 1:</u> A teacher identifies and teaches 4 rules for children in the classroom. Rule 1: Listen while other people talk – only 1 person talks at a time.</p> <p><u>Example 2:</u> Students are working or playing in groups.</p>	<p>Definition: <i>Observable behavior the child displays.</i> <i>Can be appropriate/desired or inappropriate/problem. Both are functional.</i></p> <p><u>Example 1:</u> The child looks at the person talking and keeps mouth and body quiet.</p> <p><u>Example 2:</u> Child pushes or hits students near her.</p>	<p>Definition: <i>What happens after the behavior?</i> <i>By definition a consequence either increases (reinforces) or decreases (punishes) the likelihood the behavior will recur in the future.</i></p> <p><u>Example 1:</u> The teacher tells the child that he or she is doing a good job of looking at the person speaking and keeping his or her mouth and body quiet.</p> <p><u>Example 2:</u> Other students in the group get upset, yell at the student who pushed, then report the incident to the teacher.</p>

Once a function is identified, a team selects an intervention that matches the function. The intervention is implemented and the child’s progress is monitored to determine if he or she is responding to the intervention at an appropriate rate and level.

## SELECTING FUNCTION-BASED INTERVENTIONS

To promote efficient and effective selection of interventions the Behavior support team will develop a process for gathering student data that provides relevant information (i.e., function of behavior).

Two options for collecting pertinent student information that will assist teams in selecting interventions are:

- The Adapted Functional Assessment Checklist for Teachers and Staff (FACTS)
- The Advanced Tiers Spreadsheet

Having adequate time to consider the number of students who are identified at-risk is a common concern among teams that are early in the Tier II development process. Use of a specific format for collecting, reviewing and discussing applicable student information is beneficial for keeping conversations focused on variables within the control of participating team members. Behavior support teams working at advanced levels are sometimes tempted to focus discussions on factors beyond control of the support team (e.g., home life, community circumstances, previous experiences with related families etc.). Maintaining a conversation focused on alterable indicators of risk and data based decision-making will allow the behavior support team to adequately address the numbers of students identified for additional support.

Refer to the following sections for more information about each of the recommended tools.

## EXAMPLE

### Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A)

Instructions:

#### Section 1: Description of Problem Behavior

1. Record the general description of the problem behavior (obtained from the identification process) in the first box.
2. Record observable student actions (obtained from record review and interviews) in the second box.
3. Record the measurable dimension of the problem behavior (obtained from the record review and interviews) in the third box.

#### Section 2: Classroom Intervention

1. Check enrollment date and attendance data to determine if the student had access to school-wide and classroom instruction.
2. Interview student and teachers to determine if the student had access to school-wide and classroom recognition.

### Section 3: Record Review

1. Record the name of each piece of information to be collected on each student in the first column.
2. Record the date the information was generated (i.e. the date the Office Referrals were collected, the date the reading assessment was administered) in the second column.
3. A summary of the information from each source is recorded in the third column.

### Section 4: Context Analysis of Social/Behavioral Performance

1. List the times that define the student's daily schedule in Column 1. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate in the first column.
2. Interview the student's teachers to identify the type of activity that most often occurs during each time/subject and record that information in Column 2.
3. Interview the student's teachers to identify the problem behavior displayed during each time period and the likelihood the problem behavior will occur. Record this information in Column 3.

*(The following scale may be used as an example to identify the value of each rating):*

1 = Less than one time per month	4 = 1 time per day
2 = 1 time per week	5 = 3 – 4 times per day
3 = 2 – 3 times per week	6 = At least one time each hour

4. Interview the student's teachers to identify the most frequent adult/peer response to the problem behavior. Record this information in Column 4.
  - a. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)
  - b. Peer(s) respond (look at, laugh or talk to student)
  - c. Student obtains specific object/item
  - d. Adult(s) withhold/remove interaction
  - e. Peer(s) withhold/remove interaction
  - f. Activity/task is changed
  - g. Student sent to timeout or office

**Adapted FACTS – Part A**

Student Name \_\_\_\_\_

Date \_\_\_\_\_

Classroom/Homeroom Teacher \_\_\_\_\_

Grade \_\_\_\_\_

**SECTION 1: DESCRIPTION OF PROBLEM BEHAVIOR**

Problem Behavior <i>(Obtained from identification process):</i>	What does it look like? <i>(Observable)</i>	How will behavior be measured? Frequency    Intensity Duration
--	--	--

**SECTION 2: CLASSROOM INTERVENTION**

Did the student receive instruction on School-wide and Classroom Expectations, Rules and Procedures?

Did the student receive recognition recently for following School-wide and Classroom Expectations, Rules and Procedures? \_\_\_\_\_

*If no, review implementation of Effective Classroom Practices with the Classroom Teacher.*

**SECTION 3: RECORD REVIEW**

Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)		
Classroom Minors		
Absences		
Tardies		
G.P.A./Grades Reading Assessment Written Language Assessment Math Assessment		

Health Information <i>(if applicable)</i>		
IEP Information <i>(if applicable)</i>		

**SECTION 4: CONTEXT ANALYSIS OF SOCIAL/BEHAVIORAL PERFORMANCE**

<p>Student Name _____</p> <p>Date _____</p> <p>Description of Problem Behavior _____</p>
--

*\* Completed by each of the student's classroom teachers*

Context		Problem Behavior						Consequence
1) Schedule: <i>(Time &amp; Subject)</i>	2) Activity: Large Group Activity Small Group Activity Independent Activity Transitions Unstructured Activity	3) Likelihood of Problem:						4) What is the response to the problem behavior? <i>(Write the # of the response that most often applies &amp; is most likely maintaining the problem behavior.)</i> Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) Peer(s) respond (look at, laugh or talk to student) Student obtains specific object/item Adult(s) withhold/remove interaction Peer(s) withhold/remove interaction Activity/task is changed Student sent to timeout or office
		Low		High				
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	

		1	2	3	4	5	6	
		1	2	3	4	5	6	

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6: *(Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)* Problem Behavior: \_\_\_\_\_ is most likely to occur during

\_\_\_\_\_.

*(context)*

*(context)*

## EXAMPLE

The Advanced Tiers Spreadsheet is available at no cost on the Missouri SWPBS website (<http://www.pbissmissouri.org>) keyword search advanced tiers spreadsheet).

The spreadsheet includes one tab for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.).

### Advanced Tiers Spreadsheet: Main Menu

Advanced Tier Data Collection

## Main Menu

Set Up

Student Information

Student Data Entry

1	2	3	4	5	6	7	8	9	10	11	12	13
0	0	0	0	0	0	0	0	0	0	0	0	0

14	15	16	17	18	19	20	21	22	23	24	25	26
0	0	0	0	0	0	0	0	0	0	0	0	0

27	28	29	30
0	0	0	0

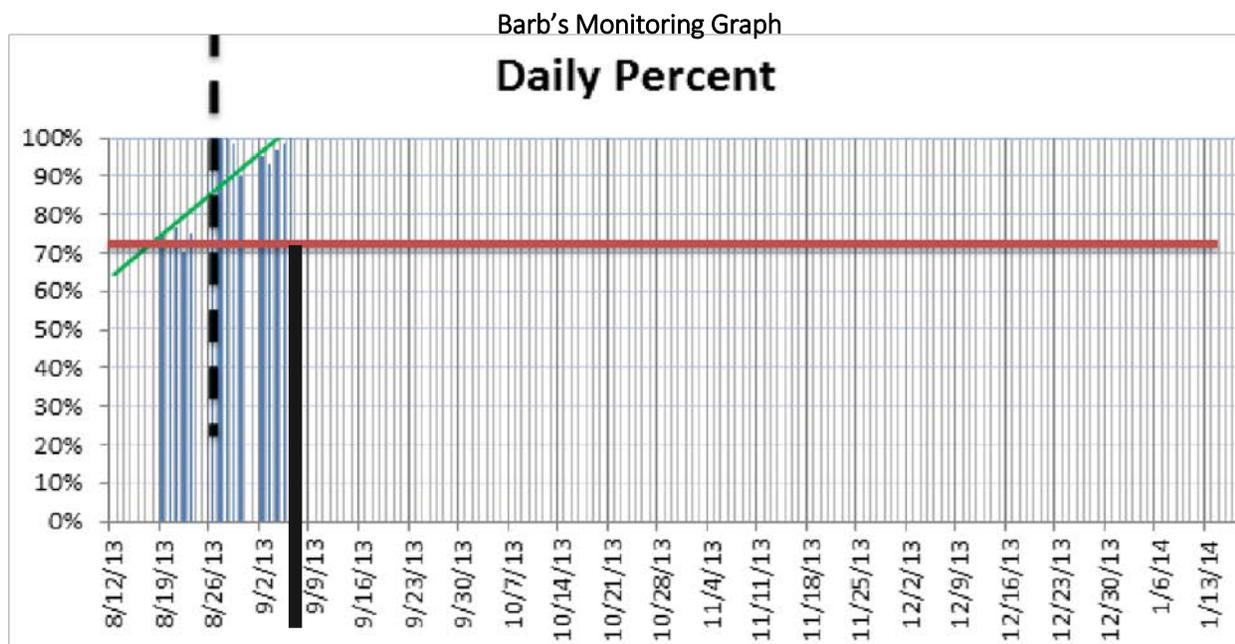
### Advanced Tiers Spreadsheet: Student Information Tab

Student Name	IEP Status	Expectations Taught
Date of Identification	# Discipline Events (ODR)	Recognition Received
Method of Identification	# Classroom Events (minor)	Problem Behavior
Grade	# Absences	Function of Behavior
Gender	# Tardies	Intervention Selected (1)
Ethnicity	Academic Performance Level	Intervention Selected (2)
Race	Grade Point Average	Goal

Also included is a second page where daily student performance data can be recorded. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears. The trend line is useful for determining positive, questionable, or poor response to the program. Finally, the spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school’s Tier II interventions, additional copies of the spreadsheet can be downloaded, free of charge.

#### Barb’s Daily Data

Date	Daily Points Possible	Daily Points Earned	Daily Percent
8/26/13	60	45	75%
8/27/13	60	43	72%
8/28/13	60	46	77%
8/29/13	60	42	70%
8/30/13	60	45	75%
9/2/13	60	58	97%
9/3/13	60	60	100%
9/4/13	60	60	100%
9/5/13	60	59	98%



## MONITORING STUDENT PROGRESS

Data that is collected when monitoring a student's response to an intervention answers the question "Is this intervention effective?" Without objective measures, behavior change may be too gradual to determine. Why spend time and energy doing something that does not have the desired effect? The longer a student uses inappropriate behavior, the more likely it will become a habit and harder to extinguish. We would not consider teaching an academic skill without determining current level of functioning and then monitoring the acquisition of the skill. The same reasoning should be applied to social behavioral skills.

Prior to starting an intervention with a student, the team should address the following questions:

- What data will be collected to determine student progress during intervention?
- How will the data be converted into a graph for visual display?
- Graphing data allows the application of a trend line, which is the easiest way to determine if progress is being made, particularly if the data has high variability. In addition, allowing students to graph their own data builds awareness and self-regulation.
- How often will student data be reviewed?

Whatever method is used to monitor progress, the data should be collected at least weekly. Data that is graphed can easily be reviewed periodically by teams and used for making decisions to continue the intervention as planned, check fidelity of intervention implementation, intensify the intervention, or begin fading intervention components. An Excel program is one simple method for collecting and

graphing student data. One tool, which uses an Excel format and is designed to graph and store individual student data can Advanced Tiers Spreadsheet.

Regardless of which intervention is selected and implemented it is important to plan methods for collecting data about student performance before the intervention begins (i.e., baseline phase), while the intervention is in place (intervention or treatment phase), and after the intervention is removed (follow-up or maintenance phase). Different types of data can be collected for each phase according to information that is readily available. If the data collection and monitoring methods are cumbersome or complicated it is less likely staff members or the behavior support team will complete this important task. Accordingly, information about several simple options for data collection and monitoring are provided as follows.

**BASELINE DATA.** Baseline data answers the question “is there a problem?” It demonstrates a student’s current level of functioning. Baseline data is the measuring stick by which intervention data are compared to determine the extent to which a change in the behavior occurred. Baseline data also aids in goal setting.

Consider the following situation. Numbers of office discipline referrals, records of minor behavior problems, poor attendance, or a screening that indicated risk were used to identify a student for additional assistance. A specific problem behavior was defined using information gathered from the above sources as well as interviews conducted with those who have observed the student’s behavior. The original sources for identifying the student may also be sources of baseline data. For example, one could record the number of minor behavior problems related to the problem behavior exhibited by the student in the weeks prior to being identified.

A second source for baseline data may be the use of permanent products such as completed assignments, attendance or tardy records, and work samples. A third source for baseline data may be inherent to specific interventions. Each intervention (e.g., Check-in/Check-out, Small Group Social Skills) may have a recommended format for monitoring daily or weekly progress. Monitoring forms may be completed prior to starting the intervention and used as baseline data.

Baseline data should be graphed with a vertical line at the end of the phase to indicate when the intervention data begins. Three to five baseline data points are sufficient to be used for comparison. The graph should also include a goal line. The goal should be at a level challenging to the student but one they can achieve within the first few days of the intervention. The goal may then be adjusted until the final target goal is applied.

**INTERVENTION DATA.** After data collection and graphing methods are established, student data should regularly be reviewed to monitor progress and determine each participant’s response to the intervention. Important features to examine within each student graph reviewed include:



include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information. In every case, decisions about the next phase of intervention should be derived from interpretation of student data (i.e., response to the intervention). The following figure provides broad guidelines for interpreting data and making decisions.

**POSITIVE RESPONSE TO INTERVENTION.** If data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time, the team should determine how long the student is expected to maintain success before intervention components are removed. Gradual removal of intervention components (i.e., fading) is described in greater detail in subsequent intervention chapters. Generally student self-management is promoted by teaching the student to monitor, record, and evaluate his/her own performance. In addition, longer intervals of successful performance may be required before reinforcement is delivered.

**QUESTIONABLE RESPONSE TO INTERVENTION.** When data indicates a questionable response to the intervention, first examine and evaluate fidelity of implementation (i.e., were all components of the intervention delivered consistently and accurately?). Common fidelity checks include use of an observation checklist and/or self-report of intervention implementation. Specific methods for monitoring fidelity of implementation are provided for each intervention in subsequent chapters.

If the team is satisfied that the intervention has been implemented with fidelity, then the team may decide to modify or intensify the intervention. Techniques to modify or intensify will be discussed within each intervention but general rules may be applied to any intervention.

1. Provide more frequent feedback
  - Implement additional feedback session with the individual providing the intervention
  - Allow for more frequent interactions between the student and his or her teachers
2. Individualize the feedback procedure
  - Allow the student to select the adult with whom he or she will regularly meet to review progress
  - Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)
3. Add a self-monitoring component
4. Individualize the reinforcer
  - Collaboratively develop an individualized contract that specifies reinforcers the student will earn
  - Allow the student to select an adult with whom he or she can spend additional time
  - Individualize the reinforcer based on the student's function of behavior

**POOR RESPONSE TO INTERVENTION.** If data indicates a poor response to the intervention, again, the team should first check for accuracy of implementation. If the intervention has been implemented with fidelity, then the team may try modifying the intervention based on the above suggestions. Another option is to

review the information gathered and consider whether the problem was identified correctly, the intervention was aligned with the function of the problem behavior, or the extent to which other functions also need to be considered. Accordingly, removal from the intervention, review of student information, and/or consideration of alternative interventions may be warranted.

Figure 18 Describes positive, questionable, and poor response to intervention and includes example decisions when reviewing student data.

### Guidelines for Interpreting Student Data and Making Decisions

<p><b>POSITIVE RESPONSE</b> Gap between the trend line and the goal line is closing at an acceptable rate.</p>	<p><b>Was intervention Implemented as intended?</b></p> <p>If yes: Continue intervention with current goal If no: Continue intervention with goal increased Teach self-management Fade intervention components</p>
<p><b>QUESTIONABLE RESPONSE</b> Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.</p>	<p><b>Was intervention implemented as intended?</b></p> <p>If no: employ strategies to increase implementation integrity. If yes: increase intensity of current intervention for a short period of time and assess impact. If rate improves, continue. If rate does not improve, return to problem solving</p>
<p><b>POOR RESPONSE</b> Gap between trend line and goal line continues to widen with no change in rate.</p>	<p><b>Was intervention implemented as intended?</b></p> <p>If no: employ strategies to increase implementation integrity. If yes:</p> <ul style="list-style-type: none"> <li>• Was the problem identified correctly?</li> <li>• Is intervention aligned with the function?</li> <li>• Are there other functions to consider?</li> </ul>

Figure 18

## NEXT STEPS

Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

### See Tier II Team Action Plan – Selecting Function Based Interventions

1. Develop a system for collecting information that clarifies the problem, identifies function of behavior and matches student need with readily available intervention.
  - A. Determine standard information to be collected about each student identified
    - Use Adapted FACTS or
    - Advanced Tiers Spreadsheet - Example information: Date identified, grade, gender, ethnicity, IEP status, primary & secondary method of identification, primary & secondary problem behavior, ODRs, absences, minors, tardies, academic performance level & GPA, function of behavior
  - B. Develop an information collection process
    - Who will collect relevant information (e.g., classroom teacher, behavior support team member, administrator)?
    - When will information be collected and reviewed (e.g., prior to team meeting, during team meeting)?
    - How will student information be recorded (e.g., Advanced Tiers Spreadsheet)?
  - C. Document interventions selected for each student.
    - e.g., Use Advanced Tiers Spreadsheet
2. Identify a system for monitoring student progress
  - A. Select a graphing tool
    - e.g., Use Advanced Tiers Spreadsheet
  - B. Establish and document criteria for interpreting student data and making decisions about interventions.
    - Use Guidelines for Interpreting Student Data and Making Decisions Template

# CHAPTER 6: DEVELOPING A DAILY CHECK-IN/CHECK-OUT INTERVENTION

## Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify five implementation components of CICO.
- Describe students who are most likely to benefit from the CICO intervention.
- Tell main findings of research associated with the CICO program.
- Design and implement a CICO program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families)

## INTRODUCTION AND PURPOSE

This chapter provides SW-PBIS teams with a description of the Check-in/Check-out (CICO) intervention, strategies for effective implementation, and steps for developing a CICO program. In addition, example resources are also included. This chapter does not replace the published manual, *Responding to Problem Behavior in Schools: The Behavior Education Program*, 2nd Edition (Crone, Hawken, & Horner, 2010). Instead the materials in this chapter can be used as a supplementary resource during professional development workshop sessions.

It is highly recommended that participants access the published manual, which can be obtained from The Guilford Press. Intended to complement the Crone, Hawken & Horner manual, a DVD titled, *The Behavior Education Program: A Check-In Check-Out Intervention for Students at Risk* also is available for purchase from The Guilford Press.

## INTERVENTION OVERVIEW

Check-in/Check-out (CICO), also known as The Behavior Education Program (BEP), is a Tier II, group-oriented intervention, designed for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts (Crone, Hawken, & Horner, 2010). Because CICO is a group based, standardized intervention, it is an efficient and cost-effective method for providing additional support to a group of students with similar behavioral needs.

Once developed, the CICO intervention is designed to be continuously available and easily accessed soon after a student candidate is identified. In addition, although more time is required from staff members who coordinate the program, classroom teachers can usually implement the intervention in less than 5-10 minutes per day.

The CICO intervention typically accommodates a number of students (e.g., 10 to 15 per intervention facilitator) and provides a built-in system for (a) monitoring progress in the program, (b) evaluating the fidelity of implementation, and (c) transitioning to a self-managed support.

Implementation of CICO occurs using the following basic approach. First, a student is identified as needing additional behavioral support. Next, behavioral expectations for the student are defined and documented on a Daily Progress Report (DPR). Third, the student begins to receive a regular cycle of prompts and feedback from teachers and family for meeting behavioral expectations. Finally, student data is generated on a daily basis and is used to monitor progress and make decisions about the intervention effects. Figure 19 provides a visual representation for daily and weekly components of the CICO intervention cycle.

## Check-in/Check-Out Intervention Cycle

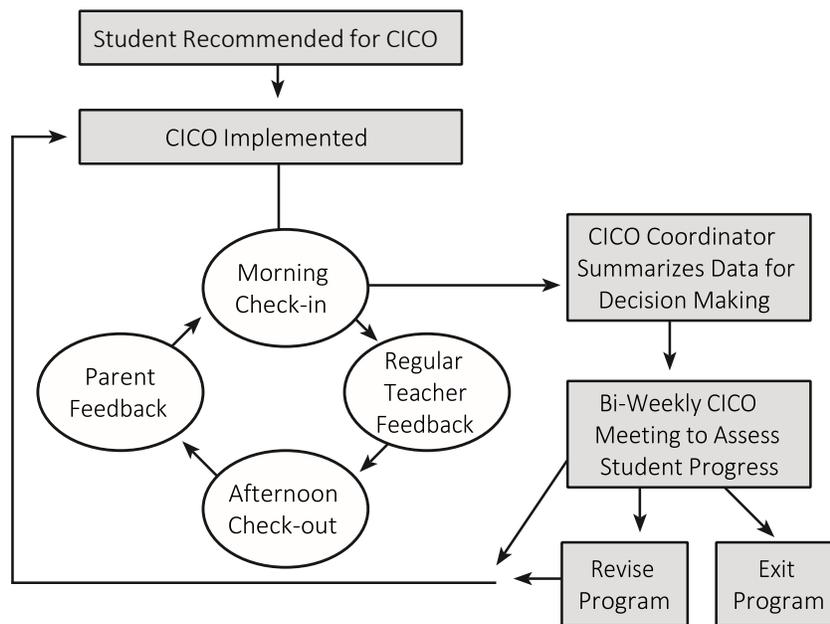


Figure 19

(Crone, Hawken, & Horner, 2010, p. 16)

### DAILY COMPONENTS

Access to each of the following is necessary for successful implementation of the CICO intervention.

1. **CHECK-IN.**

Participating students complete a “check-in” with a CICO facilitator each morning after arriving to school. The facilitator provides students with a Daily Progress Report (DPR) and offers pre-corrects for meeting daily behavior expectations and point goals.

2. **REGULAR TEACHER FEEDBACK.**

Using expectations listed on the DPR, students receive regularly scheduled specific feedback about behavioral performance from their classroom teacher. Teacher feedback occurs at the end of each class period or during natural transitions throughout the school day. The classroom teacher gives positive, specific praise for appropriate behavior, provides corrective feedback when applicable, and then rates student demonstration of expectations using a predetermined point system. Teachers are explicitly directed to initiate the feedback interactions if a child does not independently ask for ratings on the DPR.

3. **CHECK-OUT.**

At the end of each school day, students return to the intervention facilitator for “checkout”. At this time points earned on the DPR are totaled. Intervention facilitators provide students with additional verbal praise and may offer a token associated with the existing school-wide recognition system if daily or weekly goals are met. If a point goal is not met, the facilitator provides re-teaching of expectations and supportive encouragement.

4. **DATA COLLECTION & PROGRESS MONITORING.**

Intervention facilitators enter the percentage of DPR points earned by each student into a data collection spreadsheet. Student data is periodically graphed and then reviewed by the school's behavior support team. Results are used to monitor progress make intervention decisions.

5. **FAMILY PARTICIPATION.**

The intervention facilitator promotes school to home communication and family participation with the intervention. Students are reminded each day to take their DPRs home. This allows an opportunity to receive additional feedback from a parent or guardian. Parents are asked to sign and then return the DPR to school the following day. If a DPR is not signed and returned, re-teaching and encouragement are provided but no point loss or punitive responses occur.

*WEEKLY COMPONENTS*

In addition to the daily components, weekly or every other week the CICO intervention coordinator will examine student data and prioritize which students will be discussed during meetings of the behavior support team.

Generally the CICO Coordinator will provide an update for the number of students participating in the program and the number of students showing a positive response. In addition, the Coordinator will report any students that may be ready for transition to the self-management phase or students who are not making progress as expected.

Using graphs of student data generated by the CICO Coordinator the behavior support team makes decisions about students in the program (i.e., fade, continue, modify or intensify).

After data for students currently enrolled in the program are reviewed the team may choose to discuss awards or recognition for students who are improving or consistently meeting behavioral goals. This is also a good time to consider recognition for staff members who consistently implement the intervention.

Finally, the intervention Coordinator will present names and data for any new students who are being considered for the program.

*QUARTERLY COMPONENTS*

The CICO Coordinator along with the building administrator also will provide feedback to families and staff about CICO implementation, at minimum, on a quarterly basis. This feedback will pertain to program outcomes rather than data for individual students. For example, during a scheduled staff meeting the CICO Coordinator might have 10-15 minutes to report the number of students currently participating in the program, the rate of positive student response and data about how well features of the intervention are being implemented (e.g., are students consistently checking in and out; are teachers accurately and consistently completing DPRs; how often are parents signing and returning the DPR; how many children are meeting daily or weekly goals). Providing these occasional updates is useful for maintaining staff interest in the program, recognizing accomplishments of participating students and staff, and identifying areas for improvement.

Delivery of the CICO intervention incorporates a number of research-based practices that are individually known to be effective for improving student behavior. Students who participate in the CICO program access:

- Defined expectations
- Positive adult contact
- Social skills training
- Direct instruction
- Feedback
- Home-school communication
- Positive reinforcement
- Consistency

### *STUDENTS MOST LIKELY TO BENEFIT*

CICO is designed to address the needs of students who demonstrate consistent patterns of problem behavior across multiple settings. Most often students who participate in the program have been identified for demonstrations of low level, disruptions such as talking out, talking back, off-task, or out of seat behaviors. In addition the intervention is generally most effective for students who enjoy positive adult attention.

The CICO program alone is unlikely to benefit students with dangerous or violent behaviors, students who primarily demonstrate problem behavior in only one or two specific settings (e.g., bus or cafeteria), or students with significant academic deficits. In these cases use of the CICO intervention along with additional academic or behavioral supports will likely be required.

#### DISCUSSION



**Table 3.1 on page 18 of the Crone et al., 2010 manual** describes characteristics of students who may be appropriate or inappropriate candidates for the CICO program. Read the information and then talk with participants near you.

- Think about students you know or have worked with who meet criteria as appropriate candidates for CICO.
- Think about students you know or have worked with who are not appropriate candidates for CICO

#### RESEARCH BASE

Pages 10-13 of the Crone et al., 2010 intervention manual provide a summary of research that has been conducted associated with the CICO intervention. Important outcomes from these studies include the following:

First, students who participated in the CICO intervention demonstrated decreased problem behaviors, office discipline referrals, and referrals for special education services when the treatment was delivered accurately.

Second, some students also showed increased academic engaged time while participating in the CICO intervention.

Third, results from several different studies indicate typical school personnel (e.g., classroom teacher, school counselor, and/or paraprofessional) were able to implement the intervention with fidelity.

Finally, data showed 60 – 75% of research study students responded positively when the CICO intervention was implemented as designed. This means the CICO intervention is well suited for serving a majority of students who are identified as needing additional, Tier II, behavioral support.

## RESOURCES NEEDED

In most cases one staff member (e.g., guidance counselor or administrative assistant) will be designated to coordinate the CICO program in a school.

**CICO COORDINATOR:** The primary responsibility of the CICO Coordinator is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the CICO Coordinator manages and supports the CICO service providers (referred to as Facilitators).

**CICO FACILITATORS:** Facilitators are responsible for direct, daily contact with student participants. Facilitators provide the daily check-in and check-out components of the program and assist with school to-home communication.

In larger schools one Coordinator likely will support multiple Facilitators who may serve as many as 10 – 15 students each, depending on time allotted. Alternately in a smaller school one staff member may perform tasks of the Coordinator and the Facilitator, which is feasible when fewer students participate in the intervention.

The following provides an example of common implementation responsibilities organized according to key features of the intervention and by personnel (e.g., Student, Coordinator, Facilitator). Responsibilities are divided by daily, weekly and quarterly timeframes for delivery.

Personnel Needed for the Check-in/Check-out Intervention

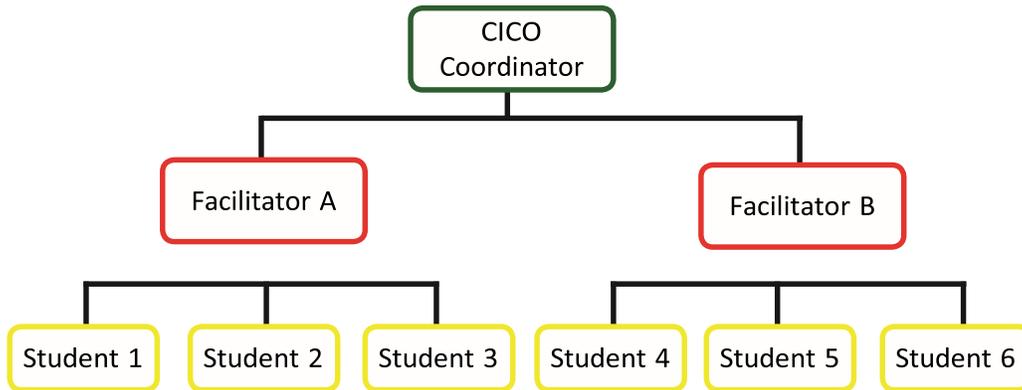


Figure 20

Estimated Time for Coordinator & Facilitator Tasks

TASK	FREQUENCY	DURATION	TIME/WEEK
Morning Check-in <i>Facilitator</i>	Daily	20 minutes	100 minutes
Afternoon Check-out & Entering DPR Data <i>Facilitator</i>	Daily	20 minutes	100 minutes
Maintain Records: a. Parent reports b. Student DPRs <i>Facilitator</i>	Daily	10 minutes	50 minutes
Orientation for students, families and teachers who are new to the program <i>Coordinator with Facilitator</i>	As needed	30 minutes each time a new student begins the program	30 minutes
Prioritize students who will be discussed during team meetings <i>Coordinator with Facilitator</i>	As often as the team meets	10 minutes	10 minutes

Print student graphs that will be reviewed during team meetings <i>Coordinator</i>	As often as the team meets	15 minutes	15 minutes
Complete tasks from team meeting (e.g., implementation checks, social validity surveys, graduation ceremonies) <i>Coordinator</i>	Daily	20 minutes	100 minutes
<b>Estimated Total Time Required = 7–10 hours/week</b>			
<p>Recommended Roster Limits</p> <p>No more than 30 students per facilitator at the secondary level (middle, junior high, high school). Approximately 15-20 students per facilitator at the elementary level. (See Crone, Hawken, &amp; Horner, 2010, p. 92)</p>			

Figure 21

STEPS FOR EFFECTIVE IMPLEMENTATION

**Develop an Enrollment Process**

Prior to starting the intervention with students be sure there is a systematic process in place to address each of the following considerations.

**TEAM.** First, the basic CICO process begins with a school team that is designated to support development and implementation of the program (hereafter referred to as the behavior support team)

**STUDENT IDENTIFICATION.** Second, once the program is developed, the behavior support team uses existing school data, staff member or parent nominations and/or scores from an emotional-behavioral screening process to determine which students are non-responsive to school-wide expectations. Students who meet established criteria (i.e., attention motivated problem behavior, find adult attention reinforcing, difficulties occur across multiple settings) should be considered as possible participants for the CICO intervention.

**BASELINE DATA COLLECTION.** Third, baseline data collection begins. 3-5 days of baseline data should be acquired before students enter the CICO program. To collect this information the behavior support team provides the main classroom teacher(s) with a packet of Daily Progress Reports. Teachers monitor and rate student behaviors but do NOT provide feedback, nor does the student check in or out with a program facilitator.

After data is generated the SW-PBIS team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data was not recorded diligently the team should

consider the extent to which there may be future concerns or issues with accurate implementation of program components.

**FAMILY NOTIFICATION/PERMISSION.** If baseline data confirms the student as an appropriate candidate for the CICO intervention a member of the behavior support team will contact parents/ guardians of eligible participants. In some schools parental consent is required prior to enrolling students in the program. Check with administrative personnel to determine your district’s policy.

**INTRODUCING THE PROGRAM.** After family members are notified their child has been selected to participate the CICO coordinator or facilitator should provide an explanation and details about the purpose and process of the program to eligible students and their families. Ideally this introduction will occur in a face-to face format with the student, his or her parents and at least one classroom teacher attending together. At this time the student DPR and point goals are finalized, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided.

The introductory meeting is the time to establish commitment to active participation from individual stakeholders. Written materials that specifically describe and delineate steps for active participation will be helpful for communicating clear steps for implementation among the facilitator, student, classroom teacher(s), and family.

The following pages include several example letters for discussing the intervention program with families. **Page 199** of the Crone et al., 2010 manual also provides an example parent permission form.

## EXAMPLE 1

### PERMISSION FOR CHECK-IN/CHECK-OUT

Date: \_\_\_\_\_ Student: \_\_\_\_\_  
Grade: \_\_\_\_\_ Teacher: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_

Congratulations! Your child has been selected to participate in a program at our school. We would like to include \_\_\_\_\_ in a behavior intervention program called Check-In/ Check-Out (CICO).

To participate, your child will report to their CICO facilitator, \_\_\_\_\_, first thing every morning after arriving to school. During this brief meeting the CICO facilitator will review our school-wide behavior expectations, provide a reminder about daily and weekly goals, and be sure your child is ready to begin the school day. This positive contact sets your child up for success and allows an opportunity for extra adult attention and instruction. Next, throughout the school day your child’s teachers will give specific feedback about performance following the Warrior Way (Being Safe, Being

Respectful, and Being Responsible). Teacher feedback will be documented using a daily progress report (DPR). At the end of the school day students in the CICO program return to the facilitator they met with during the morning check-in. For this afternoon check-out period facilitators help students count and record the number of points earned for appropriate behavior that day. In addition, the facilitator provides positive comments, encouragement for on-going success, and additional instruction if students struggled with a particular class period of the day. Finally, your child will be able to earn incentives for meeting behavioral goals.

To support each child's success we ask parents to make sure children arrive on time each day for the morning check-in and also that they review and sign the daily progress report. A copy of the progress report will be sent home from school each day.

Most children who participate in the program show rapid gains, enjoy working with the facilitator, and benefit from additional attention provided by their classroom teacher. While your child is in the program our school's behavior support team will monitor data closely. After your child meets his/her program goals we will celebrate with a graduation ceremony.

If you do not wish your child to participate in this program, please call a school administrator.

Sincerely,

Winfield Primary PBIS Tier II Team

Dear Mr. and Mrs. Jones,

We have a wonderful school wide goal this year. Our goal is to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. To help us reach our goal, we are starting a very effective program for students who need additional support.

We call this program "**Check In/Check Out (CICO)**." Students involved in this program will check in with a staff member in the morning. At Check In they receive a point card allowing them to receive points for being a safe, respectful, responsible citizen of our school. The staff member and the student talk together, setting a goal of how many points the student will get that day. As they go through the day, they must periodically check in with their teacher to receive points. At the end of the day they check out with a staff member who totals the points and discusses how the day went. Students will bring home a report each day to let the parent know if they met their goal. There is a place for the parent to sign and then your child will bring the form back to school. Students can accumulate points to spend in various ways, like lunch with a teacher or computer time.

Joey has been chosen to participate in CICO. We are excited that he will be a part of our plan to make our school a safe, caring and fun place for students to go to school. If you have any questions, please contact me at \*\*\*.

### EXAMPLE 3

Dear Parent/Guardian:

This letter is to inform you that your child, \_\_\_\_\_, has been recommended for the check-in/check-out program at \*\*\* High School. The check-in/check-out program is a positive intervention that allows students to start their day by checking in with an adult to promote positive behavior throughout the day. Students will also spend a few minutes at the end of each day with an adult reviewing their progress. Progress sheets may be sent home for you to review.

If you do NOT want your child to be a part of this program, please sign below and return this paper back to the school with your child. If you have any questions about the **check-in/check-out** program, please feel free to contact me at \*\*\*\*. If you have any questions or would like more details regarding check-in/checkout, please call \*\*\*\*.

#### DESIGN & USE OF DAILY PROGRESS REPORT (DPR)

Daily Progress Reports are individually tailored to your school's behavioral expectations and serve as the primary method for monitoring student response to the CICO intervention. Progress will be monitored daily throughout the duration of the program. The DPR provides regularly scheduled intervals for teachers to provide feedback to students about behavioral performance and award points for meeting expectations.

During the afternoon check-out period student points are totaled and then converted to a percentage. Each student's daily percentage is graphed. The school behavior support team uses these graphs to monitor progress over time and make decisions about the intervention (e.g., fade, maintain, modify, intensify).

There are several options to consider when creating a DPR for your school's CICO program. Following is a list of considerations to help you make decisions about what to include on the DPR. In addition, several example DPRs also are provided.

#### School-wide Expectations

- Include school-wide expectations on the DPR or
- Include school-wide expectations with specifically defined behaviors
- Expectations and behaviors should be positively stated
- 5 or fewer expectations should be listed on the DPR

## Teacher Friendly & Easy to Complete

- Allow for circling of ratings rather than narrative feedback
- Include a narrow range of scores
  - 3 point system recommended; 1-3, 0-2
- Include a rating key on the DPR
  - Staff should clarify and agree on the difference between ratings
- Include a place to record “success” rather than “comments”

## Design & Content

- DPR could be made to fit on a half sheet if copying costs are a concern
- Non-classroom settings typically are not included on the DPR
- Include a minimum of 4 rating periods
  - Correspond with natural transitions of the day
  - Optimally marking periods are no longer than 75 minutes
- Include a column/place for teacher to initial ratings
- Include a line for parent signature and place to record “success”
- Include an area for total points earned
- Determine whether the percentage goal will be listed
  - Some provide a range and student circles his/her goal:
  - 50% 55% 60% 65% 70% 75% 80%

## EXAMPLE 1

### Daily Progress Report (DPR) Wonderful Elementary School

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe	Be Respectful	Be Responsible	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_    Points Possible \_\_\_\_\_    Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

I'm proud of you today because \_\_\_\_\_

## EXAMPLE 2

### Daily Progress Report (DPR) Fantastic Elementary School

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe Keep hands & feet to self	Be Respectful Follow directions	Be Responsible Use materials appropriately	Teacher Initials	Success Notes
8:30 to Morning Break	3 2 1	3 2 1	3 2 1		
Morning Break to Lunch	3 2 1	3 2 1	3 2 1		
Lunch to Afternoon Break	3 2 1	3 2 1	3 2 1		
Afternoon Break to Dismissal	3 2 1	3 2 1	3 2 1		

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_    Points Possible \_\_\_\_\_    Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

I'm proud of you today because \_\_\_\_\_

**EXAMPLE 3**

**Daily Progress Report (DPR)  
Marshall Middle School EAGLES  
Excel and Gain Life Educational Skills**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe	Be Respectful	Be a Learner	Teacher Initials	Success Notes
Period 1	3 2 1	3 2 1	3 2 1		
Period 2	3 2 1	3 2 1	3 2 1		
Period 3	3 2 1	3 2 1	3 2 1		
Period 4	3 2 1	3 2 1	3 2 1		
Period 5	3 2 1	3 2 1	3 2 1		
Period 6	3 2 1	3 2 1	3 2 1		
Period 7	3 2 1	3 2 1	3 2 1		

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_    Points Possible \_\_\_\_\_    Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

Congratulations for: \_\_\_\_\_

## EXAMPLE 4

**Daily Progress Report (DPR)**  
**Marshall Middle School EAGLES**  
**Excel and Gain Life Educational Skills**

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

A Day / B Day	Be Safe Keep hands & feet to self	Be Respectful Use polite language	Be a Learner Follow directions	Teacher Initials	Success Notes
Period 1/5	3 2 1	3 2 1	3 2 1		
Period 2/6	3 2 1	3 2 1	3 2 1		
Homeroom	3 2 1	3 2 1	3 2 1		
Period 3/7	3 2 1	3 2 1	3 2 1		
Period 4/8	3 2 1	3 2 1	3 2 1		

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_      Points Possible \_\_\_\_\_      Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

Congratulations for: \_\_\_\_\_

## EXAMPLE 5

## Daily Progress Report (DPR)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

3 = 0-1 reminder    2 = 2 reminders    1 = 3+ reminders

	Be Safe Avoid aggression	Be Respectful Use polite language	Be a Learner Follow directions first time asked	Be Your Best Complete and turn in required work on time	SN: Success Notes	Teacher Initials
					A: Assignments	
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	SN: A:	

Today's Goal:    50%    55%    60%    65%    70%    75%    80%

Today's Points \_\_\_\_\_

Points Possible \_\_\_\_\_

Today's Percent \_\_\_\_\_%

Parent/Guardian Signature \_\_\_\_\_

Congratulations for: \_\_\_\_\_

## COLLECT PERFORMANCE DATA

There are several options for collecting and graphing student data. The school behavior support team should decide which option best meets the needs of CICO personnel who will be responsible for keeping track of student data. The data collection system needs to be accurate, monitored for fidelity, as well manageable.

**SWIS-CICO.** Page 89 of the Crone et al., 2010 intervention manual describes the School-wide Information System-Check-in, Check-out (SWIS-CICO) web based system which allows personnel to track percentage of points earned across an entire school day and percentage of points earned within each class period. Access to this information provides behavior support teams with ample data for problem solving if student response to the intervention is questionable or poor. There are minimal costs associated with use of the SWIS-CICO program. Refer to [www.pbisapps.org](http://www.pbisapps.org) for additional information and demonstration of features provided.

**DATA SPREADSHEET.** A second option for schools that do not select SWIS-CICO is a Microsoft Excel graphing spreadsheet that is available on the Missouri SW-PBS website ([www.pbissmissouri.org](http://www.pbissmissouri.org)). This instrument is titled as The Advanced Tiers Data Collection Spreadsheet and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily percentages can be entered for each student in the CICO program. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program. Finally, the spreadsheet was created to hold data for up to 30 students. If more than 30 students participate in your school's program, additional copies of the spreadsheet can be downloaded, free of charge.

**GRAPH BY HAND.** Another option some schools consider is graphing student data by hand. Creative ideas have included asking students to mark a graph that is posted on a wall in the check-out location, allowing students to mark their progress in a folder that stays in the check-out room, or use of a computer based program that students can access. For younger children some schools choose to use a visual representation of progress with pictures that can be moved up or down in relation to a goal line. One disadvantage to a hand graphing system is lack of a trend line. When student data is stable (either high or low) it is not difficult to make decisions about the intervention. However, if student data is variable (sometimes high, other times low, maybe in the middle) it is more challenging to determine whether the response is positive, questionable or poor.

The following page provides an example template that can be used for hand graphing daily percentage of points earned. This example was retrieved from the Evidence Based Intervention Network, [EBI.missouri.edu](http://EBI.missouri.edu).

## Intervention Graph (Percent)

Student Name: \_\_\_\_\_

Interventionist: \_\_\_\_\_

Dates: \_\_\_\_\_

Setting: \_\_\_\_\_

Intervention:

---

---

Outcome Data:

---

---

Intervention Goal:

---

---

100																				
90																				
80																				
70																				
60																				
50																				
40																				
30																				
20																				
10																				
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Comments: \_\_\_\_\_  
*Evidence Based Intervention Network (EBI.missouri.edu)*

## DETERMINE RESPONSE TO INTERVENTION

After the behavior support team has established a data collection and graphing method, data regularly should be reviewed to monitor student progress and determine each participant's response to the CICO intervention.

In the case of the CICO intervention, teams typically examine student baseline data to decide on a performance goal the student is likely to meet fairly rapidly. It is important that students experience early success with the CICO intervention because this will encourage continued participation. For example, students with baseline data in the 50-55% range may not increase performance to 80% in a short period of time. Instead the behavior support team may choose to select an initial goal of 65-70% so that the child can reach his or her first goal immediately or shortly after beginning the intervention. Gradually, over time, the support team will increase expectations for the student. Many teams systematically increase expectations for student performance from as low as 65-75% up to 90-95%. Teams are cautioned against ever expecting that students consistently maintain performance at 100%. This likely is an unreasonable goal considering that even typically developing children often do not behave appropriately 100% of the time on a daily basis.

The following pages show example graphs of student performance data and provide guidelines for interpreting response to the intervention.

### Example 1 Student Data - JoAnn

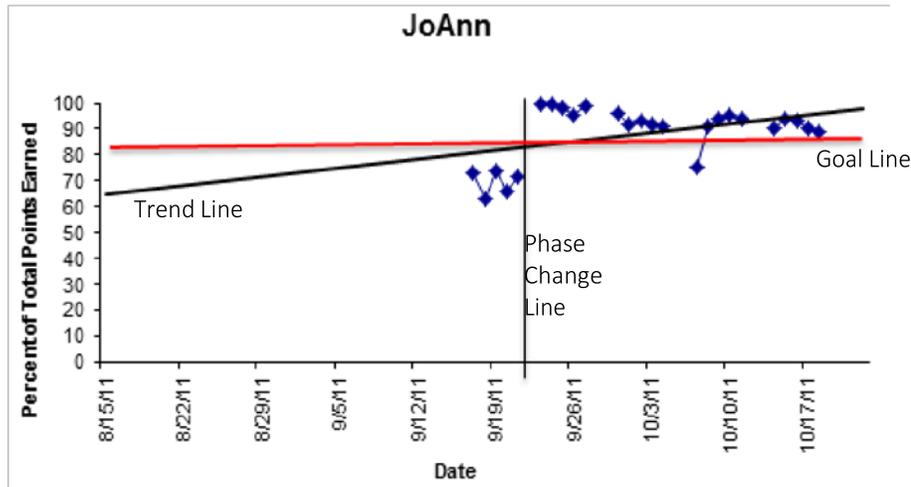


Figure 22

**Positive Response:**  
Gap between the trend line and the goal line is closing at an acceptable rate.

#### Example 1 – JoAnn

In the graph above the child’s baseline data was entered for five days prior to starting the CICO intervention. During the baseline condition (i.e., student not participating in CICO) data indicated that student performance ranged from 63-74% of the total possible points. For this student an initial goal of 80% or more of the total possible points was determined appropriate. A phase line shows when the intervention began.

After the student began participating the CICO facilitator continued entering daily data to show the student’s level of performance during intervention. In this example, student performance ranged from 75-100% across a period of four weeks. The desired level of performance for this child was 80%, which is represented by the horizontal goal line. Only one data point fell below the goal line. The trend line shows the student’s actual rate of progress. In this example the student surpassed the goal line on the first day of intervention and maintained performance at or above the goal for all but one day of intervention. Data indicates this student is showing a **positive response** to the CICO intervention.

### Example Student Data 2 - Bob

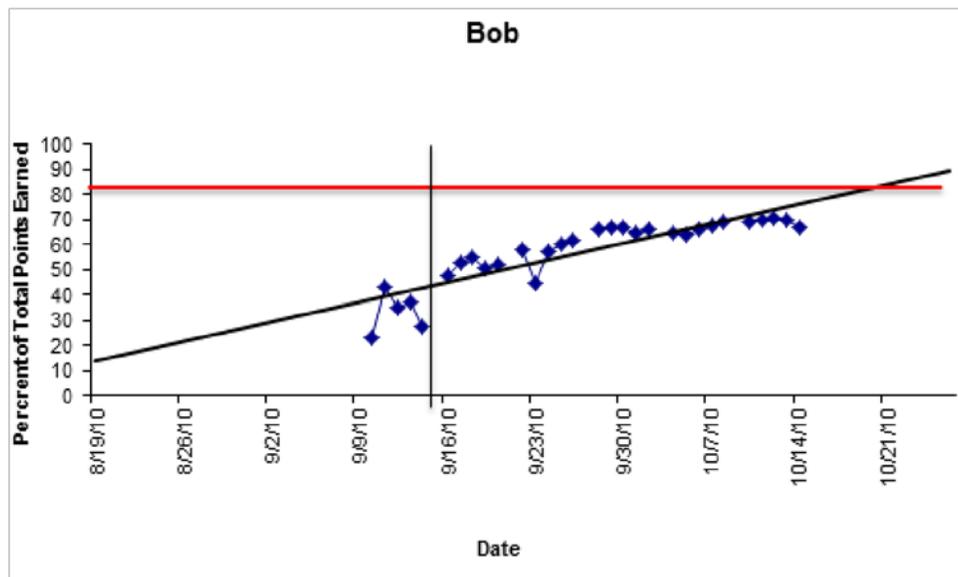


Figure 23

**Questionable Response:**  
Gap between trend line and goal line stops widening but closure does not occur in an acceptable amount of time.

#### Example 2 – Bob

In the second example the child’s level of performance was also entered daily. This child’s level of performance ranged from 30% to 45% while the desired level of performance was 80% (as indicated by the horizontal goal line). The trend line shows the rate of progress. At the current rate of progress, it will require 6 weeks for this student to reach the goal.

The student is making progress, however, the rate is slower than expected. When the distance between the student’s trend line and the goal line is closing but occurs at an unacceptable rate, the response to the intervention is viewed as **questionable**.

### Example Student 3 Data - Dena

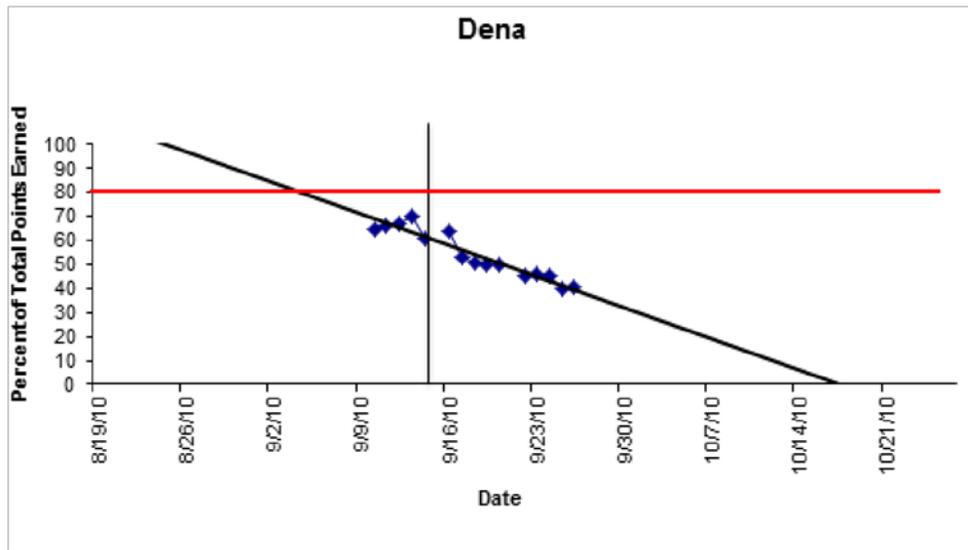


Figure 24

**Poor Response:**  
Gap between trend line and goal line continues to widen with no change in rate.

#### Example 3 – Dena

In the third example the child's baseline level of performance was entered daily. Data indicated baseline performance ranged from 61 to 70% of the total possible points per day. The desired level of performance was 80%. The trend line showed the student's actual rate of progress. During two weeks of intervention daily percentage of points earned ranged from 64-41%. Nine of the 10 data points collected while the student participated in the CICO intervention showed lower performance than existed during baseline. For this child the gap between the trend line and the goal line grew wider indicating it was unlikely the child ever would reach his/her goal. When the distance between the trend line and the goal line widens, the response to the intervention is **poor**.



### ACTIVITY

Examine each of the sample graphs below. Consider the student's current level of performance, the desired level of performance, the direction of the trend line and the amount of time it will take the student to reach his or her goal. Interpret each student's data by determining whether the response to intervention was positive, questionable, or poor

#### Student 1 – Stephanie

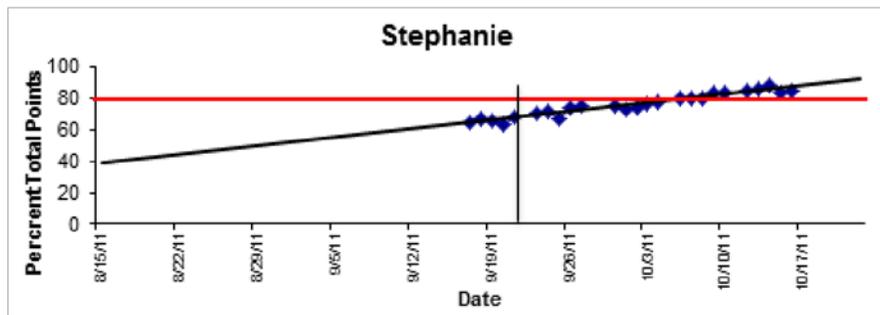


Figure 25

#### Student 2 – Tony

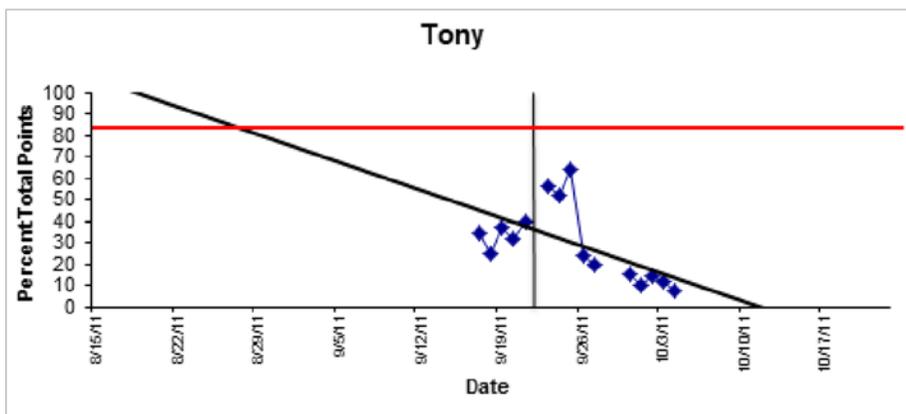


Figure 26

Student 3 - Alexander

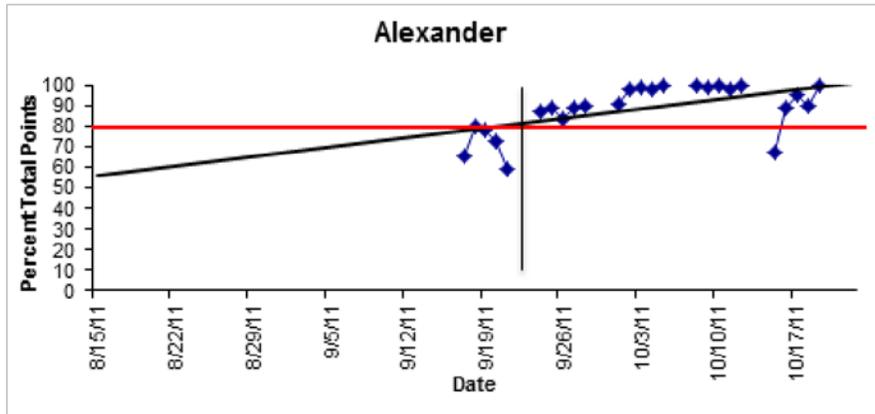


Figure 27

Student 4 - Airoidi

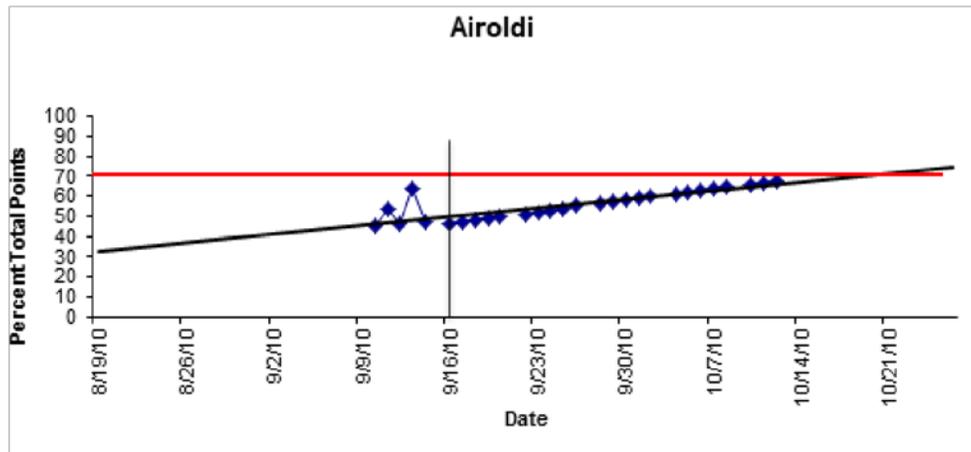


Figure 28

## USE STUDENT DATA TO MAKE DECISIONS

Each time the behavior support team reviews and interprets student data (positive, questionable or poor response to intervention) a decision about what occurs next also will need to be made. Generally, decisions teams make will include continuing the intervention, intensifying the intervention, modifying the intervention, fading the intervention or returning to the problem solving phase to gather additional information. In every case team decisions about the next phase of intervention should be derived from interpretation of student data (i.e., response to the intervention). Following are broad guidelines that teams can use as they make decisions using student data.

**DATA INDICATES A POSITIVE RESPONSE.** Results from research indicate a majority (i.e., 60-75%) of students will show a positive response to the CICO intervention when it is implemented with fidelity (i.e., daily check-in, regular teacher feedback, daily check-out, data collection and monitoring, parent participation and feedback). In many cases when the behavior support team reviews graphs of student data they will determine the child is responding positively to the intervention (i.e., increasing or stable trend at or above the goal line that occurred as soon as or fairly soon after the intervention began).

In situations of a positive response the team can choose from among the following:

- Continue the intervention with the current goal.
- Continue the intervention with an increased goal (no higher than 95%).
- Teach self-management and begin fading intervention components to determine if the student has acquired functional independence (i.e., continues successful behavioral performance with less teacher feedback).

Before deciding to teach self-management the student should demonstrate a consistently positive response. Behavior teams typically establish specific criteria for success. As a general guideline the following represents a reasonable goal that indicates consistent success; four consecutive weeks with four or more daily data points at 80% or higher.

**Example - Criteria for Success**  
4 weeks  
4 or more days  
80% or higher  
Begin Teaching Self-Management

**DATA INDICATES A QUESTIONABLE RESPONSE.** In some cases when the behavior support team reviews student progress monitoring graphs they may determine that the response to intervention was questionable. For example, student data indicated progress toward the goal but the amount of time required to reach the goal was too long. Alternately, the child reached the goal line on some occasions but success is sporadic and overall performance is inconsistent (e.g., three or four consecutive data points below the goal line). Each of these examples represents a questionable response to the intervention. In situations of a questionable response first teams should verify that all components of intervention were delivered with fidelity (i.e., accurately and as designed). Subsequent sections of this chapter provide information for monitoring fidelity of implementation. Often in the case of a questionable response, particularly if faculty members are participating in the intervention for the first time, simple clarifications about implementation procedures may increase fidelity. Once the behavior support team has verified all

intervention components are being provided as intended then a decision may be made to increase the intensity of the intervention for a short period of time and assess impact of this alteration.

Common strategies for intensifying the intervention include the following:

- Provide more frequent feedback
  - Implement additional feedback session with the intervention facilitator (e.g., morning, mid-day, and afternoon)
  - Allow for more frequent interactions between the student and his or her teachers.

*The student's DPR will dictate the number of teacher feedback sessions provided each day. At minimum the DPR should include a total of four feedback opportunities (two from the facilitator and two from the classroom teacher). Most students will benefit from having more than two feedback sessions with the classroom teacher. However, it also is important to find a balance between what will benefit the student and what the teacher can reasonably and accurately deliver. It is recommended that participating classroom teachers have input in the development of the DPR for a student they will support. The behavior support team along with the classroom teacher can determine ideal options for managing multiple feedback periods.*

- Individualize the feedback procedure
  - Allow the student to select the adult with whom he or she will regularly meet to review progress
  - Allow the student to use alternative ways to contact the adult that will monitor his or her progress (e.g. e-mail, text messaging, etc.)
- Individualize the reinforcers
  - Collaboratively develop an individualized contract that specifies the reinforcers the student will earn

Example  
Criteria for Intensifying the  
Intervention  
\*Verify Fidelity of  
Implementation!  
More than 3 weeks before  
reaching goal. Three or more  
consecutive data points  
below the goal line.

If the team decides to intensify one or more aspects of the intervention for a student who initially demonstrated a questionable response it is important to continue collecting and reviewing data regularly. For example the team might opt to review the student's data every week until a stable, positive response is established.

**DATA INDICATES A POOR RESPONSE.** When data indicate the student's response to intervention is poor the team first should verify fidelity of implementation. After ensuring the intervention was implemented correctly and consistently, then the team should consider the following questions:

- Was the primary problem behavior identified correctly and addressed on the student's DPR?
- Is the CICO intervention aligned with the function of the student's behavior (e.g., adult attention)?
- Are there other functions to consider?

In many cases students identified as potential candidates for the CICO intervention have academic deficits along with challenging behavior. CICO can be beneficial for addressing problem behavior, but is not sufficient for supporting the re-teaching of academic skills or addressing the academic skill deficit. In these situations the behavior support team may consider providing academic intervention and CICO together.

If the team has addressed considerations as listed above, more intensive, individualized intervention may be warranted. Teams should consider students for Tier III support (i.e., functional behavioral assessment and behavior intervention planning; FBA-BIP) when the following conditions are met:

- Data indicates interventions were implemented with fidelity (fidelity of implementation checklists).
- Student demonstrates persistent non-response to the interventions (progress monitoring data).
- Team is reasonably confident that modifications to the current intervention will not result in a better student response.



**ACTIVITY**

Return to the example graphs of data for students Stephanie, Tony, Alexander, and Airoldi. Discuss decisions your team would make in each circumstance.

## PLAN FOR SELF-MANAGEMENT, FADING & GRADUATION

**Self-management** is a broad term that refers to a child's ability to effectively **be aware of and modify** his or her **own behavior**. Informally many teachers may think of self-management as related to self-control, self-discipline, or self-regulation. Student capacity to take responsibility for his/her own learning and behavior even when adult supervision is not available is an ideal outcome associated with participation in the CICO intervention (i.e., students manage their own learning and behavior; Alberto & Troutman, 2009, p. 366). Typical aspects of self-management include goal setting, self-evaluation, self-recording, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain successes they experienced during the CICO intervention specific instruction in self-management techniques is recommended. Students who graduate from the CICO program should be able to manage their own behavior without CICO facilitator prompts or cues and with typical rates of classroom teacher attention and feedback.

Within the CICO intervention instruction for self-management occurs before intervention components are faded (i.e., removed). **Fading** refers to a process of **gradually removing** CICO intervention components for students who have met program goals. Successful graduates of the CICO program are students who maintain expected behaviors after the daily check-in, regular teacher feedback, data collection, check-out, and parent feedback components are no longer provided (i.e., faded). To increase the likelihood of student success after graduation CICO program components are typically removed in a systematic and

thoughtfully planned fashion rather than abruptly ended all at once. Students receive instruction for self-management skills before the CICO components are faded.

**Pages 92-97** of the Crone et al., 2010 intervention manual provide guidance about self-management and fading across the following topics:

- Determining the appropriate time to fade
- Using self-management
- Tips for increasing success during the fading phase
- Graduation and alumni parties
- How to respond if a student wants to continue participating in the program
- Final consideration

A plan for how students will graduate from the CICO program should be developed and documented **before** a school team begins implementing the intervention. In addition, introduction and orientation for students, parents and teachers who are new to the program should provide information about self-management, fading, and graduation. Specifically, all participants should know, from the start, that the program is not intended as a long-term support. Instead, the goal is to help students develop skills for functioning independently.

It is not uncommon that after participating in CICO over a period of time, students, along with parents and teachers as well, do not want to give up this support. Students report they like receiving extra adult attention and the feeling of success CICO gives them. Additionally, teachers and parents have concerns about how well children will continue to perform when the program is no longer provided. Therefore, moving students out of the CICO program requires careful planning.

Self-management and fading (i.e., gradual removal of CICO components) should begin when student data indicates there is a consistent pattern of desired behavior. Schools with a designated behavior support team, which meets on a regular basis and allows time on the agenda for the CICO coordinator to present student data, are well suited for discussing students who may be candidates for self-management, fading, and graduation from the program.

Some schools find it simplest to align CICO graduation with reporting periods or to consider students on a quarterly basis. Other schools have used the end of a school year to end participation in the program. However, an important point to consider is the workload of your team. Keeping students on CICO when they are ready for self-management and fading, but waiting for a calendar date such as the end of a reporting period, can unnecessarily burden the CICO team and delay implementation for other students who may be waiting to enter the intervention.

Recommendations provided on page 92 of the Crone et al., 2010 intervention manual indicate **no more than 30 students per CICO facilitator at the secondary level** (i.e., middle, junior high, and high school). **For preschool and elementary age populations** the CICO process overall may be more time intensive, thus **15-20 students** per facilitator is considered the maximum number of children that can be effectively served.

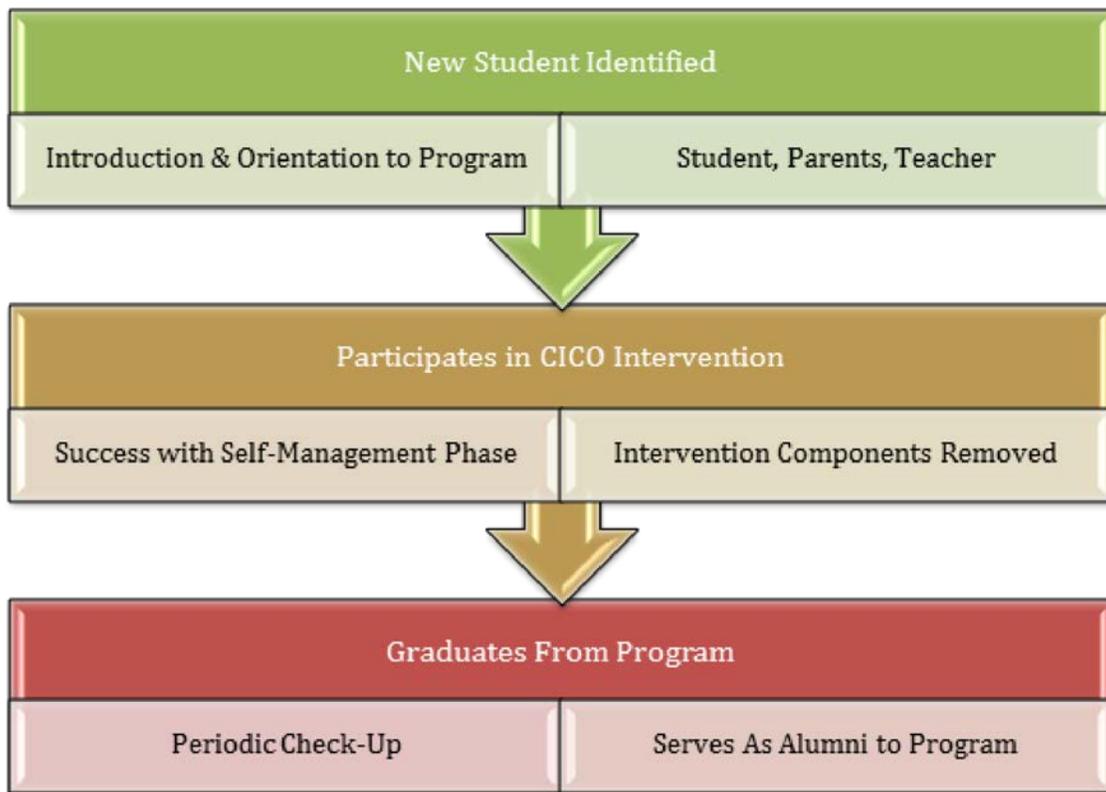
In light of these guidelines waiting for a progress-reporting period or until the end of the school year to remove the support for some students may not be the most efficient choice. Ultimately each school team will need to determine and then document a plan for when and how students will be provided with instruction for self-management strategies and gradually released from the CICO intervention components. At the same time, teams need to be prepared that some students do continue to need CICO support the following school year.

*WHEN TO INTRODUCE SELF-MANAGEMENT*

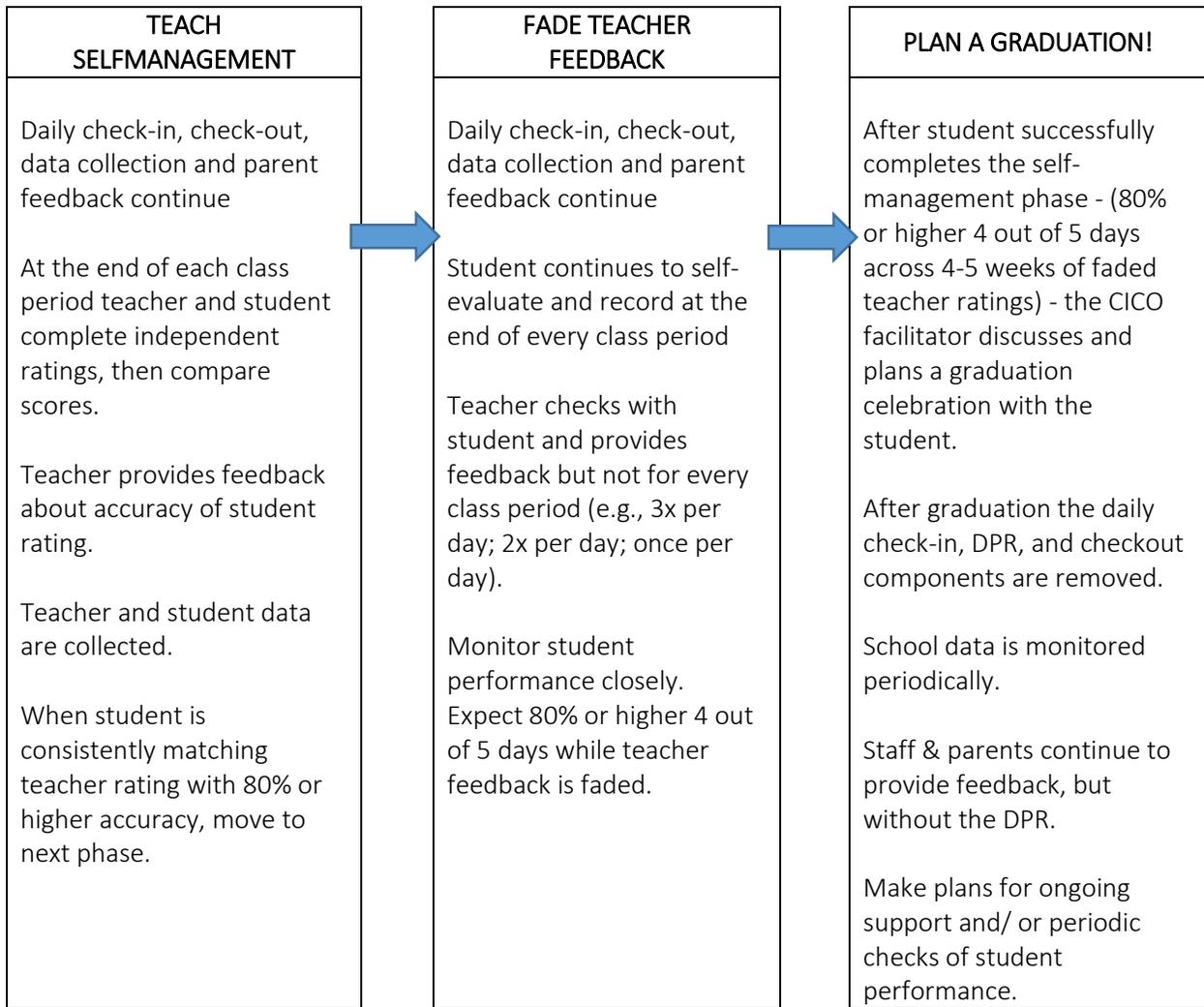
It is a responsibility of the school behavior support team to decide on specific criteria that indicates a student will move to the self-management phase. Decisions should be based on majority of days versus the student always receiving 80% or more of daily DPR points. For example, a student who receives 80% or more of the total possible points 4 out of five days for a period of 4 consecutive weeks has demonstrated a consistent pattern of expected behavior. This student may be able to more independently maintain his or her behavior, is likely a good candidate for self-management, and may continue being successful as some intervention components are faded out. Figure 7.3 on page 93 of the intervention manual provides example student data that indicates the student has successfully met behavioral expectations over a designated period of time (Crone, Hawken, & Horner, 2010).

The figure below provides a visual representation of how students enter, move through, and exit the CICO program, which allows space for new participants.

**Enter, Participate, & Exit the Intervention**



## Teaching Self-Management, Fading and Graduation



The following pages provide examples from two schools that documented their self-management, fading and graduation process.

## EXAMPLE

### Plan for Fading Intervention Components Westview Elementary School

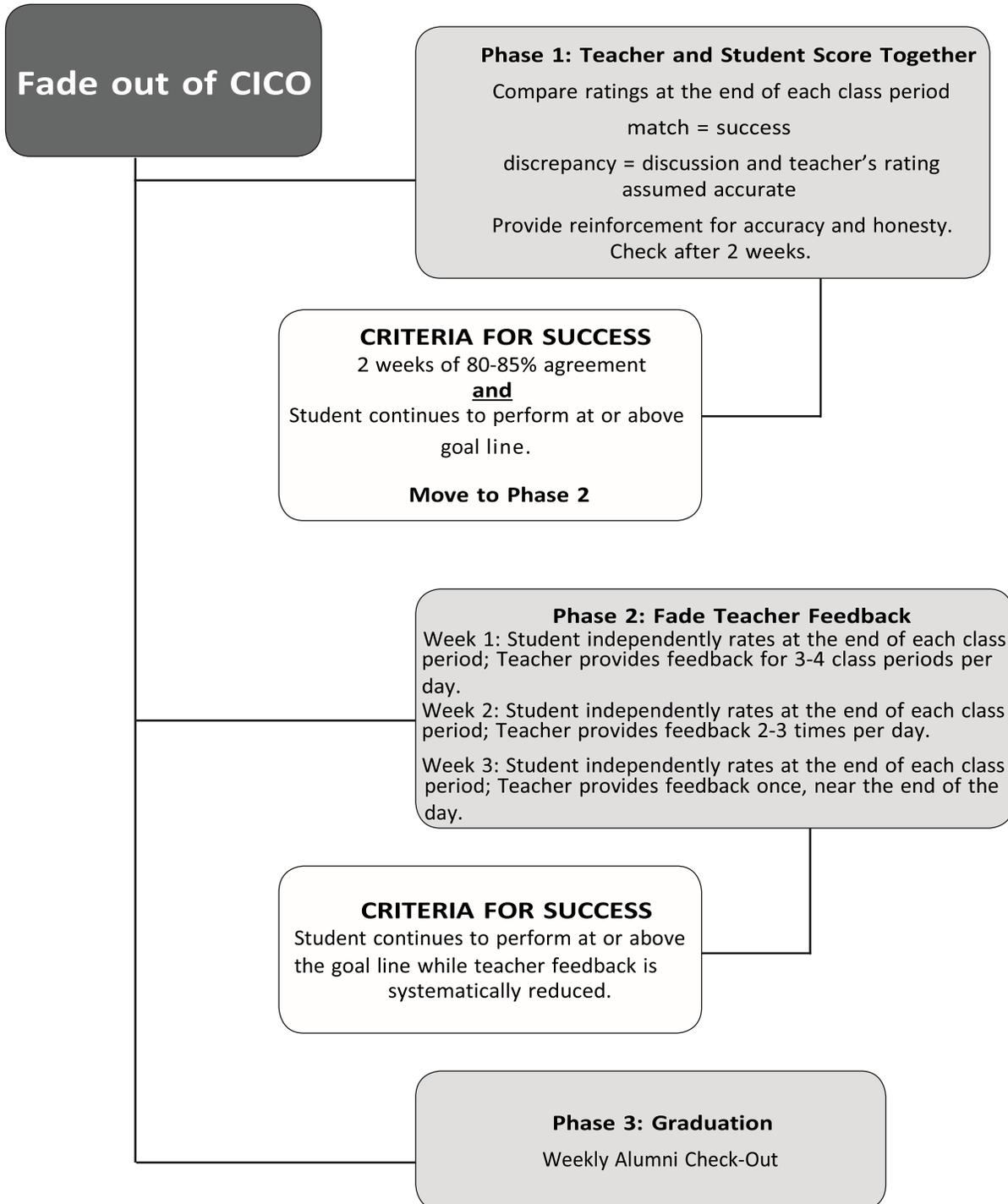
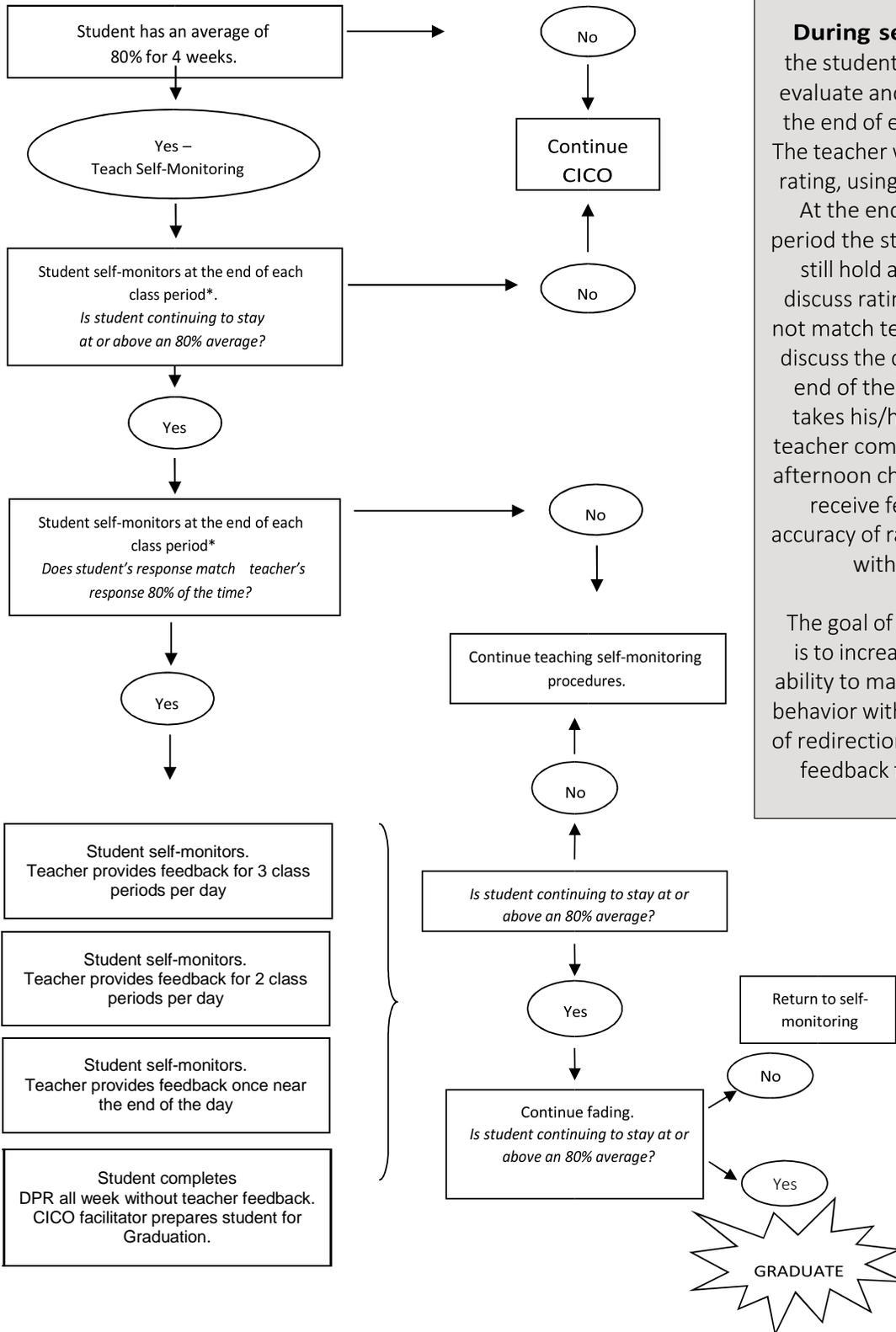


Figure 31

## EXAMPLE

### Fading From Check-In / Check-Out Winfield Primary, Winfield R-IV School District



**During self-monitoring** the student is taught to self-evaluate and record points at the end of each class period. The teacher will also provide a rating, using a separate DPR. At the end of each rating period the student and teacher still hold a conference to discuss ratings. If ratings do not match teacher and student discuss the difference. At the end of the day the student takes his/her DPR and the teacher completed DPR to the afternoon check-out. Students receive feedback about accuracy of ratings (i.e., match with teacher).

The goal of self-monitoring is to increase the student's ability to manage his/her own behavior with decreased levels of redirection, prompting, and feedback from an adults.

## CICO Fading Process

### WEEK \* 1

Teacher and student score together and compare ratings at the end of each class period.

Match = success OR discrepancy = discussion with teacher's rating assumed accurate.

Teacher provides reinforcement for accuracy and honesty.

- If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to week 2. If not, perform week 1 again.



### WEEK 2

Student scores independently on 3 of 7 time blocks on the CICO form with no teacher discussion.

On remaining time blocks, proceed with teacher/student scoring together as performed in week 1.

Teacher provides reinforcement for accuracy and honesty.

- If student data remains at behavior goal of 80% or higher and student/teacher ratings agree at least 80% of time, proceed to week 2. If not, perform week 1 again.



### WEEK 3

Student scores independently on 5 of 7 time blocks on the CICO form with no teacher discussion.

- Continue as described in week 2.



### WEEK 4

Student scores independently on ALL time blocks on the CICO form with no teacher discussion.

- If student data remains at behavior goal of 80% or higher student is ready to graduate from CICO. Student will continue to Check -In each morning with interventionist until date of graduation or other date as determined by Tier II committee and teacher. Student will no longer utilize the CICO Form, unless requested by student.

### POST GRADUATE

The following supports are available to CICO graduates if student requests or if teacher and/or Tier II committee determines the continued support would benefit the student:

- Student continues Check-In with interventionist at a determined frequency (daily, weekly); no CICO Form used and no Check-Out.
- Student Check-In daily with classroom teacher; no CICO Form and no Check-Out.
- Student Check-In daily with classroom teacher; student scores independently on all time blocks on CICO Form with no teacher discussion and no Check-Out.

Options for students receiving two behavior referrals after graduating CICO:

- Student returns to CICO and repeats only the Fade Process (but no graduation recognition)
- Student returns to full CICO
- Other support recommendations by Tier II committee

\* A week = at least 4 days

## CICO Review

Feature	Key Points
Daily Check-In	
Regular Teacher Feedback	
Daily Check-Out	
Collect & Review Student Data	
Parent Involvement	
Research Outcomes	
Coordinator & Facilitators	

## MODIFYING CICO FOR SOME STUDENTS

When the CICO program is implemented with fidelity a majority of identified students will respond positively. However for some students slight modifications to the intervention content and/or process may be needed to enhance success.

Regular review of student data will guide teams to distinguish which students are experiencing success from those who might benefit from one or more program modifications.

Students who are meeting their goal (e.g., 80% or more of the total possible points) 4 out of 5 days per week are generally considered to be responding positively. Students who are inconsistently or rarely meeting their goal may respond differently if the CICO intervention is adjusted to meet the specific function of their behavior.

A common guideline that signifies questionable or poor response to an intervention is three to four consecutive data points below the student's goal line.

When questionable or poor student response data is generated the first action is to assess fidelity of implementation. This means determine the extent to which the intervention was delivered as designed. Once the support team is confident that CICO implementation is correct the next action is to begin problem solving for non-responsive students.

**Pages 98-104** of the intervention manual provides information about use of a simple Functional Behavioral Assessment (FBA) procedure to determine the reason why a student demonstrates a particular behavior under certain circumstances (i.e., function of the behavior).

“If the team determines the program is ineffective for a specific student, they should brainstorm strategies for modifying the basic intervention in a manner that will improve its effectiveness for that student. Team members should consider the simplest solutions first.”

*Crone, Hawken, & Horner, 2010, p. 99*

Depending on the process of your school's behavior support team a hypothesis about function of behavior may already have been determined prior to implementation of the CICO intervention. If your process does not include identification of function prior to intervention an understanding of why a student is demonstrating problem behaviors is key. Function of behavior is used to determine what modifications might impact response to the CICO intervention.

Regardless of when a behavioral function is identified (before or during the intervention) a short interview process can be used to gather applicable information. Appendix G.3 and G.4 (pages 222-231) of the intervention manual include two commonly used formats for conducting interviews, the *Functional Behavioral Assessment – Behavior Support Plan Protocol* (F-BSP) and the *Functional Assessment Checklist for Teachers* (FACTS). Instructions and guidelines for use of each instrument are also provided (Crone, Hawken, & Horner, 2010).

### Critical Features Included in a Simple FBA Interview

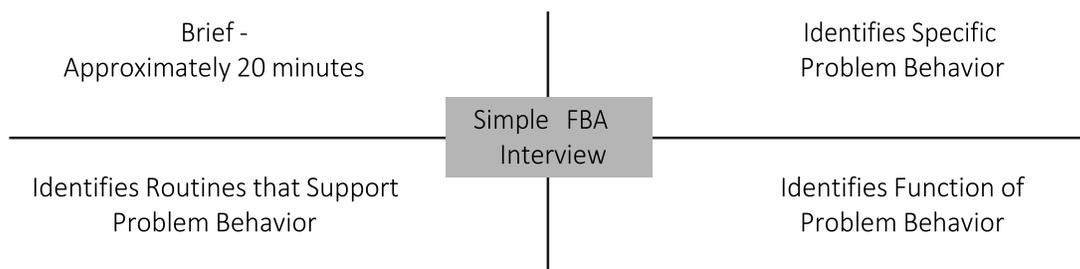


Figure 33

Once the function of problem behavior is identified the team can consider which modification(s) best match the student’s needs. Listed below are several example modifications suggested by authors of the intervention manual (Crone, Hawken, & Horner, 2010).

### Example Modifications for the CICO Intervention

Get Adult Attention	Get Peer Attention	Avoid Adult Attention	Avoid Task or Activity
<ul style="list-style-type: none"> <li>• Mid-day check-in</li> <li>• More powerful reinforcer (e.g., time with preferred adult)</li> </ul>	<ul style="list-style-type: none"> <li>• Earn reinforcers to share with peers</li> <li>• Activity based reinforcers that friends can join</li> </ul>	<ul style="list-style-type: none"> <li>• Student picks up and returns DPR to designated location</li> <li>• Earn reinforcers that allow escape (e.g., break or preferred activity)</li> <li>• Self-monitoring with self-reinforcement</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks matched with academic level of student.</li> <li>• High rates of reinforcement for effort</li> <li>• Academic support or intervention</li> </ul>

Figure 34

Pages 105-123 of the Crone et al., 2010 manual include case study examples to demonstrate use of a simple FBA process for selecting modifications based on individual student need.

In addition, recommendations about use of CICO for students with an Individualized Education Program (IEP) are provided. The following is a summary of key issues to consider when CICO is identified as a possible behavioral support for students receiving special education services (Crone, Hawken, & Horner, 2010, p. 114).

- CICO should not contradict the student’s IEP.
- CICO should support the student’s progress toward goals outlined in the IEP.
- If the student has a behavioral goal CICO alone will likely be inadequate for addressing this goal.

- The basic CICO intervention is best used as one component of an IEP that addresses behavioral issues.

## ADAPTATIONS FOR PRESCHOOL IMPLEMENTATION

Pages 150-161 of the Crone et al., 2010 intervention manual provide information and a case example illustration of CICO implementation in preschool or early childhood settings. Many key features remain the same:

- Intervention is continuously available
- Students receive intervention quickly
- Daily check-in/Daily check-out
- Copy of DPR sent home for signature and returned the following day

However there are several features that will need to be considered and perhaps modified. For example, will the intervention be conducted as a program-wide or class wide behavioral support? What staff members will be able to serve in the roles of intervention coordinator, facilitator, and behavior support team? What will the DPR look like? How can the DPR be designed so that it is developmentally appropriate for young children? How will students be identified to participate?

Authors of the intervention manual provide a number of recommendations and suggestions. In addition, a detailed list of possible modifications for preschool settings is included on page 153 of the intervention manual. Several of these ideas are summarized below.

### *IMPLEMENTATION*

Organizational structure and physical location of classrooms will determine if CICO is implemented program-wide or class-wide. Multiple preschool classrooms in one building are considered program-wide implementation while a single preschool classroom within an elementary building is considered class-wide implementation. Regardless of whether the intervention is program-wide or class-wide no classroom teacher should have more than 2 students from his or her class list participating in CICO at the same time. In addition, if the intervention is implemented program-wide the CICO facilitator will be able to support multiple children. However, if the program is implemented in only one classroom the teacher or the classroom aide will serve as the intervention facilitator (conduct daily check-in/check-out).

### *INTERVENTION TEAM*

Classroom teacher, aide and other specialists such as a speech language pathologist or special education teacher are likely members of a team that will identify candidates for the intervention and regularly review student data. A program director or administrator should also be included.

### *DAILY PROGRESS REPORT (DPR)*

In the same manner that school-wide expectations are listed on a student DPR program-wide or individual preschool classroom expectations should be listed on a preschool DPR. Early childhood educators may find it helpful to include pictures that illustrate the behavioral expectations. Rather than numerical system, a preschool DPR will likely include a visual representation of performance such as a

smile, neutral and sad faces or a color-coding system. Instead of identifying a point goal, the number of faces to earn may be listed.

### *FEEDBACK SESSIONS*

Preschoolers should receive regular feedback from a teacher or aide during natural transitions. However, problem behavior should be redirected immediately rather than waiting to the end of the rating period. In addition, instruction for how to appropriately receive feedback should be given prior to implementation. Teaching and encouraging young children appropriate ways to accept positive and corrective feedback may help prevent tantrums. Young children will need the teacher to model the expected behavior and then provide opportunities for immediate practice and recognition.

### *STUDENT IDENTIFICATION*

Preschool age children can be identified at-risk for social, emotional, or academic challenges in the same way as school age students. Existing student data such as documented behavioral events, school absences, and/or time-out incidents are indicators of student need. Parent nominations may play a key role in identifying young children experiencing concerns. Finally, a number of different instruments specifically developed for young children are available. Scores from regularly conducted emotional and behavioral screenings can be used to determine which students will benefit from CICO support.

### ADAPTATIONS FOR HIGH SCHOOL IMPLEMENTATION

**Pages 124-149** of the Crone et al., 2010 intervention manual provide detailed information and evaluation data from an implementation example that took place in a high school setting. In addition, descriptions of age appropriate adaptations for each intervention component are included. Of particular interest is a suggested scope and sequence of academic support lesson topics that can be incorporated with social competence instruction given through the CICO program.

When CICO is developed for older students many of the basic principles still apply.

- Systematic adult interaction
- Well-defined behavioral goals
- Increased feedback from multiple adults
- Regular school to home communication
- Established screening procedures to identify risk early
- Proactive, positive support
- Use of data to monitor progress
- Increased student connection to school

However, CICO implementation for secondary level students also is more complex for a number of reasons including that peer attention may be more reinforcing than adult attention; students are expected to self-manage both **social** and **academic behaviors**; and larger school size makes coordination among adults more complex.

To address the complexity of concerns recommended adaptations at the high school level include the following (Crone, Hawken, & Horner, 2010):

- a) Provide instruction for and emphasize the importance of self-management
- b) Combine social support with academic support to maintain engagement with school.
- c) Identify a target population and link these students with adults they connect with or find reinforcing

A summary of important points related to each of the recommended adaptations is provided below.

### **Emphasis on Self-Management**

Students should be actively involved in weekly or twice monthly review of CICO progress monitoring data, assignment completion and grades, behavioral data, and attendance (Crone, Hawken, & Horner, 2010). Initially adults will model the review process. Later students will take a more active role guided by adult prompting. Eventually adult support will fade as the student develops skill for checking and monitoring data independently (i.e., self-management).

### **Combine with Academic Support**

At the secondary level a critical outcome of CICO participation is teaching students how to be both socially and academically successful in school so they remain engaged in activities. To reach this goal CICO for older students should also provide instruction for basic study skills (Crone, Hawken, & Horner, 2010). In addition to feedback about social behavior, students should participate in lessons that teach them to use a planner, organize materials and supplies, establish and follow a daily schedule, apply study skill strategies, and know beneficial test taking skills.

Secondary level CICO programs also should provide on-going assistance with daily academic demands (Crone, Hawken, & Horner, 2010). This means participating students have **regularly scheduled** (i.e., every day for a few times a week) assistance from an adult or competent peer for completion of homework and/or assignments.

### **Identify Target Population and Link with Reinforcing Adults**

Transition into high school can be difficult particularly for students who struggled academically, socially or behaviorally in previous grades. Increasing school engagement is especially important for students who have been marginalized by academic failure or problem behaviors. Although CICO can effectively address needs of students in all grades, it may be particularly effective for freshmen or sophomore level students as they make the transition into high school. Adults who provide the academic and/or social components of the intervention must be willing to know students well enough to incorporate their interests and strengths into the learning activities (Crone, Hawken, & Horner, 2010).

## **TRAINING FOR STAFF, STUDENTS, AND FAMILIES**

Figure 3.5 on page 25 of the intervention manual provides an example decision tree “The Basic BEP” that demonstrates from start to finish what the process will look like if school teams implement CICO with fidelity (Crone, Hawken, & Horner, 2010). In addition Chapter 12 (pp. 181 – 191) provides a list of

frequently encountered problems that may occur during CICO implementation and also includes possible solutions (Crone, Hawken, & Horner, 2010). Many of the problems typically reported by schools can be prevented if the behavior support team conducts careful and thoughtful planning when first establishing the intervention within their setting. In most cases of poor implementation it is not the student who demonstrates limited participation, rather it more commonly is one or more adults associated with the process who fail to understand the level of precision required to evoke lasting behavior change.

In cases of poor or inadequate implementation the behavior support team should generally assume there is a misunderstanding, miscommunication, or failure to acquire or routinize requisite skills. In the same way re-teaching is used with students, re-teaching with modeling, feedback and reinforcement also should be provided for adults who are new to the program. Once a behavior change for participating students is perceived the momentum to continue a practice usually follows. Assuring initial success requires deliberate and careful planning!

**Pages 49-70** of the intervention manual provide information about delineating roles among school personnel, identifying specific responsibilities that will be accomplished by each person involved with the BEP, and offers suggestions about the importance of teaching members how to perform tasks associated with their role in the program. To ensure maximum effectiveness explicit instruction should occur with each participant.

### Responsibilities Associated with the Check-in/Check-out Intervention

1. Behavior support team	Attend weekly meetings, contribute to decisions, conduct orientation meetings, gather supplemental information on students, assist with staff development workshops
2. Intervention Coordinator	Oversee work of the CICO facilitators, meet regularly with each facilitator to review progress of the students they serve, prioritize students to discuss during team meetings, receive nominations, assist with graduation ceremonies, and conduct periodic check-ups with program graduates
3. Intervention Facilitators	Lead morning check-in and afternoon check-out, enter DPR data and maintain records, create student graphs, meet with coordinator to prioritize students that will be discussed during team meetings, attend team meetings
4. Classroom Teachers	Greet the student positively at the beginning of the school day or class period, initiate feedback at the end of each rating period, provide an explanation for the rating earned, prompt for appropriate behavior, reinforce for following expectations or making improvements, mark DPR

5. Students	Check-in and pick up DPR, hand DPR to teacher at the beginning of the day or class period, accept teacher feedback, obtain a new DPR if one is lost, return completed DPR during afternoon check-out, take DPR home for parent feedback then return it to school the next day
6. Families	Provide consent for participation, review the daily DPR, provide feedback, consider use of additional incentives at home, communicate regularly with the school particularly if a change in home life occurs

Figure 35

The following resources are provided in the published manual to offer ideas and topics that can be included in CICO training sessions (Crone, Hawken, & Horner, 2010).

- Figure 5.1 (pp. 54-56)  
*Content that should be included in CICO Coordinator & Facilitator training sessions.*
- Figure 5.2 (p. 57)  
*Teaching students how to accept feedback on their DPR*
- Figure 5.3 (p. 58)  
*Things to say during check-in, check-out, or feedback opportunities*
- Figure 5.4 (p. 59)  
*Example meeting agenda for the Behavior support team*
- Figure 5.5 (p. 62)  
*Overview of the CICO program for administrators*
- Figure 5.6 (p. 62)  
*Things to say that may keep students motivated*
- Figure 5.7 (p. 63)  
*CICO Staff Training*
- Figure 5.8 (p. 65)  
*Frequently asked questions and answers about the CICO program*
- Figure 5.9 (p. 66)  
*Additional training information for teachers*
- Figure 5.10 (p. 68)  
*Topics for student training*
- Figure 5.11 (p. 70)  
*Content for parent training*

Finally, teams can provide a checklist of implementation procedures for CICO facilitators, classroom teachers, and participating parents in the form of an implementation script. An implementation script includes a list of steps to complete and example statements that can be used during interactions with CICO students. In addition, implementation scripts also may provide space for participants to mark each

feature completed. During initial implementation (e.g., first week or two) it may be effective to ask participants to submit completed scripts each day. This provides the CICO coordinator with an indirect method for monitoring implementation and it also allows provides participants a mechanism for receiving assistance if they have difficulty implementing a particular step. The following pages provide example implementation scripts.

## EXAMPLE

### Implementation Script – Facilitator

#### INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary.

Component & Features	
Daily Check-in	
Greet student.	Y N
<ul style="list-style-type: none"> <li>• Help student select/get daily progress report.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Remind student of expectations and/or goal for the day (pre-correct).</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Help student put chart in designated location.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout interaction.</li> </ul>	Y N
Daily Check-out	
<ul style="list-style-type: none"> <li>• Prompt student to check-out (if necessary).</li> </ul>	Y N NA
<ul style="list-style-type: none"> <li>• Help student identify whether daily goal was met.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Offer success reinforcer if goal was met OR deliver corrective feedback (what to do differently), encouragement (you can do better tomorrow) and offer participation reinforcer.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout interaction.</li> </ul>	Y N

Component & Features
Data Collection and Progress Monitoring

<ul style="list-style-type: none"> <li>• Help student count the number of points earned</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Calculate percentage of points earned (adult only).</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Offer to let student enter data into spreadsheet.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Show student his/her graph and discuss whether the data point is above or below the goal line.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Provide comment to student about what to do to keep data points above the goal line.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout the interaction.</li> </ul>	Y N
Parent Communication (May be applicable in preschool setting where parent picks student up at end of day)	
<ul style="list-style-type: none"> <li>• Greet the parent.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Give parent the program-wide expectations card.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Tell whether the child met or did not meet goal for the day.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• If the child met the goal remind/prompt parent to provide a privilege OR if child did not meet goal remind/prompt parent to review expectations/goal with the child.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Remind/prompt parent to sign and return the card the next morning.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout the interaction.</li> </ul>	Y N
Total Number of Y Circled =  Percent Implemented (total Y / total number of features x 100) =	

## EXAMPLE

### Implementation Script –Classroom Teacher

#### INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.

Component & Features	
Regular Teacher Feedback	
<ul style="list-style-type: none"> <li>• Initiate feedback opportunity. Prompt student to come to chart if necessary. It is the teacher’s responsibility to ensure feedback occurs.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Provide a comment about whether expectations were or were not met for that activity/class period. Include examples of appropriate behavior. Include examples of inappropriate behavior (if any occurred)</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Mark student chart (i.e., points or sticker) and provide explanation for the rating given.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Provide encouragement for meeting expectations during next opportunity and/ or reinforce for following expectations or making improvement.</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout interaction.</li> </ul>	Y N
Total Number of Y Circled =  Percent Implemented (total Y / total number of features x 100) =	

## EXAMPLE

### Implementation Script –Parent

#### INSTRUCTIONS

- Read the steps and consider your level of participation.
- Circle the “Y” which means, “Yes” if you feel you understand and consistently complete the step.
- Circle the “N” which means “No” if you do not consistently use the step or if you do not understand how to complete a step.
- Circle the “NA” which means “Not Applicable” if a step was not necessary

Component & Features	
Regular Parent Feedback	
<ul style="list-style-type: none"> <li>• Ask your child if the daily goal was met</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• If goal was met provide designated home acknowledgement</li> </ul>	Y N NA
<ul style="list-style-type: none"> <li>• If goal was not met, give corrective feedback &amp; encouragement</li> </ul>	
Ask, <ul style="list-style-type: none"> <li>• “What do you need to do differently tomorrow?”</li> <li>• “Is there anything I can do to help you with this?”</li> <li>• “I know you can meet your goal tomorrow.”</li> </ul>	Y N NA
<ul style="list-style-type: none"> <li>• Sign the daily progress report &amp; remind student to return it to school</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Keep interaction &amp; instruction brief</li> </ul>	Y N
<ul style="list-style-type: none"> <li>• Use a positive tone throughout the interaction</li> </ul>	Y N
Total Number of Y Circled =  Percent Implemented (total Y / total number of features x 100) =	

## DEVELOPING THE CICO INTERVENTION FOR YOUR SETTING

After establishing staff willingness to implement the CICO intervention, members of the behavior support team will convene to begin planning. Although some small adjustments likely will be made after initial development it is critical that general procedures and systems be in place prior to implementation with students.

**Pages 42-46** of the Crone et al., 2010 intervention manual provide several considerations the behavior support team must make decisions about prior to CICO implementation. Examples include personnel, location, reinforcers, identification of participants, data management, and training needs.

The following pages include an adapted version of the development guide provided on **pages 44-46** in the intervention manual (Crone, Hawken, & Horner, 2010). The adapted edition includes a majority of questions from the original guide but also lists additional considerations that schools have reported during initial stages of implementing PBIS. Responding to items listed throughout the guide will help the behavior support team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it. Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance”

(Crone, Hawken, & Horner, 2010)

## Check-in/Check-Out Intervention Development Checklist

The skills and products that are pivotal to CICO intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

PROGRAM DESIGN	
	Completed
1. Who will coordinate the intervention in your school?	
2. Who will facilitate the intervention - provide daily check in and check out? Can each of these individuals have flexible schedules at the beginning and end of the day? Are these adults positive and well-liked by students?	
3. Who will check students in and out if a facilitator is absent? Name at least one substitute for each identified facilitator.	
4. Where will daily check-in and check-out occur?	
5. What will be the maximum number of students each facilitator may serve?	
6. What will you name the intervention in your school?	
DAILY PROGRESS REPORT (DPR)	
	Completed
1. What positively stated behavioral expectations will be listed on the DPR?	
2. Will the DPR also include specific behaviors for meeting expectations? If yes, how will target behaviors be identified?	
3. How many rating periods will be included on the DPR? There should be a minimum of 4 rating periods with scoring intervals no longer than 75 minutes. *Note – non-classroom settings typically are not included (e.g., transitions, cafeteria, playground etc.)	
4. What range of scores will be listed for rating behavioral performance? (e.g., 1, 2, 3) *Note – time required to complete the DPR can be minimized by allowing ratings to be circled rather than asking teachers to write a narrative description of student performance.	
5. What criteria will define how points are earned (e.g., never, sometimes, often) *Note – it is helpful to have the rating “key” documented on the DPR as a reminder of how points are awarded.	
6. Will the DPR include space to record student success and/or homework assignments?	
7. What adaptations need to be made so that the DPR is age appropriate for all students you serve? (e.g., use of pictures; start and end time for class periods)	
8. Does the DPR include space for total points earned, percentage of points, and the student’s daily goal?	
9. How will daily DPR data be provided to families (e.g., send DPR home or make a separate parent reporting sheet)?	

10. How will parents respond to indicate they have seen and discussed DPR data with their child?	
--	--

**IDENTIFYING PARTICIPANTS**

	Completed
1. What are the criteria for accepting students into the intervention?	
2. What is your district policy regarding parental consent? If consent is required how will this be secured?	
3. What will be the process for considering students who transfer into the school?	
4. What are the criteria for determining whether some students will begin a school year by participating in the program?	

**DATA MANAGEMENT**

	Completed
1. How will student data be stored and graphed for review? (e.g., SWIS, Excel, by hand)	
2. Who will examine student data and how often will it be reviewed? (minimum is twice per month)	
3. Who will summarize student data and bring it to the team meeting?	
4. How frequently will data be shared with parents, participating classroom teachers, and the full staff?	

**PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION**

	Completed
1. What are the criteria for students to begin the self-management phase?	
2. List details of the self-management phase.	
3. A flowchart that describes plans for gradually fading out use of the check-in, check-out and daily data intervention components is developed.	
4. What are the criteria for graduation from the program? How will graduations be celebrated?	
5. What supports will be in place for students after graduating from the intervention?	
6. How often and what types of student data will be monitored after the DPR is no longer being implemented?	

**TEACHING STAFF TO IMPLEMENT THE PROGRAM**

	Completed
<p>1. Who will provide instruction to classroom and specialist teachers for implementing the intervention?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> <li>• Parent role in the CICO program</li> <li>• Eligibility for participation</li> <li>• Baseline data collection procedures</li> <li>• Providing positive and corrective feedback statements</li> <li>• Awarding points</li> <li>• Completing the DPR</li> <li>• Initiating interactions with students</li> <li>• Response to major or minor referrals</li> <li>• Self-management, fading, and graduation</li> </ul>	
2. Who will provide teachers with coaching and implementation feedback?	
3. How will re-teaching be provided for components that are not implemented correctly?	
4. Who will provide booster sessions for full staff about the purpose and key features of implementing the program? How often will booster sessions occur?	

**TEACHING STUDENTS TO PARTICIPATE IN THE PROGRAM**

	Completed
<p>1. Who will provide instruction about the program to students who are identified for participation?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> <li>• Purposes of the intervention (e.g., positive, time-limited, goal of self-management)</li> <li>• When and where to check-in</li> <li>• Behavioral expectations</li> <li>• Earning points and point goals</li> <li>• Entering class and handing the DPR to teachers</li> <li>• Getting feedback from teachers</li> <li>• Role play for accepting positive and corrective feedback</li> <li>• When and where to check-out</li> <li>• Reinforcers</li> <li>• How to handle disappointment if goal is not met</li> <li>• Plans for self-management, fading, and graduation</li> </ul>	
2. Consider whether information will be provided to other children about the intervention program. If so, who will provide the information and what will be said?	

## TEACHING PARENTS TO PARTICIPATE IN THE PROGRAM

	Completed
<p>1. Who will provide instruction about the program to parents of students who are identified for participation?</p> <p>Teaching should include:</p> <ul style="list-style-type: none"> <li>• Purposes of the intervention</li> <li>• Expectations for child’s daily participation</li> <li>• Reviewing and signing the DPR</li> <li>• Consideration of reinforcers provided at home for meeting goals</li> <li>• Self-management, fading and graduation</li> </ul>	
<p>2. Who will provide re-teaching if parent participation is low? What is the criteria for low OH SW-PBIS Tier II participation (e.g., 3 or fewer DPR returned in a week)</p>	

## Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Pages 162–180 of the intervention manual provides information about the core components of cultural competence and offers guidance for adapting the CICO program to be relevant for the intended consumers.

In addition, pages 166-168 document a comprehensive list of recommended areas for program modification across categories of cultural/religious considerations, linguistic considerations, and socioeconomic considerations.

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings.

1. How does the membership of our behavior support team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

### A final note:

After providing initial training for staff members it also is wise to consider how and when occasional booster sessions might be provided. For example, if overall implementation of the program is low or if one or more individual teachers are struggling with implementation of particular features, it may be necessary to provide re-teaching. As another example, in many of the research studies for CICO, parent participation is consistently low. A plan for additional parent instruction and support after initial orientation to the program is provided may enhance family participation.

To the extent they are appropriate, consider use of effective instructional practices when training sessions are planned for staff, students, and families who will participate. Specifically, when children are learning a new skill or concept teachers provide explanation, information, and rationale. They also model

and demonstrate the desired skill, provide guided practice opportunities with feedback, and set the stage for independent practice. These same strategies can be effective for teaching staff and families to implement the CICO intervention.

In particular the teacher feedback component can be initially challenging to implement correctly, yet it is possibly the component that has the biggest impact, thus there is little room for error. Many schools have assisted teachers new to the CICO intervention by asking a trained facilitator to model feedback with the student during beginning days of the intervention. After modeling a few times, delivering verbal feedback to the student can shift to the classroom teacher with the facilitator observing. Additionally it might be feasible for the facilitator to mark presence or absence of critical skills using the implementation checklist as a way to provide implementation data for the classroom teacher.

At minimum all participants should have an opportunity to see accurate delivery of the intervention components prior to independent implementation. If participants inadvertently misunderstand one or more components or fail to deliver them as designed it will impact potential success of the student. In addition, once an error is learned it is far more challenging to correct. A top priority of the behavior support team is organizing and providing CICO training that leads to mastery of implementation.

\*There are video clips available at <https://goo.gl/iBkD5a>. Clips show a daily check-in, a daily check-out with data collection and monitoring of progress. In addition, there is a clip of teacher feedback for a student who met expectations and also of teacher feedback with a student who struggled during a particular class period.

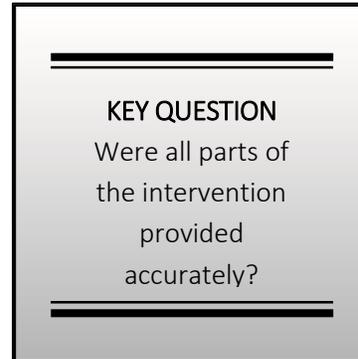
## ON-GOING MONITORING OF THE INTERVENTION

Once an intervention is developed and being implemented full scale several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Interventions
- Monitoring Intervention Outcomes
- Monitoring Intervention Features

### Monitoring Fidelity of Intervention Implementation

Use of the DPR provides a fairly simple method for monitoring student response to the CICO intervention. However, BEFORE a team examines student data for decision making a critical first step is measuring how well or to what extent the CICO intervention was accurately implemented.



**Page 88** of the intervention manual provides a reminder that behavior changes associated with the CICO intervention occur only when the program and all its components are delivered as designed (Crone, Hawken, & Horner, 2010). In addition, school teams that assess implementation accuracy can have greater confidence in their review of student data.

Two simple methods schools can use to assess CICO implementation includes: a) DPR Review and b) Direct Observation. Each method has particular strengths and potential limitations. School teams will need to consider and develop a process that provides evidence **that** the intervention is being implemented as intended, but at the same time also is not too time consuming to complete. A brief explanation of each method is provided below. Following are example instruments that can be adapted to suit the needs of individual schools.

**DPR REVIEW.** In the event that student data indicates a questionable or poor response to the CICO intervention the first question school teams should consider is whether all elements of the program are occurring. One way to measure this is by reviewing student DPRs. The CICO coordinator along with the support team can examine three to five of the most recent progress reports to verify several elements of the program. Review of student DPRs will provide answers for the following questions:

- Did the student check-in?
- Were points awarded for each class period?
- Did the student check-out?
- Was student data totaled and recorded (e.g., data spreadsheet, student graph)?
- Did the parent/guardian sign and return the DPR?

If review of a student DPR provides evidence that these elements occurred, the school team has some confidence the main CICO components were in place and the student participated appropriately. If a student DPR indicates an area of low implementation, a member of the support team should be designated to provide re-teaching as needed (e.g., student, teacher, and/or parent).

**DIRECT OBSERVATION.** A second method for verifying accuracy of CICO implementation is conducting observations of particular components. In this case use of an observation checklist may be especially helpful both for documenting specific features that occurred and for providing feedback to implementers. Consider for example conducting an observation of the check-in component. A number of features should be easily apparent when this component is implemented as intended (e.g. greets student, is positive and friendly, asks if parent signed and returned DPR, provides new DPR, reminds student of expectations, makes sure student has necessary materials, discusses student goal, etc.). Similarly, observations of regular teacher feedback, afternoon check-out, and data collection also can be observed and documented.

In particular, it is highly recommended that observations of the teacher feedback component be scheduled especially when a new student first enters the program. There are several errors that commonly occur when teachers are first asked to implement the feedback component. Addressing these issues early ensures students receive a high quality intervention.

Typical errors have included the following:

- Providing feedback inconsistently instead of at each scheduled interval.
- Waiting until the end of the school day to complete the entire DPR at once.
- Failure to provide any positive feedback.
- Taking student points away prior to the feedback session.
- Making negative comments without reminding the student what to do.

Use of direct observation, feedback and re-teaching as needed is a supportive response for classroom teachers who perhaps are being asked to use skills they have not previously developed. If an observation process is established and communicated, up front, as part of the CICO program teachers likely will be more comfortable when the observations occur. Rather than perceiving the observation as an evaluation of their performance staff may view the procedures as instructional coaching. Intervention personnel, particularly those who are new to the program, that receive positive specific feedback and encouragement for correct implementation are more likely to have students that respond positively. In turn, student positive response often increases adult motivation for maintaining a practice.

An example format for documenting results of a DPR Review and an example fidelity checklist that can be used during observations are provided in subsequent pages. These materials may be adapted to suit the needs of your context and program.

## EXAMPLE

### Monitoring Fidelity of Implementation Daily Progress Report (DPR) Review

Student: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Intervention: \_\_\_\_\_

Directions:

Examine three to five of the most recent student DPRs.

Mark “Y” (yes) if the intervention component is evident on the DPR.

Mark “N” (no) if the intervention component is not evident on the DPR.

Calculate the column and row totals to measure daily and component implementation.

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	Y N	Y N	Y N	Y N	Y N	
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	
Parent Signature	Y N	Y N	Y N	Y N	Y N	
Daily Integrity						

## EXAMPLE

### Monitoring Fidelity of Implementation Daily Progress Report (DPR) Review

Student: Bob

Facilitator: Betty

Intervention: CICO

Directions:

Examine three to five of the most recent student DPRs.

Mark “Y” (yes) if the intervention component is evident on the DPR.

Mark “N” (no) if the intervention component is not evident on the DPR.

Calculate the column and row totals to measure daily and component implementation.

Intervention Components	DPR 1 Date:	DPR 2 Date:	DPR 3 Date:	DPR 4 Date:	DPR 5 Date:	Component Integrity
Daily Check-In	Y N	Y N	Y N	Y N	Y N	80%
Regular Teacher Feedback	Y N	Y N	Y N	Y N	Y N	40%
Data Collection and Entry	Y N	Y N	Y N	Y N	Y N	60%
Daily Check-Out	Y N	Y N	Y N	Y N	Y N	60%
Parent Signature	Y N	Y N	Y N	Y N	Y N	60%
Daily Integrity	100%	100%	80%	20%	0%	

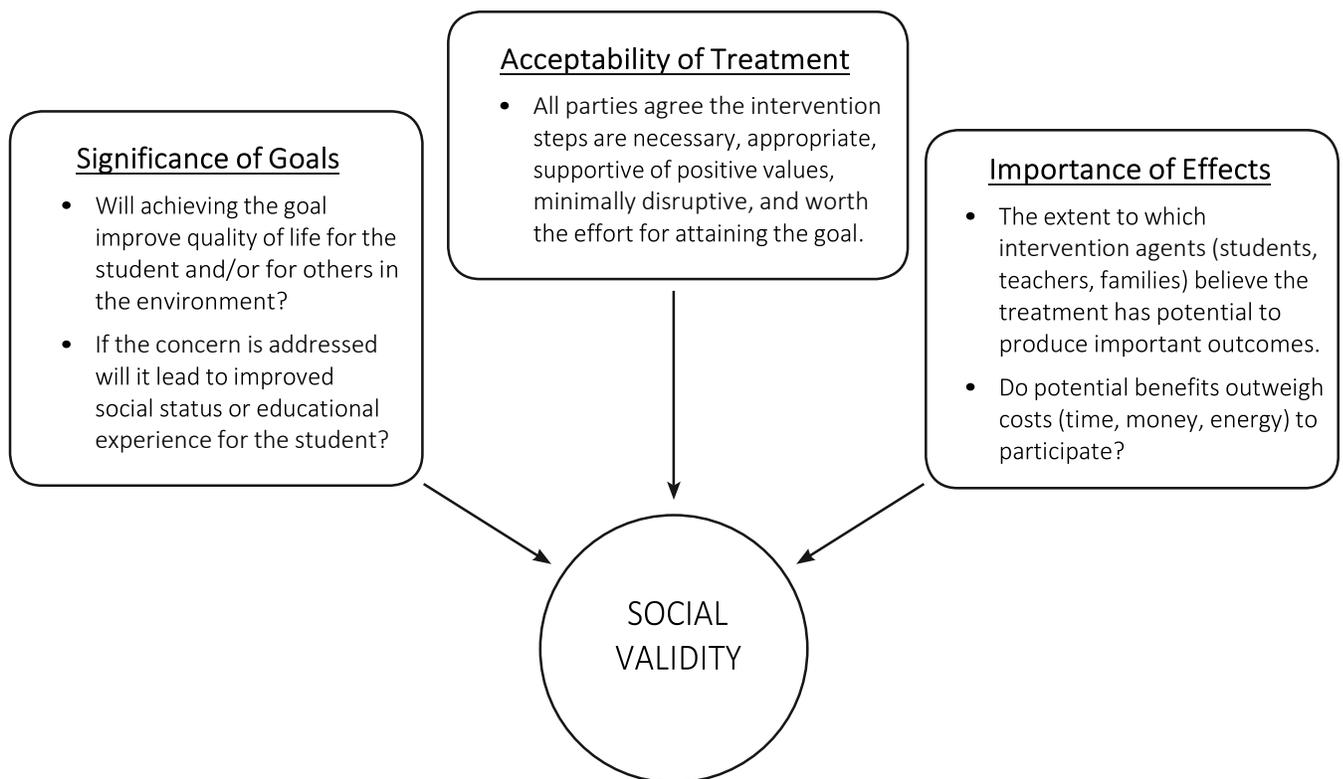
## Check-in/Check-out Observation Checklist

INTERVENTION COMPONENTS	YES	NO
<ol style="list-style-type: none"> <li>1. Morning Check-in                             <ul style="list-style-type: none"> <li>• Student checked in.</li> <li>• Facilitator provided positive greeting.</li> <li>• Facilitator provided DPR.</li> <li>• Facilitator provided reminder for expectations, skills, &amp; daily goal.</li> <li>• Facilitator checked to see that student had materials needed for class.</li> </ul> </li> <li>2. Regular Teacher Feedback                             <ul style="list-style-type: none"> <li>• Teacher prompted student to come to or mark DPR.</li> <li>• Teacher provided positive specific feedback.</li> <li>• Teacher provided corrective feedback – what to do instead (if applicable).</li> <li>• Teacher awarded points.</li> </ul> </li> <li>3. Daily Check-out                             <ul style="list-style-type: none"> <li>• Student checked out (facilitator or teacher provided reminder if needed).</li> <li>• DPR points were totaled and documented.</li> <li>• Facilitator provided verbal performance feedback.</li> <li>• Facilitator provided recognition for success and/or encouragement for improvement.</li> <li>• Facilitator provided home report and reminder for student to show it to family and return it to school.</li> </ul> </li> <li>4. Data Collection &amp; Monitoring                             <ul style="list-style-type: none"> <li>• Facilitator calculated percentage of points earned.</li> <li>• Facilitator entered DPR percentage into data collection format.</li> </ul> </li> <li>5. Parent Participation                             <ul style="list-style-type: none"> <li>• Parent signed DPR</li> <li>• Student returned DPR to school.</li> </ul> </li> </ol>		
<b>Observation Comments/Notes:</b>   		

## MONITORING SOCIAL VALIDITY OF INTERVENTIONS

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

**WHAT DOES MONITORING SOCIAL VALIDITY MEAN?** Specifically monitoring social validity means to regularly and systematically assess the social significance of intervention goals, the social acceptability of the proposed intervention procedures to attain the goals, and evaluation of the social importance of the effects resulting from an intervention (Kazdin, 1977; Wolf, 1978). The following includes descriptions for each aspect of social validity.



Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.

Example statements or questions may include,

- Overall problem behaviors have decreased for this student during participation in CICO.
- I think the Social Skills Intervention Group may be good for other kids in our school.
- Having my child in the Check & Connect program is worth my time and effort.

If social validity results are low it may be difficult to continue implementation of the practice “as is.” Instead teams will want to investigate why the practice is perceived poorly and make adjustments either

by providing additional information and technical assistance and/or by making changes to features that perhaps were not feasibly maintained. The following page provides an example survey that can be used

#### DISCUSSION



Considering that social validity refers to significance of goals, acceptability of treatment, and importance of effects, why would it be worthwhile to systematically assess the social validity of Tier II interventions we provide? Who will need to be involved?

to assess social validity.

**WHY MONITOR SOCIAL VALIDITY?** Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students, and family members to identify and agree on target areas for intervention, appropriate, acceptable and attainable goals, and determine environmental supports that will reinforce use of new skills. Teams that incorporate opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met.

**HOW TO MONITOR SOCIAL VALIDITY.** There are several options for on-going monitoring of social validity. Simple procedures include use of a structured interview process and/or rating scales or questionnaires. In addition, several tools are available. Alternately teams could create their own questionnaire or rating scale that fits the context of their interventions and settings. One important aspect to consider is when social validity monitoring will occur. In most cases the simplest approach is to ask participants of an intervention to complete a survey after the intervention has concluded (e.g. upon graduation). However, a more thorough and likely more meaningful approach would be considering social validity throughout all phases of the intervention process; that is before the intervention begins, during the treatment, and after the intervention concludes. In addition, data that are collected from all relevant stakeholders (students, teachers, and family members) are most valuable for teams as they continue working to improve existing supports and sustain effective interventions.

“It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved.”

*Schwartz & Baer, 1991*

Finding an appropriate instrument usually is not challenging, instead thinking about when and how to gather this data and also how the data will be reviewed and shared is often what takes more time to plan.

The following pages provide several example tools that can be used for assessing social validity. Teams can use one or more of these formats before, during or after an intervention. Or in some cases teams may opt to use portions from one or more of the examples to create their own tool.

- The Intervention Acceptability Rating Form
- The Intervention Rating Profile
- A Student Participant Interview

Pages 216-218 of the Crone et al., 2010 CICO manual also provide acceptability questionnaires that can be completed by participating students, teachers, & parents.



**ACTIVITY**

With your team review and discuss some of the sample social validity instruments provided. Identify items/questions that are most relevant for the interventions provided in your setting. Think about a process for using a social validity assessment.

- When would this take place?
- Who will administer? Who will participate?
- How will results be organized and shared?

**EXAMPLE**

**Intervention Acceptability Rating Form**

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations.

1. How clear is your understanding of this intervention?

Not at all clear		Neutral		Very clear

2. How acceptable do you find the intervention to be regarding your concerns about this student?

Not at all acceptable		Neutral		Very acceptable

3. How willing are you to carry out this intervention?

Not at all willing		Neutral		Very willing

4. Given this student's behavioral problems, how reasonable do you find this intervention to be?

Not at all reasonable		Neutral		Very reasonable

5. How costly will it be to carry out the intervention?

Not at all costly		Neutral		Very costly

6. To what extent do you think there might be disadvantages in following this intervention?

Not at all likely		Neutral		Very likely

7. How likely is this intervention to make permanent improvements in this student's behavior?

Unlikely		Neutral		Very likely

8. How much time will be needed each day for you to carry out this intervention?

Little time will be needed		Neutral		Much time will be needed

9. How confident are you the intervention will be effective?

Not at all confident		Neutral		Very confident

10. Compared to other children with behavioral difficulties, how serious are this student's problems?

Not at all serious		Neutral		Very serious

11. How disruptive will it be to carry out this intervention?

Not at all disruptive		Neutral		Very disruptive

12. How effective is this intervention likely to be for this student?

Not at all effective		Neutral		Very effective

13. How affordable is this intervention?

Not at all affordable		Neutral		Very affordable

14. How much do you like the procedures used in the proposed intervention?

Do not like them at all		Neutral		Like them very much

15. How willing will other staff members or family members be to help carry out this intervention?

Not at all willing		Neutral		Very willing

16. To what extent are undesirable side effects likely to result from this intervention?

No side-effects likely		Neutral		Many side-effects likely

17. How much discomfort is this student likely to experience during the course of this intervention?

No discomfort at all		Neutral		Very much discomfort

18. How severe are this student's behavioral difficulties?

Not at all severe		Neutral		Very severe

19. How willing would you be to change your instructional routine to carry out this intervention?

Not at all willing		Neutral		Very willing

20. How well will carrying out this intervention fit into the instructional routine?

Not at all well		Neutral		Very well

---

21. To what degree are this student's behavioral problems of concern to you?

No concern at all		Neutral		Great concern

Adapted from: Reimers, T. M. & Wacker, D. P. (1988). Parent's ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. Behavior Disorders, 14, 7-15.

## EXAMPLE

### Intervention Rating Profile

The purpose of this questionnaire is to obtain information that will aid in the selection of classroom interventions. Teachers of children with behavior problems will use these interventions. Please check the box which best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This would be an acceptable intervention for the child's problem behavior.						
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.						
3. This intervention should prove effective in changing in the child's problem behavior.						
4. I would suggest the use of this intervention to other teachers.						
5. The child's behavior problem is severe enough to warrant use of this intervention.						
6. Most teachers would find this intervention suitable for the behavior problem described.						
7. I would be willing to use this intervention in the classroom setting.						
8. This intervention would not result in negative side effects for the student.						
9. This intervention would be appropriate for a variety of children.						
10. This intervention is consistent with those I have used in classroom settings.						
11. The intervention was a fair way to handle the child's problem behavior.						
12. This intervention is reasonable for the problem behavior described.						
13. I like the procedures used in this intervention.						
14. This intervention was a good way to handle this child's behavior problem.						
15. Overall, this intervention would be beneficial for the child.						

Adapted from: Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), *Advances in School Psychology*, 4, 251-288. Mahwah, NJ: Erlbaum.

## EXAMPLE

### Student Participant Interview

Student:

Interviewer:

Date:

Name of Intervention:

1. Did you like being in this special program?
2. What did you like best about the special program?

- 
- |  |          |          |       |
|--|----------|----------|-------|
| 3. Did you like ...                    | Not Much | A Little | A Lot |
| • being out of class?                  |          |          |       |
| • spending time with the group leader? |          |          |       |
| • earning prizes?                      |          |          |       |
| • learning new skills?                 |          |          |       |

4. Do you feel you learned important things?

If yes, what is/are the most important thing(s) you learned?

- 
- |                                       |          |          |       |
|---------------------------------------|----------|----------|-------|
| 5. Did you learn things that will...  | Not Much | A Little | A Lot |
| • help you do better in school?       |          |          |       |
| • help you get along with other kids? |          |          |       |
| • help you make good choices?         |          |          |       |
| • help you at home?                   |          |          |       |

6. Do you use the skills that you learned in our special program?

If yes, where do you use these skills

Not Much   A Little   A Lot

- in class?
- with your teacher?
- with your friends?
- with other kids?
- at home?

7. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have met?

8. Is there anything else you would like to tell me about our special program?

Source: Lane, K. L. & Beebe-Frankenberger, M. (2004). School-Based Interventions: The Tools You Need to Succeed. Boston, MA: Pearson.

## MONITORING INTERVENTION OUTCOMES

A fundamental question after implementation of a new practice or program is considering the extent to which it “worked”. In other words, how well did the practice meet an identified need and for whom was the practice most effective? To answer these questions the Behavior support team will need to determine what changes have occurred across the variables or behaviors of interest. In the case of a Tier II intervention (e.g., CICO, Social Skills Group, or Check & Connect etc.) the treatment likely was selected with the expectation of impacting problem behavior and student engagement, which in turn may lead to improvements in academic achievement. Data about the overall CICO program are used to improve resource use and fidelity of implementation.

At minimum the following examples are outcomes teams will want to consider at the end of each school year or intervention cycle (Everett et al., 2011, p. 32).

1. Identify the number of students in the program.
  - When fully implemented, CICO and other secondary interventions should support approximately 7- 15% of students school-wide.
2. Consider the intervention success rate/effectiveness.
  - What is the percentage of students participating in CICO that are meeting their goals on a regular basis? Approximately 70% of students in CICO should respond to the intervention.
3. Intervention implementation accuracy/fidelity.
  - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

Consider the following example from a middle school, which implemented the Check-in/Check-out intervention for the first time during the second semester of the 2007-2008 school year. In this example a paraprofessional served as the CICO Facilitator for 15 students in grades 6 and 7. The Facilitator was supervised and supported by an intervention specialist and the assistant principal. The school’s behavior support team consisted of two school counselors, two administrators, one social worker, and an intervention specialist. The team met on a weekly basis for approximately 45 minutes to review student DPR data.

The following graphs were created at the end of the school year and provide data that can be used to evaluate outcomes from implementation of the CICO program in this setting.

### Attendance Data for CICO Participants

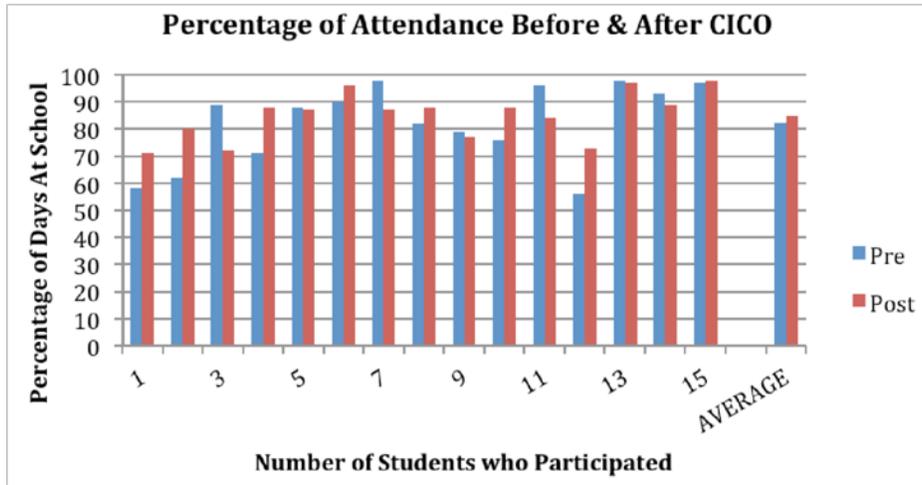


Figure 47

The next example shows data for student grade point average for the periods before and during/after CICO intervention.

### Achievement Data for CICO Participants

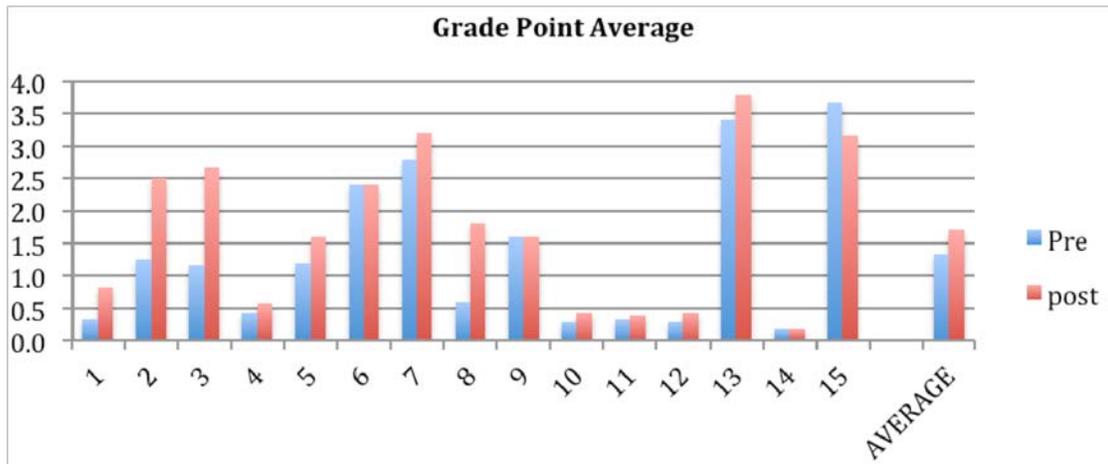


Figure 48

The third example shows rate of major ODR per school day attended before and after CICO intervention.

### ODR Data for CICO Participants

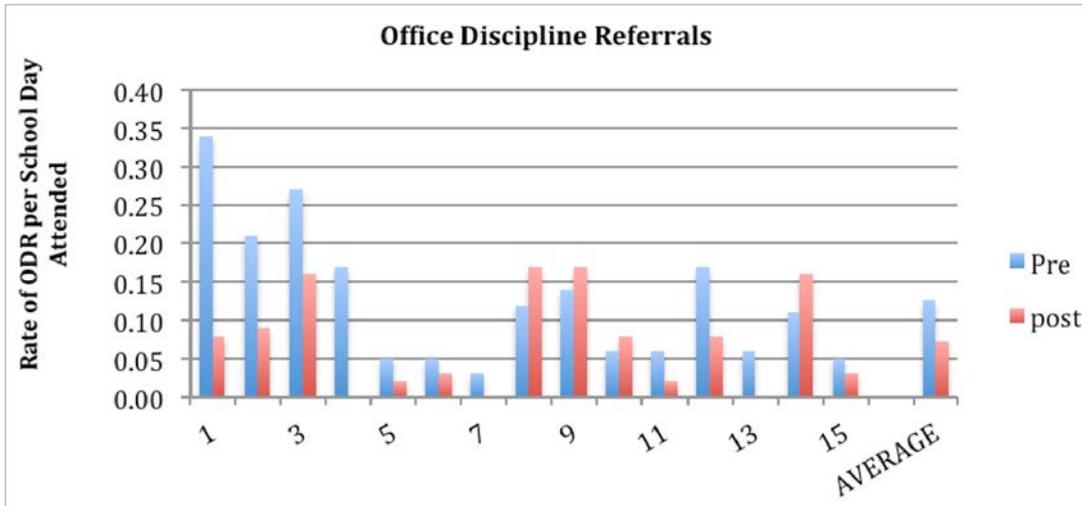


Figure 49

Finally, in this example the school had a method for tracking minor disciplinary events that were associated with removal from class (to a neighboring teacher’s classroom), but did not require response from the school administrator as a major behavioral infraction. The tracking system provided data for the number of incidents (frequency) that occurred per student and for the amount of instructional time lost (i.e., time out of class).

At the end of the school year the behavior support team calculated change in loss of instructional time for students who participated in the CICO program. Overall, few students had documented minor behavioral infractions during any period of the school year. However, for the nine students who lost instructional time because of minor behavior problems eight students showed decreases in time out of class and seven were reductions to zero.

### Loss of Instructional Time for CICO Participants

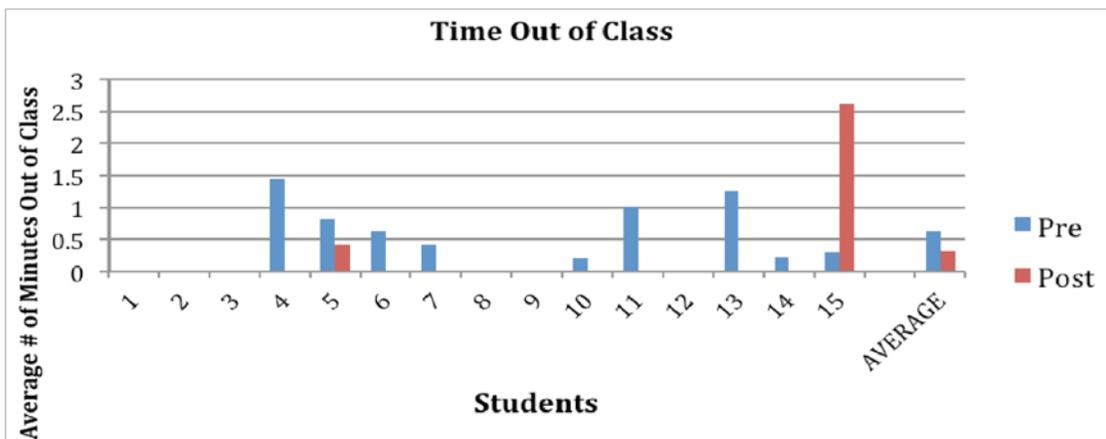


Figure 50

**USE EXISTING SCHOOL DATA.** The following statements represent data that may provide basic information to facilitate school team evaluation of intervention outcomes for their school. The suggestions are guided by data that is already commonly collected in many schools.

- How many students participated in the Tier II Intervention (list name) during the \_\_\_\_\_ - \_\_\_\_\_ school year?
- How many of the participants successfully completed the self-management phase and subsequently graduated from the program?
- Among students who graduated were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before intervention versus during and after intervention?
- How many participants required adaptations to the standard Tier II Intervention?
- Of students who participated in a function-based adaptations of a Tier II Intervention how many successfully completed the self-management phase and then graduated?
- Were there students who required additional and/or more intensive supports beyond the Tier II Intervention? If so, how many students and what types of supports?
- From all students who at some point during the school year qualified to participate in a Tier II Intervention, how many also were at some point evaluated for special education eligibility?
- Determine whether any specific subgroups of children were served in Tier II Interventions (e.g. culturally, linguistically, socio-economically, or ethnically diverse populations).
- Was the percentage of students in subgroups who participated in Tier II Interventions proportional to the percentage of the overall student population?
- Were outcomes from each Tier II Intervention similar across all student groups?

Consider how program evaluation can be conducted in your setting, but be realistic. The process should not be so cumbersome that it is never completed. At the same time, program evaluation also should not be so simplistic that valuable outcomes are overlooked or never uncovered.

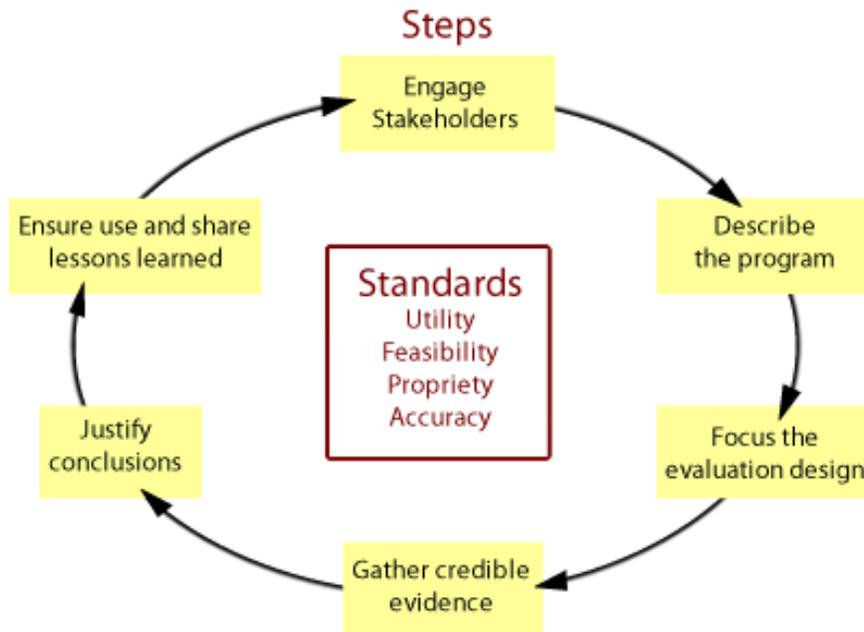
Shown below is one simple format that provides basic information.

### Tier II Outcomes Evaluation Tool

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier II intervention(s) but required more intensive support.
CICO			
Social Skills Group			
Check & Connect			

*Figure 51*

Finally, timelines for conducting intervention evaluation also must be considered. An annual review that occurs near or after the end of each school year may be practical and make sense for many school teams. This time frame allows participation in the intervention across many staff members, students and parents throughout the school year, concludes during a period when student data is already commonly collected, and facilitates decision making by the team. If adjustments are made to implementation of the program there is time before the start of the next school year to document and disseminate revised plans.



A Framework for Program Evaluation – Center for Disease Control and Prevention

<http://www.cdc.gov/eval/framework/index.htm>

### MONITORING INTERVENTION FEATURES

After your team has developed and piloted the Check-in/Check-out intervention the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant for your site then use this as a tool for communicating with team members, staff and other important stakeholders.

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**Intervention**

Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation. Interventions require a targeted assessment, planning and data collection. Interventions should be research-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

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## Intervention Essential Features

Name of Intervention	
Description	
Function Addressed (Avoid, Obtain)	
Who Implements	
Method Used to Identify Students	
Entry Criteria	
Procedures for Introducing/ Orienting New Participants to the Intervention	
Students, Teachers, & Families	
Method for Monitoring Student Progress	

Exit Criteria	
Strategies for Promoting Generalization and Maintenance of Skills Across Settings & Over Time	
Strategies for Communication with Home	
Strategies for Communication with Participating Classroom Teachers	
Strategies for Regular Updates to Full Staff	
Strategies for Monitoring Fidelity of Implementation.	
Strategies for Assessing Social Validity	
Strategies for Evaluating Program Outcomes	

## NEXT STEPS

Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

### See Tier II Team Action Plan – Plan and Implement Small Group Interventions

- A. Select one small group intervention that will be developed in your setting (e.g., Check-in/Check-out)
  - Plan and implement the selected intervention
    - Use the Intervention Development Checklist
- B. Pilot the intervention with a small number of staff, students, and families.
- C. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.
- D. Document interventions that are regularly available in your setting.
  - Provide a written description of each intervention.
    - Use the Blank Intervention Essential Features Template

# CHAPTER 7: SOCIAL / ACADEMIC INTERVENTION GROUP (S/AIG)

## Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Identify implementation components and skills of a Social/Academic Intervention Group (S/AIG).
- Describe students who are most likely to benefit from a social/academic skills intervention.
- Explain main findings of research associated with use of a Social Skills Intervention Group.
- Design a Social/Academic Intervention that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families).
- Determine how student data will be collected and graphed.
- Monitor progress and respond to identified needs of students who participate in a Social/Academic Intervention Group.
- Create a process for fading intervention supports.
- Determine criteria for exiting the intervention.
- Implement the Social/Academic Intervention Group for students in your school.

## INTRODUCTION AND PURPOSE

All skills are still related to the school-wide behavior expectations, however, the within the Social/Academic Intervention Groups (also referred to as Social Academic Instructional Groups), there are three types of skill that are addressed: pro-social skills, problem-solving skills, and academic behavior skills. The groups might also focus on replacement behaviors.

For example:

Pro-social skills: Does the student need support in building their skills regarding joining or participating in class activities appropriately?

Problem-solving skills: Does the student need support in building their skills of how to handle certain situations or problems that might occur during the school day?

Academic behavior skills: Does the student need support in how to respond to a content/subject they are struggling in or find challenging?

Prior to a student receiving the opportunity to build skills in these areas, he or she may have in the past behaved inappropriately and therefore sent the office and escaped the entire content/subject. This is not related to the academic skill deficit or need of tutoring, but instead dealing with replacement behavior or possibly an accommodation needed to access the content.

This chapter is designed to provide SW-PBIS teams with an overview of 1) social/academic intervention as a group-based, 2) Tier II intervention, steps for developing a social skills intervention, 3) strategies for effective implementation, and 4) example resources. In many cases, social skill interventions are needed in helping students appropriately respond to academic content and/or academic settings. Therefore, it is important that students are taught to use the interventions across settings.

Social/academic interventions are designed for students whose problem behaviors (a) are unresponsive to Tier I practices and systems, (b) do not require more immediate individualized interventions, and (c) are observed across multiple settings or contexts. In addition, this type of intervention is primarily for those students who demonstrate social skills acquisition deficits. This could include students who have trouble making or keeping friends, have an inability to respond appropriately to challenging academic content or other particular situations and settings, and/or are uncooperative. Although this social/academic intervention is a more intensive instruction in social skills and provided as a Tier II group-oriented intervention, it is recommended to consider ways that the intervention can be accessible to all students.

## TYPES OF SOCIAL/ACADEMIC INTERVENTION GROUPS (also referred to as Social/Academic Instructional Skills Groups)

- Pro-Social Skills Group
- Problem Solving Skills Group
- Academic Behavior Skills Group

## REASONS FOR SOCIAL SKILL DEFICITS

- Lack of knowledge
- Lack of practice
- Lack of cues
- Lack of reinforcement
- Presence of competing problem behaviors

## TYPES OF SOCIAL SKILL DEFICITS

- Acquisition deficit\*
  - A student does not know the skill or how to use it appropriately.
- Performance or Fluency deficit
  - A student can perform the skill but does so infrequently or inconsistently.
- Competing Problem Behavior
  - A problem behavior interferes with a student's performance of a learned skill

“Individuals need to demonstrate behavior that is valued and considered appropriate in the social climate in which they live and work in order to achieve and maintain independence.” (Susan L. Mulkey, M.ED.)

Explicit instruction for use of social skills is grounded in several related research supported theories including social learning theory, applied behavior analysis, and cognitive behavioral approaches (Elliott & Gresham, 2008).

## Theoretical Foundations for Social Skills Intervention

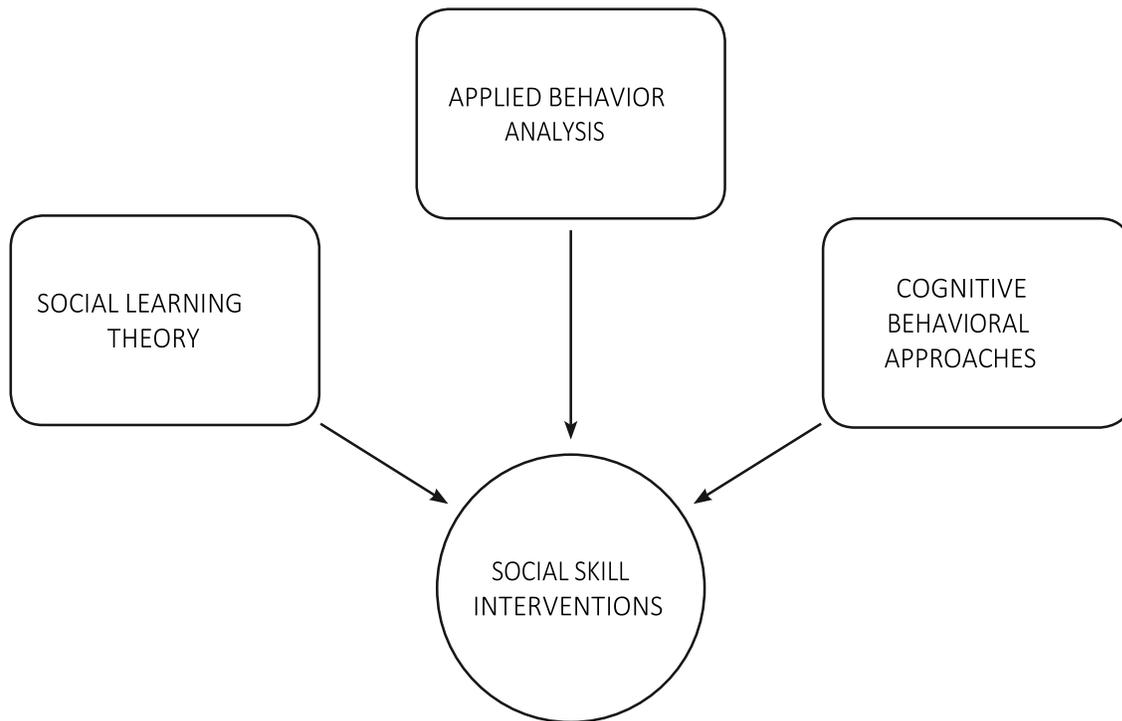


Figure 36

Key principles associated with use of social skills instruction as an intervention include the following:

Social Skills ...

- **Are learned behaviors**
- **Deficits can be acquisition or performance**
- **Include specific verbal and nonverbal behaviors**
- **Require both initiations and responses**
- **Are interactive by nature**
- **Are highly contextual – depend on environment**
- **Deficits can be identified and treated**

Teaching social skills is most effective when an explicit instructional approach is used. This format includes the same instructional techniques used when teaching school-wide expectations and rules (i.e., Tier I Lessons). The difference at Tier II relates to the “dosage” of instruction. Students in a social skills intervention group participate in lessons that are supplemental to the universal social skills curriculum and are given more opportunities build pro-social skills, problem-solving skills, and academic behavior skills through practice, cueing, and receiving specific positive feedback to correct use of skills. The

following figure summarizes the instructional approach recommended for an effective Social/Academic Intervention Group.

### Social Skills Intervention Instructional Approach

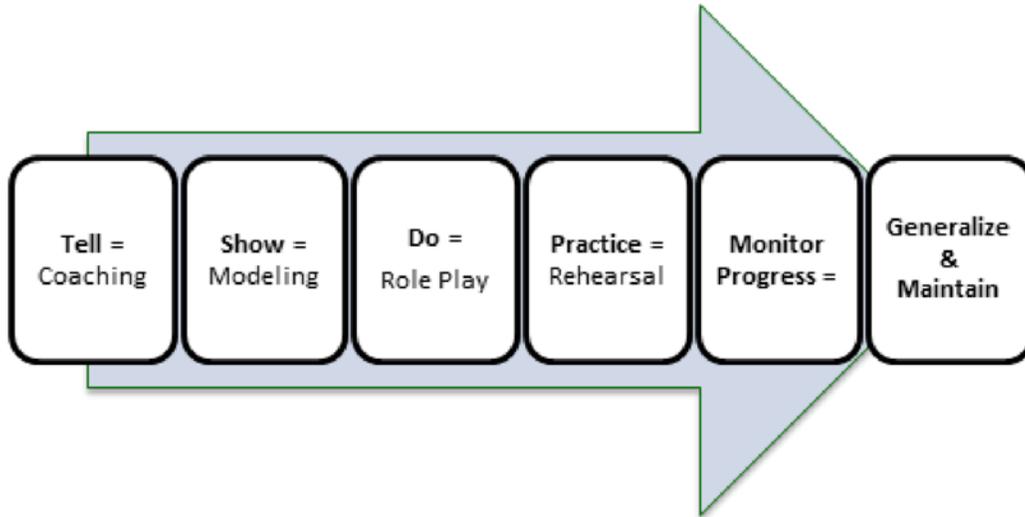


Figure 37

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“The school is a microcosm of society and is a logical setting for social skills interventions since it is a place where children and adults work, play, eat, and live together 6 hours per day, 5 days per week, and at least 180 days per year.”

Frank M. Gresham, Ph.D.

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## INTERVENTION OVERVIEW

Typical implementation of social/academic instructional groups occurs using the following basic approach. First, students are identified as needing additional behavioral support in the area of social skills (pro-social, problem-solving, and academic behavior). Next, these students are grouped according to similar needs based upon identified deficits. Culturally appropriate behavior lessons are gathered for teaching skills in the areas of need. A facilitator or co-facilitators use these lesson plans to introduce and practice each skill during group sessions. Student demonstration and performance of skills is regularly prompted and recognized by all adults in the student's environment. Finally, student data is generated on a regular basis and is used to monitor progress and make decisions about the intervention effects.

As research continues to evolve, new ways of educating the youth began to expand and the idea of organizing groups based on skill deficits became questionable. Research done by John Hattie indicates that this type of grouping is connected to low achievement, especially for students with disabilities, those of color, and students of poverty. Social justice research indicates that using alternative ways to group students, perhaps by areas of interest instead of skill deficit, would increase student engagement and in return result in growth in student achievement.

The PBIS Tier I/Universal framework, reminds us to teach behavior and social expectations the same way that academics are taught. When academic errors are identified, we re-teach the correct response, model/demonstrate, provide guided practice and feedback, provide independent practice, monitor, and provide more feedback. Therefore, taking an instructional approach, we would respond to social behavior errors in the same manner. Identify the behavioral error, re-teach expected behavior, model/demonstrate, provide guided practice and feedback, monitor, provide encouragement, correct and re-teach as needed. As also learned in Tier I/Universal supports, it is important to embed social/behavior expectations directly into the curriculum. As we continue to strive to implement best practices, we look for the most effective way to reach all students. Implementing Universal Design for Learning (UDL) practices is one way to maximize learning for all students by minimizing barriers. UDL embraces the idea that all students are diverse learners and benefit from flexible paths to learning. If we provide multiples means of representation (show the information in different ways), action and expression (allow students to approach learning tasks and demonstrate what they know in different ways), and engagement (offer options that engage students and keep their interest), then we will make learning goals, materials, and assessments that work for everyone. Please see <http://www.cast.org> for more information about UDL.

Research supports applying the strategies above when grouping or designing instruction/intervention(s) for students.

Social/Academic Intervention Groups include:

- Smaller number of students with access to high rates of adult attention
- Situated learning
- Positive peer models

- Systematic, explicit instruction
- Modeling, role-playing, problem solving, feedback
- School to home communication
- Self-assessment and recording component

A systematic method should be used to identify students that will participate in the Social Skills Intervention Group. Students may be identified using one or more of the following methods:

- Existing student data may indicate a behavioral concern.** The SW-PBIS Leadership Team should regularly monitor commonly collected student data (e.g., attendance, office discipline referrals, and/or classroom minor events) to identify students.
- Nomination by a staff member.** Classroom or specialist teachers who work directly with students may notice issues before any behavioral data is documented. In addition, some students may demonstrate concerning characteristics that do not warrant major or minor documentations (e.g., shy, anxious, worried, withdrawn). Regardless of whether the behavior meets the criteria for major or minor documentation, if a staff member in your building has concerns about a student's emotional and/or behavioral well-being, it is important that the SW-PBIS Leadership team be made aware. Some schools also allow nominations by parents or provide a way for students to nominate themselves for extra assistance.
- Screening Scores.** Most commercially produced social skills training programs include screening tools. These consist of teachers determining which students may need additional assessment and then a short survey style tool to be used on those students. Screening tools have the additional advantage of identifying the area of student social skill deficit. For more guidance on social-emotional and behavioral screening, please see the Ohio Project Aware Screening Guidance document at [www.resources.oberlinkconsulting.com](http://www.resources.oberlinkconsulting.com).

After students are identified for the social skills intervention, skill deficit areas are assessed. Students having common areas of concern are grouped together and matched with a group facilitator. Sessions are scheduled to occur at least once per week. Sessions include a five-phase instructional approach. Students' use of social skills are monitored daily. Individual student data is examined weekly or every other week and used to evaluate response to the intervention.

#### STUDENTS WHO ARE MOST LIKELY TO BENEFIT

This intervention is designed for students with deficient social skill functioning. These deficiencies may be due to lack of knowledge, lack of practice, lack of understanding of social cues, lack of reinforcement for appropriate behaviors, or the presence of competing problem behaviors (Elliott & Gresham, 2008). These students may be classified as having internalizing and/or externalizing concerns. Social/Academic Intervention Groups are most effective for students with acquisition deficits. Students are classified as having an acquisition deficit when particular, essential social skills are missing from their repertoire.

A Social/Academic Intervention or Instructional Group may also be appropriate for students having performance deficits (i.e., those who know the skill but do not demonstrate it) if the deficit is due to lack of practice, lack of understanding the social cues, or when to use the skill as well as students that respond inappropriately to a challenging academic content or setting. It is less effective for those students who find competing behaviors more reinforcing. Social/Academic Interventions are known to effect changes in a wide range of problem behaviors including: communication, cooperation, assertion, empathy, engagement in tasks, showing responsibility, and self-control.

## DISCUSSION



- From your data and based on your experiences generate a list of problem behaviors commonly demonstrated by at-risk students in your building.
- Use your matrix to identify replacement behaviors for each problem listed.
- Do you have students who might benefit from more intense instruction, practice, and recognition for use of these skills?

## RESEARCH BASE FOR SOCIAL SKILLS INTERVENTION

*“There may be no greater predictor of mental health than an individual’s ability to interact with his or her environment and develop a network of friends, associates, and peers.” (Gumpel, 2007).*

It is important to address social skills due to the negative impact poor social skills can have on students’ educational and employment attainment. Social Skills and classroom behavior are positively correlated with academic achievement (Ray & Elliott, 2006)

Employers consistently rank interpersonal skills as being as important as, or more important, than vocational preparation (Bullis, Davis, Bull, & Johnson, 1997).

Hagner and Rogan (1992) report 90% of job loss is related to social-problems.

Employers find far too many entry-level job applicants deficient in employability skills, and want the public schools to place more emphasis on developing these skills. (Baxter and Young 1982; Beach 1982; Byrne, Constant, and Moore 1992; Charner 1988; Commission on Skills 1990; Committee for Economic Development 1985; Gregson 1992; Gregson and Bettis 1991; Kazis 1993; Packer 1992; Painter 1985; Poole 1985; Sherer and Eadie 1987; and Wentling 1987)

Young (1986) reported results of three studies. The three studies...yielded remarkably consistent results on the question of those competencies most needed by employees. The three studies... emphasized the need for employees to have social skills, positive attitudes about work, and basic skills of communication....Specialized or highly technical skills were not stressed in the three studies but were, in fact, usually de-emphasized (1986, p. 246).

Charner (1988) noted that the primary concern of more than 80 percent of employers was finding workers with a good work ethic and appropriate social behavior.

Many studies demonstrate the positive effects of social skill instruction. Listed below are example references.

- Gresham, F. M., Sugai, G., & Horner, R. H. (2001). Interpreting outcomes of social skills training for students with high-incidence disabilities. *Exceptional Children*, 67(3), 331-345.
- Lane, K. L., Menzies, H. M., Barton-Arwood, S. M., Doukas, G. L., & Munton, S.M. (2005). Designing, implementing, and evaluating social skills interventions for elementary students: Step – by – step procedures based on actual school based investigations. *Preventing School Failure*, 49(2), 18-26.
- Miller, M. J., Lane, K. L., & Wehby, J. (2005). Social skills instruction for students with high-incidence disabilities: A school-based intervention to address acquisition deficits. *Preventing School Failure*, 49(2), 27-39.
- Quinn, M., Kavale, K., Mathur, S., Rutherford, R., & Forness, S., (1999). A meta- analysis of social skill interventions for students with emotional or behavioral disorders. *Journal of Emotional and Behavioral Disorders*, 7, 54-64.
- Ray, C. E., & Elliott, S. N., (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review*, 35(3), 493-501.

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“Too often youngsters who lack critical social skills are punished by their teachers for their “misbehavior” rather than taught the necessary social skills(s).”

G. Roy Mayer

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## RESOURCES NEEDED

### Intervention Coordinator

In most cases, one staff member will be designated to coordinate the social/academic intervention group in a school. The primary responsibility of the Coordinator is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants.

Instead, the Coordinator manages and supports the intervention service providers (referred to as Facilitators). Typically a Coordinator trains staff and parents for their role in supporting the intervention. The Coordinator also may assist with or be the primary manager of data that is used to monitor each student's response to the intervention. The Coordinator communicates regularly with the school's behavior support team and school staff to provide information about numbers of students participating in social skills intervention groups, fidelity checks for the intervention sessions, maintenance procedures, student progress during intervention, and long-term outcomes after a group has ended.

### Social/Academic Intervention Group Facilitator(s)

In addition to the Coordinator, one or more Facilitators (ideally two) are assigned for each group of students who receive the social/academic skills intervention (e.g., 6 to 8 children per group). Facilitators are responsible for direct contact with student participants. They meet weekly, at minimum, with a small group of students who demonstrate similar social skill deficits. Facilitators organize lesson plans and materials and provide 30 to 60 minutes of social skill instruction in a consistent location. Facilitators also serve as a communication link with teaching staff who will prompt and reinforce student use of newly learned skills. A critical role of the Facilitators is to let teaching staff know exactly what skills have been taught in each session, specific steps students must demonstrate to be considered successful with the skill, and variations of the skills that may be recognized as "reasonable approximations" of the target behavior. Finally, Facilitators assist classroom teachers as they regularly rate student performance of specific social skills learned during the intervention sessions. Typically the teacher rating data is then given to the Coordinator to be entered in a database and graphed so that student progress can be easily reviewed during Behavior support team meetings.

#### DISCUSSION



Which staff members in your building would be good candidates for coordinating and facilitating social skill groups?

As coordinators and facilitators are selected, keep in mind that this is the set-up for ideal implementation. It is understood that in some cases, counselors and social workers are coordinating and facilitating. In some schools, due to staffing, dual roles are often part of the framework for implementation.

## STEPS FOR EFFECTIVE IMPLEMENTATION

The following list of steps is helpful for school SW-PBIS teams to follow as they work toward development of a Social/Academic Intervention Group. These steps are divided into preparation and implementation tasks. This means some steps will be completed once and then only need occasional revision while other steps will be implemented in a cyclical fashion each time a new social skills group is formed. This does not cause for eliminating social skills groups that you might currently have in place. Please take time to reference your Quick Sort/Working Smarter Matrix. Discuss the targeted interventions that are available in your school, identify the possible functions that each intervention delivers. Decide what is beneficial to keep and what interventions need to be eliminated or modified. At minimum developing a Social/Academic Intervention Group typically includes the following activities:

1. Assess to identify common skill sets that need to be taught
2. Gather lessons
3. Plan for generalization & maintenance
4. Establish session procedures
5. Notify group participants
6. Teach social skill lessons
7. Monitor progress
8. Evaluate program outcomes (did it work?)

The following figure represents activities that will be completed prior to implementation of a Social/Academic Intervention Group. These can be viewed as tasks to be completed during a “preparation phase”. After the Behavior support team makes decisions about each of the components listed, then social skills facilitators will be ready to begin implementation of the intervention group.

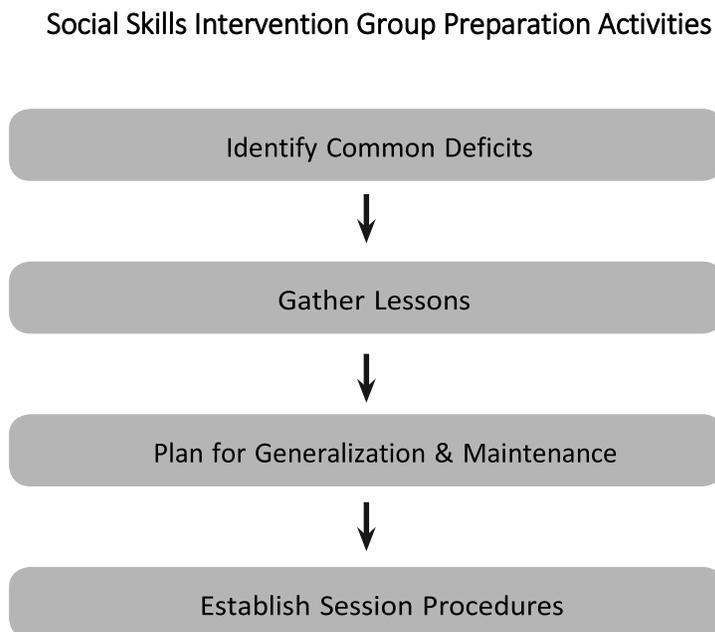


Figure 38

### *STEP 1: ASSESS TO IDENTIFY SKILL DEFICITS*

Once students have been identified to participate in a social/academic intervention group (e.g., teacher nomination, discipline or other school data, screening score) further assessment of student skill deficits is necessary. Determining social skill deficits that are common across most or all members of the intervention group allows lessons to be matched with the needs of selected children. Assessment of skill deficits should not be time intensive or delay access to intervention. Most commercially published curricula include brief rating scales that can be completed by teachers, parents, and/or students. Results from use of these scales will help the intervention Coordinator and Facilitators determine which skill lessons are most needed. Review of disciplinary events (e.g., office and classroom) may be a second option for assessing student skill deficits. However, some students identified as appropriate candidates for a social/academic intervention group may not have any documented discipline data. This often is the case for children experiencing primarily internalizing problems. When discipline data is not available teacher, parent, and/or student rating results should be used to determine appropriate social skills lessons.

### *STEP 2: GATHER LESSONS*

While it is important that social skill lessons be matched with student deficits this does NOT mean curriculum development and organization must wait until after children are identified to participate in the group. Waiting to gather materials until after children are identified and assessed may cause unnecessary delay in accessing the intervention. Instead teams are encouraged to consider the most common deficits students experience and have available a “bank” of ready to go lessons that can be organized as soon as students are identified to participate in a group. To support this pre-planning effort consider the following five broad dimensions of social skills identified within the research literature as common deficit areas for many children and adolescents (Gresham, 1992; Walker et al., 1983):

- Peer Relations Skills
- Self-Management Skills
- Cooperation or Compliance Skills
- Assertion Skills
- Academic Skills

As an additional resource, Figure 39 shows broad categories of social skills that are addressed by several different commercially published programs.

## Common Categories of Social Skills

Example Packaged Curricula	Categories
<i>Social Skills Improvement System (SSIS)</i> Elliott & Gresham, 2008	Communication Cooperation Assertion Responsibility Empathy Behaviors Engagement Self-Control Behaviors
<i>Skillstreaming</i> McGinnis and Goldstein, 1997	Classroom Skills Friendship Making Skills Dealing with Feelings Alternatives to Aggression Dealing with Stress
<i>Second Steps</i> Committee for Children <a href="http://www.cfchildren.org">www.cfchildren.org</a>	Empathy Impulse Control and Problem Solving Anger/Emotion Management
<i>ACCEPTS</i> Walker, Todis, Holesms & Horton, 1988	Classroom Skills Basic Interaction Skills Getting Along Skills Making Friends Skills Coping Skills

Figure 39

<i>Example Lesson Topics for Instructional Skills Groups</i>		
<i>Pro-Social Skills</i>	<i>Problem Solving Skills</i>	<i>Academic Behavioral Skills</i>
<p><b>From <i>Skill Streaming</i>:</b></p> <ul style="list-style-type: none"> <li>• Introducing Yourself</li> <li>• Beginning a Conversation</li> <li>• Ending a Conversation</li> <li>• Joining In</li> <li>• Playing a Game</li> <li>• Asking a Favor</li> <li>• Offering Help to a Classmate</li> <li>• Giving a Compliment</li> <li>• Accepting a Compliment</li> <li>• Suggesting an Activity</li> <li>• Sharing</li> <li>• Apologizing</li> </ul> <p><b>(Grades PreK-12)</b> <a href="http://www.skillstreaming.com/">http://www.skillstreaming.com/</a></p>	<p><b>From <i>Skills Streaming</i>:</b></p> <ul style="list-style-type: none"> <li>• Knowing Your Feelings</li> <li>• Expressing Your Feelings</li> <li>• Recognizing Another's Feelings</li> <li>• Showing Understanding of Another's Feelings</li> <li>• Expressing Concern for Another</li> <li>• Dealing with Your Anger</li> <li>• Dealing with Another's Anger</li> <li>• Expressing Affection</li> <li>• Dealing with Fear</li> <li>• Rewarding Yourself</li> <li>• Using Self-Control</li> <li>• Asking Permission</li> <li>• Responding to Teasing</li> <li>• Avoiding Trouble</li> </ul>	<p><b>From <i>Skill Streaming</i>:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Asking for Help</li> <li>• Saying Thank You</li> <li>• Bringing Materials to Class</li> <li>• Following Instructions</li> <li>• Completing Assignments</li> <li>• Contributing to Discussions</li> <li>• Offering Help to an Adult</li> <li>• Asking a Question</li> <li>• Ignoring Distractions</li> <li>• Making Corrections</li> <li>• Deciding on Something to Do</li> <li>• Setting a Goal</li> </ul>

	<ul style="list-style-type: none"> <li>• Staying Out of Fights</li> <li>• Problem Solving</li> <li>• Accepting Consequences</li> <li>• Dealing with an Accusation</li> <li>• Negotiating</li> </ul>	
<p><b>From <i>Strong Kids</i>:</b></p> <ul style="list-style-type: none"> <li>• About My Feelings</li> <li>• Ways of Showing Feelings</li> </ul> <p>(Grades 3-5)  <a href="http://strongkids.uoregon.edu/strongkids.html">http://strongkids.uoregon.edu/strongkids.html</a></p>	<p><b>From <i>The Peace Curriculum</i>:</b></p> <ul style="list-style-type: none"> <li>• Using Positive Self-Talk to Control Anger</li> <li>• Homework #3 Anger Control: Consequences for Your Actions</li> <li>• Keeping Out of Fights</li> </ul>	<p><b>From <i>Getting Organized without Losing It</i>:</b></p> <ul style="list-style-type: none"> <li>• Homework Checklist</li> <li>• After School Scheduler</li> <li>• 9 Great Reasons to Use a Student Planner</li> </ul>

Once the category of social skills is identified for a group of students, lesson plans should be created or gathered. Most commercially available materials do not have enough lessons in one category for students to master the skill. Therefore, lessons should be gathered from a variety of sources or supplemented by creating your own.

*"For a child to unlearn an old behavior and replace it with a new behavior, the new behavior must be repeated on average of 28 times. Twenty of those times are to eliminate the old behavior and eight of those times are to learn the new behavior."*

Harry Wong

*"Social skills training must be more frequent and intense than has occurred in most studies. Thirty hours of instruction spread over 10-12 weeks is not enough."*

Gresham, Horner, & Sugai, 2001

NOTE: The following pages are provided as a resource and include a summary of several commercially published social skills curriculum and accompanying materials. OH SW-PBIS does not endorse any specific product, nor is it required that school teams buy materials for an intervention group. Instead, this information is included so that school teams can make informed decisions if they choose to purchase materials that can be used for a Social Skills Intervention Group.

## EXAMPLE 1

### Coping Power: Child and Parent Group Programs

Author(s): John E. Lochman, Karen C. Wells & Lisa A. Lenhart

**OVERVIEW:** Designed for use with preadolescent and early adolescent aggressive children and their parents, Coping Power is a school-based program that includes a child component consisting of 34 weekly, group sessions and a coordinated 16-session parent component.

Coping Power is generally developmentally appropriate for and can be used to cover grades 3 through 7, but is most often delivered to students near or during the time of transition to middle school, typically in the 5th and 6th grades. The Coping Power child and parent components are most effective when delivered together, but can be conducted individually and separately with some modifications (pp. 32-33).

Sessions take approximately 50-60 minutes and are typically delivered on a weekly basis. The optimal size of the group is 4-6 students with two leaders, but can be effectively led with only one facilitator (pp. 32-33).

The program is designed for use in a closed group format, however some children could be added at the halfway point as long as they are provided with a condensed version of content for sessions missed. Child participants are expected to have brief, individual sessions every four to six weeks while they are in the group (p. 33).

### Lesson Topics Addressed

<b>CHILD COMPONENT</b>	
(Year 1) Group Structure Behavioral Goal-Setting Organizational & Study Skills Awareness of Feelings & Physiological Arousal Related to Anger Anger Coping & Self-Control Using Self-Statements for Anger Coping Relaxation & Overcoming Barriers to Self-Control Perspective Taking Perspective Taking & Introduction to Problem Solving Social Problem Solving Group Creates Videotape	(Year 2) Review from Previous Year Organizational & Study Skills Solving Teacher conflict Making Friends & Being Friends with Others Group Entry & Negotiation with Peers Sibling Conflict Peer Pressure Refusal Skills Neighborhood Problems & Deviant Peer Groups Create Peer Pressure Poster Positive Quality Development & Peer Relationships Review & Termination
<b>PARENT COMPONENT</b>	
(Year 1) Introductions & Overview Academic Support in the Home Stress Management Improving the Parent-Child Relationship Giving Effective Instructions Establishing Expectations & Rules Discipline & Punishment Getting Ready for Summer	(Year 2) Academic Support Review Family Cohesion Building Family Problem Solving Family Communication Long-Term Planning, Termination

*ADMINISTRATION MATERIALS:*

Child Program Workbooks are available for purchase in sets of eight. The workbook contains all the forms, activity sheets and homework assignments used in the program. \$60 for set of 8 books.

Child Group Facilitator Guide provides session-by-session format to systematically deliver the intervention to children. Provides the group leader with detailed procedures including sample dialogues, role-play exercises, group activities and homework assignments (p. vi). \$55

Parent Group Facilitator Guide provides procedures and sessions for working with parents. \$48

Materials can be purchased at <http://amazon.com>

\*Abbreviated versions of both the child and parent programs are currently being field-tested.

Abbreviated Child Program contains 24 sessions across 9 months. Shortened Parent Program includes 10 sessions.

Article Reference:

Lochman, J. E. & Wells, K. C. (2003). Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: Outcomes at a one-year follow-up. *Behavior Therapy*, 34, 493-515.

## EXAMPLE 2

### First Steps to Success - Preschool Edition

Author(s): Hill M. Walker, Annemieke Golly, Kate Kavanagh, Bruce Stiller,  
Herbert Severson, & Edward G. Feil

Contains components for early screening for at risk students, a parent/home component, and peer reinforcement strategies.

**1. Selection or nomination process.**

- Teacher rank orders all students according to defined criteria. Top 3 or 4 students – teacher fills out an aggressive behavior scale (9 questions)- optional. OR use the ESP – Early Screening Project (Walker) – not included.

**2. Implementation in the classroom**

- Green/red card is used for each target student. Beep tape is used – after each interval, if student is on green, they receive a point. Start at 5 min. intervals. Points are accumulated for a class reward
- Feedback card is taken home to parent
- Includes ‘time out’ procedures for out of control behaviors
- Teacher is asked to increase positive and avoid negative verbal interactions or criticism
- Directions for phasing out are included

**3. Home component**

- Parent is asked to give reinforcement at home
- Regular communication (daily at first)

The program recommends that a coach implement at first to model for teacher before teacher implementation.

## EXAMPLE 3

### Skill Streaming - Teaching Prosocial Skills

Author(s): Arnold P. Goldstein & Ellen McGinnis, 1997, Research Press

Lesson Topics Addressed (60 skills)

#### EARLY CHILDHOOD: Teaching Prosocial Skills to the Preschool and Kindergarten Child

- Beginning social skills – listening, using nice talk, using brave talk, saying thank-you, rewarding yourself, asking for help, asking a favor, ignoring
- School related skills – asking a question, following directions, trying when it is hard, interrupting
- Friendship making skills – greeting others, reading to others, joining in, waiting your turn, sharing, offering help, asking someone to play, playing a game
- Dealing with feelings – knowing your feelings, feeling left out, asking to talk, dealing with fear, deciding how someone feels, showing affection
- Alternatives to Aggression – dealing with teasing, dealing with feeling mad, deciding if it is fair, solving a problem, accepting consequences
- Dealing with Stress – relaxing dealing with mistakes, being honest, knowing when to tell, dealing with losing, wanting to be first, saying no, accepting no, deciding what to do

#### ELEMENTARY (1ST-5TH GRADE)

- Classroom survival skills – listening, asking for help, saying thank-you, bringing materials to class, following instructions, completing assignments, contributing to discussions, offering help to an adult, asking a question, ignoring distractions, making corrections, deciding on something to do, setting a goal
- Friendship making skills – introducing yourself, beginning a conversation, ending a conversation, joining in, playing a game, asking a favor, offering help to a classmate, giving a compliment, suggesting an activity, sharing, apologizing
- Dealing with Feelings – knowing your feelings, expressing your feelings, recognizing another's feelings, showing understanding of another's feelings, expressing concern for another, dealing with your anger, dealing with another's anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – using self-control, asking permission, responding to teasing, avoiding trouble, staying out of fights, problem solving, accepting consequences, dealing with an accusation, negotiating
- Dealing with stress – dealing with boredom, deciding what caused a problem, making a complaint, answering a complaint, dealing with losing, being a good sport, dealing with being left out, dealing with embarrassment, reacting to failure, accepting no, saying no, relaxing, dealing with group pressure, dealing with wanting something that isn't yours, making a decision, being honest

## ADOLESCENT: A Structured Learning Approach to Teaching Prosocial Skills

- Beginning social skills- listening, starting a conversation, having a conversation, asking a question, saying thank-you, introducing yourself, interrupting other people, giving a compliment
- Advanced social skills – asking for help, joining in, giving instructions, following instructions, apologizing, convincing others
- Planning skills – deciding on something to do, deciding what caused a problem, setting a goal, deciding on your abilities, gathering information, arranging problems by importance, making a decision, concentrating on a task
- Dealing with feelings – knowing your feelings, expressing your feelings, understanding the feelings of others, dealing with someone else’s anger, expressing affection, dealing with fear, rewarding yourself
- Alternatives to aggression – asking permission, sharing something, helping others, negotiating, using self-control, standing up for your rights, responding to teasing, avoiding trouble with others, keeping out of fights
- Dealing with stress – making a complaint, answering a complaint, showing sportsmanship after a game, dealing with embarrassment, dealing with being left out, standing up for friends, responding to persuasion, responding to failure, dealing with contradictory messages, dealing with an accusation, getting ready for a difficult conversation, dealing with group pressure

### Administrative Procedures

Includes a 60 question assessment

Lessons are taught through direct instruction and include: defining the skill, modeling, establishing student need, select role players, set up role play, conduct the role play, provide performance feedback, assign homework, select next role player

Suggests 25-40 minute sessions three to five times a week using two instructors

May also order student video, program forms, student manuals, skill cards, and a training video for teachers.

## EXAMPLE 4

### Social Skills Improvement System (SSIS) Intervention Guide

Author(s): Stephen Elliott, PhD & Frank Gresham, Ph.D.

Lesson Topics Addressed (60 skills)

**OVERVIEW:** The Social Skills Improvement System Intervention Guide is designed for use with students identified as having social skills acquisition or performance deficits and who have not experienced success from social skills interventions delivered in large-group settings (p. 57).

The materials differ according to the level of students in the group: Preschool/Early Elementary (PreK – Grade 2) and Upper Elementary/ Secondary (Grades 3-12).

The intervention guide provides 20 lesson topics that follow a step-by-step teaching model which incorporates the following instructional format: Tell, Show, Do, Practice, Monitor Progress, and Generalize. The skill units are recommended to be taught over two sessions per week for 45 minutes per week- a total of 90 minutes weekly (p. 62).

**ADMINISTRATION MATERIALS:** In addition to the 20 instructional units, the SSIS Intervention Guide provides many optional intervention strategies, resources that support instruction, and tools to monitor program effectiveness and student progress. The resource disc that accompanies the guide includes: Skill Cue Cards, Notes to Parents, Letters to Parents (Consent Form, Overview Letter, Completion Letter, Follow up Letter, Class-wide Notification), Progress Forms, Intervention Integrity Forms, Certificates of Completion, Video and Video Clip Index.

Social Skills Improvement System (SSIS) Intervention Guide – with Resource and Video Clip Discs = \$113.45; PearsonAssessments.com

Lesson Topics Addressed	
<p><b>Communication</b> (2 lessons) Taking turns in conversation Saying, “Please” and “Thank You”</p> <p><b>Cooperation</b> (3 lessons) Paying Attention to Others Following directions Paying Attention to Your Work</p> <p><b>Assertion</b> (3 lessons) Expressing Feelings Asking for Help Standing Up for Others</p> <p><b>Empathy</b> (2 lessons) Making Others Feel Better</p>	<p><b>Responsibility</b> (3 lessons) Respecting Other People’s Things Doing the Right Thing Doing Your Part in a Group</p> <p><b>Engagement</b> (3 lessons) Asking Others to Do Things with You Getting Along with Others Introducing Yourself to Others</p> <p><b>Self-control</b> (4 lessons) Making Compromises Staying Calm When Criticized Staying Calm When Disagreeing Staying Calm When Pushed or Hit</p>

**EXAMPLE 5**

**Strong Kids: A Social & Emotional Learning Curriculum**

Author(s): Kenneth W. Merrell, Danielle M. Parisi & Sara A. Whitcomb

Lesson Topics Addressed (60 skills)

**OVERVIEW:** A social and emotional learning curriculum that help students develop skills for understanding emotions, managing anger, relieving stress, and solving interpersonal problems.

Weekly lessons take approximately 45 minutes for a total of 10-12 weeks. Lessons include optional, adaptable scripts, sample scenarios and examples, activities and “booster” lessons that reinforce what students learned. A CD-ROM of all reproducible handouts accompanies the book.

**NOTE:** “Strong Kids is not the right program for all types of problems. It especially targets the domain of internalizing behavioral and emotional problems (e.g., depression, anxiety, social withdrawal, somatic problems) and the promotion of social and emotional resiliency. Strong kids is not a comprehensive program for preventing school violence or antisocial behavior. Instead, Strong Kids may play a role in supporting prevention as part of a comprehensive system of effective behavior support” (p. 4)

**ADMINISTRATION MATERIALS:** The curriculum is organized across age groups of students. Each guide is approximately \$35 and can be purchased from brookespublishing.com

Lesson Topics Addressed	
<p><b>Strong Start – Grades K-2</b></p> <p>The Feelings Exercise Group                      Understanding Your Feelings 1                      Understanding Your Feelings 2                      When You’re Angry                      When You’re Happy                      When You’re Worried                      Understanding Other People’s Feelings                      Being a Good Friend Solving People Problems                      Finishing UP!</p>	<p><b>Strong Kids - Grades 3-5 &amp; 6-8 Strong Teens - Grades 9-12</b></p> <p>Emotional Strength Training                      Dealing with Anger                      Understanding Other People’s Feelings                      Clear Thinking 1                      Clear Thinking 2                      The Power of Positive Thinking                      Solving People Problems                      Letting Go of Stress                      Behavior Change: Setting Goals and Staying Active                      Finishing Up                      Understanding Your Feelings 1                      Understanding Your Feelings 2</p>

### *STEP 3: PLAN FOR GENERALIZATION & MAINTENANCE*

Generalization refers to the ability to perform a behavior outside the original training environment (Stokes & Baer, 1977). Social skills instruction can be effective, but delivering social skills instruction so that generalization and maintenance occur is very difficult and has not been broadly perfected (Gresham, Sugai, & Horner, 2001). There are strategies that increase the likelihood of generalization.

During the session, real life examples relevant to the students' circumstances should be used. If possible, train in the problem setting with peers the at-risk students are likely to encounter. Allow other adults or students to visit sessions. Train for a sufficient number of sessions on the same topic.

Regular communication with teachers and staff as to social skills lessons taught encourages them to prompt for use of the skill. Reinforcement of student efforts and regular feedback further increases the generalization of skills. Posters of the skill and steps for use can be posted in prominent locations. In addition, in some cases intervention students may enjoy teaching new skills to the entire class.

### *STEP 4: ESTABLISH SESSION PROCEDURES*

It is recommended that two adults with specific roles and responsibilities conduct the social skills instruction periods. They should establish procedures and expected behaviors similar to any well-run classroom (i.e. attention signal, behavior expectations/rules, incentives). Sessions should be between 30 and 60 minutes in length, depending on the age of the students, and be conducted at least weekly. Two or three shorter periods per week may be the most effective arrangement for younger children. A standard location and time brings consistency to the sessions. Consider conducting sessions before school (breakfast club), during lunch, or after school (social skills club) if a consistent time frame cannot be established during the school day that does not remove students from critical classroom instruction. Students should be in groups of 6 to 8 (even numbers work best) according to assessed needs. Age and a balance in severity of issues are also factors to take into consideration.

#### **Key Considerations**

Establish these procedures prior to beginning the intervention group!

- Who facilitates the intervention groups?
- What are the expectations and rules during group meetings (align with school-wide)?
- How long will instructional periods last?
- When will instruction take place (i.e., time of day)?
- Where will the group meet?
- What is the maximum number of children per intervention group?

After personnel have been selected, students identified and grouped, lesson plans gathered, parent consent obtained, and session details developed, implementation with students begins. The following figure represents key activities that take place each time a Social/Academic Intervention Group is established.

## Social/Academic Intervention Group Implementation Activities

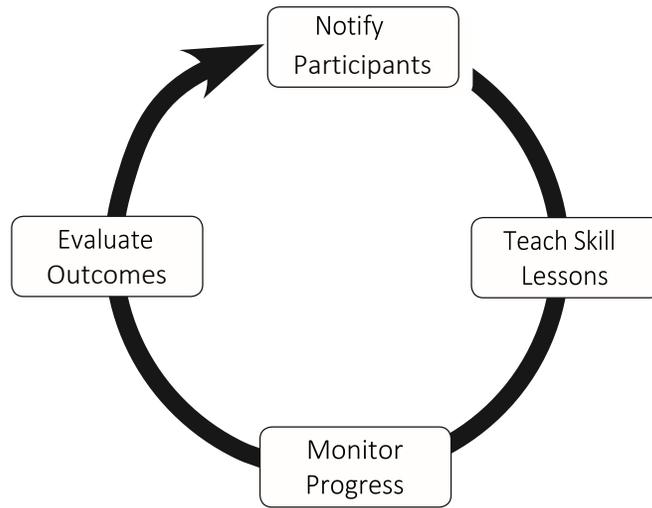


Figure 40

Some schools opt to provide two intervention/instructional groups per academic school year. For example, the first group takes place over the course of the first semester (e.g., October through December). Then a second group, with different participants, is conducted over the second semester of the school year (e.g., January through March or April). This schedule allows an identified group of children with similar needs to work together to learn new skills over an extended period of time. In some cases a new student may be added to an already existing group, but this occurs on a case-by-case basis. As a general rule the Social/Academic Intervention Group is closed once the initial participants are identified and group procedures are introduced.

### *STEP 5: NOTIFY PARTICIPANTS*

In addition to the identified students, classroom teachers and families of the identified students will also participate in the intervention. Clear communication of expectations for ALL participants will maximize success of the intervention. Teachers and families will receive information or training on how to respond to the communication forms that are used during the intervention in regards to how to provide feedback and encouragement to the student as well as how to reinforce the skills that are being taught during the social/academic intervention group. Typically, classroom teachers are the first participants to be notified when a student is identified as a possible candidate for a Social/Academic Intervention Group. Classroom teachers are notified prior to students and families because they are asked to collect initial baseline data, which verifies the student is or is not an appropriate selection for the intervention. To insure the student receives immediate access to the intervention once identified as a candidate for the intervention group, it is best to provide a training overview to all staff prior to implementing interventions. Since a student can be identified as being an appropriate candidate to receive the opportunity to participate in this intervention group at any time, it is important that all staff are aware of the purpose, procedures, and

content covered. This allows staff to participate in reinforcing expectations and content being taught and in return maximize the success of the intervention.

**COLLECTING BASELINE DATA.** Three to five days of baseline data should be acquired before a student begins the intervention group. To collect this information the SW-PBIS Leadership Team provides the main classroom teacher(s) with a packet of Daily or Weekly Progress Reports. Teachers monitor and rate student social skill areas of concern but do NOT provide feedback to children who are rated. After data are collected the SW-PBIS team reviews it to determine: (a) whether the student truly needs additional support, (b) an initial daily/weekly point goal that is reasonable for the student to achieve, and (c) the level of teacher commitment for implementation. If data were not recorded diligently the team should consider the extent to which there may be future concerns or issues with accurate implementation of program components.

**CONTACTING THE STUDENT’S FAMILY.** If baseline data confirms the student is an appropriate candidate for the social/academic intervention group, a member of the SW-PBIS team or the intervention Coordinator will contact parents/guardians of the eligible participant. In some schools parental consent is required prior to enrolling students in the program, while other schools only require that parents be informed. Furthermore, some schools that require parental consent allow passive consent (i.e., parents contact the school if they do *not* want their child to participate), whereas, others require active consent (i.e., parents must return a signed permission form if they *do* want their child to participate). Check with administrative personnel to determine your district’s policy. Two examples of passive consent letters that could be used with student families are provided.

## EXAMPLE

### PERMISSION TO PARTICIPATE IN A SOCIAL/ACADEMIC INTERVENTION GROUP

Date: \_\_\_\_\_ Student: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher: \_\_\_\_\_ Parent/Guardian: \_\_\_\_\_

The Winfield Primary PBIS Tier II team would like to include your child in our Small Group Social Skills Club. Your child, along with five other students, will meet twice a week with Ms. Brody for about 45 minutes to learn and practice a social skill. Your child’s teacher will be asked to rate your child’s use of the skill on a weekly basis so we can monitor your child’s progress with the skill.

Your child will be able to earn incentives and rewards for practicing the skills. You will be periodically notified of the skills being taught so you can encourage your child’s use of the skills. Together, we can make this a positive experience for your child.

If you do not wish your child to participate in this program, please call Mrs. Dodd or Mrs. Brodbeck (Mrs. B) at (636) 555-5555.

Sincerely,

EXAMPLE

Dear Parent/Guardian,

Your child has been identified and qualifies for a Tier II Intervention through our school's Small Group Social Skills Club (SGSS). The SGSS program provides two 45-minute sessions a week of instruction and practice of a specific social skill. This intervention also provides a positive communication link between home and school, and can be faded to develop student self-management.

Your child should bring home 2 times a week, a chart telling what skill is being worked on, where and how many times they plan on using the skill. Please provide positive feedback to your child when he/she displays the skill. Your child will be able to earn incentives and rewards for their use of the skill.

If you do not wish your child to participate in this program, or have any questions, please call Ms. Smith at 314 555-5555.

Sincerely,

Your School PBIS Tier II Team

**INTRODUCING THE INTERVENTION.** After family members are notified their child has been selected to participate, the intervention Coordinator or Facilitator should provide explanation and details about the purpose of the intervention and process for participating. Ideally this introduction will occur in a face-to-face format with the student, his or her parents, and at least one classroom teacher attending together. During this meeting the social skills curriculum is described, opportunities for recognition of success are defined, responsibilities of each participant are clarified, and information about fading to a self-managed plan and/or graduation from the program is provided. The introductory meeting is the time to establish commitment for active participation from each individual stakeholder (i.e., teacher, parent, and student). Written materials that specifically describe steps for active participation will be helpful for communicating how the intervention components will be implemented across the facilitator, the student, the classroom teacher(s), and family members.

*STEP 6: TEACH THE SOCIAL SKILL LESSONS*

A direct instruction format is highly recommended.

**REVIEW OF PREVIOUS SKILL:** Reviewing previously learned skills consists of a discussion that allows students to recall, by telling or showing, the steps for use of the social skill that was introduced during the last meeting. In addition, students also are given opportunities to explain or describe when, where, and how often they used the skill since the last session. Review of previously learned skills should include discussion of outcomes associated with use of appropriate or inappropriate skills (what happened). Participation in this discussion fulfills the homework requirement for involvement in the group. Students are reinforced for using appropriate skills. The review period may periodically include examination of data collected from the student's teacher(s) about performance of skills learned during group meetings.

**TELL:** The lesson begins with an introduction, which includes a description of the skills to be learned, an explanation of why the skill is important, and situations where the skill can be used.

**SHOW:** After the introduction the next step is modeling or demonstrating the skill. Typically the Facilitator models examples and non-examples of the skill and then asks students only to demonstrate the appropriate skill.

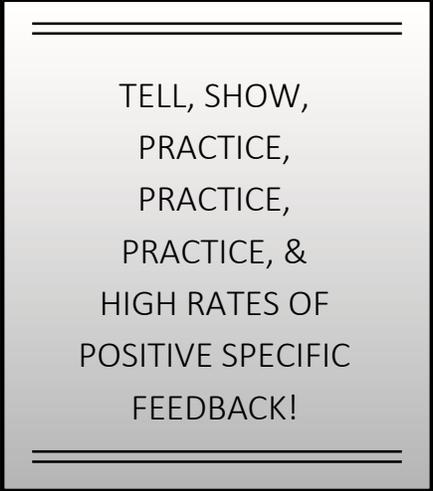
**PRACTICE:** The steps to the skills may be posted or students may be given a personal copy for easy reference. Students are asked to debrief by reviewing the main steps of the skill and when and where it may be used. The Facilitator then creates situations for students to practice the skill with peers. This can be done through role-playing or another activity. The first practice session is structured and if students are not actively participating in the activity or role-play, they are asked to watch and evaluate those who are.

**POSITIVE & CORRECTIVE FEEDBACK:** Reinforcement for accurate attempts is given and corrective feedback also is provided if needed.

**MORE PRACTICE:** Then students are given time to socialize in less structured ways which allows continued practice using the social skill.

**MORE FEEDBACK:** Facilitators continue to give feedback while students engage in practice opportunities.

**PLAN FOR GENERALIZATION & MAINTANENCE OF SKILLS:** Finally a homework assignment for use of the skill in other settings is discussed and assigned



TELL, SHOW,  
PRACTICE,  
PRACTICE,  
PRACTICE, &  
HIGH RATES OF  
POSITIVE SPECIFIC  
FEEDBACK!

## EXAMPLE

### Social Skills Homework Chart

The skill I am working on this week is:

ASKING OTHERS TO DO THINGS WITH ME:	I PLAN ON USING THIS SKILL: (WHERE?)	I PLAN ON USING THIS SKILL: (HOW MANY TIMES?)
<ol style="list-style-type: none"><li>1. Look to find someone you want to play with</li><li>2. Smile, be friendly</li><li>3. Ask the person to join</li><li>4. Include others if they want to play or let others know someone new has joined</li><li>5. Talk about the activity, explain any rules</li></ol>		

## EXAMPLE

### Social Skills Lesson Plan Template

Expectation:

Review Previous Skill (5-10 min) <ul style="list-style-type: none"><li>• Discuss homework, Reinforce those who returned homework, reinforce those who met weekly goals</li></ul>
Teach weekly Skill (20 min) <ul style="list-style-type: none"><li>• Tell: Present and define the social skill and key words, discuss the importance of the skills and outline the steps to perform the targeted social behavior. Establish need to learn; use cards or real life examples.</li><li>• Show: Present models of positive and negative social behavior using pictures, video clips, and role-play, and then lead a discussion of alternatives to accomplish the social behavior objective.</li></ul> Example: Non-example: Practice:
Group Debriefing (5-10 min) <ul style="list-style-type: none"><li>• Provide feedback, prompt feedback, practice social skills, provide reinforcers</li></ul>
Socialization Time (10 min) <ul style="list-style-type: none"><li>• Allow students to interact in semi-structured play. Prompt students to demonstrate social skills learned, prompt peer feedback, provide feedback</li></ul>
Establish Goal for next week (5-10 min) <ul style="list-style-type: none"><li>• Set goals for new skill, encourage students to make goal, remind students of homework.</li><li>• Answer all questions and make sure everyone leaves with clear purpose.</li></ul>
Generalize: What setting will be used next week?

### STEP 7: MONITOR STUDENT PROGRESS

The school Behavior support team will create a progress report that teachers complete daily. The daily progress report (DPR) lists social skills, and any steps related to the skills, that are being learned during group meetings. The teacher uses the DPR to document ratings of student skill performance. The DPR is the primary method for monitoring student response to the social skills intervention. The DPR also serves as a reminder to teachers for skills they should prompt and reinforce for students. Classroom teachers use the DPR as a structured format for providing positive, specific feedback and corrective feedback to group participants. At minimum students should receive feedback at the end of each school day. However, to promote generalization and maintenance of skills additional feedback provided throughout each school day will maximize effects of the intervention. DPR data is submitted to the intervention Coordinator or Facilitator. Daily points are totaled, converted to a percentage, entered into a spreadsheet, graphed, and reviewed regularly (i.e., weekly or every other week).

**DATA SPREADSHEET.** The Missouri SW-PBS website ([www.pbissmissouri.org](http://www.pbissmissouri.org)) provides an excel spreadsheet which is available for this use. This instrument is titled as The Advanced Tiers Spreadsheet and is available at no cost. The spreadsheet includes a page for entering student information that is typically collected prior to selection of an intervention (e.g., date, grade, gender, attendance, academic performance, ODR, function of behavior etc.). Also included is a second page where daily or weekly percentages can be entered for each student in the Social Skills Intervention Group. The spreadsheet is designed to automatically generate a graph of student progress when data is entered. In addition, a trend line also appears as data is entered. The trend line is useful for determining positive, questionable, or poor response to the program.

**INTERPRETING STUDENT DATA.** Graphs provide a visual representation of each student’s acquisition of skills and allows for easier analysis of progress.

Important features to examine within each graph that is reviewed include:

- Level of Performance – The child’s level of performance is entered.
- Desired Level of Performance – The desired level of performance is determined by the student’s behavioral goal. This line on the graph is called the “Goal Line.”
- Trend Line – A line that is drawn through a series of data points to represent the student’s actual rate and level of progress.
- Time to Goal – The number of weeks it will take the student to reach his or her goal.

When progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include; more informed instructional decisions; documentation of student progress for accountability purposes; more efficient communication with families and other professionals about students’ progress, higher expectations for students by teachers.

National Center on Student Progress Monitoring

## EXAMPLE

### Community R-VI Elementary School Small Group Social Skills Daily Progress Report

Student Name: \_\_\_\_\_ Rater Name: \_\_\_\_\_ Week of: \_\_\_\_\_

This student is participating in our Social Skills group. The targeted social skills are listed below. Using the provided criteria, rate the student's use of the individual skills each day. Before leaving on Friday, please put the completed form in Mrs. Pazdera's mailbox. You will receive a new form by Monday morning.

3 = Displayed Consistently    2 = Displayed periodically/inconsistently    1 = Did not display

	Targeted Social Skills	Monday	Tuesday	Wednesday	Thursday	Friday	Comments
Be Respectful	Paying Attention to Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Taking Turns In Conversations	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Getting Along with Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Doing Nice Things for Others	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Making Compromises	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Stay calm when receiving feedback.	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Responsible	Following Directions	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	Paying Attention to your Work	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
Be Safe	Staying Calm when Disagreeing	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	3 2 1 NA	
	<b>Total Daily Points</b>						<b>Total Points for Week:</b>
	<b>Total Possible</b>						<b>Points Possible for Week:</b>

Week's Percentage \_\_\_\_\_

If you have questions about this form or the Hawk Social Skills group, contact Mrs. Pazdera

## Small Skills Intervention

### Weekly Progress Report

Student's Name \_\_\_\_\_ Age/Grade \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Group Leaders' Name \_\_\_\_\_

Date Group Began \_\_\_\_\_ Date of Report \_\_\_\_\_

Person filling out report \_\_\_\_\_

Student has been a member of a social skills training group. During the past few weeks, we have been working on key skills to help the student improve his or her social interactions with peers and adults.

Please check the box indicating the level of progress this student has experienced in the last week.

Social Skill with steps listed:	NO IMPROVEMENT (no change)	SOME IMPROVEMENT (appropriate use of the skill 1-3 times but still uses competing problem behavior)	GREAT IMPROVEMENT (appropriate use of the skill 4-6 times with rare use of competing behavior)	COMPETENT (appropriate use of skill with 0 use of competing behavior)
Listening				
Maintain eye contact				
Let others do most of the talking				
Pay attention				
Avoid interruptions				

## SELF-MANAGEMENT, FADING & GRADUATION

### *SELF-MANAGEMENT*

Self-management is a broad term that refers to a child's ability to effectively monitor, evaluate, and modify his or her own behavior. Informally many teachers may think of self-management as related to self-control or self-discipline. The ideal outcome from participation in a social skills intervention is students who are capable of taking responsibility for their own learning and behavior even when adult supervision is not available. Typical aspects of self-management include goal setting, self-recording, self-evaluation, self-reinforcement, and self-instruction. Most often these techniques are used in combination with one another and may be provided along with other strategies. For students to maintain successes they experienced during the social skills intervention specific instruction in self-management techniques is recommended.

To apply these concepts teach students to complete a chart similar to the Daily Progress Report given to teachers. The DPR can be modified to include daily time periods. Students can learn to evaluate and record their performance at regularly scheduled intervals. In addition, students can learn to deliver self-selected reinforcers for meeting established goals. Younger children will want more frequent time periods to monitor. Secondary students might be asked to monitor for each academic period.

The social skills intervention Facilitator can work with students as they learn self-management skills. In fact, lessons for self-management can be incorporated as skills taught during group meetings. Teachers can support this process by continuing to monitor student use of social skills and periodically checking in with student for accuracy of ratings.

### *FADING & GRADUATION*

After completing the formal social skills intervention lessons and successful demonstration of self-management procedures the Behavior support team should organize a graduation ceremony or provide an opportunity to celebrate success. Many schools choose to plan a formal ceremony and invite parents of participating students to attend. Often graduation or celebration ceremonies coincide with natural endpoints (i.e., end of first semester and end of school year). Celebration ceremonies are not exclusive for Social Skills Intervention Group participants. Rather, school teams are encouraged to consider how recognition for students who participated can naturally and meaningfully be incorporated into existing celebrations. Many schools provide recognition for outstanding academic performance but may neglect to consider behavioral performance in the same regard. Thus, students who participate in any Tier II or III interventions need to be recognized and celebrated in the same way educators and families acknowledge academic achievement and accomplishments.

#### DISCUSSION



Think about and list ceremonies or celebrations that your school already provides. How can student success for intervention participated be incorporated with existing practices?

## MODIFYING A SOCIAL SKILLS INTERVENTION

Some students who participate in a Social Skills Intervention Group will continue to have difficulties during the intervention and/or after the group ends. When data indicates response to the intervention is questionable one or more simple modifications may improve student performance.

### **Manipulate Antecedent Conditions**

Manipulating antecedent conditions means changing one or more events that typically occur before problem behavior occurs. One modification strategy includes asking teachers to identify particularly problematic time periods or activities that occur during the student's school day. Just prior to identified periods or activities the classroom teacher provides a pre-correct (i.e., reminder) for use of skills the student is learning during intervention meetings. Using a pre-correct allows teacher and student to have a positive interaction that is focused on expected behaviors prior to demonstration of problem behavior. Use of pre-corrects reduces the likelihood for problem behavior. Cue cards with skills and steps listed can be prominently displayed or smaller cards can be taped to a student's desk. These supports serve as a reminder for both the student and the teacher. In addition, use of cue cards may increase consistency of language the teacher uses when providing pre-corrects.

### **Manipulate Consequence Conditions**

Manipulating consequence conditions means changing one or more events that typically occur immediately after problem behavior. In most classrooms problem behavior is managed (i.e., teachers respond) through use of non-verbal or verbal corrections and/or brief removal of student from activity (safe seat, buddy room, office etc.). For students with chronic patterns of challenging behavior these typical responses often are very reinforcing. That is, the student learns he or she will "get" adult attention and/or "avoid" certain situations or activities immediately after demonstrating problem behavior. To alter this pattern of behavior the consequence conditions (i.e., teacher response) can be rearranged to minimize reinforcement for problem behavior and maximize reinforcement for appropriate behavior. As an example, to minimize attention for problem behavior and/or avoidance of particular situations or tasks, educators can make effort to ignore many problem behaviors that students demonstrate. Along with planned ignoring, teachers can recognize other students who are demonstrating appropriate behavior. In addition, it also is beneficial to teach peers to ignore other student's problem behavior. Each of these techniques may minimize attention that is typically delivered immediately after problem behavior. In combination with planned ignoring teachers also can alter or manipulate typical consequence conditions by delivering high rates of recognition each time a student performs a social skill correctly. Many times appropriate behavior goes unnoticed. For students in a social skills intervention group there is need for a higher "dose" of recognition when appropriate behavior is demonstrated. In this way the typical consequence (not noticing) is manipulated (high rates of recognition for appropriate) as a method for altering the existing pattern of problem behavior.

## TRAINING FOR STAFF, STUDENTS, AND FAMILIES

Training about the Social Skills Intervention should be provided for all staff members however, the level of detail needed and timeframe for providing information varies according to extent of participation. The

following general guidelines will be helpful as your Behavior support team identifies professional development opportunities associated with the Social Skills Intervention.

All Staff members should know

- what the intervention is named in your building,
- who coordinates and facilitates the intervention,
- how children are identified to participate,
- the maximum number of students who can be served at one time.

This information should be provided annually at minimum. In addition, all staff members should receive periodic updates (e.g., 2-3 per school year) about the number of students participating and general response to the intervention.

**Example Update:**

*“During first semester 16 students participated in two separate intervention groups. 90% of the participants were successful during the self-management phase and participated in a graduation ceremony. 2 students were nominated for additional, more intensive academic or behavioral support.”*

Some staff members will need to know:

- skills that are taught during each lesson and steps for completing skills
- how to give pre-corrects, prompts, and cues for use of skills.
- how to give positive specific and corrective feedback for use of skills.

Staff members who are directly involved with students who participate in the intervention group require this level of information. This commonly includes specialist teachers such as music, PE, art, and media center personnel. In addition, cafeteria and playground supervisors, hallway monitors, along with the school counselor and nurse should be able to support generalization and maintenance of social skill use if they are provided with information and training.

A few staff members will need to know...

- how to complete the Daily Progress Report (DPR)

A common misperception is that small group strategies will “fix” the student and the classroom teacher does not need to be an active participant since “specialists” or outside staff members are often involved in the intervention.

It is important to stress that these interventions will require high levels of involvement among ALL staff within the school building.

Dr. Tim Lewis, Co-Director of the OSEP Technical Assistance Center on PBIS

- where to submit student data
- how to interpret response to intervention data
- how to support the self-management procedures
- who is available for assistance if needed
- progress of children participating in the group

The main classroom teacher of each student in the group will need this level of detail. Ideally the Intervention Coordinator will provide this information to each teacher several days before the intervention begins. Teachers will need training for use of the DPR so that baseline data can be accurately collected. In addition, particularly for teachers who are new to the intervention, asking the Intervention Coordinator or Facilitator to demonstrate examples of positive specific and corrective feedback is useful and may increase fidelity of implementation.

**STUDENTS AND FAMILIES.** In addition to staff member training and information participating students and families also need to know basic procedures for participating in and supporting the intervention. Students should be told about the DPR and periodically see and receive feedback about their graphed data. The Intervention Facilitator can likely provide this information. Families also will benefit from knowing skills that will be taught, how the DPR is used to monitor student performance, and how often they will receive data about their child’s progress in the group.

A written description that explains important details of the intervention is one effective method for clear communication with ALL stakeholders. The Intervention Essential Features Template (introduced in Chapter 4) is a thorough and standardized format for describing each intervention that is available in your building. After initial development of the Social Skills Intervention Group (using the development guide provided in this chapter) the

Behavior support team can summarize main components and features of the social skills program using the Intervention Essential Features Template. This document, along with other materials such as an example DPR, social skill cue cards, and example progress monitoring data, can be included in a Tier II handbook that is maintained and revised over time.

Team will document procedures for implementation of Tier II In the same way your SW-PBS team documents procedures of implementation for Tier I, the Specialized Behavior Support

## DEVELOPING A SOCIAL SKILLS INTERVENTION GROUP FOR YOUR SETTING

After establishing staff willingness to implement a Social Skills Intervention Group members of the behavior support team will convene to begin planning. Although some small adjustments likely will be made after initial development it is critical that general procedures and systems be in place prior to implementation with students.

The following pages provide a guide that can be used during the intervention development process. Responding to items listed throughout the guide will help the Behavior support team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

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“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance”

(Crone, Hawken, & Horner, p.39)

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## Social Skills Intervention Development Checklist

The skills and products that are pivotal to Social Skills Intervention Group and/or CICO development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

PROGRAM DESIGN	
	Completed
1. All Tier II team members are aware of effective implementation of a social skills intervention group.	
2. An intervention coordinator is identified.	
3. A Facilitator is trained to participate in the groups with specific role and responsibilities.	
4. A consistent location for group meetings is designated.	
5. A maximum number of students that can be served at one time is determined.	
6. Your school’s name for the social skills group is determined.	
7. Curriculum/lessons are selected based on behavior needs identified by data.	
8. Group meetings have a consistent schedule that includes rules and routines that have been taught.	
9. The intervention facilitator is able to teach a small group of students 1-2 times per week at the designated time.	
PROGRESS REPORT	
	Completed
1. Social skills taught align with school-wide expectations.	
2. A goal is set for each student.	
3. A schedule for review of individual student data is determined with decision rules for fading, modifying, or continuing the intervention.	
4. The student is asked to monitor his/her own progress with the use of homework.	
REINFORCEMENT SYSTEM	
	Completed
1. Reinforcers are available for student participation during group meetings.	
2. Reinforcers are available for students that demonstrate targeted social skills at other times and locations.	
3. Additional reinforcers are available for students who meet their daily or weekly goal.	

**DATA MANAGEMENT**

	Completed
1. A data management system is available to store and summarize student progress	
2. The intervention coordinator is trained to enter and graph the student data	
3. Student data is examined and reviewed on a regularly scheduled basis	
4. The intervention coordinator brings data to the Tier II team meetings	
5. Data is shared with the whole staff at least quarterly	
6. Data is shared with parents on a regular basis.	

**PLANS FOR SELF-MANAGEMENT, FADING & GRADUATION**

	Completed
1. Procedures for fading intervention components are established	
2. Self-management process is understood by student and participating teachers	
3. A planned celebration is available when students graduate from social skills group	
4. Periodic check-ups/supports are in place for students after they graduate from the program.	

**TEACHING STAFF TO IMPLEMENT THE PROGRAM**

	Completed
1. Staff is trained to use pre-corrects and prompts that will aid student use of skills.	
2. A Tier II Team member is designated to provide modeling and feedback each time a new teacher begins to implement the program.	
3. Yearly booster sessions about the purpose and key features of the intervention are provided to staff.	

**TEACHING STUDENTS & PARENTS PARTICIPATE IN THE PROGRAM**

	Completed
1. A plan for introducing students to the program is developed. The plan includes an overview of the program.	
2. A plan for introducing parents to the program is developed and includes procedures for providing feedback to the child.	

## **Guiding Questions for Development and Implementation of Culturally Appropriate Interventions**

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings (Crone, Hawken, & Horner, 2010).

1. How does the membership of our behavior support team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

## ON-GOING MONITORING OF THE INTERVENTION

Once an intervention is developed and being implemented full scale several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Interventions
- Monitoring Intervention Outcomes
- Monitoring Intervention Features

### Monitoring Fidelity of Intervention Implementation

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed.

Fidelity checks, for any intervention, should be designed and conducted as part of the Behavior support team's regular routine. Then, in cases of data that indicates a poor or questionable response to an intervention, the Behavior support team will have readily available data to verify the extent to which an intervention was accurately delivered.

Two commonly used methods for assessing implementation of social skill intervention groups are review of permanent products (e.g., lesson plans or progress monitoring data) and direct observation using a fidelity checklist. Each method will be described in further detail.

**PERMANENT PRODUCT REVIEW.** Review of materials associated with the intervention is one method for assessing fidelity of intervention implementation. Specific to the Social Skills Intervention there are at least two products that members of the Behavior support team and/or the Intervention Coordinator can regularly review, which are the social skill lesson plans and progress monitoring data.

**LESSON PLANS.** The lesson plan is the main focus of each intervention session. While there are activities during each group meeting, the lesson plan should follow a general sequence that includes:

- Review of previously learned skills and discussion of homework,
- Introduction of the new skill and explanation of importance
- Explicit skill instruction
- Modeling and role-play,
- Guided practice opportunities
- Goal setting with homework assignment

The following page provides an example format for monitoring the quality of social skill lesson plans.

## EXAMPLE

### Social Academic Intervention Group Lesson Plan Fidelity Checklist

Today's Date: \_\_\_\_\_ Social Skills Unit \_\_\_\_\_

Group Facilitators: \_\_\_\_\_

Lesson Plan Reviewer: \_\_\_\_\_

Use the chart below to rate the degree to which each component was implemented.

Component	Not Evident	Limited Evidence	Partially Evident	Fully Evident
Describes activities for reviewing previously learned skills.				
Introduces the new skill.				
Defines the skill and key vocabulary.				
Explains why the skill is important.				
Identifies steps for using the skill. Gives opportunity for students to repeat the skill steps.				
Includes modeling and role-play opportunities.				
Lists procedures for reinforcing occurrences of the skill during the session.				
Provides specific examples and non-examples of the expected skill.				
Includes time for goal setting and an explicit homework assignment.				
Has materials that can be used to communicate skills and steps students are working on so that other adults can prompt, cue, and recognize students for using skills.				

Comments about implementation:

**PROGRESS MONITORING DATA.** Progress monitoring must occur in order to determine effects of the intervention and student response. Some teams ask classroom teachers to monitor student performance and submit data daily, while others choose to monitor daily and submit data weekly. Regardless of the schedule, monitoring student progress is an essential component of the intervention. System components include where to access DPR forms (mailbox, computer, folder) and how often the DPRs will be completed and submitted. In addition, DPRs with extensive notes or comments from classroom teachers may indicate a need for additional support (i.e., modeling and feedback) for adults who are promoting student use of appropriate social skills across multiple environments. Below is an example checklist that can be used when reviewing fidelity of the progress-monitoring component.

**EXAMPLE**

**Social Academic Intervention Group  
Progress Monitoring Fidelity Checklist**

Intervention Coordinator: \_\_\_\_\_

Group Facilitator: \_\_\_\_\_

Date Group Began: \_\_\_\_\_

Name of each student who is participating in a Social Academic Intervention Group	Teachers consistently complete all sections of the DPR	DPRs are regularly submitted to the Facilitator	Coordinator enters and graphs student data and regularly provides updates about progress to stakeholders
Student 1			
Student 2			
Student 3			
Student 4			
Student 5			
Student 6			

**DIRECT OBSERVATION.** Another method for verifying accurate implementation of social skill intervention components is conducting observations while the skill lessons occur. In this case use of an observation checklist may be especially helpful. The checklist is used to record specific features that occurred during a lesson and also for providing feedback to Facilitators.

**SESSION FIDELITY.** Facilitators, particularly if they are new to the intervention, may inadvertently leave out important steps of the skill lesson such as review of previously learned skills or assigning homework. To maximize effects of the intervention, all steps of the lesson should be completed. Asking an observer to

record what takes place during a lesson is a valuable way to ensure all components are provided. The next page provides an example checklist that can be used during direct observations for session fidelity.

**EXAMPLE**

**Social Academic Intervention Group  
Session Fidelity Checklist**

Today's Date \_\_\_\_\_ Social Skills Unit \_\_\_\_\_

Group Members Present: \_\_\_\_\_

Group Facilitator(s): \_\_\_\_\_

Observer: \_\_\_\_\_

Use the chart below to rate the degree to which each component was implemented.

Component	Not Implemented	Limited Implementation	Partial Implementation	Full Implementation
Reviewed previously learned skills and discussed student homework assignment.				
Taught new skill using structured lesson plan format.				
Provided opportunities for students to practice new skill				
Set goal for use of new skill and assigned homework				

Comments: \_\_\_\_\_  
\_\_\_\_\_

In particular, it also is highly recommended that observations of the teacher feedback component be scheduled especially when a new student first begins the social skills lessons. There are several errors that commonly occur when teachers are first asked to implement the feedback component. Addressing these issues early ensures students received a high quality intervention.

Typical errors have included the following:

- Providing feedback inconsistently instead of at each scheduled interval.
- Failing to provide any positive feedback.
- Taking student points away prior to the feedback session.
- Making negative comments without reminding the student what TO do.

Use of direct observation, feedback and re-teaching as needed is a supportive response for classroom teachers who perhaps are being asked to use skills they have not previously developed. If an observation process is established and communicated, up front, as a regular part of intervention implementation staff members likely will be more comfortable when the observations occur. Rather than perceiving the observation as an evaluation of their performance staff may view the procedures as instructional coaching. Intervention personnel, particularly those who are new to the program, that receive positive specific feedback and encouragement for correct implementation are more likely to have students that respond positively. In turn, student positive response often increases adult motivation for maintaining a practice.

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### KEY QUESTION

Were all parts of the intervention provided accurately?

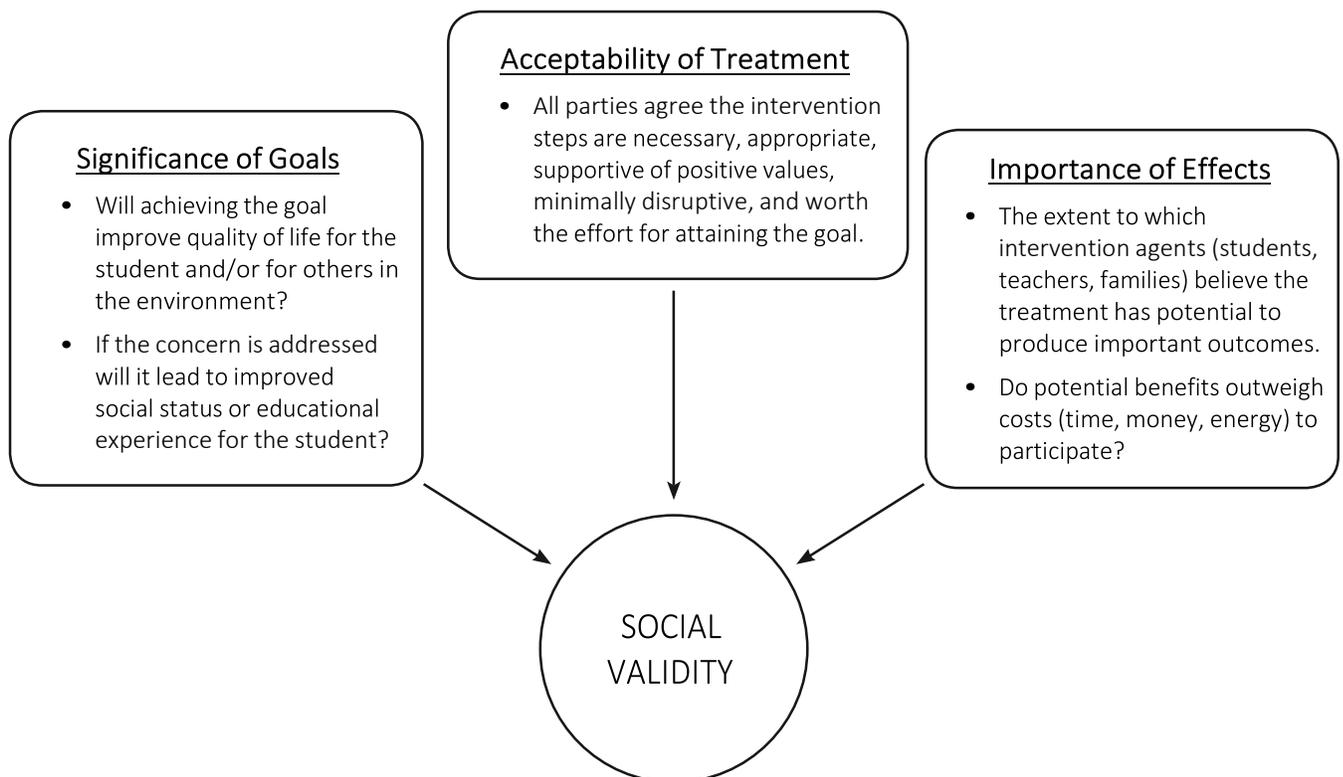
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## MONITORING SOCIAL VALIDITY OF INTERVENTIONS

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

**WHAT DOES MONITORING SOCIAL VALIDITY MEAN?** Specifically monitoring social validity means to regularly and systematically assess the social significance of intervention goals, the social acceptability of the proposed intervention procedures to attain the goals, and evaluation of the social importance of the effects resulting from an intervention (Kazdin, 1977; Wolf, 1978). The following includes descriptions for each aspect of social validity.



Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire. Example statements or questions may include,

- Overall problem behaviors have decreased for this student during participation in CICO.
- I think the Social Skills Intervention Group may be good for other kids in our school.
- Having my child in the Check & Connect program is worth my time and effort.

If social validity results are low it may be difficult to continue implementation of the practice “as is.” Instead teams will want to investigate **why** the practice is perceived poorly and make adjustments either by providing additional information and technical assistance and/or by making changes to features that

perhaps were not feasibly maintained. The following page provides an example survey that can be used to assess social validity.

#### DISCUSSION



Considering that social validity refers to significance of goals, acceptability of treatment, and importance of effects, why would it be worthwhile to systematically assess the social validity of Tier II interventions we provide? Who will need to be involved?

**WHY MONITOR SOCIAL VALIDITY?** Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students, and family members to identify and agree on target areas for intervention, appropriate, acceptable and attainable goals, and determine environmental supports that will reinforce use of new skills. Teams that incorporate opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met!

**HOW TO MONITOR SOCIAL VALIDITY.** There are several options for on-going monitoring of social validity. Simple procedures include use of a structured interview process and/or rating scales or questionnaires. In addition, several tools are available. Alternately teams could create their own questionnaire or rating scale that fits the context of their interventions and settings. One important aspect to consider is when social validity monitoring will occur. In most cases the simplest approach is to ask participants of an intervention to complete a survey after the intervention has concluded (e.g. upon graduation). However, a more thorough and likely more meaningful approach would be considering social validity throughout all phases of the intervention process; that is before the intervention begins, during the treatment, and after the intervention concludes. In addition, data that are collected from all relevant stakeholders (students, teachers, & family members) are most valuable for teams as they continue working to improve existing supports and sustain effective interventions.

“It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved.”

Schwartz & Baer, 1991

Finding an appropriate instrument usually is not challenging, instead thinking about when and how to gather this data and also how the data will be reviewed and shared is often what takes more time to plan.

The following pages provide several example tools that can be used for assessing social validity. Teams can use one or more of these formats before, during or after an intervention. Or in some cases teams may opt to use portions from one or more of the examples to create their own tool.

- The Intervention Acceptability Rating Form
- The Intervention Rating Profile

- A Student Participant Interview – **Pages 216-218** of the Crone et al., 2010 CICO manual also provide acceptability questionnaires that can be completed by participating students, teachers, & parents



**ACTIVITY**

With your team review and discuss some of the sample social validity instruments provided. Identify items/questions that are most relevant for the interventions provided in your setting. Think about a process for using a social validity assessment.

- When would this take place?
- Who will administer? Who will participate?
- How will results be organized and shared?

**EXAMPLE**

**Intervention Acceptability Rating Form**

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations.

1. How clear is your understanding of this intervention?

Not at all clear		Neutral		Very clear

2. How acceptable do you find the intervention to be regarding your concerns about this student?

Not at all acceptable		Neutral		Very acceptable

3. How willing are you to carry out this intervention?

Not at all willing		Neutral		Very willing

4. Given this student’s behavioral problems, how reasonable do you find this intervention to be?

Not at all reasonable		Neutral		Very reasonable

5. How costly will it be to carry out the intervention?

Not at all costly		Neutral		Very costly

6. To what extent do you think there might be disadvantages in following this intervention?

Not at all likely		Neutral		Very likely

7. How likely is this intervention to make permanent improvements in this student's behavior?

Unlikely		Neutral		Very likely

8. How much time will be needed each day for you to carry out this intervention?

Little time will be needed		Neutral		Much time will be needed

9. How confident are you the intervention will be effective?

Not at all confident		Neutral		Very confident

10. Compared to other children with behavioral difficulties, how serious are this student's problems?

Not at all serious		Neutral		Very serious

11. How disruptive will it be to carry out this intervention?

Not at all disruptive		Neutral		Very disruptive

12. How effective is this intervention likely to be for this student?

Not at all effective		Neutral		Very effective

13. How affordable is this intervention?

Not at all affordable		Neutral		Very affordable

14. How much do you like the procedures used in the proposed intervention?

---

Do not like them at all		Neutral		Like them very much

15. How willing will other staff members or family members be to help carry out this intervention?

Not at all willing		Neutral		Very willing

16. To what extent are undesirable side effects likely to result from this intervention?

No side-effects likely		Neutral		Many side-effects likely

17. How much discomfort is this student likely to experience during the course of this intervention?

No discomfort at all		Neutral		Very much discomfort

18. How severe are this student's behavioral difficulties?

Not at all severe		Neutral		Very severe

19. How willing would you be to change your instructional routine to carry out this intervention?

Not at all willing		Neutral		Very willing

20. How well will carrying out this intervention fit into the instructional routine?

Not at all well		Neutral		Very well

21. To what degree are this student's behavioral problems of concern to you?

No concern at all		Neutral		Great concern

Adapted from: Reimers, T. M. & Wacker, D. P. (1988). Parents' ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. Behavior Disorders, 14, 7-15.

**EXAMPLE**

**Intervention Rating Profile**

The purpose of this questionnaire is to obtain information that will aid in the selection of classroom interventions. Teachers of children with behavior problems will use these interventions. Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This would be an acceptable intervention for the child's problem behavior.						
2. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.						
3. This intervention should prove effective in changing in the child's problem behavior.						
4. I would suggest the use of this intervention to other teachers.						
5. The child's behavior problem is severe enough to warrant use of this intervention.						
6. Most teachers would find this intervention suitable for the behavior problem described.						
7. I would be willing to use this intervention in the classroom setting.						
8. This intervention would not result in negative side effects for the student.						
9. This intervention would be appropriate for a variety of children.						
10. This intervention is consistent with those I have used in classroom settings.						
11. The intervention was a fair way to handle the child's problem behavior.						
12. This intervention is reasonable for the problem behavior described.						
13. I like the procedures used in this intervention.						
14. This intervention was a good way to handle this child's behavior problem.						
15. Overall, this intervention would be beneficial for the child.						

Adapted from: Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), *Advances in School Psychology*, 4, 251-288. Mahwah, NJ: Erlbaum.

**EXAMPLE**

## Student Participant Interview

Student:

Interviewer:

Date:

Name of Intervention:

1. Did you like being in this special program?
2. What did you like best about the special program?

- 
- |  |          |          |       |
|--|----------|----------|-------|
| 3. Did you like ...                    | Not Much | A Little | A Lot |
| • being out of class?                  |          |          |       |
| • spending time with the group leader? |          |          |       |
| • earning prizes?                      |          |          |       |
| • learning new skills?                 |          |          |       |

4. Do you feel you learned important things?

If yes, what is/are the most important thing(s) you learned?

- 
- |                                       |          |          |       |
|---------------------------------------|----------|----------|-------|
| 5. Did you learn things that will...  | Not Much | A Little | A Lot |
| • help you do better in school?       |          |          |       |
| • help you get along with other kids? |          |          |       |
| • help you make good choices?         |          |          |       |
| • help you at home?                   |          |          |       |

6. Do you use the skills that you learned in our special program?

If yes, where do you use these skills

- |                      |          |          |       |
|----------------------|----------|----------|-------|
|                      | Not Much | A Little | A Lot |
| • in class?          |          |          |       |
| • with your teacher? |          |          |       |
| • with your friends? |          |          |       |
| • with other kids?   |          |          |       |
| • at home?           |          |          |       |

7. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have met?

8. Is there anything else you would like to tell me about our special program?

Source: Lane, K.L. & Beebe-Frankenberger, M. (2004). School-Based Interventions: The Tools You Need to Success, Boston, MA, Pearson.

## MONITORING INTERVENTION OUTCOMES

A fundamental question after implementation of a new practice or program is considering the extent to which it “worked”. In other words, how well did the practice meet an identified need and for whom was the practice most effective? To answer these questions the Behavior support team will need to determine what changes have occurred across the variables or behaviors of interest. In the case of a Tier II intervention (e.g., CICO, Social Skills Group, or Check & Connect etc.) the treatment likely was selected with the expectation of impacting problem behavior and student engagement, which in turn may lead to improvements in academic achievement. Data about the overall CICO program are used to improve resource use and fidelity of implementation.

At minimum the following examples are outcomes teams will want to consider at the end of each school year or intervention cycle (Everett et al., 2011, p. 32).

1. Identify the number of students in the program.
  - When fully implemented, CICO and other secondary interventions should support approximately 7- 15% of students school-wide.
2. Consider the intervention success rate/effectiveness.
  - What is the percentage of students participating in CICO that are meeting their goals on a regular basis? Approximately 70% of students in CICO should respond to the intervention.
3. Intervention implementation accuracy/fidelity.
  - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

Consider the following example from a middle school, which implemented the Check-in/Checkout intervention for the first time during the second semester of the 2007-2008 school year. In this example a paraprofessional served as the CICO Facilitator for 15 students in grades 6 and 7. The Facilitator was supervised and supported by a special education teacher and the assistant principal. The school’s behavior support team consisted of two school counselors, two administrators, one social worker, and a special education teacher. The team met on a weekly basis for approximately 45 minutes to review student DPR data.

The following graphs were created at the end of the school year and provide data that can be used to evaluate outcomes from implementation of the CICO program in this setting.

### Attendance Data for CICO Participants

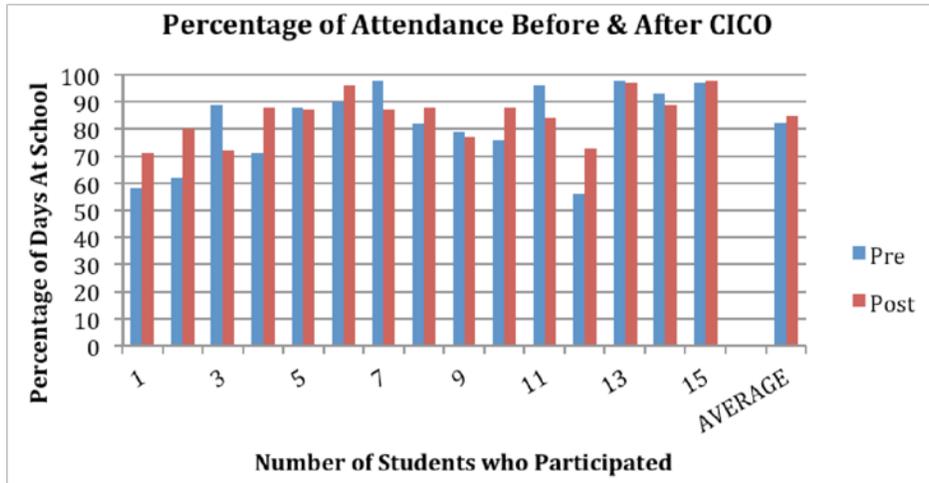


Figure 47

The next example shows data for student grade point average for the periods before and during/after CICO intervention.

### Achievement Data for CICO Participants

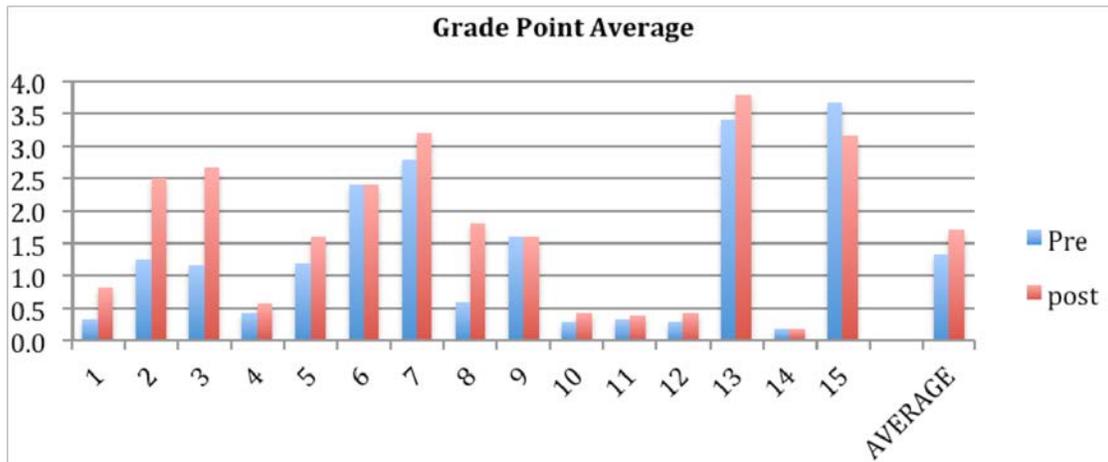


Figure 48

The third example shows rate of major ODR per school day attended before and after CICO intervention.

ODR Data for CICO Participants

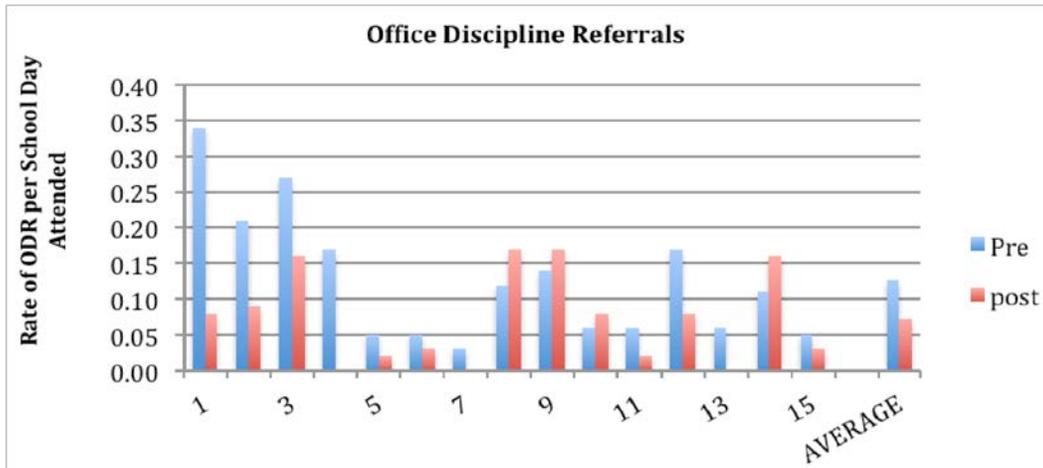


Figure 49

Finally, in this example the school had a method for tracking minor disciplinary events that were associated with removal from class (to a neighboring teacher’s classroom), but did not require response from the school administrator as a major behavioral infraction. The tracking system provided data for the number of incidents (frequency) that occurred per student and for the amount of instructional time lost (i.e., Time out of Class).

At the end of the school year the behavior support team calculated change in loss of instructional time for students who participated in the CICO program. Overall, few students had documented minor behavioral infractions during any period of the school year. However, for the nine students who lost instructional time because of minor behavior problems eight students showed decreases in time out of class and seven were reductions to zero.

Loss of Instructional Time for CICO Participants

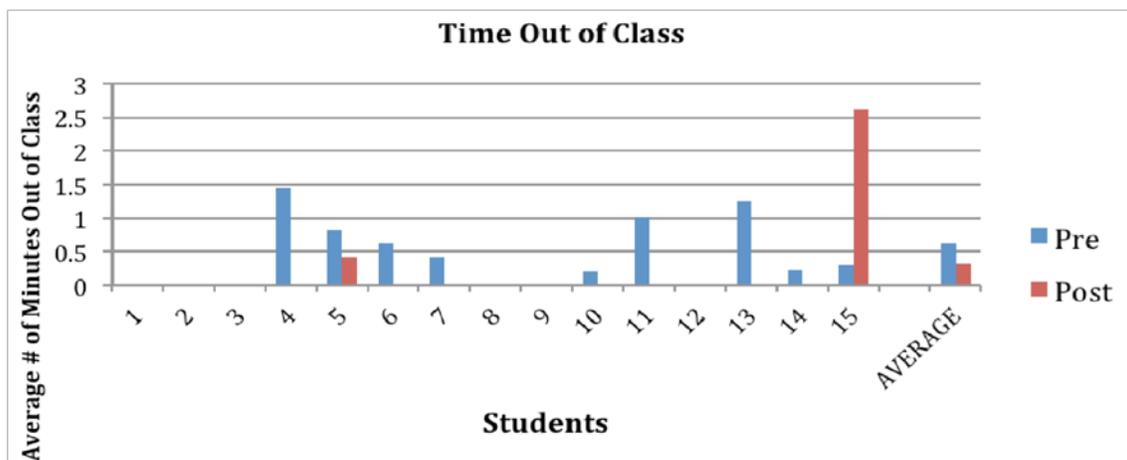


Figure 50

**USE EXISTING SCHOOL DATA.** The following statements represent data that may provide basic information to facilitate school team evaluation of intervention outcomes for their school. The suggestions are guided by data that is already commonly collected in many schools.

- How many students participated in the Tier II Intervention (list name) during the \_\_\_\_\_ - \_\_\_\_\_ school year?
- How many of the participants successfully completed the self-management phase and subsequently graduated from the program?
- Among students who graduated were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before intervention versus during and after intervention?
- How many participants required adaptations to the standard Tier II Intervention?
- Of students who participated in a function-based adaptations of a Tier II Intervention how many successfully completed the self-management phase and then graduated?
- Were there students who required additional and/or more intensive supports beyond the Tier II Intervention? If so, how many students and what types of supports?
- From all students who at some point during the school year qualified to participate in a Tier II Intervention how many also were at some point evaluated for special education eligibility?
- Determine whether any specific subgroups of children were served in Tier II Interventions (e.g. culturally, linguistically, socio-economically, or ethnically diverse populations).
- Was the percentage of students in subgroups who participated in Tier II Interventions proportional to the percentage of the overall student population?
- Were outcomes from each Tier II Intervention similar across all student groups?

Consider how program evaluation can be conducted in your setting, but be realistic. The process should not be so cumbersome that it is never completed. At the same time program evaluation also should not be so simplistic that valuable outcomes are overlooked or never uncovered.

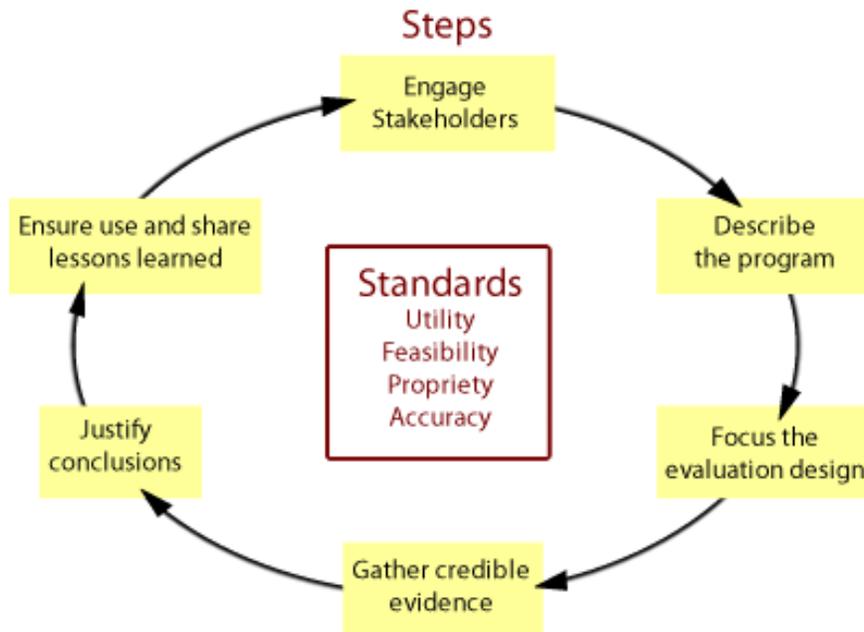
Shown below is one simple format that provides basic information.

### Tier II Outcomes Evaluation Tool

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier II intervention(s) but required more intensive support.
CICO			
Social/Academic Group			
Check & Connect			

*Figure 51*

Finally, timelines for conducting intervention evaluation also must be considered. An annual review that occurs near or after the end of each school year may be practical and make sense for many school teams. This time frame allows participation in the intervention across many staff members, students and parents throughout the school year, concludes during a period when student data is already commonly collected, and facilitates decision making by the team. If adjustments are made to implementation of the program there is time before the start of the next school year to document and disseminate revised plans.



A Framework for Program Evaluation – Center for Disease Control and Prevention

<http://www.cdc.gov/eval/framework/index.htm>

### MONITORING INTERVENTION FEATURES

After your team has developed and piloted the Check-in/Check-out intervention the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant for your site then use this as a tool for communicating with team members, staff and other important stakeholders.

---

**Intervention**

Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation. Interventions require a targeted assessment, planning and data collection. Interventions should be research-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

---

## Intervention Essential Features

Name of Intervention	
Description	
Function Addressed (Avoid, Obtain)	
Who Implements	
Method Used to Identify Students	
Entry Criteria	
Procedures for Introducing/ Orienting New Participants to the Intervention	
Students, Teachers, & Families	
Method for Monitoring Student Progress	

Exit Criteria	
Strategies for Promoting Generalization & Maintenance of Skills Across Settings & Over Time	
Strategies for Communication with Home	
Strategies for Communication with Participating Classroom Teachers	
Strategies for Regular Updates to Full Staff	
Strategies for Monitoring Fidelity of Implementation.	
Strategies for Assessing Social Validity	
Strategies for Evaluating Program Outcomes	

## NEXT STEPS

Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

### See Tier II Team Action Plan – Plan and Implement Small Group Interventions

- A. Select one small group intervention that will be developed in your setting (e.g., Social Skills Intervention Group)
  - Plan and implement the selected intervention
    - Use the Intervention Development Checklist
- B. Pilot the intervention with a small number of staff, students, and families.
- C. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.
- D. Document interventions that are regularly available in your setting.
  - Provide a written description of each intervention.
    - Use the Blank Intervention Essential Features Template

## CHAPTER 8: USING THE CHECK & CONNECT STUDENT ENGAGEMENT MODEL AS A TIER II INTERVENTION

### Learner Outcomes

At the conclusion of this chapter, you will be able to:

- Provide a brief description of the Check & Connect intervention.
- Identify the four-implementation components of the Check & Connect program
- List the three core elements that characterize the intervention.
- Describe students who are most likely to benefit from Check & Connect.
- Tell main findings associated with research investigations of Check & Connect
- Evaluate your school's readiness for developing the intervention.
- Build school-wide commitment for implementing the intervention with fidelity.
- Design a Check & Connect program that is contextually relevant for your students and school but adheres to implementation of critical features.
- Deliver implementation training according to audience needs (i.e., full staff, participating teachers, students, and families)
- Determine how student data will be collected and monitored.
- Implement the intervention with students and families in your school.
- Monitor progress and make decisions for students who participate in the Check & Connect intervention.
- Evaluate program outcomes

## INTRODUCTION & PURPOSE

This chapter was designed to provide SW-PBIS teams with an overview of the Check & Connect intervention, steps for developing the program, strategies for effective implementation, and example resources.

The chapter does not replace the published manual, Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity (Christenson, Stout, & Pohl, 2012). Instead these materials were developed as a supplementary resource to be used during professional development workshop sessions for teaching behavioral interventions that can be delivered within a multi-tiered framework.

It is highly recommended that participants access the published manual, which can be obtained from the Institute on Community Integration, University of Minnesota ([ici.umn.edu](http://ici.umn.edu)).

**\*Check & Connect is a project of the Institute on Community Integration,  
University of Minnesota**

*For more information about the Check & Connect intervention:*

Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C.A., Kibel, C.M., Reschly, A.L., et al. (2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Individual manuals are \$50 if 1-19 manuals are ordered. It is only \$45 if more than 19 copies are ordered.

Copies can be ordered from: Publications Office

Institute on Community Integration

University of Minnesota

109 Pattee Hall

150 Pillsbury Dr. SE Minneapolis, MN 55455

<http://ici.umn.edu/checkandconnect/>

## CHECK & CONNECT INTERVENTION OVERVIEW

**PURPOSE:** Enhance student engagement with school and learning, promote student competence and provide persistent support for academic and behavioral standards and expectations.

Essential Features:

- A mentor who keeps education salient for students;
- Systematic monitoring (the “check” component);
- Timely and individualized intervention (the “connect” component);
- Enhanced home-school communication and home support for learning.

### Who Can Benefit?

Elementary Indicators

**BEHAVIORAL:** Late to school, absenteeism including excessive excused absences, history of educational neglect, behavior referrals to office, suspension or expulsion, frequent school moves

**ACADEMIC:** Not completing assignments, failing classes, reading below grade level, below proficiency on state standardized tests

**COGNITIVE:** Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

**AFFECTIVE:** Social isolation, feelings of not belonging to school

Secondary Indicators

**BEHAVIORAL:** Skipping classes, absenteeism, truancy, in-school suspension, out-of-school suspensions, office referrals, detention, expulsion, history of dropping in and out of school, frequent number of school moves, limited extracurricular participation

**ACADEMIC:** Credit deficiency, failing classes, below proficiency on state standardized tests, poor task completion rates, low success rates, incomplete homework assignments

**COGNITIVE:** Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence

**AFFECTIVE:** Low expectation to graduate, social isolation, feelings of no belonging to school

Basic Approach:

1. Meet daily to weekly with student to review risk factors and check-in with the student.
2. Record progress on “Check” section of the monitoring sheet
3. Record focus of contact with student in the “Connect Basic” section of the monitoring sheet.

4. Record any actions taken based on contact in the “Connect Intensive” section of the monitoring sheet.
5. Refer to Check & Connect Intervention List for intervention suggestions.

### Synthesis of Results from Check & Connect Research Studies

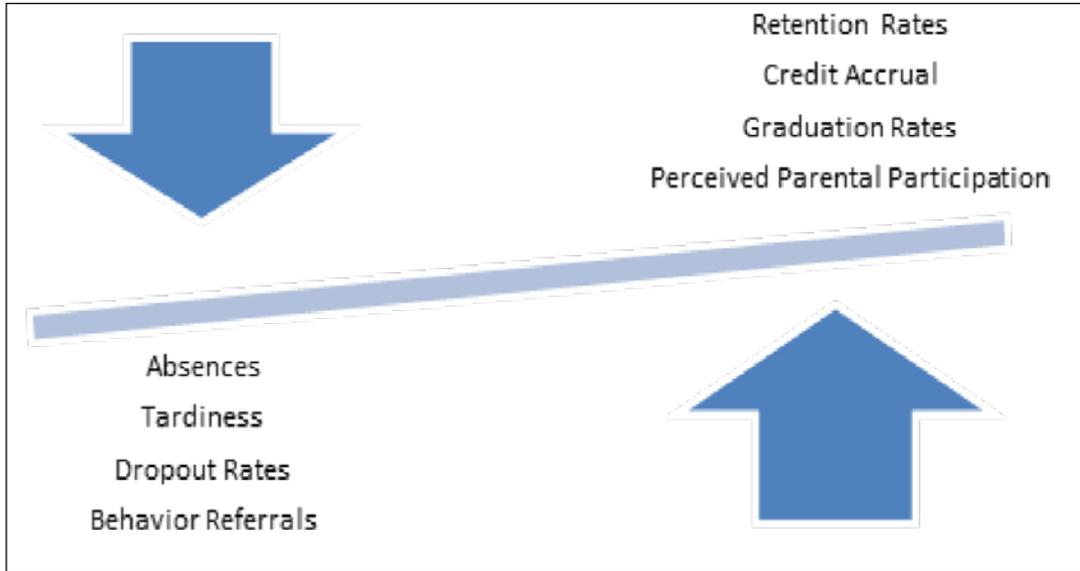


Figure 42

Check & Connect studies have been conducted:

**In various settings:**

- School-wide
- District-wide
- Elementary, Middle and/or High School
- County-wide

**To Address:**

- Attendance/Truancy
- Behavior
- Literacy
- Students with Disabilities
- Students without Disabilities



## DESCRIPTIVE CHARACTERISTICS

(See page 4 of 2012 Check & Connect manual)

### **CHARACTERISTIC ONE:** A Targeted or Intensive Intervention

- Check & Connect is a supplemental intervention—not all students need Check & Connect
- Designed to complement universal intervention initiatives
- Can be a targeted or intensive intervention
- Works well as an option for intervention structure with PBIS and/or RTI or other interventions schools have initiated

### **CHARACTERISTIC TWO:** A Structured Mentoring Intervention

- Underscores the essential role of the mentor
- Underscores need for structured set of procedures and elements
- Focused on students' educational performance and success with learning
- Is not just focused on getting students back in school/class—it is focused on academic, behavioral, cognitive and affective engagement.

### **CHARACTERISTIC THREE:** Empirically Supported Intervention

- Check & Connect is empirically supported
- Rigorous, scientifically-based research over the past 20 years has shown that it significantly increases the likelihood that students will stay in school
- Met standards of U.S. Department of Education What Works Clearinghouse 2006 for “positive effects” for staying in school
- Research studies have shown positive impact with general and special education students in grades K-12 in urban and suburban school settings
- Currently there are three efficacy research studies being done in the U.S.
- Check & Connect is also being studied in Post-secondary environments
- Specific research findings are available in the manual (page 3) as well as on the Check & Connect website at [checkandconnect.umn.edu](http://checkandconnect.umn.edu)

### **CHARACTERISTIC FOUR:** Clearly Delineated Elements

- There are three overarching elements: Relationships, Problem-solving & Capacity-building, and Persistence
- Under Relationships there are four elements that are operationalized in Check & Connect for building relationships
- It is not as important for implementing sites & mentors to know these in this order as it is for them to be aware that ALL of these must happen consistently and concurrently as the basis of the Check & Connect process

- Coordinators and Stakeholders at Implementing Sites need to regularly monitor and reflect on all these elements and the resulting data on how students are doing to make any needed refinements to improve or enhance their efforts.

## Core Elements of Check & Connect

Elements	Description
1. Relationships	Are based in mutual trust and open communication, and nurtured through a long-term commitment that is focused on promoting a student’s educational success.
<ul style="list-style-type: none"> <li>● Focus on Alterable Variables</li> </ul>	Refers to systematic monitoring (i.e., “check”) of indicators of disengagement (attendance, grades, behavior) that are readily available to school personnel and can be altered through intervention.
<ul style="list-style-type: none"> <li>● Personalized, Data-based Intervention</li> </ul>	Refers to “connect” supportive interventions that are personalized, not prescriptive; mentors use data that includes the student’s needs (“check” data and student perspective), family circumstances, and availability of school and community resources as the basis for intervention design. It is expected that students on a mentor’s caseload will receive different interventions.
<ul style="list-style-type: none"> <li>● Long term commitment</li> </ul>	Means interventions are implemented for a minimum of two years. Mentors make a two-year commitment, which may involve following highly mobile youth and families from school to school and program to program with the district.
<ul style="list-style-type: none"> <li>● Participation and</li> <li>● Affiliation with School</li> </ul>	Is illustrated by mentors who facilitate student access to and active participation in school-related activities and events.
2. Problem Solving and Capacity Building	Means a cognitive-behavioral approach is used to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, foster productive coping skills, and diminish potential to create dependency on the mentor.
3. Persistence-Plus	Refers to persistence, continuity and consistency. The mentor is a persistent source of academic motivation, familiar with the youth and family (continuity), and provides the message that “education is important for your future” (consistency).

Christenson, S., Stout, K., & Pohl, A. (2012). Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity (p. 4). Minneapolis, MN: University of Minnesota, Institute on Community Integration.

### BASIC INTERVENTION

All students, regardless of risk, receive the basic intervention on a weekly basis. If students are meeting expectations, connecting through basic intervention may be faded to less often (e.g. twice monthly), but always on a regular schedule.

**SHARE GENERAL INFORMATION ABOUT CHECK & CONNECT.** Share general information about monitoring system and provide information to parents or guardian about mentor’s role.

**PROVIDE STUDENT WITH REGULAR FEEDBACK.** Praise students for improvements or continued success in various aspects of performance (e.g. attendance or grades). Let students know you are concerned about

their connection to school (e.g. tardy to class or incomplete homework assignments). Review monitoring Sheet to provide concrete, visual representation of progress.

**REGULARLY DISCUSS IMPORTANCE OF LEARNING AND STAYING IN SCHOOL.** Ask student about the importance of school and share “facts” of staying in school: Students have to attend regularly to do well in school. Dropouts earn an average of \$60 a week less than high school graduates. During a lifetime, dropouts earn approximately \$200,000 less than those who complete high school.

**MONTHLY PROBLEM SOLVING ABOUT INDICATORS OF RISK.** Problem solve with students about their indicators of risk and the importance of staying in school. Guide students through real or hypothetical problems using a cognitively oriented five-step problem solving plan:

1. Stop! Think about the problem.
2. What are some choices?
3. Choose one.
4. Do it
5. How did it work? (August, Anderson & Bloomquist, 1992)

The use of the five-step problem solving strategy helps to empower students to take control of their behavior and is a basis for teaching productive coping skills such as seeking social support, focusing on solving the problem, working hard, and seeking to belong and participate. Mentors help students integrate their thoughts, feelings, and behaviors to meet the demands of the school environment.

**CONNECTING WITH PARENTS.** Mentors function as liaisons between home and school and strive to build constructive family-school relationships and increase home-school communication and to support families to be more engaged at school and with their children’s learning.



**Check & Connect**  
A comprehensive student engagement intervention

Home-school communication strategies:

- Call parents on a regular basis, not just when there are problems
- Write notes to parents to let them know what is going on in school (make language simple and in family’s first language).
- Make home visits regarding educational progress.
- Make home visits at least once a year for a positive reason.
- Find out whether parents need suggestions, resources, or support to help with student at home.

- Directly invite parents to be partners.
- Attend parent-teacher conferences with parents.

## INTENSIVE INTERVENTION SUPPORTS

Intensive interventions are implemented in addition to the basic intervention for students exhibiting high risk. Mentors may begin by implementing intensive intervention if student is at high-risk and work toward the student receiving only basic intervention.

## ACADEMIC

- Connect students with a tutor. Possible resources include tutoring services offered by the school; older or more advanced students; neighborhood or community agencies; college and university interns
- Develop individualized academic contracts. Tips for contracts include keeping it simple (focusing on only one or two target tasks), positive (stating the tasks in terms of what the student will do), realistic (making sure the student is capable of reaching the goal), and collaborative (involving the student in determining the task, reward, and the time involved to achieve the goal).
- Assist teachers in making accommodations for students who are struggling.

## PROBLEM-SOLVING

Facilitate student social skills groups. Possible resource materials include Skill Streaming the Adolescent, The Prepare Curriculum, Building Social Problem Solving Skills.

- Facilitate family problem-solving meetings. Suggestions for making family meetings more successful include providing a meal (doesn't have to be fancy but this is an excellent ice breaker and conversation flows more freely over food); providing child care for younger siblings (one inexpensive way is to hire several of your students whose families will be attending); providing transportation (bus tokens, cab fare, or providing rides); holding meetings in a centrally located place other than the school. Funds may be available from a variety of sources to support family problem-solving meetings: school parent-teacher organizations, a business partner, church groups, or community service organizations. Some school districts have resources available for transportation to school functions.
- If family problem-solving meetings aren't feasible, consider home visits to provide families with problem-solving information. Hold immediate problem-solving sessions with students regarding high-risk behaviors. Structure the conversation around the five step plan.
- Develop individualized behavior contracts. Tips for contracts include keeping it simple (focusing on only one or two target tasks), positive (stating the tasks in terms of what the student will achieve), realistic (making sure the student is capable of reaching the goal), and collaborative (involving the student in determining the task, reward, and the time involved to achieve the goal).

- Explore alternatives to out-of-school suspension. Possible alternatives include in-school suspension, Saturday school, several detentions, restriction from athletics or other extra-curricular activities, and family mediation services.

#### **RECREATIONAL AND COMMUNITY SERVICE EXPLORATION**

- Facilitate youth involvement in after-school activities.
- Learn about existing programs that are offered through community organizations, such as your Parks and Recreation Department, YMCA, YWCA, religious organizations, Boys and Girls Clubs, Big Brothers / Big Sisters, or community education.
- Help students arrange for summer jobs or other structured summer activities. Possible resources include city- or state-wide youth agencies or employment counselors at schools. Assist students in completing applications. Help students obtain needed documents such as birth certificates and social security cards. Role play interview sessions with the student and review “dress codes.”

## Check & Connect Intervention Summary

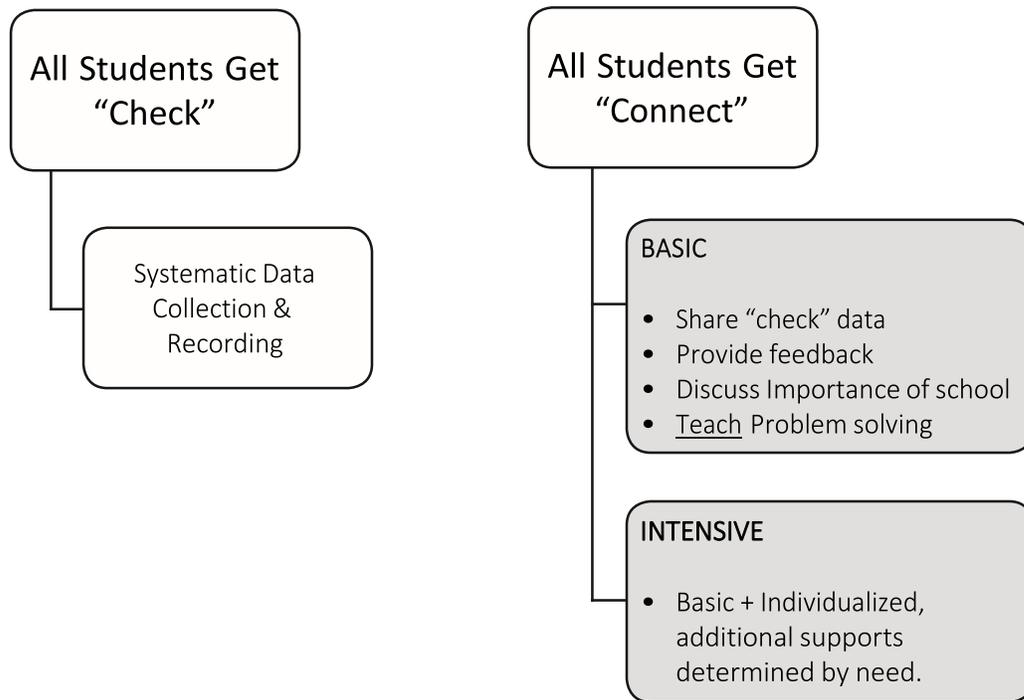


Figure 43

### RESOURCES NEEDED

#### Intervention Coordinator

- Directs day-to-day implementation, program and staff development, management, and supervision of Check & Connect program activities;
- Facilitates weekly staff meetings, case review, and assistance in program application;
- May be responsible for the development of a Student Attendance Review Board or truancy intervention/prevention team at each school and the implementation and follow-up of this team;
- Acts as a liaison between the schools, parents, students, and community entities around student engagement, truancy, and dropout prevention;
- Is responsible for the development of the implementation guide and facilitating collection of evaluation data; and
- Shares in the responsibility of fiscal management of project funds and recruiting and hiring project staff along with a building administrator assigned to the project.

## Characteristics of an Effective Mentor



Figure 44

### Mentors/Facilitators

- Work directly and collaboratively with a caseload of individual students and their parents, district service units, administrators, school site staff, and community service providers to implement comprehensive and inclusive strategies that address school success and completion of high school for students at risk of dropping out;
- Track the levels of engagement of target students daily to at least weekly, document results, and complete intervention sheets as a tool to assess the number and types of absences, skips, suspensions, and grades/credits earned;
- Work as a liaison to facilitate communication and promote problem-solving both at the individual student level and between home and school;
- Attend teacher team meetings, IEP meetings, and other relevant meetings, such as suspension reentry meetings;
- May refer students to appropriate community services including truancy court, provide students and families with information, and develop community agency linkages; and
- Work collaboratively with schools and programs to define and outline the role of school staff in improving student participation, performance, and success for individual students placed at high risk for dropping out.

Other mentor responsibilities include attending weekly staff meetings and facilitating student/parent transportation for dropout prevention/school completion related activities. Home visits are another expectation of all mentors.

## TYPICAL CHECK & CONNECT MENTOR ACTIVITIES

### WHAT A DAY LOOKS LIKE:

- Be visible in the halls to greet students before first period and between classes. The cafeteria is an ideal spot for informal conversation with students during their lunch periods. It is recommended to keep conversations general and refrain from having private conversations in this setting. Some students might be uncomfortable conversing about certain topics within certain settings. Be cognizant to respect the student's comfort level and privacy.
- Verify attendance. Start first period by checking sign-in sheets (use is optional) or first period classroom. If using sign-in sheets, students not signed in should be checked in their first period classroom before calling home.
- Call homes of students not in class. Make a home visit if no answer.
- Students need to be checked on periodically throughout the day to verify ongoing attendance in class.
- Meet with students and make parent calls.
- Meet with teachers, deans, school staff, and community liaisons re: student issues.
- Update monitoring sheets and maintain case notes.
- Conduct parent meetings regarding attendance and academic performance. Attend suspension reentry meetings, IEP meetings, and other meetings about issues pertaining to students on your caseload.

### WHAT A WEEK LOOKS LIKE:

- Attend weekly Check & Connect staff meetings. Be prepared to share caseload information for problem solving.
- Attend team meetings. Have updated information on student interventions and progress. Be prepared to take new student referrals.
- Make referrals to and attend Student Attendance Review Board meetings. All referrals must be followed-up with a phone call to verify ability to attend and to extend transportation assistance if needed.
- Maintain binders and folders for evaluation data.
- Update caseloads with new students. Send out parent letters of introduction and follow up with a phone call.
- Attend County Truancy Court hearings and lectures.

## CHECK & CONNECT PREPARATION PHASE

Pages 21-36 of the intervention manual provide details about work that should be completed prior to beginning the Check & Connect program with students. These activities are categorized as the “Preparation Phase” and consist of the following four tasks:

1. Determine Indicators of Disengagement
2. Identify Students At-Risk
3. Select or Hire Mentors
4. Organize Existing Resources

Each activity is a multi-step process that when completed will clarify specific procedures for how the Check & Connect program is organized according to the needs of your students and staff.

Documentation of decisions made for each step of the preparation phase is critical. The written descriptions will serve as a communication tool for orienting your students, staff, families, and community members.

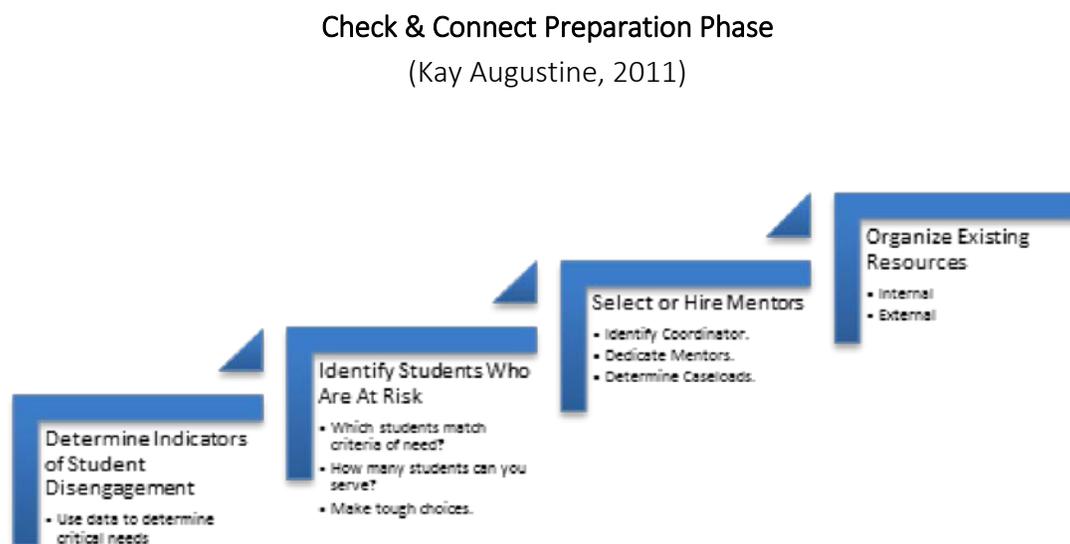


Figure 45

The following pages provide a guide for developing the Check & Connect program in your school. Responding to items listed throughout the guide will help the behavior support team stay focused on important development tasks.

### Check & Connect Implementation Phase

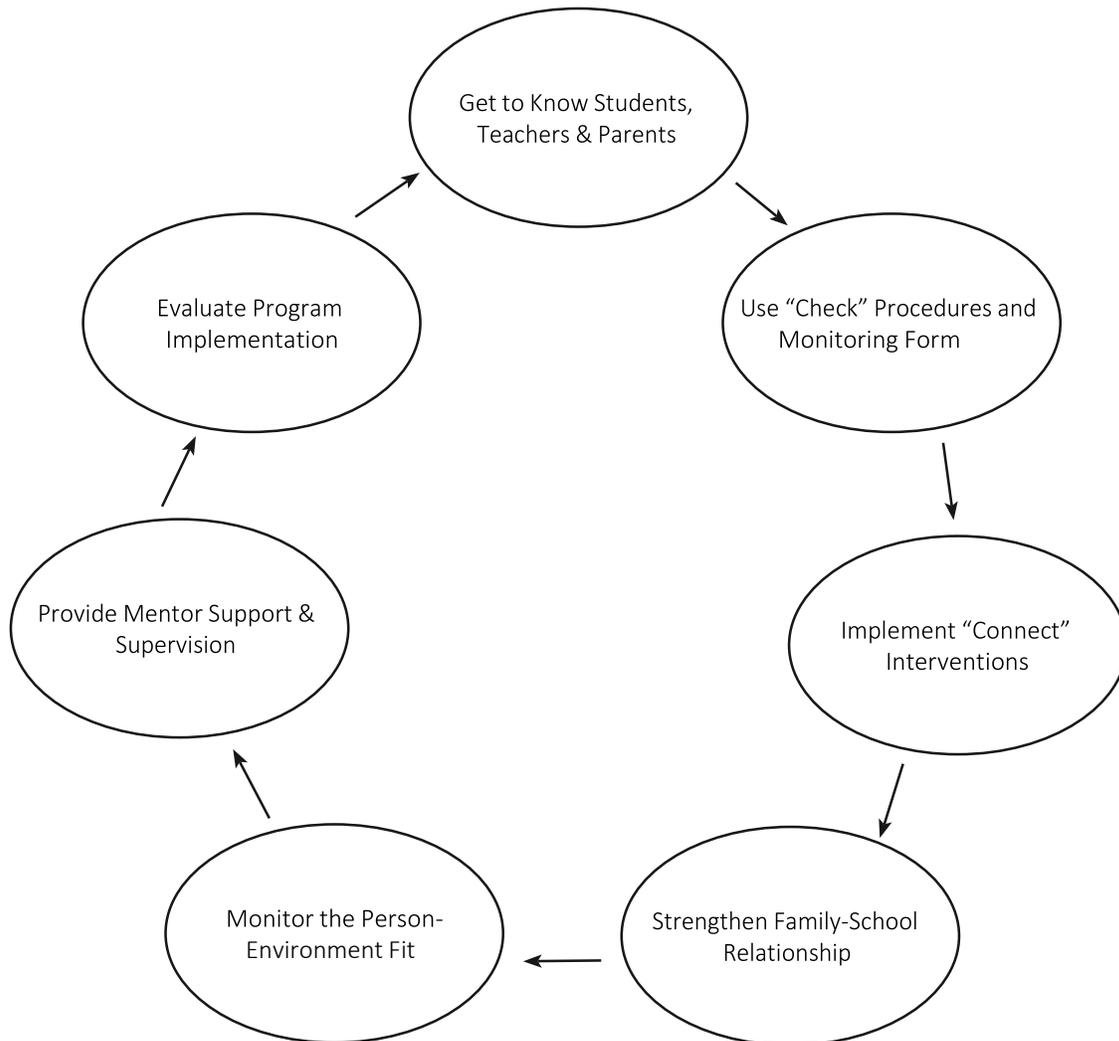


Figure 46

## Check & Connect Example Materials

### EXAMPLE 1

#### Check & Connect Intake Form

Please complete on all students receiving ongoing Check & Connect services:

Student Name: \_\_\_\_\_

School: \_\_\_\_\_

Student ID: \_\_\_\_\_ Date Opened: \_\_\_\_\_

C & C Monitor: \_\_\_\_\_

#### Current School Year:

Number of full days absent/number of days enrolled \_\_\_\_\_/\_\_\_\_\_

Number of skipped classes/number of days enrolled \_\_\_\_\_/\_\_\_\_\_

Number of tardy to class/number of days enrolled \_\_\_\_\_/\_\_\_\_\_

#### Prior School Year:

Number of full days absent/number of days enrolled \_\_\_\_\_/\_\_\_\_\_

#### INTAKE QUESTIONNAIRE

1. Is the student actively engaged in learning activities at school (e.g. participates in discussions, thinks school is important, attempts tasks with good effort, knows what is going on in class)?  
 Yes  No  Don't know
2. Does the student complete their homework or follow through on assignments that must be finished at home?  
 Yes  No  Don't know
3. Does the student have siblings or other family members who have a history of excessive absences or who have dropped out?  
 Yes  No  Don't know
4. Does the student have friends with a history of excessive absences or who have dropped out?  
 Yes  No  Don't know

5. Is the student receiving any additional services from within the school?

Yes  No  Don't know

Please list if yes \_\_\_\_\_

6. Is the student engaged in other behaviors or activities that interfere/challenge the youth's engagement with school?

Yes  No  Don't know

7. Indicate the parent's level of involvement in child's education:

Low  High  Adequate

Please note any other pertinent information.

**EXAMPLE 2**

**Example Student Monitoring Sheet**

Month \_\_\_\_\_ Student \_\_\_\_\_ ID \_\_\_\_\_

School \_\_\_\_\_ Mentor \_\_\_\_\_

CHECK	risk indicator ≥ 1 F and/or ≥ 2 D's per grading period														Risk Indicator	
	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH		F
Tardy																≥ 5
Skip																≥ 3
Absent																≥ 4
Behavior referral																≥ 4
Detention																≥ 2
In-school suspension																≥ 2
Out-of-school suspension																≥ 2
Failing classes	_____ D's _____ F's															
Behind in credits	_____ Credits earned out of _____ total															
<b>CONNECT</b>	earning <80% of possible credits per grading period															
BASIC	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	
Shared general information																
Provided regular feedback																
Discussed staying in school																
Problem-solved about risk																
INTENSIVE																
Arranged alternative to suspension																
Contracted for behavior or grades																
Communicated with parents																
Made special accommodations																
Participated in community service																
Participated in social skills group																
Worked with tutor or mentor																
Other _____																

High risk for month >

## DEVELOPING A CHECK & CONNECT INTERVENTION FOR YOUR SETTING

After establishing staff willingness to implement the Check & Connect intervention members of the behavior support team will convene to begin planning. Although some small adjustments likely will be made after initial development it is critical that general procedures and systems be in place prior to implementation with students.

The following pages provide a guide that can be used during the intervention development process. Responding to items listed throughout the guide will help the Behavior support team stay focused on important development tasks. In addition, written responses to items in the development guide can be used as a summary description of how the intervention is provided in your setting. Portions of this description could be included in a student handbook, training materials for staff, and/or written documents for families.

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“Getting carried away with the desire to implement change now, when the necessary groundwork has not been laid will likely result in an undesirable outcome, that is, no one knows what to do, how to do it, why they are doing it, or what to expect from it.

Once an intervention has been tried and failed, it can be very challenging to convince teachers and staff to give it a second chance”

(Crone, Hawken, & Horner, p.39)

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## Check & Connect Intervention Development Checklist

The skills and products that are pivotal Check & Connect intervention development are identified below and organized by components. Use this document as a roadmap of what should be in place for maximizing effects of the intervention. Mark items in the “Completed” column as final decisions are made.

<b>DETERMINE INDICATORS OF DISENGAGEMENT</b>	
	Completed
<p>Team discusses and reaches consensus about specific predictors of risk particular to their setting that may contribute to student disengagement from school and learning.</p> <p>Alterable predictors will serve as the basis of the “connect” intervention.</p> <p>Status Predictors:</p> <ul style="list-style-type: none"> <li>● Students with disabilities; particularly E/BD</li> <li>● African American, Hispanic, American Indian</li> <li>● Low SES</li> <li>● Single parent homes</li> <li>● Attend large urban schools</li> <li>● Students with family members who did not complete HS</li> </ul> <p>Alterable Predictors:</p> <ul style="list-style-type: none"> <li>● Attendance</li> <li>● Suspension</li> <li>● Attitude toward school</li> <li>● Extracurricular participation</li> <li>● Behavior</li> <li>● Homework</li> <li>● Grades</li> <li>● Credit accrual</li> <li>● Grade retention</li> </ul>	

## CONSIDER PROTECTIVE & RISK FACTORS

	Completed
<p>Team discusses and reaches consensus on alterable protective and risk factors within their school setting.</p> <p>School Setting Protective Factors:</p> <ul style="list-style-type: none"> <li>• Safe &amp; orderly environment</li> <li>• Committed, caring teachers</li> <li>• Fair discipline policies</li> <li>• Opportunities for participation</li> <li>• Relationship with at least one adult</li> </ul> <p>School Setting Risk Factors:</p> <ul style="list-style-type: none"> <li>• Weak adult authority</li> <li>• High teacher to student ratio</li> <li>• Large school size (&gt;1,000)</li> <li>• Poor and/or uninteresting curricula</li> <li>• Low expectations</li> <li>• High truancy</li> <li>• Few relationships between staff &amp; students</li> <li>• Limited parent outreach</li> </ul>	

## IDENTIFY TARGET POPULATION

	Completed
1. Consider which students will be the focus of your Check & Connect program. For example, some sites opt to work with highest risk students while others choose to focus efforts on students showing early warning signs.	
2. Set specific criteria for identifying the target population. For example, students who attend less than 80% of the time. Students with a grade D or lower in any course. Students who are behind in credit accrual. <i>*Note: One highly accurate predictor of drop-out: Any student with combination of attendance concerns, below average grades, grade retention and low SES.</i>	
3. Determine prevalence of the target population (i.e., the number of students who meet your established criteria).	
4. Determine your school's capacity to serve the identified population. <ul style="list-style-type: none"> <li>• Highest risk students requires one hour per student per week.</li> <li>• Lower risk students requires one hour per 1.25 students per week</li> <li>• If school personnel serve as mentors, caseloads should be no more than 1-5 students per staff member.</li> </ul>	

## DEVELOP PROGRAM MATERIALS

	Completed
1. Develop an intake form that is used to collect information about the student's family circumstances, demographic characteristics, and school experiences (example provided).	
2. Develop a monitoring form & system that includes the alterable risk indicators your mentors will regularly "check" (examples provided on team flash drive and in this chapter).	
3. Define criteria for "high risk" and include this on the monitoring form. Mentors will use these guidelines to make decisions about delivering basic or intensive intervention. *Recommended criteria are provided in Table 9, on page 30 of the Check & Connect intervention manual.	
4. What is your district policy regarding parental consent? If consent is required how will this be secured?	
5. What will be the process for considering students who transfer into the school?	
6. What are the criteria for determining whether some students will begin a school year by participating in the program?	

## SELECT MENTORS

	Completed
Determine who will serve as mentors for your Check & Connect program.  If existing school personnel will serve as mentors consider the following options: <ul style="list-style-type: none"> <li>• Redefine a portion of the day for some current staff members (e.g., teachers, counselors, school psychologist, social worker, secretary, educational assistant)</li> <li>• Provide a small stipend for staff that takes a larger caseload.</li> <li>• Relieve school personnel of other duties (e.g., bus, cafeteria, recess) if they choose to be a mentor.</li> <li>• Use community volunteers who are supervised by staff members.</li> </ul>	

## ORGANIZE EXISTING RESOURCES

	Completed
1. Create a list of school and community resources and programs that are available to foster student engagement. <ul style="list-style-type: none"> <li>• Consider academic supports, mental health supports, and extracurricular activities.</li> <li>• Determine and document information mentors will need to know about each resource available.</li> </ul>	
2. Set clear boundaries to define what the role of the mentor will and will not include. Pages 35 and 36 of the intervention manual provide guidance and examples.	

## TEACHING STUDENTS, TEACHERS, & CAREGIVERS TO PARTICIPATE IN THE PROGRAM

	Completed
1. A plan for introducing students to the program is developed. The plan includes an overview of the program.	
2. A plan for introducing caregivers/family members to the program is developed and includes procedures for providing feedback to the student.	
3. A plan for introducing participating classroom teachers to the program is developed and includes procedures for providing feedback to the student.	

### Guiding Questions for Development and Implementation of Culturally Appropriate Interventions

Below is a list of questions school teams can consider during development of the intervention that may be applicable depending on the diversity represented in their buildings (Crone, Hawken, & Horner, 2010).

1. How does the membership of our behavior support team represent the diversity of our targeted population?
2. How can we ensure our process for identifying student participants is objective?
3. Have we asked family members from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
4. Have we asked students from a variety of cultural, religious, linguistic, and socioeconomic backgrounds how they view the intervention?
5. Do we have a data system that provides us with disaggregated data? Are we currently using this feature?
6. What outcomes are evident when this intervention is provided across a variety of student populations? Is student response questionable or poor for any particular subgroups? If so, how can this be addressed?
7. How can this intervention provide for flexibility based on student, family, and community differences?

## ON-GOING MONITORING OF THE INTERVENTION

Once an intervention is developed and being implemented full scale several aspects will need regular attention and consideration to ensure maximal effects and benefits from the selected treatment. The following sections describe each of the topics listed below:

- Monitoring Fidelity of Intervention Implementation
- Monitoring Social Validity of Interventions
- Monitoring Intervention Outcomes
- Monitoring Intervention Features

### *MONITORING FIDELITY OF INTERVENTION IMPLEMENTATION*

Fidelity of implementation refers to how well an intervention is applied in the way that it was designed.

Fidelity checks, for any intervention, should be designed and conducted as part of the Behavior support team's regular routine. Then, in cases of data that indicates a poor or questionable response to an intervention, the Behavior support team will have readily available data to verify the extent to which an intervention was accurately delivered.

Two commonly used methods for assessing implementation of the Check & Connect intervention are review of permanent products (e.g., monitoring sheet and case summaries) and direct observation using a fidelity checklist. Each method will be described in further detail.

**PERMANENT PRODUCT REVIEW.** Review of materials associated with the intervention is one method for assessing fidelity of intervention implementation. Specific to the Check & Connect Intervention there are at least two products that members of the Behavior support team and/or the Intervention Coordinator can regularly review, these are the Check & Connect Monitoring Form and the Monthly Summary of Case Notes.

To monitor fidelity of intervention implementation, the Check & Connect coordinator along with the behavior support team should regularly examine materials that are used to document student performance. This will verify which elements of the program are being consistently delivered. Review of monitoring form and case summary documents will provide answers for the following questions:

- Is all of the "check" data being recorded at least weekly (academic & behavioral)?
- Are formal and informal meetings with the student occurring at least once per week?
- Is communication with the family occurring at least once per week
- What forms of communication are most often used with the family?
- Are multiple methods for communication with family attempted? Successful?
- "Check" data (academic or behavioral) that meets High Risk criteria are clearly marked.
- Intensive interventions, tailored to individual needs of the student, are selected for each area marked as High Risk.

- Monthly case summary notes clearly identify the goal type (attend, engage, or invest) the student is working on.
- Monthly case summary notes include a written statement that describes decisions made during each “Connect” meeting with the student.

The following are 2 example formats for completing a review of Check & Connect products.

## EXAMPLE 1

### Check & Connect Fidelity of Implementation Checklist

Student ID: \_\_\_\_\_ Date: \_\_\_\_\_

Program Coordinator: \_\_\_\_\_ Mentor: \_\_\_\_\_

Instructions: Collect a copy of the Check & Connect monitoring Sheet at the end of each month and attach it to this form. Based on information recorded on the monitoring Sheet, circle Y (yes) or N (No) for each item below. Add the number circled Yes, divide by the total possible and multiply by 100 to calculate total treatment integrity.

1. Mentor met with the student regularly. <i>Circle Yes if mentor met with the student at least one time per week.</i>	Y	N
2. Mentor recorded progress on the “Check” section of the monitoring sheet for risk indicators. <i>Circle Yes if mentor recorded progress for all indicators.</i>	Y	N
List indicators from the monitoring Sheet below:	Y	N
• Tardy	Y	N
• Skipped Classes	Y	N
• Absences	Y	N
• Behavior Referrals	Y	N
• Detention	Y	N
• In-School Suspension	Y	N
• Out-of-School Suspension	Y	N
• Failing Classes	Y	N
• Behind in Credits	Y	N
• Missing Assignments	Y	N
3. Mentor documented weekly meeting with student and recorded focus of contact on the monitoring Sheet. Read comments section and compare with data. <i>Circle Yes if feedback comments match data for each week. At least one of the two statements below must apply.</i>	Y	N

• Praised student for improvements or continued success	Y	N
• Problem-solved about risk when indicated	Y	N
4. Mentor recorded progress in the “Connect Intensive” section of the monitoring Sheet. <i>Circle Yes if mentor recorded progress.</i>	Y	N
Total Check & Connect Implementation	%	

## EXAMPLE 2

### Check & Connect Fidelity of Implementation Checklist

Student: \_\_\_\_\_ Mentor: \_\_\_\_\_

**Directions:** Examine the most recent Check & Connect Monitoring Form & Monthly Case Summary documents. Mark “Y” (yes) if the intervention component is evident. Mark “N” (no) if the component is not evident.

Intervention Components	Date Reviewed:	
1. Is all of the “check” data being recorded at least weekly (academic & behavioral)?	Y	N
2. Are formal and informal meetings with the student occurring at least once per week?	Y	N
3. Is communication with the family occurring at least once per week?	Y	N
4. What forms of communication are most often used with the family?	List Method:	
5. Are multiple methods for communication with family attempted?	Y	N
6. “Check” data (academic or behavioral) that meets High Risk criteria are clearly marked.	Y	N
7. Intensive interventions, tailored to individual needs of the student, are selected for each area marked as High Risk.	Y	N
8. Monthly case summary notes clearly identify the goal type (attend, engage, or invest) the student is working on.	Y	N
9. Monthly case summary notes include a written statement that describes decisions made during each “Connect” meeting with the student?	Y	N



**ACTIVITY**

The following pages provide completed examples of a Check & Connect Monitoring Form and a completed Monthly Summary of Case Notes. Use the example Fidelity Checklist to assess intervention components that were provided

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[ts](#)

# Check & Connect Elementary School Monitoring Form

Student SeAnn ID 4246633 Grade 5th  
 School Mark Swain Elementary Mentor Betty Ennis Month October

CHECK		1st Quarter Grades		2nd Quarter Grades		3rd Quarter Grades		4th Quarter Grades															
		☑ Unsatisfactory		☐ Unsatisfactory		☐ Unsatisfactory		☐ Unsatisfactory															
Met State Academic Standards (Proficient)		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High Risk	
<b>BEHAVIOR DATA</b>																							
Tardy																X							
Unexcused Absence			X																				
Excused Absence				X																			
Behavior Referral/Infraction																							
Bus Referral																							
Detention																							
Suspension (In/Out-of-school)																							

CONNECT		1st Quarter Grades		2nd Quarter Grades		3rd Quarter Grades		4th Quarter Grades															
		☑ Unsatisfactory		☐ Unsatisfactory		☐ Unsatisfactory		☐ Unsatisfactory															
Met State Academic Standards (Proficient)		M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High Risk	
<b>COMMUNICATION</b>																							
Student Communication																							
Formal																							
Informal																							
Family Communication																							
Attempt/Not reached																							
Left Message																							
Note home																							
Phone Conversation																							
Meeting																							
Home Visit																							
Communication with school staff																							
Communication with outside agency																							

**CONNECT (continued)**

	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
<b>BASIC INTERVENTION</b>															
Share "Check" Data				X											
Provide regular feedback				X											
Discuss staying in school															
Problem solve about risk															
<b>INTENSIVE INTERVENTION</b>	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Discuss goal setting															
Discuss academic progress and supports															
Discuss behavior and supports															
Discuss how most successful students behave															
Intensive problem solving															
Intensive problem solving w/parent															
Intensive problem solving w/school personnel															
Facilitate social skills training															
Facilitate participation in school sponsored activity															
Facilitate tutoring															
Facilitate participation in small-group instruction for meeting state standards															
Teach organization and study skills															
Arrange an alternative to suspension															
Other: _____															

Monthly Summary of Case Notes	
<p>Date: <i>October 8</i></p> <p>Goal:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attendance</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> investment in future</li> </ul>	<p>Notes:</p> <p><i>Connect meeting with student. Reviewed Check data. Difficulties with attendance and a bus referral. Hearing the end of first quarter and grades are unsatisfactory. Student had little to say. Tried calling parents, but no answer. Not sure the phone number on file is correct.</i></p>
<p>Date: <i>October 15</i></p> <p>Goal:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attendance</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> investment in future</li> </ul>	<p>Notes:</p> <p><i>I saw student running down the hallway and told her to walk. Tried calling parents, but no answer.</i></p>
<p>Date: <i>October 22</i></p> <p>Goal:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attendance</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> investment in future</li> </ul>	<p>Notes:</p>
<p>Date: <i>October 29</i></p> <p>Goal:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> attendance</li> <li><input type="checkbox"/> engagement</li> <li><input type="checkbox"/> investment in future</li> </ul>	<p>Notes:</p> <p><i>Connect meeting with student. Hadn't seen her for a while because she didn't come down to my office at our designated meeting time. Still having problems.</i></p>

## DISCUSSION



After completing the review of Check & Connect products discuss the following with your team members.

- To what extent is the Check & Connect intervention being implemented with fidelity?
- What components are being delivered successfully?
- What implementation problems are occurring?
- After reviewing the Check & Connect products what would your team recommend?

**DIRECT OBSERVATION.** Another method for verifying accurate implementation of the Check & Connect intervention components is conducting observations while the “Connect” meeting occurs. In this case use of an observation checklist may be especially helpful. The checklist is used to record specific features that occurred during a meeting with the student and also for providing feedback to Check & Connect mentors.

**SESSION FIDELITY.** Mentors, particularly if they are new to the intervention, may inadvertently leave out important steps of the Connect meeting such as review of the Check data or discussion about the importance of staying in school. To maximize effects of the intervention, all steps of the Connect meeting should be completed. Asking an observer to record what takes place during a Connect meeting is a valuable way to ensure all components are provided. The next page provides an example checklist that can be used during direct observations of the Connect meeting.

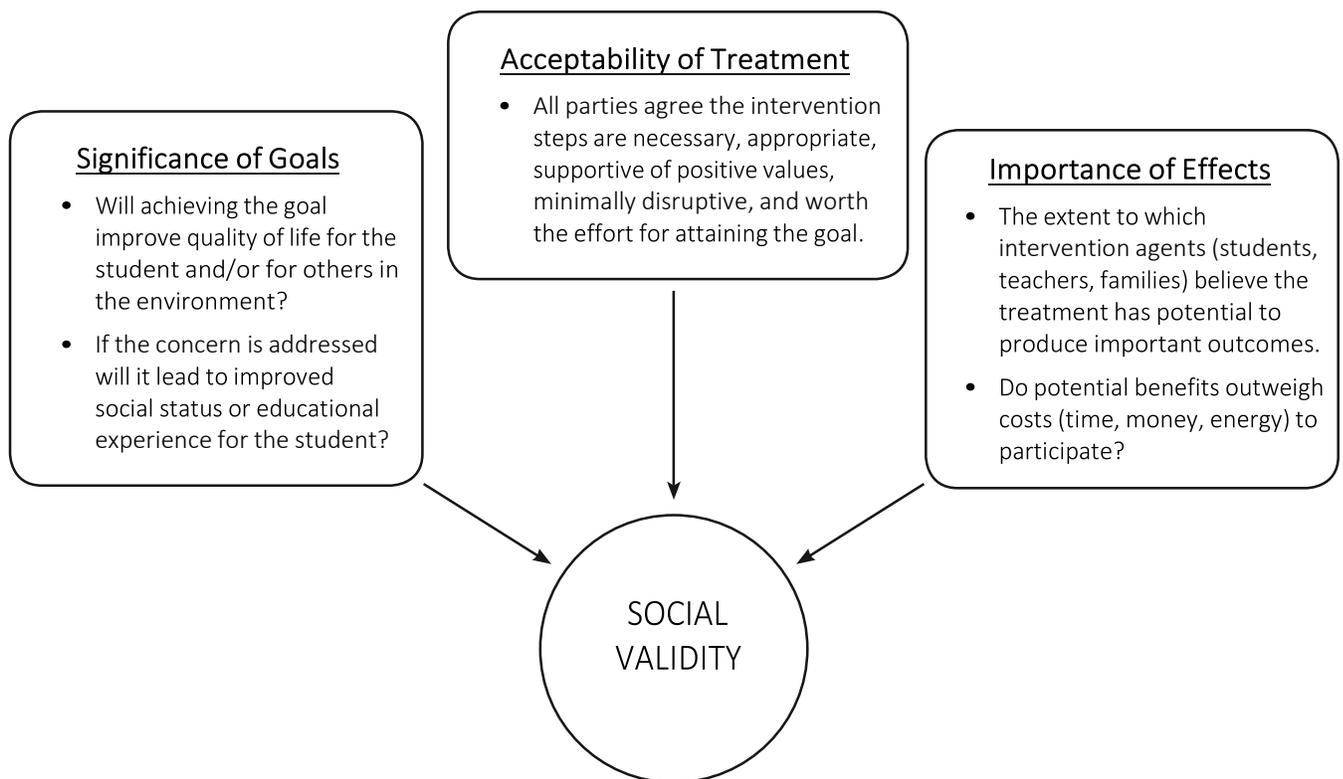
**Check & Connect Fidelity of Implementation  
Direct Observation Checklist  
Mentor & Student Connect Meeting**

BASIC INTERVENTION	COMPLETED		
Greeted student and established rapport.	Y	N	N/A
Reviewed student performance.	Y	N	N/A
Provided positive feedback.	Y	N	N/A
Discussed the importance of school and education.	Y	N	N/A
Taught, reviewed, practiced, or talked about steps for solving problems.	Y	N	N/A
Mentor was empathetic and remained positive throughout the meeting.	Y	N	N/A
Recorded focus of meeting on the monitoring sheet or on the monthly case summary form.	Y	N	N/A
Ended meeting on a positive note	Y	N	N/A
Mentor communicated with relevant school personnel and student caregivers.	Y	N	N/A
INTENSIVE INTERVENTION	COMPLETED		
<i>If any "Check" data met criteria for High Risk the Mentor also completed the following steps:</i>			
Identified risk areas.	Y	N	N/A
Asked for the student's point of view.	Y	N	N/A
Helped problem solve with the student.	Y	N	N/A
Identified possible intervention.	Y	N	N/A
Guided student to consider intervention options.	Y	N	N/A
Described the intervention to the student.	Y	N	N/A
Obtained student's agreement to try the intervention.	Y	N	N/A
Discussed details of intervention plan with student.	Y	N	N/A
Determined student's commitment to trying the intervention.	Y	N	N/A
Recorded focus of meeting on the monitoring sheet or on the monthly case summary form.	Y	N	N/A
Ended meeting on a positive note	Y	N	N/A
Mentor communicated with relevant school personnel and student caregivers.	Y	N	N/A

## MONITORING SOCIAL VALIDITY OF INTERVENTIONS

Social validity, which is sometimes also referred to as treatment acceptability, focuses on whether the goals, the intervention elements, and the anticipated outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual.

**WHAT DOES MONITORING SOCIAL VALIDITY MEAN?** Specifically monitoring social validity means to regularly and systematically assess the social significance of intervention goals, the social acceptability of the proposed intervention procedures to attain the goals, and evaluation of the social importance of the effects resulting from an intervention (Kazdin, 1977; Wolf, 1978). The following includes descriptions for each aspect of social validity.



Social validity data typically provides a picture of the extent to which particular stakeholder groups (i.e., students, families, and teachers) value an identified practice or program. Social validity data is commonly gathered through use of a survey or asking personnel to respond to items on a brief questionnaire.

Example statements or questions may include,

- Overall problem behaviors have decreased for this student during participation in CICO.
- I think the Social Skills Intervention Group may be good for other kids in our school.
- Having my child in the Check & Connect program is worth my time and effort.

If social validity results are low it may be difficult to continue implementation of the practice “as is.” Instead teams will want to investigate **why** the practice is perceived poorly and make adjustments either

by providing additional information and technical assistance and/or by making changes to features that perhaps were not feasibly maintained. The following page provides an example survey that can be used

#### DISCUSSION



Considering that social validity refers to significance of goals, acceptability of treatment, and importance of effects, why would it be worthwhile to systematically assess the social validity of Tier II interventions we provide? Who will need to be involved?

to assess social validity.

**WHY MONITOR SOCIAL VALIDITY?** Organizing efforts to strategically assess and review social validity data provides an opportunity for participating staff, students, and family members to identify and agree on target areas for intervention, appropriate, acceptable and attainable goals, and determine environmental supports that will reinforce use of new skills. Teams that incorporate opportunities for monitoring social validity generally have improved likelihood of commitment to implement and continue an intervention until the goal is met!

**HOW TO MONITOR SOCIAL VALIDITY.** There are several options for on-going monitoring of social validity. Simple procedures include use of a structured interview process and/or rating scales or questionnaires. In addition, several tools are available. Alternately teams could create their own questionnaire or rating scale that fits the context of their interventions and settings. One important aspect to consider is when social validity monitoring will occur. In most cases the simplest approach is to ask participants of an intervention to complete a survey after the intervention has concluded (e.g. upon graduation). However, a more thorough and likely more meaningful approach would be considering social validity throughout all phases of the intervention process; that is before the intervention begins, during the treatment, and after the intervention concludes. In addition, data that are collected from all relevant stakeholders (students, teachers, & family members) are most valuable for teams as they continue working to improve existing supports and sustain effective interventions.

“It matters very little whether or not the intervention achieves the intended behavior change if those members of society who will maintain the behavior change do not value the change or the way that the change was achieved.”

*Schwartz & Baer, 1991*

Finding an appropriate instrument usually is not challenging, instead thinking about when and how to gather this data and also how the data will be reviewed and shared is often what takes more time to plan.

The following pages provide several example tools that can be used for assessing social validity. Teams can use one or more of these formats before, during or after an intervention. Or in some cases teams may opt to use portions from one or more of the examples to create their own tool.

- The Intervention Acceptability Rating Form
- The Intervention Rating Profile
- A Student Participant Interview ► Pages 216-218 of the Crone et al., 2010 CICO manual also provide acceptability questionnaires that can be completed by participating students, teachers, & parents



**ACTIVITY**

With your team review and discuss some of the sample social validity instruments provided. Identify items/questions that are most relevant for the interventions provided in your setting. Think about a process for using a social validity assessment.

- When would this take place?
- Who will administer? Who will participate?
- How will results be organized and shared?

**EXAMPLE**

**Intervention Acceptability Rating Form**

Please complete the items listed below. The items should be completed by placing a check mark in the box under the question that best indicates how you feel about the intervention recommendations.

1. How clear is your understanding of this intervention?

Not at all clear		Neutral		Very clear

2. How acceptable do you find the intervention to be regarding your concerns about this student?

Not at all acceptable		Neutral		Very acceptable

3. How willing are you to carry out this intervention?

Not at all willing		Neutral		Very willing

4. Given this student’s behavioral problems, how reasonable do you find this intervention to be?

Not at all reasonable		Neutral		Very reasonable

5. How costly will it be to carry out the intervention?

Not at all costly		Neutral		Very costly

6. To what extent do you think there might be disadvantages in following this intervention?

Not at all likely		Neutral		Very likely

7. How likely is this intervention to make permanent improvements in this student's behavior?

Unlikely		Neutral		Very likely

8. How much time will be needed each day for you to carry out this intervention?

Little time will be needed		Neutral		Much time will be needed

9. How confident are you the intervention will be effective?

Not at all confident		Neutral		Very confident

10. Compared to other children with behavioral difficulties, how serious are this student's problems?

Not at all serious		Neutral		Very serious

11. How disruptive will it be to carry out this intervention?

Not at all disruptive		Neutral		Very disruptive

12. How effective is this intervention likely to be for this student?

Not at all effective		Neutral		Very effective
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--	--	--	--	--

13. How affordable is this intervention?

Not at all affordable		Neutral		Very affordable

14. How much do you like the procedures used in the proposed intervention?

Do not like them at all		Neutral		Like them very much

15. How willing will other staff members or family members be to help carry out this intervention?

Not at all willing		Neutral		Very willing

16. To what extent are undesirable side effects likely to result from this intervention?

No side-effects likely		Neutral		Many side-effects likely

17. How much discomfort is this student likely to experience during the course of this intervention?

No discomfort at all		Neutral		Very much discomfort

18. How severe are this student's behavioral difficulties?

Not at all severe		Neutral		Very severe

19. How willing would you be to change your instructional routine to carry out this intervention?

Not at all willing		Neutral		Very willing

20. How well will carrying out this intervention fit into the instructional routine?

Not at all well		Neutral		Very well

---

21. To what degree are this student's behavioral problems of concern to you?

No concern at all		Neutral		Great concern

Adapted from: Reimers, T. M. & Wacker, D. P. (1988). Parents' ratings of the acceptability of behavioral treatment recommendations made in an outpatient clinic: A preliminary analysis of the influence of treatment effectiveness. Behavior Disorders, 14, 7-15.

## EXAMPLE

### Intervention Rating Profile

The purpose of this questionnaire is to obtain information that will aid in the selection of classroom interventions. Teachers of children with behavior problems will use these interventions. Please circle the number which best describes your agreement or disagreement with each statement.

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
16. This would be an acceptable intervention for the child's problem behavior.						
17. Most teachers would find this intervention appropriate for behavior problems in addition to the one described.						
18. This intervention should prove effective in changing in the child's problem behavior.						
19. I would suggest the use of this intervention to other teachers.						
20. The child's behavior problem is severe enough to warrant use of this intervention.						
21. Most teachers would find this intervention suitable for the behavior problem described.						
22. I would be willing to use this intervention in the classroom setting.						
23. This intervention would not result in negative side effects for the student.						
24. This intervention would be appropriate for a variety of children.						
25. This intervention is consistent with those I have used in classroom settings.						
26. The intervention was a fair way to handle the child's problem behavior.						
27. This intervention is reasonable for the problem behavior described.						
28. I like the procedures used in this intervention.						
29. This intervention was a good way to handle this child's behavior problem.						
30. Overall, this intervention would be beneficial for the child.						

Adapted from: Witt, J. C. & Elliott, S. N. (1985). Acceptability of classroom intervention strategies. In T. R. Kratochwill (Ed.), *Advances in School Psychology*, 4, 251-288. Mahwah, NJ: Erlbaum.

## EXAMPLE

### Student Participant Interview

Student:

Interviewer:

Date:

Name of Intervention:

9. Did you like being in this special program?
10. What did you like best about the special program?

- 
- |  |          |          |       |
|--|----------|----------|-------|
| 11. Did you like ...                   | Not Much | A Little | A Lot |
| • being out of class?                  |          |          |       |
| • spending time with the group leader? |          |          |       |
| • earning prizes?                      |          |          |       |
| • learning new skills?                 |          |          |       |

12. Do you feel you learned important things?

If yes, what is/are the most important thing(s) you learned?

- 
- |                                       |          |          |       |
|---------------------------------------|----------|----------|-------|
| 13. Did you learn things that will... | Not Much | A Little | A Lot |
| • help you do better in school?       |          |          |       |
| • help you get along with other kids? |          |          |       |
| • help you make good choices?         |          |          |       |
| • help you at home?                   |          |          |       |

14. Do you use the skills that you learned in our special program?

If yes, where do you use these skills

- in class?
- with your teacher?
- with your friends?
- with other kids?
- at home?

Not Much   A Little   A Lot

15. Do you wish our special program could have lasted longer? If yes, how much longer would you like to have met?

16. Is there anything else you would like to tell me about our special program?

Source: Lane, K. L. & Beebe-Frankenberger, M. (2004). School-Based Interventions: The Tools You Need to Succeed. Boston, MA: Pearson.

## MONITORING INTERVENTION OUTCOMES

A fundamental question after implementation of a new practice or program is considering the extent to which it “worked”. In other words, how well did the practice meet an identified need and for whom was the practice most effective? To answer these questions the Behavior support team will need to determine what changes have occurred across the variables or behaviors of interest. In the case of a Tier II intervention (e.g., CICO, Social Skills Group, or Check & Connect etc.) the treatment likely was selected with the expectation of impacting problem behavior and student engagement, which in turn may lead to improvements in academic achievement. Data about the overall CICO program are used to improve resource use and fidelity of implementation.

At minimum the following examples are outcomes teams will want to consider at the end of each school year or intervention cycle (Everett et al., 2011, p. 32).

4. Identify the number of students in the program.
  - When fully implemented, CICO and other secondary interventions should support approximately 7- 15% of students school-wide.
5. Consider the intervention success rate/effectiveness.
  - What is the percentage of students participating in CICO that are meeting their goals on a regular basis? Approximately 70% of students in CICO should respond to the intervention.
6. Intervention implementation accuracy/fidelity.
  - Percentage of program steps implemented accurately daily, weekly, etc. is used to provide supports for additional resource and professional development.

Consider the following example from a middle school, which implemented the Check-in/Checkout intervention for the first time during the second semester of the 2007-2008 school year. In this example a paraprofessional served as the CICO Facilitator for 15 students in grades 6 and 7. The Facilitator was supervised and supported by a special education teacher and the assistant principal. The school’s behavior support team consisted of two school counselors, two administrators, one social worker, and a special education teacher. The team met on a weekly basis for approximately 45 minutes to review student DPR data.

The following graphs were created at the end of the school year and provide data that can be used to evaluate outcomes from implementation of the CICO program in this setting.

### Attendance Data for CICO Participants

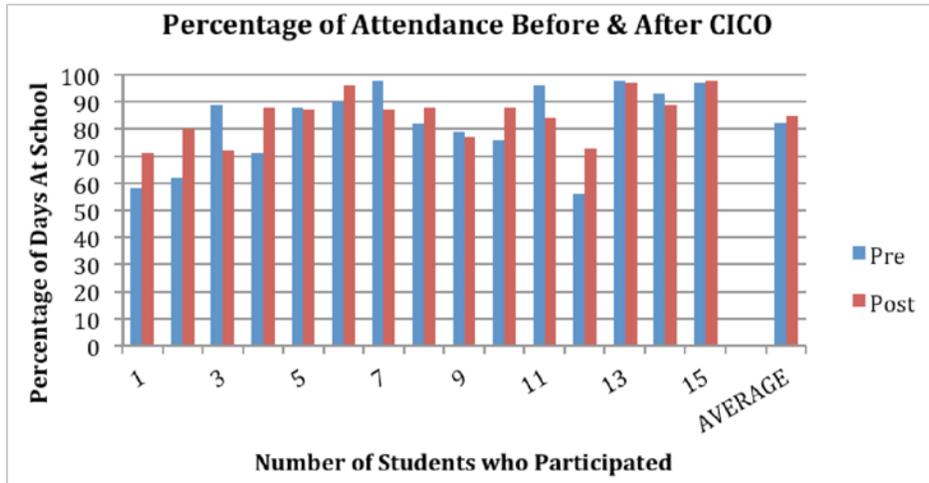


Figure 47

The next example shows data for student grade point average for the periods before and during/after CICO intervention.

### Achievement Data for CICO Participants

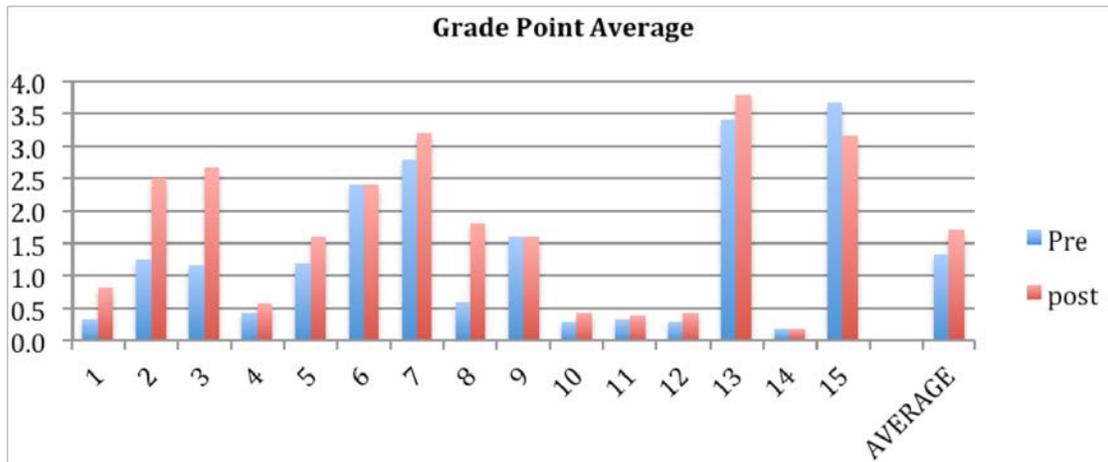


Figure 48

The third example shows rate of major ODR per school day attended before and after CICO intervention.

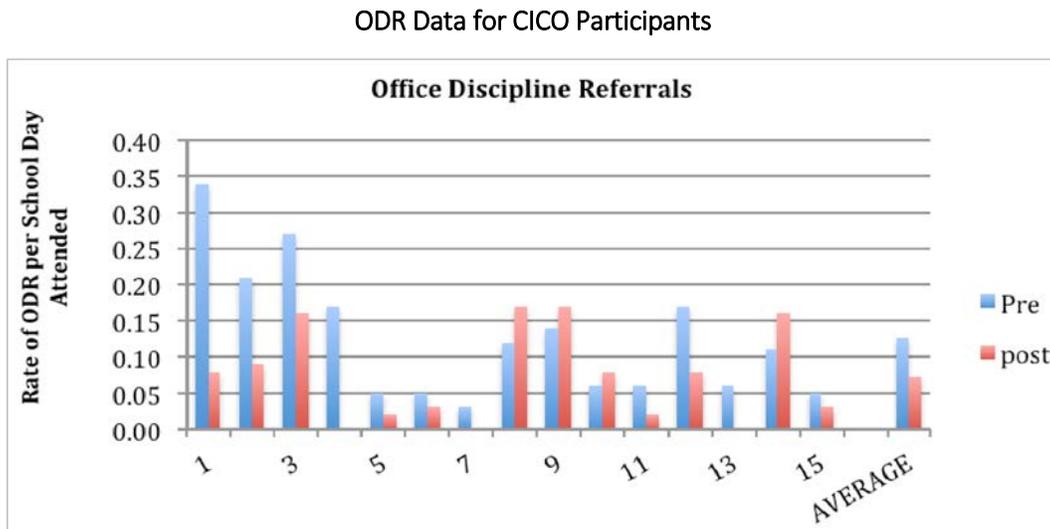


Figure 49

Finally, in this example the school had a method for tracking minor disciplinary events that were associated with removal from class (to a neighboring teacher’s classroom), but did not require response from the school administrator as a major behavioral infraction. The tracking system provided data for the number of incidents (frequency) that occurred per student and for the amount of instructional time lost (i.e., Time out of Class).

At the end of the school year the behavior support team calculated change in loss of instructional time for students who participated in the CICO program. Overall, few students had documented minor behavioral infractions during any period of the school year. However, for the nine students who lost instructional time because of minor behavior problems eight students showed decreases in time out of class and seven were reductions to zero.

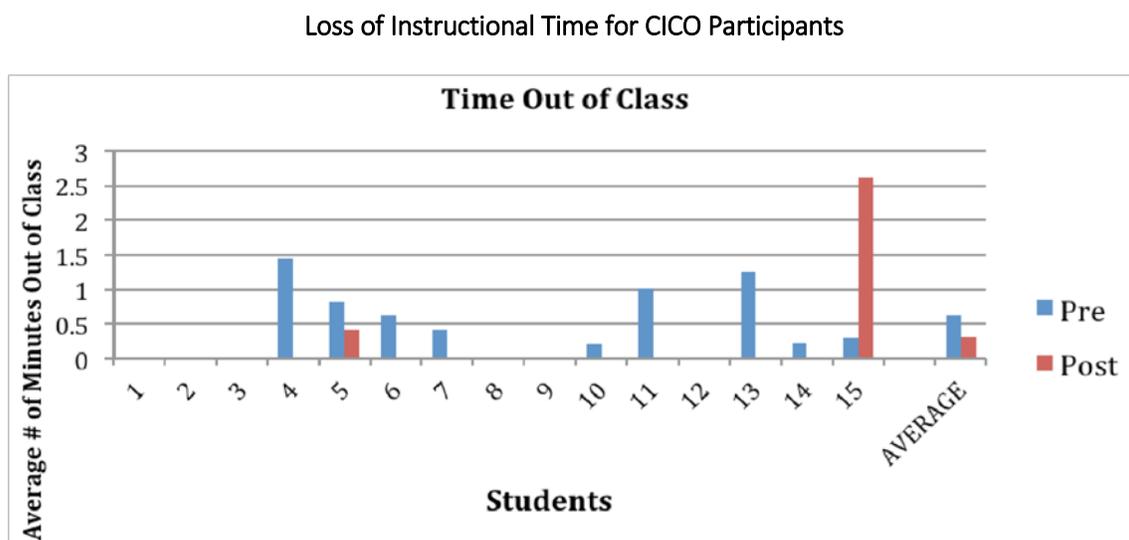


Figure 50

**USE EXISTING SCHOOL DATA.** The following statements represent data that may provide basic information to facilitate school team evaluation of intervention outcomes for their school. The suggestions are guided by data that is already commonly collected in many schools.

- How many students participated in the Tier II Intervention (list name) during the \_\_\_\_\_ - \_\_\_\_\_ school year?
- How many of the participants successfully completed the self-management phase and subsequently graduated from the program?
- Among students who graduated were there differences in attendance, tardies, major or minor discipline events, or grades associated with the number of school days before intervention versus during and after intervention?
- How many participants required adaptations to the standard Tier II Intervention?
- Of students who participated in a function-based adaptations of a Tier II Intervention how many successfully completed the self-management phase and then graduated?
- Were there students who required additional and/or more intensive supports beyond the Tier II Intervention? If so, how many students and what types of supports?
- From all students who at some point during the school year qualified to participate in a Tier II Intervention how many also were at some point evaluated for special education eligibility?
- Determine whether any specific subgroups of children were served in Tier II Interventions (e.g. culturally, linguistically, socio-economically, or ethnically diverse populations).
- Was the percentage of students in subgroups who participated in Tier II Interventions proportional to the percentage of the overall student population?
- Were outcomes from each Tier II Intervention similar across all student groups?

Consider how program evaluation can be conducted in your setting, but be realistic. The process should not be so cumbersome that it is never completed. At the same time program evaluation also should not be so simplistic that valuable outcomes are overlooked or never uncovered.

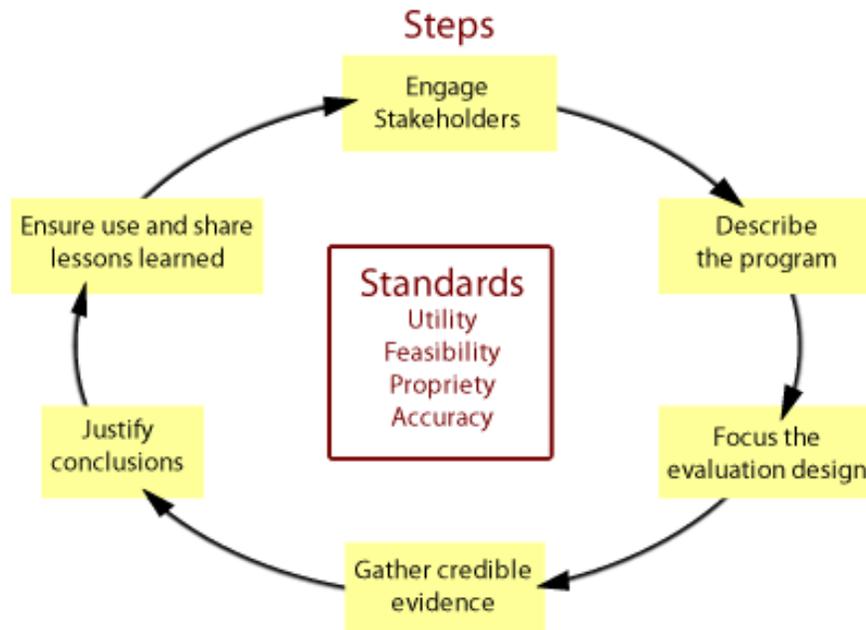
Shown below is one simple format that provides basic information.

### Tier II Outcomes Evaluation Tool

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier II intervention(s) but required more intensive support.
CICO			
Social Skills Group			
Check & Connect			

*Figure 51*

Finally, timelines for conducting intervention evaluation also must be considered. An annual review that occurs near or after the end of each school year may be practical and make sense for many school teams. This time frame allows participation in the intervention across many staff members, students and parents throughout the school year, concludes during a period when student data is already commonly collected, and facilitates decision making by the team. If adjustments are made to implementation of the program there is time before the start of the next school year to document and disseminate revised plans.



A Framework for Program Evaluation – Center for Disease Control and Prevention

<http://www.cdc.gov/eval/framework/index.htm>

### MONITORING INTERVENTION FEATURES

After your team has developed and piloted the Check-in/Check-out intervention the following document, Intervention Essential Features, provides a template for describing important attributes of the supports you provide for students in your setting. Complete the template according to details relevant for your site then use this as a tool for communicating with team members, staff and other important stakeholders.

---

**Intervention**

Academic or behavior interventions are strategies or techniques applied to instruction in order to teach a new skill, build fluency in a skill, or encourage application of an existing skill to a new situation. Interventions require a targeted assessment, planning and data collection. Interventions should be research-based and monitored regularly (progress monitoring) to determine student growth and to inform instruction.

---

## Intervention Essential Features

Name of Intervention	
Description	
Function Addressed (Avoid, Obtain)	
Who Implements	
Method Used to Identify Students	
Entry Criteria	
Procedures for Introducing/ Orienting New Participants to the Intervention	
Students, Teachers, & Families	
Method for Monitoring Student Progress	

Exit Criteria	
Strategies for Promoting Generalization & Maintenance of Skills Across Settings & Over Time	
Strategies for Communication with Home	
Strategies for Communication with Participating Classroom Teachers	
Strategies for Regular Updates to Full Staff	
Strategies for Monitoring Fidelity of Implementation.	
Strategies for Assessing Social Validity	
Strategies for Evaluating Program Outcomes	

## NEXT STEPS



Below are some next steps to consider as you develop Tier II. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

### See Tier II Team Action Plan – Plan and Implement Small Group Interventions

- A. Select one small group intervention that will be developed in your setting (e.g., Check & Connect)
  - Plan and implement the selected intervention
    - Use the Intervention Development Checklist
- B. Pilot the intervention with a small number of staff, students, and families.
- C. Identify and train additional intervention facilitators as needed so that the intervention can be provided for greater numbers of students and sustained over time.
- D. Document interventions that are regularly available in your setting.
  - Provide a written description of each intervention.
    - Use the Blank Intervention Essential Features Template

**On Your Journey**

It is highly recommended as you build your framework for Tier II supports that you consider pathways to eliminate inequities for all students. As your team works to achieve this goal and move from a deficit based to an asset based model, consider the work around Integrated Comprehensive Systems for Equity (<https://www.icsequity.org/>) and Universal Design for Learning (<http://www.udlcenter.org/>).

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Many excerpts from this manual are taken from the Tier II Workbook, Missouri Schoolwide Positive Behavior Supports, May 2014.

## APPENDIX

*STUDENT SUPPORT MODEL*

<b>Feature</b>	<b>Key Points</b>
Implement Universals School-wide Non-Classroom Classroom	
Identify Students Early intervention Internalizing Externalizing	
Collect & Review Student Data	
Clarify Problem	
Identify Function	
Select & Provide Intervention	
Monitor Progress & Make Decisions	

*TIER II READINESS CHECKLIST*

\*Place a check in the box that best reflects your school’s status

<b>DATA INDICATORS</b>	<b>IN PLACE</b>	<b>NOT IN PLACE</b>	<b>NOTES</b>
TFI score at Tier I 80% or higher OR			
BoQ score of 80% or higher OR			
3. SET score of 80/80			
4. SAS School-wide 80% or higher			
5. SAS Non-Classroom 80% or higher			
6. SAS Classroom 80% or higher			
7. 80% or more students in the 0-1 ODR range or within national range for school’s grade levels.			
8. Consistent use of school-wide data for making decisions as evidenced by monthly Big 5 Data Reports.			
9. System in place to collect classroom minor referrals.			
10. Tier II team includes administrator, crossover member, members with behavioral expertise or desire to develop, & academic expertise.			
11. Effective Classroom Practices taught to all staff and evident in all classrooms.			
12. Access to district level support			

Decision(s) based upon Readiness Analysis:

Proceed w/ Tier II implementation

Develop action plan to improve Tier I implementation

Reconsider Tier II implementation at this time

*TIER II COMMITMENT SURVEY*

<b>ESTABLISH COMMITMENT</b>	<b>RATING</b>
1. The school principal and staff have verified that Tier II readiness criteria are in place?	YES NO
2. The school principal has agreed to establish a behavior support team and designate time for it to meet?	YES NO
3. The school principal has agreed to attend training meetings with team members?	YES NO
4. The school principal has agreed to (re)direct financial and personnel resources toward implementation?	YES NO
5. The school faculty members (>80%) have agreed to implement Tier II practices and systems?	YES NO

*TFI ACTION PLAN*

Tier I					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	1.1 Team Composition				
	1.2 Team Operating Procedures				
Implementation	1.3 Behavioral Expectations				
	1.4 Teaching Expectations				
	1.5 Problem Behavior Definitions				
	1.6 Discipline Policies				
	1.7 Professional Development				
	1.8 Classroom Procedures				
	1.9 Feedback and Acknowledgment				
	1.10 Faculty Involvement				
	1.11 Student/Family/Community Involvement				
Evaluation	1.12 Discipline Data				
	1.13 Data-based Decision Making				
	1.14 Fidelity Data				
	1.15 Annual Evaluation				

Tier II					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	2.1 Team Composition				
	2.2 Team Operating Procedures				
	2.3 Screening				
	2.4 Request for Assistance				
Interventions	2.5 Options for Tier II Interventions				
	2.6 Tier II Critical Features				
	2.7 Practices Matched to Student Need				
	2.8 Access to Tier I Supports				
	2.9 Professional Development				
Evaluation	2.10 Level of Use				
	2.11 Student Performance Data				
	2.12 Fidelity Data				
	2.13 Annual Evaluation				

Tier III					
Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.1 Team Composition				
	3.2 Team Operating Procedures				
	3.3 Screening				
	3.4 Student Support Team				
Resources	3.5 Staffing				
	3.6 Student/Family/Community Involvement				
	3.7 Professional Development				
Support Plans	3.8 Quality of Life Indicators				
	3.9 Academic, Social, and Physical Indicators				
	3.10 Hypothesis Statement				
	3.11 Comprehensive Support				
	3.12 Formal and Natural Supports				
	3.13 Access to Tier I and Tier II Supports				
Evaluation	3.14 Data System				
	3.15 Data-based Decision Making				
	3.16 Level of Use				
	3.17 Annual Evaluation				

*TIER 1 TEAM & TIER II TEAM RESPONSIBILITIES COMPARED*

TIER 1 TEAM	TIER II TEAM
Addresses and prevents problem behavior for 80% to 90% of the students.	Designs early intervention programs for the remaining 10% to 15% of students who are at risk for academic or behavioral problems.
Determines areas of need within the school.	Conducts proactive, regular student screening and coordinates and shares information with the PBIS Team.
Uses school-wide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.
Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavior problems.
Shares school-wide outcomes and makes program modifications as necessary.	Shares intervention outcomes and provides ongoing support for student, teacher and family.
Coordinates school and community school-wide services.	Coordinates school and community services for groups of at risk students.

Tier 1 Team & Tier II Team Responsibilities Compared. Adapted From Los Angeles County Office of Education (2001). Teaching Alternative Behaviors School-wide: A Resource Guide to Prevent Discipline Problems.

*WORKING SMARTER*

Initiative or Committee	Purpose	Outcome	Target Group	Staff Involved	CSIP Goal
SW-PBS Leadership Team Tier I	Develop, implement and monitor universal system of support.	Decreased number of discipline incidents. Improved perceptions of school safety.	All staff and students.	Principal, school counselor, grade or department level representatives.	Goal #3
Attendance Committee	Encourage low attending students to increase school attendance.	Improved attendance rates.	Low attending students.	School librarian and one instructional aide.	Goal #2
Teacher/Student Assistance Team; CARE Team	Develop strategies for students who need extra assistance.	Improved behavioral and academic achievement.	High-risk students.	Principal, counselor, social worker, special education teacher.	Goal #3

What groups or committees focus on behavior in your school? For each group listed consider the following questions:

To what extent is the committee reaching goals stated in the CSIP plan?

Is there clear purpose and identified outcomes for each group listed?

Have outcomes for each committee been evaluated?

MEETING AGENDA, MINUTES AND PROBLEM-SOLVING ACTION PLAN FORM

Date:	Time:	Location:	Norms:

Team members present:

Today's Agenda items:	Additional Agenda items:	Potential Problems raised:
1. 2. 3. 4.		1. 2. 3.

Agenda item	Discussion/decision/task (if applicable)	Who?	By When?

Evaluation of team meeting (Mark your ratings with an "X")	yes	So-So	no
1. Was today's meeting a good use of our time?	X		
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the desired effects on student behavior?	X		

SW-PBIS TIER II TEAM MEETING AGENDA

DATE: \_\_\_\_\_

Members Present:

Objective/Outcome	Time	Person Reporting
1.		
2.		
3.		
4.		
5.		
To Do Before the Next Meeting:		
Next Meeting: Possible Agenda Topics:		



**ACTIVITY**

Document your plans for regular communication with all stakeholders staff, students, families and community

Stakeholder	Strategy	Person Responsible
Tier I Team		
Staff		
Students		
Families		
Community		

*TEACHER NOMINATION FOR ASSISTANCE*

Student Name \_\_\_\_\_ Age \_\_\_\_\_ Grade \_\_\_\_\_

IEP Yes No

Teacher Completing \_\_\_\_\_

Date \_\_\_\_\_

ACADEMIC INFORMATION

Overall G.P.A. \_\_\_\_\_ Do you believe that academic skills, including task completion, are impacting the problem behavior? Yes No Unsure

Reading Grade \_\_\_\_\_

Written Language Grade \_\_\_\_\_

Math Grade \_\_\_\_\_

WHAT IS THE PROBLEM BEHAVIOR?

- Out of seat/assigned area      Talking out of turn      Technology violation
- Inappropriate Language      Verbal defiance      Tardy
- Fighting/physical aggression      Not following instructions      Withdrawn
- Other \_\_\_\_\_

WHEN, WHERE, AND WITH WHOM ARE PROBLEM BEHAVIORS MOST LIKELY?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior		With Whom does Problem Occur
			Low	High	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	
			1	2 3 4 5 6	

POSSIBLE FUNCTION OF THE PROBLEM BEHAVIOR

Obtain Adult Attention  
 Escape/Avoid Adult Attention  
 Obtain Peer Attention

Escape/Avoid Peer Attention  
 Obtain Tangible/Activity  
 Escape/Avoid Tangible/  
 Activity

Obtain Stimulation/Sensory  
 Escape/Avoid Stimulation/  
 Sensory

STRATEGIES TRIED TO ADDRESS PROBLEM BEHAVIOR AND RESULTS

	Successful	Somewhat Successful	Not Successful
Tangible recognition for expected behavior			
4:1 positive verbal feedback			
Re-taught expected behavior			
Multiple opportunities to practice expected behavior			
Self-monitoring			
Modified assignments			
Change of schedule for activities			
Extra assistance			
Parent/Guardian contact			
Other (Specify):			

TIER I AND TIER II ANALYSIS FOR TIER III READINESS

TIER III READINESS GUIDELINE	DOCUMENTATION/NOTES
School-Wide Evaluation Tool (SET) Score of 80/80  OR  Benchmarks of Quality (BoQ) of 80% or higher within the last 12 months.	Score and date _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:
Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for: <ul style="list-style-type: none"> <li>• School-Wide Systems</li> <li>• Nonclassroom Setting Systems</li> <li>• Classroom Systems</li> </ul>	Score and date _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:
Tiered Fidelity Inventory (TFI) results indicate current status of 80% or more features are in place:  Tier I: Universal SW-PBIS Features  Tier II: Targeted SW-PBIS Features  Tier III: Intensive SW-PBIS Features	Score and date _____ 80% Criteria met for Tier I? Yes No  80% Criteria met for Tier II? Yes No  80% Criteria met for Tier III? Yes No  Notes for increasing fidelity based upon results:
Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.	Percentage in 0-1 range _____ 80% Criteria met? Yes No  Notes for increasing fidelity based upon results:

<p>Data demonstrates reduction in classroom minor referrals over at least a one year period.</p>	<p>Classroom Minor Referrals collected?    Yes        No</p> <p>If Yes:    Number of previous year's Classroom Minors _____</p> <p>If No:    Add to your Action Plan steps to begin Classroom Minor data collection</p>
<p>Consistent use of school-Wide data for making decisions as evidenced by monthly Big 5 data reports.</p>	<p>Big 5 used monthly for decision-making?    Yes        No</p> <p>Notes for increasing fidelity:</p>
<p><b>TIER III READINESS GUIDELINE</b></p>	<p><b>DOCUMENTATION/NOTES</b></p>
<p>Documentation of:</p> <p>Standard system for identifying students for Tier II supports</p> <p>Process to identify function of behavior and match intervention to the function</p> <p>At least one research-based small-group and/or targeted behavioral intervention is fully implemented. If only one is fully implemented, the second intervention has been piloted and plans are in place for full implementation.</p> <p>Staff has received training for implementation of interventions</p> <p>Use individual student data for making decisions about when to continue, intensify, change, or fade intervention</p>	<p>Which are in place, in use, and documented? #’s _____</p> <p>Instrument(s) consistently used:</p> <p>____ Intervention Planning Guide</p> <p>____ Advanced Tier Data Collection Spreadsheet</p> <p>____ Adapted FACTS Part A</p> <p>____ Other</p>

<p>Family members are informed of the Tier II process and regularly updated about child’s progress</p>	<p>Notes for increasing fidelity:</p>
<p>Administrator and core group of staff who will serve on Tier III team:</p> <p>Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)</p> <p>At least one member with behavioral expertise</p> <p>At least one member with academic expertise</p> <p>Crossover membership for Tier II team</p> <p>Access to district level support</p>	<p>Are all Tier III team members in place?    Yes        No</p> <p>If Yes, who is the core group? Who will attend trainings?</p> <p>If No, what positions are missing and who will fill them?</p>

*A B C OBSERVATION RECORDING FORM*  
 (Complete form found at end of chapter)

Observer \_\_\_\_\_ Student \_\_\_\_\_

Location (e.g., class #, gym, cafe) \_\_\_\_\_ Date \_\_\_\_\_

Time	Antecedent	Behavior	Outcome/Consequence
	Activity		
	During:	When:	Student will: Because:
	Large group activity Small group activity Independent activity Transition Unstructured activity  Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task Notes:	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) get specific activity/object get specific sensory input adult attention removed peer attention removed specific activity/object removed specific sensory input removed  Notes:
	Large group activity Small group activity Independent activity Transition Unstructured activity  Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task Notes:	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) got specific activity/object got specific sensory input adult attention removed peer attention removed specific activity/object removed specific sensory input removed  Notes:
Summary Statement based on Observation(s)			
	During:	When:	Student will: Because: Therefore the function is to obtain/avoid (circle one)
How confident are you that your Summary Statement accurately explains the problem behavior occurring?			
Not at all      So-so      Very confident			

*ADAPTED FUNCTIONAL ASSESSMENT CHECKLIST FOR TEACHERS & STAFF (FACTS – PART A)*

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom/Homeroom Teacher: \_      \_ Grade: \_\_\_\_\_

Section 1: Description of Problem Behavior

Problem Behavior  (Obtained from identification process):	What does it look like  (Observable)	How will behavior be measured?  Frequency      Intensity Duration
---	--	--

Section 2: Classroom Intervention

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?  
\_\_\_\_\_

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? \_\_\_\_\_

If no, review implementation of Effective Classroom Practices with the Classroom Teacher.

Section 3: Record Review

Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date	Summarize Findings
Office Referrals (ODR)		
Classroom Minors		
Absences		
Tardies		
G.P.A./Grades		
Reading Assessment		
Written Language Assessment		
Math Assessment		
Health Information (if applicable)		
IEP Information (if applicable)		
Other: i.e. nurse or counselor visits		

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Description of Problem Behavior: \_\_\_\_\_

Section 4: Context Analysis of Social/Behavioral Performance

\* Completed by each of the student’s classroom teachers

Context		Problem Behavior	Consequence
1. Schedule (Time & Subject)	2. Activity:  Large Group Activity  Small Group Activity  Independent Activity  Transitions  Unstructured Activity	3. Likelihood of Problem:  Low      High	4. What is the response to the problem behavior?  (Write the # of the response that most often applies & is most likely maintaining the problem behavior.)  Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)  Peer(s) respond (look at, laugh or talk to student)  Student obtains specific object/item  Adult(s) withhold/remove interaction  Peer(s) withhold/remove interaction  Activity/task is changed  Student sent to timeout or office
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

List the Activities/Context in order of Priority for Behavior Support: Select routines with ratings of 4, 5 or 6:

(Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s).)

Problem Behavior: \_\_\_\_\_ is most likely to occur during \_\_\_\_\_  
(Activity)

Problem Behavior: \_\_\_\_\_ is least likely to occur during \_\_\_\_\_  
(Activity)

Complete the FACTS-Part B on the next page for each of the prioritized context(s) identified

Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part B)

Section 5: Description of the Antecedent:

Rank order the top two predictors of problem behavior in the context identified in Part A. Then ask follow-up questions to get a detailed understanding of each predictor.

Antecedents (Rank order top 2 predictors)	Follow Up Questions – Be as Specific as possible
___ a. Large Group Activity	If a, b, c, d or e– Describe setting/activity/context in detail _____
___ b. Small Group Activity	_____
___ c. Independent Activity	If f, g, h, or i – Describe task/demand in detail _____
___ d. Transition	_____
___ e. Unstructured Activity	_____
___ f. Task too hard	If j – Describe purpose of correction, voice tone, volume _____
___ g. Task too easy	_____
___ h. Task too long	_____
___ i. Physical Demand	_____
___ j. Correction/reprimand	_____

Section 6: Description of the Consequence: Rank order the consequences that appear most likely to maintain the problem behavior in the context identified in Part A. Ask follow-up questions for consequences ranked #1 & 2.

Consequences (Rank order top 2 consequences.)	Follow-Up Questions – Be as Specific as possible
___ a. adult(s) respond (look at or talk to student)	If a or b – Which adults or peers respond? _____
___ b. peer(s) respond (look at, laugh or talk to student)	How did the adults or peers respond? _____
___ c. get specific activity	_____
___ d. get specific object	If c, d or e – What specific item, activity or sensory input did the child get? _____
___ e. get specific sensory input	_____

___ f. removed from adult(s) ___ g. removed from peer(s) ___ h. specific activity removed ___ i. specific sensory input removed	If f or g – From which adults or peers was the child removed? <hr/> If h or I – Describe specific task/activity/sensory input removed. <hr/> (Specifically describe the type of work within subject areas)  Can the student independently perform the task? Y  N  Is further assessment needed to ID specific skill deficits?  Y  N
--	--

**Section 7 SETTING EVENT(s):** Rank order any events that happen outside of the immediate context (at home or earlier in the day) that commonly make problem behavior more likely or worse in the context described above.

- |                    |                    |                            |
|--------------------|--------------------|----------------------------|
| _Hunger            | _Lack of Sleep     | _Missed Medication         |
| _Illness           | _Conflict at Home  | _Conflict at School        |
| _Homework Not Done | _Change in Routine | _Failure in Previous Class |

Section 8: Fill in boxes below using top ranked responses and follow-up responses from corresponding categories.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . .	Student will . . . .	Because this happens . . .
SETTING EVENT		Therefore the function is to obtain/avoid _____

During (Context = \_\_\_\_\_) when (Antecedent = \_\_\_\_\_) the student will (PB = \_\_\_\_\_) because (Consequence = \_\_\_\_\_); therefore, the function of the behavior is to (obtain/avoid \_\_\_\_\_).

This is more likely to occur when (SE = \_\_\_\_\_).

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

Not at all		So-so		Very confident
1	2	3	4	5
				6

*FBA PARENT/FAMILY INTERVIEW*

Describe a typical day for your child.

What does your child do after school when he or she gets home each day?

Does he spend time with friends or people his or her own age?

What does he or she say about what's happening in school?

What are some of your child's challenges?

What are some things your child does very well?

What are your goals for your child at home and school?

FBA Student Interview

Describe a typical day for you.

What do you like to do after school when you get home each day?

(Ask a follow-up question about what the student likes to do.)

Do you spend time with friends or people your own age?

What is your favorite class in school?

What do you like about that class?

Do you have people in your classes that you like to work with?

What are some things you have trouble with?

What are some things you do very well?

What are your goals for yourself at home and school?

*FUNCTIONAL BEHAVIOR ASSESSMENT TEACHER/STAFF INTERVIEW*

Interview Item	Record Responses	Why
Describe exactly what the child is doing (use action verbs) when he or she is engaging in the problem behavior?	Adapted FACTS Part A, p. 1: Description of Problem Behavior	Obtain observable description of problem behavior in each setting
List the times and subjects that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/ even days) if appropriate.	Adapted FACTS Part A, p. 2, Column 1: Schedule	Identify the general context of problem behavior
For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.)	Adapted FACTS Part A, p. 2, Column 2: Activity	Provide more detail about the context of problem behavior
What is the likelihood of the behavior occurring during each time period?	Adapted FACTS Part A, p. 2, Column 3: Likelihood of Problem	Identify times/activities most likely & least likely to be associated with problem behavior
What is the most common response to the problem behavior?	Adapted FACTS Part A, p. 2, Column 4: Consequence	Identify the consequence occurring most often after problem behavior
What type of activity does the student choose when engaged in "free time?"	Teacher/Staff Interview Form	Identify possible reinforcing consequence for appropriate behavior
What are some of the student's challenges?	Teacher/Staff Interview Form	Identify staff perception of student functioning
What are some things the student does very well?	Teacher/Staff Interview Form	Identify possible strategies to prevent problem behavior and to reinforce appropriate behavior
What are your goals for the student?	Teacher/Staff Interview Form	Provide positive focus for BIP development

*A B C OBSERVATION RECORDING FORM*

Observer

Student

Location (e.g., class #, gym, cafe)

Date

Time	Antecedent	Behavior	Outcome/Consequence
	Activity		
	During:	When:	Student will: Because: Therefore the function is to obtain/avoid
	Large group activity Small group activity Independent activity Transition Unstructured activity Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task Notes:	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) get specific activity/object get specific sensory input adult attention removed peer attention removed specific activity/object removed specific sensory input removed Notes:
	Large group activity Small group activity Independent activity Transition Unstructured activity	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) got specific activity/object got specific sensory input

	Specify:	Notes:	<p>adult attention removed  peer attention removed  specific activity/object removed  specific sensory input removed</p> <p>Notes:</p>
	<p>Large group activity  Small group activity  Independent activity  Transition  Unstructured activity</p> <p>Specify:</p>	<p>Directed to work on tasks requiring specific academic skills  Directed to complete nonacademic tasks  Given correction  Working/playing w Peers  Alone (no interaction)  Engaged in self-selected task  Directed to stop self-selected task</p> <p>Notes:</p>	<p>adult(s) respond (look at or talk to student)  peer(s) respond (look at, laugh or talk to student)  got specific activity/object  got specific sensory input  adult attention removed  peer attention removed  specific activity/object removed  specific sensory input removed</p> <p>Notes:</p>

Time	Antecedent	Behavior	Outcome/Consequence
	Large group activity Small group activity Independent activity Transition Unstructured activity Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task Notes:	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) got specific activity/object got specific sensory input adult attention removed peer attention removed specific activity/object removed specific sensory input removed Notes:
	Large group activity Small group activity Independent activity Transition Unstructured activity Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task Directed to stop self-selected task Notes:	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) got specific activity/object got specific sensory input adult attention removed peer attention removed specific activity/object removed specific sensory input removed Notes:
	Large group activity Small group activity Independent activity Transition Unstructured activity Specify:	Directed to work on tasks requiring specific academic skills Directed to complete nonacademic tasks Given correction Working/playing w Peers Alone (no interaction) Engaged in self-selected task	adult(s) respond (look at or talk to student) peer(s) respond (look at, laugh or talk to student) got specific activity/object got specific sensory input adult attention removed peer attention removed specific activity/object removed

Time	Antecedent	Behavior	Outcome/Consequence
		Directed to stop self-selected task  Notes:	specific sensory input removed  Notes:
Summary Statement based on Observation(s)			
	During:	When:	Student will: Because:  Therefore the function is to obtain/avoid (circle one)
How confident are you that your Summary Statement accurately explains the problem behavior occurring?			
Not at all	So-so	Very confident	
1	2	3	4 5 6

*BEHAVIOR INTERVENTION PLAN*

Student Name:

Action Team Members:

Date of Meeting:

		Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement	
Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
		Alternative Replacement Behavior (Short-term Replacement)		

INTERVENTION STRATEGIES

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate Behavior

CONSEQUENCE STRATEGIES

(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)

SAFETY PLAN

Phase	What Pat Does	Staff Response
Stimulation/Agitation		
Escalation/Acceleration		
Crisis/Peak		
De-escalation		
Recovery		

IMPLEMENTATION PLAN

Person responsible for training school personnel how to implement each part of the BIP:

Deadline for completing the training:

Tasks to Complete & Resources Needed	Person Responsible	Timeline

Tasks to Complete & Resources Needed	Person Responsible	Timeline

MONITORING & EVALUATION PLAN

Behavioral Goal (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision Monitor Modify Discontinue

\*Pat may be able to start and complete tasks without taking a break or privately seeking assistance. She will earn points for each of the behaviors if she is able to start and complete tasks without using any of the strategies listed above.

Data to be Collected	Procedures for Data Collection	Person Responsible	Timeline
Is Plan Being Implemented? (Fidelity of Implementation)			
Is Plan Making a Difference? (Social Validity)			

GENERALIZATION & MAINTENANCE

Strategy	Person Responsible & Timeline

We agree to the conditions of this plan:

\_\_\_\_\_  
Student (date)

\_\_\_\_\_  
Parent or guardian (date)

\_\_\_\_\_  
Action Team member (date)

\_\_\_\_\_  
Teacher (date)

\_\_\_\_\_  
Teacher (date)

\_\_\_\_\_  
Action Team member (date)

*BIP IMPLEMENTATION REVIEW FORM*

Date:

Time:

Staff Observed:

Completed By:

Activities Observed:

Plan Components	Score 0=seldom 1=sometimes 2=consistently	Feedback
Assistance provided to complete the previous day's task before class begins.	0      1      2	
Teacher previews the work as part of morning work in the classroom each day.	0      1      2	
Physical breaks are provided.	0      1      2	
Student is given opportunities to practice using the Break Card.	0      1      2	
Student is given opportunities to practice using the Help Notebook.	0      1      2	
Regular use of Help Notebook to assist with completion of written work	0      1      2	
Student is given opportunities to practice using the strategy to privately seek assistance	0      1      2	
DPR used consistently to track use of replacement behaviors.	0      1      2	
Student is given opportunity to trade points earned from DPR for privileges	0      1      2	
Assistance starting an assignment is provided when student does not initially begin an assigned task.	0      1      2	
Student is given opportunities to practice choosing from 3 options when she has difficulty initiating tasks.	0      1      2	
Work is consistently presented when student is moved to a different location after failing to initiate task.	0      1      2	
DPR is used to collect data throughout the day.	0      1      2	

*BEHAVIOR INTERVENTION PLAN SOCIAL VALIDITY SURVEY FOR TEACHERS*

Student Name \_\_\_\_\_

Teacher \_\_\_\_\_

Date \_\_\_\_\_

For each statement, circle one number that best describes how you feel about behavior intervention plan for this student.

I understood all of the elements of the behavior intervention plan.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

I had the skills needed to implement the behavior intervention plan.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

Problem behaviors have decreased since the implementation of the behavior intervention plan.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

Appropriate classroom behaviors have increased as a result of the implementation of the behavior intervention plan.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

My participation in the implementation of the behavior intervention plan was relatively easy (e.g. amount of time/effort) to implement.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

Participation in implementing the behavior intervention plan for this student was worth the time and effort.

Strongly Disagree Strongly Agree

1      2      3      4      5      6

Adapted from Deanne A. Crone, Leanne S. Hawken, and Robert H. Horner (2010).

*DAILY PROGRESS REPORT*

Student progress may be monitored by creating a daily progress report (DPR) similar to those created for Check-In/Check-Out (CICO) and Small Group Social Skills (SGSS). The replacement behavior is defined (taken from the behavior pathway), the time frame(s) for recording determined, and a scale used to indicate the level the target behavior was exhibited during the specified time. The teacher completes the progress report based on the agreed upon parameters. The scores are totaled and graphed. When determining time frame for recording of behavior, the team should decide if the behavior should be tracked daily, hourly/per period, or only during problematic routines or subjects.

The following is an example of a simple DPR:

Student \_\_\_\_\_ Behavior \_\_\_\_\_

Goal \_\_\_\_\_

3 = 0-1 reminder      2 = 2 reminders      1 = 3+ reminders

	Mon	Tues	Wed	Thurs	Fri	Comments
Period 1	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 2	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 3	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 4	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 5	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 6	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Period 7	3 2 1	3 2 1	3 2 1	3 2 1	3 2 1	
Today's Points ___ _ Points Possible      Today's Percent    %						

TIER III CORE TEAM AGENDA, MINUTES AND PROBLEM-SOLVING ACTION PLAN FORM

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator:	Crossover:
Today's Meeting							
Next Meeting							

Team Members Present:

Today's Agenda Items

Staff Updates/Obtain Feedback

Tier III Handbook

Staff Development

Review students for Tier III Intervention

1. Staff Updates/ Obtain Feedback	Discussion/Decision/Task (if applicable)	Who?	By When?
2. Tier III Handbook	Discussion/Decision/Task (if applicable)	Who?	By When?
3. Staff Development	Discussion/Decision/Task (if applicable)	Who?	By When?

4. Review of students for Tier III Intervention	Met Criteria: NO Recommendations & Plan for Follow-up	Met Criteria: YES Complete Columns 1 - 5	1) Identify Action Team Members; Who will contact? How & when to contact?	2) Who will complete Record Review?	3) Who will interview Teachers/Staff?	4) Who will interview Parent/Family?	5) Who will interview Student?

Other	Discussion/Decision/Task (if applicable)	Who?	By When?

Other Issues:

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Evaluation of Team Meeting (Mark your ratings with an "X")

	YES	SO-SO	NO
1. Was today's meeting a good use of our time?			
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?			
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?			
4. Systems Check: In general, are the completed tasks having the desired effects on student behavior?			

If some of our ratings are "So-So" or "No," what can we do to improve things?

*MULTI-TIERED ACTION PLAN (MAP)*

Directions: School Name:

1. Use one action plan to coordinate all of the building’s PBIS implementation steps. This is a sample format; others can be used for the same purpose.
2. Sources of actions steps come from trainings, as well as tools such as BoQ, Pol, SAS, SSS, School Profile, etc.

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?