Missouri Schoolwide Positive Behavior Support

Tier 3 Team Workbook

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Missouri Schoolwide Positive Behavior Support

Missouri Schoolwide Positive Behavior Support (MO SW-PBS) is a partnership among the Missouri Department of Elementary and Secondary Education (DESE), the University of Missouri-Columbia (MU) Center for Schoolwide Positive Behavior Support and the Office of Special Education Programs (OSEP) Center on Positive Behavioral Interventions and Supports. Funding for Regional Professional Development SW-PBS consultants is provided by DESE. Technical support is provided by DESE, the University of Missouri Center for SW-PBS and the National Center for PBIS.

These training materials are a product of the partnership and have been developed to assist schools in their efforts to improve school climate and schoolwide positive behavior support for all students. They are dedicated to the MO SW-PBS consultants and over 700 Missouri schools that have worked tirelessly to ensure that schools have climates that lead to success for all students.

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FORMS & CHECKLISTS

Introduction

The purpose of this workbook is to support implementation of Tier 3 behavioral interventions and systems in your school. The content and format of the workbook were developed to accompany team training that is guided by a trainer fluent in Schoolwide Positive Behavior Supports (SW-PBS), or to be a booster for teams, coaches, and others who have completed a training experience.

Tier 3 intervention is one component of a continuum of behavioral supports, and the features and systems of Tier 3 reflect the structure of SW-PBS. It is evidence based, utilizes teams to make data-based decisions, requires systems-level support, and emphasizes prevention.

The organization of this workbook assumes that users have working knowledge and experience with SW-PBS at Tier 1 and Tier 2. Additional information about these tiers can be found at http://pbismissouri.org/.

Materials cited in this workbook are referenced in the concluding pages.

CHAPTER 1: TIER 3 OVERVIEW

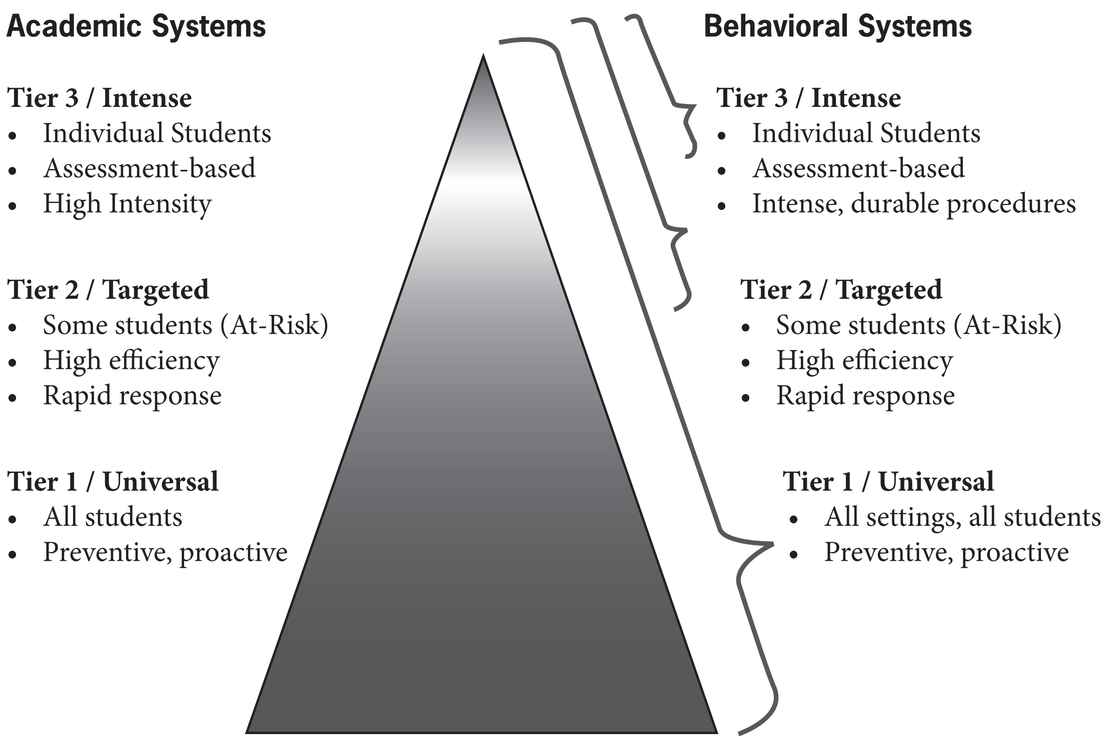
Learner Outcomes

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

- Articulate how Tier 3 fits within the three-tiered system and research findings that support function-based intervention.

SW-PBS is a framework for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model.

A Continuum of Support for All

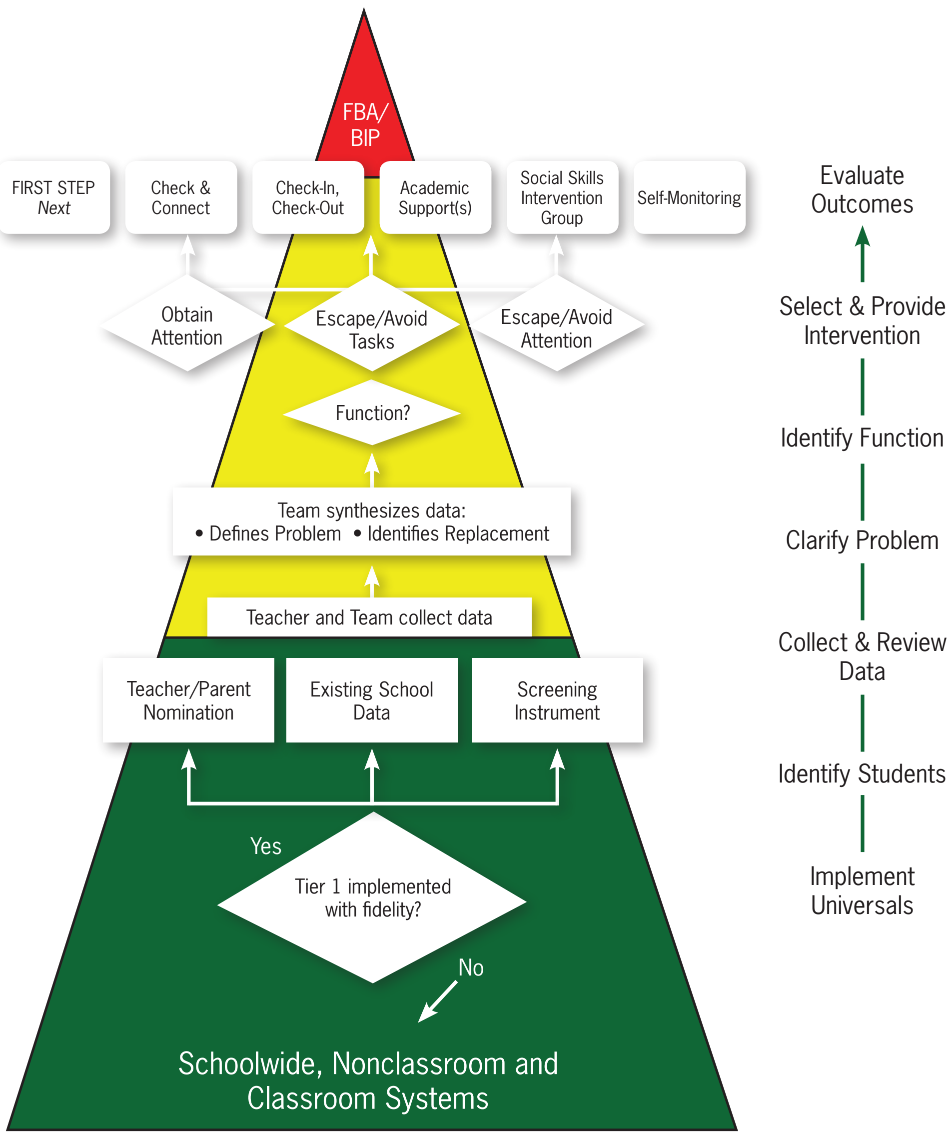


Walker, et.al., (1996); Sugai & Horner (1999); Sugai & Horner (2006)

Typically, 80% or more students will positively respond to Tier 1, or universal, practices that are implemented proactively with all students. After receiving Tier 1 support, approximately 10-15% of students will meet data decision rules for Tier 2, sometimes also called targeted or secondary, intervention. Yet a smaller group of students, approximately 1-5%, will be provided with ongoing Tier 1 support, will most likely have been included in a Tier 2 support, and will still be experiencing difficulty. In many cases these students have extended school histories of academic and behavioral difficulties over a lengthy period of time. Because their needs may be both more significant and more chronic, the types of support systems employed at Tier 3, sometimes also called **intensive** or tertiary supports, will be **individualized** and **specific**. Just as with the Tier 2 level of support, schools build on the established schoolwide system to accurately identify these students, and data-based decision making is essential.

> "On average, half of school discipline referrals are accounted for by about 5% of the student population."
>
> *(Sugai, Sprague, Horner, & Walker, 2000 as cited in Crone & Horner, 2003, p. 18)*

Missouri Student Support Model



Students exhibiting more chronic and/or intense behavior problems require specially designed and individualized interventions that match the need, or function, of the problem behaviors. This is where **functional behavior assessment (FBA)** and **behavior intervention planning (BIP)** are utilized. Expertise in the science of behavioral assessment is necessary for the development and implementation of individualized support plans.

"Basic" FBA and BIP Foundations

FBA is a systematic process for gathering information in order to determine the relationships between a person's problem behavior and aspects of their environment including antecedent (what happens before the problem behavior) and consequence (what happens after the problem behavior) variables. The process of FBA originates from over 50 years of applied behavior analysis (ABA) research, which supports its practicality in understanding human behavior and helping to simplify complex behavior chains or strands for more effective intervention planning (Baer, Wolf, & Risley, 1968; Bijou & Baer, 1961; Skinner, 1953).

Another term frequently associated with FBA is **functional analysis** (FA). "Functional analysis consists of systematic manipulations of antecedent and consequence variables to validate their relationship to the behavior and to confirm the function of the behavior," (Wheeler & Richey, 2010). As such, FA is a possible step within the FBA process. An FBA that is conducted without the FA step is considered to be a practical, simple or "basic" FBA, while an FBA that includes the FA step is considered to be a "complex" FBA (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). Emerging but compelling recent research supports the implementation of basic FBAs (i.e., limited to no more than two school routines and the problem behaviors are not physically threatening to the student or adults) that can be completed by typical school personnel (Loman & Horner, 2013; Strickland-Cohen & Horner 2015).

The "basic" FBA process that is presented in this workbook is designed to train school based personnel. This "basic" FBA/BIP process is best suited for students who exhibit mild to moderate problem behavior that, although somewhat chronic, it is not dangerous (see Figure 1.1 below). The FBA/BIP methods described in this workbook would NOT be sufficient for use with a student who engages in either serious behaviors (e.g., injurious to self and/or others), or multiple pervasive problem behaviors with varying functions. For students that exhibit complex or dangerous behavioral problems school personnel should refer to a behavior specialist in their school or district who is trained to conduct FBA's for students with more challenging behaviors (Loman & Horner, 2013; Loman, Strickland-Cohen, Borgmeier, & Horner, 2013).

Basic FBA/BIP methods may be used with students who:	**Complex FBA/BIP** should be considered for use with students who:
• Exhibit high frequency behaviors that are NOT dangerous (e.g., talking out, running, not following directions, not completing work). • Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess). • Have received universal and targeted interventions that did not improve behavior.	• Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction). • Exhibit pervasive and/or multiple problem behaviors with varying functions, requiring complex planning and intervention delivery • Demonstrate a need for crisis or wraparound planning with community agencies.

Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner (2013)
Note BSP = Behavior Support Plan
Figure 1.1

Through "basic" FBA, it is possible to hypothesize the specific events that predict and /or maintain problematic behavior and design a support plan (or BIP) that effectively addresses those variables. There are several critical principles that underlie FBA and BIP processes; they include **Quality of Life** (QoL), **Self-determination**, and **Person Centered Planning** (PCP). These principles provide a logic model on how to best plan collaboratively with the student for development of a support plan that leads to success in school and in life after school.

QUALITY OF LIFE (QOL) is a construct that attempts to conceptualize what "living the good life" means (Wehmeyer & Schlack, 2001). QoL encapsulates a changing vision in the fields of special and general education, as teams work to develop Tier 2 and Tier 3 supports and interventions.

"A team-based approach to function-based support relies on the knowledge and expertise of typical classroom teachers and personnel."

(Scott, Anderson, Mancil, & Alter, 2009, p. 432)

Current and ongoing research in the QoL area has identified eight core quality-of-life dimensions that should be considered during programmatic planning (Schalock, l 996): emotional well-being, interpersonal relationships, material well-being, personal development, physical well being, self-determination, social inclusion, and rights. School teams are encouraged to devote time to focused dialog with the student to document their wishes across the QoL dimensions.

SELF-DETERMINATION refers to "acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1996, p. 24). Self determined behavior refers to actions identified by four essential characteristics (Wehmeyer & Schalock, 2001):

1. The person acted autonomously.
2. The action(s) was self-regulated.
3. The person initiated and responded to the event(s) in a "psychologically empowered" manner.
4. The person acted in a self-realizing manner.

Again, school teams are urged to build time for student collaboration in the FBA/BIP processes such that the student can, as appropriate, demonstrate the four essential characteristics of self-determination. Self-determination and QoL are often used interchangeably. When teams meet to plan for interventions to teach the skills and provide the supports necessary to support the student at school, home, and in the community, the student's goals, needs, wishes, and hopes (in essence QoL or the context) must be the focus of the planning process and the process itself should be lead whenever possible by the individual student (self-determined behavior). In turn, QoL and self-determined behavior are the cornerstones of person centered planning.

PERSON-CENTERED PLANNING is an approach that supports an individual to share his or her desires and goals, to consider different options for support and to learn about the benefits and risks of each option (Wehmeyer & Schalock, 2001). Though the process must be customized for each individual, following are general principles to follow:

- The individual is the focus of the planning process.
- The individual decides who will be invited to be on the planning team
- Natural supports such as family, friends, and/or community are identified by the team.

- The team explores formal and informal supports to meet the expressed needs of the individual
- The individual has the opportunity to express his/her needs and desires; appropriate accommodations should be made to support meaningful participation of the individual in the planning meetings
- Some individuals may need assistance in making choices about their plans.

Therefore, Person Centered Planning affords students a voice in the process so adults can learn about important aspects of the student's interests and needs. An understanding of the individual's past, present, and future goals helps coordinate supports around [the student's] needs. Another aspect of person centered planning involves recognizing the abilities of ordinary citizens who can teach people skills, model appropriate behaviors, and foster interdependent relationships for those with needs (Wehmeyer & Schalock, 2001). FBA/BIP are processes where teams provide opportunities for QoL to be the guiding context, and for self-determined and Person Centered Planning to be the foci of decision-making is commonly referred to as FBA/BIP.

RENEW and Wraparound are two additional processes that are frequently associated with FBA/BIP implementation. These are both outside of the context of this workbook to describe in detail. See the glossary of this workbook for further information regarding both.

FBA/BIP: A Team Based Processes

The school's **intensive system** must include:

- personnel who are trained in the basic principles of behavior, functional assessment, and behavior support planning
- a system for early identification and referral
- an organizational structure that allows for flexible teaming and planning

The **identification process** for individualized support can be initiated through:

- systematic tracking of data to monitor student response to Tier 2 intervention
- identifying the presence of chronic behavior
- identifying the presence of intense behavior
- teacher, family member or student request for assistance/nomination
- other means defined by the school/district such as universal screening.

As with Tier 1 and Tier 2 systems of support, the development of **Tier 3 systems, data, and practices are led by a team.** School teams are formed to design and implement individual student plans and should include those adults who are typically involved with the student on a daily basis along with other staff who have more specialized skills (i.e. school counselors, social workers, special education staff, school psychologists, administrators, and school nurses). The team **also includes the family members** and if appropriate, the student. If the team is to be successful, they must be given the time to **meet on a regular basis**.

A **functional behavior assessment (FBA)** includes the team working with the teacher(s) to identify the interactions between the student's behavior and the environment(s) where it is most likely to occur. Other information is also gathered (i.e. interviewing others who have and/or are currently work with the student, reviewing school records, interviewing family members and student).

The team then describes the behavior in **observable and measurable terms**. For instance, "When Joe is asked to turn in his homework in math class, he verbally refuses on approximately 4 out of 5 days." This description not only serves as a means to correctly identify the behavior, but phrases it in such a way that another person can understand the problem and directly observe it.

A **context analysis** provides information about when the problem behavior is likely (and not likely) to occur and possible **antecedents** and **consequences** to determine the **function** of the behavior.

After a **summary statement** has been developed, a designated person(s) will **observe** the student in the settings with high and low likelihoods of the problem behavior in order to **confirm the summary statement**. After the summary statement is confirmed, all information gathered will be used by the team to develop a behavior intervention plan.

The **behavior intervention plan (BIP)** is based on an **instructional approach**, similar to that used by teachers for academic instruction. It defines how an educational setting will be changed to improve the behavioral success of the student. Drawing on information from the summary statement, the behavior intervention plan describes:

- how the **environment** will be changed to prevent occurrences of problem behavior
- the **teaching** that will occur to give the student alternative ways of behaving
- the **consequences** that will be provided to encourage positive behavior, limit inadvertent reward of problem behavior, and where appropriate, discourage problem behavior.

Follow-up observations by team members, **on-going monitoring** of specified data and other means may be employed to make data-based decisions to revise, refine, end or continue the plan. The BIP will be **reviewed by the team** on a regular basis until such time as the team and the teacher(s) make a decision to do otherwise. **Fidelity of implementation** and **social validity** are also assessed by the team.

Because many of the problems exhibited by students in need of a FBA and BIP are long-standing and significant, school personnel should understand that it is likely to take extended periods of time and intensive intervention before the problems will begin to improve. Any plan may be influenced by unforeseen changes in the student's or school's situation. For these reasons it is important for all involved to continue to dedicate the time, resources and personnel as necessary to increase the likelihood of the plan's success.

> "Intervention is not based on behavior – it is based on the function of that behavior. Anything less is literally no better than pulling an intervention out of a hat, or choosing one because it is familiar or simple."
>
> *(Scott & Kamps, 2007, p 151)*

DISCUSSION

How would you describe Tier 3 to your staff based upon your implementation of Tiers 1 and 2? What is the relationship between FBA and BIP?

Research Supporting Effectiveness of FBA/BIP

There are many studies demonstrating the positive effects of FBA-based intervention and a growing body of research signifying that typical school personnel, with proper training, can develop effective BIPs. A sampling of research results are shared in this section.

Gage, Lewis, and Stichter (2012) reviewed 69 FBA studies with 146 subjects and found that interventions based on functional behavior assessment **reduced problem behavior an average of 70.5%**. These studies included students ages 3-16 and were conducted in schools that had students with or at risk for emotional or behavioral disorder.

> In a review of the school-based literature on FBA, the overwhelming majority (98.7%) of studies using FBA to derive interventions produced behavior change in the desired direction.
>
> *Ervin, Radford, Berisch, Piper, Ehrhardt, & Poling, 2001 as cited in Hoff, Ervin, & Friman, 2005, p. 46)*

In another study, researchers examined the effectiveness of behavior intervention plans based on FBA and those that were not based on function. **Behavior intervention plans that were function-based had greater impact** on reducing the number of problem behaviors (Ingram, Lewis-Palmer, & Sugai, 2005).

Newcomer and Lewis (2004) found that **interventions based on function were more effective** than other interventions that were based on the topography of the behavior (what the behavior looks like or sounds like). Furthermore, the results indicated that the introduction of an **intervention that does not address function increases the problematic behavior.**

In a study where the teacher conducted the assessment process within the natural classroom setting and during regular classroom routines, a student's **disruptive behavior was substantially decreased when the function-based intervention was implemented**. Additionally, the teacher, as well as the student, rated the intervention as acceptable (Hoff, Ervin & Friman, 2005).

Research findings by Cook, et al., 2012 demonstrated that **school staff**, with appropriate training, **can develop evidence-based behavior intervention plans that improve student outcomes**. This study also found that the degree to which the plans were implemented as intended related significantly to the degree of improvement made by the students. In other words, the **interventions implemented with fidelity had greater impact** than those that were not implemented with fidelity.

Results of research by Payne, Scott, and Conroy (2007) demonstrated "clear and immediate decreases in problem behavior with the introduction of function-based interventions and similarly strong increases with each introduction of non-function-based intervention" (p. 158). In other words, **"function based interventions simply were found to be more effective in reducing problem behaviors"** (p. 171). In this study, teachers had a high level of involvement in developing the interventions and accepted the practices and procedures that were implemented.

ACTIVITY

You are having a conversation with a colleague who is curious about the research supporting function-based intervention and whether it is practical to ask "regular school staff" to be involved. With your team, prepare a three to five sentence response to your coworker.

Resources Needed

The primary resources schools need in order to successfully implement a Tier 3 system of support are those that schools typically find most scarce – **time** and **money**. Go to any school and ask staff members what they need more of and more than likely the answer will be, "time".

Adequate **time** will be needed for the **development of Tier 3 systems, data, and practices**, and team members working with individual students will need time to **conduct the FBA and develop, implement, and monitor the resulting BIP**. Team members will need time to **attend trainings** to develop expertise in Tier 3 systems, data, and practices, including how to conduct an FBA and develop a BIP.

Crone and Horner (2003) offer the following considerations for administrators and district personnel to keep in mind when planning how to make the best use of these valuable assets.

Schools need to consider ways to **increase the efficiency** of the time they are allotted for team meetings. Recommendations for effective and efficient team meetings are discussed in the *Tier 3 Core and Action Teams* chapter of this workbook. Additionally, schools can **identify existing committees** that serve a similar function to the Tier 3 team and determine if that group can be expanded or modified to become the Tier 3 team, thus eliminating multiple teams with overlapping purposes.

When administrators are allocating financial resources for Tier 3, consideration needs to be given to whether or not a percentage of **full-time equivalency** (FTE) needs to be provided for an individual to coordinate the Tier 3 process. Another consideration is how **release time** will be provided for team members to attend Tier 3 training and any associated costs such as substitute pay, mileage, and registration fees. A third budgetary issue is allocating resources for **materials** to support the BIPs that are developed, such as reinforcers.

> Assessment models that explain behavior but do not indicate effective interventions (e.g., assessments that identify fixed traits or aptitudes as the cause of performance) may be philosophically interesting but are useless and potentially harmful to educators and clinicians seeking to improve outcomes.
>
> *(Tilly, Reschly, & Grimes, 1998 as cited in McIntosh, Brown, & Borgmeier, 2008, p. 8)*

Action Planning

In the same way that your SW-PBS Leadership team used action planning to record a list of all the tasks the team needed to finish to meet a goal or an objective, the action planning process continues as Tier 2 and then Tier 3 is developed. Action Plans are useful because they give your team a framework for thinking about how to complete a task or project efficiently. The following features are typically included in the action planning process.

- **GOALS.** During each day of training, goals or needs for development will emerge. These needs are drawn from items within the Tiered Fidelity Inventory (TFI) and will answer the question, "What things do we need to do in order to move our work forward?
- **MEASURES OF SUCCESS.** Next you will want to identify how you will know you have met your goal and been successful. What completed products, data, or processes will be in place when you have finished your work?
- **ACTIVITIES/STEPS.** After identifying the goal and having a clear picture of what success will look like, teams begin brainstorming a list of all the things that need to be done to achieve the goal. You will typically want to start at the beginning: What is the very first action you'll need to take? What comes next? Are there activities that should be prioritized to meet specific deadlines? Try to make a logical progression of each thing you need to do.
- **TIMELINES.** Next match your steps or activities with timelines. What is realistic to get accomplished in a certain time? While timelines help with accountability, they may change as you move forward.
- **RESOURCES.** It is helpful to think in advance, while planning, what resources will be required to complete the tasks. What materials or assistance will be needed?
- **PERSON(S) RESPONSIBLE.** This step is the delegation process. Which tasks should be delegated to specific team members or others? This, too, is a good accountability mechanism to help be sure the work gets done.

Finally, the action plan includes a column to indicate when activities have been completed. A simple check or date can be used to document finished tasks.

A sample action plan with suggested goals and activities as well as a blank action plan are included in this workbook.

CHAPTER 2: TIER 3 READINESS

Learner Outcomes

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

- Determine your school's readiness for Tier 3 training

Each tier of a three-tiered approach, such as Schoolwide Positive Behavior Support, forms the foundation for the next level of implementation. When a school has implemented Tiers 1 and 2 with fidelity, the foundation is solid for developing successful systems, data, and practices at Tier 3. Therefore, when teams are determining readiness for Tier 3, the fidelity of Tier 1 and Tier 2 must be assessed.

This section describes the Tier 3 readiness indicators that MO SW-PBS has outlined as being critical for successful implementation of Tier 3. Without these readiness indicators in place, the Tier 3 system cannot be efficient and durable.

Readiness Criteria – Fidelity of Universal Systems:

- Schoolwide Evaluation Tool (SET) Score of 80/80 or Tiered Fidelity Inventory of 70% or higher within the last 12 months.
- Self-Assessment Survey (SAS)/Effective Behavior Support Survey (EBS) results indicate current status of 80% or more features in place for Schoolwide Systems, Nonclassroom Systems and Classroom Systems.

RATIONALE: These first two readiness provide evidence that universals are implemented with fidelity. As schools implement Tier 2 and Tier 3 interventions, it is important that Tier 1 remains firmly in place so the number of students identified as requiring small group, targeted, and individual interventions can be efficiently served.

"For schools that do not have primary supports in place, the impact of the individual plan will be minimized due to the lack of consistent control across the school environment. In other words, if the school or classroom environment is inconsistent, nonresponsive to demonstrated prosocial behavior on the student's part, and primarily relying on reactive and negative strategies in an attempt to control behavior, an individualized function-based PBS plan has little chance of successfully changing student behavior."

(Lewis, T.J., 2009, p. 368)

Readiness Criteria – Student Response to Schoolwide Systems and Practices:

- Office Referral Data (ODR) indicate 80% of students in the 0-1 referral range.

RATIONALE: As teams move to Tier 3, it is crucial that at least 80% of students are responding to schoolwide interventions. It is unrealistic for schools to support more than 15% of their students with Tier 2 interventions and 5% with Tier 3 interventions.

Planning for Intervention – What's your projected capacity?

Early intervention is the goal for all students. Tier 1 Universal practices will be enough support for approximately 80% of the students in your school. This is the most efficient system of support, requiring minimal adult resources per student.

Tier 2 interventions are designed to proactively identify students at risk for developing problem behavior, or just beginning to exhibit problem behavior. When student identification is done effectively, you can estimate serving 10 – 15% of your student population over the course of the year in Tier 2 Interventions. Tier 2 Interventions require more adult involvement for fewer students, yet efficiently produce effective results when interventions are delivered with fidelity.

Students who are already exhibiting chronic problem behavior may require Tier 3 Intervention. If Tier 1 and Tier 2 are being implemented in the school setting with fidelity, your school may need to provide Tier 3 Interventions for approximately 1 -5% of students. Tier 3 requires the highest staff to student ratio, and can be a very labor-intensive process.

At Sample Middle School, the student population is 375 students. Based on the expected percentages in tiered intervention, 300 Sample students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately 37 – 56 Sample students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors. Finally, it is possible that 3 – 15 students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

How do the percentages reflect the projected needs in your building?

ACTIVITY

With your team, complete the chart with your school's enrollment data to assist your planning for capacity to serve students needing Tier 2 or Tier 3 support.

Then fill in the projected needs statement that follows.

Total Student Enrollment		**Our Numbers**		**Our Numbers**
	1%		5%	
	10%		15%	
________________	80%			

At ____, the student population is ___________ students. Based on the expected percentages in tiered intervention, ____________ students will use expected behaviors when the school implements Tier 1 Universal practices with fidelity. Approximately _________ – _________ students may need additional support, or Tier 2 Intervention, to reliably perform expected behaviors.
Finally, it is possible that ________ – ________ students may need the most intensive level of support, a Tier 3 Behavior Intervention Plan, over the course of the school year.

Readiness Criteria – Student Response to Classroom Systems and Practices:

- Data demonstrates reduction in classroom minor referrals over at least a one year period.

RATIONALE: A system for documenting minors provides data for early identification of students needing additional support. Reduction in classroom minor referrals provides evidence that the effective classroom practices are implemented.

Readiness Criteria – Universal Data-Based Decision Making:

- Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 Data Reports.

RATIONALE: It is important that teams continue to monitor schoolwide data and follow established data decision rules to identify students for additional support. This also provides ongoing data to ensure that universals are implemented with fidelity.

Readiness Criteria – Fidelity of Tier 2 Implementation:

- Evidence of:

- A standard system to identify students for Tier 2 supports
- A process to identify the function of behavior and match the intervention to the function
- Specific goals are determined for each student
- Implementation of at least one research-based small-group and/or targeted behavioral intervention. If only one is fully implemented, a second intervention has been piloted and plans are in place for full implementation
- Staff training on the Tier 2 system and data decision rules as well as their role in implementing the interventions
- Standard data that is collected for each student and used for making decisions about when to continue, intensify, change, or fade an intervention; data decision rules are in place and consistently followed
- A communication system to inform family members of the Tier 2 process and provide them with regular updates about their child's progress

RATIONALE: This readiness requirement ensures that Tier 2 systems, data, and practices are implemented in a consistent and efficient manner. Many teams use the Intervention Planning Guide, the Adapted FACTS - Part A, or the Advanced Tier Spreadsheet for collecting this information. Other schools have modified the Intervention Planning Guide or another student assistance form to make it a "one stop shop" for academic and behavior planning.

Readiness Criteria – Capacity for a Tier 3 Team:

- An administrator and core group of staff have been identified who will serve on the Tier 3 team:

- A core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)

- At least one member of the team has behavioral expertise
- At least one member of the team has academic expertise
- One team member has been identified as a crossover member who will serve on the Tier 2 and Tier 3 teams
- The team has access to district level support

RATIONALE: Tier 3 cannot be implemented with fidelity or efficiency without a system of team-based problem solving and data-based decision making. An administrator must be an active participant on the team; the administrator has knowledge of all aspects of the school and the authority to make decisions. The team member with behavioral expertise will provide valuable knowledge and skills while expertise is developed among all members. Knowledge of the curriculum and instructional strategies are beneficial when developing behavior intervention plans and will be provided by the team member with academic expertise. The crossover member will ensure accurate and timely communication between the Tier 2 and Tier 3 teams. District level support and communication is vital for the durability of the Tier 3 system.

If not all Tier 3 team members can attend trainings, the team should select a core group to attend trainings. That core group should include an administrator, a team member with behavioral expertise, and a member with academic expertise.

DISCUSSION

Use the *Tier 1 and Tier 2 Analysis for Tier 3 Readiness* on the following pages to document:

- ► Which indicators are in place for your school?
- ► Which indicators are not in place or need increased fidelity?
  - What resources are available to meet these needs? How will you access necessary resources?
  - Add to/revise your action plan to document action steps that need to be completed.
- ► What additional information or technical assistance does your school need?

Tier 1 and Tier 2 Analysis for Tier 3 Readiness

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Schoolwide Evaluation Tool (SET) Score of 80/80 OR Tiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed	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: • Schoolwide Systems • Nonclassroom Setting Systems • Classroom Systems.	Score and date ____________ 80% Criteria met? 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:
Data demonstrates reduction in classroom minor referrals over at least a one year period.	Classroom Minor Referrals collected? Yes No If Yes: Number of previous year's Classroom Minors ____________ If No: Add to your Action Plan steps to begin Classroom Minor data collection
Consistent use of schoolwide data for making decisions as evidenced by monthly Big 5 data reports.	Big 5 used monthly for decision-making? Yes No Notes for increasing fidelity:

TIER 3 READINESS GUIDELINE	DOCUMENTATION/NOTES:
Documentation of: 1. Standard system for identifying students for Tier 2 supports 2. Process to identify function of behavior and match intervention to the function 3. 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. 4. Staff has received training for implementation of interventions 5. Use individual student data for making decisions about when to continue, intensify, change, or fade intervention 6. Family members are informed of the Tier 2 process and regularly updated about child's progress	Which are in place, in use, and documented? #'s________________ Instrument(s) consistently used: ____ Intervention Essential Features ____ Advanced Tier Data Collection Spreadsheet ____Adapted FACTS Part A ____ Other Notes for increasing fidelity:
Administrator and core group of staff who will serve on Tier 3 team: • Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise) • At least one member with behavioral expertise • At least one member with academic expertise • Crossover membership for Tier 2 team • Access to district level support	Are all Tier 3 team members in place? Yes No If Yes, who is the core group? Who will attend trainings? If No, what positions are missing and who will fill them?

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Assess Readiness for Tier 3

1. Complete Tier 3 Readiness Checklist

    - Determine readiness for Tier 3 and next steps
    - Action Plan steps needed based upon review:

CHAPTER 3: TIER 3 CORE AND ACTION TEAMS

Learner Outcomes

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

- Establish your Tier 3 Core Team:
  - Responsibilities
  - Team members, roles, and responsibilities
  - Calendar of meeting dates
  - System for eliciting Action Team participation
  - Standard meeting format
- Establish your Tier 3 Action Teams:
  - Responsibilities
  - Calendar of meeting dates
  - System to ensure family participation
  - Standard meeting format
- Determine a method for assessing effectiveness and efficiency of team meetings

Tier 3 cannot be implemented with fidelity or efficiency without a foundational system of **team-based problem solving** and **data-based decision making**. Crone and Horner (2003) recommend a **two-tiered model for behavior support teams.** The first tier is the "Core Team" and the second tier is an "Action Team" that is individualized for each identified student.

- The **Core Team** is responsible for developing the Tier 3 system and assigning Action Team members.
- **Action Teams** are formed for each student in order to conduct the FBA, develop the BIP, and monitor progress for data-based decision making.

The Tier 3 Core Team is a stable group that is responsible for developing the Tier 3 system as well as being the intake team for student referrals. Once the Core Team has determined that a student meets the criteria for Tier 3 individualized intervention (refer to the Identifying Students for Individualized Support section of this workbook), the team assigns the Action Team for that student; one Core Team member is also assigned to be on the Action Team.

Action Team members are notified and assignments for staff, family, and student interviews are made. At this point, the Action Team takes over with the planning for the individual student, including conducting the FBA, developing the BIP, monitoring student progress, and data-based decision making.

Core Team Systems Development Responsibilities

Tier **3 systems development** is the **first primary task** of the Core Team. Systems that the Core Team will develop include:

- A standard process to identify students
- A standard process to conduct the FBA
- A standard process for developing and monitoring BIPs
- A standard method to identify and elicit participation of Action Team members, including family member and student (if appropriate)
- A model for providing staff training/professional development
- A standard method for updating team, staff, and others involved with student support

In order to develop a Tier 3 system, you will begin by establishing your Tier 3 Core Team.

Core Team Membership

At minimum, **Core** Team **membership** will include an **administrator**, a member with **behavioral expertise**, and a member with **academic expertise**. The Core Team should also include a crossover member who serves on both the Tier 2 team and Tier 3 Core Team; this person can be a fourth team member or one of the team members previously identified. It goes without saying that the entire team needs to be committed to their Tier 3 work.

> "Logistical and training issues prevent the use of single-expert models of FBA as a preventive schoolwide process in systems of PBS. Therefore, it seems reasonable to conclude that the team-based methods offer the best balance of logic and reality in schools."
>
> *(Scott, Anderson, Mancil, & Alter, 2009, p. 438)*

In order to build Tier 3 capacity, stability of the Core Team should be considered when determining who will serve on the team. Crone and Horner (2003) recommend that **membership be at minimum for one year**; frequently members serve for two or more years.

If not all team members can participate in Tier 3 trainings, a core group should be selected that will consistently attend. That core group should include an administrator, a team member with behavioral expertise, and a member with academic expertise.

DISCUSSION

How will you identify a member as having behavioral expertise? Consider these questions:

1. Does anyone on your staff have expertise in the science of behavior – including an understanding of setting events, antecedents, and consequences of behavior?
2. Does anyone on your staff have expertise in interviewing students, teachers, and families about problem behaviors?
3. Does anyone on your staff have expertise in observing problem behaviors in classroom and non-classroom-specific settings?
4. Does anyone on your staff have expertise in developing a summary statement from assessment data?
5. Does anyone on your staff have specific expertise in designing, implementing, evaluating, and modifying a comprehensive behavioral intervention plan? (Refer to the *Functional Behavior Assessment/Behavior Intervention Plan Rubric* for the components of a comprehensive behavioral intervention)

If you answered, "No," to these questions, how will you access someone with behavioral expertise? Remember the ultimate goal is to teach your team the skills needed for conducting FBAs and developing BIPs.

Core Team Member Roles

There are four essential roles of the Core Team members as the Tier 3 system is developed; roles and responsibilities should be evenly distributed across members. When the system is established and the focus of the Core Team shifts to student problem-solving, each person's role may change. During system development, however, the roles and responsibilities are:

- ► Chairperson/Coordinator/Facilitator
  - Prepares the agenda
  - Facilitates the meeting
  - Follows-up on assigned tasks
- ► Recorder
  - Takes notes at each meeting
  - Records tasks, deadlines, and decisions
  - Distributes information to applicable stakeholders
- ► Administrator
  - Supports process by attending meetings
  - Restructures resources (time and staff) as needed
  - Shares updates with staff
- ► Crossover Member with Tier 2 Team
  - Provides direct line of communication between the Tier 2 and Tier 3 teams
    - o Can be a team member with another role or an additional team member

DISCUSSION

- ► Does your Core Team include administration, behavioral expertise, academic expertise, and crossover membership with Tier 2?
    - If not, what additional staff members can serve on the Core Team?
- ► Who will attend trainings?
- ► What team members will be assigned the necessary roles and responsibilities?

Considerations for Scheduling Core and Action Team Meetings

As you build your Tier 3 system, your Core Team may only require two meetings per month; it is important that the team has a regular time to meet and an efficient meeting format. Keeping meetings on the same day of the week and at the same time will facilitate increased participation from team members. Individual student Action Teams will meet weekly and they also need to determine a regular time to meet as well as a standard meeting format.

Providing release time for Core and Action Team members is a key consideration for administration. Some school districts might have negotiated agreements that prohibit such meetings during planning time. Examples of how schools have provided release time for team members include:

> "Full team attendance and participation should be encouraged by holding regularly scheduled meetings at the same time on the same day of the week."
>
> *(Crone & Horner, 2003, p. 99)*

- ► Paraprofessional/aides covering classes
- ► Staff members who have unassigned time for duties covering classes
- ► Flex time for before/after school meetings – for example, if teams begin prior to the negotiated start time, they can leave early to make up that time
- ► Arranging the schedule so specialists such as art, music, p.e., and media specialist are all available for the same block of time during the week to provide coverage for classroom teachers attending team meetings. This would be possible if specialists could provide this coverage and still have their negotiated plan time.

DISCUSSION

- ► Does your Core Team have a calendar of regular meeting dates and times?
    - If not, when will you meet?
    - If yes, do you have two meetings a month scheduled?
- ► What options are available at your school for providing release time for Tier 3 Core team members?

System to Elicit Participation of Action Team Members

Once the Tier 3 system is established, the focus of the Core Team shifts to receiving student referrals and determining if criteria for Tier 3 support are met. If a student meets criteria for Tier 3 intervention, the Core Team identifies Action Team members, determines the Core Team member who will contact the Action Team, and assigns which Action Team members will:

- Complete the record review
- Interview teachers/staff
- Interview family members
- Interview student

When a student meets identification criteria, the Core Team will need to establish a system for notifying the Action Team members. Answering these questions will allow your team to develop your notification system:

- Who needs to be a member of the Action Team?
  - i.e. teacher(s), counselor, paraprofessional, administration, student, family members. Include staff members who represent settings with high incidence of the problem behavior as well as low incidence of the problem behavior.
- How will release time be provided so staff can attend meetings?
- Who will notify the Action Team members?
  - i.e. Designated Action Team coordinator
- How will the Action Team members be notified?
  - i.e. e-mail, telephone, in-person
- When will the Action Team members be notified?
  - i.e. One week prior to first meeting

At first, Action Team members may not have expertise in the FBA/BIP process. Until that knowledge and understanding is developed through your professional development plan, it is recommended that all Core Team members serve as members of the Action Team and complete the record review and interview tasks.

Once expertise is developed among Action Team Members, the Core Team will assign the Action Team members and the Action Team will conduct the FBA and develop the BIP.

If a student does not meet established identification criteria for Tier 3 intervention, the Core Team makes recommendations and plans for follow-up. For instance, they may recommend a student for Tier 2 intervention with modifications and ask the Tier 2 team to provide them an update on the student's progress after 2 weeks.

DISCUSSION

- What will be your system for eliciting Action Team participation?
- What will be your system for providing professional development so your Action Team members can develop expertise in the FBA/BIP process?

Core Team Standard Meeting Format

The Core Team should develop a standard agenda and meeting format. The following template is an example format adapted from Newton, Todd, Horner, Algozzine, & Algozzine (2010). It reflects Tier 3 system development as well as review of students identified for consideration for Tier 3 intervention.

Tier 3 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
1. Staff Updates/Obtain Feedback
2. Tier 3 Handbook
3. Staff Development
4. Review students for Tier 3 Intervention

1. Staff Updates/ Obtain Feedback	Discussion/Decision/Task (if applicable)	Who?	By When?
2. Tier 3 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 3 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 Family?	5) Who will interview Student?

Other	Discussion/Decision/Task (if applicable)	Who?	By When?

Other Issues: ______________________________

____

____

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?

Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)

The next page is an example of how a Core Team might complete the first page of the Tier 3 Core Team Meeting Agenda, Minutes and Problem-Solving Action Plan Form. The first three agenda items relate to systems, and the last agenda item is a review of two students for Tier 3 consideration.

EXAMPLE

Tier 3 Core Team Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator:	Crossover:
Today's Meeting	*1-12-2012*	*8:00 A.M.*	*Conference Room*	*B.E. Smart*	*Phil Paige*	*Ima Leader*	*Ida Shares*
Next Meeting	*1-26-2012*	*8:00 A.M.*	*Conference Room*	*B.E. Smart*	*Phil Paige*	*Ima Leader*	*Ida Shares*

Team Members Present:
B. E. Smart, Phil Paige, Ima Leeder

Today's Agenda Items
1. *Staff Updates/Obtain Feedback – Teacher Nomination Form*
2. *Tier 3 Handbook - data decision rules*
3. *Staff Development – Science of Behavior*
4. *Review 2 students for Tier 3 Intervention*

1. Staff Updates/ Obtain Feedback	**Discussion/Decision/Task (if applicable)**						**Who?**	**By When?**
Teacher Nomination Form	*Disseminate revised teacher nomination form to all staff. Remind staff to use feedback procedure.*						*Ima Leader*	*Jan. 14, 2012*
2. Tier 3 Handbook	**Discussion/Decision/Task (if applicable)**						**Who?**	**By When?**
Documented Data Decision rules to identify students at high risk	*Format completed Student Data Inventory with indicators for students at risk and students at high risk in Handbook. Include indicators that will be reviewed to determine level of intervention.*						*Phil Paige*	*Jan. 20, 2012*
3. Staff Development	**Discussion/Decision/Task (if applicable)**						**Who?**	**By When?**
Science of Behavior – What is it and how does it impact decisions regarding social/ behavioral intervention?	*Schedule 20 minutes during each team's Wednesday planning time. Share T3D1 Mini-Module with staff. Create guided notes summary of information for staff to use during mini-module presentation.*						*Ima Leader* *Phil Paige*	*Jan. 25, 2012* *Jan. 20, 2012*
4. Review of students for Tier 3 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 Family?	5) Who will interview Student?	
Debra		*Yes – Met 2 indicators of high risk: 7 ODRs and 6 ISS*	*Teachers: CA, SS, Math, Sci, Art, Spanish; Ms. Mom; Paraprofessional B.E. Smart will e-mail teachers and call Ms. Mom by Jan. 15, 2012.*	*Phil Paige*	*B. E. Smart*	*B. E. Smart*	*B.E. Smart*	
Luke	*Add self-monitoring component to Luke's SGSS intervention for 2 weeks and review data. Ida Shares (crossover) will communicate*							

DISCUSSION

Does your Core Team have a standard meeting format? If you do, does your current format allow you to capture all the meeting information on one document?

Action Team Membership

> ". . the most sustainable process for completing a school-based FBA will be team based . ."
>
> *(Scott, Anderson, Mancil, & Alter, 2009, p. 431)*

The Action Team is the team that works directly with conducting the FBA and developing the BIP. This group should be **dynamic** in that the individuals involved in the behavior support process will **change from student to student.** For example, the family and the teacher of the identified student should be involved in the assessment and intervention process; this set of individuals will change for each student (Crone & Horner, 2003). If appropriate, the student is a member of his/her Action Team.

At least one member of the Core Team participates and provides technical assistance for each Action Team in progress. Just as we have crossover members between Tier 1 and Tier 2 as well as between Tier 2 and Tier 3 teams, a member of the Core Team will serve as a **crossover member** to each Action Team.

Action Team FBA and BIP Responsibilities

Remember that the Core Team will assign which Action Team members will review the academic records and conduct the interviews so the Action Team will have this information prior to their first meeting.

Three meetings are suggested for the Action Team to **complete the following FBA and BIP responsibilities:**

1. Review academic records and work samples
2. Conduct the FBA interviews
3. Report the FBA data to the Action Team
4. Facilitate development of the summary statement
5. Conduct the FBA observations
6. Facilitate development of the behavior intervention plan
7. Implement and monitor the behavior intervention plan

Instruction for completing each responsibility is covered during MO SW-PBS Tier 3 team training days.

Suggested tasks for each of the three meetings include:

MEETING 1:

- Summarize record review and interview information (e.g. Information reported on Adapted FACTS – Part A)
- Identify specific antecedents and consequences of problem behavior in each identified context and generate a summary statement (e.g. Complete Adapted Facts – Part B.)
- Schedule Observation(s)
- Schedule Meeting 2

MEETING 2:

- Review and summarize observation information
  - If Summary Statement is not confirmed, determine details for additional observations and schedule next meeting.
  - If Summary Statement is confirmed, the team will develop a Competing Behavior Pathway and:
- Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan
- Develop BIP implementation plan
- Develop monitoring and evaluation plan
- Identify generalization and maintenance strategies
- Schedule Meeting 3

MEETING 3:

- Review fidelity of BIP implementation
- Review progress monitoring data
  - Based on data, the team will determine whether to: reteach adults and/or students; continue; modify; intensify
- Schedule the next review meeting

Action Teams will need to keep in mind that a student receiving an individualized intervention will usually **require more time to respond** to the intervention than the standards indicated for Tier 2 interventions. Ongoing review meetings should be held regularly to monitor the student's progress.

This chart puts everything together to illustrate the flow of meetings from the Core Team meeting through the third Action Team meeting.

Tier 3 Student Support Meeting Process

Core Team Meeting

- Identify student for Tier 3 Intervention and:
- Identify action team members
- Determine who will notify action team members
- Assign action team member(s) to review student records
- Assign action team members(s) to interview staff, family, student

Prior to next meeting: *Action Team Members are notified of their participation and date of meeting. Record review and interviews are completed (Adapted FACTS – Part A, pages 1 & 2).*

Action Team Meeting 1

- Summarize record review & interview information (Adapted FACTS Part A, pp. 1 & 2)
- Identify specific antecedents and consequences of problem behavior in each identified context and generate a summary statement (Adapted FACTS Part B, p. 3)
- Determines details for completing observations:
    - Who
    - When (dates and times)
    - Where (settings where problem behaviors occur and do not occur)
- Schedule meeting 2

Prior to next meeting: *Observations are completed.*

Action Team Meeting 2

- Review and summarize observation information
- If summary statement is not confirmed
    - Determine details for additional observations and schedule next meeting
- If summary statement is confirmed, develop Competing Behavior Pathway and:
    - Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan (pp. 1 & 2)
    - Develop BIP implementation plan (p. 3)
    - Develop monitoring and evaluation plan (p. 4)
    - Develop fidelity of implementation and social validity plans (p. 4)
    - Identify generalization and maintenance strategies (p. 5)
- Schedule meeting 3

Prior to next meeting: *Identified personnel collect fidelity of implementation and student progress monitoring data.*

Action Team Meeting 3

- Review BIP implementation plan - did everyone implement with fidelity?
- Review progress monitoring data
    - Based on data, the team will determine whether to: reteach adults and/or students; continue; modify; intensify
- Schedule next review meeting

Divide the four meetings on the Tier 3 Student Support Meeting Process chart among your team members. Each person:

1. Reviews the tasks for his/her assigned meeting, including the tasks that occur after the meeting but before the next meeting.
2. Highlights key words and phrases that provide an overview of the meeting.

When all members are ready, begin with the first meeting and each member shares his/her overview.

When finished reviewing all four meetings, discuss your system for sharing this information with your school staff. Will this chart be helpful in providing a big picture overview?

Additional Considerations for Scheduling Action Team Meetings

As with the Core Team, the Action Team also needs a **standard day of week and time** to meet. With the involvement of family members, it is important to **consider times convenient for home as well as school.** Scheduling questions to consider include:

- Who needs to be at the meetings?
- How will you inform participants about meetings?
- How far in advance will you let participants know about the meetings?
- How will schedules be facilitated so staff and family members can attend meetings?

When working to involve family members in Action Team meetings, the meeting dates and times may be more difficult to establish for the year. Several hints from Missouri schools:

- ► When initially scheduling the Action Team meetings, schedule several meetings in advance. Confirm the next meeting date at each meeting.
- ► Establish protected time on the school calendar that is available for Action Team meetings when you know coverage is available. If possible, schedule meetings during these times.

It is important to do everything possible to have family members “at the table” during Action Team meetings. If that proves to be impossible, is it possible for family members to participate via conference call, Skype, Facetime, or other distance technology? If distance technology is not feasible, at a minimum, there needs to be a trusted liaison on the Action Team who will thoroughly communicate with the family members before and after each team meeting and bring the family’s information to the team. Bottom line: schools need to make it a priority to actively involve family members in the Action Team process.

DISCUSSION

- What will be your system for establishing protected Action Team meeting times on the school calendar? If the meetings will be during the school day, what is your system for providing class coverage for staff members who are on the team?
- What is your system for ensuring family participation?

Action Team Standard Meeting Format

A standard meeting format is essential for Action Teams, just like it is for Core Teams. The following two pages provide a template that provides a standard meeting format and also outlines the suggested tasks for each meeting. This format is adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010).

Tier 3 Action Team Agenda, Minutes and Problem-Solving Action Plan Form

	Date:	Time:	Location:	Facilitator:	Recorder:	Administrator
Today's Meeting						
Next Meeting						

Student:

Action Team Members Present:

• Meeting 1	Discussion/Decision/Task (if applicable)
	Summarize record review and interview information – (5 Minutes):
	Identify specific antecedents and consequences of problem behavior in each identified context and generate a summary statement – (20 Minutes):
	Schedule observation(s): who, when, where – (5 Minutes)
	Schedule meeting 2 – (1 Minute)
• Meeting 2	**Discussion/Decision/Task (if applicable)**
	Review and summarize observation information. Determine whether observation confirmed Summary Statement – (5 minutes)
	If summary statement is not confirmed, determine details for additional observations and schedule next meeting (5 minutes)
	If summary statement is confirmed, develop Competing Behavior Pathway and identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to misbehavior, and safety plan – (20 Minutes)
	Develop BIP implementation plan – (10 Minutes)
	Develop monitoring and evaluation plan – (10-15 Minutes)
	Identify generalization and maintenance strategies (5-10 Minutes)
	Schedule Meeting 3 – (1 Minute)
• Meeting 3	**Discussion/Decision/Task (if applicable)**
	Review fidelity of implementation – (3 Minutes)
	Review progress monitoring data and make recommendations based on data – (7 Minutes)
	Schedule next review meeting (1 Minute)

• Review Meetings	Discussion/Decision/Task (if applicable)

Other Issues: ______________________________

____

____

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?

Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)

DISCUSSION

- Compare the Tier 3 Action Team Agenda for meetings 1, 2, and 3 with Action Team meetings 1, 2, and 3 on the Tier 3 Student Support Meeting Process. Note how they align with each other. Also notice the suggested times for each task on the agenda.
- Will this standard format be helpful to your Action Teams?

Assessing the Effectiveness and Efficiency of Core and Action Team Meetings

ACTIVITY

Individually, think back to meetings you have attended in the past – those you would rate as effective and those you would rate as ineffective.

- What made the difference between the effective meetings and the ineffective meetings? Write down your answers.
- When everyone on your team is finished writing, compare your thoughts. Do you agree what makes a meeting effective or ineffective?

No one likes going to a meeting and feeling that the meeting was ineffective, inefficient, and a poor use of their time. If a team agrees on the **features of an effective meeting** and consistently evaluates their implementation of those features, then meetings will be efficient and a valuable use of time for all members.

At the end of each Core or Action Team meeting, teams should **quickly assess the meeting** based upon the *Evaluation of Team Meeting* questions at the end of the example Core and Action Team meeting templates provided in this section. Using "yes", "so-so" and "no" as your ratings, it will only take a minute to do and the benefits will be well worth the time.

One suggestion of how to quickly gather each team member's input is to have each participant show a thumbs up for yes, thumbs sideways for so-so, and thumbs down for no for each question. If any team member shows a so-so or no response, they share the reason for that response and the team discusses how to improve the next meeting.

The *Questions to Consider when Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings* lists additional questions to consider for each of the four questions on the agenda template. While it is not necessary, or efficient, to review each question for every meeting, the questions provide guidance for what to consider when planning for the increased efficiency of your meetings.

ACTIVITY

Review the *Questions to Consider when Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings* on the following page.

- What is your team consistently doing that enhances the effectiveness and efficiency of your meetings?
- What are additional considerations for increasing the effectiveness and efficiency of your team meetings?

Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3 Core/Action Team Meetings

Was today's meeting a good use of our time? Did we:	**YES**	**SO-SO**	**NO**
Start on time?			
Utilize a standard meeting agenda format?			
Adhere to our agenda?			
Take minutes?			
Make decisions based on established data decision rules?			
Stay on topic and avoid discussing extraneous information about student, home life, and other topics?			
Adhere to our norms?			
End on time?			
Other:			

In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings? Did we:	**YES**	**SO-SO**	**NO**
Review our action plan and make necessary updates? (Core Team)			
Review status of specific tasks assigned at previous meetings?			
Document status of tasks/timelines/responsibilities in meeting minutes?			
Other:			

In general, have we done a good job of actually completing the tasks we agreed on at previous meetings? Did we:	**YES**	**SO-SO**	**NO**
Review our action plan and make necessary updates? (Core Team)			
Complete specific tasks within the timelines assigned at previous meetings?			
Fulfill the responsibilities of our individual roles within the team?			
Document completion of tasks in meeting minutes?			
Other:			

Systems Check: In general, are the completed tasks having the desired effects on student behavior?	**YES**	**NO**
Is a team conducting the FBA and developing the BIP? (Action Team)		
Is a family member a part of the student's Action Team?		
Are we monitoring fidelity of BIP implementation? (Action Team)		
Is there any professional development to provide to staff?		
Are there additional items to include in our Tier 3 Staff Handbook?		
Is there a system for updating staff?		
Is there a system for sharing Tier 3 intervention data with staff?		
Is there a system for sharing individual student data with family members as well as teachers implementing Tier 3 intervention?		
Other:		

Adapted from Newton, Todd, Horner, Algozzine & Algozzine (2010)

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

Tier 3 Action Planning - Establish a Tier 3 Core Team

1. Determine Tier 3 Core Team membership to include at minimum:
   - Administration
   - Tier 2 Team Member (crossover) Member with behavioral expertise
   - Member with academic expertise
2. Assign Tier 3 Core Team member roles and responsibilities
3. Develop a calendar of regular Core Team meeting dates and times
4. Adopt a standard meeting format
5. Adopt a standard system for eliciting Action Team participation
6. Determine method for regularly assessing effectiveness and efficiency of meetings

Establish Tier 3 Action Teams

1. Develop a calendar of protected Action Team meeting dates and times
2. Adopt a standard meeting format
3. Develop a system to ensure family participation
4. Determine method for regularly assessing effectiveness and efficiency of team meetings

CHAPTER 4: IDENTIFYING STUDENTS FOR INDIVIDUALIZED SUPPORT

Learner Outcomes

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

- Describe the five means to identify students for Tier 3 intervention and:
  1. Assess the establishment of your data decision rules for nonresponse to Tier 2 intervention
  2. Review your Existing Student Data Inventory for established indicators of high risk for chronic behaviors
  3. Identify decision rules for students who exhibit intense behaviors
  4. Evaluate the completeness of your teacher nomination form and system
  5. Consider utilizing a universal screening instrument

When identifying students for Tier 3 intervention, teams may consider:

1. Nonresponse to Tier 2 intervention
2. Chronic behaviors
3. Intense behaviors
4. Teacher nomination
5. Universal screening

Descriptions of all five methods for student identification are included in this chapter.

"The same data sources that are used to define the initial level of discrepancy (i.e. screening tool) and the rates of improvement (i.e. progress monitoring tool) are typically utilized to establish the decision making rules for tier movement."

(Radford, 2008, p. 2)

Nonresponse to Tier 2 Intervention

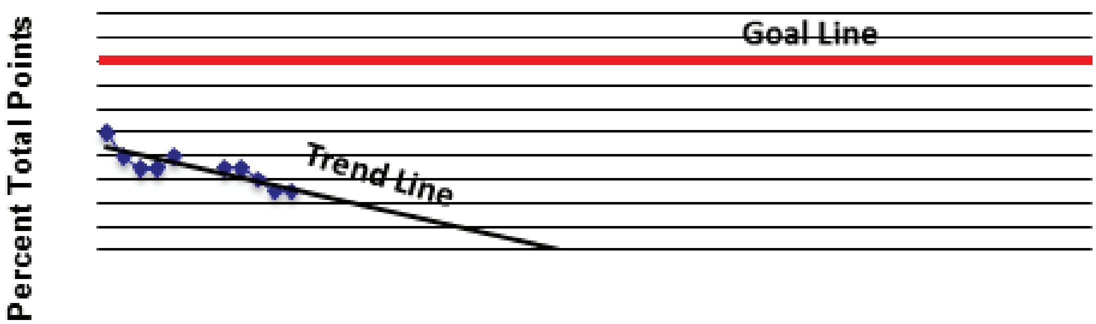
When teams consider students for Tier 3 support based upon nonresponse to Tier 2 intervention, existing data is utilized to determine poor response. How long should a student receive Tier 2 intervention before a team analyzes data to determine response? Sprague, Cook, Wright, and Sadler (2008, p. 77) recommend that interventions be implemented a minimum of four weeks; this "allows sufficient time for the student to demonstrate adequate or inadequate response to the supports". Lembke (2010) advises that eight data points collected across at least four to six weeks is generally adequate to provide teams with a stable trend of student performance.

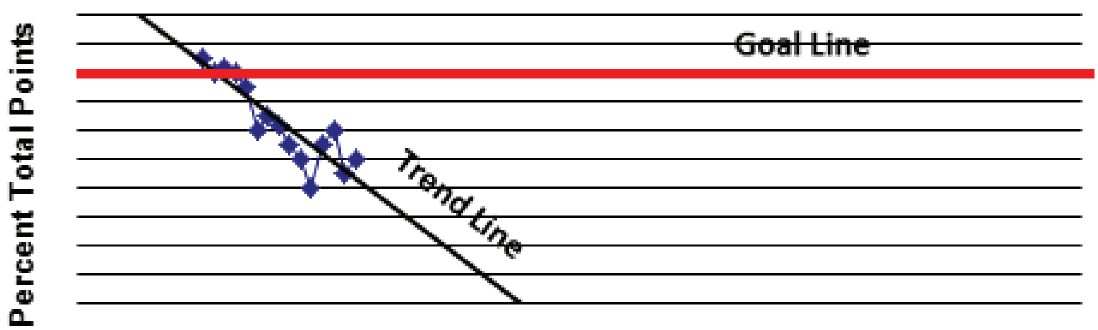
Bottom line, there is no set amount of time consistently cited in literature that should be provided before the review of data for nonresponse. Therefore, each Tier 2 team will determine what that timeline will be. The information provided by Sprague et al. and Lembke provides guidance as teams do not want to wait too long before responding.

DISCUSSION

How long does your Tier 2 team progress monitor student data before analyzing that data to determine the student's response?

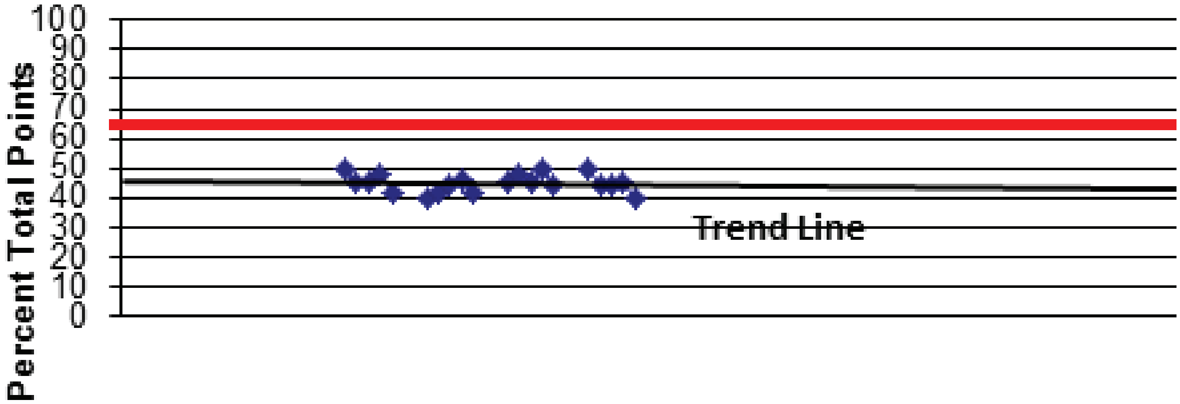
What is considered "poor response/nonresponse"? **When the distance between the trend line and the goal line widens, the response to the intervention is poor.** Two sample graphs depicting poor response are shown below:





While the second graph initially depicts a positive response, subsequent performance indicated a poor response to intervention. Both graphs show a trendline that indicates poor response to intervention because the gap between the goal line and trend line is growing larger.

Another example of nonresponse to Tier 2 intervention is illustrated in this graph:



In this example, the trend line has remained flat and consistently below the goal line. This student also has a nonresponse to Tier 2 intervention.

Once it has been determined that a student has a poor response to the intervention, the Tier 2 team must always ask, **"Was the intervention implemented with fidelity?"** If the intervention was not implemented with fidelity, the first response must be to increase fidelity of implementation. **It is essential that the student has a chance to be successful with the intervention as it was intended to be implemented.** The Check-in/Check-out and Small Group Social Skills fidelity checklists are documents available from your consultant or at http://pbismissouri.org/. These checklists can be used to check fidelity of implementation.

After the Tier 2 team is confident that the intervention was implemented with fidelity, then they ask these three questions.

1. Is the problem behavior correctly identified?
2. Is the function correctly identified?
3. Is intervention aligned with the function?

If any of the answers is "no" then the Tier 2 team:

- Revisits the Intervention Planning Guide, Adapted FACTS - Part A, Advanced Tier Spreadsheet, or other data source to gather additional information and make changes
- Continues to review progress monitoring data for positive, questionable, or poor response

If the Tier 2 team is confident that the intervention was implemented with fidelity and answers "yes" to all three questions, then the student is considered for Tier 3 support based upon nonresponse to Tier 2 intervention because all of these conditions were met:

- ► Data indicated interventions were implemented with fidelity
- ► Student demonstrated persistent non-response to the interventions
- ► Team is reasonably confident that modifications to the current intervention will not result in a better student response

(Adapted from Sprague, Cook, Wright & Sadler, 2008)

After the Tier 2 team determines that all criteria have been met for nonresponse to intervention, the **Tier 2/Tier 3 crossover member will communicate the referral information to the Tier 3 team.** This communication by the crossover member is critical in order to facilitate a seamless transition from the Tier 2 team to the Tier 3 team.

DISCUSSION

- ► How long do you progress monitor before determining poor response?
- ► What is your system for documenting changes in the intervention such as increased intensity, increased fidelity, or a different intervention?
- ► What is your system for verifying:
  - Fidelity has been ensured
  - The problem behavior has been correctly identified
  - The function has been correctly identified
  - The intervention is aligned with the function
- ► Who is your Tier 2/Tier 3 crossover member?

Chronic Behaviors

In most literature about the identification of students who may require and benefit from Tier 3 intervention, you will find the term "**chronic**" misbehavior instead of "nonresponse to Tier 2 intervention". Chronic misbehavior is described by K. McIntosh (personal communication, August 25, 2011) as "**persistent**, unlikely to be temporary" such as a regular pattern over a few months. Similarly, Goodman (2011) defines chronic misbehavior as being "**repeated or reoccurring** over a period of time; the behavior has persisted for a while".

Most students with chronic behaviors will first qualify for Tier 2 support and you will use your data decision rules for nonresponse to Tier 2 intervention. Students who enroll with a history of chronic problem behaviors might be direct referrals, depending on the circumstances, to Tier 3.

It is vital that teams review data frequently in order to identify students at-risk as early as possible or there is a likelihood of the behavior continuing to escalate and becoming chronic. The University of Oregon PBIS Workgroup (2010) conducted a study of the average cumulative growth in major and minor referrals involving 2,509 schools in 880 districts and 42 states. Results suggested that "students at-risk of developing chronic behavioral problems might not receive adequate support soon enough to change their behavioral trajectories" (p. 5).

When teams received Tier 2 training, they completed the **Existing School Data Inventory** and determined what data is collected, what is proficient for their school, what is at-risk (which triggers consideration for Tier 2 intervention) and what is high-risk (which triggers consideration for Tier 3 intervention). The "high-risk" column can be considered documentation for chronic behaviors. An example of this inventory is shown below:

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

ACTIVITY

- Review your Existing Student Data Inventory and established indicators of at-risk for Tier 2 consideration and high-risk for Tier 3 consideration in your school.
- Do you need to reconsider your indicators for at-risk and high risk? How will you communicate this to your Tier 2 team?
- Does your Tier 2 team review data frequently in order to identify students meeting criteria in a timely manner?

Intense Behaviors

Teams may determine that students exhibiting intense behaviors are directly referred to Tier 3 due to the force or magnitude of the behavior. What is "intense" behavior? Colvin (2009) defines intensity as the force or magnitude of the behavior, specifically as the level of the behavior's impact on the environment.

"Behavioral intensity is a subjective yet very important variable for developing an intervention plan to address noncompliant behavior. Intensity refers to the extent to which the behavior impacts the classroom. If the behavior significantly disrupts classroom instruction so that instruction cannot continue, or if there is concern for the safety of students and staff, then the behavior is deemed very intense." (Colvin, 2009, p. 86).

The impact a student's behavior has on the learning environment can be determined by asking three questions:

1. Is the child's behavior impacting only the child?
2. Is the child's behavior impacting the child and the learning environment for a few other students?
3. Is the child's behavior impacting the entire class and disrupting the learning environment for everyone?

The following chart is adapted from the Severity of Disruptive Behavior Rating Rubric, developed by the Center for Effective Collaboration and Practices (1998), and outlines five levels of intensity along with possible behaviors for each level.

Behavior Intensity Rating Rubric

Level	Description	May Include Behaviors Such As:
Level 1	Behavior is confined only to the focus student.	Refusal to get out materials Scowling Crossing arms Pouting Muttering under his/her breath
Level 2	Behavior disrupts others in the student's immediate area.	Slamming textbook closed Dropping book on the floor Name calling Using inappropriate language
Level 3	Behavior disrupts everyone in the class.	Upending desk Running around the classroom Cursing at the teacher or peers Leaving the classroom
Level 4	Behavior disrupts other classrooms or common areas of the school.	Throwing objects Yelling Open defiance of school personnel's directions Leaving the school campus
Level 5	Behavior causes or threatens to cause physical injury to student or others.	Display of weapons Assault on others Bruising/hitting oneself

This graphic shows the “ripples” of behavior extending to involve more people and more areas as the behavior intensifies.

This graphic shows the escalation of a student’s behavior through the five levels of intensity.

School staff need to be **mindful of exceptional situations.** All school districts have strict policies and procedures for the most intense behaviors, and school personnel need to ensure that those are being followed.

This Behavior Rating Rubric can be helpful to teams when **determining the intensity level of problem behavior that will result in a direct referral to Tier 3**, even if there is only one instance of the problem behavior. For instance, if a student does something extremely dangerous or harmful to self or others just one time, it is very likely that the team will refer directly to Tier 3 and bypass Tier 2 intervention.

ACTIVITY

- ► What are common behaviors exhibited by students in your school for each intensity level? Document them on the Behavior Rating Rubric.
  - How will you gather staff input on the behaviors that are to be documented on the rubric?
- ► What intensity level will be an automatic referral for Tier 3 consideration?
  - How will you gather staff input into this decision?

Behavior Rating Rubric

Level	Description	Common behaviors in our school:
Level 1	Behavior is confined only to the focus student.	
Level 2	Behavior disrupts others in the student's immediate area.	
Level 3	Behavior disrupts everyone in the class.	
Level 4	Behavior disrupts other classrooms or common areas of the school.	
Level 5	Behavior causes or threatens to cause physical injury to student or others.	

Adapted from Center for Effective Collaboration and Practices (1998)

Nomination

Classroom or specialist teachers who work directly with students may notice issues before any behavioral data is documented. In addition, some students may demonstrate internalizing behaviors that do not warrant major or minor documentation (e.g., does not spend time with peers, cries, frequent visits to the nurse or counselor). 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-PBS Leadership team is notified. This notification is typically through a nomination, or referral, process. Some schools also allow nominations by families or provide a way for students to nominate themselves for extra assistance.

While staff, students, and/or families can make a nomination any time there is a concern, some schools also schedule a staff nomination process at designated points throughout the school year (e.g., near the end of the first grade reporting period). During this time, teachers are provided a description of risk characteristics and asked to review their class rosters. Names of students who meet risk criteria are submitted to the leadership team.

> "Typically, a teacher makes the referral, but the referral can also begin with a parent or a nonteaching staff member, such as the lunchroom monitor."
>
> *(Crone & Horner, 2003, p. 30)*

To make the **nomination** document **efficient** and **effective**, Anderson and Scott (2009, pp. 709-710) suggest the form should require less than 10 minutes to complete. Your process should be designed for quick response, provide supports for the classroom teacher, and if criteria is met, allow for rapid access to intervention for the student. Information to collect on a nomination form includes:

- Identifying information
  - Name, grade, referring teacher, date of request
- Academic information
  - Include space to indicate whether a student's academic skills might have an impact on the problem behavior
- Information about the problem behaviors
  - A checklist of common internalizing and externalizing concerns and a blank space to list other problem behaviors
    - *Checklists take less time to complete and leave less room for interpretation*
- Teacher information about strategies that have been tried and the level of success achieved with each strategy
  - A checklist of common strategies and level of success. Include a blank space to list other strategies.

The next page provides a sample nomination form that includes these features.

EXAMPLE TEACHER NOMINATION FOR ASSISTANCE

Student Name ________________________________ Age_____ Grade_____ IEP: Yes No

Teacher Completing____________________________________ Date ________________

Academic Information

Overall G.P.A._______

Reading Grade_______

Written Language Grade______

Math Grade______

Do you believe that academic skills, including task completion, are impacting the problem behavior?

☐ Yes ☐ No ☐ Unsure

What is the Problem Behavior?

Internalizing Behaviors:

- ☐ Exhibits sadness or depression
- ☐ Sleeps a lot
- ☐ Is teased or bullied by peers
- ☐ Does not participate in games
- ☐ Very shy or timid
- ☐ Acts fearful
- ☐ Does not stand up for self
- ☐ Self-injury (cutting, head banging)
- ☐ Withdrawn
- ☐ Other ______________________

Externalizing Behaviors:

- ☐ Out of seat/assigned area
- ☐ Inappropriate Language
- ☐ Fighting/physical aggression
- ☐ Talking out of turn
- ☐ Verbal defiance
- ☐ Not following instructions
- ☐ Technology violation
- ☐ Tardy
- ☐ Other ______________________

Strategies Tried to Address Problem Behavior and Results

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

Adapted from Todd, Horner, Sugai, and Colvin (1999) & Crone and Horner (2003)

ACTIVITY

- Does your school have an existing nomination/request for assistance form? If so, review your school's form to determine if it contains all nomination form features described earlier. Determine what adjustments/modifications may need to be made to your existing form.
- If your school does not have an existing nomination/request for assistance form, review the sample provided. Are there modifications to consider in order to fit your context?

In addition to reviewing/revising your nomination form, your team needs to determine your system for the basic logistics of the nomination process. Valuable staff time can be wasted when a system is not in place. Initial questions for the team to consider when planning staff development are:

- How will teachers learn the nomination process?
- How will teachers be trained to recognize internalizing behaviors?

Now consider the following questions about your process. If everyone on your staff can consistently answer these questions, then your system is in place.

- How will teachers access the nomination form?
- Who will they contact with questions about the form and/or to receive assistance in completing it?
- Who will receive the completed form?
- How will the team be notified that there is a new referral?

DISCUSSION

Review the six questions above and discuss what you may currently have in place. Do you need to make any additions/changes to your current system? Or do you need to develop a system?

How will you know that your staff is aware of the nomination process and their role in submitting nominations? How will training be provided so staff recognize internalizing behaviors? How will new staff be trained?

Universal Screening

Some schools opt to conduct a **screening for emotional and behavioral risk** among all children in a particular grade level or throughout their building. A number of different instruments are available and require classroom teachers to respond to brief statements associated with emotional or behavioral characteristics for each student in their class. Results from a screening instrument provide **information about the potential risk** of experiencing an emotional and/or behavioral concern and **can be used to make decisions** about which students might be appropriate candidates for additional intervention.

If districts determine they would like to incorporate a screening instrument as part of their identification process, broad **recommendations for consideration** include: 1) notify families of all academic and behavioral screenings, 2) offer to have instruments available for families to review, 3) notify families of results, and 4) notify families of any follow-up/interventions that will be implemented. Teams should **consult with district-level personnel** concerning the selection of a screening instrument as well as any policies and procedures the district has for such screenings.

Two documents on the following pages provide teams with additional information about screening instruments and considerations for a universal screening system. The screening instruments listed on the first document all identify internalizing and externalizing concerns. The list is not meant to be comprehensive; there are other screening instruments available, including those specifically developed for young children. ***For additional information about screening instruments, including sample items, sample family notification letter, and requirements for universal screening, please consult the Universal Screening section of Chapter 3 in the MO SW-PBS Tier 2 Team Workbook.***

Several schools in different regions of Missouri have incorporated use of screening instruments as part of their student identification process. If your team would like more information, please contact your MO SW-PBS Regional or Tier 2/3 Consultant.

Social, Emotional & Behavioral Screening Instruments

SCHOOL AGE CHILDREN AND YOUTH				
Instrument	Description	Method(s)	Administration	Cost
Strengths & Difficulties Questionnaire (SDQ) Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38(5), 581-586. youthinmind.com www.sdq.org youthinmind.info sdqinfo.com (download paper copy)	Grades K-12 Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior Total Difficulties Score reported as Low, Medium or High Risk	Teacher or Family Report (ages 4-10) Teacher or Family Report (ages 11-17) Student Self-Report (ages 11-17)	45 min-1hr/class 25 items On-line 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.
Behavioral and Emotional Screening System (BASC-2 BESS) Kamphaus, R. W. & Reynolds, C. R. (2007). Behavioral and emotional screening system. Manual. Minneapolis, MN: Pearson. Pearson www.pearsonassessments.com	Grades PreK-12 Assesses internalizing problems, externalizing problems, school problems, and adaptive skills. Scores reported as Normal, Elevated or Extremely Elevated	Teacher or Family Report (ages 3-5) Teacher or Family 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) Walker, H. M. & Severson, H. H. (1992). Systematic screening for behavior disorders (SSBD). Second edition. Longmont, CO: Sopris West. Sopris West http://store.cambiumlearning.com	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 and 2) Scoring = 15-30 min/class	Manual w/ video = ($195)

SCHOOL AGE CHILDREN AND YOUTH				
Instrument	Description	Method(s)	Administration	Cost
Social Skills Improvement System (SSIS) Elliott, S. N., Gresham, F. M., Frank, J. L., & Beddow, P. A. (2008). Intervention Validity of Social Behavior Rating Scales. Assessment for Effective Intervention, 34(1), 15 -24. Pearson www.pearsonassessments.com	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.	 **Performance Screening Guide** Teacher compares student performance as measured against grade level expectations.	 Approximately 30 min/class	 Performance Screening Guide ($41.25 pkg 10)
	Class-wide Intervention Program Provides social skill instructional scripts and resources for teaching 10 skill units.	**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.	25-30 min/ lesson	Teacher's Guide ($77.25) Student Booklets ($290 pkg 25)
	Individual Student Rating Scales Assessment of an individual's social skills, problem behaviors and academic competence.	**Individual Rating Scales** Teacher, Family and Student self-rating options. Compares student performance to national norms.	15-20 min/student	Manual = $101 Rating Forms ($42 pkg 25) Scoring Software ($249)
	Intervention Guide Offers in-depth intervention for 20 social skills linked to Individual Student Rating Scales Results.	**Intervention Guide** Delivered in a small group setting. Designed for students with acquisition deficits.	Two 45 minute sessions/week for 15 weeks	Teaching Guide = ($112)

PRESCHOOL AGE CHILDREN				
Instrument	Description	Method(s)	Administration	Cost
Devereux Early Childhood Assessment Program (DECA) Kaplan Early Learning Company www.kaplanco.com	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.	Family/ Caregiver Teacher	5-10 min/ student 62 items Likert	Starter Kit = $200
Preschool and Kindergarten Behavior Scales –Second Edition (PKBS-2) Pro-ed www.proedinc.com	3-6 years Measures social skills and problem behaviors.	Family/ Caregiver Teacher	8-12 min/student 76 items Likert	Starter Kit = $120 No Data Management System
Temperament and Atypical Behavior Scale (TABS) Brookes Publishing www.brookespublishing.com	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.	Family/ Caregiver Teacher	15-item Screener 5 min/student 55 item checklist 15 min/student	Introductory Kit includes Manual, Screeners and Assessment Tools = $95

PRESCHOOL AGE CHILDREN				
Instrument	Description	Method(s)	Administration	Cost
Ages and Stages Questionnaire: Third Edition (ASQ-3) Brookes Publishing www.brookespublishing.com	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.	

The next two pages outline **key features and questions** that should be considered by schools and districts planning to implement a universal screening system.

Remember that additional information and resources related to universal screening are available through your MO SW-PBS consultant and the MO SW-PBS Tier 2 Team Workbook.

Systematic Identification: Considerations for Universal Screening

Minimum Feature	Questions to Consider	Team Notes/Tasks to Complete
DOCUMENTED PURPOSE & POLICY		
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 screening outcomes are documented and align 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 family notification, family consent and use of the results.	a. How will awareness of the process and its benefits be developed among stakeholders? b. How will families be notified of the screening? c. When in the process will family consent be obtained? Will family consent be active or passive? d. How will results of the screening be shared with families? Will all families be notified of results or will only families 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 appropriate district-level personnel?	

Minimum Feature	Questions to Consider	Team Notes/Tasks to Complete
CLEARLY DEFINED PROCEDURES		
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 screening and training for all on how to complete the process is provided.	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		
11. Resources are available to support universal screening (e.g. personnel, materials and time for professional development).	a. What materials will be required to complete the process? b. How will materials be obtained? c. How much time will be needed for screening and when will time be given for this to occur?	
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.	a. What is the responsibility of the team? b. b. How are screening results processed once they reach the team?	
13. School and community-based supports for responding to identified students are available and adequate to serve the level of need.	a. What supports are available for students who are identified? b. How do students, families and teachers access these supports?	

Adapted from Muscott, H. (2008)

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning – Identifying Students for Tier 3 Support

1. Develop system to determine nonresponse to Tier 2 intervention in order to:

    - Identify data decision rules for poor response
    - Confirm fidelity of implementation
    - Ensure problem behavior correctly identified
    - Confirm function of behavior correctly identified
    - Confirm intervention aligns with function
    - Document intervention changes

2. Identify data decision rules for students who exhibit chronic behaviors

3. Identify decision rules for students who exhibit intense behaviors

4. Review and revise as needed current nomination form for essential features. Essential features include: current level of academic performance, description of problem behavior, settings in which the problem does and does not occur, possible function of problem behavior, strategies already tried

    - Review and revise as needed current procedures for accessing, completing, and submitting the nomination form.

5. Develop a system for implementing universal screening (optional)

CHAPTER 5: FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Learner Outcomes

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

- Identify defining features of functional behavior assessment (FBA) from current best practice.
- Apply a *team-based problem solving process* to efficiently conduct a functional behavior assessment that results in the development of a statement that summarizes the context, ABCs & hypothesizes a function of the behavior.

Introduction

Behavior is a form of communication; unfortunately, some students learn that problem behavior is the most efficient and effective method for them to communicate their needs.

If a student repeatedly engages in problem behavior, he/she is most likely doing it because the behavior is ***functional*** or serves a purpose.

A → B → C

The student **learns** through repeated experience, that under these specific **A**ntecedent conditions, if I engage in this **B**ehavior, I can expect this **C**onsequence or outcome.

> "If we can identify the conditions under which problem behavior is likely to occur (triggering antecedents and maintaining consequences), we can arrange environments in ways that reduce occurrences of problem behavior and teach and encourage positive behaviors that can replace problem behaviors." (Sugai et al., 2000 p 137)

The goal is to look for and find ***patterns*** within student behavior to identify the function of behavior.

A practical and effective process for identifying the function of behavior is called Functional Behavior Assessment (FBA). "The technology of FBA can be used to identify the variables supporting problem behaviors and to rearrange the ***environment*** to both reduce problem behaviors and build constructive skills." (Crone & Horner, 2003, p. xi) Functional behavior assessments have produced desired outcomes across a wide range of settings and student behaviors.

- The FBA process has been used effectively in general education settings to reduce problem behaviors, such as noncompliance and task avoidance, as well as to increase desired behaviors, such as academic engagement and participation. (Lane, Weisenbach, Little, Phillips, & Wehby, 2006; Lane et al., 2007)
- In schools that use a three-tiered behavior intervention process (e.g., PBIS), FBA has demonstrated success as a tertiary intervention. (Lane et al., 2007)

What is a "Functional Behavior Assessment (FBA)?"

Functional behavior assessment is a ***problem-solving process*** for identifying the events that reliably ***predict*** and ***maintain*** problem behavior. In general, antecedent events trigger or occasion behavior, and consequence events affect the probability that a behavior will occur (reinforcement) or not occur (punishment).

The primary objective of the FBA is to gather ***evidence*** to ***develop*** and ***support a summary statement*** of the ***function of behavior*** and to use this information to design the positive behavior support plan.

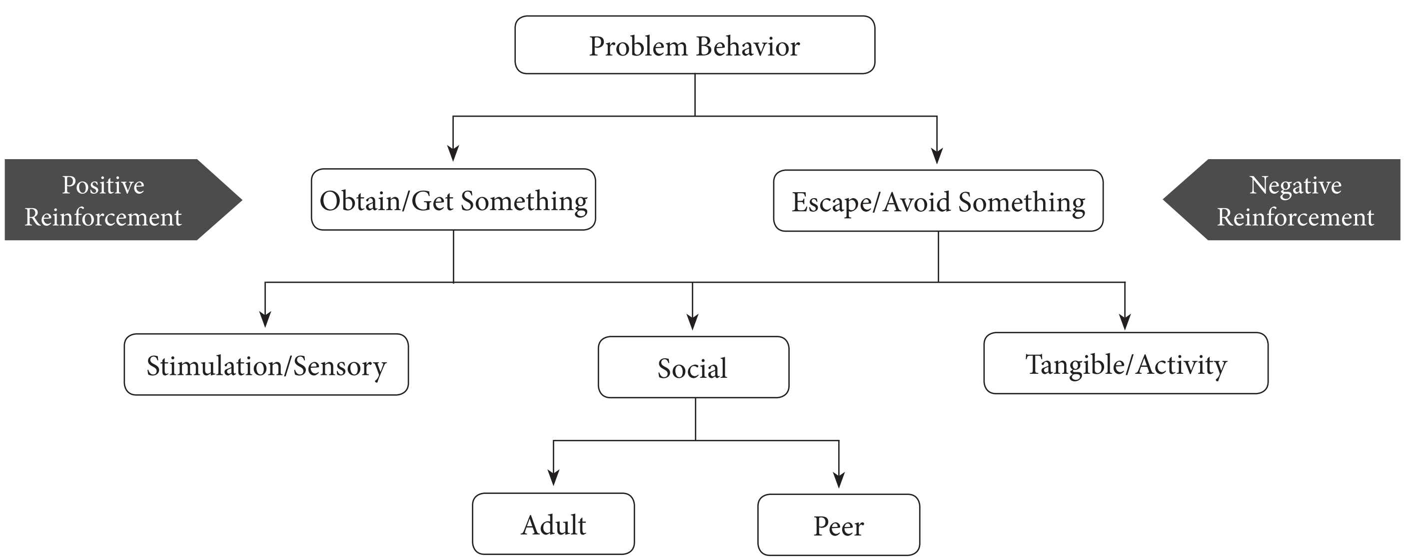
Functional behavior assessment is based upon the following assumptions:

- Challenging behaviors do not occur in a vacuum
- Behaviors occur in response to an identifiable stimuli
- Behaviors are governed by the consequences that follow them
- Behavior is a form of communication (e.g. "I need you to help me." "This work is too hard." "Please, talk to me," etc.)
- Behaviors serve a function & have a purpose:
    - to obtain something (e.g., attention, objects, specific activities)
    - to avoid/escape something (e.g., attention, specific activities)

Functions of Behavior

When describing the functions that maintain behavior, summary statements (or hypothesis statements) are narrowed to two primary behavioral principles:

1. Positive reinforcement is the condition in which a behavior has an ***increased*** likelihood of ***occurring in the future*** if something (object or event) is ***given*** or ***presented*** after the behavior occurs.
2. Negative reinforcement is the condition in which a behavior has an ***increased*** likelihood of ***occurring in the future*** if something (object or event) is ***avoided***, ***escaped***, or ***removed*** after the behavior occurs.



Considerations in the Identification of Behavior Functions

The theoretical and empirical supports for the behavioral principles of positive and negative reinforcement are extensive in range and depth. Extensions of function-based behavior support to other theoretical approaches and disciplines have ***not*** been demonstrated. For example, non-behavioral functions such as, "control," "authority," "bullying," "anger management," and "intimidation" are appearing as behavioral functions. These labels are ***inappropriate*** because they

(a) go beyond the behavioral foundations,
(b) locate the problem within the students,
(c) lack empirical verification,
(d) are not observable and therefore measurable, and
(e) focus responsibility for change on the student.

Of equal importance, these labels are not useful in the active design of behavior support.

For example, a student who engages in verbal threats and profanity may be viewed as having behaviors that are maintained by 'a need for control.' This may lead to intervention strategies to address his need for control. Historically this approach to intervention development has ***not*** been associated with reduction in problem behavior. Describing behavior as maintained by a "need for control" is consistent with colloquial ways of describing behavior, but not with a function-based logic.

> "FBA is the foundation of positive behavioral support and represents a preferred practice for all students, especially students with problem behaviors. The theoretical and empirical supports for these two behavioral principles are extensive in range and depth."
>
> *Sugai & Horner, 2009 p.1*

A ***function-based approach*** would identify those ***consequences*** (events or objects that the student either gained or escaped) when he used verbal threats and profanity. In this example, the student is more likely to engage in problem behaviors when a demand is presented, but he is unclear about what to do. He finds these situations highly aversive, and his verbal behavior is associated with rapid removal from the unpleasant context. In this way his verbal threats and profanity are viewed as maintained by **escape** from a specific type of demand context. The intervention designed to address this hypothesis is likely to be much more ***targeted, instructive*** and ***effective***.

The main reason for defining the function of problem behaviors is to guide the design of effective and efficient behavior support. The more precise the identification of the behavioral function, the more helpful for development of support strategies.

When Should an FBA be Conducted?*

When a student's behavior continues to interfere with his or her learning or the learning of others, ***despite*** implementation of school or classroom intervention strategies, referral for Functional Behavior Assessment (FBA) is warranted. The role of the FBA team is to assess the student's problem behavior and the factors that are believed to be associated with occurrence and nonoccurrence of the problem behavior, then use that information to develop an effective behavior intervention plan.

FBA Components

A Functional behavior assessment should result in specific outcomes.

"A number of procedures exist for conducting a functional behavior assessment, but . . . any appropriate assessment, at minimum, should conclude with three main results." (Sugai et al., 1999, p.13)

1. Complete summary statement (step 5) – The summary statement is attained from records review (step 3) and Interviews (step 4).
2. Direct observation data to confirm the summary statement (step 6)
3. Behavior intervention plan based on the summary statement (step 7)

What is a Summary Statement?

The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. It describes the relationships that the team believes exist between observable environmental events and the student's problem behavior(s). A complete summary statement must include the following:

1. Observable and measurable description of problem behavior(s)
2. Contexts (activities, routines,) in which the problem behavior is most and least likely to occur
3. Antecedent events (triggers) that predict when the problem behavior is most likely
4. Consequence events that contribute most to maintaining the problem behavior in that routine
5. Setting events that make the problem behavior more intense or more likely to occur
6. Statement of function (purpose) of problem behavior

A summary statement can be written using the following format:

During (insert details of the context) when (insert details of the antecedent), (name of the student) is likely to (insert problem behavior) because (insert details of maintaining consequence); therefore, the function of the behavior is to (obtain/avoid). This is more likely to occur when (insert details of setting event).

Sample Summary Statement:

During any type of group activity when other students are interacting, Jesse is likely to shove others or take their materials because they tell him to stop or push him back; therefore, the function of the behavior is to obtain peer attention. This is more likely to occur when students have not included Jesse in group activities earlier in the day.

*Contact the Missouri Department of Elementary and Secondary Education, Office of Special Education Compliance, to obtain information about the guidelines for determining when to conduct a Functional Behavior Assessment for students with an Individualized Education Plan.

Key Features of the Summary Statement: Observable & Measurable Description of Problem Behavior

1. In developing a summary statement the team must, first, include a description of the problem behavior. The description must be observable and measurable.

   - Observable – Describe specific student actions that can be seen or heard, using such precise language that the actions can be replicated by a stranger (e.g. the child yelled curse words rather than the child used inappropriate language.)
   - Measurable – Report behaviors that have an observable beginning & end and can be counted or timed (e.g., The child yelled curse words 7 times in one hour rather than the child often used inappropriate language.)

Examples of observable descriptions of behavior:

General Category	Observable Description
Defiant	• Tells adults, "No!" • Yells, "I won't do it!" • Uses profanity
Disruptive	• Talks loudly while another person is speaking • Beats loudly on the desk
Physically Aggressive	• Throws supplies off desk • Pushes peers • Hits peers
Noncompliant	• Remains seated after being directed to move to another location • Leaves materials in desk when directed to get out supplies to start work.

ACTIVITY

Write yes beside each behavior that is described in observable terms. Write no beside each behavior that is not described in observable terms.

Description of Behavior	Observable?
1. Julia is unmotivated to complete her work.	
2. Derek completes assigned writing tasks.	
3. Erin is often off-task during science and math class.	
4. Joel gets out of his seat and walks around the room during science and math class.	

Measurable dimensions include:

Dimension	Definition	When it Should Be Used	Example
Frequency	Number of times an individual engages in a behavior within an observation period	When the behavior that is being studied can be easily counted, but not at such a high rate that it is hard to document	Leaving the area, hitting another peer, throwing items, raising one's hand, yelling out answers, asking to go to the bathroom, being late to class
Duration	How long an individual engages in a behavior	When a behavior occurs at a high rate or occurs over extended periods of time	Out of seat behavior; crying; how long a student can remain on task
Intensity	Extent to which the behavior impacts the child and/or the classroom	When the magnitude or impact of the behavior is more relevant than the frequency or duration of the problem behavior	Hitting another peer, destruction of property, self-injury

Which dimension of behavior should be selected to describe the problem behavior? The team should first select an indicator or indicators that best reflect the behaviors that are most important, then determine which characteristics of behavior should be measured.

ACTIVITY

Work with a partner to select the dimension of behavior that your team deems most appropriate to measurably describe the behavior. Be ready to justify your selection.

Behavior	Measurable Dimension
1. Eric calls other students names like "freak" or "dummy."	
2. Luke pushes other students during recess.	
3. Julia makes noises in class during independent work time.	
4. Marcus is able to get out all materials and start work tasks as directed. He is only able to continue working on the task for a very short period of time.	

ACTIVITY

Create an observable and measurable description for the problem behaviors below.

Problem Behavior (Obtained from ODR)	What does it look like (Observable)	Frequency Intensity Duration (Measurable)
Student is disrespectful to all adults.		
Student is defiant when she is given a direction.		

ACTIVITY

Complete an observable and measurable description of the problem behavior of a student with whom you work that you believe may meet identification criteria for Tier 3 Intervention.

Problem Behavior (Obtained from ODR)	What does it look like (Observable Topography)	Frequency Intensity Duration (Measurable)

Adapted from Loman & Borgmeier, 2010

Prioritizing Problem Behaviors

When the team begins the process of developing a summary statement you may identify more than one problem behavior. Prioritizing possible target behaviors will help your Tier 3 Action Team make an informed decision about which behaviors the Behavior Intervention Plan should be built around. The following are characteristics of behavior to consider when prioritizing which behaviors should be targeted first:

INTENSITY – How severe/intense is the behavior that the student is exhibiting? Does it put the student or others in danger? Behaviors that cause or threaten to cause physical injury to the student or others should receive top priority. Consider conducting a complex FBA/BIP process when safety is a concern.

FREQUENCY – How often does the problem behavior occur? Behaviors that occur with high frequency and consistency may present more of a problem than behaviors that only occur intermittently. Also for consideration is the frequency of opportunities to perform the replacement behavior – for example students perform the expected behaviors for standing in line in the lunch room on a daily basis, however only perform the expected behaviors at a musical program once a year.

CHRONIC NEED – How long has the behavior been occurring or how long has the student been lacking the replacement skill? Behaviors that are chronic or that have been occurring over long periods of time should take precedence to behaviors that have only recently begun to occur.

PREREQUISITE FOR OTHER SKILLS – The relation of the targeted behavior to other expected behaviors should be considered when selecting which behavior to target first. Expected/learned behaviors that are a prerequisite for other behaviors critical to the learning environment should take top priority.

DURATION – What length of time does the student exhibit the targeted behavior? Behaviors that occur for long stretches of time over the school day should take precedence to behaviors that are shorter in duration.

When prioritizing targeted behaviors, group behaviors together for consideration based on similar function whenever possible. For example – if a student has several physical behaviors (biting, hitting, kicking) that all serve the function to attaining peer attention, those behaviors may be grouped together on the prioritizing behaviors chart and on the Behavior Intervention Plan as well. Place each category in the numbered lines on the chart. Circle the number in each Prioritization Criteria that applies to the category of problem behavior. Use this information to structure dialog regarding which problem behavior to focus on for further FBA/BIP analysis. 1 ranking low, 5 ranking high.

Possible Target Behaviors

Prioritization Criteria:	**1.** ______________	**2.** ______________	**3.** ______________	**4.** ______________
Intensity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Frequency	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Chronic Need	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pre-requisite for other functional skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Duration	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Prioritizing scenario Freda example:

After gathering information on the Adapted FACTS part A, the team found some interesting patterns in Freda's behavior. When given independent tasks involving reading, Freda would wander the room, fiddle with things in her desk, or appear to be reading but pages did not get turned. It was obvious to the team that the function of these behaviors were to escape tasks. During group work, Freda was physically aggressive or said mean things to others. When this happened, she was asked to work with a partner, which she was very willing to do. They were also seeing this set of behaviors during lunch, recess, and other unstructured times. For this group of behaviors, it was concluded that the function was to escape peers. To determine which set of behaviors to write a BIP for, the action team met and discussed the intensity, frequency, duration, if any replacement behaviors were prerequisite for others, and how chronic the 2 sets of behavior were. They used the chart to help prioritize where to start.

Prioritization Criteria:	**1.** *Escape task behaviors*	**2.** *Escape peer interaction behaviors*	**3.** ____________	**4.** ____________
Intensity	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Frequency	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Chronic Need	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Pre-requisite for other functional skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Duration	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

The team concluded after using the chart, considering the amount of group work/cooperative learning which took place in that particular classroom, and the problems Freda was also having in less structured areas, to write the BIP with a replacement behavior of being respectful to others defined by using kind words and keeping her hands and feet to herself. Rather than ignore Freda's problems with tasks involving reading, they discussed with her teachers additional supports which could be provided.

Effective interventions cannot be based solely on the description of the problem behavior. Remember, all behavior serves a specific function. Students learn to behave in ways that satisfy a need or that result in a desired outcome. Although the topography of the behavior (i.e., what the behavior looks like or sounds like) among many students may be similar, the function of the behaviors may be very different. For example, Julia and Debra may both make inappropriate comments like, "This is so lame," to the teacher while he is giving instructions during math class. However, Julia is seeking peer attention while Debra is trying to escape the math task. Even though both students engage in the same behavior, the behavior serves a different function for each student. Simply focusing on the description of the problem behavior does ***not*** provide information about the environmental factors that occasion and support it. Therefore, we cannot develop effective interventions based solely on the description of the problem behavior. Behavior must be considered within the context in which it occurs.

Key Features of a Summary Statement: Context

2. After the team identifies and describes the problem behavior(s), the team must identify the ***context*** in which the problem behavior occurs in order to determine the function. Contexts are the activities and routines in which the problem behavior is ***most*** and ***least*** likely to occur. Identifying the context provides information to ***identify events*** that ***predict*** when, where and under what conditions the problem behavior occurs and under what conditions the problem behavior does not occur.

   The context of the problem behavior is identified by first recording the student's schedule of activities. Then, the student's teachers rate the likelihood of the problem behavior occurring in each activity throughout the day. Once the team identifies the context in which the problem behavior occurs, it can focus on those contexts to identify antecedents (events that occasion or trigger the problem behavior) and consequences (events that maintain or reinforce the problem behavior.)

Context		Problem Behavior	Consequence
1) Schedule: *(Time & Subject)*	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (redirect, reteach behavior, or provide assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. 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	

Key Features of a Summary Statement: Antecedent Events

3. ***Antecedent*** events happen immediately before and set the ***occasion*** for or ***trigger*** the problem behavior (Crone & Horner, 2003). Identification of the antecedent is important for 2 reasons: 1) It allows one to predict when problem behavior will occur and 2) Changing the antecedents will likely result in changing the behavior. The most common antecedent events are listed below.

   - Tasks that are too difficult
   - Peer or adult attention/interaction
   - Transitions from one activity to another
   - Lack of access/availability of specific item or activity/task
   - Lack of peer or adult attention/interaction

   Antecedent events can be identified by asking the following questions:

   - What types of activities might be occurring within a specific context?
     - Independent seat work
     - Large group instruction
     - Small cooperative work groups
   - Which peers or adults are present in this context?
   - What tasks are most commonly assigned during this context?
     - Tasks that require memorization (e.g. math facts, spelling, etc.)
     - Tasks that require mastery of specific skills such as reading decoding or writing sentences

ACTIVITY

Identify the behavior, context & antecedent in the following scenario.

When she goes to math class and is directed to complete computation problems, Lucia stares at the teacher and rips the paper.

Context: During ______________________________

Antecedent		**Behavior**
When:	→	Student does:

Key Features of a Summary Statement: Consequence Events

4. Consequence events follow a behavior. They include reinforcers, punishers and neutral events.

   - ► Reinforcer: Increases the probability that a behavior will occur again
     - A behavior is increased to access a positive reinforcer
     - A behavior is increased to avoid an aversive (e.g. difficult academic task, social interaction). This is called negative reinforcement.
   - ► Punisher: Decreases the probability that a behavior will occur again (not to be confused with negative reinforcement)
   - ► Neutral consequence: does not change the probability of occurrence of a behavior

   A **maintaining consequence** event (reinforcer) occurs immediately after a behavior and ***increases*** the likelihood the problem behavior will occur again. The most common maintaining consequences are listed below:

   - ► Adult or peer responds to student
   - ► Removal of teacher or peer attention
   - ► Increased access/availability of preferred activity/task
   - ► Removal of activity/task

   Maintaining consequence events can be identified by asking the following questions:

   - ► What consequence reliably follows the problem behavior?
     - What do peers do (e.g., look, laugh, talk, walk away)?
     - What does the teacher do (e.g., redirect, reteach behavior, provide academic assistance)?
     - Would the student continue to engage in the problem behavior even if the consequence was removed or had not occurred?

ACTIVITY

Identify the behavior, context, antecedent & consequence in the following scenario.

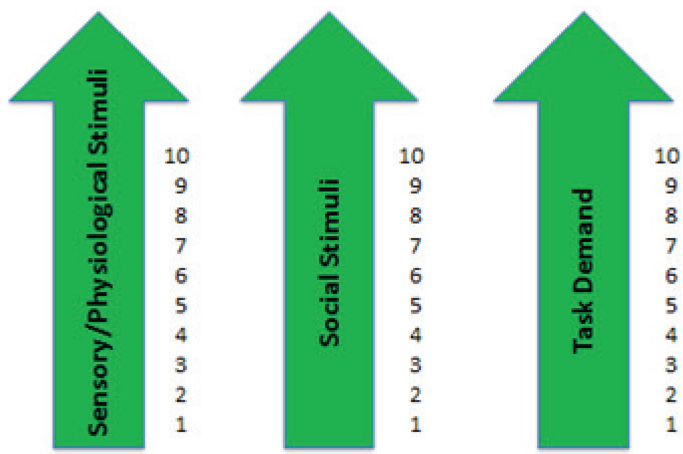
Joe whistles and looks away when peers talk to him during free time activities. This results in peers walking away from him.

Context: During ____

Antecedent		**Behavior**		**Consequence**
When:	→	Student does:	→	Because this happens:

Key Features of a Summary Statement: Setting Events

5. Setting events are situations unique to an individual that make the problem behavior **more intense** or ***more likely*** to occur (e.g. illness, fatigue, hunger, social conflict, previous failure with the activity.) Setting events affect how a student will respond to situations by temporarily increasing or decreasing ***reinforcers*** in the environment. Setting events can occur immediately before a problem behavior or days in advance. Some setting events are obvious while other setting events can be more difficult to identify. For example, the death of a close family member that occurred before school started can increase the likelihood the student will engage in problem behavior a few months later when school starts. The following graphic depicts the factors that can act as setting events to impact an individual's behavior.



Bigby, 2007

Consider that each of these arrows represents a scale to measure the impact of setting events. A rating of 1 indicates the least impact and a rating of 10 indicates the greatest impact.

SENSORY/PHYSIOLOGICAL STIMULI include physiological factors: hunger, sleep, temperature, medications, etc.
SOCIAL STIMULI include interaction with family, peers and school personnel.
TASK DEMANDS include the level of difficulty of the task presented.

EXAMPLE:

- On Tuesday, a student is able to correctly complete 7 of 10 math problems. The student considered these problems as moderately difficult. This might be rated as a 5 on the Task Difficulty scale.
- On Wednesday, the student may have had very little sleep the night before. This might be rated as a 7 on the Sensory/Stimuli scale. The student may also have had an argument with another student on the bus. This might be rated as an 8 on the social stimuli scale.
- When given the same type of math problems as those presented on Tuesday, the student may not be able to maintain focus to complete the task and may engage in problem behavior. Thus, these "setting events" made problem behavior more likely.

Key Features of a Summary Statement: Function of Behavior

6. Remember, the function of behavior refers to the purpose or intent of the student's actions. The function of the behavior may be to obtain something or to escape something. Studies that have compiled data on the prevalence of behavioral function show that attention maintained problem behavior in only about one quarter to one third of the cases examined (Derby et al., 1992; Hanley, Iwata & McCord, 2003; Iwata, et al., 1994). The team infers or "hypothesizes" the purpose of the student's actions by identifying patterns between the setting events, antecedents and maintaining consequence events and the student's behavior.

   Caution: One behavior may serve more than one function for the same individual. For example, a student may call other students names during lunch to access peer attention or interaction. The same student may call other students names during math class to escape or avoid the assigned task. If a behavior serves more than one function for the same individual, or if the individual exhibits different behaviors that serve more than one function, the FBA team will develop two summary statements.

ACTIVITY

Identify the behavior, context, antecedent, consequence and setting event in the following scenario. Analyze the information to hypothesize a function of behavior, then write a summary statement using this information.

Glen shoves his book and rips his paper when the teacher directs students to begin work on independent math assignments. This results in removal from the work area to a time out area. Glen is more likely to engage in this behavior after he's had difficulty with similar tasks the previous day.

Context: During ____

Setting Event		**Antecedent**		**Behavior**		**Consequence**
The student is more likely to engage in the behavior when:	→	When:	→	Student does:	→	Because this happens: Therefore the function of the behavior is to:

During ____________________ when __________________________, Glen is likely to _____ ____________________________because ______________________________; therefore, the function of the behavior is to ____________________________________.

This is more likely to occur when ____.

FBA Process

How will we get the information to generate a summary statement?

- Review or examine the student's records.
- Interview teachers, student and family.
- Observe the student in settings identified through the context analysis.

The flow chart on the next page lists each step of the FBA process. The remainder of the chapter will describe each step in detail.

Functional Behavior Assessment Flow Chart

STEP 1: Core Team identifies a student who exhibits a pattern of problem behavior that impedes his/her learning, or the learning of others, which persists despite implementation of school or classroom intervention strategies. Core Team member identified as Action Team facilitator.

STEP 2: Core Team identifies and notifies FBA/BIP Action Team members.

STEP 3: Core Team member reviews relevant records to obtain information about attendance, academic performance (grades, academic assessment, response to previous intervention) and social behavioral performance (office referrals, classroom minors, screening information, response to previous intervention.)

STEP 4: Action Team member(s) interview individuals (teachers, staff, student, family) who have direct experience with the student.

STEP 5: Develop a Summary Statement (Action Team Meeting 1)
Analyze information collected from the record review and interviews to formulate a summary statement that includes an observable & measurable description of problem behavior(s), identification of contexts (daily routines) that are and are not associated with the problem behavior, antecedent, consequence, setting event(s) and function of problem behavior

STEP 6: Is there sufficient information to identify antecedent, consequence, setting event(s) and function of the problem behavior to formulate a summary statement?

NO

STEP 6A: Schedule observations to collect more information to identify the types of actions and/or events that precede and follow both appropriate and inappropriate behavior.

(Go back to step 5.)

YES

STEP 6B: Schedule observations to confirm the summary statement.

(Until there are about 5 to 10 occurrences of behavior OR a 3 to 1 ratio of occurrences verifying the summary statement.)

STEP 7: Action Team Meeting 2
Action Team meets to review/revise the summary statement based on the findings from the observations and to develop a behavior intervention plan based on the summary statement.

STEP 1:	Core Team identifies a student who exhibits a pattern of problem behavior that impedes his/her learning, or the learning of others, which persists despite implementation of school or classroom intervention strategies. Core Team member identified as Action Team facilitator.

FBA Process – Step 1: Student Identification
When identifying students for Tier 3 intervention, teams may consider nonresponse to Tier 2 intervention, a data decision rule for chronic and/or intense problem behavior, teacher nomination or screening instrument scores. Developing a system to identify students who may require and benefit from Tier 3 intervention is described in detail in Chapter 4 of this workbook.

STEP 2:	Core Team identifies and notifies FBA/BIP Action Team members.

FBA Process – Step 2: Identify Action Team Members
Once the Tier 3 Core Team has determined that a student meets the criteria for individualized intervention, the team identifies the Action Team for that student. Identification of Action Team members who will conduct the FBA and develop the BIP is described in detail in Chapter 6 of this workbook.

STEP 3:	Core Team member reviews relevant records to obtain information about attendance, academic performance (grades, academic assessment, response to previous intervention) and social behavioral performance (office referrals, classroom minors, screening information, response to previous intervention.)

FBA Process – Step 3: Record Review
A record review provides important information about a student's academic and behavioral history. Completing the record review early in the functional behavior assessment process will provide information that will assist the team to clearly and measurably describe the problem behavior. It can also provide clues to variables that are affecting the behavior that may not be immediately obvious.

School teams must develop an efficient and effective process for collecting relevant student information. Identifying the information that will be collected for each student will increase efficiency of the record review. A tool developed to guide functional assessment interviews, the Functional Assessment Checklist for Teachers and Staff (FACTS) (March et al., 2000), has been adapted by MO SW-PBS to include a structured format for collection of relevant student information (a copy of the Adapted FACTS can be found on pp. 63-68). MO SW-PBS utilized the guidelines provided by Watson and Steege (2003) and Sugai et al., (1999) to identify information included in the record review.

Once the Core Team identifies the information that will be collected for each student, a consistent collection procedure must be developed. In other words, the team must establish who will collect the information and how it will be collected. Many Missouri schools include the responsibility of student record review into one of the existing Core Team roles. This Core Team member acts as a coordinator of the record review process and is responsible for obtaining student information from each source .

Adapted FACTS – Part A Record Review

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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*		

Teams 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. A summary of the information from each source is recorded in the third column.

A description of information that should be included in the record review and the rationale for including it is found in the next chart.

Information Needed	Date	What to Look for	Why
Office Referrals (ODR)		Types of problematic behaviors, times and locations in which they occurred, disciplinary penalty imposed, and increase/decrease in frequency/intensity of problem behavior	Helps to define problem behavior and identify patterns of events that precede problem behavior (antecedents), effective and ineffective disciplinary strategies, and possible maintaining consequences. Helps chart the progression of problem behavior.
Classroom Minors			
Absences		Patterns of absences and total number of absences	May give clues about antecedents for problem behavior and possible skill deficits from lack of opportunity to receive instruction.
Tardies		Patterns and total number of tardies	May give clues about tasks/activities/subjects student may be attempting to avoid or interactions students may be attempting to obtain
G.P.A./Grades Reading Assessment Written Language Assessment Math Assessment		Current grades and current and historical results of standardized testing	May indicate academic subjects and activities that are most difficult for the student (skill deficits)
Health Information *(if applicable)*		Vision and hearing problems as well as other problems that may be related to school performance (e.g. motor difficulties, head traumas, long- term illnesses, current medication use)	Helpful for identifying conditions that may increase the likelihood of problem behavior or exacerbate existing problem behavior
IEP Information *(if applicable)*		Instructional goals and objectives, how/if they are being taught, how/if they are being monitored, and other data supporting student performance	Provides information on the degree to which the behaviors of concern are being addressed in the classroom and if adjustments are made in response to review of data
Other: *i.e. nurse or counselor visits*		Patterns of contacts and total number of contacts	May give clues about tasks/activities/subjects student may be attempting to avoid or interactions student may be attempting to obtain or avoid

EXAMPLE

TASK 1: The designated Core Team member sends the Adapted FACTS – Part A Record Review via e-mail to the following staff members:

Staff Member	Information Needed	Date Collected	Summarize Findings and Relevant Dates
SW-PBS Tier 1 Data Manager	Office Referrals (ODR)		
	Classroom Minors		
Attendance Secretary	Absences		
	Tardies		
Classroom Teacher	G.P.A./Grades		
	Reading Assessment		
	Written Language Assessment		
	Math Assessment		
School Nurse	Health Information *(if applicable)*		
IEP Case Manager	IEP Information *(if applicable)*		
Counselor	Other: *(i.e. nurse or counselor visits)*		

TASK 2: Each staff member records the information in the Adapted FACTS – Part A Record Review and returns it via e-mail to the designated Core Team member.

TASK 3: Core Team member compiles all the information received into one Adapted FACTS – Part A Record Review.

Using this process, the Core Team can complete the review of the student record within one or two days after the student has been identified for individualized intervention.

SUZY EXAMPLE

Below is an example of a completed records review with information entered on the first page of the Adapted FACTS part A:

Example Record Review from Adapted FACTS – Part A

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	10/15	2 ODRS for disruptions during reading class; 1 ODR for disruptions during writing; 1 ODR for disruptions during Social Studies; 1 ODR for disrespect during Math
Classroom Minors	10/15	2 Classroom Minors for disruption during reading class; 3 Classroom Minors for disruption during writing class
Absences	10/15	No Absences during the current school year; 3 Absences during previous school year
Tardies	10/15	No Tardies reported
G.P.A./Grades	10/15	Reading - C; Writing - C; Science - C; Math - B; Art - C; P.E. - A
Reading Assessment	9/15/13	Reading Acuity - 99th Percentile
Written Language Assessment	9/20/13	Written Language Fluency - 50th Percentile
Math Assessment	10/1/13	Math Acuity - 62nd Percentile
Health Information *(if applicable)*	10/15	Passed hearing and vision screening; No health issues noted
IEP Information *(if applicable)*	10/15	Not applicable
Other: *i.e. nurse or counselor visits*	10/15	3 visits to Counselor during reading class

Description of Problem Behavior: Continually talks out, talks to others. Wants to be the center of attention. When reprimanded, may become disrespectful

DISCUSSION

- What information will be included in the record review for each student identified for functional behavior assessment?
- How will your Core Team efficiently and systematically collect and record this information?

STEP 4:	Action Team member(s) interview individuals (teachers, staff, student, family) who have direct experience with the student.

FBA Process – Step 4: Interview

The purpose of the FBA interview is to obtain more specific information about the problem behavior and the conditions under which it is most likely and least likely to occur. Comprehensive interviews also provide valuable information to guide the development of effective intervention plans. Interviews should be conducted with the student, family, teachers, support staff, and other relevant persons who work with or know the student well. Incorporating information from multiple sources improves the accuracy and validity of the information received. Structuring the interview using a predetermined set of questions presented in a standard format facilitates comparison of results across informants.

Family/Family Interview:

1. Describe a typical day for your child.
2. What does your child do after school when he or she gets home each day?
3. Does he spend time with friends or people his or her own age?
4. What does he or she say about what's happening in school?
5. What are some of your child's challenges?
6. What are some things your child does very well?
7. What are your goals for your child at home and school?

Student Interview:

1. Describe a typical day for you.
2. What do you like to do after school when you get home each day?
3. (Ask a follow-up question about what the student likes to do.)
4. Do you spend time with friends or people your own age?
5. What is your favorite class in school?
6. What do you like about that class?
7. Do you have people in your classes that you like to work with?
8. What are some things you have trouble with?
9. What are some things you do very well?
10. What are your goals for yourself at home and school?

The Teacher/Staff interview found below combines questions from the Functional Assessment Checklist for Teachers and Staff with questions designed to provide additional information for behavior intervention plan development.

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?	Adapted FACTS Part A, p. 1: Description of Strengths 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

SUZY EXAMPLE INTERVIEWS

Suzy Example Parent Interview Responses:

1. Describe a typical day for your child.	Parent gets Suzy up for school. Suzy independently gets ready for school, has breakfast. She walks to school with a friend from the neighborhood.
2. What does your child do after school when he or she gets home each day?	Suzy is home by herself until parents get home around 5. She does her homework, gets a snack, and then talks to friends.
3. Does he or she spend time with friends or people his or her own age?	Suzy is very social and has lots of friends. She likes to play games with her friends as well as just talk and "hang out".
4. What does he or she say about what's happening in school?	Suzy says she gets frustrated at school because she is bored and just wants to spend time doing things with friends. She doesn't understand why teachers need to be so strict about not talking.
5. What are some of your child's challenges?	Suzy does like her way and gets angry and can say things she doesn't mean when she is not allowed to do what she wants.
6. What are some things your child does very well?	Suzy is also creative, smart, and very kind to others her age.
7. What are your goals for your child at home and school?	Parents would like Suzy to graduate from school and attend a local college.

Suzy Example Student Interview Reponses:

1. Describe a typical day for you.	She gets up, gets herself ready for school, has breakfast, and rides the bus to school.
2. What do you like to do after school when you get home each day? 3. (Ask a follow-up question about what the student likes to do.)	After school Suzy typically gets her homework done after a snack. Then she either talks to friends, or plays on-line video games with friends. During any free time, she enjoys being with her friends.
4. Do you spend time with friends or people your own age?	She has friends in the neighborhood and can also ride her bike to other friends who live nearby. Spending time with others her age is her main focus.
5. What is your favorite class in school? 6. What do you like about that class?	She likes art most because she loves to draw. She likes Science and PE also because she finds Language Arts class boring and she doesn't like the other students in that class (she has no one she considers a friend).
7. Do you have people in your classes that you like to work with?	In Science she has more time to do projects with her friends, and PE, she can talk to her friends and not get into trouble as long as she continues to participate. She likes to work with her friends but does not like to do anything by herself.
8. What are some things you have trouble with?	She sometimes has trouble with Math. She just doesn't like what the teacher has her do. She doesn't seem to have much trouble with things at school other than with teachers who don't understand her.
9. What are some things you do very well?	She is good at art and comedy.
10. What are your goals for yourself at home and school?	She wishes to graduate and be a comedian when she grows up.

Suzy Example Teacher Interview Responses:

Interview Item	Record Responses	Suzy Example
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	Language Arts Teacher: Suzy is just too social. She won't be quiet when I am talking. When I ask her to be quiet or reprimand her, she gets belligerent and sometimes on the edge of disrespectful, particularly if there are any of her friends observing.
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	I have her first hour for reading and writing. If I am having students work in groups on projects, Suzy does fine. But if the assignment is to read or write independently I know I will have trouble with her. I try to do a lot of group work but it is also important for students to read and write by themselves and Suzy practically refuses to do it. I try to have the independent reading or writing times to be broken up with discussions or other group based teaching but it is still a daily struggle to get her to work quietly or to be quiet when I am giving instructions.
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	Independent activities
What is the likelihood of the behavior occurring during each time period?	Adapted FACTS Part A, p. 2, Column 3: Likelihood of Problem	I would rate the probability of the problem occurring at a "6" if we are doing any independent work.
What is the most common response to the problem behavior?	Adapted FACTS Part A, p. 2, Column 4: Consequence	In response to Suzy talking out, I give her a warning or reminder first, when it happens again she is asked to go to the cool out spot in my room. When she is sent there she frequently will still attempt to get the attention of others in the room. When that happens she is sent to the office.
What type of activity does the student choose when engaged in "free time?"	Teacher/Staff Interview Form	Free time is always spent socializing with friends.

Interview Item	Record Responses	Suzy Example
What are some of the student's challenges?	Teacher/Staff Interview Form	She doesn't like to work independently and get out of work
What are some things the student does very well?	Adapted FACTS Part A, p. 1: Description of Strengths Teacher/Staff Interview Form	She is a good reader and writer and can contribute a lot to class discussions if I can keep her on topic.
What are your goals for the student?	Teacher/Staff Interview Form	My goal for Suzy would be to work quietly when asked to do so.

The other teachers were interviewed with similar questions and the results were entered in page 2 of the Adapted FACTS part A, Context Analysis:

Context Analysis from Adapted FACTS Part A "Suzy"

Context		Problem Behavior	Consequence
1) Schedule: *(Time & Subject)*	2) Activity: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (redirect, reteach behavior, or provide assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
8:00 Reading	Lg. Group Rdg Circle	1 2 3 4 5 6	1 - Adults redirect and reteach
	Sm. Group Stations	1 2 3 4 5 6	2 - Peers respond, then, 6 - Student is moved to work in timeout area
	Independent	1 2 3 4 5 6	2 - Peers respond 7 - Student sent to timeout
9:30 Writing	Independent	1 2 3 4 5 6	2 - Peers respond 7 - Student sent to timeout
10:30 Specials	Lg. Group	1 2 3 4 5 6	No problem behavior noted during this time.
11:00 Science	Small Group Lab	1 2 3 4 5 6	2 - Peers respond.
12:00 Lunch	Lg. Group	1 2 3 4 5 6	No problem behavior noted during this time.
1:00 Math	Lg. Group	1 2 3 4 5 6	2,
	Independent	1 2 3 4 5 6	2,7
2:00 SS	Lg Group	1 2 3 4 5 6	2,7

Once information from the record review and interviews is presented, the team works together to analyze the information to identify the antecedent, maintaining consequence and setting event(s). The Adapted FACTS – Part B provides a structured format for analysis. The Action Team facilitator guides the team to complete all sections as described below.

Identify the Target Contexts

- Identify those contexts with the highest ratings (contexts rated 4, 5 or 6).
- Select contexts for further analysis and prioritize which context to assess first.
- Highlight the highest priority context (e.g. write the context, circle or underline the context, etc.)

Note: In some cases, it may be possible to combine multiple contexts, but only when the structure and demands within the context are very similar (Loman & Borgmeier, 2010).

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).

For Suzy, her context analysis summary might look like this:

Problem Behavior: Talking out is most likely to occur during Independent work.
(Activity)

Problem Behavior: Talking out is least likely to occur during unstructured times and Specials.
(Activity)

STEP 5:	Develop a Summary Statement (Action Team Meeting 1) Analyze information collected from the record review and interviews to formulate a summary statement that includes an observable & measurable description of problem behavior(s), identification of contexts (daily routines) that are and are not associated with the problem behavior, antecedent, consequence, setting event(s) and function of problem behavior

FBA Process – Step 5: Develop a Summary Statement (Action Team Meeting 1)

All members of the Action Team meet to analyze information collected from the record review and interviews. Prior to the meeting, the Action Team facilitator summarizes all information into one document. Recording the summary on chart paper or projecting the summary on a Smart Board or screen allows all team members to simultaneously view the information. An example of a summary using the Adapted FACTS – Part A is provided below.

Examples of combined/multiple contexts:

- Consistent problem behavior in recess, lunch and free-time might be combined into unstructured times with peers
- Consistent problem behavior in reading and social studies primarily during round-robin reading might be combined into large group reading.

Identify the Antecedent

- ► Identify all antecedents that apply to the target context.
- ► Rank order the 2 strongest predictors from those selected.

Antecedents *(Rank order top 2 predictors)*	**Follow Up Questions** *Be as Specific as possible*
___a. Large Group Activity ___b. Small Group Activity ___c. Independent Activity ___d. Transition ___e. Unstructured Activity ___f. Task too hard ___g. Task too easy ___h. Task too long ___i. Physical Demand ___j. Correction/reprimand	If a, b, c, d or e– Describe setting/activity/context in detail: ______________________________ ______________________________ If f, g, h, or i – Describe task/demand in detail: ______________________________ ______________________________ If j – Describe purpose of correction, voice tone, volume: ______________________________ ______________________________

Follow-up Questions
After identifying the strongest predictor(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2. The Action Team facilitator may need to ask additional questions to obtain a clear understanding of the antecedents triggering the problem behavior.

Example of Additional Follow-Up:
Identifying "task too hard" and answering "reading" to the follow-up questions is probably not sufficient to inform intervention development. It is essential to know specifically the type of reading tasks that are too difficult and what skills the student does or does not possess.

A better description of the difficulty of the task would be, "The student is able to identify the sound of each letter and can blend CVC words, but is not fluent with multisyllabic words, nor most irregular words. Specifically, the student cannot answer comprehension questions nor read aloud in content areas or literacy higher than a 1st grade level." (Loman & Borgmeier, 2010)

Before addressing the next section, ask the following question:
Is the description of the antecedent clear enough that the team can identify specific environmental modifications to prevent the problem behavior?

SUZY EXAMPLE

Antecedents *(Rank order top 2 predictors)*	**Follow Up Questions** *Be as Specific as possible*
2 a. Large Group Activity ___b. Small Group Activity 1 c. Independent Activity ___d. Transition ___e. Unstructured Activity ___f. Task too hard ___g. Task too easy ___h. Task too long ___i. Physical Demand ___j. Correction/reprimand	If a, b, c, d or e– Describe setting/activity/context in detail: Any task in which Suzy is not working with her friends If f, g, h, or i – Describe task/demand in detail: ___ If j – Describe purpose of correction, voice tone, volume: ___

Identify the Consequence

- Identify all consequences that apply to the target context.
- Rank order the 2 strongest consequences from those selected.

Consequences *(Rank order top 2 consequences)*	**Follow Up Questions** *Be as Specific as possible*
___a. adult(s) respond (look at or talk to student) ___b. peer(s) respond (look at, laugh or talk to student) ___c. get specific activity ___d. get specific object ___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 a or b – Which adults or peers respond? ________________ ________________ How did the adults or peers respond?________________ ________________ If c, d or e – What specific item, activity or sensory input did the child get? ________________ ________________ If f or g – From which adults or peers was the child removed? ________________ If h or I – Describe specific task/activity/sensory input removed (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

Follow-up Questions
After identifying the strongest consequence(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2. The Action Team facilitator may need to ask additional questions to obtain a clear understanding of the consequences maintaining the problem behavior.

Before addressing the next section ask the following question about the consequence responses:
Would the problem behavior continue even if the consequence did not occur? If attention was never given for the behavior, would the student still demonstrate the problem behavior?

SUZY EXAMPLE

Consequences *(Rank order top 2 consequences)*	**Follow Up Questions** *Be as Specific as possible*
___a. adult(s) respond (look at or talk to student) 1 b. peer(s) respond (look at, laugh or talk to student) ___c. get specific activity ___d. get specific object ___e. get specific sensory input ___f. removed from adult(s) ___g. removed from peer(s) 2 h. specific activity removed ___i. specific sensory input removed	If a or b – Which adults or peers respond? Suzy's friends How did the adults or peers respond? ___ If c, d or e – What specific item, activity or sensory input did the child get? ___ If f or g – From which adults or peers was the child removed? ___ If h or I – Describe specific task/activity/sensory input removed (specifically describe the type of work within subject areas): independent reading and writing Can the student independently perform the task? Y N Is further assessment needed to ID specific skill deficits? Y N

Identify Setting Events

- Identify all setting events in the list that apply.
- Rank order the strongest setting events from those selected.

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	___illness	___missed medication	___conflict at home
___conflict at school	___homework not done	___change in routine	___failure in previous class	

Suzy Example: It was noted during teacher interviews that Suzy is more likely to joke and talk when specific friends are present. This is the only setting event noted.

Follow-up Questions
After identifying the most common setting events ask questions that will provide a clearer picture of the impact and occurrence of setting events.

Identify the Function of Behavior

- Examine the identified antecedent and consequence events in each context to identify patterns. Ask the following questions:
  - Does the problem behavior consistently result in the student obtaining something or does it result in the student escaping something?
  - Do the antecedent and function make sense when considered together?

Example
If the function is avoiding difficult tasks, it would make sense that the antecedent is a specific task that is too difficult. It might make less sense if the function is to escape a difficult task and the antecedent is unstructured time with peers (Loman & Borgmeier, 2010).

Formulate a Summary Statement
Write the top ranked responses and follow-up responses from the Antecedent, Consequence and Setting Event sections of the Adapted FACTS – Part B.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE/ Function
When this happens . . .	Student will	Because this happens . . .
SETTING EVENT		Therefore the function is to obtain/ avoid ___________________________

Copy the information from the pathway found at the bottom of the Adapted FACTS – Part B into the following format:

During (Context = ________________________) when (Antecedent = _________________________) the student will (Problem Behavior = _________________) because (Consequence = __________________); therefore, the function of the behavior is to (obtain/avoid _______________).
This is more likely to occur when (SE = ______________________________).

Suzy Example: Suzy's summary statement:
During (Context) structured classses when (Antecedent) Suzy is asked to work independently the student will (Problem Behavior) joke, talk out, disrupt because (Consequence) peers laugh and respond; therefore, the function of the behavior is to (obtain/avoid) obtain peer attention.
This is more likely to occur when (SE) specific friends are around.

The team rates the level of confidence in the accuracy of the summary statement's description of the relationship between the problem behavior and environmental events. A rating of 1, 2 or 3 indicates that the team does not have enough information to accurately identify antecedent and consequence events. A rating of 4, 5 or 6 indicates that the team is confident that the antecedent and consequence events have been accurately identified.

Suzy Example: The team felt very confident (6) that Suzy's summary statement accurately reflected the pattern of problem behavior.

STEP 6: Schedule observations to confirm the summary statement.

FBA Process – Step 6: Observation

Observational data will be collected after the team has developed a summary statement. After the summary statement has been developed, the team determines how confident they are that their hypothesis of antecedents and consequences surrounding the problem behavior is accurate. If the rating of confidence is 4, 5, or 6, the observation is conducted to verify the accuracy of the summary statement. If the rating of confidence is 1, 2, or 3, the purpose of the observation is to collect additional information to identify antecedents and consequences so that an accurate summary statement can be generated.

Confirming the Summary Statement

To confirm the summary statement, observations should be scheduled during times when the behavior is most likely to occur. The team will utilize information obtained during the team meeting to schedule 15 – 20 minute observations within contexts identified as problematic by the Adapted FACTS – Part A. An ABC observation form may be used to aid in the process. The summary statement developed during the Action Team meeting and recorded at the bottom of p. 3 of the Adapted FACTS – Part B is written at the top of the ABC observation form. When the identified problem behavior is demonstrated, the observer records the specific behavior in the middle of the form. They then check the box or boxes corresponding to the antecedent(s) observed to occur immediately before the behavior, and the corresponding box or boxes indicating what happened immediately following the problem behavior (consequence). This pattern should be followed each time the problem behavior is observed; the specific behavior is recorded, the antecedents and consequences checked, until the 15 to 20-minute observation is completed. The patterns should then be summarized at the bottom of the observation form. The following questions will be addressed to determine if the summary statement generated prior to the observations aligns with the information collected during the observation:

- Does the behavior observed match the description of problem behavior?
- Does the problem behavior occur during anticipated contexts?
- Is the problem behavior preceded by identified antecedents?
- Is the problem behavior followed by identified consequences?
- Can you confirm the function?

If the observation confirms the summary statement celebrate the accuracy and efficiency of your process and begin developing the BIP. If the observation does not match the summary statement, use the observation to analyze and revise the summary statement and schedule additional observations.

Collecting More Information to Develop a Summary Statement

If the team lacks confidence or is unable to write a summary statement based on the information and data collected (Adapted FACTS part A), observations are needed. If teachers have provided conflicting information concerning any aspects of the summary statement, or if no patterns emerged from the information collected, observations will aid in establishing those needed pieces so an accurate summary statement may be written. The summary statement is the basis of the Behavior Intervention Plan and must be accurate for an effective plan to be developed. These observations may use the same ABC form and follow the same process except one may wish to observe those contexts where the problem behavior does NOT occur as well as those where the behavior is more likely to occur so patterns emerge. Observations should be conducted until a summary statement can be written and the team has a confidence rating of 4, 5 or 6.

DISCUSSION

- Who in your building can conduct observations?
- How will observations be scheduled and teachers notified?
- Does the ABC Observation form fit your context or do adjustments need to be made?

Guidelines for Observations
Sit in an area of the room where you can see the child but are as unobtrusive as possible. Do not interact with any of the students. If the behavior does not occur, schedule another observation. If you believe your presence is preventing the behavior from occurring, find another individual to observe. Observe for 15 to 20 minutes at a time.

FBA Observation: Frequently Asked Questions

1. Where do I sit when I enter the room?

   A: Enter the room quietly, not interacting with students – Sit near enough to the student to see & hear, but not so close that it is obvious you are watching him or her.

2. What if the student or students ask why I am there?

   A: You can tell them you are there to learn more about what is being taught in the class.

3. How many times should I observe the student in the routine?

   A: Observe until you are convinced (about 5 to10 occurrences of behavior OR 3 to 1 ratio of occurrences verifying FACTS summary). -You may have to go in on more than one day or period…. but make sure you are going during identified routine.

4. For what period of time should I observe?

   A: This should be based on the FACTS interview results - About 15-20 minutes per routine is acceptable. - You want to observe until you are convinced (e.g. record at least 5 occurrences of problem behavior)

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: Therefore the function is to obtain/avoid (circle one)
	☐ 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*
1	2	3	4	5	6

Adapted from Loman, S. (2009) from Van Norman, R. (2008)

SUZY EXAMPLE

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			
8 a.m.	During: Structured class times	When: Given an independent tasks	Student will: talk, joke	Because: peers respond Therefore the function is to obtain/avoid (circle one)
	☒ Large group activity ☐ Small group activity ☐ Independent activity ☐ Transition ☐ Unstructured activity Specify: Teacher was giving instructions for 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 Notes:	Suzy was talking to neighbor during instructions	☐ 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: Student was asked to read independently for 15 min	☒ 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:	Suzy wrote note and passed to a friend. Whispered to others,	☒ 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: Teacher gave Suzy a warning first time, then asked her to move to quiet area away from others. Peers continued to watch Suzy to see if other communication would occur

<table>
<tr><th colspan="5">Summary Statement based on Observation(s)</th></tr>
<tr><td></td><td>During: structured class time</td><td>When: given an independent task</td><td>Student will: talk or make jokes</td><td>Because: peers respond. Suzy wants peer attention

Therefore the function is to obtain/avoid (circle one)</td></tr>
<tr><td colspan="5">How confident are you that your Summary Statement accurately explains the problem behavior occurring?
Not at all 1   2   *So-so* 3   4   5   *Very confident* 6</td></tr>
</table>

STEP 7:	Action Team Meeting 2 Action Team meets to review/revise the summary statement based on the findings from the observations and to develop a behavior intervention plan based on the summary statement.

FBA Process – Step 7: BIP development, Action Team Meeting 2

Action Team meets to revise/review the summary statement based on the findings of the observations and to develop a behavior intervention plan (BIP) based on the summary statement.

ACTIVITY

Work with your team to review the information provided in the Pat Student Scenario, then complete the following steps.

Step 1: Use the information from the scenario to complete Sections 1-4 of the Adapted FACTS found on the following pages.

Step 2: After you've completed Sections 1-4, work with your team to complete Sections 5- 8 of the Adapted FACTS found on the following pages.

Step 3: Copy the summary statement from Section 8 onto the top of the Pat Observation found on the following pages.

Step 4: Review the results of the observation, then reach consensus regarding the summary statement of Pat's problem behavior.

Step 5: Record the summary statement at the bottom of the observation form.

Pat Student Scenario

REVIEW OF THE RECORD:

Office Discipline Referrals (ODRs) = 6

1 ODR for shouting at the teacher in Communication Arts; 2 ODRs for drawing rather than working on assigned tasks (1 in CA, 1 in Social Studies) even after being directed several times to begin work; 2 ODRs for walking around the room when directed to begin work (1 in Social Studies, 1 in science.)

Classroom Minor Misbehaviors = 11

4 for being out of her assigned area during small group activity in CA
3 for drawing rather than working on assigned task even after being directed several times to begin work (2 in Social Studies; 1 in CA)
4 for making noises loud enough to disrupt work of students near her (2 in CA; 1 in SS; 1 in Science)

Absences & Tardies

1 Excused Absence; No tardies

Academic Information

G.P.A.: 2.1 (Math = B; CA = D-; Social Studies = F; Science = C; PE = B; Computer Tech = C-; Art = A)
Reading: SRI Score = 560 = 10th%ile
Written Language: Acuity Language Arts = 440 = 7th%ile
Math: Acuity Math = Proficient

Counselor/Nurse Visits

Pat visited the counselor one time when a teacher sent her to the counselor to talk about how to be prepared for class.

INTERVIEW INFORMATION:

Teacher Interview

Pat's problem behaviors:

a. Draws pictures on paper rather than completing work
b. Makes noises loud enough to disrupt students near her
c. Leaves assigned area; Walks around the room when directed to work

Question	Mr. Lewis, Science	Ms. Haynes, CA	Ms. Deci Math	Ms. Vista, Art	Ms. Dever, Social Studies
What are some things Pat does very well?	She is a talented artist	She loves to do skits and perform in front of others	She is good at problem-solving and calculations	She is one of my top artistic students. She really likes helping others.	She is creative
Describe exactly what the child is doing (use action verbs) when he or she is engaging in the problem behavior?	Makes noises	Looks through her desk and gets out paper and pencil, starts drawing; walks around; makes noise	1 time	No problem behaviors	Draws pictures rather than completing work; walks around the room after being told to begin work
What type of activity is occurring when Pat is engaging in problem behavior?	Writing in science journal	Reading literature; independent writing assignments	Writing in math journal	NA	Reading the text; independent writing assignments
Likelihood of behavior	3	6	1	No problem behaviors	5
What type of activity is occurring when Pat does not engage in problem behavior?	Class discussion; Working in lab	When teacher reads to students; acting out parts when we are reading plays in Scholastic Action	All math calculation and problem solving activities	Participates in all activities – Works quietly Helps other students	When we work on projects like drawing maps, creating timelines, etc; when we watch videos; Class discuss.
What response most often occurs after Pat engages in problem behavior?	She is reminded to work; sent to a desk in a separate area of the room	Sent to timeout; Sent to office 2 times	I asked her to write only single words or phrases in the journal rather than writing sent.	NA	Sent to a desk in a separate area of the room; sent to the office

Family Interview

The art teacher called Pat's dad to interview him. The interview is recorded in the table below.

Question	Response
Describe a typical day for Pat.	Pat gets up about 6:30 every day. She gets herself up, I never have to wake her. She eats cereal or toast for breakfast. I leave for work, then Pat gets on the bus. She spends the day at school and gets home around 3:30. Her grandma fixes supper and we eat about 7:00. She goes to bed about 10:00.
What does Pat do after school when she gets home each day?	She stays in her room and draws pictures.
Does Pat spend time with friends or people her own age?	She talks about 2 friends that she's known since kindergarten. She calls them and goes to their house about once a week.
What does she say about what's happening in school?	She talks about things she's done in art class. She also tells me that she likes her computer class. She doesn't like her English class. She never has liked to read.
What are some things Pat does very well?	She is a very good artist. She's drawn pictures of me and her grandmother that look like it was taken with a camera. She helps a lot. She has a good imagination.
What are some of Pat's challenges?	Like I said before, she doesn't like to read. I don't see her write a lot. Her teachers have called me about her not getting her work done because she won't sit still and follow directions in class.
What are your goals for Pat at home and school?	I'd like for Pat to do a good job at school so she can graduate and maybe go to college so she can get a good job. I'd like for her to listen to her teachers and work as hard on her work as she does on her drawing.

Ms. Vista, the art teacher ended the interview by telling Pat's dad that the people who work with Pat will be meeting as a team to identify the purpose of Pat's problem behavior and to develop a plan to help Pat be more successful in school. Ms. Vista also told Pat's dad that he and Pat are important members of the team. Pat's dad was given two choices for the date and time of the meetings. He selected the time and date he could attend. A meeting agenda was sent to Pat's dad so he could have it 2 days before the meeting.

Student Interview

Next, the art teacher interviewed Pat.

Question	Response
Describe a typical day for you.	I get up about 6:30 every day. I get dressed and eat breakfast. I draw or talk to my grandma for about an hour, then I go get on the bus. I go to school and talk to some of my friends. I go to all my classes, then come home. I get home and work on some of my pictures and eat supper with my dad and grandma. I watch t.v., call my friends, then I go to sleep.
What do you do after school when you get home each day?	I draw or go talk to my grandma.
Do you spend time with friends or people your own age?	I have lots of friends in my class, but I only call or go see Macy and Sarah. I go to Macy's house about once a week.
Do you have people in your classes that you like to work with?	I like to work with lots of people, but mostly Kim and Macy. They're my friends and Kim is really smart.
What are some things you do very well?	I'm really good at drawing. My dad says I'm good at helping at home. I like to help at school, too, but I only get to do that in art class.
What are some things you have trouble with?	I don't read very good. I can't read really long books. I don't write very good either. I can write notes to my friends, but I can't write long papers. I have trouble doing my work in Communication Arts, so sometimes I walk around just to take a break.
What are your goals for home and school?	Well, I want to stay in school so I can maybe go to some kind of art college. I want to get a good job so I can help my dad and grandma.

Ms. Vista, the art teacher ended the interview by telling Pat that the people who work with her will be meeting as a team to get more information about Pat's problems and to develop a plan to help her be more successful in school. Pat and her dad are important members of this team. Ms. Vista let Pat know the date of the plan development meeting. Pat said she would like to attend the meeting if Ms. Vista was going to be there, too.

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

Student Name Pat ______ Date ______

Classroom/Homeroom Teacher Ms. Haynes ______ Grade 6 ______

SECTION 1: 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 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

Describe student's strengths (academic, social/behavioral):

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

SECTION 3: RECORD REVIEW

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

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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 from Section 2:________________________

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: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. 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	___f. Task too hard	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	___g. Task too easy	________________________________
___c. Independent Activity	___h. Task too long	________________________________
___d. Transition	___i. Physical Demand	If f, g, h, or i – Describe task/demand in detail
___e. Unstructured Activity	___j. Correction/ reprimand	________________________________ ________________________________
		If j – Describe purpose of correction, voice tone, volume ________________________________

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)	________________________________
___c. get specific activity	How did the adults or peers respond?
___d. get specific object	________________________________
___e. get specific sensory input	If c, d or e – What specific item, activity or sensory input did the child get? ________________
___f. removed from adult(s)	If f or g – From which adults or peers was the child removed?
___g. removed from peer(s)	________________________________
___h. specific activity removed	If h or I – Describe specific task/activity/sensory input removed. ________________
___i. specific sensory input removed	*(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 ___illness ___missed medication ___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 (Problem Behavior = ________________) 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

ABC Observation Form

Pat	During: ____________	When: ____________	Student will: ____________	Because: ____________ Therefore the function is to obtain/avoid (circle one)
	☐ 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: Asked to write description of a character in a book.	Pat sat still and did not get out paper.	☒ 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: I told Pat to get out materials and start writing.
	☐ 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: I told Pat to start writing.	Pat sat still and did not get out paper.	☐ 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: Pat was sent to area in back of room for 5 min.
	☐ 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: I told Pat to go back to her seat & start writing.	Pat went back to her seat, looked in her desk, put head down	☐ 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: Pat sent to office.
		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

PAT EXAMPLE ANSWER KEY

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

Student Name Pat Date 12/2/15

Classroom/Homeroom Teacher Ms. Haynes Grade 6

SECTION 1: CLASSROOM INTERVENTION

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?
yes

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? yes

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

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

Describe student's strengths (academic, social/behavioral):

Problem Behavior (Obtained from identification process):	What does it look like (Observable)	How will behavior be measured? Frequency Intensity Duration
Refusing to work Disrupts others	Pat will walk around room, draw, or pretend to work but does not complete tasks Makes loud noises that disrupt others	Frequency of task completion Frequency/intensity of disruptions

SECTION 3: RECORD REVIEW

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

Information Needed	Date Collected	Summarize Findings and Relevant Dates
Office Referrals (ODR)	12/2/15	1 for shouting at teacher, 2 for drawing rather than working, 1 for refusing work, 2 for walking around room when directed to work=6
Classroom Minors	12/2/15	4 - out of area, 3 - drawing rather than working, 4 - making noises
Absences	12/2/15	1 excused
Tardies	12/2/15	0
G.P.A./Grades	12/2/15	Math - B, CA - D-, SS = F, Science = C, PE + B, Computer Tech = C-, Art = A
Reading Assessment	12/2/15	SRA = 560, 10th %tile, Acuity Language Arts = 440, 7th %tile
Written Language Assessment	12/2/15	Acuity Math = Proficient
Math Assessment		
Health Information *(if applicable)*		NA
IEP Information *(if applicable)*		No
Other: *i.e. nurse or counselor visits*		1 visit to counselor to discuss coming prepared to class.

Student Name Pat **Date** 12/2/15

Description of Problem Behavior from Section 2: Refusing to work and disrupting class

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: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
Science	1, 2, 3	1 2 3 4 5 6	1 – reminded to work, 7
CA	3	1 2 3 4 5 6	7
Math	3	1 2 3 4 5 6	6
Art	No problems	1 2 3 4 5 6	na
Social Studies	3	1 2 3 4 5 6	7
		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: refusing to work, distractions is most likely to occur during independent writing.
(Activity)

Problem Behavior: refusing to work, distractions is least likely to occur during art.
(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	2 f. Task too hard	If a, b, c, d or e– Describe setting/activity/context in detail: Independent activities
___b. Small Group Activity	___g. Task too easy	
1 c. Independent Activity	___h. Task too long	
___d. Transition	___i. Physical Demand	If f, g, h, or i – Describe task/demand in detail: writing tasks
___e. Unstructured Activity	___j. Correction/ reprimand	If j – Describe purpose of correction, voice tone, volume ___

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*
2 a. adult(s) respond (look at or talk to student)	If a or b – Which adults or peers respond? Teacher tries to get her to work
___b. peer(s) respond (look at, laugh or talk to student)	How did the adults or peers respond? ___
___c. get specific activity	If c, d or e – What specific item, activity or sensory input did the child get? ___
___d. get specific object	
___e. get specific sensory input	If f or g – From which adults or peers was the child removed? ___
___f. removed from adult(s)	
___g. removed from peer(s)	If h or I – Describe specific task/activity/sensory input removed. Writing tasks
1 h. specific activity removed	*(Specifically describe the type of work within subject areas)*
___i. specific sensory input removed	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 ___illness ___missed medication ___conflict at home

___conflict at school ___homework not done ___change in routine 1 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 . . . independent writing task	Student will . . . . Walk around room, draw, make distracting noises	Because this happens . . . student is given easier assignment or removed
SETTING EVENT		Therefore the function is to obtain/avoid writing tasks
Student has a history of writing problems		

During (Context = academic classes) when (Antecedent = independent writing tasks) the student will (Problem Behavior = walk around room, draw or make noises) because (Consequence = student is given easier task or removed); therefore, the function of the behavior is to (obtain/avoid writing assignments). This is more likely to occur when (SE = history of failure).

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

Functional Behavior Assessment Templates

- Adapted Functional Assessment Checklist for Teachers and Staff
- FBA Family Interview and FBA Student Interview
- Functional Behavior Assessment Teacher/Staff Interview
- ABC Observation Form

Adapted FACTS – Part A
Instructions

SECTION 1: CLASSROOM INTERVENTION

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

SECTION 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR

1. Describe academic and social/behavioral strengths of the student (obtained from teacher, family, student interviews
2. Record the general description of the problem behavior (obtained from the identification process) in the first box.
3. Record observable student actions (obtained from record review and interviews) in the second box.
4. Record the measurable dimension of the problem behavior (obtained from the record review and interviews) in the third box.

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 collected in the second column.
3. A summary of the information from each source is recorded in the third column. This summary includes relevant dates (i.e. dates of referrals, date assessments were administered).

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/month
   2 = 1 time/week
   3 = 2-3 times/week
   4 = 1 time/day
   5 = 3-4 times/day
   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.
   1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)
   2. Peer(s) respond (look at, laugh or talk to student)
   3. Student obtains specific object/item
   4. Adult(s) withhold/remove interaction
   5. Peer(s) withhold/remove interaction
   6. Activity/task is changed
   7. Student sent to timeout or office

Identify those contexts with the highest ratings (contexts rated 4, 5 or 6). At the bottom of p. 2, write the context where the problem behavior is most likely to occur and the context where the problem behavior is least likely to occur.

Adapted FACTS – Part B
Instructions

SECTION 5: DESCRIPTION OF THE ANTECEDENT

- Identify all antecedents that apply to the target context.
- Rank order the 2 strongest predictors from those selected.
- After identifying the strongest predictor(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #2.

Antecedents (Rank order top 2 predictors)		Follow Up Questions – *Be as Specific as possible*
___a. Large Group Activity	___f. Task too hard	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	___g. Task too easy	________________________________
___c. Independent Activity	___h. Task too long	________________________________
___d. Transition	___i. Physical Demand	If f, g, h, or i – Describe task/demand in detail
___e. Unstructured Activity	___j. Correction/ reprimand	________________________________
		________________________________
		If j – Describe purpose of correction, voice tone, volume
		________________________________

SECTION 6: DESCRIPTION OF THE CONSEQUENCE

- Identify all consequences that apply to the target context.
- Rank order the 2 strongest consequences from those selected.
- After identifying the strongest consequence(s) ask the follow-up question(s) that correspond with the letter of the item(s) rank ordered #1 and #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)	________________________________
___c. get specific activity	How did the adults or peers respond?
___d. get specific object	________________________________
___e. get specific sensory input	If c, d or e – What specific item, activity or sensory input did the child get? ________________
___f. removed from adult(s)	If f or g – From which adults or peers was the child removed?
___g. removed from peer(s)	________________________________
___h. specific activity removed	If h or I – Describe specific task/activity/sensory input removed. ________________
___i. specific sensory input removed	*(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)

1. Identify all setting events in the list that apply.
2. Rank order the strongest setting events from those selected.
3. After identifying the most common setting events ask questions that will provide a picture of the impact and occurrence of setting events.

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 ___illness ___missed medication ___conflict at home
___conflict at school ___homework not done ___change in routine ___failure in previous class

SECTION 8: SUMMARY STATEMENT

1. Write the top ranked responses and follow-up responses from the Antecedent, Consequence and Setting Event sections of the Adapted FACTS – Part B.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . .	Student will	Because this happens . . . Therefore the function is to obtain/avoid ____________
SETTING EVENT		

2. Copy the information from the pathway found at the bottom of the Adapted FACTS – Part B into the following format:

   During (Context = _______________) when (Antecedent = _______________) the student will (Problem Behavior = _______________) because (Consequence = _______________); therefore, the function of the behavior is to (obtain/avoid _______________). This is more likely to occur when (SE = _______________).

3. As a team, rate the level of confidence in the accuracy of the summary statement's description of the relationship between the problem behavior and environmental events. A rating of 1, 2 or 3 indicates that the team does not have enough information to accurately identify antecedent and consequence events. A rating of 4, 5 or 6 indicates that the team is confident that the antecedent and consequence events have been accurately identified.

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

Student Name ____ Date _______________________

Classroom/Homeroom Teacher __________________________ Grade ______________________

SECTION 1: 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 2: DESCRIPTION OF STRENGTHS & PROBLEM BEHAVIOR
Describe student's strengths (academic, social/behavioral):

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

SECTION 3: RECORD REVIEW
Gather relevant information about the student which will be used to look for patterns of behavior.

Information Needed	Date Collected	Summarize Findings and Relevant Dates
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*		

Adapted from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

Student Name ________________________________ **Date** ____________________

Description of Problem Behavior from Section 2:________________________________

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: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. 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	___f. Task too hard	If a, b, c, d or e– Describe setting/activity/context in detail
___b. Small Group Activity	___g. Task too easy	______________________________
___c. Independent Activity	___h. Task too long	______________________________
___d. Transition	___i. Physical Demand	If f, g, h, or i – Describe task/demand in detail ______________________________ ______________________________
___e. Unstructured Activity	___j. Correction/ reprimand	If j – Describe purpose of correction, voice tone, volume ______________________________

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) ___b. peer(s) respond (look at, laugh or talk to student)	If a or b – Which adults or peers respond? ______________________________
___c. get specific activity	How did the adults or peers respond? ______________________________
___d. get specific object ___e. get specific sensory input	If c, d or e – What specific item, activity or sensory input did the child get? ______________________
___f. removed from adult(s) ___g. removed from peer(s)	If f or g – From which adults or peers was the child removed? ______________________________
___h. specific activity removed ___i. specific sensory input removed	If h or I – Describe specific task/activity/sensory input removed. ______________________ *(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	___illness	___missed medication	___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 (Problem Behavior = ______________) 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 Family Interview

1. Describe a typical day for your child.
2. What does your child do after school when he or she gets home each day?
3. Does he spend time with friends or people his or her own age?
4. What does he or she say about what's happening in school?
5. What are some of your child's challenges?
6. What are some things your child does very well?
7. What are your goals for your child at home and school?

FBA Student Interview

1. Describe a typical day for you.
2. What do you like to do after school when you get home each day?
3. (Ask a follow-up question about what the student likes to do.)
4. Do you spend time with friends or people your own age?
5. What is your favorite class in school?
6. What do you like about that class?
7. Do you have people in your classes that you like to work with?
8. What are some things you have trouble with?
9. What are some things you do very well?
10. 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?	Adapted FACTS Part A, p. 1: Description of Strengths 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 ______________________________

<table>
<tr><th>Time</th><th colspan="2">Antecedent</th><th>Behavior</th><th>Outcome/Consequence</th></tr>
<tr><td></td><td colspan="4">Activity</td></tr>
<tr><td></td><td>During:</td><td>When:</td><td>Student will:</td><td>Because:

Therefore the function is to obtain/avoid (circle one)</td></tr>
<tr><td></td><td>☐ Large group activity
☐ Small group activity
☐ Independent activity
☐ Transition
☐ Unstructured activity

Specify:</td><td>☐ 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:</td><td></td><td>☐ 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:</td></tr>
<tr><td></td><td>☐ Large group activity
☐ Small group activity
☐ Independent activity
☐ Transition
☐ Unstructured activity

Specify:</td><td>☐ Directed to work on tasks requiring specific academic skills
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Notes:</td></tr>
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☐ Independent activity
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☐ Unstructured activity

Specify:</td><td>☐ Directed to work on tasks requiring specific academic skills
☐ Directed to complete nonacademic tasks
☐ Given correction
☐ Working/playing w Peers
☐ Alone (no interaction)
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Notes:</td><td></td><td>☐ adult(s) respond (look at or talk to student)
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☐ got specific activity/object
☐ got specific sensory input
☐ adult attention removed
☐ peer attention removed
☐ specific activity/object removed
☐ specific sensory input removed

Notes:</td></tr>
</table>

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 ☐ 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* 1 2 3 4 5 6				

Adapted from Loman, S. (2009) from Van Norman, R. (2008)

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA)

1. **Establish a system for collecting FBA information in order to:**
    - Collect Records Review Data.
    - Conduct Interviews with relevant stakeholders.
    - Prioritize problem behaviors as needed.
    - Conduct observations as needed.

(aligns with Step 1 of FBA/BIP Rubric)

2. **Establish a system for developing a Summary Statement in order to:**

    - Create observable and measurable description of problem behavior.
    - Identify daily routines that are and are not associated with problem behavior.
    - Identify triggering antecedent events.
    - Identify maintaining consequence events.
    - Identify possible setting events.
    - Develop summary statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA.

(aligns with Step 2 of FBA/BIP Rubric)

3. **Establish a system for confirming Summary Statement in order to:**

    - Conduct direct observations in routines that are and are not associated with problem behavior.
    - Confirm summary statement with data from observations.

(aligns with Step 3 of FBA/BIP Rubric)

4. **Establish a system for monitoring quality of completed FBAs (FBA/BIP Rubric Steps 1-3)**

CHAPTER 6: BEHAVIOR INTERVENTION PLANS (BIP)

Learner Outcomes

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

- Identify key components of a Behavior Intervention Plan
- Develop a competing pathway based on the results of a Functional Behavior Assessment in order to...
    - Prevent problem behavior
    - Teach appropriate behaviors
    - Recognize appropriate behavior
    - Prevent reinforcement of problem behavior
- Develop appropriate observable and measurable behavioral goals
- Determine method for efficient data collection to guide decision making throughout the process

Introduction

The Functional Behavior Assessment (FBA) is used to guide development of a Behavior Intervention Plan to increase pro-social behavior and decrease problem behavior. Unlike more typical single-dimension interventions that focus on reactive, consequence manipulations (e.g., time-out, behavioral contracts), behavior support plans that are based on FBAs consider intervention components that are focused on instruction, prevention and reinforcement (Sugai, et al, 1999).

A Behavior Intervention Plan (BIP) defines how an educational setting will be changed to improve the behavioral success of the student.

- The BIP describes how the environment will be changed to prevent occurrences of problem behavior to make the behavior irrelevant.
- The BIP describes the teaching that will occur to give the student alternative ways of behaving to make the problem behavior inefficient.
- The BIP describes the consequences that will be provided to reinforce appropriate behavior to make the problem behavior ineffective.

Behavior Intervention Plan Components

1. COMPETING BEHAVIOR PATHWAY

We start with the problem behavior. From that we define the desired replacement behavior and if there are any alternative short term replacement behaviors which might be appropriate steps to the long term replacement behavior. The setting events, triggering antecedents, and maintaining consequences are listed in the behavior pathway along with the function. The reinforcement consequence for when the student displays the desired replacement behavior is planned. Finally the function of the student's behavior is listed.

Suzy Example:

		Desired Replacement (Long Term Objective) Work quietly on independent work	**Reinforcing Consequences for Desired Replacement** Suzy will earn time to work with friends	
Setting Event When specific friends are around	**Triggering Antecedent** Asked to work independently	**Problem Behavior** Talking out, joking, disrupting class	**Maintaining Consequences** Gets peers to laugh and teacher attention	**Function** To get attention
		Alternative Replacement Behavior (Short-term Replacement) Ask appropriately to work with a partner or obtain peer interaction by completing small parts of independent tasks		

2. INTERVENTION STRATEGIES

Teaching Strategies – Start with teaching the replacement behavior along with any strategies the student will be expected to use.

- Systematically and explicitly teach behaviors/skills that will meet the same function as the student's target behavior in order to make the problem behavior less efficient and effective and acceptable behavior easier to perform and more likely to be reinforced.

Suzy Example: Suzy is currently talking out, joking, and disrupting class. We will need to teach her how to appropriately earn attention and appropriately ask to work with others, as well as expected behaviors when working independently.

Setting Event Strategies

- Put supports in place in the school environment to mitigate or diminish the effect of events that set the stage for problem behavior.

Suzy Example: Suzy increases her disruptive behavior when certain peers are around. She might be separated from these peers or put in furthest proximity in the class and earn a chance to work with them directly by completing individual work.

Antecedent Strategies

- Neutralize or eliminate events that "trigger" problem behavior to prevent inappropriate behavior and support replacement behavior.

Suzy Example: Suzy doesn't like to work independently. Suzy is also very bright and may be bored with her work. We could prepare Suzy by contracting to finish independent work so she might help others who are struggling. We could also develop a schedule so Suzy would be able to see when independent work is expected and when she will be able to work with others.

3. CONSEQUENCE STRATEGIES

- Reinforce or encourage positive behavior.

Suzy Example: Suzy should be reinforced for completing independent work with allowing time for peer interactions. This reinforcement aligns with the function of her behavior; obtaining peer attention.

Consequence strategies to make problem behavior ineffective: The problem behavior has been inadvertently reinforced by the typical consequence. Plan new consequence strategies for the problem behavior which does not feed the function of the behavior.

- Discourage problem behavior.

Suzy Example: Teach other students in the class to not respond to Suzy's inappropriate behaviors during independent times. Isolate Suzy when she is disruptive in an area where peers are not available

4. SAFETY STRATEGIES

- Develop a safety plan for those students whose behavior is dangerous to themselves or others.

BASIC or SIMPLE behavior intervention plans would rarely have a safety plan. If a student needs a safety plan, consider conducting a complex FBA/BIP.

5. IMPLEMENTATION PLAN

- Develop a detailed Action Plan to implement the Behavior Intervention Plan that specifies:
  - Who will do what by when.
  - How the plan will be shared with other staff members.
  - Training necessary to support fidelity of implementation.
  - Person responsible for coordinating the plan.

Suzy Example: Suzy's implementation plan would include who will teach/review the skills of appropriately seeking attention or asking to work with a partner, expected behaviors when working independently.

6. MONITORING STRATEGIES

- Collect evaluation data to determine the student response to behavior intervention, fidelity of plan implementation and the perception of the person and support team regarding the social value of the usefulness of changes in behavior and the process used to change it (Kennedy, 1992).

Suzy Example: Baseline may be collected by asking the teacher to keep a tally of each time Suzy disrupts during a context which was rated problematic. Then teacher could periodically (on a regular schedule such as every other day) collect data in the same way (tallies) during the same context. Baseline data is compared to data collected every other day, graphed, and used to make decisions about student progress. Student may also be taught to self-monitor in every class with the teacher checking accuracy on a random basis. Suzy is given a goal based on progress, and then reinforced with peer attention for meeting goal.

7. GENERALIZATION & MAINTENANCE STRATEGIES

- Design a plan to ensure continued support for sustained behavior change in all environments after explicit teaching is completed.

Suzy Example: Suzy may be taught to self-monitor her disruptions in each class. Teacher checks are faded out.

ACTIVITY

Use the Pat FBA information to complete a BIP.

A sample Behavior Intervention Plan (answer key) for Pat is found on the following pages. Compare what your team created with the sample. Complete the questions after each section review to further understand the rationale behind each section.

A Behavior Intervention Plan template is found at the end of the chapter.

EXAMPLE

Behavior Intervention Plan

Student Name: Pat

Action Team Members: Pat, Pat's dad, Counselor, Art Teacher, 4th Grade Teacher, Principal

Date of Meeting: Sept. 15

1. COMPETING BEHAVIOR PATHWAY

Setting Event	Triggering Antecedent	Problem Behavior	Maintaining Consequences	Function
History of difficulty with written work; difficulty with similar writing assignment on previous day	Independent written work	Sits still when directed to write, leaves the assigned work area, walks around the room, cusses, hits	Pat is taken to another area in the room for a "time out" or is sent to the office.	Escape from tasks

Desired Replacement (Long Term Objective)	Reinforcing Consequences for Desired Replacement
Appropriately seek assistance to start and complete work. Use writing strategies.	Successful completion of tasks results in increased independence and choice

Alternative Replacement Behavior (Short-term Replacement)
Pat can use "Take a break" card.

2. INTERVENTION STRATEGIES

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate Behavior
1) Help Pat finish the previous day's task before class begins. a) She can dictate answers. b) She can use a keyboard to type her work rather than writing her work. c) Allow her to write single word answers rather than requiring her to write sentences.	1) Pat and her teacher will create a schedule of activities for each day to allow her to preview work she will be assigned for the day. 2) Provide physical breaks* as "stress relievers." 3) Pat will work with her teacher to develop a "Help Notebook*." It will contain items that will help Pat complete written work (e.g. writing prompts, commonly used words, etc.)	1) Teach Pat to use the break card to request a break rather than refusing to get out work or talking out. Pat and the teacher will determine the number of breaks she can take in a day. 2) Teach Pat how to privately seek assistance. Pat and her teacher will identify how Pat will privately show she needs help. 3) Teach writing strategies to help Pat start and persist in tasks that require writing (e.g., word banks, pictionaries, planning sheets etc.)	1) Use Daily Progress Report to monitor task initiation. Allow Pat to track her task initiation. 2) Pat will earn points each time she initiates an assignment and each time she finishes an assignment. She will use a Check-in/Check-out procedure* to earn and record her points. She can trade points for privileges such as additional breaks. She and her teacher will determine how often she will trade her points and identify privileges she can earn.

3. CONSEQUENCE STRATEGIES TO MAKE PROBLEM BEHAVIOR INEFFECTIVE:

A) When Pat does not get out her work or when she stops working, an adult will walk to her work location and quietly say, "I'm going to show you how to start this." Then the adult will write part of the answer and say, "Now, you can finish." The adult will, then, walk away and help another student.

B) When Pat does not start to work after Step A, the adult will offer 3 options for Pat to complete the work.

a. Option 1: Pat can choose different supplies to complete the work (for example, she can choose a different type of writing instrument, different writing paper, or choose a keyboard rather than pencil/paper.
b. Option 2: She can choose a different place to work (for example, she can work in another class or in the counselor's office.)
c. Option 3: She can choose a different time to complete the assignment. If she chooses this option, she will be given another type of work to accomplish during the class in which she's currently working.

Pat will be taught these options by her art teacher.

C) When Pat fails to choose one of the options and does not start work, she'll be escorted from the situation to do the work. She will not earn points if she is moved to another location.

4. SAFETY PLAN

While BASIC or SIMPLE behavior intervention plans rarely have a safety plan (you would typically conduct a more complex FBA/BIP), this is an example of what one might look like.

Phase	What Pat Does	Staff Response
Stimulation/Agitation	Taps the desk with her pencil	Offer assistance with the work; Offer options listed above (See Item 3.B)
Escalation/Acceleration	Pushes the work away, walks around the room	Allow Pat to take a 10 to 15-minute walk outside class (a designated adult will be notified to walk with Pat.) Limit conversation.
Crisis/Peak	Pat cusses loudly and hits people near her.	1) Notify the office that a student needs assistance. 2) An adult will take the crisis folder (folder will contain class list and review work) and lead other students out of the class to a designated location (e.g. library or cafeteria). 3) Another adult will monitor Pat. Use body positioning and physical redirection when/if appropriate. Only the lead adult will speak to Pat. Limit conversation.
De-escalation	Pat stops talking and sits down.	Offer options such as taking a walk or listening to recorded stories
Recovery	Pat remains in her area and talks quietly to adults.	Pat will work on easy tasks such as sight word list activities or math facts.

5. IMPLEMENTATION PLAN

Person responsible for training school personnel how to implement each part of the BIP: *Principal will meet with each implementer during planning/break times.*

Deadline for completing the training: *Sept. 20*

Tasks to Complete & Resources Needed	Person Responsible	Timeline
Setting Event Strategy: Help Pat finish the previous day's task before class begins. 1. Identify location and set up supervision schedule to provide assistance to complete work before school. (Pat's bus arrives at school 20 min before school begins.)	1. Principal	1. 9/20
Antecedent Strategy 1: 1. Pat and her teacher will create a schedule of activities for each day to allow her to preview work she will be assigned for the day. 2. Pat's teacher will preview the work as part of morning work in the classroom each day	1. 4th grade teacher 2. 4th grade teacher	1. 9/20 2. Start 9/21
Antecedent Strategy 2: Provide physical breaks 1. Identify the times Pat will take physical breaks. 2. Identify what Pat will do and where she'll go during each break.	1. 4th grade teacher 2. 4th grade teacher & Principal	1. 9/20 2. 9/20
Antecedent Strategy 3: Develop materials for the Help Notebook 1.a. Obtain list of 150 most commonly used words. Write 1 word on each index card. Also, write a phrase with the word in it on the index card. 1.b. Starter Phrases i. Create a shared drive to store the starter phrases ii. Generate a list of common phrases used to start different types of sentences. 2. Teach Pat how to use the materials for the Help Notebook. 3. Teachers will cue Pat to use the Help Notebook	1.a. Special Education Teacher will work with HS A+ Students to create the word cards. 1.b. i. Special Education Teacher ii. All 4th grade teachers will eet together to accomplish this task 2. 4th Grade Teacher 3. 4th Grade teacher	1.a. 9/30 1.b. 9/20 9/25 2. 10/1 3. 10/1
Alternate Behavior Strategy 1: 1. Work with Pat to design the break card. 2. Teach Pat how to use the break card. 3. Teachers will cue Pat to use Break Card	1. Art teacher 2. Art teacher 3. All teachers	1. 9/21 2. 9/22 3. Start 9/22
Desired Behavior Strategy 1: 1. Meet with Pat to develop strategy to privately seek assistance. 2. Teach Pat the strategy 3. Teachers will cue Pat to use the strategy	1. 4th grade teacher 2. 4th grade teacher 3. All teachers	1. 9/21 2. 9/22 3. Start 9/22
Desired Behavior Strategy 2: 1. Identify and teach a strategy to write single word responses. 2. Identify and teach a strategy to generate and organize ideas on a given topic. 3. Identify and teach a strategy to expand ideas into sentences.	1. 4th grade teacher & Title 1 Teacher 2. 4th grade teacher & Title 1 Teacher 3. 4th grade teacher & Title 1 Teacher	1. Start 10/15 2. Start 11/1 3. Start 11/8
Consequence Strategy 1: 1. Create Daily Progress Report & teach Pat how it will be used to track her progress. 2. Meet with Pat to identify privileges she can purchase with her DPR points.	1. Art teacher 2. 4th grade teacher	1. 9/21 2. 9/21

6. MONITORING & EVALUATION PLAN

Behavioral Goal (specific, observable, measurable)	Procedures for Data Collection	Person Responsible & Timeline	Review Date:	Evaluation Decision • Monitor • Modify • Discontinue
Pat will use a break card to request a break rather than refusing to get out work or talking out.	Points earned on Daily Progress Report*	4th Grade Teacher will track points earned in class. Progress will be recorded each day, graphed each week.	10/15 (Review every 2 weeks after 10/15)	
Pat will privately seek assistance when she needs help to start or finish a task.	Points earned on Daily Progress Report* Track # of completed assignments	4th Grade Teacher will track points. Progress will be recorded each day, graphed each week. 4th grade teacher	10/15 (Review every 2 weeks after 10/15)	
Using writing strategies, Pat will initiate and complete writing tasks.	Track # of completed assignments	4th grade teacher	10/30 (Review every 2 weeks after 10/30)	

*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)	Direct observation in classroom once each week for 4 weeks.	Counselor	Observations 10/01 – 11/01
BIP Implementation Review Form (See Attached)	Teacher will be taught how to self-monitor using BIP Implementation Review Form. Begin self-monitor 10/15.	Counselor	Self-monitor 10/15 – 12/15
Is Plan Making a Difference? (Social Validity) Social Validity Survey	Teacher, family and student will complete social validity survey.	Principal will interview teacher, family & student	12/15

7. GENERALIZATION & MAINTENANCE

Strategy	Person Responsible & Timeline
Teachers in all settings will cue and monitor Pat's use of the Break Card and seeking assistance to complete tasks.	All teachers will cue & monitor Pat's use of the Break Card. Start 9/22 and continue until this behavior is faded and Pat is able to independently seek assistance. All teachers will cue Pat to seek assistance to complete tasks. Start 9/22 and continue throughout the school year
Begin self monitoring of privately seeking assistance when Pat earns 80% on Daily Progress Report for 4 of 5 days for 4 weeks.	4th grade teacher will teach Pat how to self monitor using the Daily Progress Report beginning 10/20.
Teachers in all settings will teach, cue and monitor Pat's use of writing strategies beginning 10/30.	4th grade teacher will teach Pat how to track completed assignments beginning 11/8.

We agree to the conditions of this plan:

Student	**(date)**	**Family or guardian**	**(date)**	**Action Team member**	**(date)**
Teacher	**(date)**	**Teacher**	**(date)**	**Action Team member**	**(date)**

BIP Monitoring Form

Student Name: Pat ________________________ Date: ________________

Start Work (1) – Did not start each assignment within 5 minutes (2) – Started some assignments within 1 minute but took up to 5 minutes with others (3) - started all assignments within 1 minute

Complete work (1) – Did not complete any assignments (2) – Completed some assignments (3) - Completed all assignments for the class period

	Be Responsible Start work (ask for help when needed)	Be Responsible Complete work	# of assignments complete / # assigned	Used Help Notebook	How many break cards used
Period 1	3 2 1	3 2 1	/	Yes No	1 2
Period 2	3 2 1	3 2 1	/	Yes No	1 2
Period 3	3 2 1	3 2 1	/	Yes No	1 2
Period 4	3 2 1	3 2 1	/	Yes No	1 2
Period 5	3 2 1	3 2 1	/	Yes No	1 2
Period 6	3 2 1	3 2 1	/	Yes No	1 2
Period 7	3 2 1	3 2 1	/	Yes No	1 2

Goal for starting and completing work - ______% Total______/42 points possible = __________%

Goal for number of assignments complete _________ Total complete_______/_______ = ________%

Successes____

Family Signature____

Family comments____

DISCUSSION

With your team, review the Behavior Intervention Plan Example and respond to the following prompts.

1. Explain the rationale for identifying "use writing strategies" as an appropriate desired replacement behavior for "sits still when directed to write, leaves work area, walks around the room, etc."
2. Explain the rationale for selecting an alternative behavior. Why is learning to use writing strategies not sufficient to prevent this student's problem behavior?
3. The Behavior Intervention Plan outlines 3 antecedent strategies to prevent problem behavior. Explain the rational for each and Identify materials that may be appropriately included in a "Help Notebook" for students with whom you work.
4. Compare the Intervention Strategies (Part 2) with the Implementation Plan (Part 5) of the Pat example. Determine if all actions, resources and timelines required to implement each strategy have been identified.

ACTIVITY

With your team, review the Behavior Intervention Plan Example and respond to the following prompt.

1. Compare the content of each section of the Pat example Behavior Intervention Plan to the content of a Behavior Intervention Plan developed for a student with an IEP/behavior plan from your school. Identify similarities and differences.
2. Looking at the differences between what has been taught and prior practice; discuss the rationale and value.

Each step of behavior intervention planning is outlined in the flow chart on the following page.

Behavior Intervention Plan Development Flow Chart

STEP 1: Build a Competing Behavior Pathway

1.1 Record summary statement from the Functional Behavior Assessment into Behavior Pathway format.

1.2 Given the context and antecedent, identify the desired long-term replacement behavior the person will utilize to meet academic or social demands in more effective, efficient, and appropriate ways.

1.3 Given the context and antecedent, identify a socially appropriate alternative short-term behavior that could efficiently and effectively produce the same consequence or serve the same function as the problem behavior.

1.4 Identify maintaining consequence for desired long-term replacement behavior.

↓

STEP 2: Develop Intervention Strategies

2.1 Identify teaching strategies for teaching replacement behaviors

2.2 Identify setting event strategies to mitigate or reduce the impact of more distant events to make the problem behavior irrelevant

2.3 Identify antecedent strategies to prevent problem behavior, support alternate/desired behavior and to make problem behavior irrelevant

2.4 Identify consequence strategies to reinforce appropriate behavior and to make the problem behavior inefficient.

↓

STEP 3: Consequence Strategies

Identify consequence strategies to limit reinforcement of the problem behavior to make the problem behavior ineffective.

↓

STEP 4: Safety Plan

Determine whether an individualized Safety Plan is required.
Does the student's problem behavior pose serious risk of injury to self or others?

NO	Use established school/ classroom crisis plan
YES	Develop an individualized safety plan.

↓

STEP 5: Implementation Plan

Develop the implementation plan to ensure all actions are identified and staff are trained to implement each part of the Behavior Intervention Plan.

↓

STEP 6: Monitoring & Evaluation Plan

Write observable & measurable behavioral goals and identify strategies to monitor student outcomes, fidelity of implementation and social validity.

↓

STEP 7: Generalization & Maintenance

7.1 Identify strategies to monitor student outcomes, fidelity of implementation and social validity.

7.2 Identify generalization and maintenance strategies.

Step 1. Developing a Competing Behavior Pathway

The Competing Behavior Pathway model is used to create a link between the functional behavior assessment and the behavior intervention plan.

First, the team builds the competing behavior pathway by copying the functional assessment summary statement into the behavior pathway diagram.

Pat's Summary Statement:
"During independent work time when she is directed to write sentences or paragraphs, Pat is likely to draw on the paper and leave her assigned work area because she is sent to timeout or to the office; therefore, the function of the behavior is to avoid those tasks. This is more likely to occur when Pat has had difficulty with a similar task the previous day."

The purpose of the Competing Behavior Pathway is threefold:

1) Highlight the importance of building the behavior intervention plan around the summary statement
2) Identify competing behavioral alternatives to the problem behavior.
3) Determine strategies for making the problem behavior ineffective, inefficient or irrelevant through changes to the routine or environment.

Crone & Horner, 2003

Setting Event		Triggering Antecedent		Problem Behavior		Maintaining Consequence		Function
Difficulty with similar writing tasks	→	*Directed to write sentences or paragraphs*	→	*Draw on the paper, leave her assigned area*	→	*Sent to timeout or to the office*	→	*Avoid written language tasks*

Next, the team identifies the desired replacement behavior. Given the setting and antecedent events, what is the appropriate long-term desired replacement behavior? The replacement behavior should be mutually exclusive of or "compete" with the problem behavior and should be linked with schoolwide expectations.

Desired Behavior		Maintaining Consequence
Use writing strategies to complete written tasks	→	*Increased competence with writing tasks*

Setting Event		Triggering Antecedent		Problem Behavior		Maintaining Consequence		Function
Difficulty with similar writing tasks	→	*Directed to write sentences or paragraphs*	→	*Draw on the paper, leave her assigned area*	→	*Sent to timeout or to the office*	→	*Avoid written language tasks*

Step 2. Intervention Strategies

2.1 Teaching Strategies – Start with teaching the replacement behavior along with any strategies the student will be expected to use.

Teaching long-term replacement behavior often requires teaching complex skills that the student is lacking (e.g., academic skills, social/communication skills, organizational skills.)

ACADEMIC DEFICITS (often related to Avoiding difficult tasks)

- Example: *Student avoids reading because he or she is 3 grade levels behind in reading. Addressing this deficit requires intensive reading instruction.*

SOCIAL SKILLS DEFICITS (often related to seeking interaction or attention)

- Example: *Student seeks interaction or attention due to isolation from peers and adults resulting from aggressive behavior and limited social skills. Addressing this deficit requires sustained, targeted social skill instruction generalized to natural context*

COMMUNICATION DEFICIT

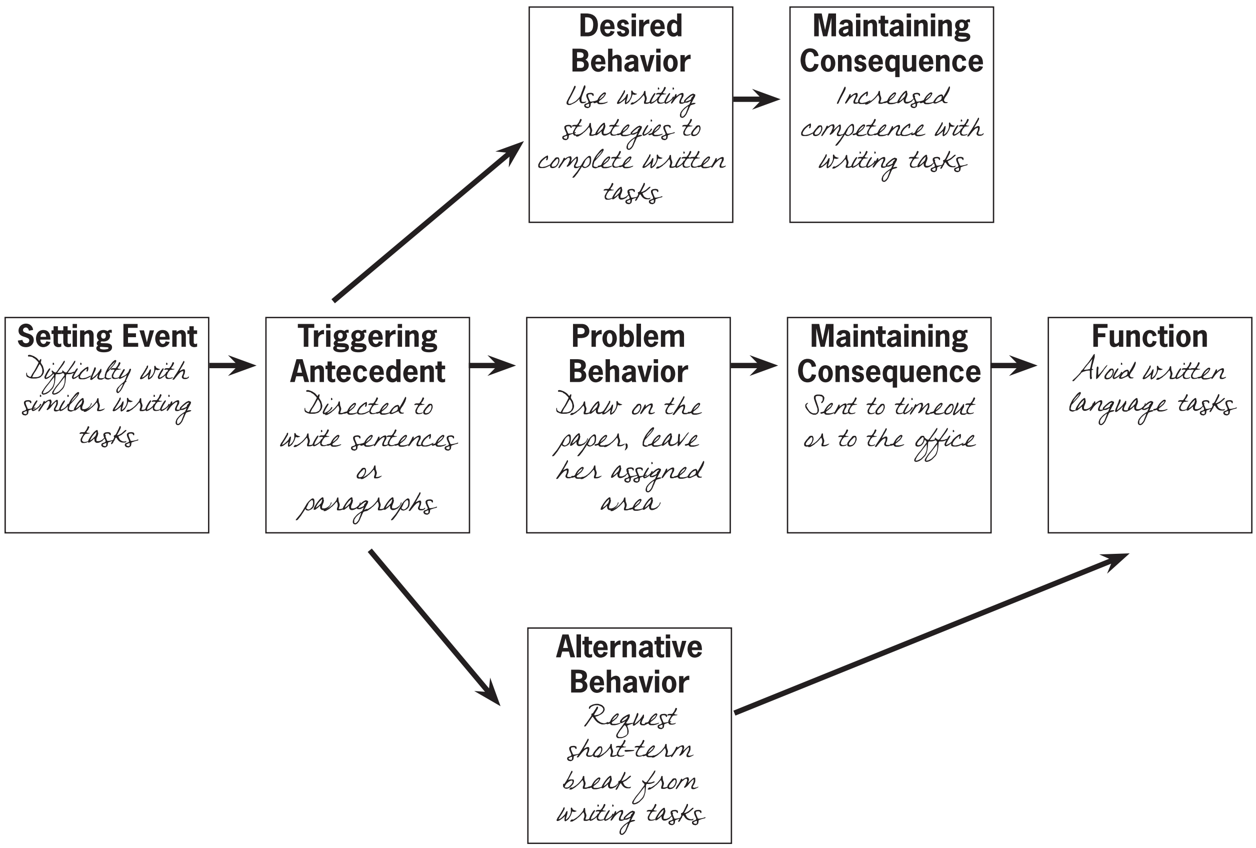
- Example: *Student screams and loudly claps hands due to limited communication skills which might result in getting something to eat. Addressing this deficit requires teaching communication skills (PECS, sign language, etc.)*

ORGANIZATIONAL/SCHOOL SKILLS DEFICITS

- Example: *Student doesn't complete homework due to limited scheduling and organization strategies which might result in task avoidance due to limited background knowledge. Addressing this deficit requires teaching school skills.*

Problem Behavior	Function	Desired Replacement Behavior
Quiet when addressed by peers; Cries; Turns around and walks away	Escape peer interaction	Use appropriate nonverbal signal or simple verbal phrase to respond to peers.
Rips paper; Leaves work area and walks around the room	Escape difficult tasks	Appropriately seek assistance to initiate or complete work (replace refusing to start a task)
Pushes or hits peers	Gain peer interaction	Use simple phrase(s) to initiate appropriate interactions with peers

The gap may be very wide between the desired behavior and what the student is currently doing; therefore, the team will need to identify a short-term alternative behavior.



SHORT-TERM ALTERNATIVE BEHAVIORS

- An immediate attempt to reduce <u>disruption</u> & <u>potentially dangerous behavior</u> in the classroom
- Designed to actively begin breaking the student's habit of using problem behavior to meet their needs, by replacing it with a more acceptable alternate behavior

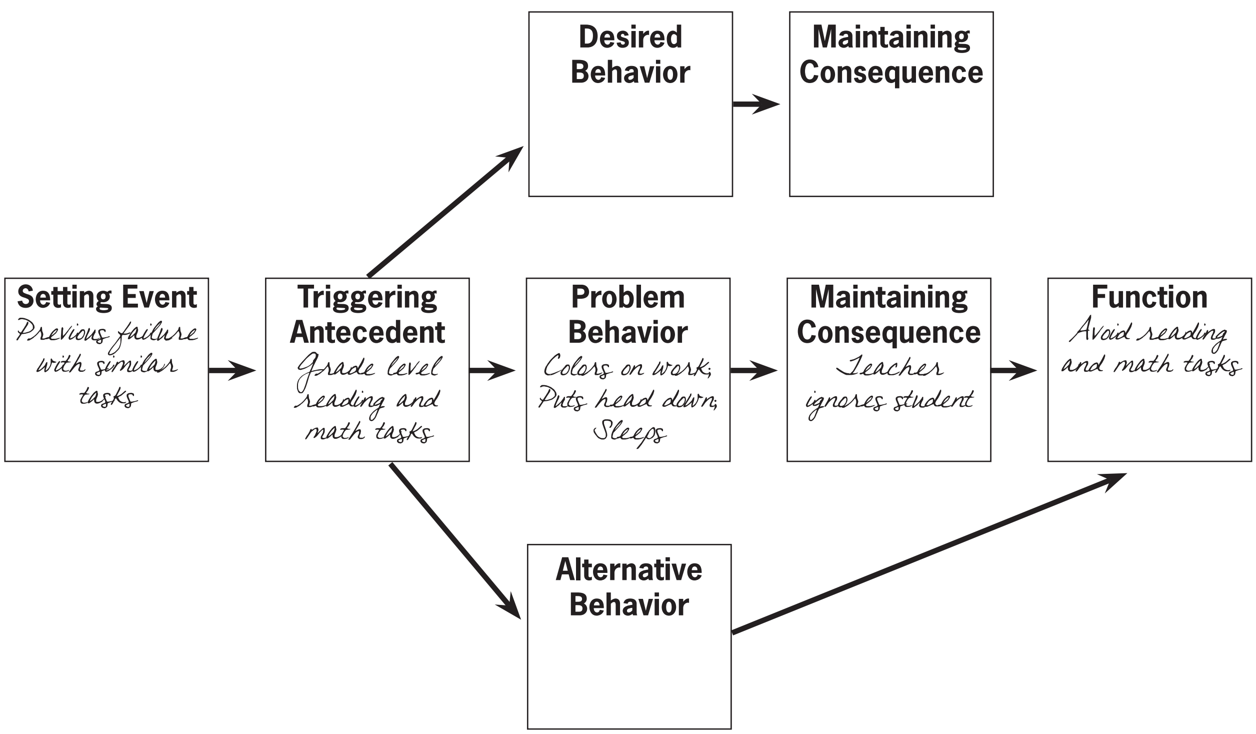
An appropriate Short-term Alternative Behavior:

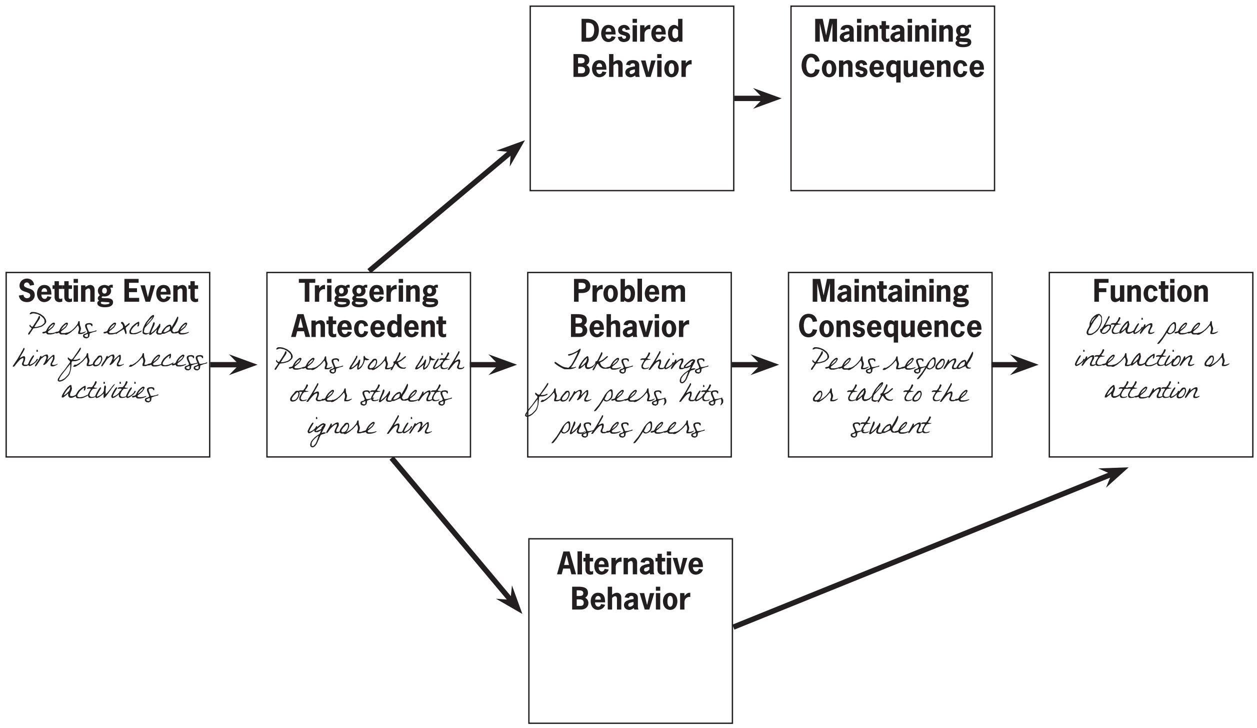
- Serves the same function as the problem behavior
- Is easier to do and more efficient than the problem behavior
- Requires *less physical effort & provides quicker, more reliable access* to desired outcome/response than problem behavior
- Is socially acceptable

Desired Replacement Behavior	Alternative Short-term Replacement
Appropriately seek assistance to initiate or complete work (to replace refusing to start a task)	Use a nonverbal signal to indicate he or she is having difficulty with a task (e.g. place a post-it note on the task, use a help card*, etc.)
Use appropriate language to initiate interactions with peers (to replace hitting peers to initiate interaction)	Use a high five to initiate interactions with peers
Use resources to initiate and complete difficult tasks (to replace ripping assignment and walking away)	Use "take a break" card as designated by the student and teacher

ACTIVITY

With your team, identify an appropriate Desired Long-term Behavior and an Alternative Short-term Behavior for each Competing Behavior Pathway.





It is not sufficient to simply identify long-term desired behavior and short-term alternative behavior. The team must also develop lessons and activities to teach and practice the behaviors.

Teaching Considerations:

- Practice the new behavior when the student is calm, relaxed, and at times when problems do not occur.
- Provide multiple opportunities for the student to role play and practice using the new behavior.
- Teach the student when to use the replacement behavior.
- Use role play and practice with feedback in the natural environment.
- Teach the student to recognize the specific situational and internal cues (e.g., a student feels her heart pounding just before it is her turn to read aloud) that naturally happen before the behavior occurs. (Minimize the use of teacher-related cues because they foster dependency on the teacher.)
- Anticipate when the student is about to make a mistake (or about to experience difficulty when initially learning a new coping skill) and provide support to ensure success.

An example lesson plan is found on the following page.

EXAMPLE EXPECTATIONS LESSON PLAN - Expectation: I am responsible.

Classroom Rule: I complete work. Replacement Behavior: I use self-help strategies to start and complete work.

DEFINE THE RULE:

1. "This week we will be talking about using self-help strategies. Can you tell me what 'self-help' means? We will learn how to help ourselves before we ask for help from the teacher.
2. "Let's share examples of times when we have had trouble doing something. What did you do when you had trouble?"
3. What steps will we follow to help ourselves: "Try 3, before you ask me."
   1) Look at the help centers. (Teacher will designate each wall in the classroom for only 1 subject. Put a number line, clock, numbers with touch points, coins on the wall for the math help center. Put letters, sight words, direction words, etc. on the wall in the reading help center.)
   2) Use materials from the help box. (Place counting blocks, ruler, cards with sight word sentences, etc. in a box. Make 3 or 4 boxes.)
   3) Ask a friend.

MODEL:

Example: Brandon starts working on his addition worksheet. He cannot do problem #2. He looks at the math help center on the wall and sees the numbers with touch points. He uses the counting touch points to help him finish problem #2.

Example: Ms. Bigby directs the students to read the story in the reading book. Josie cannot read the following word, "they." She looks at the reading help center on the wall and sees sight words in sentences. She finds "they" in the following sentence, "They go get 4 balls." She can read the word, "they" in the story. (Say, "Good job of using the reading help center to help yourself.")

Non-Example: The teacher directs the students to begin working on the math assignment. Jessica cannot work problem #3. She sits and does not work.

Example: Cody starts working on his reading assignment. He cannot read a sight word in the story. He looks as the Reading Help Center. He then goes to the reading help bucket to find sight word phrases. He still cannot read the word, so he asks a friend. The friend tells him the word.

ROLE PLAY:

1) Show the children a picture of each of the steps.
2) Make up a song about the steps.
3) Lead the children in following the steps.
4) Have the children take turns being the leader

Present 3 difficult math problems to the class. Lead the class through the "Try 3" steps.
Present 3 difficult sentences to the class. Ask the students to read the sentences. Lead the class through the "Try 3" steps.

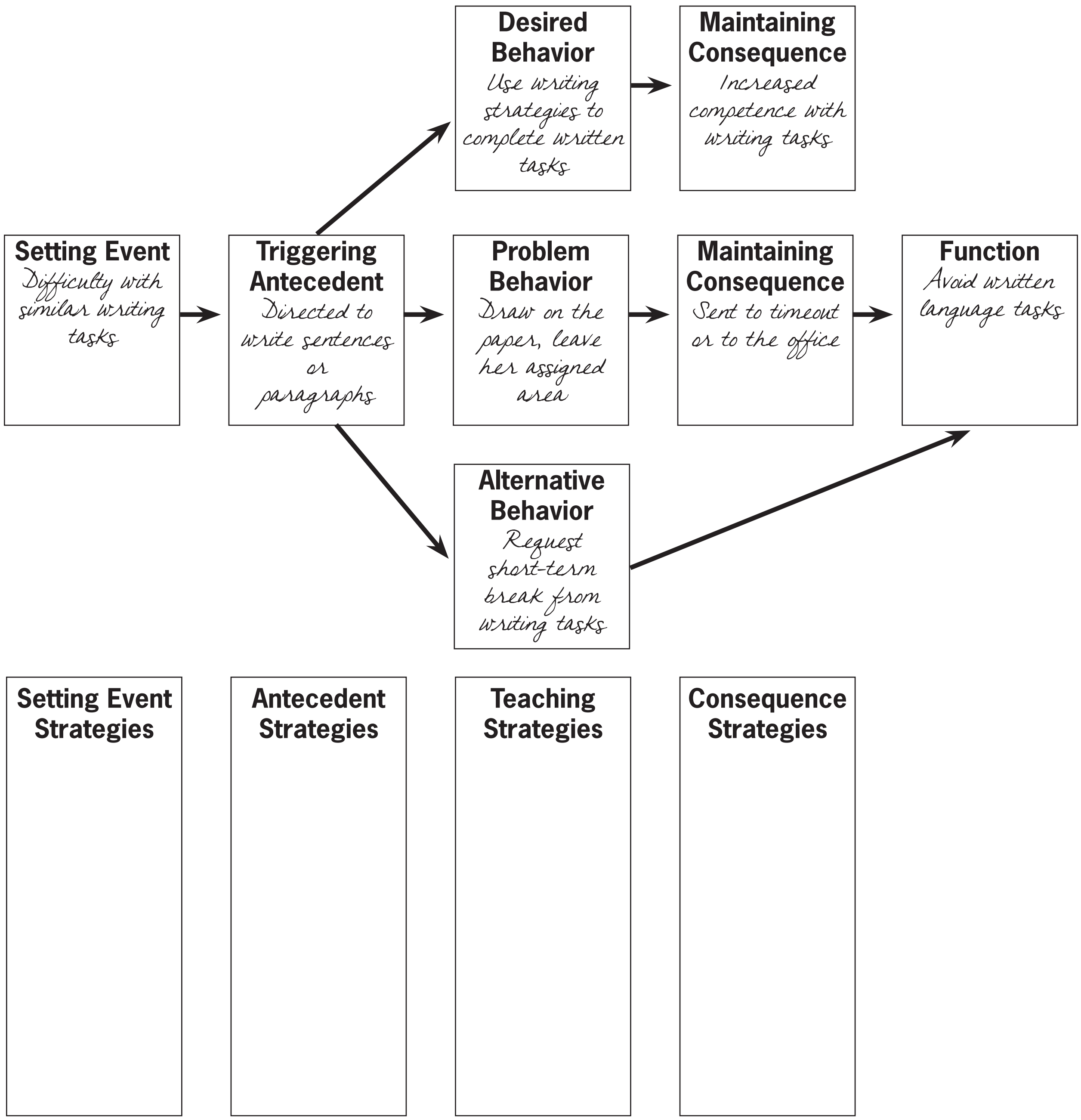
AFTER THE LESSON (Each Morning for Several Days)

1) Place pictures of students who "Try 3" on a bulletin board.
2) Have a student act out appropriate behavior (trying 3) after the student says he or she needs help.
3) Follow-up: Do this activity any time your students have had difficulty independently completing a particular activity.

Remember to **regularly** recognize students as they Try 3 to help themselves!

"Once the team has identified a long-term desired behavior and an acceptable short-term alternative to the problem behavior, they must generate strategies to facilitate the student's performance of those behaviors." (Crone & Horner, 2003, p. 56)

At this point in developing the Behavior Intervention Plan, the team is brainstorming strategies. It may be helpful to display the Competing Behavior Pathway on a White Board or on chart paper so that all participants can stay focused on designing strategies to support and teach the replacement behavior. Honor each team member's suggestions by recording them in the appropriate section of the BIP. After ideas have been generated to address each section of the Competing Pathway, the team will reach consensus on the strategies that fit the context of the school and classroom.



2.2 Setting Event Strategies – Begin by designing strategies that will make setting events less likely or less effective. The team cannot usually eliminate setting events, however, supports can be put in place in the school environment to mitigate or diminish the effects.

Setting Event	Strategies to Mitigate Impact
Incomplete work	Schedule regular time to meet with the student to provide assistance with organization and work completion
Physical Need (hungry, tired, cold)	Schedule regular routine to meet with the student to address physical needs (e.g. provide snack, exercise, etc.)
Argument with peer or family member before school	Schedule regular routine to meet with the student to de-escalate, set goals and practice calming strategies

2.3 Antecedent Strategies – Antecedent strategies are put in place to change the conditions that trigger problem behavior.

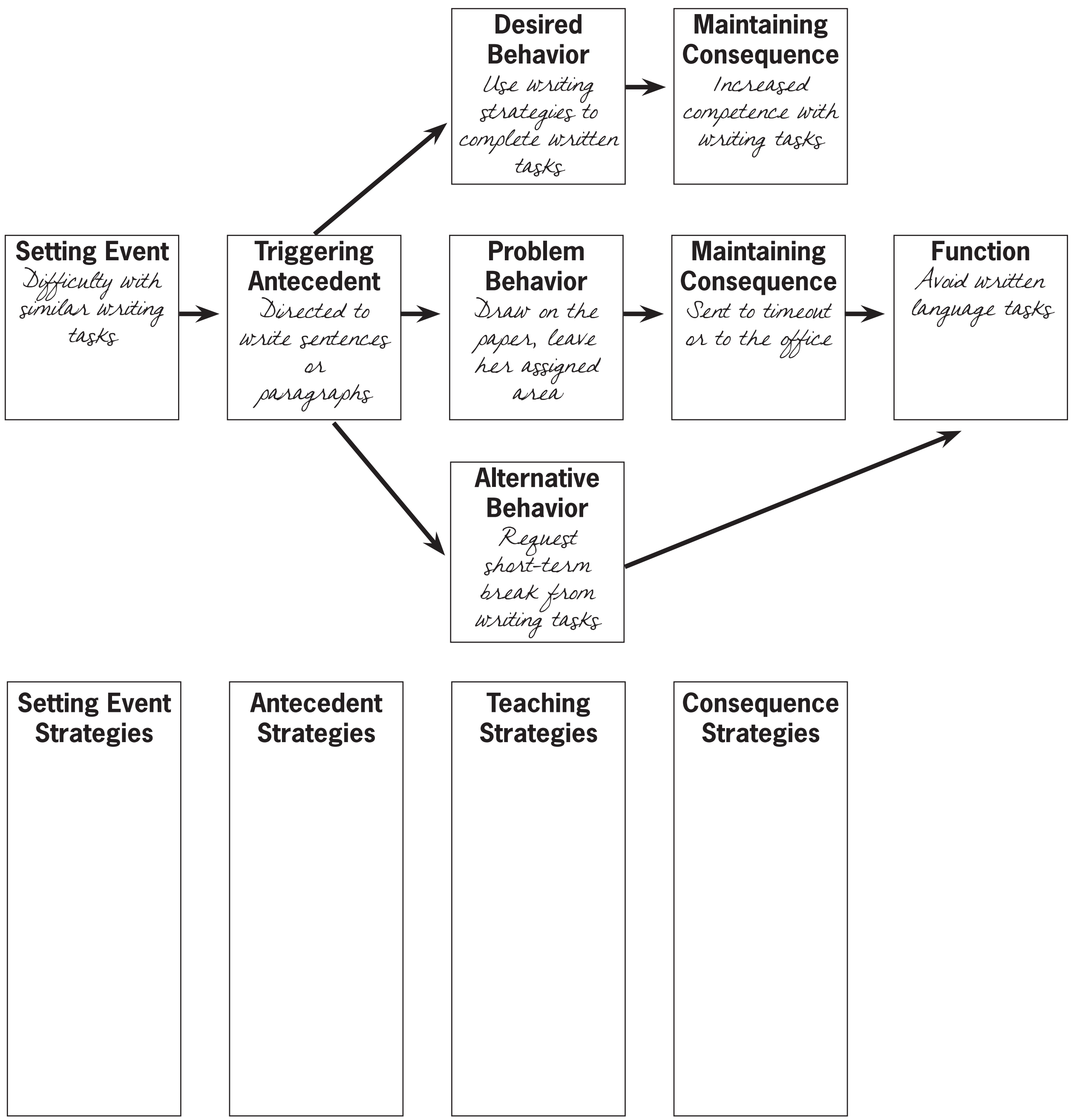
- Change predictors that set off the problem behavior to make the problem behavior irrelevant or unnecessary. Match the prevention strategies with the identified function of behavior (e.g. for students whose function is escape from difficult tasks - chunk difficult tasks, provide choice among several tasks with the same objective, assign easier tasks first, then move on to more challenging work, etc.; for students whose function is seeking interaction or attention – provide more opportunities to respond, more frequent specific positive feedback, more opportunities to interact throughout the day, etc.).
- Support Alternate/Desired Behavior by providing prompts before the student encounters situations/conditions that may be difficult.

The effective classroom practices identified by MO SW-PBS can be used as antecedent strategies to prevent problem behavior. More information about how to implement each classroom practice can be found on pbismissouri.org.

Function: Escape from Tasks	Function: Seeking Interaction
Individualize *Procedures* • Privately seek assistance • Individualize procedure for use of resources	Increase Positive Recognition
Address Task Difficulty	Increase Opportunities to Respond
Offer Choice	Increase Active Supervision – Schedule more frequent interactions
Sequence Tasks	Increase Opportunities for peer interaction

ACTIVITY

With your team, identify at least one appropriate Setting Event Strategy and two Antecedent Strategies that will prevent problem behavior and support the replacement behaviors. Remember to match the intervention to the function.



2.4 Consequence Strategies – Reinforcement of Long-term Desired Behavior and Short-term Alternative Behavior

- A critical part of any intervention plan is determining how long-term desired behavior and short-term alternative behavior will be reinforced. The team must match the reinforcement strategies to the function and reinforce appropriate behavior to make the problem behavior ineffective.
  - The team must ensure that the Behavior Intervention Plan includes strategies to provide frequent and immediate recognition when the student appropriately seeks interaction/attention to change attention-maintained behavior.
  - The Behavior Intervention Plan must include strategies to respond quickly when the student asks for help or for a break, initiates a task or completes a task to change escape-maintained behavior.

> Behaviors persist only when reinforced.
> *Scott, Anderson & Alter, 2012, p. 257.*
>
> Behavior is a function of its consequences. You reward behaviors, not people.
> *O'Neill, et al, 1997, p. 76.*

- There are four rules for designing Consequence Strategies:
  - Match the reinforcement to the function of behavior.
  - Use the least amount that is necessary to get the replacement behavior.
  - Be consistent and immediate in delivering the reinforcer – establish a routine.
  - Teach the student how he/she will get the reinforcement.

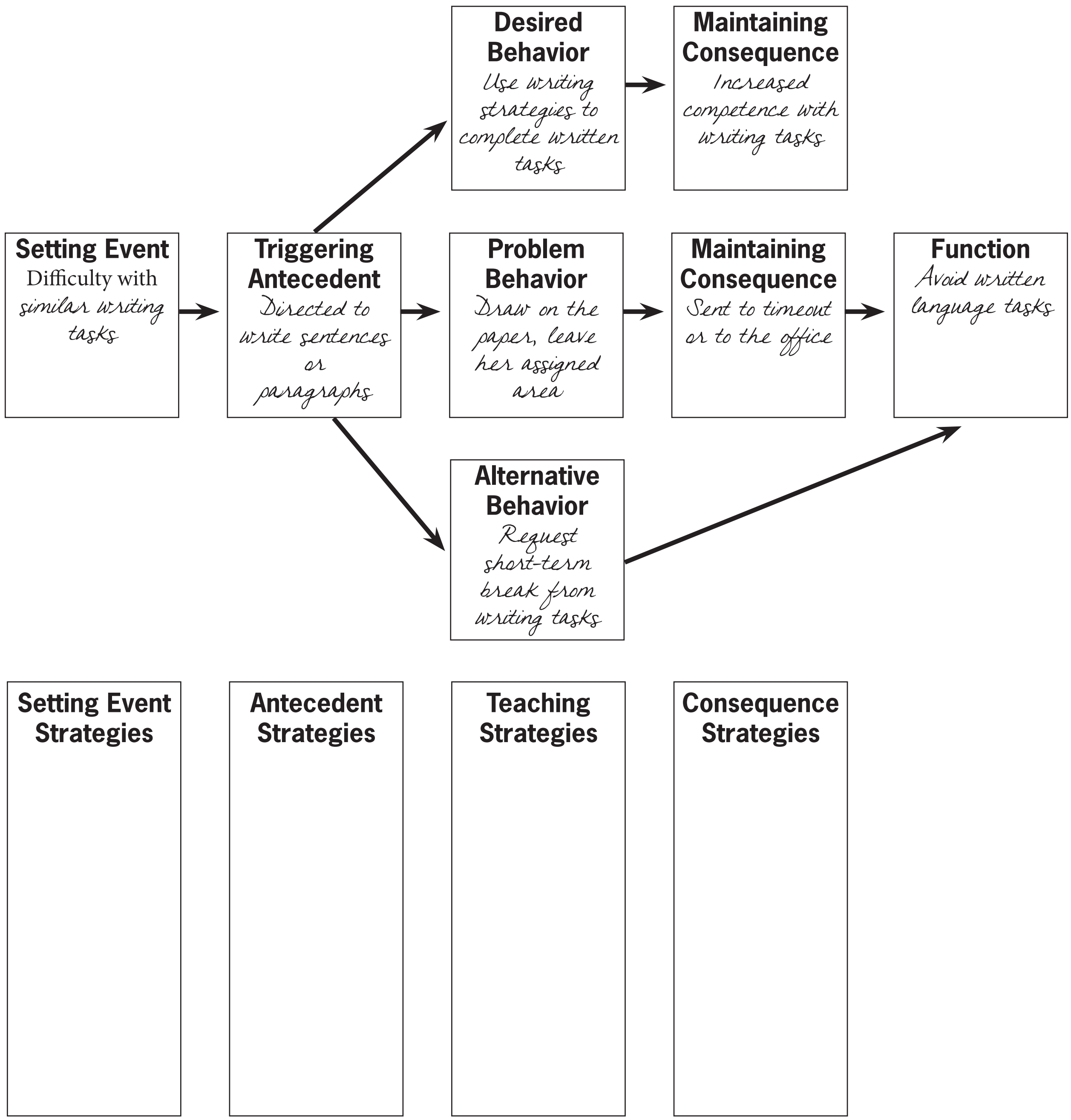
ACTIVITY

Write the letter of the function beside the corresponding reinforcing consequence. (One function will be used twice.)

REINFORCING CONSEQUENCE	FUNCTION
_______1. Successful completion of tasks results in breaks	a. Obtain Attention
_______2. Increased opportunity to spend time with peers	b. Obtain Specific Activity
_______3. Attempts to correctly complete the work result in earning the opportunity to choose alternate tasks	c. Escape Task Demands
_______4. Ten minutes of computer time	

ACTIVITY

With your team, identify at least one strategy that will reinforce the replacement behaviors. Remember to match the intervention to the function.



> “A person with a long history of problem behaviors will continue to perform them as long as those behaviors are effective.”
> *O’Neill, et al, 1997, p.67.*

Step 3.Identify Consequence Strategies to Limit Reinforcement of Problem Behavior

The team must change consequences that have supported the problem behavior. Do NOT allow the problem behavior to pay off for the student, rather, put the problem behavior on extinction. Extinction involves systematically withholding or preventing access to a reinforcing outcome that was previously delivered. If the problem behavior was reinforced by escape from difficult tasks, then extinction would involve making sure the problem behaviors were not followed by escape from these tasks.

It may not be possible or practical to change all actions that may reinforce problem behavior (e.g. A teacher must correct a student who cusses. This correction may be reinforcing if the student is cussing to gain attention from the teacher). However, the adults can reduce the reinforcement of the problem behavior.

Strategies to Limit Reinforcement of Problem Behavior

- Limit verbal interaction for problem behavior.
    - Create a signal that prompts student to stop and/or return to desired activity.
- Prompt peers to ignore problem behavior.
- Offer brief assistance with task or activity.
- Schedule standard times to complete unfinished work.

DISCUSSION

Review the strategies to Limit Reinforcement of Problem Behavior, then respond to the following prompts:

1. With your team, discuss which strategies would be appropriate for students whose behavior is maintained by seeking interaction or attention.
   Explain the rationale for selection of strategies.
2. With your team, discuss which strategies would be appropriate for students whose behavior is maintained by avoidance of tasks.
   Explain the rationale for selection of strategies.

MO SW-PBS adapted a Menu of Function-Based Options created by Loman & Borgmeier (2010) that provides options from which the team can choose to begin developing strategies to teach replacement behavior, prevent problem behavior, reinforce appropriate behavior and limit reinforcement of inappropriate behavior. The team will customize the strategies to meet the specific needs of the child. Strategies are built on the Effective Classroom Practices and are organized by function.

Menu of Function-Based Options for Behavior Intervention Planning

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
• Check-in o Provide adult interaction/ attention immediately upon student arrival. o Food, sleep, medications, hygiene, clothing etc. o Organize materials o Practice replacement behaviors • Structured daily schedule for on-task activities. (visual schedule)	**Attention Seeking** • Increase Positive Recognition o Give student leadership responsibility or a class "job" that requires the student to interact with staff. o Increase positive home/school communication • Increase Opportunities to Respond • Increase Active Supervision – Schedule more frequent interactions • Increase opportunities for peer interaction **Escape/Avoid Task** • Teach Procedures o Asking for help o Individualize procedure for use of resources (e.g. help bucket; peer support) o Check to see if student has needed materials and if not, provide them before they are needed. • Address Task Difficulty o Design assignments to meet student instructional/skill level. o Pre-teach content. o Modify amount or type of activity. o Provide extra help/checks for understanding. • Provide Choice o Provide choices such as what to do first or what tools to use. o Provide an opportunity to engage in a preferred activity first. • Sequence Tasks o Use behavioral momentum/task dispersion	**Attention Seeking** • Teach specific ways to ask for attention: o Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) • Teach self-management skills: o Observing & recording own behavior o Goal setting o Evaluating behavior o Strategy instruction **Escape/Avoid Task** • Teach how to ask for a break. • Teach how to ask for an alternative activity/assignment • Teach student how to ask for assistance • Teach student how to use resources • Teach specific academic skills (e.g.,) o Sight words o Reading fluency o Comprehension o Math facts	**Response for Appropriate Behavior** **Attention Seeking** • Respond quickly when the student asks for attention appropriately • Give frequent attention for any appropriate behavior • Allow student to earn opportunity to pick activity for group or class • Provide opportunity for peer interaction **Escape/Avoid Task** • Provide opportunity to earn breaks after specified number of completed tasks • Provide opportunity to earn time doing self-selected activity • Reward student for attempting tasks and staying focused on the task **Response to Make Problem Behavior Ineffective** • Provide consistent and calm response • Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity • Prompt peers to ignore problem behavior • Offer brief assistance with task or activity • Offer alternatives to complete the task • Schedule standard times to complete unfinished work

Adapted from Loman, S. & Borgmeier, C. (2010)

Step 4. Safety Strategies

Students who have exhibited problem behavior over an extended period will require time to respond to the behavior intervention plan. If the student's behavior is dangerous to themselves or others, safety strategies should be included in the plan. They should be used ***only*** in situations where there is serious risk of harm to the child or others in the environment (e.g. running out of the building, hitting, biting, etc.). A reminder that the information contained in this workbook is designed for developing a basic or simple FBA/BIP. For students who need safety strategies, consider a more complex FBA/BIP process.

- Preliminary data indicate that crisis management procedures are overused and unnecessarily implemented (George, 2000).

The following steps should be followed when developing a safety plan.

1. Identify behaviors that signal the safety strategies should be used.
2. Describe each action that must be taken to keep everyone safe.
3. Identify the personnel that will assist in implementing the plan.
4. Identify what the other children will do.
5. Have personnel (accessed through a code word over the intercom or accessed by having a responsible child go to the office) and materials (crisis bag) readily available.

Students with chronic or severe behavior problems often follow a predictable pattern of behavior escalation leading to outbursts. The team may also utilize the steps of the Acting-Out Cycle (Colvin, 2004) to identify phases of the student's escalation to dangerous behavior and to guide development of the safety plan. The plan must be taught and practiced with students and staff who interact regularly with the student. The following are the essential phases that need to be included in the Safety Plan:

Phase	Student Behavior Examples	Appropriate Staff Response Examples
Stimulation/Agitation - Teachers and students can see behaviors that indicate anger, sadness, anxiety or frustration.	• Darting eyes/busy hands • Withdrawal from groups • Changes focus quickly and often • Uses one word terse responses	• Show empathy • Provide space in quiet area • Provide encouragement • Provide opportunities for movement
Escalation/Acceleration - Behavior becomes focused and directed towards engaging others in negative interaction.	• Questioning and arguing • Refusal to cooperate • Destruction of property • Threats and intimidation	• Use a calm but serious voice, move slowly and give space to student. • Pause instead of responding immediately. • If behavior escalates, withdraw and follow emergency school procedures
Crisis/Peak - This phase includes serious behaviors that may pose a safety threat to the student or others.	• Serious destruction of property • Physical attacks • Severe tantrums • Running away • Self-abuse	• Focus on student and staff safety • Notify necessary staff of the situation • If needed, use evacuation or lock down procedures

Phase	Student Behavior Examples	Appropriate Staff Response Examples
De-escalation - The student begins to calm down and the behavior decreases in intensity.	• Withdrawal/head down • Denial/blaming others • Avoidance of discussion or debriefing • Lack of responsiveness to activities or direction	• Separate student from classmates • Provide independent work that will be easy to complete • Debrief student • Apply consequences and allow student to return to regular activities • Document the incident to provide for future safety
Recovery - This phase marks the student's return to the calm phase.	• Eagerness for independent work or activity • Subdued behavior in class discussion or group work • Cautious; quiet	• Help student return to normal activities • Continue with planned consequence and do not discuss or negotiate • Acknowledge cooperative and appropriate behaviors • Encourage and support the student in changing problem behaviors

These staff responses must be individualized to meet the needs of the student. For more detailed information see the book *Managing the Cycle of Acting Out in the Classroom* by Geoff Colvin (2004).

ACTIVITY

Review the Safety Plan found in Section 4 of the *Pat Behavior Intervention Plan Example*. Respond to the following prompts.

1. Describe the actions outlined in the plan to de-escalate the acting out behavior before the student engages in dangerous or "peak" behavior.
2. Compare the response strategies outlined in the plan to strategies currently being utilized to respond to students who engage in dangerous behavior in your school.

Step 5. Develop an Implementation Plan

The team must reach consensus on the strategies generated for preventing problem behavior, teaching and reinforcing replacement behavior and responding to misbehavior. Strategies should be selected that will fit the "context" and can be implemented efficiently.

Issues to consider:

- Which interventions are most likely to work?
- Which interventions will staff be most likely to implement with fidelity?
- How do interventions compare in terms of required resources?
- Which interventions fit best into existing programs/systems?

Once the team has reached consensus on the strategies that will be included in the plan, the following tasks must be completed.

1. Identify and communicate with the person who will train school personnel how to implement each part of the BIP.
2. Identify each action that must be completed to implement the BIP.
3. Identify resources needed to complete each action.
4. Identify the person responsible for completing each action.
5. Establish a timeline to complete each action.

ACTIVITY

Review the Implementation Plan outlined in Section 5 of the *Pat Behavior Intervention Plan Example*.

Work with your group to identify the actions that must be completed & resources needed, the person responsible for completing each action and timelines for completion for each strategy.

Step 6. Monitoring Strategies

"Once a plan has been developed, progress monitoring is critical to determine whether the plan is having the desired effect and to help guide any needed modifications." (Scott, Anderson & Alter, 2012, p.260). The team must monitor the impact of the behavior intervention plan by measuring:

- Student outcomes – What is the progress of each behavioral goal?
- Fidelity of Implementation – How well was each part of the plan implemented?
- Social Validity – Do the student, family and staff value the outcomes of the plan?

Monitoring Student Progress

The team will develop monitoring strategies by responding to the following questions:

1. In what settings should data collection occur?
    a. Results of the functional behavior assessment will guide identification of settings for data collection.
2. What behaviors should be monitored?
3. What is the simplest way to collect data?
    a. Permanent products.
    b. Daily Progress Report (DPR)/Self-Monitoring.
    c. Observational data.
4. How often should data be collected?
5. How will data be analyzed and used to guide decisions regarding plan implementation?

NOTE: More information about developing a system for monitoring student progress is outlined in Chapter 8 of this workbook.

The team must develop observable and measurable behavioral objectives for desired long-term behavior(s) and short-term alternative behavior.

1. Determine the conditions under which the behavior is desired.
    a. Collect data at a fixed time (during reading), in a specific place (in the hallway), or under a certain condition (when asked to begin a task).
2. Specify behavior.
3. Measure the student's current level of functioning
    a. Initial use of the monitoring system provides a baseline of performance.
4. Determine criteria for terminal performance.
    a. Success should represent the minimal level of performance necessary to maintain sufficient progress toward the goal.

EXAMPLE

Behavioral Objective

Objective Component	Example
Condition	Given an independent work task
Specific Behavior	Increase task completion by appropriately seeking assistance to initiate or complete work
Baseline	From 10% of tasks presented to
Criteria	80% of tasks presented by the end of the semester.

ACTIVITY

Write an observable and measurable objective for each behavior.

1. Joe whistles and looks away when peers talk to him during free time activities. This results in peers walking away from him. He uses an appropriate verbal response in 1 of 5 activities.

2. Glen shoves his book and rips his paper when the teacher directs students to begin work on independent math assignments. This results in removal from the work area to a time out area. He completes 20% of math tasks using resources (e.g. manipulatives, calculation tables, etc.)

Monitoring Implementation Fidelity

Fidelity measures the degree to which the intervention was implemented as defined/expected. In other words: how well did the team do what we said we would do? Fidelity of implementation tells us to what degree the team is implementing the plan. Teams need to collect and review fidelity measures when discussing student progress with the BIP. If the student is found to have questionable/poor response to the BIP, reviewing fidelity data helps the teams determine whether the response was due to the plan not being implemented as intended, or due to other factors.

Fidelity of implementation is NOT an evaluation of an individual teacher or staff member. Fidelity measures are intended to evaluate the Behavior Intervention Plan designed to support the student and the system in place to support the staff. Fidelity measures give the Tier 3 Action Team feedback on the contextual fit of the intervention and the support in place for the team to implement the plan. The plan will not be implemented if the team does not know how to do it, and the plan will not work if the intervention is being used incorrectly. If fidelity of implementation is low, the Tier 3 Action Team may need to go back and review the skills and values of implementers, the available resources, and administrative supports in place. Strategies that are a good contextual "fit" for the team are more likely to be implemented with fidelity.

Questions to ask of fidelity data:
1. Is the plan being implemented?
2. Is the plan a good contextual fit for the environment?
3. Is additional training or coaching needed?
4. Are there sufficient resources allocated to implement the plan?
5. Has something changed (e.g., staff, schedule, student behaviors)?

It is important when developing a fidelity measure to make the measure easy for staff to record. Fidelity measures do not necessarily need to be collected on a daily basis, but should be collected weekly or bi-weekly. Some examples of ways that your team could collected fidelity data for the Behavior Intervention Plan are listed below:

Make it easy for staff to record.
- Fidelity Check Board: X on number line in staff room
- Fist to Five: During team meeting
- Fidelity Check Basket: Drop off your response
- Direct observation (requires trusting & supportive staff climate)

An example of a fidelity goal for a Behavior Intervention Plan is listed below:

Staff will strive for 80% fidelity of implementation as measured weekly (or bi-weekly) on a scale of 1-5, with 1 being not implemented and 5 being completely implemented.

Week 1	Week 2	Week 3	Week 4
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

EXAMPLE

BIP Implementation Review Form Example

Date:_________________ Time:________________

Staff Observed: ________________________________ Completed By:_______________________________

Activities Observed: ____

Plan Components (copied from the implementation plan, Step 5 of the BIP)	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	

Monitoring Social Validity

Social validity focuses on whether the goals and the achieved outcomes are acceptable, socially relevant, and useful to the individual and to those who care about the individual. It focuses on the quality of life provided through the BIP, or the standard of health, comfort, and happiness experienced by the individual.

"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, p. 189)

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 the behavior intervention plan for this student.

1. I understood all of the elements of the behavior intervention plan.

Strongly Disagree					Strongly Agree
1	2	3	4	5	6

2. Problem behaviors have decreased since the implementation of the behavior intervention plan.

Strongly Disagree					Strongly Agree
1	2	3	4	5	6

3. 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

4. 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

5. 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 Crone, Hawken & Horner (2010)

Step 7. Identify Generalization and Maintenance Strategies

After a student has achieved his or her behavioral goals, the team should design a maintenance plan to ensure continued support for sustained behavior change in all environments after explicit teaching is completed. Self-management can serve as a transitional strategy to promote the maintenance and generalization of positive changes in student behavior.

1. Start by reviewing or re-teaching replacement behavior(s).
2. Teacher will collect 2 weeks of baseline by completing the same monitoring form student will use.
3. Determine time frame(s) and cueing procedure for self-monitoring.
4. Teach student how and when to self-monitor and review target skill again.

ACTIVITY

Review the Generalization and Maintenance Strategies outlined in Section 7 of the *Pat Behavior Intervention Plan Example*.

1. Describe the role of the teacher in promoting generalization of the Desired Long-Term Replacement Behavior.
2. Describe the role of the student in promoting maintenance of the Desired Long-Term Replacement Behavior.

ACTIVITY

Work with your team, review the information provided in the *Jo Adapted Functional Assessment Checklist for Teachers & Staff* and the ABC Observation found on the following pages, then complete the following tasks:

1. Identify a Long-Term Desired Replacement Behavior.
2. Identify a Short-Term Alternative Behavior.
3. Use the Menu of Function-Based Options found earlier in the chapter to develop setting event strategies, antecedent strategies and reinforcing consequences.
4. Record all responses on the BIP Template found at the end of Jo's FBA information.

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

Student Name Jo Date Jan. 15

Classroom/Homeroom Teacher ______ Grade 4

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
Noncompliance Defiance	1) Taps/makes noises whole class can hear 2) Blacks out test with marker 3) Throws binder/paper across room	3 X a day

SECTION 2: CLASSROOM INTERVENTION

Did the student receive instruction on Schoolwide and Classroom Expectations, Rules and Procedures?
Yes Weekly Social/Behavioral Lessons with whole class.

Did the student receive recognition recently for following Schoolwide and Classroom Expectations, Rules and Procedures? Yes Received schoolwide recognition tickets.

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)	Jan. 7, 2014	5 Office discipline referrals from August 15 to Dec. 20, 2013. Referred for throwing objects and making noises that disrupt learning for all students in the class.
Classroom Minors	Jan. 7, 2014	14 Classroom-managed behaviors blacks out work with marker rather than engaging in the task. Shoves paper, book, pencil off desk.
Absences	Jan. 7, 2014	1 excused for illness
Tardies	Jan. 7, 2014	1 excused car wouldn't start
G.P.A./Grades	Jan. 7, 2014	1 A in Read Right, 3 D's: Reading, Science, Social Studies 1 F in Math A in Art
Reading Assessment	Dec. 1, 2013	Star Test = 21st %ile
Written Language Assessment	Dec. 3, 2013	Writing Sample = 12th %ile
Math Assessment	Nov. 25, 2013	Star Test = 6th %ile
Health Information *(if applicable)*	Jan. 7, 2014	Nurse reported adequate hearing, vision and health
IEP Information *(if applicable)*		Not applicable
Other: *i.e. nurse or counselor visits*	Jan. 7, 2014	9 counselor visits during reading class. 4 counselor visits during math class

Student Name Jo Date Jan. 15

Description of Problem Behavior Taps/makes noises whole class can hear, Blacks out test with marker, Throws binder/paper across room

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: 1. Large Group Activity 2. Small Group Activity 3. Independent Activity 4. Transitions 5. 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.)* 1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance) 2. Peer(s) respond (look at, laugh or talk to student) 3. Student obtains specific object/item 4. Adult(s) withhold/remove interaction 5. Peer(s) withhold/remove interaction 6. Activity/task is changed 7. Student sent to timeout or office
7:00 Breakfast		1 2 3 4 5 6 (1 circled)	NA
7:30 Sit in Hall		1 2 3 4 5 6 (1 circled)	NA
7:45 Gym		1 2 3 4 5 6 (1 circled)	NA
8:05 Anncement		1 2 3 4 5 6 (1 circled)	NA
8:15 Fill out assign D.O.L.		1 2 3 4 5 6 (3 circled)	6
8:30 Spelling		1 2 3 4 5 6 (3 circled)	1 – Assistance provided
9:00 English		1 2 3 4 5 6 (3 circled)	NA
9:30 Reading	Whole Class	1 2 3 4 5 6 (1 circled)	7
	Small Group	1 2 3 4 5 6 (5 circled)	7
	Test	1 2 3 4 5 6 (5 circled)	7
10:00 Art		1 2 3 4 5 6 (5 circled)	NA
P.E.		1 2 3 4 5 6 (1 circled)	NA
Music		1 2 3 4 5 6 (1 circled)	NA
10:30 Reading	Whole Group	1 2 3 4 5 6 (1 circled)	7
	Small Group	1 2 3 4 5 6 (5 circled)	7
	Test	1 2 3 4 5 6 (5 circled)	NA
11:00 Science	Whole Group	1 2 3 4 5 6 (1 circled)	NA
11:30 Specials	Whole Group	1 2 3 4 5 6 (1 circled)	NA
12:00 Lunch	Whole Group	1 2 3 4 5 6 (1 circled)	6
12:30 Recess/HW	HW Independent	1 2 3 4 5 6 (5 circled)	Student sent to another area of the room
12:45 Rocket Mth		1 2 3 4 5 6 (3 circled)	NA
1:00 Math	Whole Group	1 2 3 4 5 6 (1 circled)	7
	Ind. Practice	1 2 3 4 5 6 (6 circled)	7
	Math Homework	1 2 3 4 5 6 (6 circled)	NA
2:10 Social Study		1 2 3 4 5 6 (1 circled)	NA
2:40 Pack for Hme		1 2 3 4 5 6 (1 circled)	NA
3:00 Recess		1 2 3 4 5 6 (1 circled)	

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: Taps/makes noises whole class can hear, Blacks out test with marker, Throws binder/ paper across room is most likely to occur during independent reading or math activities.
(Context)

Problem Behavior: Taps/makes noises whole class can hear, Blacks out test with marker, Throws binder/ paper across room is least likely to occur during whole group activities that do not require independent reading or math.
(Context)

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 ___b. Small Group Activity _2_c. Independent Activity ___d. Transition ___e. Unstructured Activity	_1_f. Task too hard ___g. Task too easy ___h. Task too long ___i. Physical Demand ___j. Correction/ reprimand	If a, b, c, d or e– Describe setting/activity/context in detail: Tasks during which no adult assistance is provided. If f, g, h, or i – Describe task/demand in detail: Reading tests or independent writing of sentences or paragraphs. If j – Describe purpose of correction, voice tone, volume: ______________________________ ______________________________

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) ___b. peer(s) respond (look at, laugh or talk to student) ___c. get specific activity ___d. get specific object ___e. get specific sensory input ___f. removed from adult(s) _1_g. removed from peer(s) ___h. specific activity removed ___i. specific sensory input removed	If a or b – Which adults or peers respond? ______________ ______________________________ How did the adults or peers respond? ______________ ______________________________ If c, d or e – What specific item, activity or sensory input did the child obtain? ______________ If f or g – From which adults or peers was the child removed? ______________________________ If h or I – Describe specific task/activity/sensory input removed (specifically describe the type of work within subject areas): test or independent writing task Can the student independently perform the task? Y <u>N</u> Is further assessment needed to ID specific skill deficits? <u>Y</u> 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 in the context described above.

___ hunger	___lack of sleep	___illness	___missed medication	___conflict at home
___conflict at school	___homework not done	___change in routine	1 failure in previous class	

SECTION 8: Fill in boxes below using top ranked responses and follow-up responses from corresponding categories on previous page.

ANTECEDENT(s) / Triggers	PROBLEM BEHAVIOR(s)	CONSEQUENCE(s)/ Function
When this happens . . . Directed to read materials at grade level, take a reading test or work on math computation requiring regrouping.	Student will . . . . 1) Taps/makes noises whole class can hear 2) Blacks out test with marker 3) Throws binder/paper across room	Because this happens . . . He is removed and task is removed. Therefore the function is to obtain/ avoid reading materials at grade level, reading tests and math computation requiring regrouping.
SETTING EVENT		
Failure in previous class		

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

Jo: Rdg	During: When working on independent rdg & math tasks	When: Directed to read at grade level or work on math computation with regrouping	Student will: tap, blacken items, throw paper	Because: Task is removed Therefore the function is to obtain/avoid (circle one) grade level reading tests & math computation requiring regrouping
	☐ 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: I told Jo to begin work on reading test	Jo blacked out items.	☒ 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: I gave Jo another reading test.
	☐ 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: I told Jo to begin.	Jo turned over paper.	☐ 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: Jo was sent to area in back of room for 5 min.
	☐ 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: I told Jo to go back to seat & begin test.	Jo went to his desk, then threw the test on the floor.	☐ 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: Jo was sent to counselor.
		Summary Statement based on Observation(s)		
	During: Independent reading test	When: Directed to work on grade level reading test	Student will: black out items and throw test	Because: He is removed or task is removed. 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 1	2	So-so 3	4 5	Very confident 6

Behavior Intervention Plan

Student Name: Jo　　Action Team Members:　　Date of Meeting:

1. COMPETING BEHAVIOR PATHWAY

		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)		

2. INTERVENTION STRATEGIES

Setting Event Strategies	Antecedent Strategies	Teaching Strategies	Consequence Strategies to Reinforce Appropriate Behavior

Adapted from Horner, R. (2008), Anderson, C. (2007) from Todd, Horner, Sugai, & Colvin (1999)

Behavior Intervention Plan Templates

- Behavior Intervention Plan Template
- Menu of Function-Based Options
- BIP Implementation Review Form
- Behavior Intervention Plan Social Validity Survey for Teachers

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)		

2. INTERVENTION STRATEGIES

Setting Event Strategies	**Antecedent Strategies**	**Teaching Strategies**	**Consequence Strategies to Reinforce Appropriate Behavior**

3. CONSEQUENCE STRATEGIES

(Response strategies &/or environmental manipulations that make consequences for problem behavior ineffective)

4. SAFETY PLAN

Phase	What Pat Does	Staff Response
Stimulation/Agitation		
Escalation/Acceleration		
Crisis/Peak		
De-escalation		
Recovery		

5. 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

6. MONITORING & EVALUATION PLAN

Behavioral Goal (specific, observable, measurable)	**Procedures for Data Collection**	**Person Responsible & Timeline**	**Review Date:**	**Evaluation Decision** • **Monitor** • **Modify** • **Discontinue**

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)			

7. GENERALIZATION & MAINTENANCE

Strategy	Person Responsible & Timeline

We agree to the conditions of this plan:

Student (date) **(date)** | **Family or guardian** **(date)** | **Action Team member**

Teacher (date) | **Teacher (date)** | **Action Team member (date)**

Menu of Function-Based Options for Behavior Intervention Planning

Setting Event Strategies	Antecedent Strategies	Behavior Teaching Strategies	Consequence Strategies
• Check-in o Provide adult interaction/ attention immediately upon student arrival. o Food, sleep, medications, hygiene, clothing etc. o Organize materials o Practice replacement behaviors • Structured daily schedule for on-task activities. (visual schedule)	**Attention Seeking** • Increase Positive Recognition o Give student leadership responsibility or a class "job" that requires the student to interact with staff. o Increase positive home/school communication • Increase Opportunities to Respond • Increase Active Supervision – Schedule more frequent interactions • Increase opportunities for peer interaction **Escape/Avoid Task** • Teach Procedures o Asking for help o Individualize procedure for use of resources (e.g. help bucket; peer support) o Check to see if student has needed materials and if not, provide them before they are needed. • Address Task Difficulty o Design assignments to meet student instructional/skill level. o Pre-teach content. o Modify amount or type of activity. o Provide extra help/checks for understanding. • Provide Choice o Provide choices such as what to do first or what tools to use. o Provide an opportunity to engage in a preferred activity first. • Sequence Tasks o Use behavioral momentum/task dispersion	**Attention Seeking** • Teach specific ways to ask for attention: o Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.) • Teach self-management skills: o Observing & recording own behavior o Goal setting o Evaluating behavior o Strategy instruction **Escape/Avoid Task** • Teach how to ask for a break. • Teach how to ask for an alternative activity/assignment • Teach student how to ask for assistance • Teach student how to use resources • Teach specific academic skills (e.g.,) o Sight words o Reading fluency o Comprehension o Math facts	**Response for Appropriate Behavior** **Attention Seeking** • Respond quickly when the student asks for attention appropriately • Give frequent attention for any appropriate behavior • Allow student to earn opportunity to pick activity for group or class • Provide opportunity for peer interaction **Escape/Avoid Task** • Provide opportunity to earn breaks after specified number of completed tasks • Provide opportunity to earn time doing self-selected activity • Reward student for attempting tasks and staying focused on the task **Response to Make Problem Behavior Ineffective** • Provide consistent and calm response • Limit verbal interaction for problem behavior. Create a signal that prompts student to stop and/or return to desired activity • Prompt peers to ignore problem behavior • Offer brief assistance with task or activity • Offer alternatives to complete the task • Schedule standard times to complete unfinished work

BIP Implementation Review Form

Date:__________________ Time:_________________

Staff Observed: __________________________________ Completed By:_________________________________

Activities Observed: ____

Plan Components	Score 0=seldom 1=sometimes 2=consistently	Feedback
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	0 1 2	
	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.

1. I understood all of the elements of the behavior intervention plan.

Strongly Disagree					Strongly Agree
1	2	3	4	5	6

2. I had the skills needed to implement the behavior intervention plan.

Strongly Disagree					Strongly Agree
1	2	3	4	5	6

3. Problem behaviors have decreased since the implementation of the behavior intervention plan.

Strongly Disagree					Strongly Agree
1	2	3	4	5	6

4. 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

5. 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

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).

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning - Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

1. **Establish a system for developing a Competing Behavior Pathway Summary in order to:**

    - Identify desired long-term replacement behavior.
    - Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior.
    - Identify common reinforcing consequences for desired replacement behavior.

2. **Establish a system for identifying strategies for Behavior Intervention Plan in order to:**

    - Select strategies and/or environmental manipulations that neutralize impact of setting events.
    - Select strategies and/or environmental.
    - Select strategies for reinforcing desired behavior.
    - Select strategies for generalization and maintenance of desired behavior.
    - Select response strategies that make problem behavior ineffective.
    - Develop safety procedures if necessary.

3. **Establish a system for developing an Implementation Plan in order to:**

    - Develop and communicating implementation plan for each part of the BIP.
    - Develop training plan to implement each part of the BIP.
    - Identify timelines for completing tasks necessary to implement each part of the BIP.

CHAPTER 7: MONITORING STUDENT PROGRESS

Learner Outcomes

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

- Determine method to be used to monitor individual students progress in the BIP (permanent products, Daily Progress Report (DPR)/self-monitoring, observational data)
- Collect baseline data to determine approximate rate or severity of behavior
- Use data for decision making

The Missouri Department of Elementary and Secondary Education (DESE) defines an **intervention** as "…**strategies or techniques applied to instruction** in order to **teach** a new skill, **build fluency** in a skill, or **encourage the application** of existing skills to a new situation." They also require an intervention to have: "a **targeted assessment**, planning and data collection, be **research based**, and be **monitored regularly** to determine student growth and to inform instruction." (dese.mo.gov)

> " . . . collecting and reporting effect based data is the ultimate tool of accountability."
>
> *(Alberto & Troutman, 2013, p.67)*

Monitoring Student Progress

Monitoring student progress is an **essential component** of any behavior plan. Planning for the easiest method to do this should be **determined at the final team meeting prior to implementing** the intervention. While the team is developing support materials associated with the intervention and training staff on the different components, baseline data may be gathered using this chosen method.

Baseline data answers the question "is there a problem?" It determines **current level of functioning**. It 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 aid in goal setting. Data collection to progress monitor 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 a student starting an intervention, the team should address the following questions:

- What data will be collected to determine student progress in the intervention?

- How will the data be converted into a graph for visual display (i.e. what tool will be used)?
  - 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 collected data be reviewed?

Whatever method is used to monitor progress, the data should be collected at least weekly. An Excel program may be used to store individual student data or teams may use the *Advanced Tier Spreadsheet* found on the pbismissouri.org website. Graphs are viewed periodically by the Tier 3 Team and used for making decisions such as; continue intervention as planned, check fidelity of the intervention's implementation, begin to fade, or intensify/modify.

When considering a method to determine student progress, ease of collection should be a primary focus – What is the easiest method which will give the information needed to determine if the student is making adequate progress? Baseline data should be collected using the chosen method so a comparison may be made between data taken prior and after implementation of the intervention.

Methods for Progress Monitoring

SELECTING WHAT TO MONITOR: Records of attendance or minor discipline records are items which are collected by SW-PBS schools and used to help identify students needing additional assistance. If a student was identified for Tier 3 supports using those items, a comparison may be made between the records prior to the intervention (baseline) and periodically after the intervention has been implemented. Because those items have low variability, weekly progress is suggested. The number of times a teacher recorded minor discipline problems during the 2 to 5 weeks prior to the intervention (baseline), and then each week after the intervention has been implemented may be graphed with the traditional trend line, goal line, and change line applied.

Attendance, office discipline records, or minor discipline records are all examples of permanent products. **Permanent products are tangible items that result from a behavior.** They may also be termed in the literature as outcome recording data. The concrete results of a behavior are recorded and evaluated which makes this method easy to apply since the samples are durable and not likely to disappear. Additional examples include samples of student work, taping of behavior for later analysis, and grades.

Many behaviors, such as out of area or off task, result in missed assignments. Since teachers maintain records of **completed assignments**, this permanent product could be used for progress monitoring. Again, record the number of weekly assignments completed in the weeks prior to implementing the intervention (baseline) for comparison to the number of weekly assignments completed after the intervention has been implemented.

If a student's behavior results in refusal to complete or poor completion of specific types of assignments, those **samples of student work** could also be collected and compared. These might include writing samples, independent work samples, quizzes, or worksheets.

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 Social Skills Intervention Group (SSIG). 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 ______%						

The rating scale to be used may be similar to the one used for CICO or you may wish to collaboratively create a scale for each individual student. If the simple CICO scale will suffice, it is usually a 3 point scale with 1 indicating the student did not perform the desired behavior, a 2 indicating they needed reminders or corrections for them to perform the desired behavior, or a 3 if they performed the desired behavior with little or no reminders.

For the scale to be individualized and expanded to a 5 point scale, the following questions may be used to create the scale (Iovannone, 2012):

1. Think back over the last month. What would you consider to be a "typical day"? How many times would you estimate that (the student) (specific behavior) during the (day or specific routine)? The response provided can be set at Rating 3.
2. Then a "terrible day" would be more than X times (put in the top number team suggested in "1"). The response can be set at Rating 1.
3. What would be a "fantastic day" for (the student)? How many times would you like to see the behavior occur to consider it a fantastic day? The response can be set at Rating 5
4. What would be a "good day" (or one less than the 5 rating)? The response would be set at Rating 4.
5. What would be a "so-so day" (slightly below average)? The response would be set at Rating 2.

After the rating scale has been created, the teacher should use it a few times to determine if adjustments are needed. The following is an example of an individualized DPR rating scale:

Student____

	Date	Date	Date	Date	Date	Date	Date	Date	Date
Math class	5	5	5	5	5	5	5	5	5
	4	4	4	4	4	4	4	4	4
	3	3	3	3	3	3	3	3	3
	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1

TARGET BEHAVIOR: Appropriate interaction with peers by using nice words, keeping hands and feet to self, asking to use others' things.

PROBLEM BEHAVIOR: Student takes others' things, speaks inappropriately to others, and pushes, hits, or pinches others.

Key:
1 = Required multiple reminders to use nice words, keep hands & feet to self and ask to use others' things.
2 = Required 4 or 5 reminders to use nice words, keep hands & feet to self and ask to use others' things.
3 = Required 3 reminders use nice words, keep hands & feet to self and ask to use others' things.
4 = Required 1 or 2 reminders to use nice words, keep hands & feet to self and ask to use others' things.
5 = Required no reminders use nice words, keep hands & feet to self and ask to use others' things.

Collecting Observational Data

Observations serve a variety of purposes. An observation is required as part of the FBA process to either confirm a summary statement or collect additional information so an accurate summary statement may be written. When designing individual behavior intervention plans (BIP) it may be necessary to collect observational data if data is not available from other sources. These frequency, duration, or intensity estimates of a behavior may be gathered before an intervention to establish baseline and then after the intervention to be used to progress monitor.

Observational data provides a snapshot of the behavior by observing during periods of time in which the problem behavior is most likely to occur. Observing just 15-20 minutes 3-5 times will allow for a general idea of the frequency, duration, or intensity of the behavior for baseline purposes. Progress monitoring observations should follow the same time frame, context and method so an accurate comparison to baseline may be made.

Steps Required to Conduct an Observation

1. Clearly define problem behavior
2. Determine simplest and most accurate method to collect data
3. Collect data
4. Summarize and/or graph results
5. Use data to make decisions

Step 1. Clearly Define Behavior

The first step in the observation process is to clearly define the problem behavior which will be observed. The behavior must be described specifically so that it is observable and measureable. The description should allow the observer to count how often it occurs, measure how long it lasts, or determine the intensity of the behavior based on a predetermined scale. Examples of defined behavior:

- Off task = student is not looking at teacher when they are speaking, not putting pen to paper if doing seat work, or is not contributing actively if working in a group
- Talking out = student makes comment before first being acknowledged by the teacher
- Aggressive behavior = student pushes, hits, pinches others

Some non-examples of defined behavior:

- Suzy is out of control
- Johnny continually talks out
- Sally is inappropriate with peers
- Jimmy is defiant with teachers

In each of these non-examples, it is not clear what behavior the observer should be looking for. One person's definition of "out of control" may be different from another's.

DISCUSSION

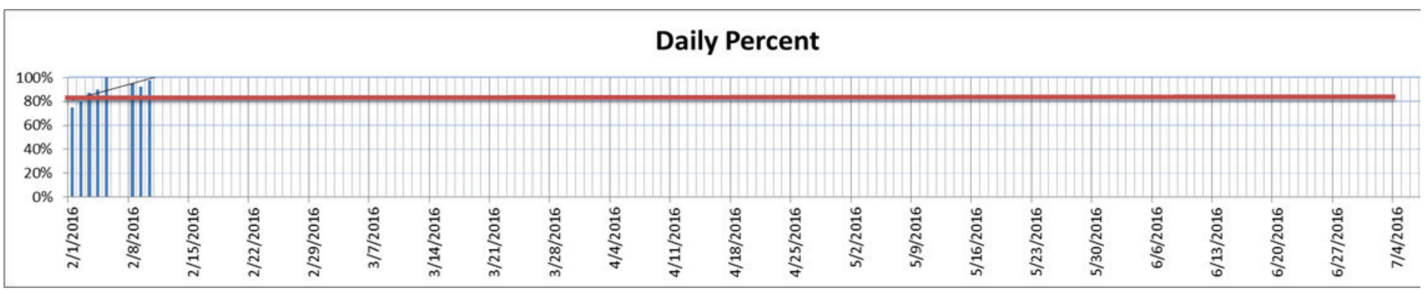
Change each non-example to be observable and measureable.

- Suzy is out of control
- Johnny continually talks out
- Sally is inappropriate with peers
- Jimmy is defiant with teachers

Step 2. Determine The Simplest And Most Accurate Method To Collect Observational Data

Observational data may be collected in a variety of ways. Determining which method to use is based on the behavior to be observed. This text is covering two broad categories of observational data collection; event based, and time based recording. Some methods require a separate observer from the teacher; others are easy enough for a teacher to do during instruction. For any method, plan on observing for a minimum of 15 minutes for a minimum of 3 separate occasions. The observation should be conducted during a time frame identified as having high probability of the problem behavior occurring, based on the context analysis done during the teacher interview.

After each observation, the data should be converted to a single data point and graphed. If the data after three observations is similar, use those 3 data points as baseline. If the data points are not similar, conduct at least two more observations until a trend emerges. After baseline is graphed, a vertical line is drawn indicating a change. Once the intervention has been implemented, additional observations using the same method at the same time may be used to determine effect of the intervention.



These recording methods will be discussed in detail:

- ► Event Based
  - Frequency counts
  - Duration recording

- ► Time-based sampling
  - Partial interval
  - Whole interval
  - Momentary interval

Event based recording includes the use of either frequency counts or duration. **Frequency** recording is simply recording each time the behavior occurs during the observational period. A hash mark on a piece of paper, moving a paper clip from one pocket to another, or any other method of tallying the number of times the behavior occurred during the observational period may be used. It requires the observer to watch the student the entire time frame. While this is one of the simplest methods of recording and therefore can easily be accomplished by the classroom teacher, it is not appropriate for all behaviors.

The behaviors most appropriate for this type of recording are those which have a definite beginning and ending of similar duration with low frequency. Examples of behaviors most appropriate for this method include; talk outs, some aggressive behaviors such as hitting or kicking, and tardy to class. Some non-examples; it would be difficult to count hand flapping as the frequency is so high. Similarly, it would be difficult to count some students anger response because it is unclear when it begins and ends. Out of seat behavior may have large variation in duration which would not necessarily give a clear picture as to the extent of the problem (the student was out of seat only once but it lasted most of the class period).

It is important for each observation to be a standard length of time as the data collected is typically converted to a rate such as 5 times in 15 minutes. Each data point must be standardized to the same amount of time such as #/hr. For this method to be accurate, the observer must be prepared to watch the student continuously during the designated time frame.

Event Recording (Frequency / Behavior Count) Form

Target Person's Name: ____

Person completing this form: ____

Location: _______________________ **Date(s):** _______________________

Procedures:

* Write down the behavior that you will be looking for and its definition
* Every time that you are "on the look out" for the behavior:
  - Write down the date
  - Write down the time
  - Make a tally mark every time that the behavior occurs (if the behavior does not occur, make sure to enter "0" – zero)
  - At the end of your observation period, total the number of tally marks for that day (if using a different method to keep track of behavior, enter the total in the Total column) **(This is what you graph)**

Behavior Definition (in specific, observable, measurable terms):

____

____

Date	Time	Tally every time that the behavior occurs	Total number of times behavior occurred

Kansas Institute for Positive Behavior Support, 2009

Duration recording is used to determine the **length of time a behavior occurs** during the specified time frame. A chart may be constructed to record when a behavior starts and when it stops or one could simply start and stop a stop-watch each time the behavior occurs. Duration recording is best used for behaviors with varying lengths of duration, such as out of seat, tantrums, or off task behaviors. Data may be converted to a percentage by dividing the amount of time the behavior occurred by the amount of time observed. Again, the conversions should be standard and be represented by a single data point on the graph.

Duration Recording Form

Student's Name: ____________________ **Teacher:** __________________

Subject/Period: ____________________ **Date(s):** ________________________

Behavior Definition (in specific, observable, measurable terms):

____

____

Date	Enter time when the behavior began	Enter time when behavior stopped	Length of time that the behavior lasted

(Tieghi-Benet, et al., 2003)

Time sampling recording methods provide an approximation of the occurrence of behavior rather than an actual count and may be used for behavior of various lengths. It takes less time and thus is easier for a teacher to conduct the observations while teaching. A timer is required or a method of alerting the observer as to when to record. The total period of observation is divided into shorter segments or intervals; the shorter the segments of time the more accurate the data. It is not uncommon to divide a 20 minute observational period into 10 second intervals. The same chart may be used for partial, whole, or momentary time sampling recording.

Partial interval recording is used for behaviors which are occurring at a low rate. The behavior is recorded if it occurs during any **part** of the time interval. The time interval may be adjusted to reflect the usual or hypothesized amount of time the behavior occurs but should be standardized across all observations. This method tends to over-estimate the occurrence of the behavior. This over-estimation increases as the interval increases.

Whole interval recording is best used for behaviors of long duration. The interval of recording should be set at the shortest observed occurrence of the behavior. In this method, the behavior is recorded only when it has occurred the entire or **whole** interval. This method tends to underestimate the behavior.

Momentary interval recording is used with behaviors that are sporadic but at high rates. The observer uses the timer to indicate when to look at the student to see if the behavior is occurring at that **moment**. This method tends to underestimate behavior as the behavior may occur more than once during an interval; the smaller the interval the more accurate the data.

Behavior Definition (in observable and measurable terms): ____

____

Total Observation Time: __________ **Length of each interval:**__________

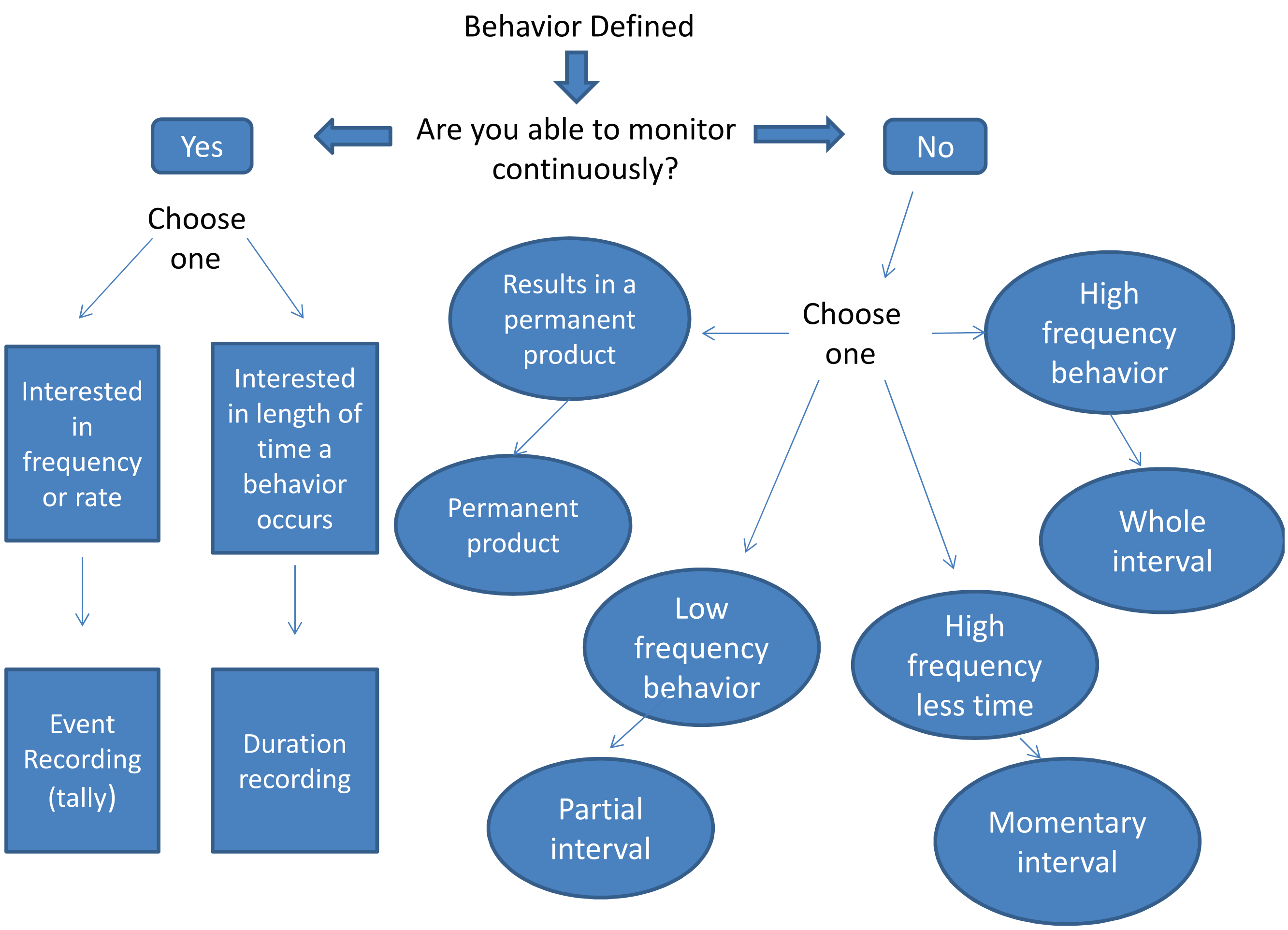
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											
Date:	Interval #										Total times behavior occurred (√)
Time:	1	2	3	4	5	6	7	8	9	10	
√ or X											

Kansas Institute for Positive Behavior Support, 2006

DISCUSSION

Using the time sample chart and a video depicting behavior, record the behavior using each of the time sampling methods. Compare your results. Make sure you have clearly defined the behavior to be recorded.

When making decisions concerning which method to use, the following flow chart might be helpful:



Step 3. Collect data

Once a method has been determined and a time frame identified where the behavior is most likely to occur, it is time to conduct the observations. For baseline, 3 to 5 data points with observations of 15 to 20 minutes is usually adequate. If there is great variability in the data, additional observations may be needed. During the planning phase of the intervention, it should be decided how often data will be collected to monitor the effects after implementation of the BIP. Allowing for the intervention to solidify is recommended before collecting additional observational data but not so long as to allow the student to be unresponsive – usually 1-2 weeks is adequate.

The observer should sit in an area of the room where they are able to see the target student but out of the way of instruction. Do not interact with the students. If asked why you are there, be prepared to make a vague comment such as "I am here to see the great things your teacher is doing". The student should not be aware you are there to observe their behavior. Collect data using the method determined during the planning meeting. If the behavior does not occur, schedule an additional observation. If the behavior still does not occur, consider interviewing teachers again to determine most problematic time. If the behavior is of high intensity but low frequency, the teacher or other adult witness may need to record the observation. Also keep in mind, having an observer in the classroom frequently changes teacher behavior which affects student behavior.

DISCUSSION

Using a student in your building with problematic behavior:

- Define behavior
- Choose a method of recording
- Determine best time of day to observe (how will you determine this?)
- What form will you use?

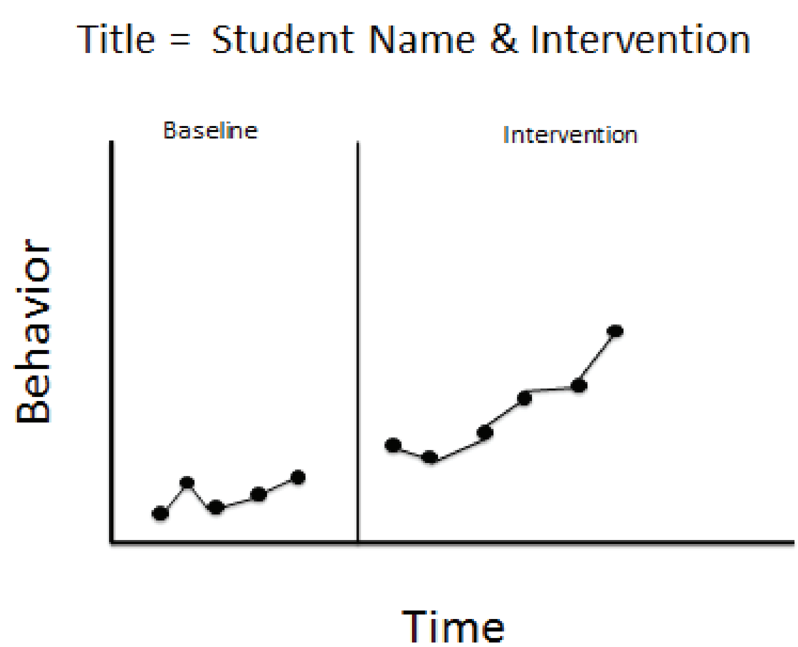
Step 4. Summarize and/or Graph Results

After baseline has been collected, convert each observation to a single data point on a graph. Draw a vertical line to indicate the end of baseline data and the beginning of data collected after the intervention has been implemented. Each point on the graph should represent the same type of data – actual number, rate, or percentage and should be collected during the same period of time. Intervention data may be collected as soon as the entire BIP has been implemented with fidelity, usually after a week. It should be determined during the planning meeting how often the student will be observed to progress monitor intervention effects.

Graphing allows for easy comparison between baseline and intervention data. A trend line may be applied which allows for visual inspection to determine if the student is making adequate progress. Consider allowing students to graph their own progress as the act of monitoring their own progress toward a goal increases the likelihood the student will achieve the goal.

Graphs should be standardized with the time or dates recorded on the horizontal line or abscissa and the behavior recorded on the vertical or ordinate line. Graphs should be titled with the student name and intervention. Vertical phase lines should be added any time a change is made in the intervention. A horizontal line should indicate goal. Connect all consecutive data points. When data points are not connected it is an indication there was a break from the intervention; perhaps there was a substitute teacher or the student was absent for a few days. The *Advanced Tier Spreadsheet* is available on pbismissouri.org website for this purpose.

An example of a graph with all needed components is found below.



DISCUSSION

Using the same student in your building from previous discussion, respond to the following:

- What monitoring method will be used to determine progress?
- How will it be graphed?
- How often will it be graphed?

Step 5. Use Data to Make Decisions

When developing the individualized BIP, the team determined a method to measure student response to the intervention; currently collected data (ODR, minors, etc.), permanent products, progress monitoring form, or observations. At the same meeting, it should be determined how often the data will be reviewed. Data should be reviewed at least monthly and used to determine if the intervention should be continued, intensified, modified, or to begin the fading process.

If the student is not having a positive response to the intervention, the first step is to determine if the intervention was implemented as designed. Fidelity of implementation may be assessed by listing the steps or components of the intervention. Then the person implementing may check off the steps they have been utilizing or someone may observe the person implementing and check steps off as they see them. Fidelity of implementation should be done when a questionable or poor response is indicated and before making any changes to the intervention.

The following chart describes a positive, questionable, and poor response to intervention and includes recommended decisions when reviewing student data.

Guidelines for Interpreting Student Data and Making Decisions

POSITIVE RESPONSE Gap between the trend line and the goal line is closing at an acceptable rate.	• Continue intervention with current goal • Continue intervention with goal increased • Teach self-management • Fade intervention components
QUESTIONABLE RESPONSE Gap between the trend line and goal line stops widening but closure does not occur in an acceptable amount of time.	Was intervention implemented as intended? • 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.
POOR RESPONSE Gap between the trend line and goal line continues to widen with no change in rate.	Was intervention implemented as intended? • If no: employ strategies to increase implementation integrity. • If yes: ► Was the problem identified correctly? ► Is intervention aligned with the function? ► Are there other functions to consider?

Positive Response to Intervention

If the student is progressing with the intervention, the team must determine how long the student will reach the final goal before the intervention is faded. How the intervention is faded is specific to the intervention but in general the student is asked to begin taking more responsibility by self-monitoring. The student may also be asked to go a longer period of time before receiving recognition or reinforcement. A student with an individualized BIP may need supports for a long period of time. Remove parts of the intervention slowly and collect data as to the student reaction before reducing the supports further.

Questionable Response to Intervention

If the trend line shows a student is having a questionable response to the intervention, the first question to ask, "Was the intervention implemented with fidelity?"

If the team is satisfied that the intervention has been implemented with fidelity, then the team may decide to modify or intensify the intervention. Here are some general suggestions to follow when modifying or intensifying an intervention:

1. Provide more frequent feedback
    - Implement additional feedback session with the intervention facilitator
    - 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
    - Identify target behavior
    - Define the target behavior
    - Collect baseline data
    - Design procedure and materials
    - Teach student to self-monitor
    - Monitor progress
    - Follow up and fade

4. Individualize the reinforcer
    - Collaboratively develop an individualized contract that specifies the 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 the student is having a poor response to the intervention, again, the team should first check for fidelity of implementation. If the intervention has been implemented with fidelity, then the team may try modifying the intervention based on the above suggestions. The third option is to review the information gathered and ask:

- Was the problem identified correctly?
- Is intervention aligned with the function?
- Are there other functions to consider?

> The general recommendation from most researchers is that we need at least eight data points within 3 weeks of instruction before making a decision about whether or not an intervention change is needed.
>
> *(Lembke, 2010)*

Removal from the intervention, a reanalysis of the information gathered on the student, and consideration of alternative interventions may be warranted.

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

See Tier 3 Action Planning – Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

1. **Establish a system for developing an Evaluation and Monitoring Plan in order to:**
    - Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection
    - Identify measures and developing schedule to assess and monitor social validity of BIP
    - Develop procedures for assessing fidelity of implementation of BIP

(aligns with Step 7 of FBA/BIP Rubric)

CHAPTER 8: ASSESSING THE QUALITY OF FBAs AND BIPs

Learner Outcomes

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

- Describe the need for and purpose of the Functional Behavior Assessment/Behavior Intervention Plan Rubric (FBA/BIP Rubric)
- Understand how to complete the rubric to assess the quality of FBAs and BIPs

Even though FBA/BIP has been addressed in the Individuals with Disabilities Education Act since 1997, systematic policies have yet to be adopted at the federal level.

Additionally, federal law provides no definition of FBA or BIP. As a result, no guidance is provided on what key components must be included and how the quality of FBAs and BIPs can be assessed.

In response, schools have "implemented a variety of inexact practices and procedures that have been loosely labeled as FBA, the majority of which are not tied to any solid evidence base" (Scott, Anderson, & Spaulding, 2008, p. 39).

> "Currently, agreement as to the nature, context, and application of the FBA process is, at best, confusing and, at worst, inadequate to direct effective practice in schools."
>
> *(Scott & Kamps, 2007, p. 146)*
>
> "Even though legislated, there is no statutory or generally agreed upon standard definition of the processes or procedures that constitute an FBA."
>
> *(Sasso, Conroy, Peck-Stichter, & Fox, 2001; Scott, Meers, & Nelson, 2000 as cited in Scott & Kamps, 2007, p. 146)*

General findings of research on the technical adequacy of FBAs and BIPs demonstrate the following concerns:

- Behaviors not defined and too general
- Target behaviors missing or inadequately defined
- Several behaviors listed and unclear which behavior was the focus of the FBA
- Behaviors of concern changing throughout one FBA/BIP
- Antecedents and consequences either incorrect or not identified
- Identification of functions that are not functions (i.e. revenge/payback, anxiety, control)
- Hypothesis (summary statement) missing or not linked with FBA information
- Replacement behaviors not included or ambiguous

- Functional equivalence of replacement behavior missing
- BIP interventions and strategies not linked with the FBA
- BIPs with stock lists of positive and negative responses to behavior with no individualization to the student. 46% of FBA/BIPs reviewed in one study included only aversive strategies. (Van Acker, Boreson, Gable, & Potterton, 2005)
- Lack of follow-up support or limited descriptions of follow-up for monitoring and evaluating plans
- No follow-through on next steps, including maintenance and generalization
- No plan to check fidelity of implementation

Other concerns noted by researchers included **schools not using FBA/BIPs to develop behavior interventions** and **teachers not able to identify behavior goals** and/or describe the behavior intervention for their students. (Blood, & Neel, 2007)

In response to these concerns, various **checklists and rubrics have been developed to assist teams in evaluating the completeness and quality of FBAs and BIPs.** The *Functional Behavior Assessment/ Behavior Intervention Plan Rubric (FBA/BIP Rubric)* was developed by MO SW-PBS for use by Tier 3 teams; this rubric is adapted from other FBA/BIP rubrics and those citations are in the reference section of this handbook. The *Functional Behavior Assessment/Behavior Intervention Plan Rubric* is included at the end of this section and is also available through your consultant or http://pbismissouri.org/

Seven steps, each with **multiple activities for evaluation**, are included in the rubric. The seven steps and some of the activities for each are outlined below.

1. Collect information
    a. Includes record review and interviews

2. Develop Summary Statement
    a. Includes description of problem behavior, daily routines, antecedent and maintaining consequence events, and setting events

3. Confirm Summary Statement
    a. Includes direct observations and confirmation of summary statement

4. Develop Competing Behavior Pathway Summary
    a. Includes identifying long-term and short-term replacement behaviors and reinforcing consequences for replacement behavior

5. Identify Strategies for BIP
    a. Includes strategies that: neutralize impact of setting events, make triggering antecedents irrelevant, teach students skills for replacement behavior, reinforce desired behavior, generalization and maintenance of desired behavior, response strategies that make problem behavior ineffective, and safety procedures

6. Develop Implementation Plan
    a. Includes development and communication of implementation plan, development of a training plan for each part of the BIP, and identifying timelines for completing tasks

7. Develop Evaluation and Monitoring Plan
    a. Includes identifying data collection procedures to monitor impact of BIP and staff who will collect data, developing schedule to assess and monitor social validity, and developing procedures for assessing fidelity of implementation

As teams conduct the FBA and as they develop the BIP, the rubric is an important document to **reference frequently to ensure that all steps and activities are "in place".** By checking throughout the FBA/BIP process, teams can proactively address areas that are "partially in place" or "not in place" and thereby **ensure that the completed FBA and BIP will be of high quality.**

The following table represents one activity, "Describe Problem Behavior" in Step 2 of the rubric, "Develop Summary Statement" and how a team might complete the rubric for a behavior described only as "noncompliant".

Example Team Completion of Step 2 of FBA/BIP Rubric

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
2. Develop Summary Statement	1. Describe problem behavior	Description includes all of the following characteristics: • observable – description of specific student actions; can be replicated by a stranger • measurable – frequency and/ or duration can be counted; beginning & ending of behavior are clearly delineated	Description of the problem behavior includes one of the following characteristics: • observable • measurable	The summary statement does not include a description of the problem behavior **<u>OR</u>** the problem behavior is not described in observable or measurable terms.	Joe will re-interview teacher and review ODRs and minors to obtain an observable and measurable description of the problem behavior. If needed, Sarah will conduct an observation to gather additional information about the problem behavior.

The team rated the description "not in place" because it not only lacked a description of specific student actions but it could not be accurately measured. In the last column, the team made notes about what needed to be done and who would accomplish the tasks.

The following table represents another activity, “Direct observation data confirmed summary statement” in Step 3, “Confirming Summary Statement” and how a team might complete.

Example Team Completion of Step 3 of FBA/BIP Rubric

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not In Place	
3. Confirm Summary Statement	2. Direct observation data confirmed summary statement	Summary statement was confirmed through observations. • • *Note to team: If summary statement is not confirmed, go back to Step 2 (Develop Summary Statement)*		Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP.	

In this case, the status is either “in place” or “not in place”. Since the summary statement was confirmed, the team is ready for Step 4, “Develop Competing Behavior Pathway Summary”. If the summary statement had not been confirmed, the team would have returned to Step 2, “Develop Summary Statement”. **In no circumstance should a team proceed with developing a BIP without first confirming the summary statement.**

ACTIVITY

Use the *Functional Behavior Assessment/Behavior Intervention Plan Rubric* on the following pages to complete this activity.

1. Divide the seven steps listed on the *Functional Behavior Assessment/Behavior Intervention Plan Rubric* among your team members. Each person will:

    a. Review the activities for his/her assigned steps, including the status criteria for “in place”, “partially in place”, and “not in place”
    b. Highlight key words and phrases that provide an overview of each assigned step

2. When all members are ready, begin with Step 1 and each member shares his/her overviews.

3. When finished with all seven steps, discuss how this rubric will be helpful in monitoring the quality of FBAs and BIPs.

Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Collect Information (FBA Steps 1-4)	1. Student identified by Core Team.	Core Team responds data indicating one of the following: • Non-response to Tier 2 • Chronic behaviors • Intense behavior • Teacher nomination • Universal screening		No data to indicate reason for consideration for Tier 3 support.	
	2. Core Team identifies and notifies Action Team members.	Team members include: • principal • person with behavioral expertise • classroom teacher • other staff involved with student • person making referral • family member • student (if appropriate)	Team includes a minimum of 3 members, one of which is the classroom teacher.	Team is not evident.	
	3. Designated Core Team member gathers relevant records following established system.	Records reviewed include: • discipline referrals • attendance • academic records • health information (if applicable) • IEP (if applicable)	Records reviewed included at least discipline referrals AND academic records.	A review of relevant records was not conducted.	
	4. Action Team member(s) interview individuals who have direct experience with the student.	Persons interviewed include: • teacher • person making referral • other staff • family member • student (if appropriate)	Some interviews (2 or more) occurred but not all relevant individuals were interviewed.	Key individuals were not interviewed.	

Adapted from: C. Borgmeier (2010) Portland State University; Sugai & Horner (2003); Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000); Iovannone, R. & Christiansen, K. (?); Maryland Coalition for Inclusive Education (2009)

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Develop a Summary Statement (FBA Step 5)	5.1. Describe a single problem behavior. (If multiple problem behaviors exist, prioritize on intensity, frequency, chronic need, prerequisite for other skills, and duration.)	Description of problem behavior includes all of the following characteristics: • observable – description of specific student actions; can be replicated by a stranger • measurable – frequency and/or duration can be counted; beginning & ending of behavior are clearly delineated	Description of the problem behavior includes one of the following characteristics: • observable • measurable	The summary statement does not include a description of a single problem behavior **OR** the problem behavior is not described in observable or measurable terms.	
	5.2. Using a context analysis (i.e, Adapted FACTS Part A, p.2) identify daily routines that are AND are not associated with problem behavior.	Daily routines are identified that are associated with problem behavior AND daily routines are identified during which problem behavior is not present.	Daily routines are identified that are associated with problem behavior **OR** daily routines are identified during which problem behavior is not present, but not both.	No routines identified **OR** routines were not assessed for likelihood of problem behavior.	
	5.3. Identify antecedent(s)/ triggering events.	One or more antecedent events are identified that trigger/predict problem behavior AND are described in sufficient detail to inform intervention planning.	Antecedent events are identified but not described in sufficient detail to inform intervention planning **OR** antecedent events are identified that are not derived from the FBA results.	No antecedent events identified.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Develop a Summary Statement (FBA Step 5)	5.4. Identify maintaining consequence events.	One or more consequences are identified that occur immediately after the problem behavior **AND** are described in sufficient detail to inform intervention planning.	Consequences are identified but not described in sufficient detail to inform intervention planning **OR** the consequences identified were not derived from results of the FBA.	No consequences identified.	
	5.5. Identify possible setting events.	At least one setting event is identified AND described in sufficient detail to inform intervention planning **OR** data confirms no setting event exists.	Setting events are identified but not described in sufficient detail to inform intervention planning **OR** the setting events identified were not derived from results of the FBA.	No indication setting events were considered.	
	5.6. Identify function of problem behavior.	Function of behavior is consistent with identified maintaining consequence. Antecedent and function make sense when considered together.	Connection between function and maintaining consequence is unclear.	Function of behavior is not identified.	
	5.7. Develop summary statement	Summary statement includes all of the following as identified by the FBA: • antecedent • problem behavior • consequence • setting event (if applicable) • function of the behavior	The summary statement includes information about why the problem behavior occurs but is not expressed in terms of function (get or avoid; attention, tasks/activities, sensory stimulation) **OR** the summary statement includes information about the function the problem behavior serves but it is not consistent with results from the FBA.	Summary statement does not exist **OR** one exists that was not based upon the FBA.	

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not In Place	
Observation (FBA Process Step 6)	6.1. Direct observations were conducted to collect more information.	At least one observation is conducted in setting/routine where problem behavior typically occurs **AND** one observation was conducted in setting/routine where problem behavior is less likely to occur.	One or more observations were conducted in setting/routine where problem behavior typically occurs **OR** where problem behavior is less likely to occur, but not both.	No observation conducted.	
	6.2. Direct observation data confirmed summary statement.	Summary statement was confirmed through observations. • *Note to team: If summary statement is not confirmed, go back to Step 5 (Develop Summary Statement)*		Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Competing Behavior Pathway (BIP Step 1)	1.1. Record summary statement from the FBA.				
	1.2. Identify desired long-term replacement behavior.	The competing behavior pathway includes a long-term replacement behavior that: • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior	The competing behavior pathway includes a long-term replacement behavior that serves the same function as the problem behavior.	The competing behavior pathway does not include a long-term replacement behavior.	
	1.3. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior.	The competing behavior pathway includes an alternative short-term behavior that: • serves the same function as the problem behavior • is observable and measurable • is incompatible with the problem behavior	The competing behavior pathway includes an alternative short-term behavior that serves the same function as the problem behavior.	The competing behavior pathway does not include an alternative short-term behavior.	
	1.4. Identify common reinforcing consequences for desired replacement behavior.	The competing behavior pathway includes a reinforcing consequence for desired behavior that: • results in same function as the problem behavior • is described in sufficient detail for implementation	The competing behavior pathway includes a reinforcing consequence for desired behavior that results in same function as the problem behavior but is not described in sufficient detail for implementation.	The competing behavior pathway does not include a reinforcing consequence for desired behavior **OR** reinforcing consequence does not result in the same function as the problem behavior.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Intervention Strategies (BIP Step 2)	2.1. Select strategies to teach student skills that will effectively replace problem behavior.	The BIP includes skills to be taught that will effectively replace the problem behavior AND these skills are described in sufficient detail for developing instruction.	The BIP includes skills to be taught but lacks sufficient detail for developing instruction.	The BIP does not include skills to be taught.	
	2.2. Select strategies &/ or environmental manipulations that neutralize impact of setting events.	The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, AND described in sufficient detail for implementation. **OR** Not applicable - data confirmed	The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway **AND** are linked to FBA data but lacks sufficient detail for implementation.	No strategies and/or environmental manipulations are identified **OR** they are not linked to FBA data.	
	2.3. Select strategies &/ or environmental manipulations that make triggering antecedents irrelevant (e.g. Eight Effective Classroom Practices).	The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, linked to FBA data, **AND** described in sufficient detail for implementation.	The BIP includes antecedent intervention strategies that are aligned with the competing behavior pathway but lacks sufficient detail for implementation.	The BIP does not include antecedent intervention strategies.	
	2.4. Select consequence strategies for reinforcing desired replacement behavior.	The BIP includes reinforcement consequence strategies that align with the function **AND** are described in sufficient detail for implementation.	The BIP includes reinforcement consequence strategies that align with the function but lacks sufficient detail for implementation.	No reinforcement consequence strategies are identified **OR** strategies are not linked to identified function.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4)	3.1. Select response strategies that make problem behavior ineffective.	The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation AND: • reduce reinforcement of the problem behavior • minimize the impact of the problem behavior on other students • minimize damage to the student's reputation	The BIP includes strategies and/or environmental manipulations that reduce reinforcement of the problem behavior but lacks sufficient detail for implementation.	No strategies and/or environmental manipulations are identified **OR** they focus on punishments and/or reinforce the problem behavior.	
	4.1. If necessary, develop additional (beyond current school-wide) safety procedures.	Safety plan is described in sufficient detail for implementation **OR** documentation exists that a safety plan is not needed.	Safety plan is indicated but is lacks sufficient detail for implementation.	Documentation exists that a need for a safety plan is indicated but one is not developed **OR** there is no evidence that the team considered the need for a safety plan.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Implementation Plan (BIP Step 5)	5.1. Develop and communicate implementation plan for each part of the BIP.	BIP implementation plan is developed and communicated **AND** includes all of the following: • tasks to complete • resources needed • person responsible • timelines for completion	BIP implementation plan is developed and communicated **AND** includes tasks to complete **AND** two of the following: • resources needed • person responsible • timelines for completion	No implementation plan has been developed.	
	5.2. Develop training plan to implement each part of the BIP.	BIP training plan is developed **AND** includes all of the following: • training procedures • person responsible • timelines for completion	BIP training plan is developed **AND** includes person responsible **AND** one of the following: • training procedures • timelines for completion	No training plan has been developed.	
	5.3. Identify timelines for completing tasks necessary to implement each part of the BIP.	Task timelines are identified AND communicated to appropriate stakeholders.	Task timelines are identified but have not been communicated to appropriate stakeholders.	No timelines have been identified.	

Step	Activity	Status			Steps to Address Any Items “Partially in Place” or “Not in Place”
		In Place	Partially in Place	Not In Place	
Monitoring & Evaluation (BIP Step 6)	6.1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection	A plan is developed that describes procedures for assessing and monitoring impact of the following: • target behaviors • indicator of risk **AND** is described in sufficient detail for implementation (e.g. who, what, when, how, and/or review dates).	A plan is developed that describes procedures for assessing and monitoring impact of the following: • target behaviors • indicator of risk but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/or review dates).	No plan is developed that describes procedures for assessing and monitoring impact of BIP on the student.	
	6.2. A plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates) **AND** is described in sufficient detail for implementation.	A plan is developed that describes procedures for collection of fidelity of implementation data but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/or review dates).	No plan is developed to evaluate fidelity of BIP.		3. Develop procedures for assessing fidelity of implementation of BIP
	6.3. Identify measures and develop schedule to assess and monitor social validity of BIP	A plan is in place to assess the social validity of both of the following: • ease of implementation • positive impact on problem behavior(s) **AND** is described in sufficient detail for implementation.	A plan is in place to assess the social validity of the following: • ease of implementation • positive impact on problem behavior(s) but lacks sufficient detail for implementation.	No plan is developed to assess the social validity of the BIP.	

Step	Activity	Status			Steps to Address Any Items "Partially in Place" or "Not in Place"
		In Place	Partially in Place	Not In Place	
Generalization & Maintenance of Desired Behavior (BIP Step 7)	7.1. Select strategies for generalization and maintenance of desired behavior	The BIP includes generalization and maintenance strategies that are described in sufficient detail for implementation.	The BIP includes generalization and maintenance strategies but lacks sufficient detail for implementation.	No generalization and maintenance strategies are identified.	

Next Steps

Below are some next steps to consider as you develop Tier 3. Some of the steps involve active staff input. Be sure to build your action plan with that in mind.

Tier 3 Action Planning - **Establish a system for monitoring quality of completed BIPs (FBA/BIP Rubric Steps 4-7)**

CHAPTER 9: EFFECTIVE PROFESSIONAL DEVELOPMENT

Learner Outcomes

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

- Describe the components of effective professional learning and apply them to your system for providing professional learning
- Create a professional learning calendar
- Establish a system for updating staff
- Develop a Tier 3 Staff Handbook

> "Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters."
>
> (Blasé & Fixsen, 2005, p. 10)

The term *professional development* (PD) is commonly used to describe support services for educators. PD is often describing a single event such as face-to-face training only. MO SW-PBS proposes that schools instead provide all stakeholders with *professional learning* (PL), which encompasses a systematic process of support for everyone. PL can include face-to-face training, observation, coaching, resource banks of materials, communication plans, virtual supports, etc.
Providing quality professional learning to your staff will be important in ensuring that your Tier 3 interventions are implemented with fidelity. Key to the success of your Tier 3 implementation will be the effectiveness of the staff training and ongoing supports that you provide. Your team is urged to help all stakeholders grow their professional learning networks (PLNs) within the building, district and to the Missouri SW-PBS membership, and across state lines to SW-PBS implementers across the country. Promote with your stakeholders the use of the MO SW-PBS website at http://pbismissiouri.org , the PBIS National center website at http://pbis.org and to participate in Twitter conversation specific to school level implementation on Tuesday evenings at 8:00 CST on the #pbischat platform.

It cannot go without saying that developing a system of supports for professional learning for teachers and staff will require establishing sufficient trust within and across all stakeholders. As your leadership team develops and implements a systematic plan for PL, connecting the plan to your school and district mission, and engaging all stakeholders in planning and implementation will be critical steps to ensure desired outcomes for fidelity of implementation as well as improved student academic and behavioral success.

Everyone in education has participated in many hours of professional learning, some of it highly effective and some of it ineffective. What made the difference between time well-spent and time wasted?

ACTIVITY

- Make a t-chart for your team and label one side "Effective PL" and the other "Ineffective PL".
- What are the characteristics of effective professional learning you have received?
- What are the characteristics of ineffective professional learning you have received?

Effective Professional Learning

Your challenge is to provide effective professional learning to your school staff on the systems, data, and practices for Tier 3 intervention. What are characteristics of effective professional learning? Nobori (2011) states that it is **research-based, consistent and ongoing, convenient, relevant, and differentiated**. These findings align with the *Professional Learning Guidelines for Student Success* MO DESE (2013) that guide the supports provided through the Regional Professional Development Centers across Missouri. How do these characteristics relate to your Tier 3 staff training?

- **Research-based:** SW-PBS is researched-based, including the Tier 3 intensive interventions based on a functional behavior assessment (FBA) and the resulting behavior intervention plan (BIP)
- **Consistent and Ongoing:** The professional learning you provide your staff will not be a one-time session at the beginning of the year before school starts. Staff learning needs to be on-going, including new learning as well as "booster" sessions for review. Your staff will need to be trained so they can contribute to the identification of students in need of Tier 3 supports. Additionally, staff will need to receive training in order to implement Tier 3 strategies and collect data.
- **Convenient:** If you can work closely with administration to schedule staff learning at a time that is convenient for participants, there is an increased likelihood of attendance (and willingness to participate) by staff. Whenever possible create job embedded opportunities throughout the day for professional growth.
- **Relevant:** Staff will see a direct benefit in the improved behavior and positive relationships of the students participating in a Tier 3 intervention.
- **Differentiated:** Whenever possible, provide choices for participation. Does all professional learning in your school need to be face-to-face, large group? Is using technology such as podcasts and webinars an option? If a teacher has a good understanding of the process, can they select an option to attend a more advanced session? What are other possibilities?

Additionally, quality professional learning should also include **training, practice, feedback and coaching or other follow-up procedures and supports** (Ismat 1996; MO DESE 2013). Teachers also have increased opportunities to interact with peers during effective trainings.

ACTIVITY

Compare the "Effective PL" column of the t-chart your team created earlier with the characteristics described by Norobi (2011) and Ismat 1996). Are there similarities?

The Missouri Department of Elementary and Secondary Education (DESE) has developed criteria for high quality professional development (HQPD) (Noonan, Langham, & Gaumer, 2013). The 22 components on the *HQPD Checklist* outline what needs to be done before, during and after the professional learning training to ensure that HQPD has been planned for and delivered. If all components are provided for, there is greater likelihood of increasing the transfer to practice. As such, the list indicates that the face-to-face training "event" is but a part of an ongoing process to support the fidelity of implementation of research based instructional practices in classrooms.

Checklist for High Quality Professional Development (HQPD) Training

BEFORE TRAINING	**PREPARATION**
	1. Provides a description of the training with learning objectives prior to training.
	2. Provides readings, activities, and/or questions to think about prior to the training.
	3. Provides an agenda (i.e., schedule of topics to be presented and times) before at the beginning of the training.
	4. Quickly establishes or builds on previously established rapport with participants.
DURING TRAINING	**INTRODUCTION**
	5. Connects the topic to participants' context (e.g., community, school, district).
	6. Includes the empirical research foundation of the context (e.g., citation, verbal references to research literature, key researchers).
	7. Content builds or relates to participants' previous professional learning.
	8. Aligns with school/district/state/federal standards or goals.
	9. Emphasizes impact of content on student learning outcomes.
	THE PROFESSIONAL LEARNING PROVIDER
	10. Builds shared vocabulary required to implement and sustain the practice
	11. Provides examples of the content/practice in use (e.g., case studies, vignette)
	12. Illustrates the applicability of the material, knowledge, or practice to the participants' context
	ENGAGEMENT
	13. Includes opportunities for participants to practice and/or rehearse new skills
	14. Includes opportunities for participants to express personal perspectives (e.g., experiences, thoughts on concepts)
	15. Includes opportunities for participants to interact with each other related to training content
	16. Adheres to agenda and time constraints
	EVALUATION
	17. Includes Opportunities for participants to reflect on learning
	18. Includes discussion of specific indicators - related to knowledge, material, or skills provided by the training – that would indicate a successful transfer to practice.
	19. Engages participants in assessment of their acquisition of knowledge and skills
AFTER TRAINING	**MASTERY**
	20. Details follow-up activities that require participants to apply their learning in a new setting or context.
	21 Offers opportunities for continued learning through technical assistance and resources.
	21. Describes opportunities for coaching to improve fidelity of implementation.

Noonan, Langham, & Gaumer (2013)

While face-to-face, didactic or direct training (i.e., training which includes content, rationale, demonstration, **practice**, and **feedback**) is critical for building knowledge of effective instructional practices, research indicates that transfer of skills to practice is generally low with training alone (Joyce & Showers, 2002).

	OUTCOMES (% of Participants who: Demonstrate Knowledge, Demonstrate New Skills in a Training Setting, and Use New Skills in the Classroom)		
Training Components	**Demonstrate Knowledge**	**Demonstrate New Skill in Training**	**Use New Skills in Classroom**
Theory and Discussion	10%	5%	0%
Plus Demonstration in Training	30%	20%	0%
Plus Practice and Feedback in Training	60%	60%	5%
Plus Coaching in the Classroom	95%	95%	95%

The chart starts with training that involves **theory and discussion**. With this type of training, 10% of the participants were able to demonstrate knowledge about the topic, 5% were able to demonstrate new skills in the training setting, and 0% used new skills in the classroom.

When **demonstration in training** was added to theory and discussion, knowledge increased to 30% of the participants and skill demonstration increased to 20% participants. Use in the classroom remained at 0%.

Adding **practice and feedback** during training to theory, discussion, and demonstration increased knowledge and skill demonstration to 60% of the participants. Use in the classroom increased to . . . . 5%. **When coaching in the classroom was added to the other training components, knowledge, skill demonstration, and use in the classroom increased to 95% of the participants.**

We give schools strategies & systems for improving practice & outcomes, but implementation is not accurate, consistent, or durable, & desired outcomes aren't realized. School personnel & teams need more than exposure, practice, & enthusiasm.

(George Sugai, OSEP Center on PBIS, Center for Behavioral Education & Research, University of Connecticut)

The analysis of of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall & Martens, 1998; Simonsen, MacSuga, Fallon, & Suagi 2013). This recent body of work confirms that in-vivo support (e.g., coaching and performance feedback) was required to achieve positive effects. Because it is not always feasible to provide in-classroom coaching to all teachers Simonsen, et al., (2014) proposed a multi-tiered approach to PL that outlines building a *triangle for teachers*.

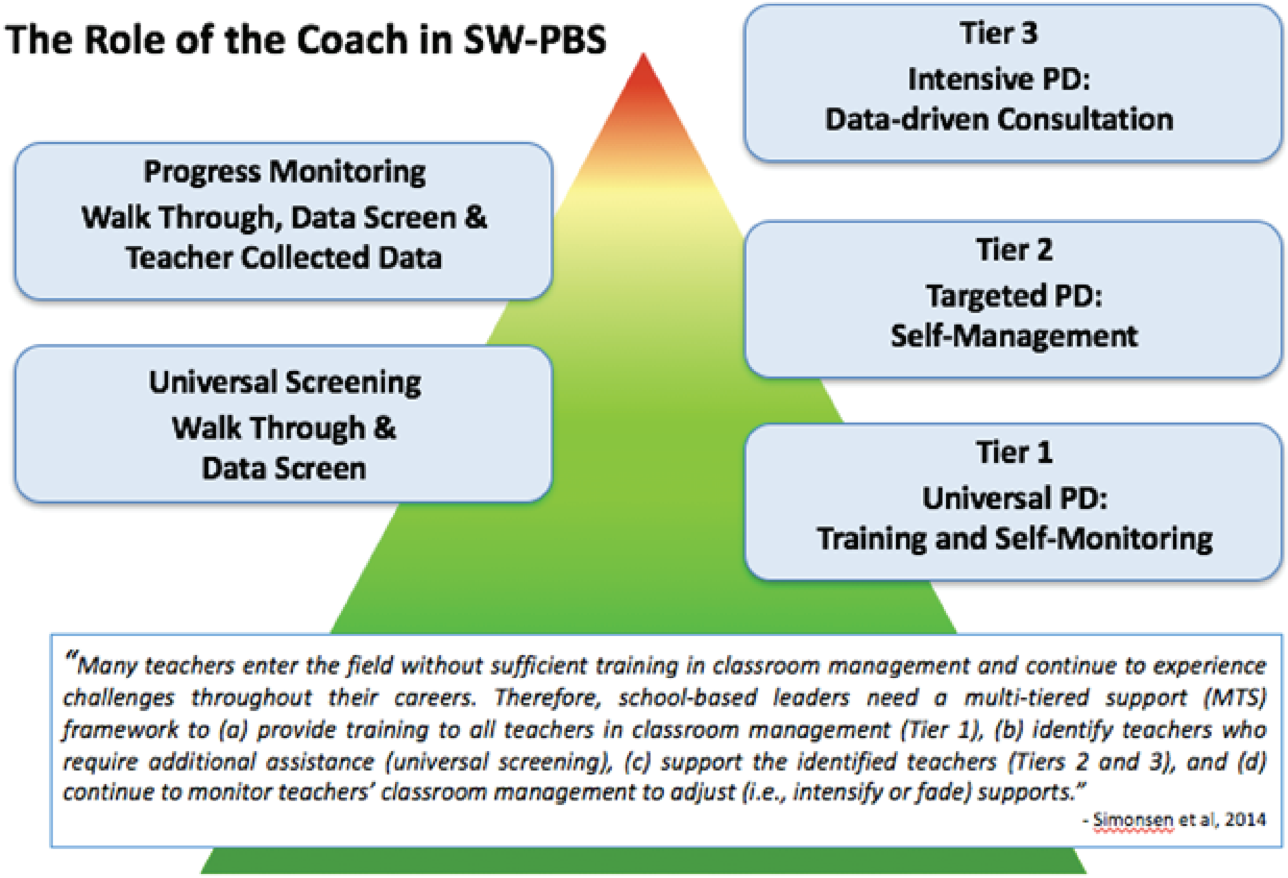
The proposed *triangle for teachers* extends the recommendations of both Norobi (2011) and Ismat (1996) in terms of the characteristics of the content, the what to provide, as well as the work of Joyce & Showers (2002) in terms of the *how to provide* PL. the outline proposed that professional learning approaches must also include, "1) an organized framework for providing supports, and 2) a clear method for identifying which teachers will benefit from each level of support," (Simonsen et al., 2014, p. 180). The multi-tiered system of support would be planned for and provided based on data. All teachers would get universal level supports focused primarily on high quality professional learning training, some teachers would get universal PL plus limited coaching supports and a few teachers would get all that plus intensive coaching supports. The table below gives a more detailed explanation of what a tiered support model might entail.

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	• Define target skill • Model target skill with examples & non examples • Provide practice w/ skill • Provide feedback within training context • Demonstrate self-monitoring methods	None	Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring Classroom Walkthroughs = Universal Screening	80% or above implementation at criterion = no need for additional support 79% or below = need for targeted interventions
Targeted Level Support	All of the above PLUS Goal Setting	Teacher • Chooses a target skill, • Sets and shares goal(s), Selects a self-prompting strategy • Self-Monitors • Graphs data • Self-Reflects • Self rewards • Shares instructional data and student outcome data with "coach" *Coach* • Reviews self-monitoring data	Regular Self-Monitoring Regular Classroom *Coaching* and Walkthroughs = Progress Monitoring	Demonstration of improvement toward criterion = fading to self-monitoring only Demonstration of lack of improvement = intensified support

Intensive Level Support	All of the above PLUS Action Planning	All of the above PLUS Teacher w/ *Coach* assistance
		• Develops action plan
		  o Measureable goals for improved performance
		  o Action steps
		  o Contingencies for meeting/not meeting goals
			Daily Self-Monitoring
			
			Weekly Classroom Walkthroughs = Progress Monitoring
			
			Coaching and performance feedback
				If goals met choose other skills for focus or implement fading.
				
				If goals not met increase frequency or intensity of feedback or provide in-vivo modeling

Adapted Simonsen et al., (2014)



Adapted Simonsen et al., (2014)

In the professional learning model outlined above, all teachers get *didactic* training, then each teacher creates a self-monitoring plan:

- Choose a brief period of time when the instructional skill is most applicable for the instructional content (e.g., 10-15 minutes of teacher direct instruction)
- Identify a specified period of time (e.g., 1-2 week from date of training)
- Select a method to record use of the skill (e.g., tallies, golf counter, paper clips in pocket, etc.)
- Record data using method chosen
- Graph or chart data for analysis using specified metric (e.g., rate, ratio, percentage, etc.)
- Analyze data comparing to standard for implementation provided
- Provide data if requested to coach, department chair, team leader for building level aggregation and review for teachers who may need more intensive supports

Each effective instructional practice should have the data decision rule either based on what research indicates as best practice (e.g., 4:1 ratio of positive to negative feedback) or based on how many essential components of the instructional practice are included during the lesson monitored (e.g., effective positive feedback is timely, genuine and specific in that it indicates what behavior was demonstrated that met the expectation).

All teachers will receive *Universal* level supports of didactic training and support in developing and implementing a self-monitoring plan. Teachers who demonstrate fluency (e.g., 80% or above implementation of instructional skill) with *Universal* level supports may also have a coach assigned to provide assistance as requested and as a point person for data submission.

For teachers whose self-monitoring data indicates a need for improvement, *Targeted level* coaching supports, and/or *Intensive level* coaching and re-training may be necessary. Each of these levels of support will require some, or a great deal of building level *coaching* supports.

Who can serve as the *coach*? Depending on the size and configuration of your building the role of *coach* can at the *Universal* or *Targeted* supports levels be fulfilled by an administrator, an instructional coach, personnel with full time equivalent (FTE) dedicated for instructional support such as a SW-PBS Coach, a school psychologist, a special educator, a department chair, or in some cases of schoolwide professional learning a collegial peer (Johnson, 2007). When an individual teacher has been identified in need of *Intensive* level supports someone with behavioral expertise should fulfill the coach's role. Your SW-PBS leadership team should include planning for building and maintaining these tiered support for all teachers and staff in your building as appropriate.

What might this look like?

- Leadership Team provides PL that includes didactic or direct training on *Active Supervision* to all teachers and supervisory staff (e.g., instructional aides, paraprofessionals, playground supervisors, cafeteria personnel, etc.) on the essential components of *Active Supervision* during regularly schedule whole building PL time.
- All teachers and staff submit self-monitoring data within given period of time.
- Many teachers and staff indicate through their individual self-monitoring data an ability to implement the essential component of *Active Supervision* with fidelity.
- Walk-Through Observations (WTO) by administrators and/or assigned personnel confirm teacher self-ratings. All teacher are given WTO feedback.
- Teachers at 80% or above proficiency receive supports to sustain their use of *Active Supervision* which can include: reminder communications (e.g., emails, staff memos, staff meeting updates, etc.) to sustain implementation, develop a plan for periodic self-monitoring and receive random, periodic WTO feedback.
- Teachers below 80% proficiency are assigned a coach, assistance reviewing self-monitoring and WTO feedback. They receive if needed additional training in *Active Supervision*. They set a target goal for skill use and establish a process for systematically self-monitoring and self reward.
- After the agreed upon timeframe for implementation passes, self-monitoring and WTO are again reviewed. If the teacher is now at or above 80& proficiency the teacher goes on maintenance. If the teacher remains below 80% proficiency the teacher and *coach* develop an action plan for remediation which will include individual training, in-vivo observation and feedback, and contingency plans for when the goal is met/not met.

Focus of Professional Learning

As your school begins to develop multi-tiered supports for teachers a major focus should be on the MO SW-PBS Effective Classroom Practices (ECPs), se the Tier 1 Workbook, Chapter 8 for more information. The ECPs include:

1. Classroom Expectations
2. Classroom Procedures and Routines
3. Classroom Encouraging Expected Behaviors
4. Classroom Discouraging Inappropriate Behaviors
5. Classroom Active Supervision
6. Classroom Opportunities to Respond
7. Classroom Activity Sequencing and Choice
8. Classroom Task Difficulty

Teams can utilize the MO SW-PBS ECP resources which are available online at pbismissouri.org for whole staff, team or individual teacher professional learning. Each ECP module includes:

- training PowerPoint that can be customized for your school
- handouts
- teacher tool with brief pertinent research, rationale for the practice, definition and a tool for self-monitoring

The first four ECPs also have a training video that embeds the handouts and teacher tools into the training. The ECPs should be used with all students, all day in every classroom.

For students who appear to continue to struggle despite a learning environment that has schoolwide positive behavior supports and ECPs implemented with fidelity, the SW-PBS Leadership Team should reach out the educators who work directly with these students to consider how to intensify or individualize the ECPs to better support the student.

New Staff Induction

Efficient and effective induction of new teachers will be critical to building and sustaining your SW-PBS work. Any new staff members should by default receive *Targeted Level* supports. Once orientation training has taken place, if the observational data indicates that the new staff members' implementation of specified interventions is at/or above the 80% fidelity range, he or she has demonstrated a support need that falls consistently in the *Universal Level.* Content of new staff induction supports will vary based upon the role of the staff members (i.e., instructional or support) but all should receive at a minimum:

- **Before School Year Orientation** (e.g., understanding of Tier 1 essential components, procedures for identifying students in need of further support, etc.).
- **Ongoing Supports in Addition to Schoolwide Professional Learning Plan** (e.g., targeted professional training with focus on effective classroom practices and self-monitoring, as well as ongoing coaching).

DISCUSSION

Discuss the findings of Simonsen, et al., (2014) and how this information impacts the type of professional learning you will need to provide your staff. Answering the following questions will help you develop your systematic, multi-tiered plan for supporting all teachers:

- What kinds of Universal level supports do your staff need? How do you know?
- What tools /checklists do you currently have for classroom walkthroughs?
- What resources do you have to provide didactic (direct, systematic) training? (see pbismisouri.org)
- How will you structure a system for self-monitoring and data reporting?
- Who can be tapped to be coaches in your building? How will you train them for their role?

GROW Coaching Model

First introduced by Graham Alexander (see information regarding GROWs' origins in Alexander, 2010) and popularized in 1992 by John Whitmore's book Coaching for Performance, GROW is a deceptively simple framework for guiding teams or individuals to powerful solutions. The GROW Model is renowned for its success in both problem solving and goal setting, helping to maximize and maintain achievement and productivity. Part of what makes it such a powerful tool is its flexibility.

How the GROW Model Works

The GROW Model is an acronym standing for (G)oals, (R)eality, (O)ptions and (W)ill/(W)ay Forward, highlighting the four key steps in the implementation of the GROW Model. By working through these four stages, the GROW Model raises awareness and understanding of contextual factors and possible opportunities for change and improvement in desired outcomes.

The key to successful GROW coaching lies in asking powerful questions that inspire teams or individuals to think deeply and without limits related to the topic of coaching. This deep, limitless thinking results in action plans that are meaningful, relevant and impactful.

Acronym & Description:	Example Questions: (school or individuals)
G-Goal > Long term aspirations and focus for the coaching session or team meeting.	What do you want to achieve? What is important to you right now? What areas do you want to work on? Describe your perfect world. What will make feel like this time was well spent? What do you want kids to know and do? Why are you doing SW-PBS? How might this be able to impact the community? What are you hearing?
R-Reality > Current situation and beliefs held by group or individuals.	What has contributed to your success so far? Where are you in relation to your goal? Does your gut agree with this? Are there other perceptions that agree or disagree with this? Paint me a picture Tell me more What's working right now Tell me the story without numbers What progress have you made toward your goal? How do you feel when you walk in the door? How do you think kids feel? Parents feel? Does this goal conflict with any other goals?
O-Options > The possibilities for action and resources available.	What are you options? How have you tackled similar situations before? Who do you know who has encountered a similar situation? Don't use the same solutions because they are not working. Think outside your box. Who do you know who has encountered a similar situation? What idea would put up here to leave the ideas as a crazy lady? What is something we/you have not tried? If anything is possible, what would you do? What could you do differently? What else? What would your alter ego do? What might our students say would be a great solution? What might your community think would be a solution? If you had to give me 3 more ideas what would those be? If you had to do it tomorrow what would you do? If resources were no option what would you do? If money or time was not an option what would you do?
W-Way Forward > Actions that will be taken to achieve goals.	What are viable choices? Which options are working smarter not harder? Which options are going to give you the most bangs for your buck? Which options are you going to get you, your staff or students to buy in? What action will you /we take? When will you /we start? Who will you /us help? How will you /we know you've been successful? What will this look like if it is fully implemented in your school (classroom)?

SW-PBS Teams can apply the GROW Model when analyzing school-wide or classroom level data, for problem solving interventions at the universal, targeted or intensive level; for coaching teachers or teams; or for improving any process or procedure.

As your school considers how to provide coaching to teams (e.g., grade level, departmental, schoolwide) and/or individual teachers, you should also consider how to assess the fidelity of implementation of the coaching supports. The Missouri Department of Elementary and Secondary Education (DESE) through it's work on a school professional development grant (SPDG) developed a checklist for criteria to assess fidelity of school-based coaching implementation (MO DESE SPDG, 2015). Below the elements of GROW coaching (i.e., goal, reality, options, way forward) are indicated within the checklist. Some checklist items are specific to the systems that have been developed for coaching rather elements of GROW. In these instances the checklist item has a designation of not applicable (NA).

School-Based Implementation Fidelity Checklist

Instructions: This checklist is designed as a format for periodically checking on the fidelity of school-based implementation coaching. This checklist can be used for self-assessment of fidelity as well as observation of fidelity. Fidelity should be monitored "early and often" (Harn, Parisi, & Stoolmiller, 2013). It is recommended that the school-based implementation coach completes the fidelity checklist after each coaching interaction until at least 80% of items are consistently present.

Goal Reality Options Way	School-based implementation coach:	Yes	Partially	No	*If partially or no, please explain.*
	PREPARATION				
NA	1. Clearly states that he/she will keep the coaching conversation confidential and it will not be used for formal performance evaluation.				
R	2. Asks recipients of coaching to identify the things they felt went well, before providing his/her own observations.				
NA	3. Quickly establishes or builds on previously established rapport.				
	FEEDBACK				
R	4. Provides feedback on observed strengths.				
R	5. Poses questions for educator reflection on implementation and learner outcomes.				
O	6. Provides suggestions for changes in practice that are accompanied by rationales for why changes are important and how changes will improve outcomes.				
O	7. Allows recipients to offer clarification and/or reflect on suggestions.				
R	8. Describes educator, student, and/or team actions & responses using concrete and specific examples.				
R/O	9. Addresses areas of needed improvement by providing examples of content/practice in use.				
R	10. Discusses student data reporting learning occurred while using teaching practice.				
O/W	11. Guides recipients to identify solutions for problem areas in the form of take-aways or action steps.				
	STRUCTURE				
NA	12. Paces the conversation allowing time for the coached educator(s) to question and process information.				
NA	13. Adheres to established plan of coaching (e.g., frequency, schedule, and duration).				
NA	14. Allows for coaching conversations to occur in a setting preferred by the coached educator.				
	TOTAL				

Adapted from MO DESE SPDG, 2015

Finding Time to Schedule Staff Professional Learning

One of the major concerns in every school is **time** for professional learning. Each school is unique in schedules, budgetary restrictions for substitutes, coverage availability from other staff, and contractual/negotiated agreement restrictions.

All schools also have **competing initiatives**. District and school teams can inventory the initiatives currently implemented district and schoolwide. Using a structure called Working Smarter from the PBIS National Center each initiative is reviewed in terms of purpose/outcomes, resources needed, and timelines (see Tier 1 Workbook, Chapter 2-Leadership for more information on Working Smarter). Streamlining the work at the district or school level increase the likelihood the resources necessary are available and that the essential components of SW-PBS including the necessary PL supports for implementation are implemented. From this review the district and/or school team can ask questions to assess:

- Are all of the initiatives current and necessary? Many times schools continue to do something because "it's always been that way" even though it is no longer effective or needed.
- Do some of the initiatives have overlapping purposes and can be streamlined, thereby freeing up potential schedule time for staff learning?

Other questions schools can ask when trying to find time include:

- Can staff meetings have an instructional focus instead of a managerial focus?
- Can portions of grade level/departmental planning times be used for staff learning?
- Can classes/activities be covered by other available school personnel for teachers to attend staff learning?
- Can technology be utilized to allow for flexible training times?

Your team will need to work closely with your administrator in order to develop a professional learning calendar.

DISCUSSION

What options are available in your school for scheduling Tier 3 professional learning opportunities? How far in advance is the professional learning calendar established? Do you need to start planning now to get additional time on the calendar for next year?

Providing Updates to Staff

Another component of your Professional Learning System is to provide your staff with **updates about Tier 3 systems, data, and practices**. This includes developing standard procedures for providing updates to the administrator, team, staff and others involved with student support. Also consider what communication needs to be provided for families and community members.

These **four questions** will assist your team in developing your communication system. If you can answer these questions, your system for updating staff is in place.

1. What will be communicated?
2. Who will communicate this information?
3. How will it be communicated?*
4. When will it be communicated?

*Your team should also consider when and how to leverage social media to communicate with stakeholders (e.g., teachers, staff, students, families and community members). What kinds of social media does your school currently use? What forms of social media do your stakeholders currently use? Schools today must consider the array of social media platforms that are the typical "news and information" sources for their employees and customers (e.g., world wide web, TWITTER, FaceBook, Instagram, etc.). If your communication system isn't utilizing those platforms your team cannot keep the those using those social media outlets up to date with current and accurate information.

DISCUSSION

Does your Tier 3 team have an effective system already established for updating staff?

- If yes, can your Tier 3 team incorporate the same system?
- If no, what system can be developed for the Tier 3 team to provide regular staff updates?

Developing Tier 3 Staff Handbook

A Tier 3 Staff Handbook is also part of your Professional Development System. This handbook will serve as a **reference for staff** and **document your Tier 3 data, systems and practices**. If teachers have a question, the handbook can be a resource they can readily access to get information. Information in your Tier 3 Staff Handbook will provide the basis for your Tier 3 professional development.

The *Tier 3 Staff Handbook Organizer* provides guidance for what you will include in your handbook.

ACTIVITY

Review the *Tier 3 Staff Handbook Organizer*.

- What do you already have available that can be added to your Tier 3 Staff Handbook?
- As you continue your Tier 3 training, who will be responsible for adding/updating your Tier 3 Staff Handbook?
- How will staff access the handbook? Will you provide hard copies? Electronic copies?

Tier 3 Staff Handbook Organizer

Feature	Suggested Materials	Documented in Handbook?
Guides	1) Tier 3 Action Plan	YES NO
1. Team	1) Tier 3 core team member roles and responsibilities	YES NO
	2) Tier 3 action team members by position/role	YES NO
	3) Schedule of core team and action team meeting dates	YES NO
	4) Standard Agenda Format for core and action teams	YES NO
	5) System for distributing meeting minutes	YES NO
2. Identification	1) Data Decision Rules for Tier 3 intervention (nonresponse to Tier 2 intervention, chronic behaviors, intense behaviors)	YES NO
	2) Teacher Nomination Form and Procedures	YES NO
	3) Social/Behavioral Universal Screening (if applicable)	YES NO
3. FBA/BIP Development	1) System for notifying teachers, student, and family about their participation	YES NO
	2) System for collecting core FBA data	YES NO
	3) Adapted FACTS (or similar template for collecting data and decision-making)	YES NO
	4) BIP template	YES NO
	5) Description of orientation procedures and materials to teach staff, students, and families about their participation	YES NO
	6) FBA/BIP Rubric	YES NO
4. Monitoring and Evaluation	1) Methods of collecting behavioral data	YES NO
	2) Methods to graph behaviors	YES NO
	3) System for assessing and documenting fidelity of implementation	YES NO
	4) Plans for promoting generalization and maintenance of skills.	YES NO
5. Professional Learning	1) Documented system for communicating and receiving feedback from staff	YES NO
	2) Documented Professional Learning plan with schedule, topics and coaching procedures outlined.	YES NO

Next Steps

1. Consider using a process such as *Working Smarter* to review current initiatives to identify redundancy of efforts. Re-align resources as necessary to achieve desired outcomes.
2. Develop and/or review your current Communication Plan. Consider how to incorporate the use of technology and social media to improve or enhance communication with all stakeholders.
3. Develop and disseminate Tier 3 Staff Handbook either hardcopy and/or electronically.
4. Develop a year-long PL schedule within the work day for all teachers and staff that outlines:
    a. Time and place
    b. Schedule of topics (suggestions include):
        i. Accessing resources necessary for tiered supports
        ii. Self-monitoring implementation
        iii. Implementing essential skills of coaching and model for coaching such as GROW Coaching.
        iv. Implementing essential components of tiered supports (e.g., teaching, reinforcing, discouraging, data collection, student self-monitoring, etc.)
        v. Implementing effective classroom practices (e.g., reinforcing, active supervision, etc.)
    c. Identify expertise to provide PL
    d. Identify expertise or FTE for coaching
5. Implement your year-long PL schedule and consistently communicate aggregated schoolwide data to demonstrate growth in proficiency in implementing effective practices and potentially correlated improved student outcomes.

CHAPTER 10: TIERED FIDELITY INVENTORY (TFI)

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh, & Sugai (2014)

Learner Outcomes

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

- Describe the TFI, what it measures, and the rationale
- Understand MO SW-PBS Protocol for taking the TFI
- Complete the TFI to self-assess the implementation status of Tier 1 (universals), Tier 2 (secondary, targeted) behavior support systems and Tier 3 (tertiary, intensive) behavior support systems for the levels at which you have trained and/or are implementing

Purpose

The purpose of the TFI is to provide an efficient tool for teams to self-assess implementation fidelity at **Tier 1 (universal), Tier 2 (secondary targeted) and Tier 3 (tertiary intensive) intervention levels**. The TFI was designed to ultimately replace several of the assessment tools currently used by SW-PBS schools, including the Benchmarks of Quality (BoQ) (Kincaid, Childs, & George, 2010) and the Benchmarks for Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, & Spaulding, 2012). To be sure, recent research suggests that the Tier 1 subscale of the TFI can be considered to be equivalent to the BoQ (Mercer, McIntosh, & Hoselton, 2016, Manuscript submitted for publication).

Results from the TFI can be used to monitor overall implementation fidelity, to monitor progress toward short or long-term goals, and to determine action steps that address areas of concern.

The TFI reports yield a Total Score, a Scale Report, and a Subscale Report. In addition, the team can pull a report of scores for each item. The Total Score Report is an aggregate of the scores for the sections assessing each of the three tiers. The Scale Report is the score for each of the three tiers, respectively. Finally, the Subscale Report provides scores for components that make up each of the three tiers assessed by the TFI. These components are listed below:

Subsubscales:

Tier 1	Tier 2	Tier 3
A. Teams	A. Teams	A. Teams
B. Implementation	B. Interventions	B. Resources
C. Evaluation	C. Evaluation	C. Support Plan
		D. Evaluation

Instructions for Completing the TFI

Prior to taking the TFI, the TFI walkthrough should be completed. It is recommended that an external coach conduct this walkthrough. This walkthrough should take approximately 15 minutes to complete, and involves interviewing 10% of randomly selected staff members (or a minimum of 5 in very small schools), and 10 randomly selected students. The individual conducting the walkthrough also looks for expectations and rules posted in at least 5 locations. A copy of the walkthrough form is included at the end of this section.

In addition, the TFI administration will be more efficient if the team gathers necessary artifacts prior to conducting the TFI. Recommended artifacts include the following:

Tier 1

- School team organizational chart
- School/district policies on social behavior/support
- Team meeting minutes for last 3 meetings
- Team roles and responsibilities
- Action plan
- Staff handbook
- Student handbook
- Professional development plan for past year
- Prior PBIS fidelity measures (last two years)
- Student behavioral data summary for past month
- Major ODR per day per month compared to the national median
- Universal screening measures and process
- Any prior evaluation reports focused on social behavior
- Any reports to school administration or board focused on social behavior
- Completed TFI Walkthrough Tool
- Discipline flow chart
- Universal lesson plans
- Lesson plan schedule

Tier 2

- Tier 2 team meeting minutes (last 2)
- MO SW-PBS Existing School Data Inventory
- Nomination forms
- Universal screener(s)
- Data decision rules
- Tier 2 strategy, handbooks, or procedures (i.e. CICO, SSIG, C&C, SM)
- Intervention Essential Features document for each intervention
- Available Tier2 data summaries (if possible for the past two months)
- Family communication systems
- Most recent fidelity measures for Tier 2 strategies
- School schedule
- Tier 2 lesson plans
- Acknowledgement/recognition system
- Intervention tracking tool (ex. Advanced Tiers Spreadsheet, CICO-SWIS)
- MO SW-PBS intervention outcome data

Tier 3

- Tier 3 core team meeting minutes (Last 3 meetings)
- Tier 3 action team meeting minutes (last 3 meetings)
- Decision rules for selecting students for Tier 3
- Assessment tools for Tier 3 (i.e. functional behavioral assessment, mental health, medical records, etc.)
- Three randomly selected Behavior Intervention Plans
- Tier 3 data summary (last two reports)

Once the walkthrough has been completed and the team has gathered the required documentation, they are ready to take the TFI. It is recommended that the TFI be taken by the team in cooperation with an external coach, although the team can take it by themselves.

The TFI is divided into three sections, one for each tier. Each section has 15-17 items. Each item is scored 0 (not in place), 1 (partially in place), or 2 (fully in place). The team votes on how to score each item, and the score with the majority of votes is recorded. According to the PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) each scale (tier) of the TFI takes between 15 and 30 minutes for the team to complete, depending on their level of experience and whether they gathered the necessary artifacts ahead of time. PBIS National Center recommends that the team complete the sections for all three tiers the first time that they take the TFI, in order to obtain baseline scores. After that, the team may elect to take all three sections, or they may choose to take only those sections that pertain to their level(s) of implementation.

PBIS National Center (Algozzine, Barrett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, and McIntosh, 2014) also recommends that teams take the TFI each quarter until they achieve three consecutive total scores of 80% for the tier that is assessed. After that, they may choose to shift to an annual assessment for that particular tier.

MO SW-PBS recommends that teams that are training and/or implementing at Tier 2 or better, as well as teams that have achieved two consecutive scores of 80/80 on the SET, take the TFI scales for the tiers at which they have been trained and/or are implementing at least annually in the spring. For teams new to Tier 2 or Tier 3, MO SW-PBS also recommends they take the TFI in the fall of their first year of training at that level for baseline comparison. In addition, schools may choose to take a give scale (tier) of the TFI at any time during the school year for purposes of progress monitoring improvement efforts at that tier.
To accurately assess each tier, the Tier 1 team completes the Tier 1 scale; the Tier 2 team completes the Tier 2 scale; and the Tier 3 team completes the Tier 3 scale. Scoring is based on artifact review and stakeholder feedback.

To assist schools in taking the TFI and obtaining reports, the faculty of Educational and Community Supports operating out of the University of Oregon has included the TFI on the PBIS Assessments website. This site is free to schools, and is accessed through PBIS APPS (https://www.pbisapps.org/). A small number of school based personnel are set up with a PBIS APPS Assessments “team member” account, through which these individuals may access surveys and download survey reports for their school. To obtain your free PBIS APPS Assessments account, contact your MO SW-PBS Regional Consultant.

Prior to entering TFI scores in PBIS Assessments, the team will need to contact their MO SW-PBS regional consultant, so that he or she can open a TFI window. Although PBIS Assessments allows teams to return and edit a TFI submission, MO SW-PBS recommends that teams complete all scales (tiers) of the TFI that they intend to take prior to entering the data into PBIS Assessments. To assist teams in accomplishing this, teams may use the MO SW-PBS TFI Scoring Guide located at the end of the chapter.

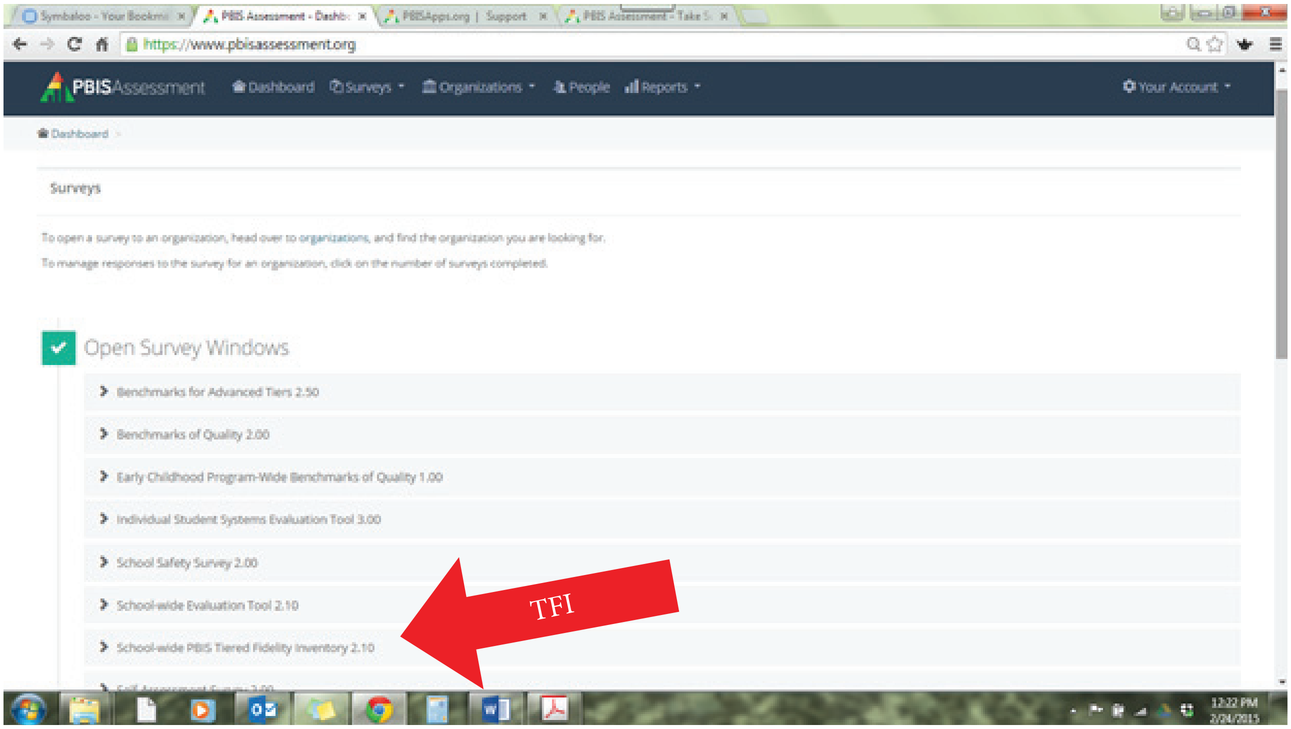
To enter scores from the TFI into the PBIS Assessments site, a team member with a PBIS APPS Assessments Account must first log into the PBIS APPS site, and then navigate to PBIS Assessments. If the team member only has access to PBIS Assessments, he or she will automatically be directed to the school's PBIS Assessments dashboard. However, if the team member also has access to other PBIS APPS products (i.e., SWIS), the team member will need to select "Assessments" from the menu bar at the top of the screen.

The team member will then choose the "School-wide PBS Tiered Fidelity Inventory 2.10" from among the open surveys, then click on "Take Survey." The team member will enter the date, then use the two dropdown menus to identify who was involved in taking the survey, and who conducted the TFI Walkthrough. The team member will then click on the green button with the >> symbol to move onto the remainder of the survey. For each item, the rating that received the highest number of votes from the team members is recorded. Scores should not be entered for those sections that the team is not assessing, as a 0 indicates "Not Implemented," whereas a blank simply indicates "No Score." When all the scores are entered, there will be a green button with the following symbols: << >>. By clicking on the >> side of the symbol, the team member will be directed to a page that allows him or her to answer some optional questions, and to submit the survey. While some states require that teams answer these questions, in Missouri, they will remain optional. Once the team has either completed these optional questions, or decided to leave them blank, the team member may submit the survey.

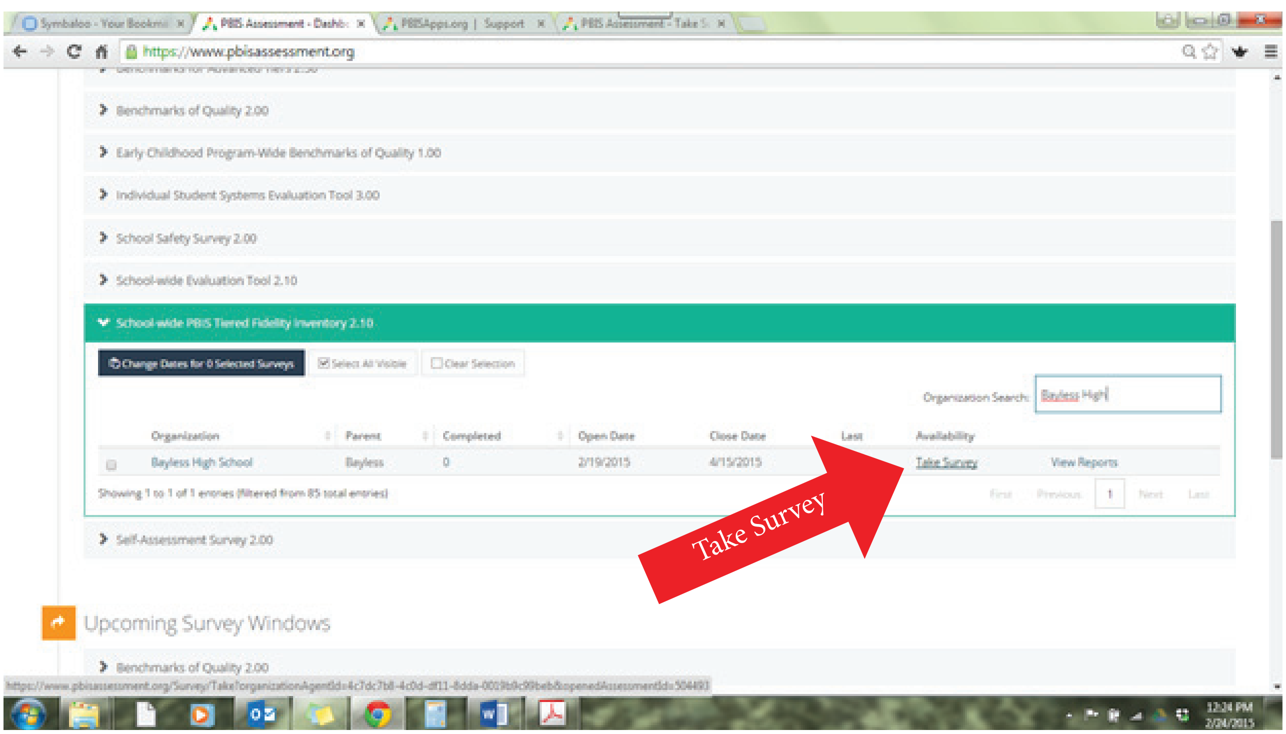
The following screenshots from https://www.pbisapps.org/ provide more information about entering the TFI scores online.

Log into PBIS Assessments account.

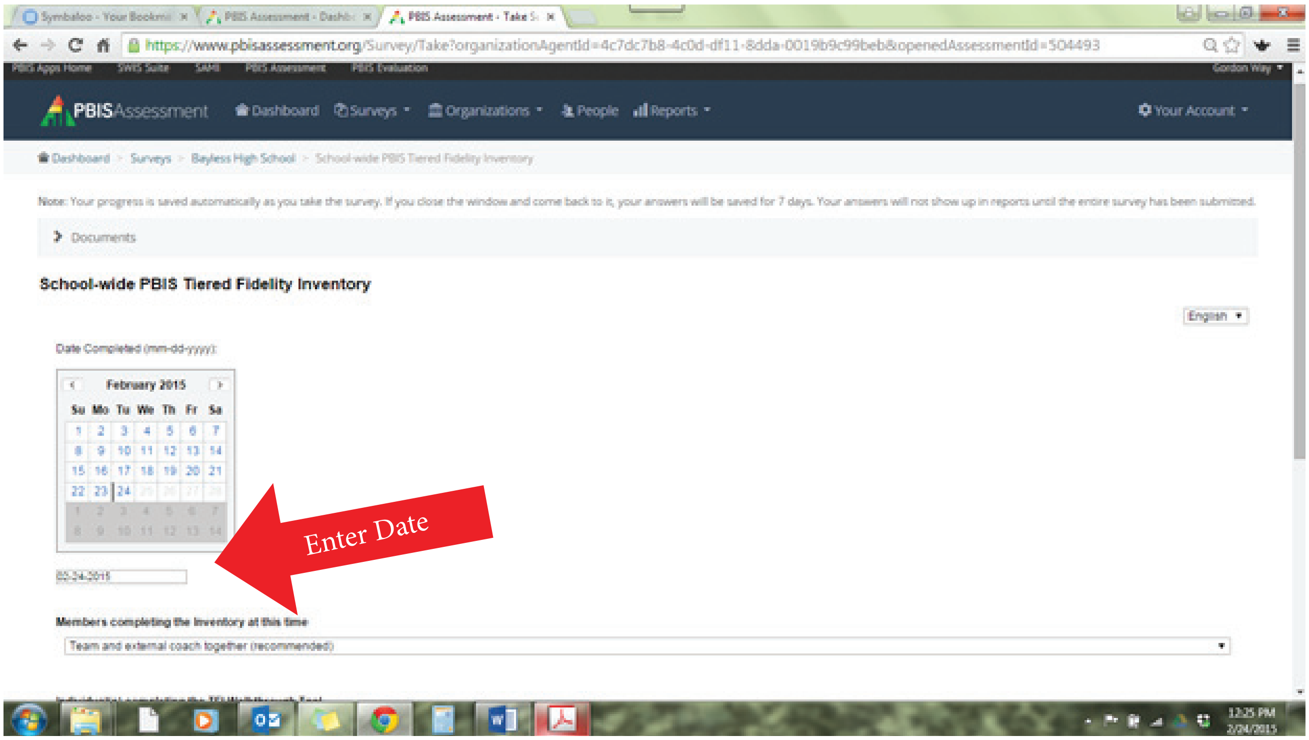
If you have access to more than one PBIS APPS product, select "PBIS Assessment" from the menu at the top of the screen. Otherwise, select "School-wide PBIS Tiered Fidelity Inventory v2.10" from the "Open Survey Windows" section of your school's dashboard.



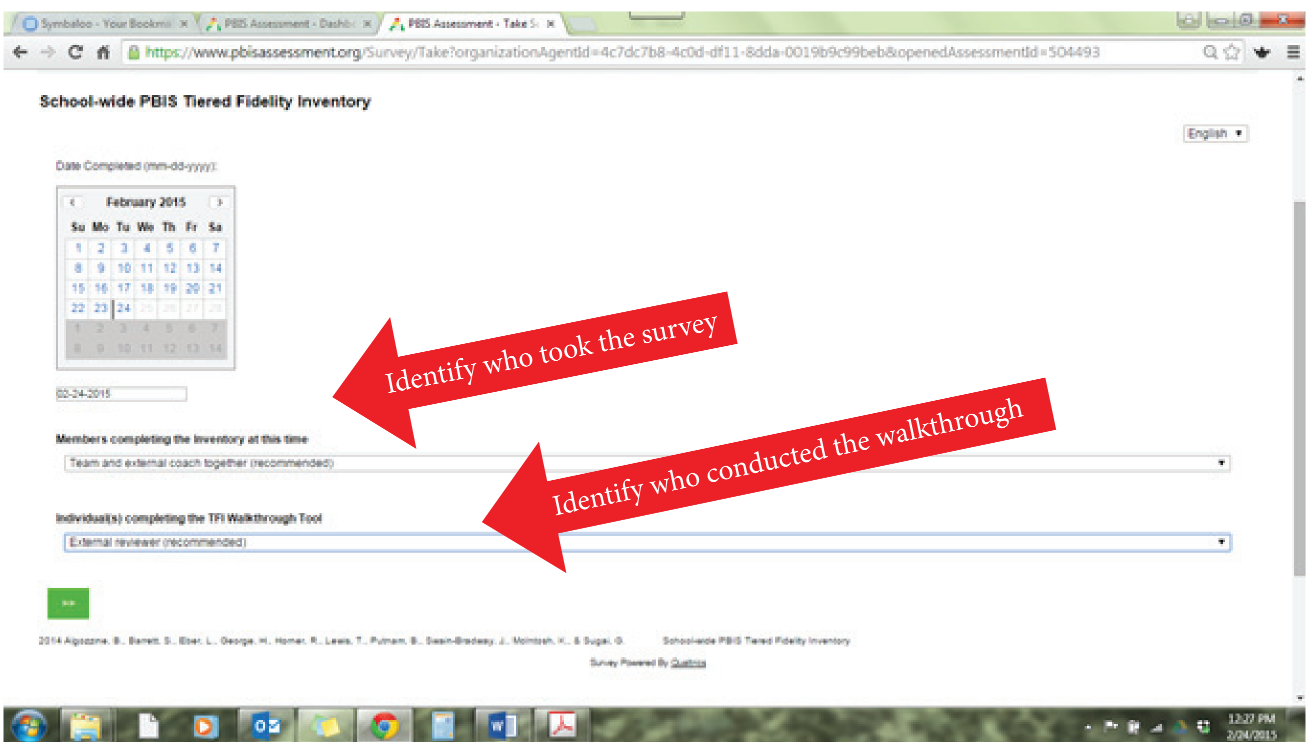
Click on "Take survey"



Enter date or use calendar feature to click on the date.

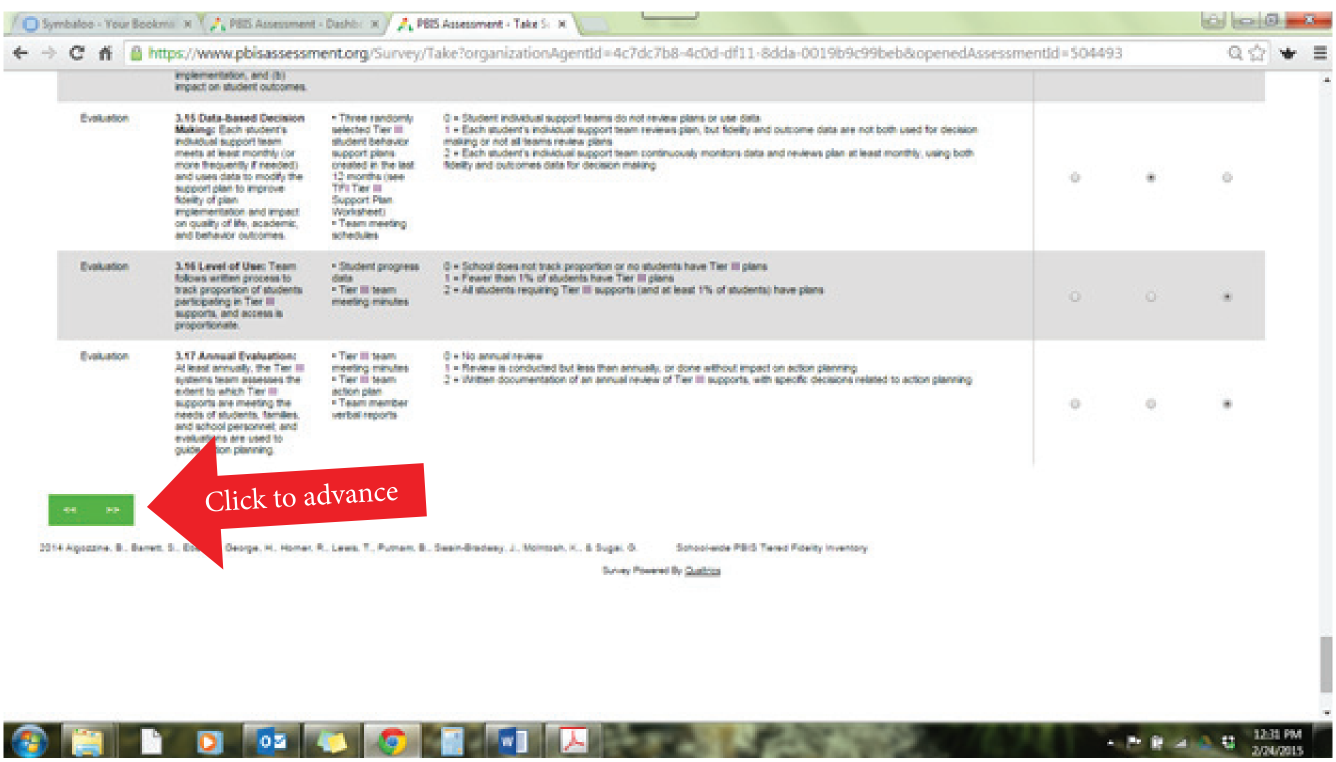


Indicate members completing the survey, and whether the walkthrough was completed by an internal reviewer, an external coach or "TFI Walkthrough Tool not completed." Press green button with the >> symbol to advance.

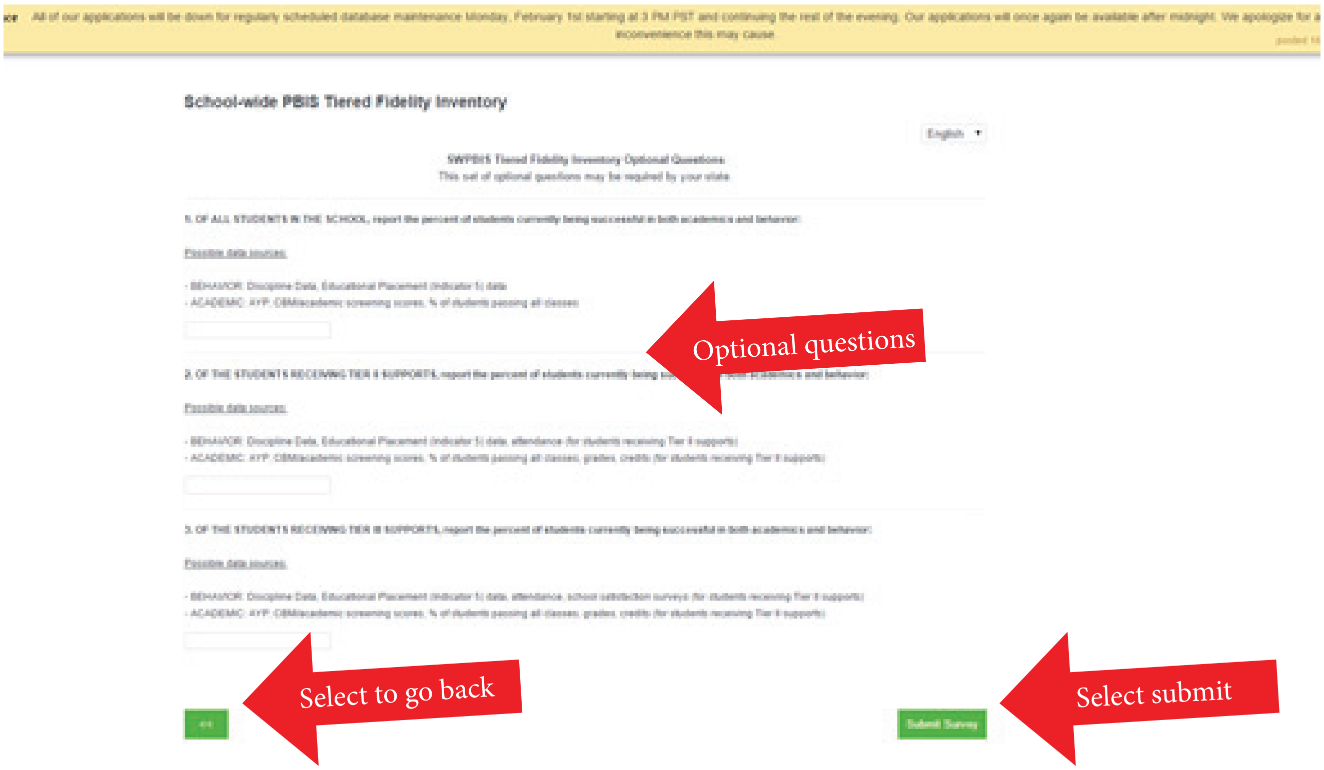


As a team, vote on answers to each item. Enter rating for each item that earns the most votes.

Use arrow to advance to next session.



Answer optional questions.

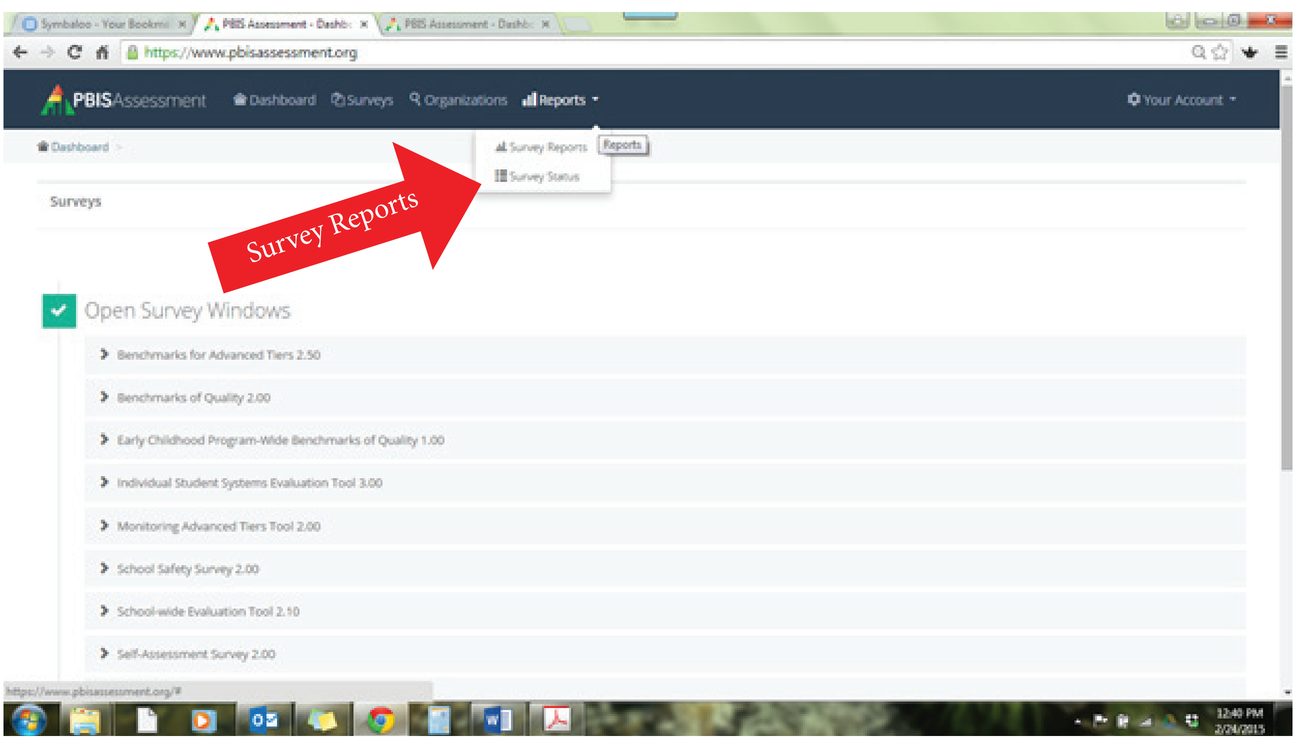


Finally, click on the green << button to return to a previous page, or the green "Submit Survey" button to complete this administration of the TFI.

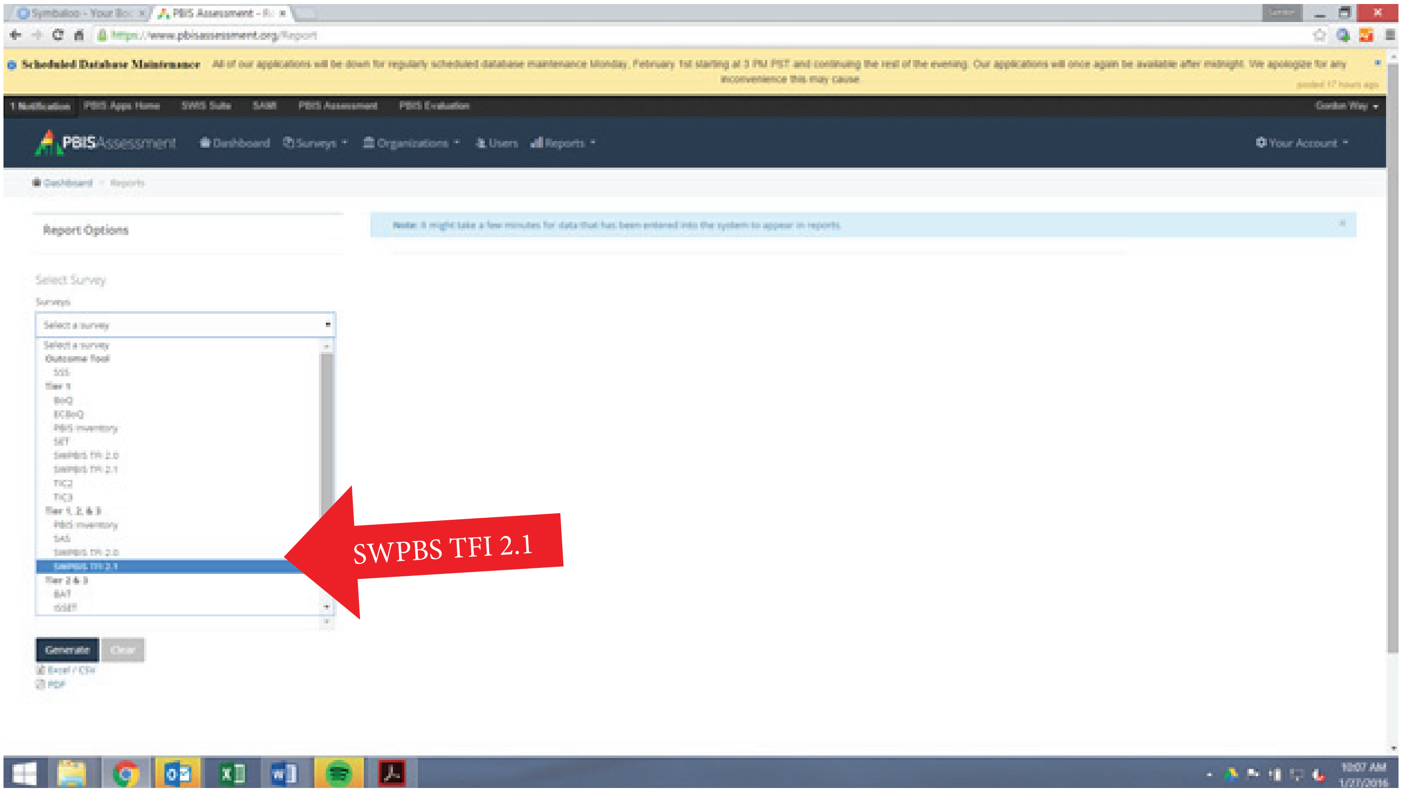
The following screen shots will walk you through running a TFI Report from the PBIS APPS Assessments web site.

Log into your PBIS APPS Assessments account.

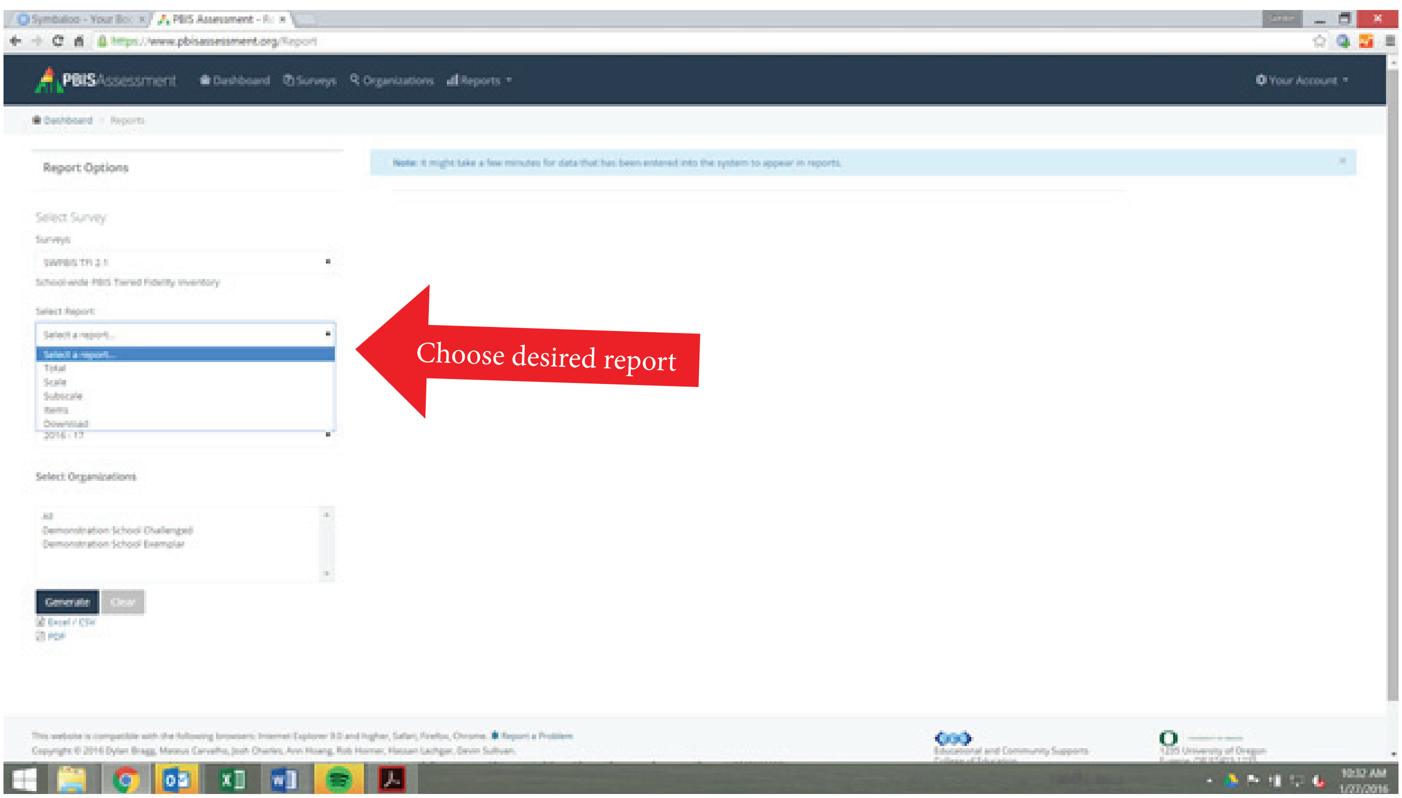
Click on "Reports" on the ribbon; then click on "Survey Reports" from the drop down menu.



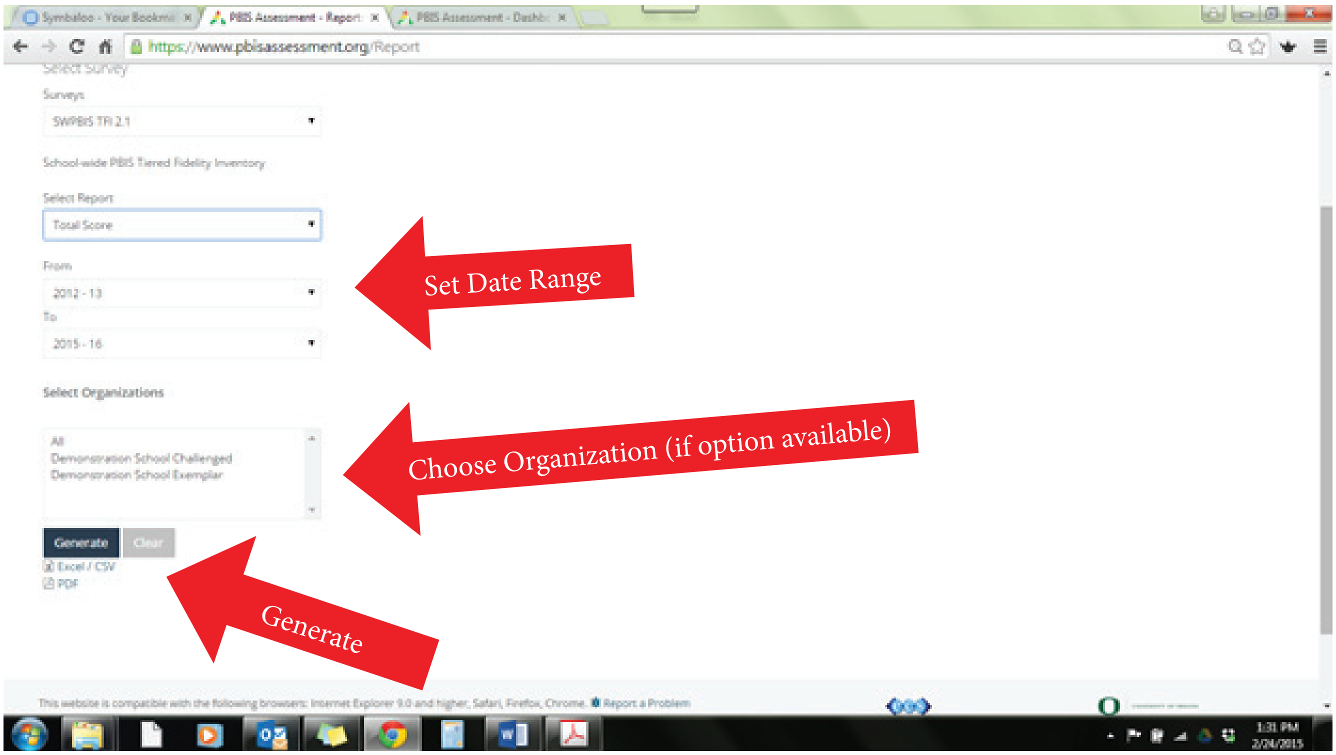
From the “Select Report” in the “Surveys” drop down menu, choose “SWPBS TFI 2.1.”



In the dropdown menu for “Select Report” select the desired report.



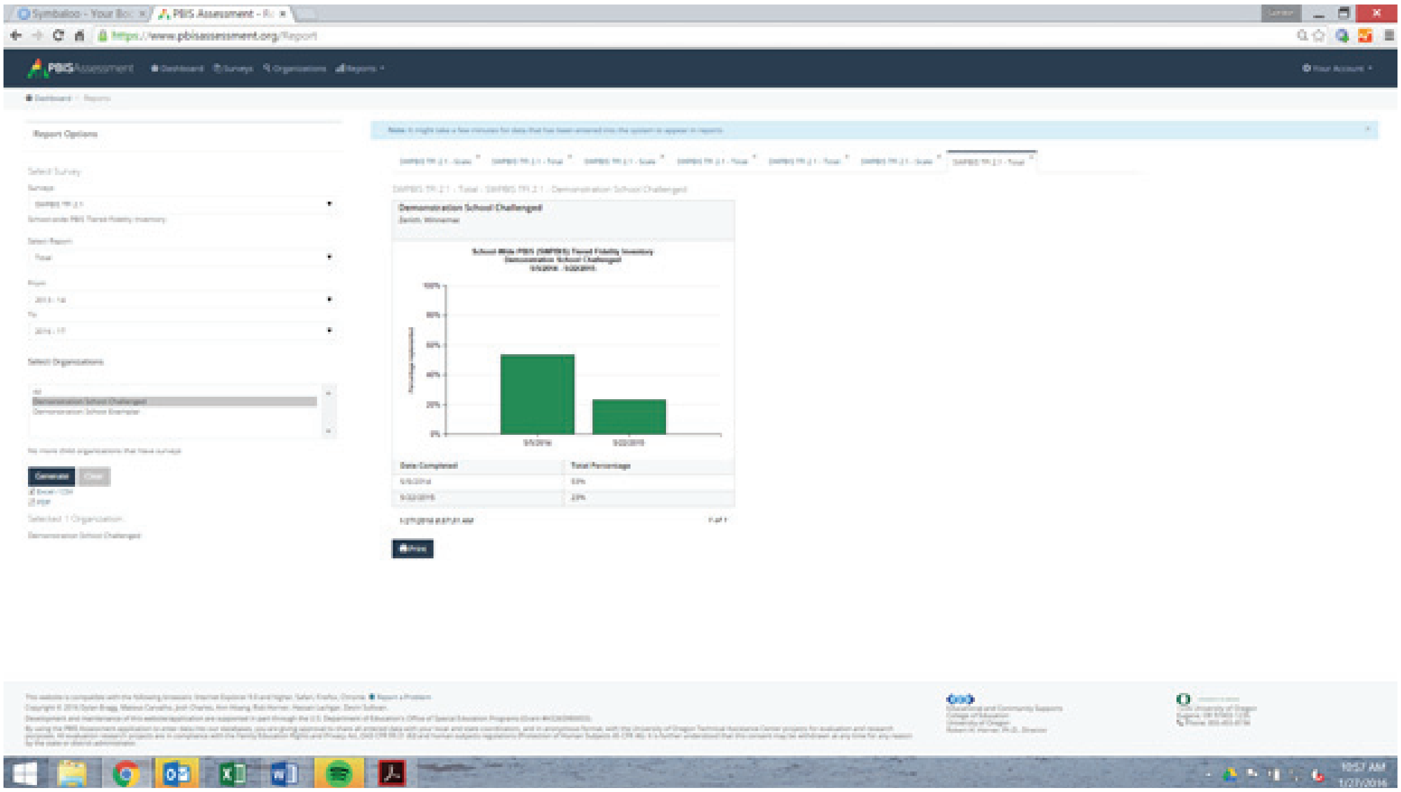
Select the date range.



If you have more than one organization, select organization. Otherwise, click “Generate.”

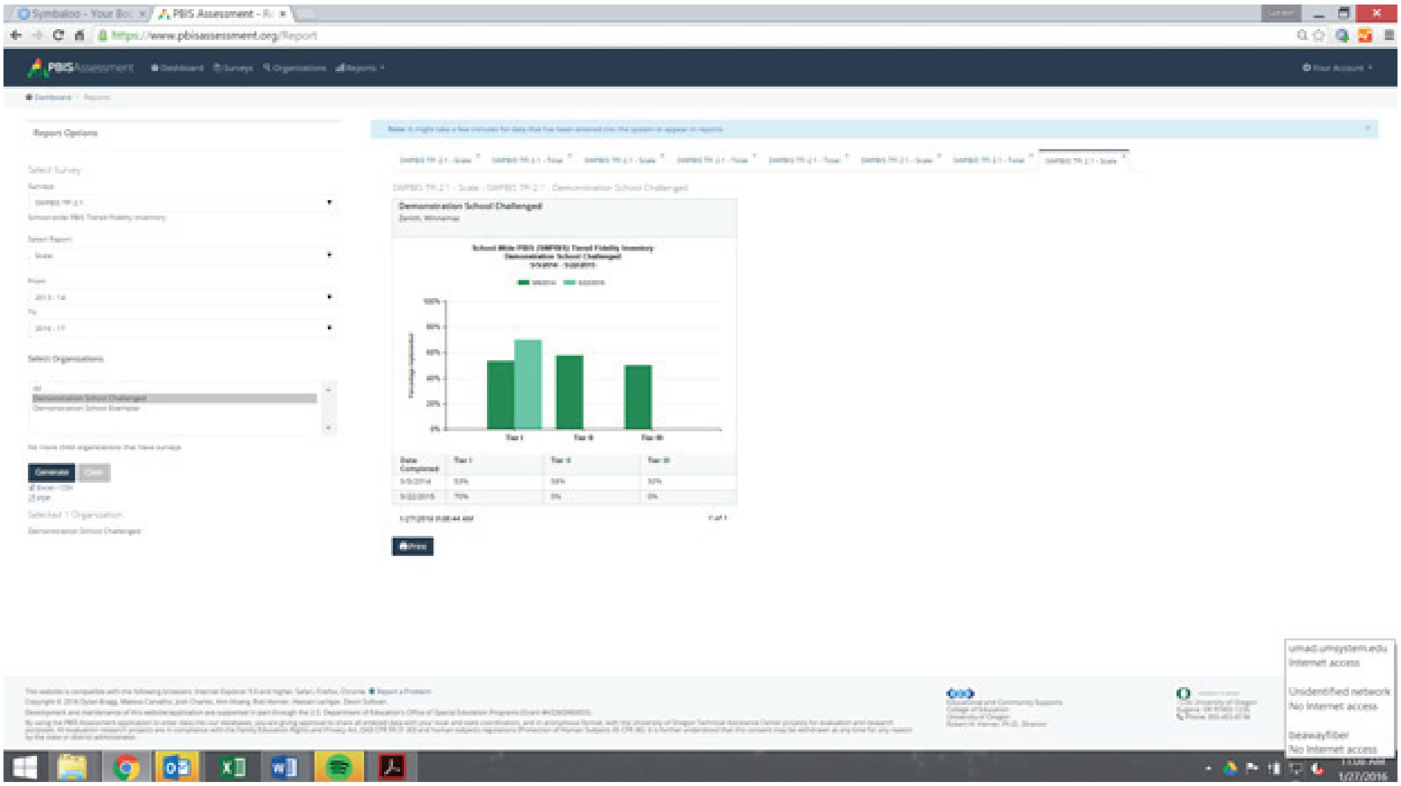
Total Score

The total score report gives a big picture snapshot of the school. In this example, the team has taken the TFI twice, once on May 5, 2014, and a second time on May 22, 2015. As can be seen, the total score dropped significantly between the first administration of the TFI and the second. It should be noted teams do not have to complete each of the three TFI scales in order to submit. Scales not completed are still included in the total score. As such, total scores are not necessarily comparable from one administration of the TFI to the next, and teams should use caution when interpreting these scores.



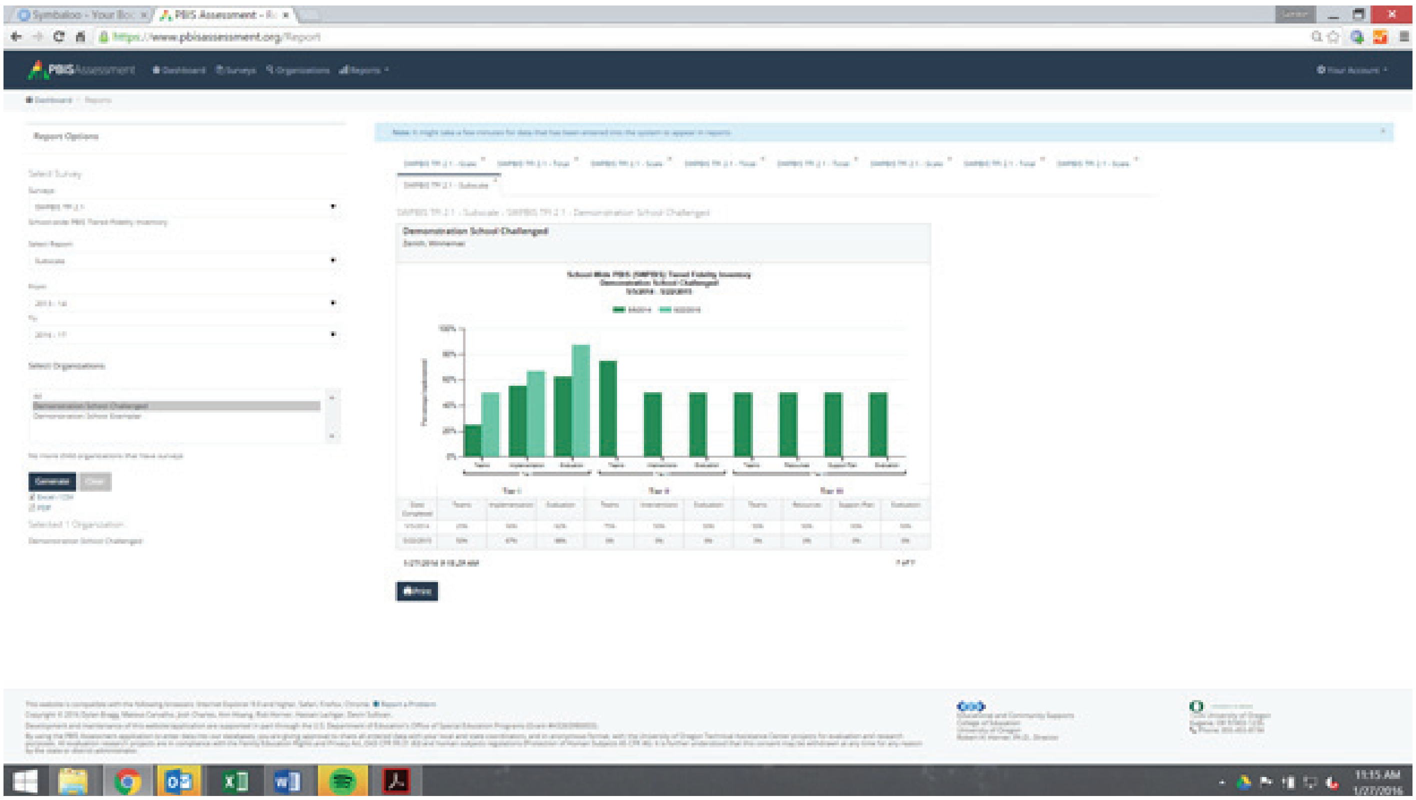
Scale

The scale report provides a quick, visual summary of the level of implementation at each of the three tiers. Notice that the team reports a fairly significant improvement in the implementation of Tier 1. Also notice that this team took all three scales of the TFI during the first administration on May 4, 2014, but only completed the Tier 1 subscale on May 22, 2015. This may explain the significant decrease in the total score on the second administration of the TFI.



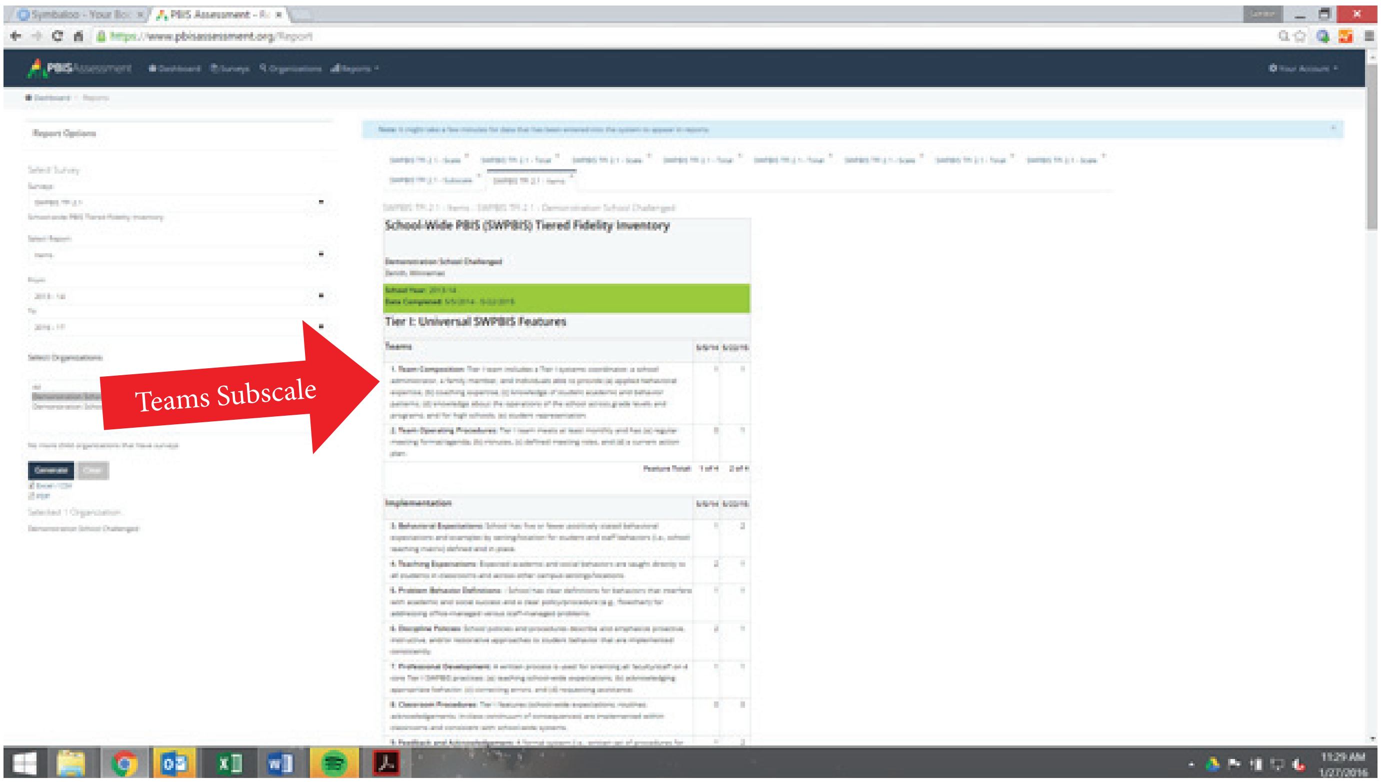
Subsubscale

The subscale gives the team information regarding implementation fidelity in the subscales of each of the three tiers. The chart below indicates the school showed improvements in all Tier 1 subscales of the TFI between the first and second administration. However, the chart also suggests that the team has opportunities for growth in the subscale of Tier 1 Teams. This team may want to take a closer look at how they rated themselves on each of the items in the Tier 1 Teams subscale to identify specific areas around which to plan action steps.



Items

The final TFI report is the Items report. This is a report of how the team rated themselves on each of the items on the TFI. It is divided into scales and subscales so that the team can quickly analyze their scores on any given subscale, and identify appropriate action steps based on this analysis. Depending on the complexity of the items, the team should focus on a small number of goals and action steps at a time. In our example, the team noted an opportunity for growth on the subscale report in the subscale Tier 1 Teams. The item report indicates that they rated themselves a 1 partially in place in both "Team Composition" and "Team Operating Procedures." Referring to the artifacts that they used as they rated these items as well as their knowledge of their team function, the team decides that they can improve their team composition by adding a member with behavioral expertise. They also realize that they can improve their team's operating procedures by utilizing an agenda and identifying team roles and responsibilities. The team discusses these items, and decide that both are realistic action steps to have in place by their next meeting.



ACTIVITY

- If possible, contact an external coach or regional consultant to conduct the TFI walkthrough.
- As a team, in collaboration with the external coach or regional consultant, complete the TFI. Vote on how to rate each item. Assign one team member to enter the scores into the PBIS APPS Assessments Site.
- Review the Total Score report, the Scale report, and the Subscale report.
- If a score is low for a Subscale, review the responses to the items for that particular Subscale section of the Items report. These become goals for your action plan.
- Develop action steps to address the areas of concern identified in your analysis of the data.

SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool?

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the ____________________________________? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any ______________________________ since _____________?
   (rewards for appropriate behavior) *(2 months ago)*

Student Interview Questions

Interview a minimum of 10 students

1. What are the ____________________________________? (Define what the acronym means)
   (school rules, high 5's, 3 bee's)
2. Have you received a ______________________________ since _____________?
   (reward for appropriate behavior) *(2 months ago)*

SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School ______________________________ Date ______________

District ______________________________ State ______________

Data collector ______________________________

School-wide Expectations:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Name of School-wide Expectations:

____

Name of Acknowledgment System:

____

	Staff Questions *(Interview 10% or at least 5 staff members)*				
	What are the (school rules)? Record the # of rules known.	Have you taught the school rules/ behavior expectations to students this year?		Have you given out any __________ since _____? (2 mos.)	
1		Y	N	Y	N
2		Y	N	Y	N
3		Y	N	Y	N
4		Y	N	Y	N
5		Y	N	Y	N
6		Y	N	Y	N
7		Y	N	Y	N
8		Y	N	Y	N
9		Y	N	Y	N
10		Y	N	Y	N
11		Y	N	Y	N
12		Y	N	Y	N
13		Y	N	Y	N
14		Y	N	Y	N
15		Y	N	Y	N
TOTAL					

	Student Questions *(at least 10 students)*		
	What are the (school rules)? Record the # of rules known.	Have you received a ________ since _____?	
1		Y	N
2		Y	N
3		Y	N
4		Y	N
5		Y	N
6		Y	N
7		Y	N
8		Y	N
9		Y	N
10		Y	N
11		Y	N
12		Y	N
13		Y	N
14		Y	N
15		Y	N
TOTAL			

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai (2014)

Missouri SWPBS Adapted Tiered Fidelity Inventory Scoring Guide

Tier I: Universal SWPBIS Features

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
1.1 Team Composition: Tier I team includes a Tier 1 systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	• School organizational chart • Tier I team meeting minutes	0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise 1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80% 2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80%
1.2 Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier I team meeting agendas and minutes • Tier I meeting roles descriptions • Tier I action plan	0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier I team has at least 2 but not all 4 features 2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
Subscale: Implementation		
1.3 Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	• TFI Walkthrough Tool • Staff handbook • Student handbook	0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number 1 = Behavioral expectations identified but may not include a matrix or be posted 2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations

Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai (2014)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.4 Teaching Expectations: Expected ***academic**** behaviors are taught directly to all students in classrooms and across other campus settings/locations.	• TFI Walkthrough Tool • Professional development calendar • Lesson plans • Informal walkthroughs	0 = Expected behaviors are not taught 1 = Expected behaviors are taught informally or inconsistently 2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.5 Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	• Staff handbook • Student handbook • School policy • Discipline flowchart	0 = No clear definitions exist, and procedures to manage problems are not clearly documented 1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems 2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families
MO SW-PBS Response Continuum can serve as a possible source of data.		
1.6 Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	• Discipline policy • Student handbook • Code of conduct • Informal administrator interview	0 = Documents contain only reactive and punitive consequences 1 = Documentation includes and emphasizes proactive approaches 2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use
1.7 Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	• Professional development calendar • Staff handbook	0 = No process for teaching staff is in place 1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include all staff or all 4 core Tier I practices 2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
1.8 Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	• Staff handbook • Informal walkthroughs • Progress monitoring • Individual classroom data	0 = Classrooms are not formally implementing Tier I 1 = Classrooms are informally implementing Tier I but no formal system exists 2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations
1.9 Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	• TFI Walkthrough Tool	0 = No formal system for acknowledging students 1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students 2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students
1.10 Faculty Involvement: Faculty are shown school- wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	• PBIS Self-Assessment Survey (SAS) • Informal surveys • Staff meeting minutes • Team meeting minutes	0 = Faculty are not shown data at least yearly and do not provide input 1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both 2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months
1.11 Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	• Surveys • Voting results from parent/ family meeting • Team meeting minutes	0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations 1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders 2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Evaluation		
1.12 Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	• School policy • Team meeting minutes • Student outcome data	0 = No centralized data system with ongoing decision making exists 1 = Data system exists but does not allow instantaneous access to full set of graphed reports 2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student
1.13 Data-based Decision Making: Tier I team reviews and uses discipline data and ***academic**** outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	• Data decision rules • Staff professional development calendar • Staff handbook • Team meeting minutes	0 = No process/protocol exists, or data are reviewed but not used 1 = Data reviewed and used for decision-making, but less than monthly 2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic* or behavior problem, an action plan is developed to enhance or modify Tier I supports
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		
1.14 Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	• School policy • Staff handbook • School newsletters • School website	0 = No Tier I SWPBIS fidelity data collected 1 = Tier I fidelity collected informally and/or less often than annually 2 = Tier I fidelity data collected and used for decision making annually
1.15 Annual Evaluation: Tier I team documents fidelity and effectiveness (including on ***academic**** outcomes) of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	• Staff, student, and family surveys • Tier I handbook • Fidelity tools • School policy • Student outcomes • District reports • School newsletters	0 = No evaluation takes place, or evaluation occurs without data 1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/ or not shared with stakeholders 2 = Evaluation conducted at least annually, and outcomes (including academics*) shared with stakeholders, with clear alterations in process based on evaluation
* MO SW-PBS trains and provides support for data-based decision making for social behavioral outcomes only. Although best practice would be to apply this logic to academic interventions and outcomes, teams are asked to reply on SW-PBS work only.		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier II: Targeted SWPBIS Features*

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

** MO SW-PBS Intervention Essential Features is a Possible Data Source for several of Tier II Features related to interventions.*

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
2.1 Team Composition: Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 Team Operating Procedures: Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
2.3 Screening: Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier II supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric* • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports
*MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, and Data Decision Rules = The Team Decision Rubric		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.4 Request for Assistance: Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form* • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
* Nomination Form = request for assistance form		
Subscale: Interventions		
2.5 Options for Tier II Interventions: Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need
2.6 Tier II Critical Features: Tier II behavior support interventions provide (a) additional instruction/ time for student skill development, (b) additional structure/ predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features
2.7 Practices Matched to Student Need: A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

<table>
<tr><th>FEATURES</th><th>POSSIBLE DATA SOURCES</th><th>SCORING CRITERIA</th></tr>
<tr><td>2.8 Access to Tier I Supports:
Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.</td><td>• Universal lesson plans and teaching schedule
• Tier II lesson plans
• Acknowledgement system
• Student of the month documentation
• Family communication</td><td>0 = No evidence that students receiving Tier II interventions have access to Tier I supports

1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports

2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports</td></tr>
<tr><td>2.9 Professional Development:
A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.</td><td>• Professional development calendar
• Staff handbook
• Lesson plans for teacher trainings
• School policy</td><td>0 = No process for teaching staff in place

1 = Professional development and orientation process is informal

2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress</td></tr>
<tr><td colspan="3">Subscale: Evaluation</td></tr>
<tr><td>2.10 Level of Use:
Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.</td><td>• Tier II enrollment data
• Tier II team meeting minutes
• Progress monitoring tool</td><td>0 = Team does not track number of students responding to Tier II interventions

1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled

2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports</td></tr>
</table>

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
2.11 Student Performance Data: Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool* • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders
* MO SW-PBS Advanced Tiers Spreadsheet or CICO/SWIS = Intervention Tracking Tool		
2.12 Fidelity Data: Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self- report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
2.13 Annual Evaluation: At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on- going support to implementers; and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes* • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation
* MO SW-PBS Intervention Outcome Data = Student outcomes		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

Tier III: Intensive SWPBIS Features*

NOTE: This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

** Review of FBA/BIP and MO SW-PBS Intervention Outcome Data form will provide possible data sources for analysis.*

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Teams		
3.1 Team Composition: Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	• School organizational chart • Tier III team meeting minutes*	0 = Tier III team does not include a trained systems coordinator for all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/ or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
3.2 Team Operating Procedures: Tier III team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan	0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan
* Tier III Core Team Meeting Minutes = team meeting minutes		
3.3 Screening: Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/ student nominations) to identify students who require Tier III supports.	• School policy • Team decision rubric* • Team meeting minutes**	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations
* MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, Intensity Behavior Rating Rubric and Data Decision Rules = The Team Decision Rubric ** Team Action Meeting = team meeting minutes		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.4 Student Support Team: For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support teams do not exist for all students who need them 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs 2 = Individual student support teams exist, are uniquely designed with active input/ approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data
* Behavior Intervention Plan = behavior support plans		
Subscale: Resources		
3.5 Staffing: An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	• Administrative plan • Tier III team meeting minutes* • FTE (i.e., paid time) allocated to Tier III supports	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
3.6 Student/Family/Community Involvement: Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
3.7 Professional Development: A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention
* Team Action Meeting = team meeting minutes ** Behavior Intervention Plan = behavior support plans		

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
Subscale: Support Plans		
3.8 Quality of Life Indicators: Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by student/family
3.9 Academic, Social, and Physical Indicators: Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
3.10 Hypothesis Statement: Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components
* Behavior Intervention Plan = behavior support plans		
3.11 Comprehensive Support: Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.12 Formal and Natural Supports: Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, **wraparound, RENEW**) documents **quality of life** strengths and needs to be completed by formal (e.g., school/ district personnel) and natural (e.g., family, friends) supporters.	• At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)*	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports 2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports
3.13 Access to Tier I and Tier II Supports: Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Individual student support plans do not mention Tier I and/ or Tier II supports, or there are no Tier III support plans 1 = Individual supports include some access to Tier I and/or Tier II supports 2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur
* Behavior Intervention Plan = behavior support plans		
Subscale: Evaluation		
3.14 Data System: Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 Data-based Decision Making: Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)*	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

FEATURES	POSSIBLE DATA SOURCES	SCORING CRITERIA
3.16 Level of Use: Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	• Student progress data • Tier III team meeting minutes**	0 = School does not track proportion or no students have Tier III plans 1 = Fewer than 1% of students have Tier III plans 2 = All students requiring Tier III supports (and at least 1% of students) have plans
* Behavior Intervention Plan = behavior support plans ** Tier III Action Team Meeting = Tier III team meeting		
3.17 Annual Evaluation: At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	• Tier III team meeting minutes* • Tier III team action plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning
* Tier III Core Team Meeting = team meeting minutes		

In addition, there are three optional questions. While some states require teams to answer these questions, in Missouri, these will remain optional.

TFI Optional Questions

1. Of all students in the school, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   - Behavior: discipline data, educational placement (indicator 5) data
   - Academic: AYP, CBM/academic screening scores, %of students passing all classes

2. Of the students receiving Tier 2 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   <u>Behavior</u>: Discipline data, educational placement (indicator 5) data, attendance (for students receiving Tier 2 supports)
   <u>Academic</u>: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 2 supports)

3. Of the students receiving Tier 3 supports, report the percent of students currently being successful in both academics and behavior:

   Possible data sources:
   <u>Behavior</u>: Discipline data, educational placement (indicator 5) data, school satisfaction surveys (for students receiving Tier 3 supports)
   <u>Academic</u>: AYP, CBM/academic screening scores, % of students passing all classes, grades, credits (for students receiving Tier 3 supports)

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

CHAPTER 11: TIER 3 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 3 Action Plan is a standard, ongoing agenda item for the Tier 3 Core Team.

The Tier 3 Action Plan aligns with MO SW-PBS Tier 3 training and includes essential goals and steps/activities to create a Tier 3 system of support and to implement that system with fidelity. Tier 3 teams may supplement the action plan with additional goals and steps/activities based upon individual needs.

The Tier 3 Action Plan includes the following goals:

- Assess Readiness for Tier 3
- Establish a Tier 3 Core Team
- Establish Tier 3 Action Teams
- Identifying Students for Tier 3 Support
- Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA)
- Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)
- Develop a System for Providing Ongoing Professional Development
- Regularly Monitor Tier 3 Implementation Status

For each goal, "Measures of Success" outlines end products that indicate successful completion of the goal. Suggested "Steps/Activities" are included that assist in identifying what needs to be done to accomplish the goal.

Teams document in the “Timeline” when steps/activities are projected to be completed. Initial “Resources/Support Needs” are included that will assist teams in completing the steps/activities. “Person(s) Responsible” is a place to document delegation of tasks to specific team members, and “Date Completed” provides a place to document a task that has been accomplished.

Tier 3 Action Plan

School ______________________ Date ______________________

Goal: Assess Readiness for Tier 3

Measure of Success:

1. Completed Tier 3 Readiness Checklist with Action Plan Steps/Activities for indicators not in place

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Complete Tier 3 Readiness Checklist Determine readiness for Tier 3 and next steps • Action Plan steps needed based upon review:		*Tier 3 Readiness Checklist*		

Goal: Establish a Tier 3 Core Team

Measure of Success:
1. Team with assigned roles/responsibilities
2. Team meeting calendar
3. Standard meeting format
4. System for eliciting Action Team participation
5. Method for assessing team meeting effectiveness

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Determine Tier 3 Core Team membership to include at minimum: Administration Tier 2 Team Member (crossover) Member with behavioral expertise Member with academic expertise				
Assign Tier 3 Core Team member roles and responsibilities				
Develop a calendar of regular Core Team meeting dates and times				
Adopt a standard meeting format		*Tier 3 Core Team Meeting Agenda*		
Adopt a standard system for eliciting Action Team participation				
Determine method for regularly assessing effectiveness and efficiency of team meetings		*Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3Team Meetings*		

Goal: Establish Tier 3 Action Teams

Measure of Success:

1. Calendar of meeting dates
2. Standard meeting format
3. System for involving family
4. Method for assessing team meeting effectiveness

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Develop a calendar of protected Action Team meeting dates and times				
Adopt a standard meeting format		*Tier 3 Core Team Meeting Agenda*		
Develop a system to ensure family participation				
Determine method for regularly assessing effectiveness and efficiency of team meetings		*Questions to Consider When Assessing Effectiveness and Efficiency of Tier 3Team Meetings*		

Goal: Identifying Students for Tier 3 Support

Measure of Success:

1. Data decision rules for nonresponse to Tier 2 intervention, chronic, and intense behaviors
2. Nomination process defined

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Develop system to determine nonresponse to Tier 2 intervention in order to: • • Identify data decision rules for poor response • • Confirm fidelity of implementation • • Ensure problem behavior correctly identified • • Confirm function of behavior correctly identified • • Confirm intervention aligns with function • • Document intervention changes				
Identify data decision rules for students who exhibit chronic behaviors		*Existing School Data Inventory*		
Identify decision rules for students who exhibit intense behaviors		*Behavior Rating Rubric*		

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Goal: Identifying Students for Tier 3 Support (cont.)				
Review and revise as needed current nomination form for essential features. Essential features include: current level of academic performance, description of problem behavior, settings in which the problem does and does not occur, possible function of problem behavior, strategies already tried		*Sample Teacher Nomination Form*		
• • Review and revise as needed current procedures for accessing, completing, and submitting the nomination form.				
Develop a system for implementing universal screening		*Documented Purpose & Policy*		

Goal: Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA)

Measure of Success:

1. System for collecting FBA information
2. System for developing a summary statement
3. System for confirming summary statement
4. System for monitoring quality of completed FBA

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Establish a system for collecting FBA information in order to: 1. Include key individuals in FBA process 2. Review relevant records 3. Interview individuals who have direct experience with the student ***(aligns with Step 1 of FBA/BIP Rubric)***		*Tier 3 Student Support Meeting Process* *Tier 3 Workbook, FBA/BIP Flowchart* *Adapted FACTS*		
Establish a system for developing a Summary Statement in order to: 1. Create observable and measurable description of problem behavior 2. Identify daily routines that are and are not associated with problem behavior 3. Identify triggering antecedent events 4. Identify maintaining consequence events 5. Identify possible setting events 6. Develop summary statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA ***(aligns with Step 2 of FBA/BIP Rubric)***		*Adapted FACTS*		

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Goal: Establish a System of Support for Individual Students: Functional Behavior Assessment (FBA) (cont.)				
Establish a system for confirming Summary Statement in order to: 1. Conduct direct observations in routines that are and are not associated with problem behavior 2. Confirm summary statement with data from observations ***(aligns with Step 3 of FBA/BIP Rubric)***		*ABC Recording Form* *Adapted FACTS*		
Establish a system for monitoring quality of completed FBAs (FBA/BIP Rubric Steps 1-3)		*FBA/BIP Rubric Steps 1-3*		

Goal: Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP)

Measure of Success:

1. System for developing Competing Behavior Pathway
2. System for identifying strategies for BIP
3. System for developing an implementation plan
4. System for developing an evaluation and monitoring plan
5. System for monitoring quality of completed BIP

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Establish a system for developing a Competing Behavior Pathway Summary in order to: 1. Identify desired long-term replacement behavior 2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior 3. Identify common reinforcing consequences for desired replacement behavior ***(aligns with Step 4 of FBA/BIP Rubric)***		*Tier 3 Student Support Meeting Process* *BIP Template*		
Establish a system for identifying strategies for Behavior Intervention Plan in order to: 1. Select strategies and/or environmental manipulations that neutralize impact of setting events 2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant 3. Select strategies to teach skills that will effectively replace problem behavior		*BIP Template*		

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Goal: Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP) (cont.) 4. Select strategies for reinforcing desired behavior 5. Select strategies for generalization and maintenance of desired behavior 6. Select response strategies that make problem behavior ineffective 7. Develop safety procedures if necessary ***(aligns with Step 5 of FBA/BIP Rubric)*** **Establish a system for developing an Implementation Plan in order to:** 1. Develop and communicating implementation plan for each part of the BIP 2. Develop training plan to implement each part of the BIP 3. Identify timelines for completing tasks necessary to implement each part of the BIP ***(aligns with Step 6 of FBA/BIP Rubric)***		*BIP Template*		

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Goal: Establish a System of Support for Individual Students: Behavior Intervention Plans (BIP) (cont.)				
Establish a system for developing an Evaluation and Monitoring Plan in order to: 1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection 2. Identify measures and developing schedule to assess and monitor social validity of BIP 3. Develop procedures for assessing fidelity of implementation of BIP ***(aligns with Step 7 of FBA/BIP Rubric)***		*BIP Template*		
Establish a system for monitoring quality of completed BIPs (FBA/BIP Rubric Steps 4-7)		*FBA/BIP Rubric Steps 4-7*		

Goal: Develop a System for Providing Ongoing Professional Development

Measure of Success:

1. Tier 3 Staff Handbook
2. System for updating staff
3. Tier 3 Professional Development Calendar

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Develop a Tier 3 Staff Handbook		*Tier 3 Staff Handbook Organizer*		
Develop a system for regularly updating staff				
Create a calendar of ongoing professional development regarding Tier 3				

Goal: Regularly Monitor Tier 3 Implementation Status

Measure of Success:

1. Completed Benchmarks for Advanced Tiers
2. Action Plan steps based up analysis of results

• Steps/Activities	Timeline	Resources/Support Needs	Person(s) Responsible	Date Completed
Complete Tiered Fidelity Inventory		*Accessed through www.pbisapps.org*		
Revise Action Plan based upon analysis of results				
Report results to Regional and Tier 2/3 Consultants				

CHAPTER 12: REFERENCES

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MO SW-PBS Terms/Abbreviation/Acronym Glossary

School-wide Positive Behavior Support (SW-PBS) includes specialized vocabulary following implementation of an intervention. Ensuring all stakeholders in your school community are communicating clearly is an important component of maintaining a common philosophy and purpose. Frequently used terms, abbreviations and acronyms are included here for your reference. Your team may consider including this list in your staff handbook, or otherwise communicating the information to the members of your school community.

MO SW-PBS Glossary of Terms—Tier 2-3

A

Acquisition: First phase of learning. When a student can perform a newly learned behavior.

Action Plan: a framework for thinking about how to complete a task or project efficiently.

Action Team: formed for each student in order to conduct the FBA, develop the BIP, and monitor progress for data-based decision making.

Adapted FACTS: Adapted Functional Assessment Checklist for Teachers & Staff (FACTS – Part A). Used in referring students to tier 2 or tier 3 teams for consideration.

Advanced Tier Spreadsheet: A MO SW-PBS developed tool for collecting and graphing student outcome data for students participating in Tier 2 and Tier 3 Interventions.

Aggregate: To collect and summarize all data together, undifferentiated by subgroups.

Applied Behavior Analysis (ABA): The design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior.

Active Supervision: Strategy for monitoring a large area (i.e., classroom, hallway, playground) that involves scanning, moving, and interacting.

Antecedent: Events that happen immediately before and trigger a behavior.

Alterable Indicators of Risk: Actions, conditions, or behaviors that can be changed to improve the student outcomes (tardiness, task difficulty, disengagement, etc)

Alternate Replacement Behavior: A short term replacement behavior which serves the same function as a student's problem behavior, but is more consistent with expectations until the student can perform the desired behavior consistently.

Always Applicable: Defining schoolwide and classroom rules that can be used every day.

At Risk: Students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Usually exhibit low intensity, frequent difficulty performing expectations, but not to the point of chronic problem behavior.

Aversive Stimulus: A (negative) stimulus or event that can increase (when it is an antecedent) or decrease (when a consequence) a behavior.

Avoid: A function of behavior in which the student exhibits problem behavior in order to disengage from people or tasks/situations.

B

Baseline Data: The current level of functioning that is compared to the phase immediately following an intervention.

Behavior: Any observable and measurable act of an individual.

Behaviors/Rules: Specific tasks students are to do to achieve the schoolwide expectations.

Behavior Education Program (BEP): A Check-In, Check-Out Intervention for Students at Risk (Tier 2 Practice)

Behavior Intervention Plan (BIP): A written description that defines how an educational setting will be changed to improve the behavioral success of the student.

Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified.

Behavior Support Plan (BSP): Also referred to as the Behavior Intervention Plan (BIP)

Big 5 Data Report: An office discipline report that charts frequencies of office discipline referrals by incident, behavior, location, time of day, and students.

Big 5 Generator: A MO SW-PBS developed electronic data management system that collects and charts office discipline referral frequencies by incident, behavior, location and time of day.

C

Check & Connect: A tier 2 intervention developed by University of Minnesota used with K-12 students who shows warning signs of disengagement with school and who are at risk of dropping out.

Check-In/Check-Out: A tier 2 intervention, sometimes referred to as the Behavior Education Program (BEP). Students are presented with daily/weekly goals and then receive frequent feedback on meeting the goals throughout the day.

Chronic Behaviors: Persistent behaviors that are repeated or reoccurring over a period of time; the behavior has persisted for a while.

Class-Wide Function-Related Intervention Teams (CW-FIT): Group contingency classroom management program consisting of teaching and reinforcing appropriate behaviors (i.e., getting the teacher's attention, following directions, and ignoring inappropriate behaviors of peers) improving students' on-task behavior and increasing teacher recognition of appropriate behavior.

Coaching: Job embedded professional learning provided to support implementation of new skills and practices. Frequently involves modeling, observing, and providing feedback

Common Formative Assessments: Assessments developed collaboratively by teams of teachers that are given to students across the grade or content level, and are used to monitor student progress and inform midcourse correction.

Communication Plan: A document describing how the SW-PBS team will share information with members of the team, staff, school community, and general public.

Competing Behavior Pathway: A component of the Behavior Intervention Plan (BIP) in which the student behavior is described in observable, measurable terms, and setting events, antecedent events, consequences, and function are identified and which also lists an appropriate alternate replacement behavior, as well as the desired replacement behavior.

Composition Metrics: This metric shows the percentage of total outcomes experienced by subgroup relative to the percentage of the total enrollment made up by that subgroup.

$$\frac{\text{Total Number of Outcomes by the Subgroup}}{\text{Total Number of Outcomes by } \textit{all} \text{ Students}} \quad \text{Compared to} \quad \frac{\text{Number of students enrolled in subgroup}}{\text{Number of Students Enrolled}}$$

Comprehensive System of Identification: Student identification system which uses at least two of the following systems – existing school data, teacher/family nomination, and Universal Screening.

Consequence: The resulting event or outcome that occurs immediately following the behavior. May increase, maintain or decrease the likelihood of future behavior.

Consistently Implemented: Practice or intervention is in place across all settings and by all persons who are involved, and used with fidelity.

Context Analysis: Data gathered to give information about the environment and/or conditions that exist which are associated with when a behavior is more or less likely to occur.

Continuously Available: As related to tier 2 interventions, flexible grouping with multiple, fluid entry points throughout the school year.

Coordinator: Person who coordinates school-wide implementation of the overall Tier II practices and systems.

Core Team: A stable group consisting of administrator, person with behavioral expertise, and a person with academic expertise that is responsible for developing the Tier 3 system as well as being the intake team for student referrals.

Culturally Responsive: Behaviors, attitudes and policies that come together in a system to work effectively in cross-cultural situations.

D

Daily Progress Report (DPR): A tool used to record data related to student performance of targeted expected behaviors identified as part of a tier 2 intervention. The student receives ratings and feedback from teachers throughout the day about their level of performance of each of the expected behaviors, usually on a point rating scale.

Data: Information used to make decisions, including records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions and others.

Data Based Decision Making: A systematic process for analysis of information that leads to action steps.

Data Collection Tool: A MO SW-PBS developed electronic data management system that collects and summarizes office discipline referral frequencies by incident, behavior, location, time of day, student, possible motivation, others involved, staff, race and ethnicity, and others.

Data Decision Rules: The school-determined data points describing student performance as proficient, at-risk, or high risk. Data decision rules are typically developed for quantitative school data like number of office discipline referrals, minor behavior referrals, attendance, grades, assessment scores, etc.

Desired Behavior: In tier 3, the desired behavior is the long-term behavior the team has identified as a replacement for the current problem behavior.

Didactic Training: Also known as direct training, is training which includes content, rationale, demonstration, practice, and feedback components.

Discipline: Teacher actions that support acceptable behavior and reduce the need for further intervention.

Disaggregate: To separate and present data by subgroups.

Disproportionality: To treat categories inequitably, as when categories of students experience different disciplinary consequences for similar offenses.

Duration: A measurement of how long a behavior occurs, or how long an individual engages in a behavior.

E

End of Year Reports (EOY): Reports available from MO SW-PBS that aggregates data from a variety of sources, to provide a complete assessment of the state of the school.

Engaged Time: The amount of instructional time where students are actively engaged in learning.

Environment: The physical, social, academic, and emotional conditions that exist for the student. This can refer to the classroom environment, the school environment, the home environment, etc.

Environmentally Mediated: Manipulation of the full set of stimulus conditions in an environment which controls a target behavior.

Equity: The quality of being fair and impartial.

Existing School Data Inventory: Template used by teams when developing their data decision rules.

Expectations: 3-5 words that define the kind of people you want your students to be.

Externalizing Behaviors: Behavior problems that are observable and overt, often directed toward people and/or objects in the social environment.

Extinction: Withholding reinforcement for a previously reinforced behavior to reduce the occurrence of the behavior.

Evidence-based Practice: A process intended to link evidence with ethical and practical/application issues when making decisions about practices and interventions.

F

Facilitator: The intervention facilitators deliver the tier 2 interventions to the students. The CICO facilitators would do the morning check in and afternoon check out. SSIG facilitators would lead the social skills groups. Facilitators deliver the intervention and collect the student data from the DPRs on a regular basis to be reported to the intervention coordinator.

Fading: The process by which a student who has shown positive response for an adequate time will transition from participation in an intervention to self-monitoring independence.

Feedback: The information provided to students by adults and other students about how well they are performing the expected behaviors. Feedback can be categorized as positive (reinforcing the expected behavior), corrective (telling the student what the expected behavior is for the situation), and negative (giving the student a message to stop their current behavior with no information about a replacement behavior).

Fidelity: Delivery of the intervention in the way in which it was designed to be delivered.

First Step Next: Evidence-based early intervention program designed for young children, preschool through second grade, who exhibit challenging behaviors such as defiance, conflicts with peers, and disruptive behaviors.

Fluency: Second phase of learning. When a task/skill is performed without error or interruption in a change of behaviors.

Formative Data: Data used to monitor progress; used to make mid-course corrections during a cycle, lesson, unit, program, or intervention.

Frequency or rate (of behavior): The number of times a behavior occurs during a set period of time.

Function of Behavior: The need fulfilled through the performance of a specific behavior. The function of behavior can be categorized as behavior to obtain (attention, tangible item) or avoid (attention, task, stimulus).

Function-based: Refers to a consequence that increases the likelihood that a behavior will be performed.

Function Based Intervention: A specific practice intended to reduce the performance of problem behavior by addressing the student need (function of behavior) through performance of expected or desired behaviors.

Functional Analysis (FA): A strategy of manipulating a student's environment to test the hypothesis statement.

Functional Behavior Assessment (FBA): A process for identifying the events that predict the occurrence and maintenance of a behavior.

G

General case (programming): The design of instruction for students to perform of a task with any member of a class of _stimuli.

Generalization: Fourth phase of learning where behavior occurs under different conditions other than those taught (people, settings, etc.).

Graduating: Successfully completing an intervention, and maintaining the expected or desired behavior through independent self-monitoring.

H

High Risk: Typically describes students who have excessive rates of problem behavior, or especially intense problem behaviors, and will likely require intensive, rather than targeted, intervention.

I

Identification Process: The plan created by the school's Tier 2 and Tier 3 teams communicating how students can be considered for additional support. The identification process should include at least two of the following methods of identification: meeting school data decision rules, teacher/family nomination, and universal screening.

Individualized Education Plan (IEP): A document that details the goals and objectives for a student's yearly educational plan.

Input Data: Data to monitor or evaluate adult actions; fidelity of implementation data; cause data.

Instructional Time: The amount of the allocated time that actually results in teaching.

Intervention: In SW-PBS, an intervention is a research-based universal (primary), targeted small group (secondary) or intensive individual (tertiary) support implemented for students who are experiencing difficulties meeting the universal expectations.

Intense Behavior: The force or magnitude of the behaviors impact on the classroom environment

Intensive (Tertiary) Interventions: Interventions that provide support to students with the most severe risk factors and who display chronic/repetitive patterns of behavior.

Internalizing Behaviors: Behavior problems that the students directs inwardly toward him or herself.

In-vivo Support: In-vivo or in a real life situation support can include the coach providing modeling, coaching and/or feedback while instruction is occurring during a teacher's classroom instruction.

J

Job Embedded Professional Development (JEPD): Professional development opportunities that occur in an authentic context (i.e., with students).

L

Lawful Behavior: Relationships between events that occur naturally that predict behavior and identify associated environmental antecedents and consequences.

Learning: A durable change in behavior associated with environmental conditions.

Levels of Learning: Hierarchies of learning in cognitive, affective, and psychomotor areas that classify possible learning outcomes in terms of increasingly abstract levels and include acquisition, fluency, maintenance, generalization, and adaptation.

M

Maintenance: The third phase of learning. The ability to perform a behavior over time.

Measureable: Defining schoolwide or classroom behaviors that could be counted.

Menu of Function Based Interventions: A MO SW-PBS document containing setting strategies, antecedent strategies, teaching strategies, and consequence strategies to help teams plan for behavior intervention planning.

Modeling: The demonstration of behavior. May be used to prompt or teach a behavior.

MO Student Support Model: A graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered. See reference in Chapter 1 of the Tier 2 Workbook.

MO SW-PBS Data Based Decision Making (DBDM) Process: A decision making process that can guide teams in making data based decisions.

MO SW-PBS Universal Tier 1 Checklist: A Checklist developed by MO SW-PBS, to assist teams in determining fidelity of implementation of tier 1 universal systems and practices, and to identify needs for action planning.

MO SW-PBS School Outcomes Data: Provides information on outcomes for students, especially for students with disabilities, or who are referred for additional academic or behavioral supports. Supplements data collected throughout the year, and is a critical source of information for the MO SW-PBS End of Year Reports that are provided to school. Submitted to moswpbs@missouri.edu in June of each school year.

Multi-User Survey: A survey which includes many respondents. Such surveys include the SAS and SSS.

N

Natural Reinforcement: Reinforcement that is the direct result of that behavior.

Negative Punishment: Removal of a stimulus immediately following a behavior that decreases the likelihood of behavior occurring in the future.

Negative Reinforcement: Removal of a stimulus preceding a behavior that increases the likelihood of behavior occurring in the future.

Nomination: A process that allows teachers, families, and/or students themselves to submit candidate names to be considered for Tier 2 supports.

Norms: Protocols and commitments developed by each team to guide members in working together. Norms help team members clarify expectations regarding how they will work together to achieve their shared goals.

O

Observable: Defining schoolwide and classroom rules that are behaviors that can be seen.

Observation: Formative or summative assessment of a teacher or student, can be formal or informal. Typically longer in duration than a walkthrough.

ODR (Office Discipline Referral): Usually the result of a "major" discipline violation, the ODR refers to the paperwork associated with sending a student to the office to receive a consequence as the result of problem behavior.

Operational Definition: A descriptive statement that specifically identifies commonly agreed upon behavior that is directly observable and measureable.

Opportunity Costs: Resources spent on one activity is not available for other activities.

Outcome Data: Data gathered to monitor or evaluate progress toward desired outcomes or goals; effect data.

P

Permanent Products: Items to be reviewed as evidence of meeting a goal. Permanent products can include writing samples, completed assignments, drawings, etc. When using permanent products as consideration for goal achievement, quality of the item should be considered.

Person Centered Planning: A team-based planning process for an individual's future goals that focuses on strengths and abilities of the individual and his or her inclusion within community life.

PBIS APPS: A web based survey and data collection site operated by the University of Oregon's Educational and Community Supports (ECS). Applications include The SWIS Suite, PBIS Assessments, PBIS Evaluation. https://www.pbisapps.org/Pages/Default.aspx

PBIS Assessments: An application within PBIS Apps that allows users to take a number of SW-PBS surveys.

Phases of Learning: Sequential stages in gaining skill mastery that include: a) acquisition, b) fluency, c) maintenance, and d) generalization.

Poor Response to Intervention: A review of data shows there is a gap between the trend line and the student's goal line that continues to widen.

Positive Behavior Support (PBS): A broad range of systematic and individualized strategies to achieve important social and learning outcomes while preventing problem behavior among all students.

- • **MO SWPBS Tier 1 workbook:** A district or school's process for teaching social and behavioral skills so their focus can be on teaching and learning. It is an organizational framework for discipline.

Positive Peer Reporting (PPR): Simple procedure that is used to promote positive peer interactions, improves peer perceptions of students who tend to be socially rejected or neglected and encourages all children to focus on and report prosocial behaviors of their peers.

Positive Reinforcement: Presentation of a stimulus immediately following a behavior that increases the likelihood of behavior occurring in the future.

Positive Response to Interventions: Data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time.

Positively Stated: Creating rules that tell students what to do to be successful.

Practices: Strategies and interventions schools put in place to support students.

Pre-correction: Reminders before entering a setting or performing a task to promote successful demonstration of expected behaviors.

Primary (Universal) Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Problem Behavior: Behavior which is inconsistent with the expectations for the environment. For example, yelling is a problem behavior in a library, but not necessarily on a playground. Some problem behavior can be undesirable across settings, such as hitting or hurting others.

Problem Solving Process: The process that groups can use in order to engage in meaningful dialogue in order to reach a resolution to a problem.

Procedures: Methods or process for how things are done in non-classroom settings and in each classroom.

Progress Monitoring: The ongoing collection and review of data to determine the performance of a student participating in an intervention.

Prompt: A stimulus (reminder, hint, or cue) that increases the probability the correct response will be emitted.

Punishment: A stimulus that decreases the future rate or probability of the response.

Q

Quality of Life: (QoL) is a construct that attempts to conceptualize what "living the good life" means (Wehmeyer & Schlack, 2001).

Questionable Response to Interventions: A review of data shows there is a gap between the trend line and the student's goal line that may not be widening but closure may not occur in an acceptable amount of time.

R

Read Only (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with read only access can log into PBIS Assessments, and pull reports for surveys associated with their organization.

Readiness: The degree to which a team is meeting the established criteria for adding to their SW-PBS system. There are specific readiness checklists for moving to Tier 2 and to Tier 3.

Reinforcement: A stimulus that increases or maintains the future rate of probability of occurrence of a behavior.

Reliability: The degree of accuracy or consistency in measurement procedures.

ReNew: A structured school-to-career transition planning and individualized wraparound process for youth with emotional and behavioral challenges.

Response to Intervention: "the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions" (Batsche et al., 2005).

Risk Index: The probability that membership in a certain group will result in experiencing certain outcomes.

$$\frac{\text{Number of students in subgroup with 1 or more target outcomes}}{\text{Number of subgroup enrolled}} = \text{Risk Index}$$

Risk Ratio: A measure of the likelihood of an outcome occurring for a target group relative to a comparison group. Calculated by dividing the risk index of the target group by the risk index of the comparison group. The risk ratio is considered to be a more stable metric for monitoring disproportionality than is the risk index.

$$\frac{\text{Risk Index of Target Group}}{\text{Risk Interest of Comparison Group}} = \text{Risk Ratio}$$

S

Screening Instrument: A short questionnaire, rating scale, or other brief instrument for gathering information about emotional and behavioral characteristics of students.

Secondary Support: Targeted, group-based interventions for students who present risk factors and who require repeated practice and environmental modifications to increase their likelihood of academic and social success.

Self Determination: "Acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference" (Wehmeyer, 1996).

Self Monitoring: Having an individual monitor, record and/or report his or her own behavior.

Setting Event: Conditions or events that influence behavior by temporarily changing the value or effectiveness of reinforcers.

Short Term Replacement Behavior: In a competing behavior pathway, the short term replacement behavior is an alternate behavior to the problem behavior which serves the same function, but is an agreeable step toward the desired behavior which is consistent with the universal expectations. For example, if a student argues and uses bad language to try to avoid tasks he or she finds aversive, a short term replacement might be to ask for a break from the tasks instead of arguing. This still allows for a degree of task avoidance, but is less problematic than the former behavior. Eventually, the desired behavior will be for the student to complete tasks independently, even if the task is aversive, but this is too far removed from the current reality without the temporary replacement behavior.

Single User Survey: A survey for which only one response is entered into the survey site, such as the TFI, BoQ, SET, and BAT.

Social Competence: The ability to use the appropriate social skills for a situation or environment.

Social Reinforcement: Social behaviors (i.e., smiles, praise) that increase the frequency or rate of behavior occurrence.

Social Skills: Learned behaviors which can be verbal and non-verbal, requiring both initiations and responses (interactive), and are highly contextual. The five broad dimensions of social skills include: Peer Relations Skills, Self-Management Skills, Cooperation or Compliance Skills, Assertion Skills, and Academic Skills.

Social Skills Intervention Groups (SSIG): Specific secondary (targeted Tier 2) intervention for teaching social skills to students who demonstrate deficits in acquisition, performance and fluency, or who have competing problem behaviors which interfere with the performance of a learned skill.

Social Validity: the acceptability or relevance of a program or procedures to its consumers.

Stability: The consistency of performance measured, sometimes referred to as overlap when performance is compared between research study phases.

Standardized: Following a specifically prescribed protocol, frequently a process or instrument that has been 'normed' on a specific population to be reliable to a specific degree when used as instructed.

Stimulus: An object or event that may occasion a response.

Student Identification: The process by which students are brought to the attention of the Tier 2 or Tier 3 team for consideration for further support or intervention.

Summary Statement: The summary statement narrows down all the assessment information gathered into one or two succinct statements that allow the team to develop strategies based on the summary. A summary statement usually includes a) problem behavior, b) triggering antecedent, c) maintaining consequences, and d) setting events.

Summative Data: Data that is collected and reviewed in order to evaluate the effects of the steps that were taken to determine whether the desired outcomes were achieved.

Sustainability: The process of maintaining fidelity, through inevitable changes, so a practice continues to be effective in the long term.

Systems: Strategies and interventions schools put in place to support adults in the school setting.

T

Target Behavior: The focus behavior to change.

Targeted (Secondary) Interventions: Interventions available for students who are at risk for severe problem behaviors, engaging in problem behavior beyond an acceptable level, and need more support than the primary (universal) interventions provided.

Task Analysis: Breaking complex behavior into its component parts to teach individuals to perform complex behavior and sequences/chains of behaviors.

Teaching: Systematic manipulations of instructional and social variables that create a change in behavior.

Teacher Mediated: Teacher manipulation of stimuli to control a target behavior.

Teacher Nomination: One way students are identified for consideration for tier 2 or tier 3 support. The team develops a form and a process for teachers that is clear, quick, and simple.

Team Member (PBIS Assessments): Refers to a level of access in a PBIS Assessments account. Individuals with Team Member access can log in, copy multi-user survey links to send to stakeholders, enter responses for single user surveys, and pull survey reports for their organization.

Tertiary (Intensive) Interventions: Interventions that require support to students with the most severe risk factors and who display chronic/repetitive patterns of violent, disruptive, or destructive behavior.

Three-tiered Model: A mental health approach to identify and address the needs of all student populations at three levels of interventions (primary, secondary and tertiary).

Tier 2: More specialized and intensive practices and systems for supporting students whose behaviors have been documented as unresponsive to Tier 1 practices and systems. Sometimes called secondary supports or system, or small-group targeted intervention.

Tier 3: Highly specialized and individualized practices and systems for supporting students whose behaviors have been documented as unresponsive to Tiers 1 & 2 practices and systems. Sometimes called tertiary supports or system, or intensive individual intervention.

Time-out from Positive Reinforcement: A procedures that serves as a punishment by denying a student, for a fixed period of time, the opportunity to receive reinforcement.

Tootling: A positive intervention that can be added to existing classroom systems to enhance students' awareness of positive behavior of other students and provides incentive to engage in positive behaviors themselves particularly effective in classrooms that experience high rates of student turnover and classrooms with students who are at risk for isolation or peer rejection due to persistent negative behaviors.

Trend (in data): An indication of a distinctive direction in the performance of a behavior.

Triangulation: In social sciences, the process of checking results or conclusions from one data set against the results or conclusions from two or more other data sets.

U

Understandable: Defining schoolwide and classroom rules using student-friendly language.

Universal/Primary Interventions: Preventative, universal supports implemented with all students that promote safety, positive school culture, and an effective learning environment at the whole school level.

Universal Screening: A method for systematically identifying students who may require additional support. 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.

V

Validity: The extent to which an instrument or procedures demonstrates soundness. Internal validity is the extent to which the instrument or procedures assesses behavior in the domain of interest. External validity is the extent to which the outcomes of the FBA/FA predict future occurrences of behavior and result in support plans that work.

Variability: Visual description of data. The range of highest to lowest performance measured.

W

Walkthrough: Brief classroom observations that, when combined, provide a snapshot of the practices that are occurring in the classroom or school; may yield summative or formative data.

Wrap-around: A process for planning the delivery of services that is provided by agencies and professionals in collaboration with families for students with intensive/tertiary support needs.

MO SW-PBS Abbreviation / Acronym Glossary

Abbreviation/ Acronym	Meaning	Tier
ABA	Applied Behavior Analysis	all
ABC	Antecedent -> Behavior -> Consequence	all
APBS	Association for Positive Behavior Support	n/a
ASQ-3	Ages and Stages Questionnaire: Third Ed. (Universal Screener)	all
BASC-2 BESS	Behavioral and Emotional Screening System (Universal Screener)	all
BAT	Benchmarks of Advanced Tiers (PBIS Assessments)	2,3
BEP	Behavior Education Program (a book/dvd resource for Check In/Check Out Intervention)	2
BIP	Behavior Intervention Plan	3
BoQ	Benchmarks of Quality (advanced teams use in place of SET - Schoolwide Evaluation Tool)	1
CICO	Check In/Check Out Intervention	2
CW-FIT	Class-Wide Function-Related Intervention Teams	2, 3
DECA	Devereux Early Childhood Assessment Program (Universal Screener)	all
DESE	Department of Elementary and Secondary Education	n/a
DPR	Daily Progress Report	2,3
EBS	Effective Behavioral Supports	all
EBS	Effective Behavior Support Survey	1
ESP	Early Screening Project (Universal Screener)	all
FACTS	The Adapted Functional Assessment Checklist for Teachers and Staff	2,3
FBA	Functional Behavioral Assessment	3
IEP	Individualized Education Program	n/a
ISS	In-School Suspension	n/a
MAP	Missouri Assessment Program	n/a
MO SW-PBS	Missouri Schoolwide Positive Behavior Support	all
MU	University of Missouri	n/a

Abbreviation/ Acronym	Meaning	Tier
ODR	Office Discipline Referral	all
OMPUA	Observable, Measureable, Positively Stated, Understandable, Always Applicable	1
OSS	Out-of-School Suspension	n/a
OTR	Opportunities to Respond	1
PBIS	Positive Behavior Interventions and Supports	all
PD	Professional Development	all
PKBS-2	Preschool and Kindergarten Behavior Scales - Secon Ed. (Universal Screener)	all
PM	Progress Monitoring	all
PPR	Positive Peer Reporting	all
RtI	Response to Intervention	n/a
SAEBERS	Social, Academic, Emothional Behavior Risk Screener (Universal Screener)	all
SAS	Self-Assessment Survey (PBIS Assessments)	all
SDP	School Data Profile	all
SDQ	Strengths & Difficulties Questionnaire (Universal Screener)	all
SET	Schoolwide Evaluation Tool (external observation tool PBIS Assessments)	1
SGSS	Small Group Social Skills Intervention	2
SPED	Special Education	n/a
SPP	State Performance Plan	n/a
Ss	Represents the word Students on Twitter chat	n/a
SSBD	Systematic Screening for Behavior Disorders (Universal Screener)	all
SSIG	Social Skills Intervention Group	
SSIS	Social Skills Improvement System (Universal Screener and Small Group Intervention Resource)	all
SSS	School Safety Survey (PBIS Assessments)	all
SWIS	School Wide Information Systems (PBIS Apps)	all
T1	Tier 1 (Core Support)	1
T2	Tier 2 (Targeted Group Support)	2
T3	Tier 3 (Intensive Individual Support)	3
TABS	Temperament and Atypical Behavior Scale	all
TIC	Team Implementation Checklist	1
TFI	Tiered Fidelity Inventory	
Ts	Represents the word Teachers on Twitter chat	n/a
WPR	Weekly Progress Report	2,3