# Missouri Schoolwide Positive Behavior Support

## Tier 3 Team Workbook

## 2017-2018

## 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 Learning 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.



Missouri Schoolwide PBS
303 Townsend Hall
University of Missouri
Columbia, MO 65211
moswpbs@missouri.edu

To obtain a personal copy of these materials, contact MO SW-PBS at http://pbismissouri.org/.

**Center for SW-PBS**
College of Education
University of Missouri

*This document is supported in part by the OSEP Center on Positive Behavioral Interventions and Supports (http://pbis.org). The Center is supported by a grant from the Office of Special Education Programs, US Department of Education (H326S98003). Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.*

# CONTENTS

# FORMS & CHECKLISTS

## Chapter 9



## Chapter 10



## Chapter 11

## 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

*"Moving from Tier 2 to Tier 3 supports indicates an increase in the intensity and/or frequency of student problem behavior, and the need for more intensive behavior support."*

Deanne Crone, Leanne Hawkin, & Rob Horner, 2015

## LEARNER OUTCOMES

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

- Articulate how individualized intervention fits within the three-tiered system
- Discuss research findings that support function-based intervention

In the three-tiered support system shown in Figure 1.1, it is estimated that 80% or more of students will positively respond to Tier 1 universal positive, preventive practices that are implemented proactively with all students.

Despite receiving Tier 1 support, approximately 10-15% of students will meet data decision rules for Tier 2 targeted intervention. These students are at risk for, but not currently exhibiting, high rates of problem behavior. Targeted supports are designed to prevent the development or decrease the frequency/intensity of problem behavior.

> *"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

For some students, approximately 1-5%, more intensive support is needed. 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, support for these students will be **individualized** and **specific**. To support these students, and the adults who work with them, schools build on the established schoolwide system developed for Tier 1 and Tier 2 to accurately identify these students and design appropriate supports to teach and sustain the desired replacement behaviors.

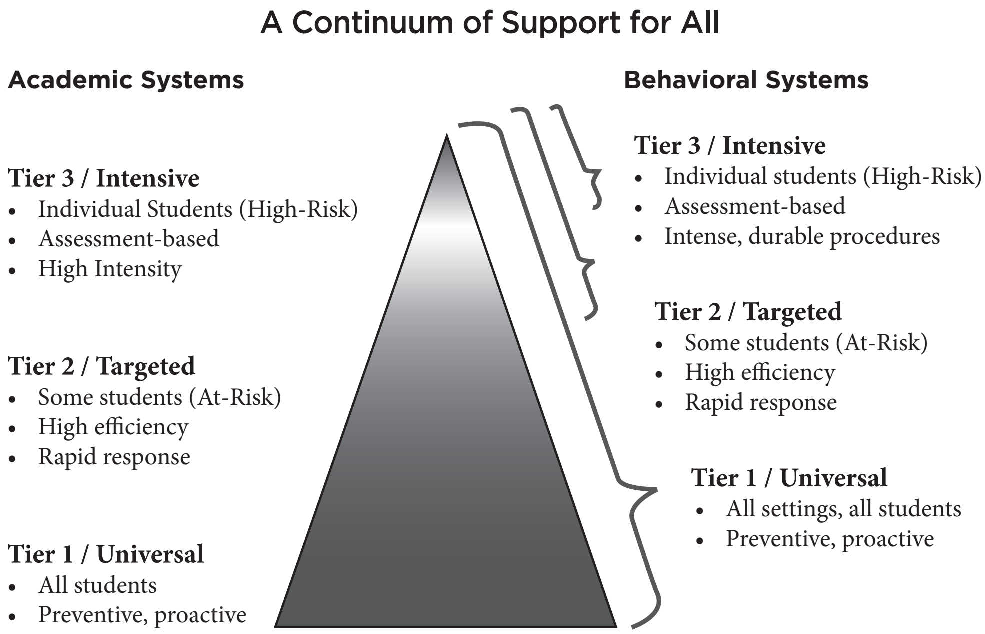



*Figure 1.1*
*Walker, et al., 1996, Sugai & Horner, 1999, Sugai & Horner, 2006*

## Schoolwide Positive Behavior Support

Schoolwide Positive Behavior Supports (SW-PBS) is a framework for enhancing adoption and implementation of a continuum of evidenced-based interventions to achieve academically and behaviorally important outcomes for all students. SW-PBS is defined by four inter-related elements:

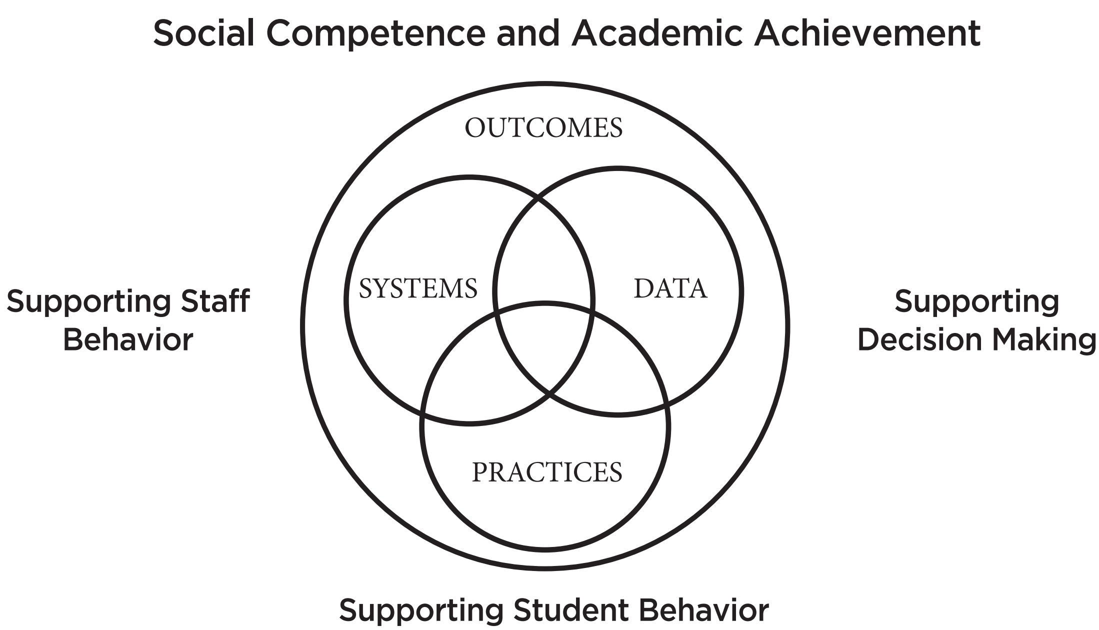



*Figure 1.2*
*Adapted from "Social Competence and Academic Achievement Outcomes," by the Center on Positive Behavioral Interventions and Supports. Copyright 2002 by the University of Oregon.*

**OUTCOMES.** First, the school sets measurable and achievable outcomes related to social competence and academic achievement that are embraced by all staff and families.

**PRACTICES.** Once the desired outcomes are established, the school identifies practices (what we do for students) that are supported with educationally relevant evidence. These practices should be based on the school's needs, be relevant, effective, and efficient. They are based upon the principles of applied behavior analysis, are research based, and embrace a positive, proactive, and instructional philosophy.

**DATA.** Next, information or data (how we make decisions) is used to identify the status of current practice, support the need for change, and evaluate the impact of interventions or practices (e.g., records of behavioral incidents, attendance, tardies, achievement, staff and student perceptions, etc.).

**SYSTEMS.** Finally, the school formally puts systems (what we do to support adults, e.g. personnel, funding, policies, training) into place to ensure that the accurate implementation of the practices can and does occur. Systems enhance sustainability by documenting practices, procedures and policies.

## MO SW-PBS Essential Components

Missouri has identified features or components based on the PBIS National Center Implementer's Blueprint that together form a highly effective approach to schoolwide discipline (Technical Assistance Center on PBIS, 2010). Each component is vital. They operate together to ensure the positive and proactive approach to discipline likely to lead to behavioral and academic success. These components include: 1) Common Philosophy and Purpose, 2) Leadership, 3) Clarifying Expected Behavior, 4) Teaching Expected Behavior, 5) Encouraging Expected Behavior, 6) Discouraging Inappropriate Behavior, 7) Ongoing Monitoring, and 8) Effective Classroom Practices. Each is described below.

**1. COMMON PHILOSOPHY AND PURPOSE.** Many educators still believe that students would behave if we could just find a "bigger club," yet studies identify punishment as one of the least effective approaches (Lipsey, 1991; Costenbader and Markson, 1998; Gottfredson, 1996). Effective schools realize it is far easier and better to build adaptive behaviors through proactive instructional approaches than to try to decrease maladaptive behaviors through punishment. Before embarking on school improvement related to discipline, the beliefs about student behavior and discipline must be examined and a new, shared, positive and proactive philosophy and purpose created. Discovering shared beliefs increases commitment, provides a framework for making decisions, and is often the first step in unifying staff. Effective schools commit this positive and proactive philosophy of discipline to writing in the form of a mission, vision and beliefs. This philosophy creates the sense of direction that gives coherence to diverse activities and keeps the learning on course. Time spent examining what staff believe about student discipline and creating a shared philosophy is a wise investment in lasting change.

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

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

**4. TEACHING EXPECTED BEHAVIOR.** Once expectations have been defined, systematic teaching of those expected behaviors must be a routine part of the school day. Teaching social behavioral skills calls upon the same methods used to teach academics - direct instruction, modeling, practice and feedback. At the beginning of the school year and in an ongoing fashion throughout the year, students should be taught how to behave responsibly in each school setting. Effective teachers spend up to one-third of their time during the first days or weeks of the new school year teaching their expectations, and frequently review or remind students of their expectations all year long (Cotton, 1995). Lesson plans, teaching schedules, and special activities and events are planned to guide the ongoing teaching of expected behaviors. Teaching of expectations should also include a plan to ensure that new students and staff are provided the opportunity to learn the behaviors that will lead to success in their new school.

**5. ENCOURAGING EXPECTED BEHAVIOR.** Staff must not only teach and model appropriate behavior, but also must watch for and provide feedback to students about their behavioral progress. This feedback or incidental teaching capitalizes on naturally occurring opportunities to reinforce students who demonstrate responsible behavior. These minute-by-minute interactions that occur between staff and students are the most important means of encouraging students to behave responsibly. Creating a school culture where expected behaviors are the norm requires that staff interact with students four times more frequently when they have engaged in appropriate behavior than when the student is misbehaving (Reavis, Jenson, Kukic and Morgan, 1993). Strategies for providing specific positive feedback to students along with a menu or continuum of positive reinforcement options are essential.

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

**7. ONGOING MONITORING.** Use of data can focus staff's efforts by identifying areas in need of improvement as well as those operating well, and keep the effort alive by providing feedback or knowledge of results that promote consistent implementation and renewal. There are several methods useful for monitoring progress and making decisions regarding student behavior and discipline: 1) Surveys–questionnaires or interviews which ask individuals to share their perceptions or experiences related to school discipline; 2) Observations–planned visits to classrooms or non-classroom areas for observing and recording the kinds of behaviors that occur and the level and effectiveness of supervision; observations can confirm or clarify the perception data gathered through surveys; 3) Behavioral Records–using available data from existing school records (e.g., office referrals, attendance, tardies, detentions, suspensions, referrals for assistance or to special education, etc.); objective data are particularly meaningful to monitor overall trends and impact of practices. Data collection is an ongoing process that assists staff to find areas where implementation is weak or inconsistent, or where policies need upgrading or extending. This data can identify the need for increased supervision, staff development, revision of practices or new procedure development.

**8. EFFECTIVE CLASSROOM PRACTICES.** Effective classroom practices are based on the same overarching schoolwide and non-classroom expectations. They are then further articulated through the behaviors/rules and procedures that each instructor decides best fit that classroom. Additionally, some specific research-based techniques have been found to be equally applicable to academic and social behavioral instruction. These effective classroom practices will be taught in your Tier 1 training.

## SW-PBS AND RTI

The implementation of three-tiered prevention logic in SW-PBS is a direct application of the Response–to–Intervention (RtI) framework that is applied to academic content teaching and learning (e.g., literacy). The defining features of RtI are embedded with the SW-PBS approach.

**Schoolwide PBS and Response to Intervention:**

- Implementation with Fidelity
- Continuum of Evidence-Based Interventions
- Content Expertise and Fluency
- Team-Based Implementation
- Data-Based Decision Making and Problem Solving
- Universal Screening
- Continuous Progress Monitoring

Response to Instruction/Intervention is defined as "the practice of providing high-quality instruction and interventions that are matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions" (National Association of State Directors of Special Education, 2006, p. 3). Based on a problem-solving model, RtI considers social and environmental factors as they might apply to an individual student and provides interventions and supports as soon as a student demonstrates a need. RtI has emerged as the way to think about both early intervention assistance and resource allocation, including accessing resources through the Individuals With Disabilities Education Act (IDEA).

In addition to addressing learning challenges, RtI strategies can be applied to improve students' social behavior. The core principles of RtI remain the same regardless of whether it is an academic or social target (Florida's Positive Behavior Support (PBS) Project, 2011).

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

## Missouri Student Support Model

The Missouri Student Support Model (Figure 1.3) provides a graphic representation of the required elements for intensifying supports for students who continue to demonstrate difficulties after Tier 1 components are delivered.

The process begins at the base of the model with implementation of universal level supports and continues through the top of the triangle to Tier 3 intervention and planning. Elements embedded throughout the model provide structure and guidance for processes that need to occur as supports are intensified. Identified components are aligned with items included in the Tiered Fidelity Inventory (TFI) (Algozzine et al, 2014) which can be used as a self-assessment tool for monitoring progress toward development of a full continuum.

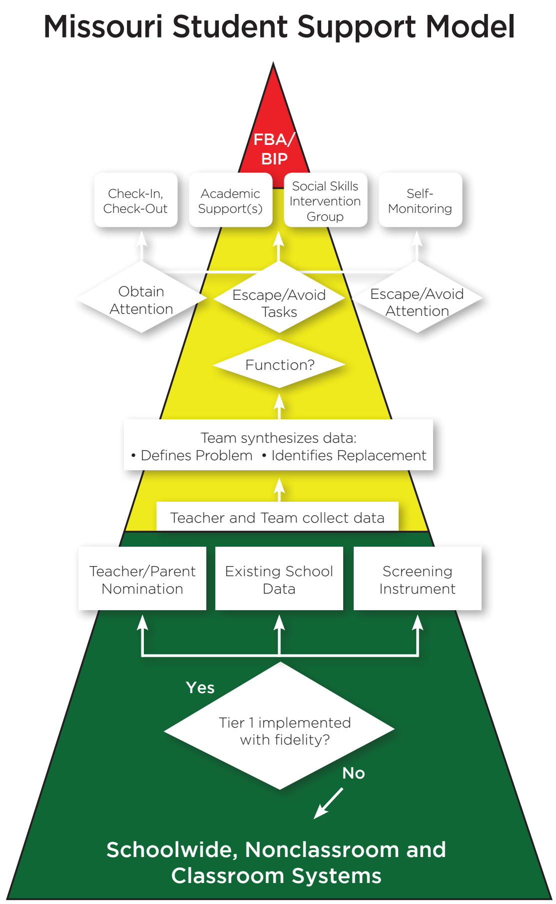



*Figure 1.3*

## IMPLEMENT TIER 1 UNIVERSALS

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

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

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

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

1. Classroom expectations are aligned with schoolwide expectations, posted, and referred to regularly.
2. Classroom procedures and routines are created, posted, taught, and referred to regularly.
3. Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1.
4. A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior.
5. A variety of strategies to increase students' opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used.
6. The classroom is arranged to minimize crowding and the teacher actively supervises during instruction.
7. Activity sequencing and choice are offered in a variety of ways (e.g., order, materials, partners, location and type of desk).
8. A variety of strategies are used to modify difficult academic tasks and to ensure academic success.

The Eight Effective Classroom Practices form the foundation for all individualized plans. These practices may be modified, intensified, or individualized to best support the student. Students exhibiting more chronic and/or intense behavior problems require specially designed and individualized interventions that match the need, or function, of their 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. Fortunately, Missouri school teams who meet the readiness criteria for Tier 3 have developed the prerequisite skills and knowledge to successfully build a robust Tier 3 system.

## FOUNDATIONS OF “BASIC” FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLANS

Conducting a Functional Behavior Assessment, or FBA, is a systematic process for gathering information 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). In other words, systematic changes are made to the antecedents and consequences, and student response is measured. 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 1.4 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 complex 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).<br>• Exhibit behaviors that occur in 1 to 2 school routines (e.g., specific classrooms/activities, lunch, recess).<br>• Have received universal and targeted interventions that did not improve behavior. | • Exhibit dangerous behaviors (e.g., hitting, throwing objects, property destruction).<br>• Exhibit pervasive and/or multiple problem behaviors with varying functions, requiring complex planning and intervention delivery<br>• Demonstrate a need for crisis or wraparound planning with community agencies. |

*Adapted from Loman, Strickland-Cohen, Borgmeier, & Horner (2013)*
*Figure 1.4*

Through conducting a “basic” FBA, it is possible to draw conclusions about the specific events that predict and /or maintain problematic behavior, and design a support plan (or BIP) that effectively addresses those events. As a part of this process, there are several critical principles that underlie Functional Behavior Assessment and Behavior Intervention Planning. These principals include **Quality of Life** (QoL), **Self-determination**, and **Person-Centered Planning** (PCP). These principles provide a model for planning collaboratively with the student and family to develop a a support plan that leads to success in school and in life after school.

**QUALITY OF LIFE (QOL)** attempts to conceptualize what “living the good life” means (Wehmeyer & Schlack, 2001). Current and ongoing research in the QOL area has identified eight core quality-of-life dimensions that should be considered during planning (Schalock, 1996): 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 adequate time to talking with the student and family to document their wishes across the QOL dimensions. Frequent examples of QOL issues in student/family conversations might include wanting the student to be able to make friends, wanting the student to know how to seek out and ask for help appropriately, or for the student to have the skills to complete assignments and perform responsibilities independently.

**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 skills and provide the supports and information necessary to support the student at school, home, and in the community, the student’s goals, needs, wishes, and hopes must be considered. 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
- The team identifies natural supports such as family, friends, and/or community
- 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 Quality of Life to be the guiding context, and for self-determination and Person-Centered Planning to be central to the assessment and support. These processes are more likely to result in meaningful plans that will be valued by all stakeholders.

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.

## RESOURCES NEEDED

The primary resources schools need 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.

> 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

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) of a staff position 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.

## FBA/BIP: 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.** In fact, a small Tier 3 Core Team will develop and oversee the Tier 3 system, while individual Action Teams are formed to design and implement individual student plans. The Action Teams 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). If the teams are to be successful, they must be given the time to **meet on a regular basis**. Detailed information about team roles and responsibilities will be provided in *Tier 3 Core and Action Teams* chapter of this workbook.

A **Functional Behavior Assessment (FBA)** includes the team working with the teacher(s) to identify the interactions between the student's problem behavior and the environments 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 developing a **Summary Statement**, a designated person(s) will **observe** the student in the settings with high and low likelihoods of the problem behavior to **confirm the Summary Statement**. After the Summary Statement is confirmed, all information the team gathered will be used to develop a Behavior Intervention Plan.

The **Behavior Intervention Plan (BIP)** is designed using an **instructional approach**, similar to that used by teachers for designing 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 or reduce occurrences of problem behavior.
- what and how the student will be taught to use the desired replacement behavior.
- 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. As part of the ongoing monitoring, the team will assess **fidelity of implementation** and **social validity**.

Many of the problems exhibited by students in need of an FBA and BIP are long-standing and significant, so school personnel must 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 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.

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 another study, researchers examined the effectiveness of Behavior Intervention Plans based on FBA and those that were not based on function.

> 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

**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.

## Action Planning

In the same way, SW-PBS teams at Tier 1 and Tier 2 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 in Tier 3. 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 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 blank action plan form is included in this workbook in *Chapter 11: Action Planning*.

# CHAPTER 2: TIER 3 READINESS

*"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."*

Tim Lewis, 2009

### LEARNER OUTCOMES

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

- Determine your school's readiness for Tier 3 implementation

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.

## 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

### READINESS CRITERIA – FIDELITY OF UNIVERSAL SYSTEMS:

**RATIONALE:** These first two readiness indicators 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 targeted, and individualized interventions can be efficiently served.

**CRITERIA:**

- 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) results indicate current status of 80% or more features in place for Schoolwide Systems, Nonclassroom Systems and Classroom Systems.

### READINESS CRITERIA – STUDENT RESPONSE TO SCHOOLWIDE SYSTEMS AND PRACTICES:

**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.

**CRITERIA:**

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

### READINESS CRITERIA – STUDENT RESPONSE TO CLASSROOM SYSTEMS AND PRACTICES:

**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.

**CRITERIA:**

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

## READINESS CRITERIA – UNIVERSAL DATA-BASED DECISION MAKING:

**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.

**CRITERIA:**

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

## READINESS CRITERIA – FIDELITY OF TIER 2 IMPLEMENTATION:

**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.

**CRITERIA:**

- 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

## READINESS CRITERIA – CAPACITY FOR A TIER 3 TEAM:

**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.

**CRITERIA:**

- 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

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<br><br>OR<br><br>Tiered Fidelity Inventory (TFI) with 70% or higher on Tier 1; the Tier 2 Subscale has been completed | Score and date ______________________ Criteria met? Yes No<br><br>Notes for increasing fidelity based upon results: |
| Self-Assessment Survey (SAS) results indicate current status of 80% or more features in place for:<br>• Schoolwide Systems<br>• Nonclassroom Setting Systems<br>• Classroom Systems. | Score and date ______________________ 80% Criteria met? Yes No<br><br>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<br><br>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<br><br>If Yes: Number of previous year's Classroom Minors __________<br><br>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<br><br>Notes for increasing fidelity: |

| TIER 3 READINESS GUIDELINE | DOCUMENTATION/NOTES: |
|---|---|
| Documentation of:<br>1. Standard system for identifying students for Tier 2 supports<br>2. Process to identify function of behavior and match intervention to the function (See *MO SW-PBS Tier 2 Student Identification Process Guide* in Tier 2 workbook or at http:pbismissouri.org)<br>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.<br>4. Staff has received training for implementation of interventions<br>5. Use individual student data for making decisions about when to continue, intensify, change, or fade intervention (See *MO SW-PBS Pre-Meeting Organizer and MO SW-PBS Student Progress Monitoring Guide* in Tier 2 workbook or at http:pbismissouri.org)<br>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________________<br><br>Instrument(s) consistently used:<br><br>____ Intervention Essential Features<br><br>____ Advanced Tiers Spreadsheet<br><br>____*Adapted FACTS Part A*<br><br>____ Other<br><br>Notes for increasing fidelity: |
| Administrator and core group of staff who will serve on Tier 3 team:<br>• Determine a core group of team members who will attend trainings (i.e. administrator, member with behavioral expertise, member with academic expertise)<br>• At least one member with behavioral expertise<br>• At least one member with academic expertise<br>• Crossover membership for Tier 2 team<br>• Access to district level support | Are all Tier 3 team members in place? Yes No<br><br>If Yes, who is the core group? Who will attend trainings?<br><br>If No, what positions are missing and who will fill them? |

## Next Steps

Below are some next steps to consider as you develop your Tier 3 system. 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

# CHAPTER 3: TIER 3 CORE AND ACTION TEAMS

*"In a review of FBA studies, Gosh and Bambara (2012) found that out of all variables they analyzed, teaming had the most significant effect on the success of FBA implementation."*

Deanne Crone, Leanne Hawkin, & Rob Horner, 2015

## 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
- Develop systematic process for recordkeeping and student file maintenance

Tier 3 requires a foundational system of team-based problem solving and data-based decision making to be implemented with fidelity and efficiency. 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".

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

## Establishing the Tier 3 Core Team

The Tier 3 Core Team is a small, fixed group responsible for developing the Tier 3 system and managing requests for Tier 3 intervention. 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 forms an Action Team for that student. One Core Team member participates as a member of each individual Action Team.

The Core Team liaison notifies the necessary Action Team members, 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 primary task of the Core Team. These systems include:

- A standard process to identify students for Tier 3 support
- A standard process to conduct the FBA
- A standard process for developing and monitoring BIPs
- A standard process to identify and elicit participation of Action Team members, including family member and student (if appropriate)
- A model for providing staff training/professional learning
- A standard process for updating team, staff, and others involved with student support

## Core Team Membership

At minimum, the **Core Team** will include an **administrator**, a member with **behavioral expertise**, and a member with **academic expertise**. The Core Team should 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.

> *"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

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.

The Tier 3 Core Team should consistently attend and participate as a group in on-going training. This participation greatly increases the likelihood the team will develop a high-quality and sustainable system.

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 observing problem behaviors in classroom and non-classroom-specific settings?
3. Does anyone on your staff have specific expertise in designing, implementing, evaluating, and modifying a comprehensive behavioral intervention plan?

If you answered, "No," to these questions, is there someone at the district level who could be a support? MO SW-PBS training will help develop your team's 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. When the system is established and the focus of the Core Team shifts to student problem-solving, roles and responsibilities should be evenly distributed across members. 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 (can be one of the listed members, or a fourth person)
  - Provides direct line of communication between the Tier 2 and Tier 3 teams

DISCUSSION

- Who on your Tier 3 Core Team will represent administration, behavioral expertise, academic expertise, and crossover membership with Tier 2?
- What plans are needed to ensure all can attend training?
- Which team members will take on the necessary roles and responsibilities?

## Considerations for Scheduling Core Team Meetings

As you build your Tier 3 system, it is important that your Core Team has a regular meeting time 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.

> *"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

Providing release time for Core 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:

- 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.

DISCUSSION

- Determine your Core Team calendar of regular meeting dates and times.
- 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 whether criteria for Tier 3 support are met. The identification process for determining whether students meet the criteria for Tier 3 are described in detail in the *Identifying Students for Individualized Support* section of this workbook.

If a student meets criteria for Tier 3 intervention, the Core Team identifies Action Team members. The Core Team member assigned to the individual student's Action Team will contact the additional Action Team members, and assign which 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. Considering the following questions will allow the Tier 3 Core Team to develop an efficient and effective notification system:

- Who needs to be a member of the Action Team?
- How will release time be provided so the Action Team Members can attend weekly meetings?
- Who will notify the Action Team members?
- How will the Action Team members be notified?
- When will the Action Team members be notified?

During initial implementation of Tier 3, Action Team members may require significant support in the FBA/BIP process. Until the necessary knowledge and understanding is developed through your professional development plan, it is recommended that all Core Team members actively participate in the initial Action Teams, modeling and supporting as needed.

Once expertise is developed among Action Team members, the Core Team will resume their regular responsibilities, 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 to follow-up on the student's progress. For instance, the Core Team may recommend modifications to a current Tier 2 intervention, and ask the Tier 2 team to provide them an update on the student's progress after 2 weeks. The Core Team cross-over member will take responsibility for communicating between the Tier 2 and Tier 3 teams.

DISCUSSION

- What will be your system for notifying Action Team members?
- What will be your system for providing professional development so your Action Team members can develop expertise in the FBA/BIP process? (Support for ongoing Professional Learning can be found in the *Effective Professional Development* chapter of this workbook.)

## 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.

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?

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

| | Date: | Time: | Location: |
|---|---|---|---|
| Today's Meeting | | | |
| Next Meeting | | | |

**Team Members Present:**

**Today's Agenda Items**
1.
2.
3.
4.

<table>
<tr><td>1.</td><td colspan="5">Discussion/Decision/Task (if applicable)</td><td>Who?</td><td>By When?</td></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><td>2.</td><td colspan="5">Discussion/Decision/Task (if applicable)</td><td>Who?</td><td>By When?</td></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><td>3.</td><td colspan="5">Discussion/Decision/Task (if applicable)</td><td>Who?</td><td>By When?</td></tr>
<tr><td></td><td colspan="5"></td><td></td><td></td></tr>
<tr><td>4. Review of students for Tier 3 Intervention</td><td>Met Criteria: NO<br>Recommendations & Plan for Follow-up</td><td>Met Criteria: YES<br>Complete Columns 1 - 5</td><td>1) Identify Action Team Members; Who will contact? How & when to contact?</td><td>2) Who will complete Record Review?</td><td>3) Who will interview Teachers/Staff?</td><td>4) Who will interview Family?</td><td>5) Who will interview Student?</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

| 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: |
|---|---|---|---|
| Today's Meeting | Jan. 12 | 8:00 A.M. | Conference Room |
| Next Meeting | Jan. 26 | 8:00 A.M. | Conference Room |

**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 |
| 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 |
| 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 Mini-Module with staff. Create guided notes summary of information for staff to use during mini-module presentation. | | | | | Ima Leader<br>Phil Paige | Jan. 25<br>Jan. 20 |
| 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. | Phil Paige | B. E. Smart | B. E. Smart | B.E. Smart |
| Luke | Add self-monitoring component to Luke's SSIG intervention for 2 weeks and review data. Ida Shares (crossover) will communicate | | | | | | |

## 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 directly responsible for conducting the FBA and developing and monitoring the BIP. Action Teams are comprised of individuals directly involved in the daily routines of the student who will be receiving support, and therefore will be **unique to each 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 should be included as a member of his/her Action Team.

As previously indicated, 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 teams and between Tier 2 and Tier 3 teams, a member of the Core Team will serve as a crossover member to each Action Team. This arrangement allows for efficient communication and ensures Action Team needs can be addressed in a timely manner.

## Action Team FBA and BIP Responsibilities

Three separate meetings are suggested as the Action Team completes 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 (BIP)
7. Monitor initial implementation of the Behavior Intervention Plan (BIP)

The *Tier 3 Student Support Meeting Guide* provides detailed information for each meeting.

## Tier 3 Student Support Meeting Process Guide

### Core Team Meeting

- Identify student for Tier 3 Intervention
- Identify action team members
- Document Action Team members and student information on *Tier 3 Student File Checklist*
- 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).*

### Action Team Meeting 1

- Summarize record review & interview information (*Adapted FACTS Part A*)
- Identify specific antecedents and consequences of problem behavior in each identified context and generate a Summary Statement (*Adapted FACTS Part B*)
- Determine details for completing observations:
    - Who will conduct the observations?
    - When (dates and times)
    - Where (settings where problem behaviors occur and do not occur)
- Document necessary information on *Tier 3 Student File Checklist*
- 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 Behavior Intervention Plan (BIP).
- Document necessary information on *Tier 3 Student File Checklist*
- 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
- Document necessary information on *Tier 3 Student File Checklist*
- Schedule next review meeting

DISCUSSION

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

### STAKEHOLDER ENGAGEMENT

Creating partnerships with all stakeholders; staff, students, families and the community, is a critical component to consider throughout implementation of SW-PBS at all three tiers. This partnership should be built around the concept that schools (staff and students), families, and communities all share the responsibility for student learning and success, and all have a shared vision for what that learning and success should look like and how best to accomplish it.

As you and your team move through the process of implementing the Systems, Data, and Practices that make up SW-PBS at all three tiers, make a plan for how you will involve your stakeholder partners in each step. Consider not only how you will share information with ALL of your stakeholders, but how you will get input back from each of them so that they can be a part of the decision-making process in your building.

Each Action Team 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 impractical, consider if it is 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. For the highest probability of success, schools need to make it a priority to actively involve family members in the Action Team process.

> *"When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work."*
>
> Epstein et al., 2009

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.

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 to conduct efficient, effective meetings. 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: |
|---|---|---|---|
| Today's Meeting | | | |
| Next Meeting | | | |

**Student:** **Action Team Members Present:**

| • Meeting 1 | Discussion/Decision/Task (if applicable) |
|---|---|
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Summarize record review and interview information |
| | Identify specific antecedents and consequences of problem behavior in each identified context and generate a Summary Statement |
| | Schedule observation(s): who, when, where |
| | Schedule meeting 2 |
| • Meeting 2 | **Discussion/Decision/Task (if applicable)** |
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Review and summarize observation information. Determine whether observation confirmed Summary Statement |
| | 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 |
| | Develop BIP implementation plan |
| | Develop monitoring and evaluation plan |
| | Identify generalization and maintenance strategies |
| | Schedule Meeting 3 |
| • Meeting 3 | **Discussion/Decision/Task (if applicable)** |
| | Document necessary information on *Tier 3 Student File Checklist* |
| | Review fidelity of implementation and social validity |
| | Review progress monitoring data and make recommendations based on data |
| | Schedule next review meeting |

| • Review Meetings | **Discussion/Decision/Task (if applicable)** |
|---|---|
| | Document necessary information on *Tier 3 Student File Checklist* |
| | |
| | |
| | |

**Other:** ______________________________________________

______________________________________________

______________________________________________

**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 the Tier 3 Student Support Meeting Process Guide.
- How might 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?

At the end of each Core or Action Team meeting, teams should **quickly assess the meeting** based upon the *Evaluation of Team Meeting* questions on the Core and Action Team meeting templates provided in this section. Using "yes", "so-so" and "no" as your ratings will only take a minute and the input will help your team develop the most efficient, effective process for all stakeholders.

One way 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 makes a note about 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 teams 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 learning 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)*

# Recordkeeping and Student File Maintenance

Collecting and organizing information can be a challenge. At Tier 3, there are multiple adults and lots of documentation focusing on one student. It is necessary to be sure that information is available to the right people in the right way at the right time.

Some of the realities of Tier 3 intervention include:

- Participation of multiple adults
  - Information gathering
  - Frequent meetings with multiple participants
  - Communicating meeting outcomes

- Extensive documentation
  - Existing school data
  - Assessment results
  - Plan paperwork
  - Monitoring data

## KEEPING DIGITAL FILES

There are benefits to keeping digital files, including having up-to-date information available to everyone who needs to access it, and being able to share information with everyone all at once in meetings using a computer and projector. Creating a folder for each student referred for Tier 3 support, and then organizing files within the folder for assessments, plan documents, communication, and data/artifacts will ensure all information for the student can be accesses by the Action Team, and shared with the Core Team, efficiently.

Many schools have shared space on a school server, or use a cloud-based storage system such as Google Drive or DropBox. Password protection and setting appropriate sharing permissions are important steps in the digital recordkeeping process. When considering a digital storage system, it is important to remember to follow school and district policies for storing and sharing student records.

Whether your team chooses to use digital files or paper files, organization and staying up-to-date is key. A single document updated at every meeting will allow teams to have information available at-a-glance. This single document will serve as the guide to all documentation collected and maintained by the Action Team, and ensure all relevant information is available when needed.

Consider visits to a primary care physician; individual records are maintained over time in a patient file. The physician can look over test results, reports, recommendations, and medications by looking through the file. The first place they look when they come in the room, however, is the cover sheet where the nurse has recorded your weight, temperature, blood pressure, etc. for your current visit. The physician can see the data, make notes, and refer to the appropriate records by using the information on that one sheet.
Tier 3 teams can develop and maintain a similar practice by using the *Tier 3 Student File Checklist*.

## TIER 3 STUDENT FILE CHECKLIST

The *Tier 3 Student File Checklist* was adapted from a document created by the PBIS Applications (www.pbisapps.org) Team for their Individual Student Information System, ISIS-SWIS, as part of the SWIS Suite. The PBIS Apps Team designed the document to assist Action Teams in organizing a student's individualized FBA and BIP documents into a comprehensive monitoring and decision system (PBIS Applications Team, 2015).

# Tier 3 Student File Checklist

Complete and update this checklist at each action team meeting.

| 1. Student File Information | 2. Team Member Information | | | |
|---|---|---|---|---|
| Student: | **Name** | **Role** | **Email** | **Access** |
| Implementation Status: | | | | |
| ☐ Starting ___/___/___ | | | | |
| ☐ Progressing ___/___/___ | | | | |
| ☐ Not Progressing ___/___/___ | | | | |
| ☐ Needs Revision ___/___/___ | | | | |
| ☐ Fade/Graduate ___/___/___ | | | | |
| Coordinator: | Additional Interventions Provided: ____________________ ___/___ | | ____________________ ___/___ | |

| 3. FBA/BIP Assessment and Documents Reference | |
|---|---|
| Assessment Documents *(Interviews, Adapted FACTS, Observation Recording Form)* | |
| Plan Documents *(BIP [all versions], Implementation Review Form, Social Validity Form)* | |
| Communication | |
| Data and Artifacts *(DPRs, Progress Graphs, Observation Data)* | |

| 4. Fidelity Measure(s) | | |
|---|---|---|
| Name: | Description: | |
| Times: ☐ __ minutes ☐ __ period ☐ __ day ☐ ______________ | Data Collection Schedule: ☐ daily ☐ weekly ☐ ______________ | Collection Method: ☐ face-face ☐ e-form ☐ data sheet Compiled by: |
| Goals: > ≥ = ≤ < Target: _____ | Start Date: | End Date: |

*Adapted from ISIS-SWIS, PBIS Applications Team (2015)*

| | | | | | |
|---|---|---|---|---|---|
| 5. Outcome Measure(s) | | | | | |
| Name: | | Description: | | | |
| Times: ☐ __ minutes ☐ __ period<br>☐ __ day ☐ ____________________ | | Data Collection Schedule:<br>☐ daily ☐ weekly ☐ ____________________ | | Collection Method:<br><br>Compiled by: | |
| Goals: > ≥ = ≤ < Target: ______ | | Start Date: | | End Date: | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

| | | | | | |
|---|---|---|---|---|---|
| 6. Outcome Measure(s) | | | | | |
| Name: | | Description: | | | |
| Times: ☐ __ minutes ☐ __ period<br>☐ __ day ☐ ____________________ | | Data Collection Schedule:<br>☐ daily ☐ weekly ☐ ____________________ | | Collection Method:<br><br>Compiled by: | |
| Goals: > ≥ = ≤ < Target: ______ | | Start Date: | | End Date: | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

*Adapted from ISIS-SWIS, PBIS Applications Team (2015)*

When a student is considered for Tier 3 support, it is the responsibility of the Core Team member who will be participating on the student's Action Team to begin filling out the *Tier 3 Student File Checklist* sections 1 and 2 with student and team member information. The document will then become the responsibility of the Action Team to complete and maintain.

As you move ahead through the workbook, you will find the information needed to complete and maintain the *Tier 3 Student File Checklist* in the *Identification*, *FBA*, and *BIP* chapters. A sample completed document is included in this section.

EXAMPLE

# Tier 3 Student File Checklist

Complete and update this checklist at each action team meeting.

| 1. Student File Information | 2. Team Member Information | | | |
|---|---|---|---|---|
| Student: Jamie Smith | **Name** | **Role** | **Email** | **Access** |
| Implementation Status: | Mary Jones | Coordinator | mjones@school.org | All Files |
| ☒ Starting 10/ 21 / 16 | Martin Morris | Teacher | mmorris@school.org | Comm, Data |
| ☐ Progressing ___/___/___ | Molly Marks | Interventionist | mmarks@school.org | Comm, Data |
| ☐ Not Progressing ___/___/___ | Susan Smith | Parent | ssmith@home.com | None |
| ☐ Needs Revision ___/___/___ | | | | |
| ☐ Fade/Graduate ___/___/___ | | | | |
| Coordinator: M. Jones | Additional Interventions Provided: Small Group Reading 10 / 15-present | | ___________ ___/___ | |

| 3. FBA/BIP Assessment and Documents Reference | |
|---|---|
| Assessment Documents *(Interviews, Adapted FACTS, Observation Recording Form)* | Adapted FACTS 10/15/16, Student, Family, Teacher Interviews 10/15/16, ABC Observation Form 10/19/16, Writing Assessment 10/20/16 |
| Plan Documents *(BIP [all versions], Implementation Review Form, Social Validity Form)* | BIP v. 1 10/21/16, BIP v.2 12/16/16 |
| Communication | Email notice of meeting 10/5/16, 10/15/16, Grade Level Team meeting 10/20/16 |
| Data and Artifacts *(DPRs, Progress Graphs, Observation Data)* | Student DPR Master |

| 4. Fidelity Measure(s) | | |
|---|---|---|
| Name: Fidelity Rating Scale | Description: Staff will rate implementation fidelity on a scale of 0 – 5, with 0 meaning no implementation, 1 = 1 day, 2 = 2 days...5 = 5 days with fidelity. | |
| Times: ☐ __ minutes ☐ __ period<br>☒ 1 day ☐ ___________ | Data Collection Schedule:<br>☐ daily ☒ weekly ☐ ___________ | Collection Method:<br>☐ face-face ☒ e-form ☐ data sheet<br>Compiled by: Mary Jones |
| Goals: > ≥ = ≤ < Target: 4 | Start Date: 12/5/16 | End Date: |

*Adapted from ISIS-SWIS, PBIS Applications Team (2015)*

## 5. Outcome Measure(s)

| | | | | | |
|---|---|---|---|---|---|
| Name: DPR | | Description: Daily Progress – On task (Be Responsible) Student will earn 2, 1, or 0 points for each period based on meeting the Be Responsible – On Task criteria | | | |
| Times: ☐ __ minutes ☒ 1x/ period<br>☐ __ day ☐ ________ | | Data Collection Schedule:<br>☒ daily ☐ weekly ☐ ________ | | Collection Method: Teacher completes at each period, DPR returned to coordinator at end of each day<br>Compiled by: Mary Jones | |
| Goals: > ≥ = ≤ < Target: 70% | | Start Date: 10/22/16 | | End Date: Evaluate after 3 weeks | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

## 6. Outcome Measure(s)

| | | | | | |
|---|---|---|---|---|---|
| Name: Assignment Completion – Permanent Product | | Description: Permanent Product – Assignment completion. Teacher will note number of assignments completed of those assigned daily. | | | |
| Times: ☐ __ minutes ☒ 1x/ period<br>☐ __ day ☐ ________ | | Data Collection Schedule:<br>☒ daily ☐ weekly ☐ ________ | | Collection Method: Teacher will note how many assignments were completed out of assignments possible per day eg., 2 of 4 (including homework) on DPR<br>Compiled by: Each teacher | |
| Goals: > ≥ = ≤ < Target: 60% | | Start Date: 10/22/16 | | End Date: Evaluate after 3 weeks | |
| **Week 1 Date** | **Total** | **Week 2 Date** | **Total** | **Week 3 Date** | **Total** |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Total for week: | | Total for week: | | Total for week: | |

*Adapted from ISIS-SWIS, PBIS Applications Team (2015)*

Notes:
10/20/16 – Grade level teachers were given info about Tier 3 Action Team meeting
10/21/16 – All members present. Will monitor on-task behavior and assignment completion. See Outcome Measures.

# Next Steps

Below are some next steps to consider as you develop your Tier 3 system. 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
7. Develop systematic process for recordkeeping and student file maintenance

### 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
5. Follow process for maintaining student files

# 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 your data decision rules for nonresponse to Tier 2 intervention
    2. Review your Existing Student Data Inventory
    3. Identify decision rules for intense behaviors
    4. Evaluate the completeness of teacher nomination system
    5. Consider implementing universal screening

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

As part of the Tier 2 system, student progress toward behavior goals in targeted interventions is monitored, and data is collected, graphed, and reviewed regularly to make decisions. When teams consider students for Tier 3 support based upon nonresponse to Tier 2 intervention, existing data is examined. Teams can refer to the *MO SW-PBS Student Progress Monitoring Guide* in this chapter for determining how to evaluate student response to intervention.

## MONITORING STUDENT PROGRESS

**TIER 2 INTERVENTION DATA.** After data collection and graphing methods are established, student data should regularly be reviewed to monitor progress and determine each participant's response to the intervention. Important features to examine within each student graph include:

> ***Student level of Performance.***
> The student's level of performance is entered each day from the Daily Progress Report or summarized weekly. Performance is indicated by percentage of DPR points earned.
>
> ***Desired level of Performance.***
> The desired level of performance is determined by the student's behavioral goal. This line on the graph is called the "Goal Line". The Tier 2 Team will determine an initial goal using baseline data. The goal is then increased as the student shows progress until a final goal is consistently achieved (typically 80%).
>
> ***Trend Line.***
> The trend line is a line that is drawn through a series of data points to represent the student's actual rate and level of progress. Rate of progress refers to how long it will take the student to reach the goal line. An increasing, stable, or decreasing trend signifies the level of progress.

The following student data graph provides an example of graphed data that includes baseline performance, a phase change line, student level of performance during intervention, a goal line, and a trend line.

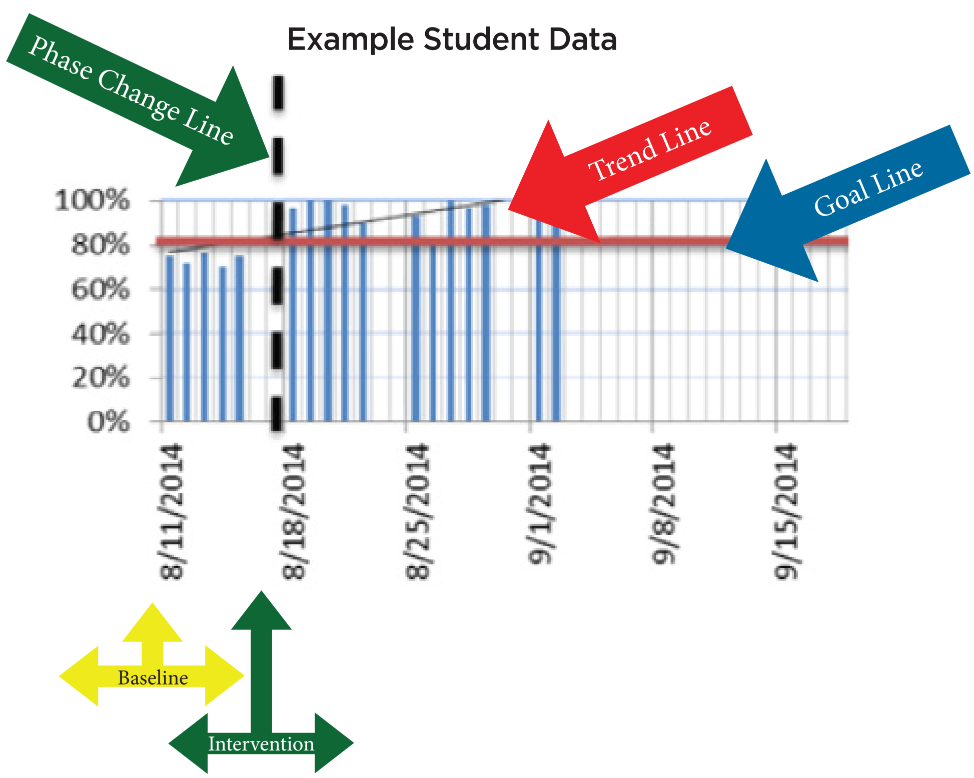



*Figure 4.1*

## INTERPRETING TIER 2 DATA TO MAKE DECISIONS

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 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.

## POSITIVE RESPONSE TO INTERVENTION

If data indicates the student is making progress toward his/her goal and will reach the goal within a reasonable amount of time, the team should determine how long the student is expected to maintain success before intervention components are removed.

In many cases when the Tier 2 Team reviews graphs of student data they will determine the child is responding positively to the intervention (i.e., increasing or stable trend at or above the goal line that occurred shortly after the intervention began).

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

- Continue the intervention with the current goal.
- Continue the intervention with an increased goal.
- Teach self-management and begin fading intervention components to determine if the student has acquired functional independence (i.e., continues successful behavioral performance with less teacher feedback).

Before deciding to teach self-management, the student should demonstrate a consistently positive response. Tier 2 Teams typically establish specific criteria for success. As a general guideline the following represents a reasonable goal that indicates consistent success: four consecutive weeks with four or more daily data points per week at 80% or higher.

## QUESTIONABLE RESPONSE TO INTERVENTION

When the distance between the student's trend line and the goal line is closing but occurs at an unacceptable rate, the response to the intervention is viewed as ***questionable***. When data indicates a questionable response to the intervention, first examine and evaluate fidelity of implementation (i.e., were all components of the intervention delivered consistently and accurately?). Common fidelity checks include use of an observation checklist and/or self-report of intervention implementation.

If the team is satisfied that the intervention has been implemented with fidelity, then the Tier 2 team may decide to modify or intensify the intervention. Techniques to modify or intensify may be applied to any intervention:

1. Reconsider function
    - Ensure the correct function was identified
    - Confirm the intervention aligns with the function
    - Review all features of the implemented intervention to determine alignment with the function

2. Reconsider the goal
    - Review the initial goal to ensure it was appropriately established based on the baseline data
    - Review student's current daily percentages and adjust goal as appropriate to ensure student success; as success is achieved, begin increasing the goal

3. 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

4. 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.)

5. Add a Self-Monitoring Component

6. 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

When the distance between the trend line and the goal line widens, the response to the intervention is ***poor***. When data indicate the student's response to intervention is poor, the Tier 2 team first should verify fidelity of implementation. After ensuring the intervention was implemented correctly and consistently, then the Tier 2 team should consider the following questions:

- Was the primary problem behavior identified correctly?
- Is the intervention aligned with the function of the student's behavior?
- Are there other functions to consider?

If the Tier 2 team has addressed these considerations, more intensive, individualized intervention may be warranted. Tier 2 teams should consider students for Tier 3 support (i.e., functional behavioral assessment and Behavior Intervention Planning; FBA-BIP) when the following conditions are met:

- Data indicates interventions were implemented with fidelity (*fidelity of implementation checklists*).
- Student demonstrates persistent non-response to the interventions (*progress monitoring data*).
- Tier 2 team is reasonably confident that modifications to the current intervention will not result in a better student response.

## MO SW-PBS STUDENT PROGRESS MONITORING GUIDE

The *MO SW-PBS Student Progress Monitoring Guide* is a tool developed to provide explicit guidance for Tier 2 teams through the steps of progress monitoring. The goal of the progress monitoring guide is to guide Tier 2 teams to use direct observation data and artifacts as clear evidence of non-response, questionable response or positive response. In establishing consistent decision-making systems, and basing next steps decisions on reliable and valid data, teams are more likely to increase the number of students who successfully progress from identification, through positive response to fading and graduation.

## MO SW-PBS Student Progress Monitoring Guide

Review the Pre-meeting Organizer. Answer the questions below for each student requiring action by the team.

### Was intervention implemented with fidelity?

Use ***Intervention Essential Features Document***.
What data was used to document fidelity (e.g. Daily Progress Report Review, Observation Checklist, Session Fidelity Checklist, etc.)?

**YES**

**UNSURE**

**NO**

1. Go back to ***Intervention Essential Features (IEF) and Tier 2 Workbook***.
2. Problem solve possible barriers to staff implementation, intervention satisfaction (social validity) for students and staff, and/ or system deficits.
3. Document decisions made and steps to take in meeting minutes.

### Student Response

### Positive Response

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report
2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
3. Did the team follow decision rules to identify student (s) who will continue in the intervention?
   - Continue with Goal
   - Increase Goal
   - Fade
   - Graduate

### Questionable Response

1. What data was used to inform progress made in the intervention?
   - Daily Progress Report
   - Weekly Progress Report
2. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
3. Did the team follow decision rules to identify student (s) requiring modifications?
   - Reconsider Function
   - Reconsider Goal
   - Provide More Frequent Feedback
   - Individualize Feedback Procedure
   - Individualize the Reinforcer

### Poor Response

1. Check social validity (Student interview, Intervention Acceptability Rating, etc.)
2. Was the primary problem behavior identified correctly and addressed on the student's Daily Progress Report?
3. Is the intervention aligned with the function of the student's behavior?
4. Are there other functions to consider?
5. When the team is confident with the behavior identification, the alignment of intervention and function, and that no additional functions should be considered, the team should discuss:
   - Changing the Tier 2 Intervention
   - Considering the student for Tier 3 Intervention

After the Tier 2 team determines 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 Core Team.

DISCUSSION

- How long do you progress monitor student response to intervention in Tier 2 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 should that prove to be insufficient, data decision rules for nonresponse to Tier 2 intervention will be applied. Students who transfer to the school with a history of chronic problem behaviors might be direct referrals to Tier 3. Direct referral to Tier 3 would only occur if the student is at high risk for problem behavior if there is a delay in providing intensive support. This will likely be an unusual occurrence.

It is vital Tier 2 teams review data frequently 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, based on regularly collected data, what would be considered proficient for their school, what would be considered at-risk (which triggers consideration for Tier 2 intervention) and what would be considered 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 | 1-3 | 4 or more |
| 2. Classroom Minors | 0-2 | 2-5 | 6 or more |
| 3. Absences | >3/quarter | 4+/ quarter | 8 quarter |
| 4. Tardy | >4/trimester 3/quarter | 4+/ quarter | 8 quarter |
| 5. ISS | 0-1 | 2 - 3 | 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 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. 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.

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 example behaviors for each level.

> "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

**EXAMPLE**

## 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*<br>*Scowling*<br>*Crossing arms*<br>*Pouting*<br>*Muttering under his/her breath* |
| Level 2 | Behavior disrupts others in the student's immediate area. | *Slamming textbook closed*<br>*Dropping book on the floor*<br>*Name calling*<br>*Using inappropriate language* |
| Level 3 | Behavior disrupts everyone in the class. | *Upending desk*<br>*Running around the classroom*<br>*Cursing at the teacher or peers*<br>*Leaving the classroom* |
| Level 4 | Behavior disrupts other classrooms or common areas of the school. | *Throwing objects*<br>*Yelling*<br>*Open defiance of school personnel's directions*<br>*Leaving the school campus* |
| Level 5 | Behavior causes or threatens to cause physical injury to student or others. | *Display of weapons*<br>*Assault on others*<br>*Bruising/hitting oneself* |

School staff needs to be **mindful of exceptional situations.** All school districts have established policies and procedures for the most intense behaviors, and school personnel need to ensure that those are being followed. A simple FBA/BIP is generally appropriate for students exhibiting problem behaviors with an intensity level of 3 or lower, with possible consideration of behaviors rated intensity level 4. Tier 2 and Tier 3 teams should consider enlisting the support of a specialist to conduct a complex FBA/BIP for dangerous behaviors.

This *Behavior Intensity 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.

ACTIVITY

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

## Behavior Intensity 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

A second method of student identification is 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 (Tier 1) 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 Tier 1 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. The 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
  - Include student name, grade, referring teacher, and date of request.
- Academic information
  - Provide a way for academic performance to be shared and considered. This may be influencing problem behavior.
- Information about the problem behaviors
  - Provide a checklist of common internalizing and externalizing concerns as well as a blank space to list specific individual 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
  - Include a checklist of common strategies and a way to indicate level of success. Include a blank space to list other strategies the teacher may have tried to support the student.

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 to fit your context?

In addition to reviewing/revising your nomination form, the Tier 2 and Tier 3 Core teams need 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 correctly, you have a healthy nomination system!

- 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 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 in the nomination process?

## Universal Screening

A third method for systematically identifying students who may require additional support is use of a brief screening instrument. Typically, screening instruments require a response to short statements about emotional or behavioral characteristics of a student. These instruments can be used to generate risk scores for all students in a grade level, building or district. Use of a screening instrument is designed for identification of students only and not for diagnostic purposes or progress monitoring.

There are a number of potential advantages for developing a systematic identification process that incorporates use of a standardized screening tool.

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

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

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

> "An effective comprehensive screening program requires a long-term investment of time, money, and personnel resources. Although the initial investment may be substantial, long-term benefits may include an overall decrease in costly special education referrals and grade retentions. Challenges of the 21st century require a systems approach to early intervention and prevention services informed by valid and reliable data collection. Universal screening programs are essential to ensuring that the children who need services earliest get just that."
> Henderson and Strain, 2009, p. 4

Within a tiered framework of support one important goal is to "catch" students before academic and/or behavioral challenges become severe. Universal screening provides an opportunity for all children to be considered for risk factors against identified criteria. It shifts focus from a traditional "wait to fail" service delivery model to proactively seeking out children who may be at risk of academic failure and/or behavioral difficulties that would potentially benefit from specific instruction or intervention (Glover and Albers, 2007). This proactive approach minimizes impact of risk and/or may impede further development of more severe problems (Severson, Walker, Hope Doolite, Kratochwill, 2007).

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

Sample items were selected from the instruments listed below:

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

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

Kilgus, Chafouleas, Riley-Tillman, and von der Embse, 2013
EBI.missouri.edu

**VALIDATED PURPOSE OF ASSESSMENT METHOD**

☑ Screening ☐ Diagnostic ☐ Progress Monitoring

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

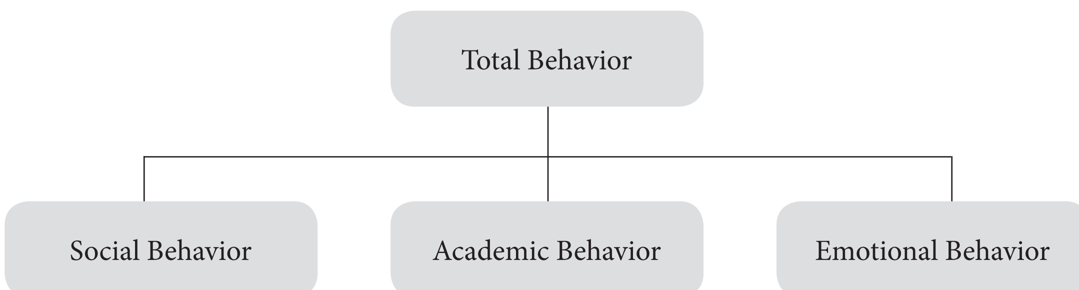



*Figure 4.2*

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

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

**Usability:** the SAEBRS is comprised of a small number of items that may be completed in1-3 minutes for a single student. In addition, given psychometric support for both the SAEBRS broad scale and subscales, schools may choose to only complete those SAEBRS subscales that are relevant to their concerns and decision making. For instance, a school could choose to only rate students on Social Behavior and Emotional Behavior, thus reducing the number of items that must be completed for each student.

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

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

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

It is common for teachers to request a definition of the behaviors represented within each SAEBRS item. For instance, many seek additional clarification regarding what should be considered a 'temper outburst.' However, as part of standard administration, SAEBRS users are not to be provided with such definitions. Rather, teachers are to use their best judgment in considering what actions are representative of each behavior.

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

**DATA CODING/SORTING/PRESENTING PROCESS:** Once all ratings have been completed, the user adds the scores within each subscale to yield a summed score. Subscale scores can then be combined to yield the Total Behavior scale score. Summed scores range between 0-18 for *Social Behavior* and *Academic Behavior*, 0-21 for *Emotional Behavior*, and 0-57 for *Total Behavior*. Please see guidelines regarding how each item should be scored, as scoring varies from item to item.

## SAEBRS Scoring Guidelines

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

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

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

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

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

**Additional Resources/Suggestions for further information about Universal Screening:**

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

## THE STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

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

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

1) emotional symptoms (5 items)
2) conduct problems (5 items)
3) hyperactivity/inattention (5 items)
4) peer relationship problems (5 items)
5) prosocial behavior (5 items)

*Scales 1 to 4 are added together to generate a Total Difficulties Score (based on 20 items)*

25 items are included in questionnaires for completion by the parents or teachers of 4-16 year olds (Goodman, 1997). A slightly modified informant-rated version is available for the parents or preschool teachers of 3 and 4 year olds. In addition, questionnaires for self-completion by adolescents also are available and ask about the same 25 traits, though the wording is slightly different (Goodman et al, 1998). This self-report version is suitable for young people in the 11-16 age range, depending on their level of understanding and literacy.

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

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

## SDQ Information Sites:

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

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

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

## SAMPLE ITEMS

### Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) – Parent /Teacher Version Ages 11-17

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

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

## THE BEHAVIORAL AND EMOTIONAL SCREENING SYSTEM (BASC-2 BESS; KAMPHAUS AND REYNOLDS, 2007)

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

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

**Teacher form with two levels:** Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12).

**Student self-report form with one level:** Child/Adolescent (for Grades 3 through 12).

**Parent form with two levels:** Preschool (for ages 3 through 5) and Child/Adolescent (for Grades K through 12

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

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

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

Sample reports and product information (including cost) are available from the following site: http://www.pearsonassessments.com

## SAMPLE ITEMS

### Behavioral and Emotional Screening System (BASC-2 BESS; Kamphaus and Reynolds, 2007) – Teacher Form Child/Adolescent, Grades K-12

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

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

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

## SYSTEMATIC SCREENING FOR BEHAVIOR DISORDERS

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

## SAMPLE ITEMS

### Systematic Screening for Behavior Disorders (SSBD; Walker and Severson, 1994), Grades K-6

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

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

**Examples Include:**

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

**Non-Examples Include:**

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

| Column One – List Internalizers | Column Two – Rank Order Internalizers |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

## SAMPLE ITEMS

### Systematic Screening for Behavior Disorders (SSBD; Walker and Severson, 1994), Grades K-6

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

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

**Examples Include:**

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

**Non-Examples Include:**

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

| Column One – List Externalizers | Column Two – Rank Order Externalizers |
|---|---|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| 6. | 6. |
| 7. | 7. |
| 8. | 8. |
| 9. | 9. |
| 10. | 10. |

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

**NOTE:** The MO SW-PBS Initiative has copies of each instrument reviewed in the next section. These instruments are available for teams to view before making decisions to purchase. In addition, 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 Consultant. MO SW-PBS does not endorse any individual instrument; rather these are made available as a resource.

## Social, Emotional and Behavioral Screening Instruments

### School Age Children and Youth

| Instrument | Description | Method(s) | Administration | Cost |
|---|---|---|---|---|
| Strengths and Difficulties Questionnaire (SDQ)<br><br>youthinmind.com<br>www.sdq.org<br>youthinmind.info<br>sdqinfo.com | Grades K-12<br><br>Assesses conduct problems, hyperactivity, emotional symptoms, peer problems, and pro-social behavior<br><br>Total Difficulties Score reported as Low, Medium or High Risk | Teacher or Parent Report (ages 4-10)<br><br>Teacher or Parent Report (ages 11-17)<br><br>Student Self-Report (ages 11-17) | 45 min-1hr/class<br><br>25 items<br><br>Online administration and scoring available<br><br>Manual scoring = 10 min/student | No cost if administered and scored online.<br><br>1 page per student if administered and scored by hand. |
| Behavioral and Emotional Screening System (BASC-2 BESS)<br><br>Pearson<br>www.pearsonclinical.com | Grades Pre-K - 12<br><br>Assesses internalizing problems, externalizing problems, school problems, and adaptive skills.<br><br>Scores reported as Normal, Elevated or Extremely Elevated | Teacher or Parent Report (ages 3-5)<br><br>Teacher or Parent Report (K-12)<br><br>Student Self-Report (Grades 3-12) | 5-10 min admin<br><br>25-30 items<br><br>Computer scoring available using ASSIST Software | Manual = $79<br><br>Teacher forms = $122 for pkg of 100<br><br>Data Management System = $700 |
| Systematic Screening for Behavior Disorders (SSBD) 2nd Ed.<br><br>Sopris West<br>https://pacificnwpublish.com/products/SSBD-Portfolio.html | Grades Pre-K - 9<br><br>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.<br><br>Top ranked students are individually rated. | 45 min-1hr/class (stages 1 and 2)<br><br>Scoring = 15-30 min/class<br><br>Online scoring available | Manual w/ video = $225<br><br>Online 12 month subscription = $550 per school |

## School Age Children and Youth (cont.)

| Instrument | Description | Method(s) | Administration | Cost |
|---|---|---|---|---|
| Social Skills Improvement System (SSIS)<br><br>Pearson<br>www.pearsonclinical.com | Ages 3-19<br><br>Performance Screening Guide<br>Measure of pro-social behaviors, math skills, reading skills, and motivation to learn for all students in an entire classroom. | Performance Screening Guide<br>Teacher compares student performance as measured against grade level expectations. | Approximately 30 min per class | Performance Screening Guide ($49/pkg 10) |
| | Class-wide Intervention Program<br>Provides social skill instructional scripts and resources for teaching 10 skill units. | Class-wide Intervention Program<br>10 units divided into 3 lessons per week. Each lesson includes 6 phases = Tell, Show, Do, Practice, Monitor Progress, and Generalization. | 25-30 min per lesson | Teacher's Guide ($92)<br><br>Student Booklets ($343/pkg 25) |
| | Individual Student Rating Scales<br>Assessment of an individual's social skills, problem behaviors and academic competence. | Individual Rating Scales<br>Teacher, Parent and Student self-rating options. Compares student performance to national norms. | 15-20 min/student | Manual = $120<br><br>Rating Forms ($50/pkg 25)<br><br>Scoring Software ($306) |
| | Intervention Guide<br>Offers in-depth intervention for 20 social skills linked to Individual Student Rating Scales Results. | Intervention Guide<br>Delivered in a small group setting. Designed for students with acquisition deficits. | Two 45 minute sessions per week for 15 weeks | Teaching Guide ($132) |

## Social, Emotional and Behavioral Screening Instruments

### Preschool Age Children

| Instrument | Description | Method(s) | Administration | Cost |
|---|---|---|---|---|
| Devereux Early Childhood Assessment Program (DECA)<br><br>Kaplan Early Learning Company www.kaplanco.com | 2-5 years<br><br>A Total Protective Factors (TPF) composite score is generated. Scales assess Initiative, Self-control, and Attachment. A 10-item Behavioral Concerns scale assesses behavioral problems. | Parent/ Caregiver<br><br>Teacher | 5-10 min/ student<br><br>62 items<br><br>Likert | Starter Kit = $200 |
| Preschool and Kindergarten Behavior Scales – Second Edition (PKBS-2)<br><br>Pro-ed www.proedinc.com | 3-6 years<br><br>Measures social skills and problem behaviors. | Parent/ Caregiver<br><br>Teacher | 8-12 min/student<br><br>76 items<br><br>Likert | Starter Kit = $133 |
| Temperament and Atypical Behavior Scale (TABS)<br><br>Brookes Publishing www. brookespublishing. com | 11-71 months (1-6 years)<br><br>Brief screener identifies potential problems.<br><br>A separate assessment tool, comprised of a detailed checklist, is used when screening score indicates a concern | Parent/ Caregiver<br><br>Teacher | 15-item Screener 5 min/student<br><br>55 item checklist 15 min/student | Introductory Kit includes Manual, Screeners and Assessment Tools = $105 |

## Preschool Age Children (cont.)

| Instrument | Description | Method(s) | Administration | Cost |
|---|---|---|---|---|
| Ages and Stages Questionnaire: Third Edition<br>(ASQ-3)<br><br>Brookes Publishing<br>www.brookespublishing.com | 1 -66 months<br><br>Examines strengths and challenges in Self-Regulation, Compliance, Communication, Adaptive Functioning, Autonomy, Affect, and Interpersonal Interactions. | Parent/<br>Caregiver | 15-20 min/child<br><br>30 items<br><br>2-3 min to score | Starter Kit = $295<br><br>Reproducible<br><br>Data management system available |
| Early Screening Project<br>(ESP)<br><br>Sopris West<br>http://esp.ori.org/materials.html | 3-5 years<br><br>Process that allows for early intervention and identification of preschool adjustment problems.<br><br>Screens for Emotional Problems,<br>Speech and Language Difficulties, Impaired Cognitive Ability, Attention Deficits, and Hyperactivity.<br><br>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.<br><br>Stage 3 requires two 10-minute observations in unstructured settings. | Provide contact information for some free materials |

## REQUIREMENTS FOR UNIVERSAL SCREENING - PARENTAL CONSENT

When student(s) are observed, interviewed or tested, school staff must consider whether parental informed consent for these procedures is required. The Individuals with Disabilities Education Act (IDEA) 2004 permits "screening" procedures, such as determining phonemic awareness proficiency and other progress monitoring activities necessary to inform instructional programming, without parental permission. Many schools are beginning to use academic and behavioral RtI. Assessment plans are not necessary for all RtI activities.

General Principles:

- If educators are c*ollecting new data* for the purpose of determining disability, an assessment plan is necessary.
- If educators are *reviewing existing data*, such as how a student is responding to behavior supports or academic instruction for the purpose of assisting the teacher in instruction components or instructional methods, no assessment plan is required.

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

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

**Specific wording:**

Regulations: Part 300 / D / 300.300 / d / 1
(1) Parental consent is not required before–
(i) Reviewing existing data as part of an evaluation or a reevaluation; or
(ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.

Regulations: Part 300 / D / 300.302
Sec. 300.302 Screening for instructional purposes is not evaluation.
The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services.(Authority: 20 U.S.C. 1414(a)(1)(E))

An example letter of notification to parents follows.

**EXAMPLE**

## Parent Notification Letter for Universal Screening

Date:

TO: All Parents and Guardians

FROM:

RE: Response to Intervention and Screening Tools for Behavior

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

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

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

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

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

DISCUSSION

Discuss your school/district parent notification process/policy.

Does a letter exist? Who sends? When?

For schools and districts considering adding Universal Screening to their student identification process, the following guide *Universal Screening Considerations* is useful for planning.

## Universal Screening Considerations

(Adapted from Muscott, 2008)

| Documented Purpose and Policy | | |
|---|---|---|
| **Minimum Feature** | **Questions to Consider** | **Team Notes/ Tasks to Complete** |
| 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?<br>• Is it the school board, school superintendent, special services director, a leadership team and/or building level principal? | |
| 2. A clear purpose and intended outcome of screening is documented and aligns with district and building level mission, priorities and improvement goals. | a. Is the alignment with district and building level mission, priorities and improvement goals documented?<br>b. Is there an existing system for identifying at-risk students?<br>c. Is the existing system effective in finding students with externalizing or internalizing types of concerns?<br>d. Are there any groups of students who are not consistently identified?<br>e. How will the results be used?<br>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?<br>b. Is that policy effective and can it be used for social- emotional / behavioral concerns? | |
| 4. The policy and procedures for social-emotional / behavioral screening include decision rules for parent notification, parent consent and use of the results. | a. How will awareness of the process and its benefits be developed among stakeholders?<br>b. How will parents be notified of the screening?<br>c. When in the process will parental consent be obtained? Will parental consent be active or passive?<br>d. How will results of the screening be shared with parents? Will all parents be notified of results or will only parents of students identified be informed?<br>e. How will results of the screening be used? | |
| 5. The policy and procedures for social-emotional / behavioral screening comply with district child find procedures. | a. Have the policy and procedures been reviewed and approved by the appropriate district-level personnel? | |
| 6. A point of contact at the district and building level who will take responsibility for oversight of the screening process is identified. | a. Whose role is most aligned to complete this work? | |

| Clearly Defined Procedures | | |
|---|---|---|
| **Minimum Feature** | **Questions to Consider** | **Team Notes/ Tasks to Complete** |
| 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?<br>b. Is there a process in place to address concerns if a child demonstrates risk in between occurrences of screening? | |
| 8. The screening process includes provision that all students are considered and the process is suitable to identify students with internalizing or externalizing concerns. | a. Which teachers will complete the screening so that all students have an equal chance of being considered? | |
| 9. An evidence based instrument with appropriate psychometric properties and norms is identified. | a. What are the advantages and disadvantages of the instruments under consideration? | |
| 10. Clear instructions to complete w/ training for all on how to complete. | a. Who will provide training and instructions for the screening process including how to complete the instrument, use of results and follow up obligations of participating teachers? | |

| Availability of Supports | | |
|---|---|---|
| **Minimum Feature** | **Questions to Consider** | **Team Notes/ Tasks to Complete** |
| 11. Resources are available to support universal screening (e.g. personnel, materials and time for professional learning). | a. What materials will be required to complete the process?<br>b. How will materials be obtained?<br>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?<br>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?<br>b. How do students, families and teachers access these supports? | |

## Next Steps

Below are some next steps to consider as you develop the student identification process of your Tier 3 system. 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 to:

    - Identify data decision rules for poor response
    - Confirm fidelity of implementation
    - Ensure problem behavior is 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 to address the problem behavior

        - 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)

*"An FBA is a systematic process for studying a student's behavior using multiple sources of information generated by multiple informants and documenting patterns of behavior over time..."*

Simonsen & Meyers, 2015

### 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

Your work with MO SW-PBS is grounded in the science of behavior or applied behavior analysis (ABA). Applied behavior analysis is the design, implementation, and evaluation of environmental modifications to produce socially significant improvement in behavior (Alberto & Troutman, 2012; Baer, Wolf, & Risley, 1968; Sulzer-Azaroff, B. & Mayer, R., 1991). This is based on the understanding that individuals' behavior is determined by past and current environmental events. In short, the science of behavior focuses on changes to the environment to result in changed behavior. ABA shows us that we can't change a person, but we can influence the way they behave by shaping the environment that they function within.

Central to understanding applied behavior analysis is knowing your ABCs–an acronym for the contingency *Antecedent–Behavior–Consequence*. That is, something happens preceding the behavior (the *Antecedent*), which in effect causes the *Behavior*, which then results in *Consequences*. **Antecedents are the happenings that occur before the behavior, anything in the students' environment that triggers the behavior. Antecedents include cues, prompts, signals, questions or commands from the teacher, as well as reactions from peers that influence student behavior; they are what happens right before the behavior occurs** (Crone, Hawken, & Horner, 2015; Crone, Hawken & Horner, 2010). This includes the physical setting, the time of the day, the materials, person or people present, as well as how and what directions are given. Antecedents produce the behavior that follows.

**Behavior is any observable act that the student does–the actions or reactions of the student to the environment or antecedents.** Simply stated, this is the response from the student to the antecedent conditions. It is visible action. In the classroom it might include performing or doing what is instructed, noncompliant behavior or no response at all.

**Consequences are the results, actions or events that directly follow the behavior.** They are the outcome or feedback that occurs immediately following the behavior. In the classroom this includes the reaction of the teacher and peers, which might include attention, specific positive feedback, or correction. **Consequences either increase (reinforce) or decrease (punish) the probability that the behavior will occur again in the future** (Alberto & Troutman, 2012).

Additionally, there are sometimes ***Setting Events***, **which are conditions or circumstances that alter the probability of a behavior occurring.** Events that happen outside of the immediate routine that commonly make the problem behavior more likely are *Setting Events* (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). For the entire class, a substitute, fire drill, or assembly can be a *Setting Event*. For an individual student or group of students a *Setting Event* can be lack of sleep or food, missing the bus or a fight on the bus on the way to school, etc.

**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 specific **A**ntecedent conditions, engaging in a particular **B**ehavior, will reliably result in a particular **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 or conditions trigger a specific behavior, while consequence events affect the likelihood the student will repeat the behavior in similar future situations.

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 Intervention 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 (antecedent)
- 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.

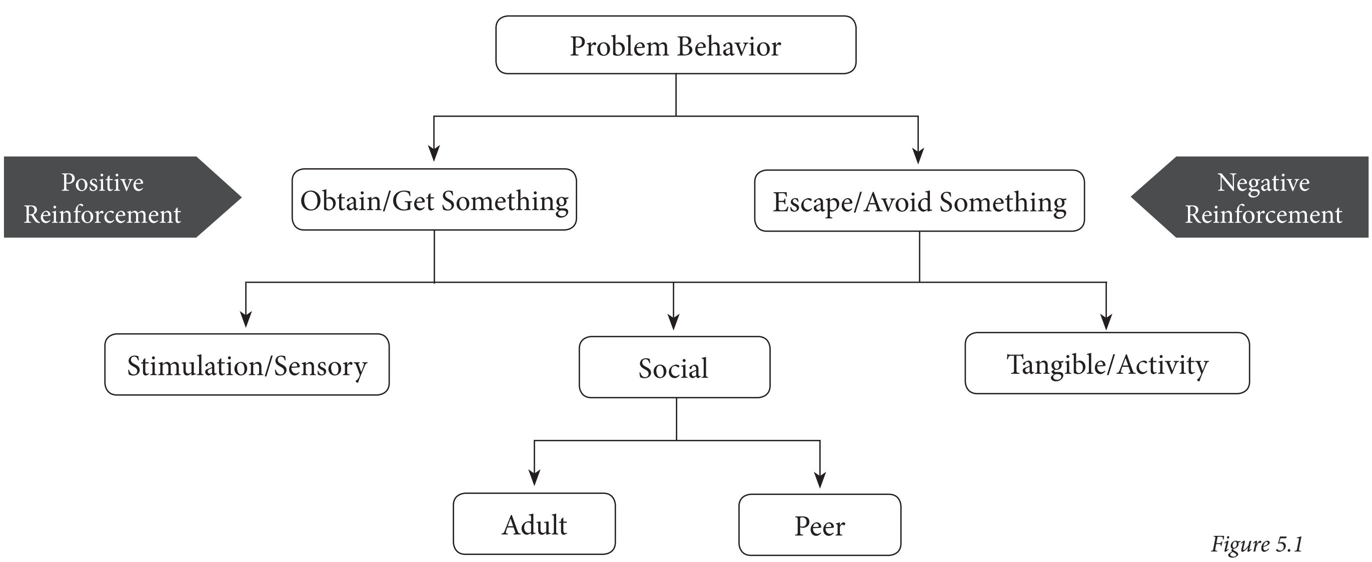



*Figure 5.1*

## 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" have been used by schools to describe functions of behavior. These labels are ***inappropriate*** because they:

- go beyond the behavioral foundations,
- locate the problem within the students,
- lack empirical verification,
- are not observable and therefore measurable, and
- 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 the "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 not consistent 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 the ***consequences*** (events or objects that the student either obtained or avoided) when he or she 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 or she is unclear about what to do. The student finds these situations highly aversive, and the problem behavior is associated with rapid removal from the unpleasant context. In this way, the verbal threats and profanity are viewed as maintained by **escape** from a specific context or demanding situation. The intervention designed to address this hypothesis—avoid task—is likely to be much more ***targeted, instructive*** and ***effective***.

**The reason for defining the function of problem behaviors is to guide the design of effective and efficient behavior support plans.** 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*** consistent implementation of universal (Tier 1) and targeted intervention strategies (Tier 2), referral for Functional Behavior Assessment (FBA) is warranted. The role of the Tier 3 Action Team is to assess the student's problem behavior, determine 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 (BIP).

**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.*

# FBA Components

**A Functional Behavior Assessment should result in specific outcomes.** These are:

1. A complete Summary Statement
2. Direct observation data to confirm the Summary Statement
3. A Behavior Intervention Plan (BIP) based on the Summary Statement

> *"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

## WHAT IS A SUMMARY STATEMENT?

The Summary Statement is a clear, concise way to give a complete and detailed description of the relationships between observable environmental events and the student's problem behavior(s). A complete Summary Statement must include the following key features:

1. Observable and measurable description of problem behavior(s)
2. Contexts in which the problem behavior is most and least likely to occur
3. Antecedent events that predict when the problem behavior is most likely
4. Consequence events that contribute 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 of problem behavior

These key features are described in detail in the following pages.

A completed 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 cooperative learning work groups or social group activities 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.

## KEY FEATURES OF THE SUMMARY STATEMENT: OBSERVABLE & MEASURABLE DESCRIPTION OF PROBLEM BEHAVIOR

1. A summary statement must first include an observable and measurable description of the problem behavior

    - 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 student yelled curse words, rather than the student used inappropriate language.)
    - Measurable – Report behaviors that have an observable beginning & end and can be counted or timed (e.g., The student yelled curse words 7 times in one hour, rather than the student often used inappropriate language.)

Examples of observable descriptions of behavior:

| General Category | Observable Description |
|---|---|
| Defiant | • Tells adults, “No!”<br>• Yells, “I won’t do it!”<br>• Uses profanity |
| Disruptive | • Talks loudly while another person is speaking<br>• Beats loudly on the desk |
| Physically Aggressive | • Throws supplies off desk<br>• Pushes peers<br>• Hits peers |
| Noncompliant | • Remains seated after being directed to move to another location<br>• 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. | |

Which dimension of behavior should be selected to measure 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.

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, actively 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 |

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 Action Team begins the process of developing a Summary Statement, it is possible to identify more than one problem behavior. Prioritizing possible target behaviors will help your Tier 3 Action Team make an informed decision about which behavior(s) should be the focus of the Behavior Intervention Plan. The following are considerations 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.** The simple FBA process in this workbook is not intended to address dangerous behaviors.

**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 consider the frequency of opportunities for the student to perform the replacement behavior. For example students perform the expected behaviors for entering and leaving the classroom on a daily basis, however the expected behavior for entering and leaving the classroom in case of a fire drill is different, and is used far less frequently.

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

**PREREQUISITE FOR OTHER SKILLS** – The relationship of the targeted behavior to other expected behaviors should be considered when selecting which behavior to target first. Expected behaviors that are a prerequisite for long-term desired behaviors should take top priority. For example, if the expectation for the student is to work with peers and contribute to assignments given when in collaborative groups, prerequisite skills might include listening and attending to task, speaking kindly to peers, beginning work right away, and asking for help when needed.

**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 over behaviors that are shorter in duration.

When prioritizing, group problem 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 of attaining peer attention, those behaviors may be grouped together on the *Prioritizing Behaviors Chart*, and on the Behavior Intervention Plan as well.

When prioritizing, the Tier 3 Action Team should place each behavior, or group of behaviors, to be considered in a column on the Prioritizing Behaviors Chart. Circle the number to rate each problem behavior according to the Prioritization Criteria in each row. Rank from low (1) to high (5). Use this information to structure dialog regarding which problem behavior to focus on for further FBA/BIP analysis. Use the bottom row to indicate the order in which the team will address the behaviors. A form template is available at the end of the chapter for your use.

## Prioritizing Behaviors Chart

| | Description of Problem Behavior | | | |
|---|---|---|---|---|
| **Prioritization Criteria** | ______ | ______ | ______ | ______ |
| 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 |
| **Order of priority?** | ____ | ____ | ____ | ____ |

***Prioritizing Scenario Freda Example:***

After gathering information, the Action 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 was to escape tasks. During group work, Freda was physically aggressive (pushing, kicking) or said mean things to others ("get away", "don't touch my stuff"). When this happened, she was asked to work with a familiar 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 obtain peer attention. 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 two sets of behavior were. They used the Prioritizing Behaviors Chart to decide where to start.

## Prioritizing Behaviors Chart

| | Description of Problem Behavior | | | |
|---|---|---|---|---|
| **Prioritization Criteria:** | Escape task behaviors (wandering, playing in desk, staring at materials but not working) | Obtain peer attention (physically aggressive toward peers, say mean things) | ______ | ______ |
| 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 |
| **Order of priority?** | 2 | 1 | ____ | ____ |

After examining the chart, the team decided to focus Freda's BIP on obtaining peer attention, with a replacement behavior of being respectful to others as defined by using kind words and keeping her hands and feet to herself. Not only were the behaviors more highly rated, but considering the amount of group work/cooperative learning in Freda's classroom, and the problems Freda was also having in less structured areas, her social skills deficits were having a major impact on Freda's success in school. Rather than ignore Freda's problems with tasks involving reading, the team discussed additional academic supports that could be provided with her teachers.

## STAY FOCUSED ON THE FUNCTION

Effective interventions cannot be based solely on the description of the problem behavior. Because all behavior serves a specific function, students learn to behave in ways that satisfy a need or result in a desired outcome.

Although the topography of the behavior (i.e., what the behavior looks like or sounds like) across several 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 may be seeking peer attention while Debra may be 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 in the context in which it occurs.**

## KEY FEATURES OF A SUMMARY STATEMENT: CONTEXT

2. After the Action Team identifies, describes, and prioritizes the problem behavior(s), the Action Team must identify the ***context*** in which the problem behavior occurs. This information is critical to identify the function of the behavior.

   **Context** refers to the activities and routines in which the problem behavior is ***most*** and ***least*** likely to occur. Identifying the context allows the Action Team to identify events that predict when, where, and under what conditions the problem behavior occurs. Equally important are the conditions under which the problem behavior does not occur.

   The process of identifying the context of behavior begins with recording the student's schedule of activities. The student's teachers rate the likelihood of the problem behavior occurring in each activity throughout the day. By examining the patterns of problem behavior, the Action Team can begin to note specific situations where antecedents and consequences make the problem behavior more likely, as well as identifying naturally occurring situations where problem behavior is unlikely.

| Context | | Problem Behavior | Consequence |
|---|---|---|---|
| 1) Schedule: *(Time & Subject)* | 2) Activity:<br>1. Large Group Activity<br>2. Small Group Activity<br>3. Independent Activity<br>4. Transitions<br>5. Unstructured Activity | 3) Likelihood of Problem:<br>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.)*<br>1. Adult(s) respond (redirect, reteach behavior, or provide assistance)<br>2. Peer(s) respond (look at, laugh or talk to student)<br>3. Student obtains specific object/item<br>4. Adult(s) withhold/remove interaction<br>5. Peer(s) withhold/remove interaction<br>6. Activity/task is changed<br>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.
    2) Changing the antecedents will likely result in changing the behavior.

    Some of the most common antecedent events are:

    - Task is 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 a sentence

ACTIVITY

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

When Lucia 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 consequences.

   - **Reinforcer:** A reinforcer is something that happens directly after a behavior occurs and **increases the probability** that the behavior will occur again.
     - When there is an increase in behavior to *access* the reinforcer, that is p**ositive reinforcement**
     - When a student increases a behavior to *avoid* an aversive reinforcer (e.g. difficult academic task, social interaction), that is **negative reinforcement**
   - **Punisher:** A punisher is something that happens directly after a behavior occurs and *decreases* the probability the behavior will occur again (not to be confused with negative reinforcement).
   - **Neutral consequence:** A neutral consequence is something that happens directly after a behavior occurs, but does not change the probability of occurrence of a behavior.

A **maintaining consequence** is a reinforcer; something that 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.

Josey puts her head down when peers talk to her during group activities. This results in peers walking away from her.

**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. 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.

   Some common setting events are listed below:

   - Student is not feeling well (stomachache, headache, sore ear, etc)
   - Student is tired or hungry
   - Student has had a negative interaction with someone earlier in the day
   - Student has regular difficulty with the subject matter

## KEY FEATURES OF A SUMMARY STATEMENT: FUNCTION OF BEHAVIOR

6. 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 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 Functional Behavior Assessment process allows teams to look more closely at the context of the behavior to go beyond surface level guessing, and avoid wrongly identifying attention-seeking as the function.

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: A 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 need to develop two Summary Statements.

ACTIVITY

Developing a Summary Statement for Glen: 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:<br><br>Therefore the function of the behavior is to: |

## Summary Statement

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 student and a Core Team member is identified as the Action Team facilitator.

↓

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

↓

**STEP 3:** Action Team facilitator does record review.

↓

**STEP 4:** Action team member(s) interview teachers, staff, student and family.

↓

**STEP 5:** Action team (Meeting 1) develops an initial Summary Statement.

↓

**STEP 6:** Action team conducts observations to clarify, adjust or confirm Summary Statement.

↓

**STEP 7:** Action team (Meeting 2) uses information from observations to confirm final Summary Statement, and develop Behavior Intervention Plan.

## FBA Process – Step 1: Student Identification

The first step in the FBA process involves the Core Team identifying a student who exhibits a pattern of problem behavior that impedes his/her learning, or the learning of others. This behavior persists despite implementation of school or classroom intervention strategies. One Core Team member is identified as the Action Team facilitator.

When identifying students for Tier 3 intervention, the Core Team 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.

## 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 3 of this workbook. The Core Team will fill out sections 1 and 2 on the *Tier 3 Student File Checklist* with the team member names and roles, the student's information, and the status of the file.

## FBA Process – Step 3: Record Review

In a record review, a 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).

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. 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 Core 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. Once the information has been collected, the team member notes on the *Tier 3 Student File Checklist* the date and location (if keeping digital files) of the record review.

## 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, the *Record Review Guide*.

## Record Review Guide

| Information Needed | Who Might Have Record | What to Look For | Why |
|---|---|---|---|
| Office Discipline Referrals (ODRs) | Data Entry Person, Assistant Principal | 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.<br><br>Helps chart the progression of problem behavior. |
| Classroom Minors | Teacher, Data Entry Person, Assistant Principal | | |
| Absences | Attendance Secretary, Assistant Principal | Patterns 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 | Attendance Secretary, Assistant Principal | 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<br>Reading Assessment<br>Writing Assessment<br>Math Assessment | Teachers, Interventionists | 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)* | Nurse | 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)* | Special Education | 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:<br>*i.e. nurse or counselor visits* | Nurse, counselor | 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 |

## SUZY EXAMPLE

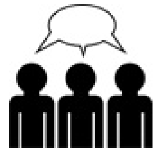
Below is an example of a completed records review with information entered on the first page of the *Adapted FACTS - Part A*:

### 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 your Core Team want to 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?

## 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 and presenting them in a standard format facilitates comparison of results across informants.

**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?

Both Family Interview and Student Interview form template are available at the end of the chapter for your use.

Several of the Teacher/Staff interview questions for teachers are designed to be directly recorded on the *Adapted FACTS - Part A* to streamline the process of creating the Summary Statement. The chart below provides information about recording information from staff interviews.

## Recording Responses from Teacher/Staff Interviews

| Interview Question | Purpose | Where to Record Responses |
|---|---|---|
| 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the problem behavior? | Obtain observable description of problem behavior in each setting | *Adapted FACTS Part A*, p. 1: Description of Problem Behavior |
| 2. 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. | Identify the general context of problem behavior | *Adapted FACTS Part A*, p. 2, Column 1: Schedule |
| 3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.). | Provide more detail about the context of problem behavior and gather information to inform antecedent events | *Adapted FACTS Part A*, p. 2, Column 2: Activity |
| 4. What is the likelihood of the behavior occurring during each time period? | Identify times/activities most likely & least likely to be associated with problem behavior | *Adapted FACTS Part A*, p. 2, Column 3: Likelihood of Problem |
| 5. What is the most common response to the problem behavior? | Identify the consequence occurring most often after problem behavior | *Adapted FACTS Part A*, p. 2, Column 4: Consequence |
| 6. What type of activity does the student choose when engaged in "free time?" | Identify possible reinforcing consequence for appropriate behavior | Teacher/Staff Interview Form |
| 7. What are some of the student's challenges? | Identify staff perception of student functioning | Teacher/Staff Interview Form |
| 8. What are some things the student does very well? | Identify possible strategies to prevent problem behavior and to reinforce appropriate behavior | *Adapted FACTS Part A*, p. 1: Description of Strengths<br>Teacher/Staff Interview Form |
| 9. What are your goals for the student? | Provide positive focus for BIP development | Teacher/Staff Interview Form |

**SUZY EXAMPLE**

# Functional Behavior Assessment
# Family Interview Form

Student: Suzy

Date: October 20

Interviewer: Mrs. Stanford

Family Member: Trisha White

Relationship to Student: Mother

| Interview Questions | 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. |

**Notes:**

**SUZY EXAMPLE**

# Functional Behavior Assessment
# Student Interview Form

Student: Suzy    Date: October 15

Interviewer: Miss Dillon (P.E. teacher)

| Interview Questions | Responses |
|---|---|
| 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? | Usually gets her homework done after a snack.<br>Then she either talks to friends, or plays on-line video games with friends. |
| 3. In general, what do you like to do in your free time? | 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? What do you like about that class? | Art most because she loves to draw and her friends are in that class.<br>She likes Science and PE.<br>Language Arts class is boring and she doesn't like the other students (she doesn't have any friends in that class). |
| 6. Do you have people in your classes who you like to work with? | In Art she can talk with her friend Marsha<br>In Science she has more time to do projects with her friends<br>In PE, she can talk to her friends and not get into trouble as long as she continues to participate.<br>She likes to work with her friends and doesn't like to do anything by herself. |
| 7. 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. |
| 8. What are some things you do very well? | Art and comedy -- telling jokes |
| 9. What are your goals for yourself at home and school? | She wants to graduate and be a comedian when she grows up. |

**Notes:**

On the next page, please find a example of Suzy's *Staff Interview Form*. Because only Suzy's 4th grade teacher was interviewed, this form was used. On the page following that, you will see this same staff interview information completed on the *Staff Interview Summary* form; another option to choose. This summary form is provided for your use when there are multiple staff to interview. The *Staff Interview Summary* provides a handy one-page summary the Action Team can use to review all staff responses. Both forms can be found at the end of the chapter for your use.

**SUZY EXAMPLE**

# Functional Behavior Assessment
# Staff Interview Form

Student: Suzy Date: October 21

Staff Interviewed: Ms. Tanner, 4th grade Interviewer: Mrs. Stanford

**Directions:** Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. 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
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

**Directions:** Ask each teacher the follow questions and record in the space below.

| Questions | Staff Name & Position |
|---|---|
| 1. What are some things the student does well? | She is a good reader and writer and can contribute a lot to class discussions if I can keep her on topic. |
| 2. What type of activity does the student choose when engaged in "free time"? | She always chooses to hang out and talk with friends |
| 3. What adults does the student like to spend time with? | Principal, Art teacher, P.E. teacher |
| 4. What peers does the student like to spend time with? | Tina and Cathy |
| 5. What are your goals for the student? | To work quietly when asked to do so during independent work time |

**Notes:**

**SUZY EXAMPLE**

# Functional Behavior Assessment
## Staff Interview Summary

Student: Suzy Date: October 21 Interviewer: Mrs. Stanford

**Directions:** Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. 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
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

**Directions:** Ask each teacher the follow questions and record in the space below.

| Questions | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position |
|---|---|---|---|---|---|
| | Ms. Tanner, 4th Grade | | | | |
| 1. What are some things the student does well? | She is a good reader and writer and can contribute a lot to class discussions if I can keep her on topic. | | | | |
| 2. What type of activity does the student choose when engaged in "free time"? | She always chooses to hang out and talk with friends | | | | |
| 3. What adults does the student like to spend time with? | Principal, Art teacher, P.E. teacher | | | | |
| 4. What peers does the student like to spend time with? | Tina and Cathy | | | | |
| 5. What are your goals for the student? | To work quietly when asked to do so during independent work time | | | | |

**Notes:**

## 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

**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).

**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 whole group instruction might be combined into large group reading.

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 *Adapted FACTS – Part B* on the next page for each of the prioritized context(s).

Once information from the record review and interviews is presented, the Action 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.

Suzy's other teachers (specials, lunch supervisor) were interviewed with similar questions, however, no problem behaviors were indicated at those times. 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 |

Suzy's 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)

## FBA Process – Step 5: Develop an initial 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 uses the information from the *Adapted FACTS - Part A* to complete the summary statement components on the *Adapted FACTS - Part B*. Each component is described in further detail in the following pages.

### *Adapted FACTS - Part B*

### SECTION 5: DESCRIPTION OF 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 | If a, b, c, d or e– Describe setting/activity/context in detail |
| ___b. Small Group Activity | ____________________________________________ |
| ___c. Independent Activity | ____________________________________________ |
| ___d. Transition | If f, g, h, or i – Describe task/demand in detail |
| ___e. Unstructured Activity | ____________________________________________ |
| ___f. Task too hard | ____________________________________________ |
| ___g. Task too easy | If j – Describe purpose of correction, voice tone, volume |
| ___h. Task too long | ____________________________________________ |
| ___i. Physical Demand | |
| ___j. Correction/reprimand | |

## SUZY EXAMPLE

| Antecedents (Rank order top 2 predictors) | Follow Up Questions – *Be as Specific as possible* |
|---|---|
| _2_a. Large Group Activity<br>___b. Small Group Activity<br>_1_c. Independent Activity<br>___d. Transition<br>___e. Unstructured Activity<br>___f. Task too hard<br>___g. Task too easy<br>___h. Task too long<br>___i. Physical Demand<br>___j. Correction/reprimand | If a, b, c, d or e– Describe setting/activity/context in detail<br>Any task in which Suzy is not working with her friends<br><br>If f, g, h, or i – Describe task/demand in detail<br>___<br>___<br><br>If j – Describe purpose of correction, voice tone, volume<br>___ |

**Follow-up Questions**
After identifying the strongest predictor(s), or the antecedents most likely to lead to the problem behavior, ask 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:**
*Is the description of the antecedent clear enough that the team can identify specific environmental modifications to prevent the problem behavior?*

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)

## SECTION 6: DESCRIPTION OF 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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>___h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>______________________________<br>How did the adults or peers respond?<br>______________________________<br>If c, d or e – What specific item, activity or sensory input did the child get? ______________________________<br>If f or g – From which adults or peers was the child removed?<br>______________________________<br>If h or I – Describe specific task/activity/sensory input removed. ______________________________<br>*(Specifically describe the type of work within subject areas)*<br>Can the student independently perform the task? Y N<br>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)<br>_1_b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>_2_h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>Suzy's friends<br>How did the adults or peers respond?<br>peers laugh and look at Suzy<br>If c, d or e – What specific item, activity or sensory input did the child get? ___<br>If f or g – From which adults or peers was the child removed?<br>___<br>If h or I – Describe specific task/activity/sensory input removed. independent reading and writing<br>*(Specifically describe the type of work within subject areas)*<br>Can the student independently perform the task? Y N<br>Is further assessment needed to ID specific skill deficits? Y N |

## SECTION 7: SETTING EVENT(S)

- 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 | |

**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.

*How often does the student come to school hungry? Does the family have the student's medication and just have trouble remembering to give it regularly, or do they need assistance getting access to medical help?*

**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.

## 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 appears to be avoiding difficult tasks, it would make sense that the antecedent is a specific task that is too difficult. It would not make sense if the function appears to be to escape a difficult task and the antecedent is unstructured time with peers (Loman & Borgmeier, 2010).

## SECTION 8: 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(s)/ Function |
|---|---|---|
| When this happens . . . | Student will . . . . | Because this happens . . .<br><br>Therefore the function is to obtain/avoid ____________ |
| **SETTING EVENT** | | |
| | | |

## SUZY EXAMPLE

Using the information from the *Adapted FACTS - Part B*, the Action Team records Suzy's information into the table.

| ANTECEDENT(s)/Triggers | PROBLEM BEHAVIOR(s) | CONSEQUENCE(s)/ Function |
|---|---|---|
| When this happens . . .<br>When asked to do independent work | Student will . . . .<br>Joke, talk out, and disrupt class | Because this happens . . .<br>Peers laugh and respond<br><br>Therefore the function is to obtain/avoid peer attention |
| **SETTING EVENT** | | |
| When certain peers are around | | |

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 (Setting = _____________________________).

**Suzy Example:** Suzy's initial Summary Statement:
During (Context) content area classes 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 (Setting) specific friends are around.

### Rate confidence in initial Summary Statement

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.

| 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 Process – Step 6: Observation

After the initial Summary Statement has been developed, the Action 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 Action Team schedules an observation to verify the accuracy of the initial 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.

**GUIDELINES FOR OBSERVATIONS**
Sit in an area of the room where you can see the child but are as unobtrusive as possible. 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 and 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 activity.

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).

**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 Action Team uses the following questions 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?
- Do identified antecedents precede the problem behavior
- 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 your team understand how to conduct observations using the ABC Observation Form

An ABC Observation Form template is available at the end of the chapter for your use. Suzy's ABC Observation Form is on the following page.

## SUZY EXAMPLE

# A B C Observation Recording Form

Observer Mr. Gardner Student Suzy

Location Ms. Tanner, 4th grade teacher Date October 24

**List Initial Summary Statement**

| ANTECEDENT | | BEHAVIOR | OUTCOME/CONSEQUENCE |
|---|---|---|---|
| During:<br>Structured time | When:<br>Suzy is asked to work independently | The student will:<br>Joke, talk out and disrupt | Because:<br>peers laugh and respond<br><br>Therefore the function is to obtain/avoid peer attention |

**Activity Observed:** Whole group instructions and independent reading

| Time | Antecedent | | Behavior | Outcome/Consequence |
|---|---|---|---|---|
| | ☒ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify:<br>Teacher was giving instructions for activity | ☒ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | Suzy was talking to neighbor during instructions | ☐ adult(s) respond (look at or talk to student)<br>☒ peer(s) respond (look at, laugh or talk to student)<br>☐ get specific activity/object<br>☐ get specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |

| | | | | |
|---|---|---|---|---|
| | ☐ Large group activity<br>☐ Small group activity<br>☒ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify:<br>Student was asked to read independently for 15 min | ☒ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | Suzy wrote note and passed to a friend. Whispered to others, | ☒ adult(s) respond (look at or talk to student)<br>☒ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>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 |
| Summary Statement based on Observation(s) | | | | |
| | During:<br>structured class time | When:<br>given an independent task | Student will:<br>talk or make jokes | Because: peers respond. Suzy wants peer attention<br><br>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 | 3 *So-so* | 4 | 5   *Very confident* 6 |

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

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

Action Team meets to finalize 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 *ABC 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 EXAMPLE

# Record Review from Adapted FACTS - Part A

| Information Needed | Date Collected | Summarize Findings and Relevant Dates |
|---|---|---|
| Office Referrals (ODR) | November 22 | 6 total<br>1 ODR for shouting at the teacher in Communication Arts;<br>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;<br>2 ODRs for walking around the room when directed to begin work (1 in Social Studies, 1 in science.) |
| Classroom Minors | November 22 | 11 total<br>4 for being out of her assigned area during small group activity in CA<br>3 for drawing rather than working on assigned task even after being directed several times to begin work<br>(2 in Social Studies; 1 in CA)<br>4 for making noises loud enough to disrupt work of students near her (2 in CA; 1 in SS; 1 in Science) |
| Absences | November 23 | 1 Excused |
| Tardies | November 23 | None |
| G.P.A./Grades | November 23 | G.P.A = 2.1 (Math = B; CA = D-; SS = F; Science = C; PE = B; Computer = C-; Art = A |
| Reading Assessment | | SRI Score = 580 (10th percentile) |
| Written Language Assessment | | Acuity Language Arts = 440 (7th percentile) |
| Math Assessment | | Acuity Math= Proficient |
| Health Information<br>*(if applicable)* | | NA |
| IEP Information *(if applicable)* | | NA |
| Other:<br>*i.e. nurse or counselor visits* | November 23 | Pat visited the counselor one time when a teacher sent her to talk about how to be prepared for class. |

**PAT EXAMPLE**

# Functional Behavior Assessment
## Staff Interview Summary

Student: Pat  Date: November 31  Interviewer: Mr. Jacobs

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. 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
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

**Directions:** Ask each teacher the follow questions and record in the space below.

| Questions | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position |
|---|---|---|---|---|---|
| | Mr Lewis, Science | Ms. Haynes, CA | Ms. Deci, Math | Ms. Vista, Art | Ms. Dever, SS |
| 1. What are some things the student does 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 likes to help others | She is creative |
| 2. What type of activity does the student choose when engaged in "free time"? | She draws and doodles | She talks to friends and draws | We don't have much free time | She will help others and give suggestions to improve their projects | She doodles and talks to friends |
| 3. What adults does the student like to spend time with? | Ms. Vista, art teacher | Ms. Deci, math and the art teacher | Ms Vista | Me | Ms. Deci, math and the art teacher |
| 4. What peers does the student like to spend time with? | Kim and Macy | I see her with Kim | Macy and Tom | Kim | Macy and Kim |
| 5. What are your goals for the student? | To do her work without reminders to keep working | To stay in her seat and work quietly | To complete and turn in all her homework | To focus in her other classes as well as she does in art | To do her work, complete her homework and not disrupt others |

**Notes:**

**PAT EXAMPLE**

## Functional Behavior Assessment
## Family Interview Form

Student: Pat	Date: November 26

Interviewer: Ms. Vista

Family Member: Bob Jones	Relationship to Student: Dad

| Interview Questions | Responses |
|---|---|
| 1. Describe a typical day for your child. | 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. |
| 2. What does your child do after school when he or she gets home each day? | She stays in her room and draws pictures. |
| 3. Does he or she spend time with friends or people his or 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. |
| 4. What does he or 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. |
| 5. What are some of your child's challenges? | She is a very good artist. She's drawn pictures of me and of her grandmother that look like they were taken with a camera.<br>She helps around the house a lot.<br>She has a good imagination. |
| 6. What are some things your child does very well? | 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. |
| 7. What are your goals for your child 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. |

**Notes:** I explained to 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 her be more successful in school. I 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.

## PAT EXAMPLE

# Functional Behavior Assessment
# Student Interview Form

Student: Pat Date: November 30

Interviewer: Ms. Vista, Art Teacher

| Interview Questions | Responses |
|---|---|
| 1. Describe a typical day for you. | She gets up about 6:30 every day, gets dressed and eats breakfast. She draws or talks to her Grandma for about an hour, and then gets on the bus. When she gets to school she talks to some of her friends. She goes to all her classes, then comes home. When she gets home, she works on some of her pictures and eats supper with her dad and grandma. She watches t.v., calls her friends, then goes to sleep. |
| 2. What do you like to do after school when you get home each day? | Draw or talk to Grandma |
| 3. In general, what do you like to do in your free time? | Draw, hang out with friends |
| 4. Do you spend time with friends or people your own age? | Has lots of friends in her classes, but only calls or hangs out with Macy and Sarah. Goes to Macy's house about once a week. |
| 5. What is your favorite class in school? What do you like about that class? | Loves art class! We get to use such cool supplies…I love watercolors! I get to talk to my friends while we work. |
| 6. Do you have people in your classes who you like to work with? | Likes to work with lots of people, but mostly Kim and Macy. They're friends and Kim is really smart. |
| 7. What are some things you have trouble with? | Doesn't like reading--It's really hard for her. Can't read really long books. Doesn't like writing either. Can write notes to friends but can't write long papers. Has trouble doing work in Communication Arts, so sometimes walks around just to take a break. |
| 8. What are some things you do very well? | Is really good at drawing. Dad says she's good at helping at home. Likes to help at school, too, but only gets to do that in art class. |
| 9. What are your goals for yourself at home and school? | Wants to stay in school so she can maybe go to some kind of art college. Wants to get a good job so she can help my dad and grandma. |

**Notes:** I told 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. I let Pat know the date of the plan development meeting. Pat said she would like to attend the meeting if I was going to be there too.

## PAT EXAMPLE

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

**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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>___h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>____________________________________________<br>How did the adults or peers respond?<br>____________________________________________<br>If c, d or e – What specific item, activity or sensory input did the child get? ________________________<br>If f or g – From which adults or peers was the child removed?<br>____________________________________________<br>If h or I – Describe specific task/activity/sensory input removed. ________________________<br>*(Specifically describe the type of work within subject areas)*<br>Can the student independently perform the task? Y N<br>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<br>___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 . . .<br><br>Therefore the function is to obtain/avoid ____________________ |
| **SETTING EVENT** | | |
| | | |

*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 (Setting = ________________).*

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

## A B C Observation Recording Form

Observer Mrs. Phillips　　　　Student Pat

Location Mrs. Haynes-- CA　　　　Date December 1

**List Initial Summary Statement**

| ANTECEDENT | | BEHAVIOR | OUTCOME/CONSEQUENCE |
|---|---|---|---|
| During:<br>Academic classess | When:<br>Pat is asked to do independent writing | The student will:<br>Walk around room, draw or make noises | Because:<br>she is given easier assignments or removed from class<br><br>Therefore the function is to obtain/avoid Writing tasks |

**Activity Observed:** Writing an opinion two paragraph paper

| Time | Antecedent | | Behavior | Outcome/Consequence |
|---|---|---|---|---|
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>X Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>X Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>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)<br>☐ peer(s) respond (look at, laugh<br>X or talk to student)<br>☐ get specific activity/object<br>☐ get specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: I told Pat to get out materials and start writing. |
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>X Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>X Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>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)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>X Notes: Pat was sent to area in back of room for 5 min. |

| | | | | |
|---|---|---|---|---|
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>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)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☒ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: Pat sent to office. |
| Summary Statement based on Observation(s) | | | | |
| | During: | When: | Student will: | Because:<br><br>Therefore the function is to obtain/avoid (circle one) |
| How confident are you that your Summary Statement accurately explains the problem behavior occurring?<br>*Not at all* 1 2 *So-so* 3 4 5 *Very confident* 6 | | | | |

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

**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<br><br>Disrupts others | Pat will walk around room, draw, or pretend to work but does not complete tasks<br>Makes loud noises that disrupt others | Frequency of task completion<br>Frequency/intensity of disruptions |

**SECTION 3: RECORD REVIEW**

Gather relevant information about the student 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<br>Written Language Assessment | 12/2/15 | SRA = 560, 10th %tile, Acuity Language Arts = 440, 7th %tile |
| Math Assessment | 12/2/15 | Acuity Math = Proficient |
| | | |
| 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:<br>1. Large Group Activity<br>2. Small Group Activity<br>3. Independent Activity<br>4. Transitions<br>5. Unstructured Activity | 3) Likelihood of Problem:<br>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.)*<br>1. Adult(s) respond (Redirect, Reteach Behavior, or Provide Assistance)<br>2. Peer(s) respond (look at, laugh or talk to student)<br>3. Student obtains specific object/item<br>4. Adult(s) withhold/remove interaction<br>5. Peer(s) withhold/remove interaction<br>6. Activity/task is changed<br>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<br>___b. Small Group Activity<br>_1_c. Independent Activity<br>___d. Transition<br>___e. Unstructured Activity<br>_2_f. Task too hard<br>___g. Task too easy<br>___h. Task too long<br>___i. Physical Demand<br>___j. Correction/reprimand | If a, b, c, d or e– Describe setting/activity/context in detail<br>Independent activities<br><br>If f, g, h, or i – Describe task/demand in detail<br>writing tasks<br><br>If j – Describe purpose of correction, voice tone, volume<br>__________ |

**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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>_1_h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>Teacher tries to get her to work<br><br>How did the adults or peers respond?<br>teacher comes over to Pat and reminds her to get to work<br>If c, d or e – What specific item, activity or sensory input did the child get? __________<br><br>If f or g – From which adults or peers was the child removed?<br>__________<br><br>If h or I – Describe specific task/activity/sensory input removed. Writing tasks<br>*(Specifically describe the type of work within subject areas)*<br><br>Can the student independently perform the task? Y N<br>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<br>___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 . . .<br>independent writing task | Student will . . . .<br>Walk around room, draw, make distracting noises | Because this happens . . .<br>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 (Setting =*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 FACTS - Part A Instructions
- Adapted FACTS - Part B Instructions
- Prioritizing Behaviors Chart
- Record Review Guide
- Family Interview Form
- Student Interview Form
- Staff Interview Form
- Staff Interview Summary Form
- 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<br>___b. Small Group Activity<br>___c. Independent Activity<br>___d. Transition<br>___e. Unstructured Activity<br>___f. Task too hard<br>___g. Task too easy<br>___h. Task too long<br>___i. Physical Demand<br>___j. Correction/reprimand | If a, b, c, d or e– Describe setting/activity/context in detail<br>____________________<br>____________________<br>If f, g, h, or i – Describe task/demand in detail<br>____________________<br>____________________<br>If j – Describe purpose of correction, voice tone, volume<br>____________________ |

**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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>___h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>____________________<br>How did the adults or peers respond?<br>____________________<br>If c, d or e – What specific item, activity or sensory input did the child get? ____________________<br>If f or g – From which adults or peers was the child removed?<br>____________________<br>If h or I – Describe specific task/activity/sensory input removed. ____________________<br>*(Specifically describe the type of work within subject areas)*<br><br>Can the student independently perform the task? Y N<br>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.

| **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<br>___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 . . .<br><br>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 (Setting = ________________).*

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<br>___b. Small Group Activity<br>___c. Independent Activity<br>___d. Transition<br>___e. Unstructured Activity<br>___f. Task too hard<br>___g. Task too easy<br>___h. Task too long<br>___i. Physical Demand<br>___j. Correction/reprimand | If a, b, c, d or e– Describe setting/activity/context in detail<br>______________________________<br>______________________________<br>If f, g, h, or i – Describe task/demand in detail<br>______________________________<br>______________________________<br>If j – Describe purpose of correction, voice tone, volume<br>______________________________ |

**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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>___g. removed from peer(s)<br>___h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond?<br>______________________________<br>How did the adults or peers respond?<br>______________________________<br>If c, d or e – What specific item, activity or sensory input did the child get? ____________________<br>If f or g – From which adults or peers was the child removed?<br>______________________________<br>If h or I – Describe specific task/activity/sensory input removed. ____________________<br>*(Specifically describe the type of work within subject areas)*<br>Can the student independently perform the task? Y N<br>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<br>___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 (Setting = ________________).*

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 |

## Prioritizing Behaviors Chart

Student: ______________________________ Date: ____________________

Directions:

Place each behavior, or group of behaviors, to be considered in a column on the chart.

Circle the number to rate each problem behavior according to the Prioritization Criteria in each row. Rank and circle from low (1) to high (5).

Use the bottom row to indicate the order in which the team will address the behaviors.

Use this information to structure dialog regarding which problem behavior to focus on for further FBA/BIP analysis.

| | Description of Problem Behavior | | | |
|---|---|---|---|---|
| **Prioritization Criteria** | | | | |
| 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 |
| **Order of priority?** | ____ | ____ | ____ | ____ |

## Record Review Guide

| Information Needed | Who Might Have Record | What to Look For | Why |
|---|---|---|---|
| Office Discipline Referrals (ODRs) | Data Entry Person, Assistant Principal | 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.<br><br>Helps chart the progression of problem behavior. |
| Classroom Minors | Teacher, Data Entry Person, Assistant Principal | | |
| Absences | Attendance Secretary, Assistant Principal | Patterns 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 | Attendance Secretary, Assistant Principal | 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<br>Reading Assessment<br>Writing Assessment<br>Math Assessment | Teachers, Interventionists | 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)* | Nurse | 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)* | Special Education | 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:<br>*i.e. nurse or counselor visits* | Nurse, counselor | 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 |

## Functional Behavior Assessment
## Family Interview Form

Student: ______________________ Date: ______________________

Interviewer: ______________________

Family Member: ______________________ Relationship to Student: ______________________

| Interview Questions | Responses |
|---|---|
| 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 or she 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? | |

**Notes:**

## Functional Behavior Assessment
## Student Interview Form

Student: ______________________________ Date: ______________________________

Interviewer: ______________________________

| Interview Questions | Responses |
|---|---|
| 1. Describe a typical day for you. | |
| 2. What do you like to do after school when you get home each day? | |
| 3. In general, what do you like to do in your free time? | |
| 4. Do you spend time with friends or people your own age? | |
| 5. What is your favorite class in school? What do you like about that class? | |
| 6. Do you have people in your classes who you like to work with? | |
| 7. What are some things you have trouble with? | |
| 8. What are some things you do very well? | |
| 9. What are your goals for yourself at home and school? | |

**Notes:**

# Functional Behavior Assessment
# Staff Interview Form

Student: ______________________________ Date: ______________________________

Staff Intervied: ______________________________ Interviewer: ______________________________

**Directions:** Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

## INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. 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
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

**Directions:** Ask each teacher the follow questions and record in the space below.

| Questions | Staff Name & Position |
|---|---|
| 1. What are some things the student does well? | |
| 2. What type of activity does the student choose when engaged in "free time"? | |
| 3. What adults does the student like to spend time with? | |
| 4. What peers does the student like to spend time with? | |
| 5. What are your goals for the student? | |

**Notes:**

# Functional Behavior Assessment
## Staff Interview Summary

Student: ______________________ Date: ____________ Interviewer: ____________________

Directions: Ask each teacher the follow questions and record responses on Section 4: Context Analysis on the *Adapted FACTS - Part A*

INTERVIEW QUESTIONS

1. 1. Describe exactly what the child is doing (use action verbs) when he or she is engaging in the previously identified problem behavior? What does it look and sound like in your class?
2. 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
3. For each time listed, indicate the activity in which the student is typically engaged (e.g. small group instruction, independent writing activity, transition, etc.).
4. For each time listed, indicate the likelihood of the problem behavior occurring (1 = low, 6 = high)
5. For each time listed, what is the most common response to the problem behavior?

**Directions:** Ask each teacher the follow questions and record in the space below.

| Questions | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position | Staff Name & Position |
|---|---|---|---|---|---|
| | | | | | |
| 1. What are some things the student does well? | | | | | |
| 2. What type of activity does the student choose when engaged in "free time"? | | | | | |
| 3. What adults does the student like to spend time with? | | | | | |
| 4. What peers does the student like to spend time with? | | | | | |
| 5. What are your goals for the student? | | | | | |

**Notes:**

# A B C Observation Recording Form

**Observer** ______________________________ **Student** ______________________________

**Location (e.g., class #, gym, cafe)** ______________ **Date** ______________________________

**List Initial Summary Statement**

| ANTECEDENT | | BEHAVIOR | OUTCOME/CONSEQUENCE |
|---|---|---|---|
| During: | When: | The student will: | Because:<br><br>Therefore the function is to obtain/avoid ________________ |

**Activity Observed:**

| Time | Antecedent | | Behavior | Outcome/Consequence |
|---|---|---|---|---|
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ get specific activity/object<br>☐ get specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |

| Time | Antecedent | | Behavior | Outcome/Consequence |
|---|---|---|---|---|
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |
| | ☐ Large group activity<br>☐ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☐ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: | | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: |
| Summary Statement based on Observation(s) | | | | |
| | During: | When: | Student will: | Because:<br><br>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 your Tier 3 system. 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, including:**
    - Collect Records Review data.
    - Conduct interviews with relevant stakeholders.
    - Prioritize problem behaviors as needed.
    - Conduct observations as needed.

2. **Establish a system for developing a Summary Statement, including:**

    - 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.

3. **Establish a system for confirming Summary Statement, including:**

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

# CHAPTER 6: BEHAVIOR INTERVENTION PLANS (BIP)

*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.*

George Sugai, 1999

### 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 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 (BIP) to increase pro-social behavior and decrease problem behavior. Tier 3 interventions are the same as Tier 1 schoolwide and classroom effective practices only they are more intensive and individually tailored to the student. It is important to make connections across the tiers. In addition, as Action Teams develop individualized plans for students, understanding the role of human motivation may be helpful.

### THE IMPORTANCE OF CONNECTING ACROSS THE TIERS

Using the information from the FBA process to accurately construct a competing behavior pathway, and selecting the appropriate strategies to use form the basis of the Behavior Intervention Plan. These sections will determine what the intervention will be, how it will be measured, who will be participating, and how the fading, generalization, and maintenance plan should be designed.

Because long-term replacement behaviors should be connected to your schoolwide expectations, it is prudent to incorporate the language of your matrix and the 8 Effective Classroom Practices in the BIP from the beginning. The ultimate goal of the BIP is to teach the strategies and skills the student needs to be successful in your school environment. Student sucess is more likely when natural routines and supports are incorporated in the plan.

As your team works to develop intensive, individualized interventions, you may encounter staff members, community members, parents, or other educators in the field who argue that providing external rewards or supports will be harmful to student motivation. Fortunately, there is an abundance of research you can share to dispel their concerns.

## Understanding the Role of Human Motivation in Learning

When considering the ABCs of behavior, teachers may assert they do not believe in giving prompts, positive feedback, or tangible rewards for behaviors students should already know and display. Additionally, some teachers fear providing external regulation, in the form of antecedent or consequential supports, will undermine students' intrinsic motivation. Such statements indicate a lack of understanding regarding the fundamental principles of motivation and the differentiation between motivation and regulation. Beyond infancy and early childhood, the motivation for the majority of human behavior is externally motivated (Ryan & Deci, 2000).

Initially, educators provide external regulation for students by establishing common definitions of desired behaviors, providing antecedent supports, and delivering reinforcing or discouraging consequences. Educators use these externally regulated strategies to teach all students the expected behavior and facilitate consistent use of appropriate behavior. Over time, educators assist students in developing self or internal regulation. Students must engage in self-regulation (e.g., demonstrating desired behaviors consistently, without prompting, affirmations or recognition) in order to become successful contributing members of society. Deci and Ryan's (2010) research in the field of self-determination theory (SDT) illustrates the transition from external regulation to internal regulation.

In Figure 6.1, Ryan and Deci (2000) articulate the continuum of human motivation including: amotivation, extrinsic motivation, and intrinsic motivation. *Amotivation* denotes a complete lack of motivation for or value of the activity or knowledge in consideration, or perceived lack of competence with the activity. *Extrinsic motivation* means an individual engages in an activity to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later). *Intrinsic motivation* refers to participating in an activity simply for the enjoyment of the activity itself. Many factors influence where an individual falls on the continuum, with regard to a specific behavior. Additionally, an individual's location on the continuum may be fluid and individuals may move in either direction along the continuum.

## A Taxonomy of Human Motivation

| Regulatory Styles | **Amotivation** *Lack of any motivation or value for the activity, or perceived lack of competence* | **Extrinsic Motivation** *Activity is done in order to attain a separable outcome (e.g., to receive an external item or activity of preference, to fit into a group, to master a skill or gain knowledge needed for later)* | | | | **Intrinsic Motivation** *Activity is done simply for enjoyment of the activity itself* |
|---|---|---|---|---|---|---|
| Associated Processes | Lack of intentionality or relevance | Compliance | Approval from self or others | Self-endorsement of goals | Synthesis of goals or congruence | Interest, enjoyment, inherent satisfaction |
| Perceived Locus of Causality | Impersonal | External | Somewhat External (Introjection) | Somewhat Internal (Identification) | Internal (Integration) | Internal |

*Adapted from Ryan and Deci, 2000*
*Figure 6.1*

Extrinsically motivated behaviors may range from externally to internally regulated (e.g., continuum of *perceived locus of causality* in Figure 6.1), or include multiple regulating factors. Consider, for example, possible regulating factors motivating an individual's choice to adopt healthier eating habits and where those factors fall along the *Taxonomy of Human Behavior* in Figure 6.2:

| Regulatory Styles | **Amotivation** | **Extrinsic Motivation** *Activity is done in order to attain a separable outcome* | | | | **Intrinsic Motivation** |
|---|---|---|---|---|---|---|
| Associated Processes | Lack of intentionality or relevance | Compliance | Approval from self or others | Self-endorsement of goals | Synthesis of goals or congruence | Interest, enjoyment, inherent satisfaction |
| Perceived Locus of Causality | Impersonal | External | Somewhat External (Introjection) | Somewhat Internal (Identification) | Internal (Integration) | Internal |
| Healthy Eating habits | | Desire to meet BMI, blood pressure or other goals for work place health insurance promotions | Desire to fit in at work where everyone eats healthy; wanting to "look good" by societal standards | Desire to be healthier | Choosing a vegan diet as part of a commitment to improving the environment | Inherent love of fresh fruits & vegetables |

*Figure 6.2*

While the choice to adopt healthier eating habits may seem internally regulated, or even intrinsically motivated, extrinsic motivation plays a significant role. An inherent enjoyment of fresh fruits and vegetables makes the change easier to adopt. However, you cannot discount the extrinsically motivating factors, such as wanting to comply with recommendations of medical professionals, a desire to fit in with colleagues who make healthy eating choices, setting and reaching a weight loss goal, or recognizing the impact eating habits make on the larger environment.

Ryan and Deci (2000) note, *"In schools for example, it appears that intrinsic motivation becomes weaker with each advancing grade,"* (p. 60). Because most human behavior relies on some form of external motivation, past early childhood, educators face the challenge of teaching students to identify, value, and engage in socially appropriate behaviors with minimal external pressure or regulation. Self-determination theory includes three needs individuals must fulfill to behave with intrinsic motivation:

1. **Competence:** succeeding in what is to be done, belief in one's ability to succeed, self-efficacy
2. **Relatedness:** connecting with others, belonging
3. **Autonomy:** being in control of ones' life, self-determination

Students may not, initially, find behaviors critical to school success inherently interesting or personally valuable; therefore, educators will need to provide some level of instruction and reinforcement to encourage students to engage in desired behaviors. Over time, students will begin to self-regulate engagement in appropriate behaviors because doing so increases feelings of connectedness and experiences of competency and autonomy. SW-PBS supports the development of self-regulation by: creating environments where all students feel welcome, connected, and valued; directly teaching, monitoring, and reinforcing expectations; and assisting students in the development of self-monitoring and self-regulation.

The amount of external regulation or motivation necessary to reach the end goal of students' consistent display of desired behavior will be dependent on chronological and developmental age of students, students' prior knowledge of and experience with desired behaviors, the context or setting events and the students' understanding that the schoolwide behavioral rules and procedural skills desired by adults are *universal* in nature, and will increase their overall success in the classroom, schoolwide and eventually in life outside of school. Understanding that the majority of human behavior relies on a certain degree of external motivation, and intrinsic motivation relies on the development of competence, relatedness and autonomy. School teams can leverage the science of behavior to plan for and establish systems that create environments which increase the likelihood that teachers and students will demonstrate desired behaviors. Students learning a new skill or behavior may need external regulation (e.g., reward) to gain enough exposure to the naturally occurring positive consequences of the behavior. For example, using more pro-social behaviors such as taking turns; saying "please" or "thank you"; and keeping hands to ones' self; allow a student struggling to find friends to experience social acceptance from peers. Initial teaching and reinforcement may be necessary to help the student learn and consistently use the skill. Over time the skill becomes self-initiated and self-regulated. Eventually the skill should generalize to multiple social contexts allowing the student increasing access to desired peer groups or activities.

However, excessive reliance on authoritarian external regulation leads to individuals losing their sense of autonomy and relinquishing the capacity for self-regulation. Under these conditions, a previously self-regulated behavior becomes a behavior demonstrated only under high external regulation (e.g., athletes who lose the love of the game under pressure to win at all costs). While in most cases people's general regulatory style becomes more "internal" over time (Chandler & Connell, 1987), in accordance with developmental tendencies towards autonomy (Ryan, 1995), regulation can move in either direction on the continuum.

ACTIVITY

With your team:

- Discuss how you will design professional learning for your staff regarding the continuum of motivation.
- How will you help staff understand the idea of regulation vs. motivation?

## Introduction to Behavior Intervention Planning Process

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.

The flow chart on the next page shows the entire process of developing a BIP from the FBA. Each step will be described in further detail throughout the chapter. The workbook will guide you through the step-by-step process with an example student, Suzy, continued from Chapter 5.

## Behavior Intervention Plan Development Flow Chart

STEP 1: Develop a Competing Behavior Pathway

1.1 Transfer Summary Statement from FBA into Competing Behavior Pathway.
1.2 Identify the **desired long-term replacement behavior**.
1.3 Identify an **alternative short-term behavior**.
1.4 Identify **maintaining consequences** for the desired long-term replacement behavior.

↓

STEP 2: Identify Intervention Strategies

2.1 Identify **teaching strategies**.
2.2 Identify **setting event strategies**.
2.3 Identify **antecedent strategies**.
2.4 Identify **consequence strategies to reinforce** appropriate behavior.

↓

STEP 3: Identify Consequence Strategies to limit reinforcement of the problem behavior

↓

STEP 4: Develop a Safety Plan, if needed

↓

STEP 5: Develop Implementation Plan

↓

STEP 6: Develop Monitoring & Evaluation Plan

↓

STEP 7: Identify Generalization & Maintenance Strategies

# Behavior Intervention Plan Components

## STEP 1. DEVELOPING A COMPETING BEHAVIOR PATHWAY

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

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 FBA summary statement into the behavior pathway diagram--transferring the setting events, triggering antecedents, and maintaining consequences along with the function to the Competing Behavior Pathway. Next, the Action Team defines the desired replacement behavior, as well as any alternative short-term replacement behaviors that might be appropriate steps to the long-term replacement behavior. The reinforcement consequence for when the student displays the desired replacement behavior is planned.

### Identifying Long-term Replacement Behaviors

Once the summary statement is transferred to the Competing Behavior Pathway, the next step is for the Action Team to decide on long-term replacement behaviors. These long-term replacement behaviors are found in the classroom rules and schoolwide matrix. It would be helpful for the Action Team to have those resources available for this task. If the desired replacement behavior is taken directly from the schoolwide matrix or classroom rules staff will already be fluent with the language to positive reinforce the desired behavior. There is no special language needed for a Behavior Intervention Plan! The chart below give examples of desired replacement behavior from classroom or schoolwide matrices that address the function of the problem behavior and increase the likelihood the student will receive recognition for use of the desired behavior.

| Problem Behavior | Function | Desired Replacement Behavior |
|---|---|---|
| Quiet when addressed by peers; Cries; Turns around and walks away | Escape peer interaction | Listen to the speaker with my eyes and ears, use kind words |
| Rips paper; Leaves work area and walks around the room | Escape difficult tasks | When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat. |
| Pushes or hits peers | Gain peer interaction | Be safe: keep body to yourself and use respectful language. |

## Identifying Short-term Alternative Behavior

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

Short-term alternative behaviors are:

- An immediate attempt to reduce disruption & potentially dangerous behavior 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

Just like the long-term replacement behavior, the short-term alternative behavior must serve the same function as the problem behavior (see the table below).

| Problem Behavior | Function | Short-term Alternative Behavior | Desired Replacement Behavior |
|---|---|---|---|
| Quiet when addressed by peers; Cries; Turns around and walks away | Escape peer interaction | Tell friends, "I just want to be alone right now.", "I want to be by myself now" and other respectful "I" statements | Listen to the speaker with my eyes and ears, use kind words |
| Rips paper; Leaves work area and walks around the room | Escape difficult tasks | Sit quietly, ask for a break (limit to 3 per day) | When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat. |
| Pushes or hits peers | Gain peer interaction | Use words only to get friends' attention | Be safe: keep body to yourself and use respectful language. |

## Identify Maintaining Consequence for the Desired Behavior

After identifying the desired replacement behavior, the Action Team must consider how the new behavior meets the student's needs and will be reinforced.

| Problem Behavior | Function | Short-term Alternative Behavior | Desired Replacement Behavior | Maintaining Consequence |
|---|---|---|---|---|
| Quiet when addressed by peers; Cries; Turns around and walks away | Escape peer interaction | Tell friends, "I just want to be alone right now.", "I want to be by myself now" and other respectful "I" statements | Listen to the speaker with my eyes and ears, use kind words | Others students will be more likely to respond to her in a positive way by respecting her requests to occasionally have time to herself. |
| Rips paper; Leaves work area and walks around the room | Escape difficult tasks | Sit quietly, ask for a break (limit to 3 per day) | When given instructions to begin get materials out and begin working within 5 seconds, visit quietly with a neighbor if you need help, all conversation is related to work and raise your hand for help or get permission to leave your seat. | Student will have free time once work is completed |
| Pushes or hits peers | Gain peer interaction | Use words only to get friends' attention | Be safe: keep body to yourself and use respectful language. | Play time with friends |

ACTIVITY

Note the information from Suzy's Summary Statement that has been transferred to her Competing Behavior Pathway. With your team, discuss what information the Action Team added to complete Suzy's Competing Behavior Pathway. Does the Desired Replacement Behavior look like a behavior on your matrix or class rules?

## SUZY EXAMPLE

### Competing Behavior Pathway

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

## STEP 2. IDENTIFY INTERVENTION STRATEGIES

Once the Action Team has completed the Competing Behavior Pathway, they are ready to identify intervention strategies, remembering to always address the function of the problem behavior. These intervention strategies include:

- 2.1 teaching strategies
- 2.2 setting event strategies
- 2.3 antecedent strategies
- 2.4 consequence strategies to reinforce appropriate behavior

We will describe each strategy, sharing how Suzy's Action Team created her BIP.

> *"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

MO SW-PBS adapted the Menu of Function-Based Options for Behavior Intervention Planning from a tool by Loman & Borgmeier (2010). It is the tool Action Teams should use as they develop the Behavior Intervention Plan. This menu provides options for addressing setting events, antecedents, teaching replacement behavior and consequences for encouraging appropriate behavior as well as discouraging continued use of the problem behavior. The menu is particularly helpful because it gives ideas for attention seeking and escape/avoidance of a task. Selecting one or two options for each strategy from the menu will make developing the BIP more efficient and effective. 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

| | Seek Attention | Avoid Attention | Avoid Tasks |
|---|---|---|---|
| 2.1 Setting Events Strategies | • Check-in with an adult immediately upon student arrival to:<br>  ◦ Provide positive attention, greeting<br>  ◦ Organize materials<br>  ◦ Practice replacement behaviors<br>  ◦ Provide food, sleep, medications, hygiene, clothing etc. | • Provide a quiet space to eat breakfast, do a preferred activity, etc.<br>• Ask the student if they want to talk with an adult they choose before going to class | • Provide a structured daily schedule for on-task activities (visual schedule) |
| 2.2 Antecedent Strategies | • Increase Positive Recognition<br>  ◦ Give student leadership responsibility or a class "job" that requires the student to interact with staff.<br>  ◦ Increase positive home/school communication<br>• Increase Opportunities to Respond<br>• Increase Active Supervision – Schedule more frequent interactions<br>• Increase opportunities for peer interaction<br>• Clarify expected behavior and provide specific precorrects | • Teachers assign cooperative groups (versus students choosing)<br>• Provide the option to work independently<br>• Preview upcoming events and tasks<br>• Use a visual schedule of class activities<br>• Provide preferential seating (e.g. separate "office", desk to the side, on the floor, etc.)<br>• Clarify expected behavior and provide specific precorrects | • Teach Procedures<br>  ◦ Asking for help<br>  ◦ Individualize procedure for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers)<br>  ◦ Check to see if student has needed materials and if not, provide them before they are needed.<br>• Address Task Difficulty<br>  ◦ Design assignments to meet student instructional/skill level.<br>  ◦ Pre-teach content.<br>  ◦ Modify amount or type of activity.<br>  ◦ Provide extra help/checks for understanding.<br>• Provide Choice<br>  ◦ Provide choices such as what to do first or what tools to use.<br>• Sequence Tasks<br>  ◦ Provide an opportunity to engage in a preferred activity first.<br>  ◦ Clarify expected behavior and provide specific precorrects |

| | Seek Attention | Avoid Attention | Avoid Tasks |
|---|---|---|---|
| 2.3 Teaching Strategies | • Teach specific ways to ask for attention:<br>  ◦ Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)<br>  ◦ Help teach lesson to other students<br>  ◦ Participate in social skill instruction | • Teach self-management skills:<br>  ◦ Observing & recording own behavior<br>  ◦ Goal setting<br>  ◦ Evaluating behavior<br>  ◦ Strategy instruction<br>• Participate in social skill instruction | • Teach how to ask for a break.<br>• Teach how to ask for an alternative activity/ assignment<br>• Teach student how to ask for assistance<br>• Teach student how to use resources<br>• Teach specific academic skills<br>  ◦ Sight words<br>  ◦ Reading fluency<br>  ◦ Comprehension<br>  ◦ Math facts<br>• Participate in social skill instruction |
| 2.4 Consequences to Reinforce Replacement Behavior | • Respond quickly when the student asks for attention appropriately<br>• Give frequent attention for any appropriate behavior<br>• Allow student to earn opportunity to pick activity for group or class<br>• Provide opportunity for peer interaction | • Acknowledge student with nonverbal reinforcements:<br>  ◦ Thumbs up<br>  ◦ Small note<br>• Provide opportunity to earn time doing self-selected activity | • Provide opportunity to earn breaks after specified number of completed tasks<br>• Provide opportunity to earn time doing self-selected activity<br>• Reward student for attempting tasks<br>• Staying focused on the task |
| Consequence to Make Problem Behavior Ineffective | • Provide consistent and calm response<br>• Limit verbal interaction for problem behavior.<br>• Create a signal that prompts student to stop and/or return to desired activity<br>• Teacher ignore problem<br>• Prompt peers to ignore problem behavior | • Provide consistent and calm response<br>• Teacher gives non-verbal cue to participate<br>• Proximity control | • Provide consistent and calm response<br>• Offer brief assistance with task or activity<br>• Offer alternatives methods or materials to complete the task<br>• Schedule standard times to complete unfinished work |

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

## STEP 2.1. IDENTIFY TEACHING STRATEGIES

Start with teaching the replacement behavior along with any strategies the student will be expected to use. This means **systematically** and **explicitly** teaching behaviors/skills that will meet the same function as the student's target behavior to make the problem behavior less efficient and effective and acceptable behavior easier to perform and more likely to be reinforced.

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 SKILL DEFICITS** (the student does not know how to do the work, 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 SKILL DEFICITS** (the student does not know the appropriate skills or methods to relate to others (verbal/nonverbal), 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** (the student does not know the appropriate skills or methods (verbal/nonverbal) to communicate with others)

- 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 SKILL DEFICITS** (the student does not know how to effectively use time or resources)

- 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.

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.
- 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.

**SUZY EXAMPLE**

### 2.1 Teaching Strategies

| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequence Strategies to Reinforce Appropriate Behavior |
|---|---|---|---|
| | | • Teach her what it looks like and sounds like to work independently<br>• Participate in social skills instruction | |

An example lesson plan is found on the following page.

## EXAMPLE EXPECTATIONS LESSON PLAN - Expectation: I am responsible.

**Classroom Rule(s):** When given directions, say OK and begin working right way. Work quietly. Ask for help by raising your hand.
**Replacement Behavior:** Complete independent work quietly.

**DEFINE THE RULE:**
"This week we will focus on quietly working independently when the teacher gives directions. It's important to use class time provided to do assigned work so you can get help if needed, and ask questions. Doing your independent work in class lets your teacher know what you can do, and what things you might need to practice more."
"Whenever the teacher gives directions to begin work, you should say, "Ok," and begin right away. You work quietly so everyone can concentrate on their work, and if you need help or have a question, you can raise your hand and wait patiently for the teacher to come to you."

**MODEL:**

***Example:*** Brandon is sitting at his desk. The teacher tells the class to begin underlining parts of their papers where there is dialogue. Brandon says, "Ok" quietly to himself, gets out his pencil and begins underlining his story everywhere he sees quotation marks.

***Example:*** The teacher directs the students to read the story in the reading book. Josie says "Ok" quietly to herself and begins reading. Josie cannot read the following word, "minestrone." She looks at the word wall, but does not see any clues to help her, and she is not able to find clues in the text. Josie raises her hand and waits for the teacher to come to her so she can ask about the word.

***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 says "Ok" and starts working on his reading assignment when the teacher gives directions. He comes to a funny sentence and looks up to say something funny to his group about the sentence. He sees other students reading quietly and decides to make a note and tell them after the work time is over.

**ROLE PLAY:**
1) Give the students a book, notebook paper, and a pencil.
2) Tell the students to write the name and author of the book on the paper and write a prediction about the book.
3) Give positive specific feedback when students say, "Ok" and begin right away, work quietly, and ask for help by raising their hand.
4) Give clear corrective feedback, and demonstrate correction for student. Repeat the direction and provide positive specific feedback.

**AFTER THE LESSON**
1) Provide verbal prompts (pre-corrects) prior to work time reminding student of the expectations.
2) Provide student with high rates of positive specific feedback when performing the expected behavior.
3) Follow-up: Use CW-FIT to encourage students to use the expected replacement behavior during times when they will be given independent work.

## STEP 2.2. IDENTIFY 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. The team cannot usually eliminate setting events, however, supports can be put in place in the school environment to reduce the effects.

Remember, ***Setting Events* are conditions or circumstances that alter the probability of a behavior occurring.** These are events that happen outside of the immediate routine that commonly make the problem behavior more likely are *Setting Events* (Loman, Strickland-Cohen, Borgmeier, & Horner, 2013). For the entire class, a substitute, fire drill, or assembly can be a *Setting Event*. For an individual student or group of students a *Setting Event* can be lack of sleep or food, missing the bus or a fight on the bus on the way to school, etc.

Below are some *Setting Events* and possible strategies to reduce the impact on behavior:

| Setting Event | Strategies to Mitigate Impact |
|---|---|
| Incomplete work | Check in with adult 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 |

### SUZY EXAMPLE

#### 2.2 Setting Event Strategies

After discussing teaching strategies, Suzy's Action Team discussed her setting event-she increases her disruptive behavior when certain peers are around.  Again, they used the Menu and selected one strategy:

- She might be seated in a different group than these peers

They recorded this on her BIP form.

| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequence Strategies to Reinforce |
|---|---|---|---|
| • Move Suzy's group across the room from her friends | | • Teach her what it looks like and sounds like to work independently<br>• Participate in social skills instruction | |

### STEP 2.3. IDENTIFY ANTECEDENT STRATEGIES

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

- Change predictors that trigger the problem behavior to make the problem behavior irrelevant or unnecessary. Match the prevention strategies with the identified function of behavior.
- Support the short-term Alternative Behavior or longer-term Desired Behavior by providing prompts before the student encounters situations/conditions that may be difficult.

Several of the effective classroom practices identified by MO SW-PBS often can be used as antecedent strategies to prevent problem behavior. In the *Menu of Function-Based Options for Behavior Intervention Planning*, found earlier in this chapter, the effective classroom practices have been identified as potential antecedent strategies to prevent or at least decrease the likelihood the problem behavior will occur. More information about how to implement each classroom practice can be found on pbismissouri.org.

**SUZY EXAMPLE**

#### 2.3 Antecedent Strategies

Suzy's Action Team discussed how she doesn't like to work independently.  Suzy is also very bright and may be bored with her work. The looked at the *Menu of Function-Based Options for Behavior Intervention Planning* to make sure they selected antecedents to address the function of seeking peer attention. Suzy thought a schedule showing independent time versus group time would help her do her independent work. Also, the teacher will provide precorrects prior to independent work throughout each day. They listed these on the BIP form.

| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequence Strategies to Reinforce |
|---|---|---|---|
| • Move Suzy's group across the room from her friends | • Provide a visual schedule of class activities, showing independent and group work time<br>• Teacher will clarify expectations for independent work and provide precorrects | • Teach her what it looks like and sounds like to work independently<br>• Participate in social skills instruction | |

## STEP 2.4. IDENTIFY CONSEQUENCE STRATEGIES TO REINFORCE APPROPRIATE 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

- 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.
- 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 | |

**SUZY EXAMPLE**

## 2.4 Consequence Strategies to Reinforce Appropriate Behavior

Suzy's Action Team Leader reminded the Action Team that the short-term replacement behavior Suzy will be working to complete small parts of independent tasks and check in with a peer. Suzy was enthusiastic about being able to work with her friends when she completes some of her independent work. The Action Team Leader confirmed that this reinforcement aligns with the function of her behavior; obtaining peer attention. They wrote this on the 2.4 Consequence Strategies to Reinforce Appropriate Behavior section of Suzy's BIP.

| Setting Event Strategies | Antecedent Strategies | Teaching Strategies | Consequence Strategies to Reinforce |
|---|---|---|---|
| • Move Suzy's group across the room from her friends | • Provide a visual schedule of class activities, showing independent and group work time<br>• Teacher will clarify expectations for independent work and provide precorrects | • Teach her what it looks like and sounds like to work independently<br>• Participate in social skills instruction | • When Suzy completes assigned portions of work independently, she will check in with a peer about the assignment. |

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.

Think about connecting across the tiers and using language from your school's matrix to develop the replacement behaviors and the strategies.

## 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<br>Defiance | 1) Taps/makes noises whole class can hear<br>2) Blacks out test with marker<br>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<br>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 | NA |
| 7:30 Sit in Hall | | 1 2 3 4 5 6 | NA |
| 7:45 Gym | | 1 2 3 4 5 6 | NA |
| 8:05 Anncement | | 1 2 3 4 5 6 | NA |
| 8:15 Fill out assign D.O.L. | | 1 2 3 4 5 6 | 6 |
| 8:30 Spelling | | 1 2 3 4 5 6 | 1 - Assistance provided |
| 9:00 English | | 1 2 3 4 5 6 | NA |
| 9:30 Reading | Whole Class | 1 2 3 4 5 6 | 7 |
| | Small Group | 1 2 3 4 5 6 | 7 |
| | Test | 1 2 3 4 5 6 | 7 |
| 10:00 Art | | 1 2 3 4 5 6 | NA |
| P.E. | | 1 2 3 4 5 6 | NA |
| Music | | 1 2 3 4 5 6 | NA |
| 10:30 Reading | Whole Group | 1 2 3 4 5 6 | 7 |
| | Small Group | 1 2 3 4 5 6 | 7 |
| | Test | 1 2 3 4 5 6 | NA |
| 11:00 Science | Whole Group | 1 2 3 4 5 6 | NA |
| 11:30 Specials | Whole Group | 1 2 3 4 5 6 | NA |
| 12:00 Lunch | Whole Group | 1 2 3 4 5 6 | 6 |
| 12:30 Recess/HW | HW Independent | 1 2 3 4 5 6 | Student sent to another area of the room |
| 12:45 Rocket Mth | | 1 2 3 4 5 6 | NA |
| 1:00 Math | Whole Group | 1 2 3 4 5 6 | 7 |
| | Ind. Practice | 1 2 3 4 5 6 | 7 |
| | Math Homework | 1 2 3 4 5 6 | NA |
| 2:10 Social Study | | 1 2 3 4 5 6 | NA |
| 2:40 Pack for Hme | | 1 2 3 4 5 6 | NA |
| 3:00 Recess | | 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: 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<br>___b. Small Group Activity<br>_2_c. Independent Activity<br>___d. Transition<br>___e. Unstructured Activity | _1_f. Task too hard<br>___g. Task too easy<br>___h. Task too long<br>___i. Physical Demand<br>___j. Correction/ reprimand | If a, b, c, d or e– Describe setting/activity/context in detail: Tasks during which no adult assistance is provided.<br><br>If f, g, h, or i – Describe task/demand in detail: Reading tests or independent writing of sentences or paragraphs.<br><br>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)<br>___b. peer(s) respond (look at, laugh or talk to student)<br>___c. get specific activity<br>___d. get specific object<br>___e. get specific sensory input<br>___f. removed from adult(s)<br>_1_g. removed from peer(s)<br>___h. specific activity removed<br>___i. specific sensory input removed | If a or b – Which adults or peers respond? ______<br><br>How did the adults or peers respond? ______<br><br>If c, d or e – What specific item, activity or sensory input did the child obtain? ______<br><br>If f or g – From which adults or peers was the child removed? ______<br><br>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<br><br>Can the student independently perform the task? Y N<br>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 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 EXAMPLE**

# A B C Observation Recording Form

**Observer** ______________________ **Student** Jo

**Location (e.g., class #, gym, cafe)** ____________ **Date** ______________________

**List Initial Summary Statement**

| ANTECEDENT | | BEHAVIOR | OUTCOME/CONSEQUENCE |
|---|---|---|---|
| During:<br>When working on independent rdg & math tasks | When:<br>Directed to read at grade level or work on math computation with regrouping | The student will:<br>tap, blacken items; throw paper | Because: Task is removed<br>Therefore the function is to obtain/avoid grade level reading tests & math computation requiring regrouping |

**Activity Observed:** Reading

| Time | Antecedent | | Behavior | Outcome/Consequence |
|---|---|---|---|---|
| | ☐ Large group activity<br>☒ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☒ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: T told Jo to begin work on reading test | Jo blacked out items. | ☒ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ get specific activity/object<br>☐ get specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☐ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: T gave Jo another reading test. |
| | ☐ Large group activity<br>☒ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☒ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: T told Jo to begin. | Jo turned over paper. | ☐ adult(s) respond (look at or talk to student)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☒ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: Jo was sent to area in back of room for 5 min. |
| | ☐ Large group activity<br>☒ Small group activity<br>☐ Independent activity<br>☐ Transition<br>☐ Unstructured activity<br><br>Specify: | ☒ Directed to work on tasks requiring specific academic skills<br>☐ Directed to complete nonacademic tasks<br>☐ Given correction<br>☐ Working/playing w Peers<br>☐ Alone (no interaction)<br>☐ Engaged in self-selected task<br>☐ Directed to stop self-selected task<br><br>Notes: T 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)<br>☐ peer(s) respond (look at, laugh or talk to student)<br>☐ got specific activity/object<br>☐ got specific sensory input<br>☐ adult attention removed<br>☐ peer attention removed<br>☒ specific activity/object removed<br>☐ specific sensory input removed<br><br>Notes: Jo was sent to counselor. |
| Summary Statement based on Observation(s) | | | | |
| | During:<br>Independent reading test | When:<br>Directed to work on grade level reading test | Student will:<br>black out items and throw test | Because: He is removed or task is removed.<br>Therefore the function is to obtain/avoid (circle one) |

How confident are you that your Summary Statement accurately explains the problem behavior occurring?

| Not at all | | So-so | | | Very confident |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |

# Behavior Intervention Plan

Student Name: 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

| **2.1 Setting Event Strategies** | **2.2 Antecedent Strategies** | **2.3 Teaching Strategies** | **2.4 Consequence Strategies to Reinforce Appropriate Behavior** |
|---|---|---|---|
| | | | |

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

> *"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

In addition to developing consequence strategies to encourage expected behavior, the Action Team will also discuss consequence strategies to make problem behavior ineffective. Often the problem behavior has been inadvertently reinforced by the typical consequence. It is important to plan new consequence strategies for the problem behavior, which do not feed the function of the behavior.

**The Action Team must plan to change the consequences that have supported the problem behavior.** Do NOT allow the problem behavior to pay off for the student. 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.

Some strategies to limit reinforcement of problem behavior are:

- 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 (above), then discuss with your team:

1. Which strategies would be appropriate for students whose behavior is maintained by seeking interaction or attention? Explain the rationale for selection of strategies.
2. Which strategies would be appropriate for students whose behavior is maintained by avoidance of tasks? Explain the rationale for selection of strategies.

## SUZY EXAMPLE

### 3. Consequence Strategies to Limit Reinforcement of Problem Behavior

Suzy's Action Team discussed how Suzy's peers laugh when she talks out or jokes when she should be doing her independent work. They consulted the *Menu of Function-Based Options for Behavior Intervention Planning* and discussed how they would teach other students in the class to not respond to Suzy's inappropriate behaviors during independent work times. The Action Team Leader wrote these consequence strategies on Suzy's BIP.

### 3. Consequence Strategies to Limit Reinforcement of Problem Behavior

Teach other students in the class to ignore Suzy's inappropriate behavior during independent work times.

Teacher will consistently respond with a non-verbal cue for Suzy to return to her work.

## STEP 4. SAFETY STRATEGIES

Students who have exhibited problem behavior over an extended period will require time to respond to the Behavior Intervention Plan. Develop a safety plan for students whose behavior could potentially be harmful to themselves or others.

**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.**

| Examples of Potentially Harmful Behavior that might require a Safety Plan in a **Simple FBA** | Examples of Potentially Dangerous Behavior that would require a Safety Plan in a **Complex FBA** |
|---|---|
| • Running in the hall<br>• Rocking back on chair<br>• Inadvertently pushing others<br>• Swinging materials around<br>• "Horseplay", "rough-housing" – playing too roughly or boisterously<br>• "Tantrum" – crying, yelling, banging hands, shoving things off desk, laying on floor<br>• Destruction of property – ripping up papers, breaking pencils/pens, banging on I-pads | • Purposefully hitting others<br>• Biting yourself<br>• Leaving the building and running away<br>• Throwing things at people<br>• Destruction of property – vandalism, breaking windows or furniture,<br>• Setting fires<br>• Cuts self<br>• Threats of suicide |

The following steps should be used when developing a safety plan:

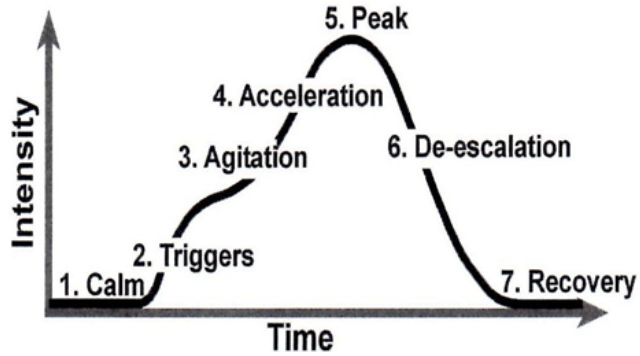
1. Identify behaviors that signal the safety strategies should be used.
2. Describe each action that must be taken to keep everyone safe.
3. Identify the personnel that will assist in implementing the plan.
4. Identify what the other children will do.
5. Have personnel (accessed through a code word over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

> *"Preliminary data indicate that crisis management procedures are overused and unnecessarily implemented."*
>
> George, 2000

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 harmful behavior and to guide development of the safety plan.

Understanding these phases can help all of your staff to recognize when their actions or words can be used to help calm or de-escalate a student, or to unintentionally provoke a student. Studies have indicated that a high rate of teacher attention to inappropriate behavior actually encourages the behavior to continue. Also, attention to misbehavior often exceeds attention to appropriate behavior (White, 1975; Reinke, Herman & Stormont, 2013).

There are 7 phases in the cycle of acting out behavior and they include:




1. Calm > Students exhibit appropriate, cooperative behavior and are responsive to staff directions
2. Triggers > Triggers are activities, events, or behaviors that provoke anxiety and set off the cycle of problem behavior.
3. Agitation > Characterized by emotional responses (e.g., anger, depression, worry, anxiety, and frustration.)
4. Acceleration > Escalated behaviors intended to test limits. Students exhibit engaging behavior that is highly likely to obtain a response from another person – typically the teacher.
5. Peak > Students with acting-out behavior may be a threat to themselves or others.
6. De-escalation > This phase is characterized by student disengagement and reduced acting-out behavior.
7. Recovery > This is a period of regaining the equilibrium of the calm phase.

The Safety Plan must be taught and practiced with students and staff who interact regularly with the student. Action Teams can use *The Safety Planning Guide* to identify strategies to address early phases of the acting out cycle to: 1) catch the student early in the cycle to hopefully diffuse the situation and 2) ensure all adults know how to interact with the student throughout the acting out cycle. *The Safety Planning Guide* is on the next page.

## The Safety Planning Guide

| Phase | Student Behavior Examples | Appropriate Staff Response Examples |
|---|---|---|
| **Calm –**<br>Student seems content and shows no signs of tension, stress, anger, or sadness. Student may be working or socializing | • Sitting or standing calmly<br>• Working on assignment, drawing, writing, chatting with peers<br>• Smiling, relaxed posture | • Provide positive contact – positive specific feedback, compliment, engage in conversation<br>• Provide a reinforce – a token, or a desired responsibility like delivering a note |
| **Trigger –**<br>Student exhibits heightened awareness/ sensitivity, may appear distracted. | • Student stops engaging with work or peers<br>• May sigh or slump shoulders<br>• May say, "Hey!" or "Quit!" | • Provide positive contact – ask if the student needs help<br>• Ask if student would like to talk |
| **Stimulation/Agitation –**<br>Teachers and students can see behaviors that indicate anger, sadness, anxiety or frustration. | • Darting eyes/busy hands<br>• Withdrawal from groups<br>• Changes focus quickly and often<br>• Uses one word terse responses<br>• Excessive movement or activity | • Show empathy<br>• Provide space in quiet area<br>• Provide encouragement<br>• Provide opportunities for movement |
| **Escalation/Acceleration –**<br>Behavior becomes focused and directed toward engaging others in negative interaction. | • Questioning and arguing<br>• Refusal to cooperate<br>• Use inappropriate voice level | • Use a calm but serious voice, move slowly and give space to student<br>• Pause instead of responding immediately |
| **Crisis/Peak –**<br>This phase includes serious behaviors that may pose a safety threat to the student or others. | • Destruction of property<br>• Tantrums<br>• Pushing others | • Focus on student and staff safety<br>• Notify necessary staff of the situation<br>• If needed, use evacuation or lock down procedures |
| **De-escalation –**<br>The student begins to calm down and the behavior decreases in intensity. | • Withdrawal/head down<br>• Denial/blaming others<br>• Avoidance of discussion or debriefing<br>• Lack of responsiveness to activities or direction | • Separate student from classmates<br>• Provide independent work that will be easy to complete<br>• Allow student to return to regular activities<br>• Document the incident to provide for future safety |
| Recovery –<br>This phase marks the student's return to the calm phase. | • Eagerness for independent work or activity<br>• Subdued behavior in class discussion or group work<br>• Cautious; quiet | • Help student return to normal activities<br>• Continue with planned consequence and do not discuss or negotiate<br>• Acknowledge cooperative and appropriate behaviors<br>• Encourage and support the student in changing problem behaviors |

**SUZY EXAMPLE**

### 4. Safety Plan

Suzy's Action Team Leader reminded the team that she was not a threat to the safety of herself or others which demonstrated she does not need a Safety Plan. So, they would not complete #4. Safety Plan section of Suzy's BIP.

## STEP 5. DEVELOP AN IMPLEMENTATION PLAN

Up to this point in the BIP development, the Action Team has documented the strategies 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.

The Implementation Plan details how the Behavior Intervention Plan will be implemented, including:

1. Identifying each **task** or action that must be completed to implement the BIP and **resources** needed to complete each task (left column of Implementation Plan).
2. Identifying the **person responsible** for completing each action. Who will implement the task?
3. Identifying the person who will **train** school personnel how to implement each part of the BIP.
4. Establishing a **timeline** to complete each task and record in right column.

**SUZY EXAMPLE**

### 5. Implementation Plan

Next, Suzy's Action Team got busy on writing down the details of how her BIP would be implemented: what tasks were needed, who was responsible, who would provide training and support to staff and a timeline for completion of the tasks. They walked through all the strategies for setting events, antecedents, teaching the replacement behaviors, consequences to increase her use of appropriate behavior and consequences to discourage use of inappropriate behavior. Because her BIP addresses behavior in the classroom, her 4th grade teacher Ms. Tanner will be responsible for most of the tasks. Most tasks were easy to do so they could get started in a few days!

## SUZY EXAMPLE

| Tasks to Complete & Resources Needed | Staff Responsible for Implementing | Staff Responsible for Training | Timeline |
|---|---|---|---|
| Setting Event Strategy: Move Suzy's desk away from her friends.<br>1. Identify location and move her desk | 1. Ms Tanner | 1. NA | 1. 11/04 |
| Antecedent Strategy 1: Develop a schedule/chart indicating when independent work will be required<br>1. Develop a chart<br>2. Teach Suzy how the chart will work | 1. Ms Tanner | 1. Ms Tanner | 1. 11/04<br>2. 11/05 |
| Antecedent Strategy 2: Teacher will clarify expectations for independent work and provide precorrects. | 1. Ms Tanner | 1. Ms Tanner | 1. 11/06 |
| Teaching Strategy 1: Teach what independent work looks and sounds like<br>1. Develop lesson plan<br>2. Teach lesson and have Suzy model appropriate behavior | 1. Ms Tanner | 1. Ms Tanner | 1. 11/04<br>2. 11/06 |
| Teaching Strategy 2: Participate in social skills instruction | 1. SSIG facilitator | 1. SSIG facilitator | 1. 11/04 |
| Consequence Strategy 1: When Suzy complete assigned portions of work independently she will check in with a peer about the assignment<br>1. Preview assignment with Suzy to indicate stopping points to check in with peers.<br>2. Teach all students how to conference with each other about work | 1. Ms Tanner<br>2. Ms. Tanner | 1. Ms. Tanner<br>2. Instructional coach | 1. 11/04<br>2. 11/06 |
| Consequence Strategy to Address Misbehavior 1: Teach other students to ignore Suzy's inappropriate behavior during independent work time. | 1. Ms Tanner | 1. SSIG coordinator | 1. 11/04 |

## STEP 6. DEVELOP MONITORING AND EVALUATION PLAN

> *"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 Response to Intervention – What does the progress monitoring data show?
- 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 progress 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?

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. Determine criteria for performance.
    a. Success should represent the minimal level of performance necessary to maintain sufficient progress toward the goal.

Behavioral objectives for students are based on the schoolwide matrix and classroom rules/expectations. The component parts of a behavioral objective come from information the Action Team has already developed.

The **condition** comes from the context analysis in the FBA where the team documented where the problem behavior is most likely to occur.

The **specific behavior** comes from the Competing Behavior Pathway where the Action Team identified the short-term alternative replacement behavior and the long-term desired replacement behavior.

The **criteria** should be consistent with the expectations for all students performing the identified behavior successfully in the same context. It is important to remember that it may be necessary to set criteria in small increments toward the larger goal of proficiency. Manageable, attainable criteria that will show incremental progress gives the student small goals to work toward and increased opportunities for success!

| Objective Component | Source - Where to Find Information |
|---|---|
| Condition | FBA Context Analysis (Section 4) - where the problem behavior most likely to occur. |
| Specific Behavior | Competing Pathway - Action Team identified the short-term alternative replacement behavior and the long-term desired replacement behavior |
| Criteria | Consistent with what is expected from all students in the same context. |

When writing behavioral objectives, focus on the behavior you want the student to use, where or when you want them to use it and to what degree they need to be successful to meet universal expectations. The chart below gives some example of how behavioral objectives can be written.

| Objective Component | Example Behavioral Objectives | | |
|---|---|---|---|
| Condition | During whole group reading | When working in a group | In gym class |
| Specific Behavior | Student will sit on the carpet with eyes on instruction | Student will discuss assigned topic | Student will follow group game rules |
| Criteria | For 15 of 20 minutes | With 2 or fewer redirects per class period | During 2 out of 3 opportunities |

ACTIVITY

Write an observable and measurable objective for each behavior in the two templates provided. Consider the context of your school when determining criteria.

1. Josey puts her head down when peers talk to her during group activities. Her teacher would like her to respond when peers speak to her.
2. Glen shoves his book and rips his paper when the teacher directs students to begin work on independent math assignments. The classroom rule is "follow directions by saying 'OK' and starting right away."

**JOSEY**

| Objective Component | Example |
|---|---|
| Condition | |
| Specific Behavior | |
| Criteria | |

**GLEN**

| Objective Component | Example |
|---|---|
| Condition | |
| Specific Behavior | |
| Criteria | |

## SUZY EXAMPLE

### Behavioral Goal

| Objective Component | Example |
|---|---|
| Condition | During independent work time, |
| Specific Behavior | Suzy will complete small parts of independent tasks and check work with a peer |
| Criteria | 3 out of 5 day each week. |

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

## SUZY EXAMPLE

### 6.Monitoring and Evaluation Plan - Progress Monitoring

Suzy's Action Team reviewed information from her FBA and determined they would monitor the frequency of Suzy's disruptive behavior. The Action Team will develop a daily progress report where the teacher will collect data and it will be graphed on the Advanced Tier Spreadsheet.

| Behavioral Objective (specific, observable, measurable) | Procedures for Data Collection | Person Responsible & Timeline | Review Date | Evaluation Decision<br>• Monitor<br>• Modify<br>• Discontinue |
|---|---|---|---|---|
| During independent work time, Suzy will complete small parts of independent tasks and check work with a peer 3 out of 5 days each week. | Points earned on Daily Progress Report for:<br>• Use of expected behavior for independent work<br>• Completed independent work | 4th Grade Teacher will track points daily and graph on Advanced Tier Spreadsheet. | Baseline data: 11/7 - 11/10<br><br>(Review every 2 weeks after 11/15) | |

## 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 they said they 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. When reviewing student response to the BIP, reviewing fidelity data helps the teams determine whether the student response is related to the supports and interventions being implemented, or if there are other factors to consider.

Fidelity of implementation is NOT an evaluation of an individual teacher or staff member.

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 staff and student 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 it 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. The *Tier 3 Student File Checklist* (located in Chapter 3, Tier 3 Core and Action Teams) provides a section for documenting the method, frequency, and results of fidelity measures. Some examples of ways that your team could collect 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 |

The *BIP Implementation Review Form* could be used as a self-assessment, or for an observer checklist. Components of the plan are listed, and the rater indicates whether each was delivered seldom, sometimes, or consistently during the target time period.

**SUZY EXAMPLE**

### 6.Monitoring and Evaluation Plan - Fidelity of Implementation

Suzy's Action Team discussed how they would monitor fidelity - if the plan was being implemented as it was designed. They decided it would be fairly easy to complete a *BIP Implementation Review Form* and let the teacher complete it as a self-monitoring tool. They wrote this on Suzy's BIP in the second box in section #6 - Monitoring and Evaluation Plan.

| Data to be Collected | Procedures for Data Collection | Person Responsible | Timeline |
|---|---|---|---|
| Is Plan Being Implemented? (Fidelity of Implementation)<br><br>Is Plan Making a Difference? (Social Validity) | Use the *BIP Implementation Review Form* as a self-monitoring tool weekly. | Ms. Tanner | 11/09 |

# BIP Implementation Review Form

Date:________________ Time:_______________

Staff Observed: ______________________________ Completed By:_____________________________

Activities Observed: ____________________________________________________________________

| Plan Components | Score<br>0=seldom<br>1=sometimes<br>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 | |

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

## 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.

Social validity should be monitored within the first two weeks of implementation of the plan, and then on a regular basis (monthly or quarterly) to ensure all stakeholders' perspectives are collected. It is important to reassess social validity within two weeks anytime there is a change in the intervention. Social validity can be monitored by having a conversation, or by using a document or technology-based form.

> *"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

An adult with a positive relationship with the student can simply ask questions like:

- "How is everything going with the plan to help you?"
- "Do you usually meet your goals?"
- "What do you like about the new things you're learning?"
- "Is the plan helping you be more successful?"
- "Are there ways to improve the plan?"

A similar conversation can be held with the parent or family member to get their input.

You might also consider a specific form to collect social validity information. The *BIP Social Validity for Teachers* form allows the Tier 3 team to have a standard process for collecting the information from school staff in an efficient manner that can also be quantified and compared over time and across interventions.

## SUZY EXAMPLE

### 6.Monitoring and Evaluation Plan - Social Validity

Suzy's Action Team discussed a variety of ways to measure social validity and thought it was important to get the view point of the Ms. Tanner, Suzy and her parents. They wrote their ideas on Suzy's BIP in the second box in section #6 - Monitoring and Evaluation Plan.

| Data to be Collected | Procedures for Data Collection | Person Responsible | Timeline |
|---|---|---|---|
| Is Plan Being Implemented? (Fidelity of Implementation) | Use the *BIP Implementation Review Form* as a self-monitoring tool twice a week. | Ms. Tanner | 11/09 |
| Is Plan Making a Difference? (Social Validity) | Core team will give Ms Tanner a BIP Social Validity Survey for Teachers 2 weeks after the start of implementation. | Ms. Stanford | 11/19 and monthly thereafter |
| | Interview Suzy about how the BIP is working for her. | SSIG facilitator | Monthly |
| | Ask parents about their perception of how the BIP is going | Ms. Stanford | Monthly |

# BIP 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

> *"Generalization strategies must be planned far in advance."*
>
> Scott, 2012

# GENERALIZATION

Simply teaching the new skill will not be sufficient to facilitate generalization (Scott, 2012). This means that since we taught a student a behavioral or social skill in math, we cannot assume he or she will automatically know how to do that same skill during reading or writing. The Action Team must have a plan to facilitate generalization of the new skills before teaching, during teaching and after teaching. The table below provides examples of generalization strategies to use throughout the duration of the BIP.

| Generalization Strategies BEFORE Teaching | Generalization Strategies DURING Teaching | Generalization Strategies AFTER Teaching |
|---|---|---|
| • Plan to teach in the natural setting as much as possible<br>• Plan to teach useful skills (likely to be reinforced by others)<br>• Plan to continue teaching for a sufficient amount of time to achieve mastery | • Use real examples within role playing or teaching<br>• Use naturally occurring reinforcers<br>• Provide multiple examples of how the appropriate behavior might look (skill variations)<br>• Include peers in the teaching when appropriate | • Prompt students to use the skill through precorrects<br>• Ensure multiple opportunities to display and receive recognition for use of the new skill<br>• Get other adults and students on board to recognize the student for use of the new skill. Parents too!<br>• Provide opportunities for whole group rewards when the student uses the new skill |

*Adapted from Scott, 2012*

# MAINTENANCE

After a student has achieved his or her behavioral goals, the Action Team should design a maintenance plan to ensure continued support. Self-management can serve as a transitional strategy to promote the maintenance and generalization of positive changes in student behavior in new environments. In addition, whole class strategies can be implemented.

## SELF-MONITORING

When the student reliably performs the desired replacement behavior the Action Team should have developed a plan to maintain those skills over time. A graduated fading plan that increases the student's use of self-monitoring may be used following these general steps:

1. **Phase 1:** At the end of designated time frames(s), teacher and student complete independent ratings, then compare scores. The goal is for the student and teacher to match scores with 80% or more accuracy for 4 weeks.
2. **Phase 2:** At the end of designated time frames(s), student complete independent ratings. Periodically (every other time period or every other day) the teacher also rates the student. Teacher and student

compare scores. The goal is for the student and teacher to match scores with 80% or more accuracy for 4 weeks.

3. **Phase 3:** Student continues using self-management form.
4. **Phase 4:** Student may graduate and discontinue use of the self-management form.

## Whole Class Strategies to Support Generalization and Maintenance

Purposeful application of the 8 Effective Classroom Practices (MO SW-PBS Tier 1 Workbook) act as the foundation for generalization and maintenance. Clarifying expectations, using pre-corrects for procedures, routines, and instructions, encouraging expected behavior, discouraging inappropriate behavior, using active supervision, offering a variety of strategies for opportunities to respond, purposeful sequencing and choice, and adjusting task difficulty will increase the likelihood the student will use the desired replacement behavior in a given situation.

In addition to the Effective Classroom Practices, there are some structured whole-class games or strategies that teachers can use to benefit all students, especially those who need the additional support. The following research- based practices are appropriate for all grade levels, though teachers should modify delivery as needed to fit their context:

Three whole-class strategies are introduced here:

- Positive Peer Reporting (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- Tootling (Skinner, Neddenriep, Robinson, Ervin, & Jones, 2002)
- Class-Wide Function-related Intervention Teams (CW-FIT) (Wills, Kamps, Hansen, Conklin, Bellinger, Neaderhiser & Nsubuga, 2010)

These research-based whole-class practices are appropriate for all grade levels, though teachers should modify delivery as needed to meet the needs of their students.

### POSITIVE PEER REPORTING

Positive Peer Reporting (PPR) has been shown to increase positive interactions among peers in in kindergarten classes (Grieger, Kaufman, & Grieger, 1976) and in middle school and residential treatment settings (Bowers, McGinnis, Ervin, & Friman, 1999; Bowers, Woods, Carlyon, & Friman, 2000; Erving, Miller & Friman, 1996; Jones, Young, Friman, 2000; & Robinson, 1998). Positive Peer Reporting (Skinner et al., 2002) engages all students in a classroom in recognizing positive behaviors and actions of a selected peer. The teacher selects a target student (students who typically use expected behaviors and students who need additional support should be selected in turn). Peers are encouraged to notice something positive the target student does during the day, and then report it out during a designated sharing time. Students earn points for the class by making sincere, positive comments to the target student at the designated sharing time. Points earned by the class can be used for rewards such as extra recess or an in-class game or activity.

The next page includes a basic outline of Positive Peer Reporting.

## Procedure for Positive Peer Reporting

1. Introduce and define positive peer reporting (PPR).
   - PPR is the opposite of tattling.
   - Students will be given the chance to earn reinforcement (e.g., points, activities) for reporting positive behaviors of peers.

2. Explain the procedure.
   - A drawing will be conducted and a child's name will be selected as the first target child (e.g., "Star of the Week").
   - Peers will be instructed to pay special attention to the target child's positive behaviors during the course of the day and to report the observed incidences of positive behaviors during the specified time of day.
   - Positive comments include behaviors like sharing, helping a friend, volunteering, showing good anger control, being honesty, trying hard in school, giving others praise, encouragement or compliments, or any behavior that is a specific skill the child needs to improve (e.g., asking for help instead of acting out).
   - The teacher determines that the report of positive behavior is specific and genuine, and the child reporting the behavior receives the identified reinforcement.
   - A child will be the target child for 1 week and then there will be a new drawing for the next "Star of the Week."

3. 3. Determine the type and amount of reinforcement that will be given for reports of positive behavior (e.g., special activity, points, tokens for previously established token economy system).

4. Determine the time of day and amount of time allotted for the procedure (e.g., during the last 10 minutes of homeroom peers will be given the opportunity to report any instances of positive behaviors they witnessed the target child exhibit that day).

5. Monitor the effects of the intervention on the quality of peer interactions by coding interactions (e.g., positive, negative or neutral). Monitor the effects of the intervention on social status using peer ratings and nominations.

*Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 196.*

## TOOTLING

Tootling encourages students to notice pro-social behaviors displayed by their classmates throughout the day, and report them on a written note (Skinner, Cashwell, and Skinner, 2000). Unlike Positive Peer Reporting where one student is the focus, in Tootling any student may write a positive comment for any classmate. In Tootling, the teacher teaches students to write observations of peers actively helping another peer on index cards. Specifically, they write a) who, b) helped who, c) by (here they write the positive behavior). For example: Nathan helped Sarah by opening her locker when it was stuck. Tootling cards are collected at the end of the day and the teacher sorts positive statements from non-examples. Teachers then report the number of tootles written and reports progress toward the class goal. The Tootling cards may be shared with the peer receiving the compliments; not with the entire class. All Tootling cards count toward the class earning a group reward. Due to the writing involved, this support may be most appropriate for 2nd grade and up.

### Procedure for Tootling

1. Introduce and define tootling.
    - Tootling is like tattling in that you report classmates' behavior. However, when tootling you only report when classmates help you or another classmate.
    - Provide examples of classmates helping classmates and use group recitation to have students provide examples.
    - Provide corrective feedback and reinforcement for responses.
    - Teach students to write observations of peers helping peers on index cards taped to their desks. Specifically, they write a) who, b) helped who, c) by (here they write the prosocial behavior).

2. Explain the procedure.
    - Each morning you will tape a blank index card to your desk. During the day, you should record any instance you observe of peers helping peers.
    - At the end of the school day, students turn in their index cards. If any student fills a card during the day they may turn it in and get another card.
    - The teacher counts the number of tootles. Again, only instances of peers helping peers are counted. Furthermore, if more than one student records the same instance, all count.
    - The next morning the teacher announces how many tootles were recorded the previous day. The teacher adds the previous tootles and uses a group feedback chart to indicate cumulative tootles. Additionally, the teacher may read some examples of students helping students and praise the students. When the entire class reaches the cumulative tootle goal, the class earns a reinforcement (typically an activity).

3. After the group meets a goal the procedure is repeated with several possible alterations including:
    - Change in the criteria to earn reinforcement as students become more skilled at tootling with practice.
    - Change in the reinforcer. It may help for teachers to solicit reinforcers from students throughout the procedure.

Additionally, using randomly selected group reinforcers is encouraged as some consequences may not be reinforcing for all students.

*Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002), pg 198.*

## CLASS-WIDE FUNCTION-RELATED INTERVENTION TEAM (CW-FIT)

CW-FIT or Class-Wide Function-related Intervention Team is a group contingency program that broadly targets common functions that maintain problem behavior in a classroom. CW-FIT is designed to teach appropriate skills and reinforce their use through a game format. CW-FIT is designed to:

- Help students who need more than universal supports
- Be implemented at the class-wide level
- Incorporate individualized components
- Address attention – a common function of problem behavior
- Be implemented during "problem" times during the day (University of Kansas Center for Research, Inc., 2017)

It is designed to be implemented during the course of normal instruction (e.g., math, reading, science), and focuses on students working together and supporting each other to make their team, and their class, successful (Wills, et al., 2010). CW-FIT has been shown to improve class-wide student behavior at a variety of ages (Iwaszuk,W. M., Lupo, J., & Wills, H., under review; Kamps et al., 2011; Wills, et al., 2010). It also provides structure to increase teacher praise and decrease reprimands for misbehavior.

The components of the CW-FIT game described below are:

- teaching,
- self/peer monitoring,
- extinction, and
- reward.

### Teaching

The teacher provides a lesson on a particular expected behavior designed in the following structure:

1. Defining appropriate behavior.
2. Rationale, giving students the opportunity to address the importance of appropriate behavior.
3. Role Play, giving students a chance to practice the skill.
4. Reviewing the steps together, and reminding students to use the behavior throughout the day.

### Self/Peer Monitoring

The teacher displays a point grid in a prominent location in the classroom. During the game, players monitor their own and their group's behavior to try to earn points for their team.

### Extinction

During the game, the teacher provides frequent recognition and awards points for individuals and teams using the expected behavior at the designated times. The teacher ignores or gives minimal attention to students not displaying the desired behavior.

### Reward

When the game ends, groups and individuals who have met the established point goal receive a reward. The reward should occur immediately whenever possible, and should be something the students can enjoy together (free reading time, drawing time, play a game, time to talk with friends, use of personal electronics for 5 minutes, etc.).

Additional information about CW-FIT are available at cwfit.ku.edu. Research, resources, testimonials, examples in middle school and more is available if you become a member on the website.



Additional support for designing and implementing Positive Peer Reporting, Tootling, and CW-FIT in your school can be obtained through your MO SW-PBS consultants.

**SUZY EXAMPLE**

### 7. Generalization and Maintenance Plan

The Action Team discussed several strategies to help Suzy generalize quietly working during independent assignments throughout various content areas and appropriately accessing peer attention during class time. They decided explicit teaching in all content areas would be important. When they talked about maintenance strategies, they decided to have Suzy self-monitor when she is proficient at working quietly during independent assignments and using appropriate social skills with peers. They recorded their plan on the Generalization and Maintenance Plan section of Suzy's BIP.

| Generalization Strategies | Person Responsible & Timeline |
|---|---|
| 1. Ms. Tanner will explicitly teach the expectations for quietly doing independent work in reading, writing, math, science and social studies | Ms. Tanner will start on November 9 |
| 2. Ms. Tanner will provide prompts and precorrects across content areas | Ms. Tanner will start on November 9 |
| 3. Ms. Tanner will give Suzy high rates of specific positive feedback for working quietly during independent assignments. | Ms. Tanner will start on November 9 |
| 4. Ms. Tanner will pick one content area to play CW-FIT when students are expected to complete an independent assignment. | Ms. Tanner will start on November 19 |
| 5. Other adults in the building will be asked to give Suzy positive feedback when they notice she is interacting appropriately with peers. | Ms. Tanner will inform everyone to begin December 1 |
| Maintenance Strategies | Person Responsible & Timeline |
| 1. Ms. Tanner will teach Suzy self-monitoring and begin the fading process. | Ms. Tanner, when Suzy has reliably performed the desired replacement behavior at the specified criteria for 4 consecutive weeks |
| 2. Suzy will receive recognition through the schoolwide Viking Bucks program. | All staff, ongoing starting December 1 |
| 3. Interview Suzy to see how she thinks things are going | SSIG facilitator, quarterly after fading process is complete |

ACTIVITY

Use the Pat FBA information from Chapter 5 to complete a BIP. A Behavior Intervention Plan template is found at the end of the chapter.

A sample Behavior Intervention Plan (answer key) for Pat is found on the following pages. Compare what your team created with the sample.

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 |
|---|---|---|---|---|
| | | **Desired Replacement** (Long Term Objective)<br>Appropriately seek assistance to start and complete work. Use writing strategies. | **Reinforcing Consequences for Desired Replacement**<br>Successful completion of tasks results in increased independence and choice | |
| 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 |
| | | **Alternative Replacement Behavior** (Short-term Replacement)<br>Pat will ask for a break. | | |

## 2. INTERVENTION STRATEGIES

| 2.1 Setting Event Strategies | 2.2 Antecedent Strategies | 2.3 Teaching Strategies | 2.4 Consequence Strategies to Reinforce Appropriate Behavior |
|---|---|---|---|
| 1) Help Pat finish the previous day's task before class begins.<br>a) She can dictate answers.<br>b) She can use a keyboard to type her work rather than writing her work.<br>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.<br>2) Provide physical breaks* as "stress relievers." | 1) Teach Pat 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.<br>2) Teach Pat how to privately seek assistance. Pat and her teacher will identify how Pat will privately show she needs help.<br>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.<br>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 |
|---|---|---|
| Calm | Working quietly on assigned task | Adult offers positive specific feedback about Pat's on-task behavior |
| Triggers | Pat is at her seat, but not actively working | Adult checks in with Pat and gives positive feedback on work completed. Asks if there are any questions about what to do next. |
| 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.<br>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).<br>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 for Implementing | Person Responsible for Training | Timeline |
|---|---|---|---|
| Setting Event Strategy: Help Pat finish the previous day's task before class begins.<br>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: Provide Upcoming Work Preview<br>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.<br>2. Pat's teacher will preview the work as part of morning work in the classroom each day | | 1. 4th grade teacher<br>2. 4th grade teacher | 1. 9/20<br>2. Start 9/21 |
| Antecedent Strategy 2: Provide physical breaks<br>1. Identify the times Pat will take physical breaks.<br>2. Identify what Pat will do and where she'll go during each break. | | 1. 4th grade teacher<br>2. 4th grade teacher & Principal | 1. 9/20<br>2. 9/20 |
| Antecedent Strategy 3: Develop materials for the Help Notebook<br>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.<br>1.b. Starter Phrases<br>i. Create a shared drive to store the starter phrases<br>ii. Generate a list of common phrases used to start different types of sentences.<br>2. Teach Pat how to use the materials for the Help Notebook.<br>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.<br>1.b.<br>i. Special Education Teacher<br>ii. All 4th grade teachers will eet together to accomplish this task<br>2. 4th Grade Teacher<br>3. 4th Grade teacher | 1.a. 9/30<br>1.b.<br>9/20<br>9/25<br>2. 10/1<br>3. 10/1 |
| Alternate Behavior Strategy 1: Teach how to signal for a break<br>1. Work with Pat to develop break signal.<br>2. Teach Pat how to effectively use the break signal.<br>3. Teachers will cue Pat to signal when she needs a break. | | 1. Art teacher<br>2. Art teacher<br>3. All teachers | 1. 9/21<br>2. 9/22<br>3. Start 9/22 |
| Desired Behavior Strategy 1: Teach how to ask for help<br>1. Meet with Pat to develop strategy to privately seek assistance.<br>2. Teach Pat the strategy<br>3. Teachers will cue Pat to use the strategy | | 1. 4th grade teacher<br>2. 4th grade teacher<br>3. All teachers | 1. 9/21<br>2. 9/22<br>3. Start 9/22 |
| Desired Behavior Strategy 2: Teach writing strategies<br>1. Identify and teach a strategy to write single word responses.<br>2. Identify and teach a strategy to generate and organize ideas on a given topic.<br>3. Identify and teach a strategy to expand ideas into sentences. | | 1. 4th grade teacher & Title 1 Teacher<br>2. 4th grade teacher & Title 1 Teacher<br>3. 4th grade teacher & Title 1 Teacher | 1. Start 10/15<br>2. Start 11/1<br>3. Start 11/8 |
| Consequence Strategy 1: Provide feedback and monitoring tool<br>1. Create Daily Progress Report & teach Pat how it will be used to track her progress.<br>2. Meet with Pat to identify privileges she can purchase with her DPR points. | | 1. Art teacher<br>2. 4th grade teacher | 1. 9/21<br>2. 9/21 |

## 6. MONITORING & EVALUATION PLAN

| Behavioral Objective (specific, observable, measurable) | Procedures for Data Collection | Person Responsible & Timeline | Review Date: | Evaluation Decision<br>• Monitor<br>• Modify<br>• Discontinue |
|---|---|---|---|---|
| Pat will 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.<br>Progress will be recorded each day, graphed each week. | 10/15<br>(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*<br><br>Track # of completed assignments | 4th Grade Teacher will track points.<br>Progress will be recorded each day, graphed each week.<br>4th grade teacher | 10/15<br>(Review every 2 weeks after 10/15) | |
| Using writing strategies, Pat will initiate and complete writing taskss. | Track # of completed assignments | 4th grade teacher | 10/30<br>(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<br>10/15 - 12/15 |
| Is Plan Making a Difference? (Social Validity)<br><br>Social Validity Survey | Teacher, family and student will complete social validity survey. | Principal will interview teacher, family & student | 12/15 |

## 7. GENERALIZATION & MAINTENANCE

| Generalization Strategies | Person Responsible & Timeline |
|---|---|
| Teachers in all settings will cue and monitor Pat's use of breaks and seeking assistance to complete tasks. | All teachers will cue & monitor Pat's use of breaks.<br>Start 9/22 and continue until this behavior is faded and Pat is able to independently seek assistance. |
| Teachers in all settings will teach, cue and monitor Pat's use of writing strategies beginning 10/30. | All teachers will cue Pat to seek assistance to complete tasks.<br>Start 9/22 and continue throughout the school year |
| **Maintenance Strategies** | **Person Responsible & Timeline** |
| Begin self-monitoring of privately seeking assistance when Pat earns 80% on Daily Progress Report for 4 of 5 days for 4 weeks. | 6th grade teacher will teach Pat how to self-monitor using the Daily Progress Report beginning 10/20.<br><br>6th 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)

DISCUSSION

With your team, review the Pat sample Behavior Intervention Plan 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.

**PAT EXAMPLE**

## BIP Implementation Review Form

Student: Pat Date:__________ Time:________

Staff Observed: 4th Grade Teacher Completed By: Art Teacher

Activities Observed: Independent Reading Time

| 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 asking for a break. | 0 1 2 | |
| Student is given opportunities to practice using the Help Notebook. | 0 1 2 | |
| Regular use of Help Notebook to assist with completion of written work | 0 1 2 | |
| Student is given opportunities to practice using the strategy to privately seek assistance | 0 1 2 | |
| DPR used consistently to track use of replacement behaviors. | 0 1 2 | |
| Student is given opportunity to trade points earned from DPR for privileges | 0 1 2 | |
| Assistance starting an assignment is provided when student does not initially begin an assigned task. | 0 1 2 | |
| Student is given opportunities to practice choosing from 3 options when she has difficulty initiating tasks. | 0 1 2 | |
| Work is consistently presented when student is moved to a different location after failing to initiate task. | 0 1 2 | |
| DPR is used to collect data throughout the day. | 0 1 2 | |

## BEHAVIOR INTERVENTION PLAN 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

| 2.1 Setting Event Strategies | 2.2 Antecedent Strategies | 2.3 Teaching Strategies | 2.4 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 Student Does | Staff Response |
|---|---|---|
| Calm | | |
| Triggers | | |
| 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 for Implementing | Person Responsible for Training | Timeline |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## 6. MONITORING & EVALUATION PLAN

| Behavioral Objective (specific, observable, measurable) | Procedures for Data Collection | Person Responsible & Timeline | Review Date: | Evaluation Decision<br>• Monitor<br>• Modify<br>• Discontinue |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Data to be Collected | Procedures for Data Collection | Person Responsible | Timeline |
|---|---|---|---|
| Is Plan Being Implemented?<br>(Fidelity of Implementation)<br><br>Is Plan Making a Difference?<br>(Social Validity) | | | |

### 7. GENERALIZATION & MAINTENANCE

| Generalization Strategies | Person Responsible & Timeline |
|---|---|
| | |
| Maintenance Strategies | Person Responsible & Timeline |
| | |

**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)** |

## Menu of Function-Based Options for Behavior Intervention Planning

| | Seek Attention | Avoid Attention | Avoid Tasks |
|---|---|---|---|
| Setting Events Strategies | • Check-in with an adult immediately upon student arrival to:<br>  ◦ Provide positive attention, greeting<br>  ◦ Organize materials<br>  ◦ Practice replacement behaviors<br>  ◦ Provide food, sleep, medications, hygiene, clothing etc. | • Provide a quiet space to eat breakfast, do a preferred activity, etc.<br>• Ask the student if they want to talk with an adult they choose before going to class | • Provide a structured daily schedule for on-task activities (visual schedule) |
| Antecedent Strategies | • Increase Positive Recognition<br>  ◦ Give student leadership responsibility or a class "job" that requires the student to interact with staff.<br>  ◦ Increase positive home/school communication<br>• Increase Opportunities to Respond<br>• Increase Active Supervision – Schedule more frequent interactions<br>• Increase opportunities for peer interaction<br>• Clarify expected behavior and provide specific precorrects | • Teachers assign cooperative groups (versus students choosing)<br>• Provide the option to work independently<br>• Preview upcoming events and tasks<br>• Use a visual schedule of class activities<br>• Provide preferential seating (e.g. separate "office", desk to the side, on the floor, etc.)<br>• Clarify expected behavior and provide specific precorrects | • Teach Procedures<br>  ◦ Asking for help<br>  ◦ Individualize procedure for use of resources (e.g. individual dictionary, 100's chart, multiplication table, graphic organizers)<br>  ◦ Check to see if student has needed materials and if not, provide them before they are needed.<br>• Address Task Difficulty<br>  ◦ Design assignments to meet student instructional/skill level.<br>  ◦ Pre-teach content.<br>  ◦ Modify amount or type of activity.<br>  ◦ Provide extra help/checks for understanding.<br>• Provide Choice<br>  ◦ Provide choices such as what to do first or what tools to use.<br>• Sequence Tasks<br>  ◦ Provide an opportunity to engage in a preferred activity first.<br>  ◦ Clarify expected behavior and provide specific precorrects |

| | Seek Attention | Avoid Attention | Avoid Tasks |
|---|---|---|---|
| Teaching Strategies | • Teach specific ways to ask for attention:<br>  • Differentiate if strategy changes across conditions or settings (large group, small group, independent work, cafeteria, hallway etc.)<br>  • Help teach lesson to other students<br>  • Participate in social skill instruction | • Teach self-management skills:<br>  • Observing & recording own behavior<br>  • Goal setting<br>  • Evaluating behavior<br>  • Strategy instruction<br>• Participate in social skill instruction | • Teach how to ask for a break.<br>• Teach how to ask for an alternative activity/ assignment<br>• Teach student how to ask for assistance<br>• Teach student how to use resources<br>• Teach specific academic skills<br>  • Sight words<br>  • Reading fluency<br>  • Comprehension<br>  • Math facts<br>• Participate in social skill instruction |
| Consequences to Reinforce Replacement Behavior | • Respond quickly when the student asks for attention appropriately<br>• Give frequent attention for any appropriate behavior<br>• Allow student to earn opportunity to pick activity for group or class<br>• Provide opportunity for peer interaction | • Acknowledge student with nonverbal reinforcements:<br>  • Thumbs up<br>  • Small note<br>• Provide opportunity to earn time doing self-selected activity | • Provide opportunity to earn breaks after specified number of completed tasks<br>• Provide opportunity to earn time doing self-selected activity<br>• Reward student for attempting tasks<br>• Staying focused on the task |
| Consequence to Make Problem Behavior Ineffective | • Provide consistent and calm response<br>• Limit verbal interaction for problem behavior.<br>• Create a signal that prompts student to stop and/or return to desired activity<br>• Teacher ignore problem<br>• Prompt peers to ignore problem behavior | • Provide consistent and calm response<br>• Teacher gives non-verbal cue to participate<br>• Proximity control | • Provide consistent and calm response<br>• Offer brief assistance with task or activity<br>• Offer alternatives methods or materials to complete the task<br>• Schedule standard times to complete unfinished work |

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

# BIP Implementation Review Form

Student:________________________ Date:______________ Time:____________

Staff Observed: ____________________ Completed By:____________________

Activities Observed: ________________________________________________

| Plan Components | Score<br>0=seldom<br>1=sometimes<br>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 your Tier 3 system. 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 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 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 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, your team will be able to:

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

The Missouri Department of Elementary and Secondary Education (DESE) requires 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

We teach academic skills by determining current level of functioning and then monitoring the acquisition of the skill toward mastery. The same reasoning should be applied to social behavioral skills. This chapter will guide your team through the process of determining current level of functioning, progress monitoring the student's performance of the desired replacement behavior, and using data to inform instruction.

Monitoring student progress is an **essential component** of the Behavior Intervention Plan. The monitoring plan is **determined at the final team meeting prior to implementing** the intervention.

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)?
- How often will collected data be reviewed?

Once the team has established the monitoring plan, baseline data will be collected for the identified problem behavior using the selected method prior to beginning the intervention.

**Baseline data** provides the team information about the student's **current level of functioning regarding the identified problem behavior.** For example, if the student is currently completing zero homework, that is the baseline. Once the intervention begins, progress monitoring data will be collected to determine whether the intervention is resulting in more homework being completed. In other words, baseline data is the measuring stick by which intervention data are compared to determine the extent to which a change in the behavior occurred.

Baseline data also aid in goal setting. We use the baseline data information to determine what is a reasonable rate of increase (in expected behavior) or decrease (in problem behavior) for the student to reach his/her goal. 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.

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* or the new *Behavior Intervention Plan – Intervention Tracker (BIP-IT)* found on the pbismissouri.org website. Graphs are viewed regularly by the Tier 3 Action Team and used for making decisions such as continue intervention as planned, check fidelity of the intervention's implementation, begin to fade the intervention, or intensify/modify the intervention.

## Methods for Progress Monitoring

When considering a method to determine student progress, context and efficiency should be a primary focus. What is the most efficient method for the type of behavior you are monitoring that will give the information needed to determine if the student is making adequate progress? Baseline data and progress monitoring data should be collected using the same method so a comparison may be made between data taken prior to and after implementation of the intervention.

### PERMANENT PRODUCT MONITORING

**EXISTING SCHOOL RECORDS:** When the student was identified for Tier 3 support, the Tier 3 Action Team collected information about the problem behavior(s), conducted interviews and a record review, and determined both a short-term and long-term desired replacement behavior. This information forms the basis for selecting what will be monitored.

For example, records of attendance and minor discipline records are items 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 after the intervention has been implemented, progress monitoring. 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 classroom/minor discipline records** are all examples of permanent products. **Permanent products are tangible items that result from a behavior.** The records of the behavior are evaluated which makes this method easy to apply since the samples are documents maintained regularly by the school. Additional examples include samples of student work and grades.

Some problem behaviors, such as student being off task during work time or when instructions are given, can result in missed assignments. Since teachers maintain records of **completed assignments**, the gradebook can serve as a permanent product 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 is developed to indicate the performance level of the targeted replacement behavior

The rating scale to be used may be similar to the one used for CICO, which is usually a 3 point scale:

- 3 indicating they performed the desired behavior with zero to one reminder,
- 2 indicating they required two reminders or corrections for them to perform the desired behavior,
- 1 indicating the student did not perform the desired behavior, or required several reminders and/or redirects before performing the desired behavior.

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 teacher completes the progress report based on the agreed upon parameters. The scores are totaled and graphed.

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 _____% | | | | | | |

## Collecting Observational Data

Observations serve a variety of purposes. An observation is required as part of the FBA process either to 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 the target behavior is not better monitored by a permanent product. These frequency, duration, or intensity observations 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 the student in the environment where the problem behavior occurs for 15-20 minutes 3-5 times will provide information about 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, and the desired replacement behavior to be observed. The behavior(s) must be described specifically to be observable and measureable. The description should allow the observer to count how often the behavior occurs, measure how long it lasts, or determine the intensity of the behavior based on a predetermined scale.

Examples of problem behavior could include:

- 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

Examples of desired replacement behavior could include:

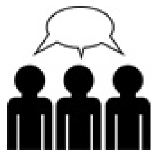
- On task = student is looking at teacher or following instruction during whole group, student is actively working on assigned task (discussion on topic, reading/writing/calculating assigned task)
- Contribute = student waits to be acknowledged by the teacher before commenting
- Aggressive behavior = student expresses frustration or tries to get peers to respond by talking, keeping hands to self

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

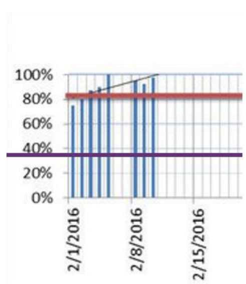
## Step 2. Determine The Simplest And Most Accurate Method To Collect Observational Data

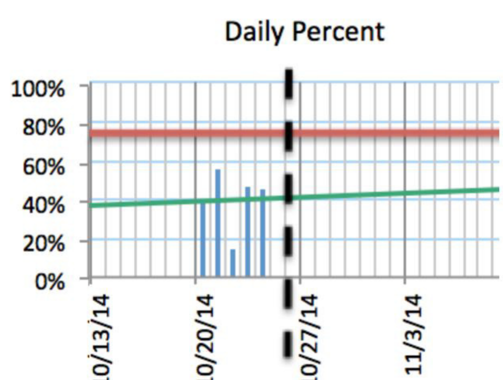
Observational data may be collected in a variety of ways. Determining which method to use is based on the behavior to be observed. This text is covering two broad methods of observational data collection; event based recording and time based recording. Some methods require the observer be someone other than the teacher; other data collection processes are appropriate for a teacher to do during instruction.

For any method, plan on observing for 15 - 20 minutes a minimum of 3 - 5 separate occasions to get a stable trend for baseline data (Kazdin, 2011). 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 percentage to create a single data point and graphed. When collecting baseline data, if the data after three observations is similar, use those 3 data points to describe the level of current performance. For example, if the first 3 data points are 45%, 52%, and 48%, you can be reasonably certain the behavior is performed approximately 50% of the time. If the data points are not similar, for example, 39%, 55%, and 14%, 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.



The followingse observation data recording methods are frequently used in gathering behavioral data, and can provide information useful to the team about the problem behavior and the use of the replacement behaviors.

- ► Event Based Recording
    - Frequency counts
    - Duration recording

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

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

The behaviors most appropriate for event based 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: talking out/blurting, some aggressive behaviors such as hitting or kicking, and being tardy to class. It would be difficult to count pencil tapping on a desktop as the frequency is so high. Similarly, it would be difficult to count being off task 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 if recorded with event based recording (the student may have been 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. For this method to be accurate, the observer must be prepared to watch the student continuously during the designated time frame.

# Event Recording Form
# Frequency Data Collection

Student: ______________________________ Observer: ______________________________

Location: ____________________________________________________________________

Describe the target behavior.

______________________________________________________________________________

______________________________________________________________________________

Note the date and time of each observation.

During the observation, each time the target behavior is observed, make a tally mark in the appropriate column.

At the end of the observation period, add up the tally marks and place the total in the appropriate column. If the behavior is not observed during the scheduled time, enter a zero in the column.

Calculate the rate of behavior by dividing the total occurrences by the total minutes of the observation. For example, if the behavior occurred 12 times in 20 minutes, 12/20 = 1.75/minute.

| Date | Time | Behavior Occurrence | Total |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

*Adapted from Kansas Institute for Positive Behavior Support. (2012)*

**Duration Recording:** Duration recording is used to determine the **length of time a behavior lasts each time it 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 continuous behaviors, such as being out of seat, crying, or off task behaviors such as looking around the room, chatting with a peer, or digging around in a desk.

Data may be converted to a percentage by dividing the amount of time the behavior occurred by the amount of time observed. For example, if a student was observed for 20 minutes, and over the course of the 20 minutes, the student was chatting with peers instead of working for a total of 8 minutes and 40 seconds, the percentage would be 8.67/20 = .43 or 43% off task, 57% on task. Again, the conversions should be standard and be represented by a single data point on the graph .

# Duration Recording Form

Student: ______________________________ Observer: ______________________________

Location: ______________________________________________________________

Describe the target behavior.

______________________________________________________________

______________________________________________________________

Note the date and time of each observation.

During the observation, note the time when the behavior begins, continue observing student, and note the time when the behavior ends.

At the end of the observation period, add up the tally marks and place the total in the appropriate column. If the behavior is not observed during the scheduled time, enter a zero in the column.

Calculate the total minutes the behavior was observed. Graph the total minutes for each observation.

| Date | Time | Time Behavior Began | Time Behavior Ended | Total Duration of Behavior |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

*Adapted from Kansas Institute for Positive Behavior Support. (2012)*

**TIME SAMPLING DATA COLLECTION:** 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. A timer 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, 20, or 30 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. An example might include a student using name-calling toward peers. 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. One example might be a student putting his or her head down on the desk. 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. An example might be a student talking or making sounds during work time. 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.

# Partial Interval Recording
# Time Sampling Data Collection

Student: ___________________________________ Observer: _________________________________

Location: _______________________________________________________________________________

Describe the target behavior.

_______________________________________________________________________________________

_______________________________________________________________________________________

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

If the behavior is observed **anytime during the interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

<table>
<tr><th>Date</th><th colspan="10">Intervals – Mark with ✓ or O</th><th rowspan="4">Total times behavior occurred</th></tr>
<tr><td rowspan="3"></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr>
<tr><th>Time</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td rowspan="2"></td></tr>
<tr><td rowspan="4"></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><th>%</th></tr>
<tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td rowspan="2"></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

*Adapted from Kansas Institute for Positive Behavior Support. (2012)*

# Whole Interval Recording
# Time Sampling Data Collection

Student: ________________________________ Observer: ________________________________

Location: ______________________________________________________________________

Describe the target behavior.

______________________________________________________________________

______________________________________________________________________

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

If the behavior is observed **for the entire interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

| Date | Intervals – Mark with ✓ or O | | | | | | | | | | Total times behavior occurred |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| | | | | | | | | | | | |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| Time | | | | | | | | | | | |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | |
| | | | | | | | | | | | % |
| | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | |
| | | | | | | | | | | | |

*Adapted from Kansas Institute for Positive Behavior Support. (2012)*

# Momentary Interval Recording
# Time Sampling Data Collection

Student: ______________________________ Observer: ______________________________

Location: ____________________________________________________________

Describe the target behavior.

____________________________________________________________

____________________________________________________________

Note the date and time of each observation.

Determine the total projected observation time (e.g., 20 minutes), and divide the time into equal intervals (e.g., 30 seconds). In this case there would be 40 intervals.

- All intervals need to be of equal length and can be anywhere from a few seconds to a few minutes long.
- Be prepared with a watch/clock with a second hand, timer, or other signal for timing each interval.

IMPORTANT: Total observation time and length of intervals need to be consistent each time an observation is conducted.

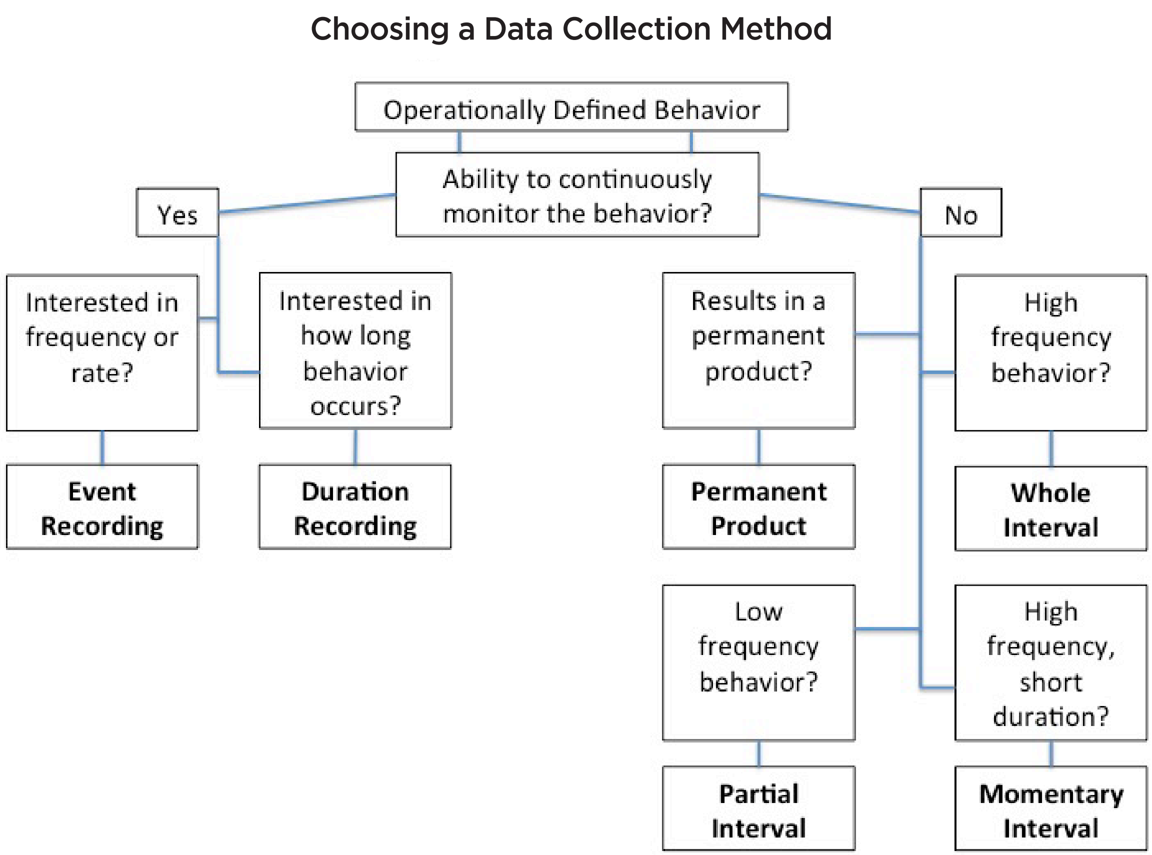
Glance at the student precisely at the end of each interval. If the behavior is observed **exactly at the end of the interval**, place a ✓, if not, place an O.

At the end of the observation, divide the number of intervals when the behavior occurred by the total number of possible intervals to get a percentage of the behavior. For example, if the student performed the behavior 26 or 40 intervals, record 65%.

<table>
<tr><th>Date</th><th colspan="10">Intervals – Mark with ✓ or O</th><th rowspan="4">Total times behavior occurred</th></tr>
<tr><td rowspan="3"></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr>
<tr><th>Time</th><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td rowspan="2"></td></tr>
<tr><td rowspan="4"></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><th>%</th></tr>
<tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td rowspan="2"></td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

*Adapted from Kansas Institute for Positive Behavior Support. (2012)*

When making decisions concerning which data collection 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, the observations should be planned and conducted. First, plan to collect baseline data, which will consist of 3 to 5 observations of 15 to 20 minutes to produce data points representing current level of performance (Kazdin, 2011). 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 time for the intervention to be fully implemented is recommended before collecting observational data to determine progress, usually 1-2 weeks.

If someone other than the classroom teacher is conducting the observation, 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. The goal is for the class to proceed as usual, so limit interaction with students as much as possible. If a student asks why the observer is there, the observer should 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 the purpose of the visit is to observe their behavior. One suggestion would be to train an adult who is a regular part of the classroom to conduct the observations, such as a paraeducator or interventionist. This can increase the likelihood the class will proceed as usual, and the behavior will be typically represented.

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 adults who are regularly in the environment 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

Thinking about a student in your building with problematic behavior:

- Operationally define behavior.
- Choose the most appropriate method of collecting data.
- Determine the time of day to conduct the observation. (How will you determine this?)
- How will you record the data?

## Step 4. Summarize and/or Graph Results

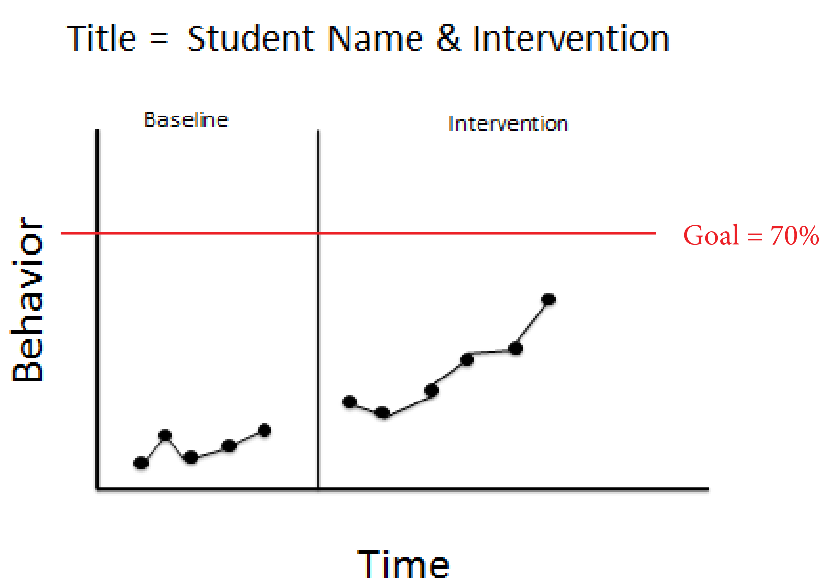
After baseline data has been collected, convert each observation to a single data point on a graph. Draw a vertical line to indicate the end of baseline data and the beginning of data collected after the intervention has been implemented. Each point on the graph should represent the same type of data – actual number, rate, or percentage and should be collected during the same time, across multiple observations. For example, schedule observations at regular times like 9:45 – 10:05 am. Progress monitoring data may be collected as soon as the entire BIP has been implemented with fidelity, usually within one to two weeks . It should be determined during the planning meeting how often the student will be observed to progress monitor intervention effects.

Graphing allows the team to easily recognize a comparison between baseline and intervention data, and to quickly identify the trajectory of student performance. A trend line may be applied which allows for visual inspection to determine if the student is making adequate progress. Consider encouraging students to graph and monitor their own progress toward their goal. This monitoring can increase 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 Tiers Spreadsheet* is available on pbismissouri.org to assist teams in graphing data.

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 actual number, rate, or percentage)?
- How will it be graphed (by hand, using the *Advanced Tiers Spreadsheet*, using CICO SWIS, etc)?
- 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; regularly collected data (ODR, minors, etc.), permanent products, progress monitoring form, or observations. Data should be reviewed at each Action Team meeting, as well as shared with the Tier 3 Core Team at least monthly, and used to determine if the intervention should be continued, intensified, modified, or faded.

When reviewing data, the first step is to determine to what degree the intervention was implemented as intended. Fidelity of implementation may be assessed through self-assessment/self-report, by examining permanent products, or during observations. Fidelity of implementation should always be considered **before** making any changes to an 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<br>Gap between the trend line and the goal line is closing at an acceptable rate. | Was intervention implemented as intended?<br>• Continue intervention with current goal<br>• Continue intervention with goal increased<br>• Teach self-management<br>• Fade intervention components |
| QUESTIONABLE RESPONSE<br>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?<br>• If no: employ strategies to increase implementation integrity.<br>• If yes: increase intensity of current intervention for a short period of time and assess impact.<br>► If rate improves, continue.<br>► If rate does not improve, return to problem solving. |
| POOR RESPONSE<br>Gap between the trend line and goal line continues to widen with no change in rate. | Was intervention implemented as intended?<br>• If no: employ strategies to increase implementation integrity.<br>• If yes:<br>► Was the problem identified correctly?<br>► Is intervention aligned with the function?<br>► 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 should perform the expected behaviors successfully with support before the intervention is faded. The fading process is specific to the intervention, but frequently incorporates the student taking more responsibility by self-monitoring. The student may also go a longer period of time before receiving recognition or reinforcement as part of the fading process. A student with an individualized BIP may need supports for a long period of time as they learn and become fluent with the desired replacement behavior. 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, and 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, and the intervention has been implemented with fidelity, the team may try modifying the intervention based on the above suggestions. If those modifications were unsuccessful, or not practical, another 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?

Reanalysis of the information gathered during the FBA process and consideration of alternative interventions may be warranted.

> 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

## Next Steps

Below are some next steps to consider as you develop your Tier 3 system . 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 FBA/BIP rubric to assess the quality of the team created Functional Behavior Assessment/Behavior Intervention Plan

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, researchers have developed **checklists and rubrics 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. The rubric is adapted from a combination of FBA/BIP rubrics found in the literature; citations are in the reference section of this workbook. The *FBA/BIP Rubric* is included in this chapter, and is also available through your consultant or http://pbismissouri.org/.

**Seven elements** are included for evaluation on the rubric, each containing the steps and activities from the *Functional Behavior Assessment Flow Chart* (see Chapter 5) and the *Behavior Intervention Plan Development Flow Chart* (see Chapter 6).

## FBA/BIP Rubric Elements

1. Collect Information
2. Develop Summary Statement
3. Confirm Summary Statement
4. Develop Competing Behavior Pathway
5. Identify Intervention Strategies, Consequence Strategies, and Safety Plan
6. Develop Implementation Plan
7. Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies

As teams conduct the FBA and develop the BIP, the rubric acts as a reference to guide the Action Team in creating a thorough and high quality plan. By using the criteria for "in place", "partially in place", or "not in place" as a reference at each step, the team increases the likelihood the time invested in the assessment and planning for intervention will result in the desired behavior change, and that the replacement behavior will continue after supports are reduced.

For example, when conducting a teacher interview, the description of the problem behavior given was, "The student doesn't mind what I say. He's very noncompliant." The following excerpt from the *FBA/BIP Rubric*, under Step 2, "Develop Summary Statement" provides the "in place", "partially in place", and "not in place" criteria for the activity "Describe Problem Behavior", and shows how a team might address the current "not in place" rating for the description of the behavior 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:<br>• observable – description of specific student actions; can be replicated by a stranger<br>• 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:<br>• observable<br>• measurable | The Summary Statement does not include a description of the problem behavior<br><br>**OR**<br><br>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 also could not be accurately measured. In the last column, where steps to address items needing improvement are listed, the team made notes about what needed to be done to ensure the item would be "in place", and who would accomplish the tasks.

Another example reflects the Action Team's rating of their confirmation through observation of the Summary Statement they developed after collecting data through the FBA process. The Action Team used the information collected to form the statement, "During independent work time, when the teacher gives directions to complete a task, the student will put his head down, play in his desk, or just sit and look around, because the teacher will send the student to the safe seat or the buddy room. Therefore the function of the behavior is to avoid task. This is most likely to occur when the task involves significant amounts of reading or writing." A-B-C observations were conducted, and the team reviewed the results, concluding they were confident the Summary Statement was accurate. The following excerpt from the *FBA/BIP Rubric*, under Step 3 "Confirming Summary Statement", the activity "Direct observation data confirmed Summary Statement" reflects the team's evaluation.

## 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.<br>• *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 of the activity can only be rated as "in place" or "not in place". Since the Summary Statement was confirmed and the team indicated a rating of "in place", the team is ready to move on to Step 4, "Develop Competing Behavior Pathway".

If the Summary Statement had not been confirmed, the team would have returned to Step 2, "Develop Summary Statement". Effective Behavior Intervention Planning relies on accurate collection and interpretation of the assessment data to design function-based intervention strategies. Therefore, it is imperative the team confirm the Summary Statement before proceeding to the development of 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:<br>• Non-response to Tier 2<br>• Chronic behaviors<br>• Intense behavior<br>• Teacher nomination<br>• 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:<br>• principal<br>• person with behavioral expertise<br>• classroom teacher<br>• other staff involved with student<br>• person making referral<br>• family member<br>• 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:<br>• discipline referrals<br>• attendance<br>• academic records<br>• health information (if applicable)<br>• 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:<br>• teacher<br>• person making referral<br>• other staff<br>• family member<br>• 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. (2012); 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:<br>• observable – description of specific student actions; can be replicated by a stranger<br>• 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:<br>• observable<br>• measurable | The Summary Statement does not include a description of a single problem behavior<br>**OR**<br>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<br>**OR**<br>daily routines are identified during which problem behavior is not present, but not both. | No routines identified<br>**OR**<br>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<br>**OR**<br>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<br>**OR**<br>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<br>**OR**<br>data confirms no setting event exists. | Setting events are identified but not described in sufficient detail to inform intervention planning<br>**OR**<br>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:<br>• antecedent<br>• problem behavior<br>• consequence<br>• setting event (if applicable)<br>• 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)<br>**OR**<br>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<br>**OR**<br>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 | |
| Confirm Summary Statement (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<br><br>**AND**<br><br>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<br><br>**OR**<br><br>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.<br><br>• *Note to team: If Summary Statement is not confirmed, go back to FBA 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 | |
| Develop Competing Behavior Pathway (BIP Step 1) | 1.1. Record Summary Statement from the FBA. | Confirmed Summary Statement is accurately recorded from FBA. | Confirmed Summary Statement is recorded, but errors are present. | Confirmed Summary Statement not recorded, or no Summary Statement present. | |
| | 1.2. Identify desired long-term replacement behavior. | The competing behavior pathway includes a long-term replacement behavior that:<br>• serves the same function as the problem behavior<br>• is observable and measurable<br>• 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:<br>• serves the same function as the problem behavior<br>• is observable and measurable<br>• 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:<br>• results in same function as the problem behavior<br>• 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<br><br>**OR**<br><br>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 | |
| Identify Intervention Strategies, Consequence Strategies, and Safety Plan (BIP Steps 2-4) | 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.<br><br>**OR**<br><br>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<br><br>**OR**<br><br>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<br><br>**OR**<br><br>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 | |
| Identify Intervention Strategies, Consequence Strategies, and Safety Plan (BIP Steps 2-4) | 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:<br>• reduce reinforcement of the problem behavior<br>• minimize the impact of the problem behavior on other students<br>• 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<br><br>**OR**<br><br>they focus on punishments and/or reinforce the problem behavior. | |
| | 4.1. If necessary, develop additional (beyond current schoolwide) safety procedures. | Safety plan is described in sufficient detail for implementation<br><br>**OR**<br><br>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<br><br>**OR**<br><br>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 | |
| Develop 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:<br>• tasks to complete<br>• resources needed<br>• person responsible<br>• timelines for completion | BIP implementation plan is developed and communicated **AND** includes tasks to complete **AND** two of the following:<br>• resources needed<br>• person responsible<br>• 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:<br>• training procedures<br>• person responsible<br>• timelines for completion | BIP training plan is developed **AND** includes person responsible **AND** one of the following:<br>• training procedures<br>• 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: In Place | Status: Partially in Place | Status: Not In Place | Steps to Address Any Items "Partially in Place" or "Not in Place" |
|---|---|---|---|---|---|
| Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies (BIP Steps 6-7) | 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:<br>• target behaviors<br>• indicator of risk<br><br>**AND**<br><br>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:<br>• target behaviors<br>• indicator of risk<br><br>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. Develop procedures for assessing fidelity of implementation of BIP | A plan is developed that describes procedures for collection of fidelity of implementation data (who, what, when, how, and review dates)<br><br>**AND**<br><br>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. | |
| | 6.3. Identify measures and develop schedule to assess and monitor social validity of BIP | A plan is partially developed to assess the social validity of both of the following:<br>• ease of implementation<br>• positive impact on problem behavior(s)<br><br>**AND** is described in sufficient detail for implementation. | A plan is in place to assess the social validity of the following:<br>• ease of implementation<br>• positive impact on problem behavior(s)<br><br>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 (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 your Tier 3 system. 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 LEARNING

## 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.
- Establish a system for updating staff.
- Establish a systematic process to identify individual and/group professional learning needs.
- Implement effective and efficient adult learning practices.
- Establish a systematic process for coaching.
- Develop a Tier 3 Staff Handbook.

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.

> "Only when effective practices are fully implemented should we expect positive outcomes. Implementation matters."
>
> Blasé and Fixsen, 2005, p. 10

Providing quality professional learning to your staff will be important in ensuring that your Tier 2 interventions are implemented with fidelity. Key to the success of your Tier 2 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, the district, to other MO SW-PBS partner schools, 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?

# 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) the guide the supports provided through the Regional Professional learning Centers across Missouri. How do these characteristics relate to your Tier 3 staff training?

- **Research-based:** SW-PBS is researched-based as a combined framework and each of the Tier 1 Essential Components are themselves research based as well.
- **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 throughout the year, and "booster" sessions for review when indicated by data. Your staff will need to receive PL on the Tier 1 Essential Components, including all 8 of the Effective Classroom Practices, so that they can consistently provide these "interventions" to all students, every day, all year long.
- **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 who consistently receive Tier 1 universal supports.
- **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). In this way teachers also have increased opportunities to interact with peers during effective trainings.

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?

The Missouri Department of Elementary and Secondary Education (DESE) has developed criteria for high quality professional learning (HQPD) (Noonan, Langham, and 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 learning (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. |
| During Training | 4. Quickly establishes or builds on previously established rapport with participants. |
| | **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. |
| | 22. Describes opportunities for coaching to improve fidelity of implementation. |

*Noonan, Langham, and 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 and 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% |

*Figure 10.1*
*Joyce and Showers (2002)*

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 and systems for improving practice and outcomes, but implementation is not accurate, consistent, or durable, and desired outcomes aren't realized. School personnel and teams need more than exposure, practice, and enthusiasm."*
>
> George Sugai, OSEP Center on PBIS, Center for Behavioral Education and Research, University of Connecticut

The analysis of of over 200 studies by Joyce and Showers (2002) has been corroborated through in-field research (Hiralall and Martens, 1998; Simonsen, MacSuga, Fallon, and Suagi 2013). This recent body of work confirms that in-vivo support (e.g., coaching and performance feedback) was required to achieve 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 and 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<br>• Model target skill with examples and non examples<br>• Provide practice w/ skill<br>• Provide feedback within training context<br>• Demonstrate self-monitoring methods | None | Self-Monitoring for Fluency > Self report to "coach" confirm fidelity of self-monitoring<br><br>Classroom Walkthroughs = Universal Screening | 80% or above implementation at criterion = no need for additional support<br><br>79% or below = need for targeted interventions |
| Targeted Level Support | All of the above PLUS Goal Setting | Teacher<br>• Chooses a target skill,<br>• Sets and shares goal(s), Selects a self-prompting strategy<br>• Self-Monitors<br>• Graphs data<br>• Self-Reflects<br>• Self rewards<br>• Shares instructional data and student outcome data with "coach"<br>*Coach*<br>• Reviews self-monitoring data | Regular Self-Monitoring<br><br>Regular Classroom Coaching and Walkthroughs = Progress Monitoring | Demonstration of improvement toward criterion = fading to self-monitoring only<br><br>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<br>• Develops action plan<br>  o Measureable goals for improved performance<br>  o Action steps<br>  o Contingencies for meeting/not meeting goals | Daily Self-Monitoring<br><br>Weekly Classroom Walkthroughs = Progress Monitoring<br><br>Coaching and performance feedback | If goals met choose other skills for focus or implement fading.<br><br>If goals not met increase frequency or intensity of feedback or provide in-vivo modeling |

*Adapted Simonsen et al., (2014) Figure 10.2*

## Multi-tiered Support Framework for Teachers

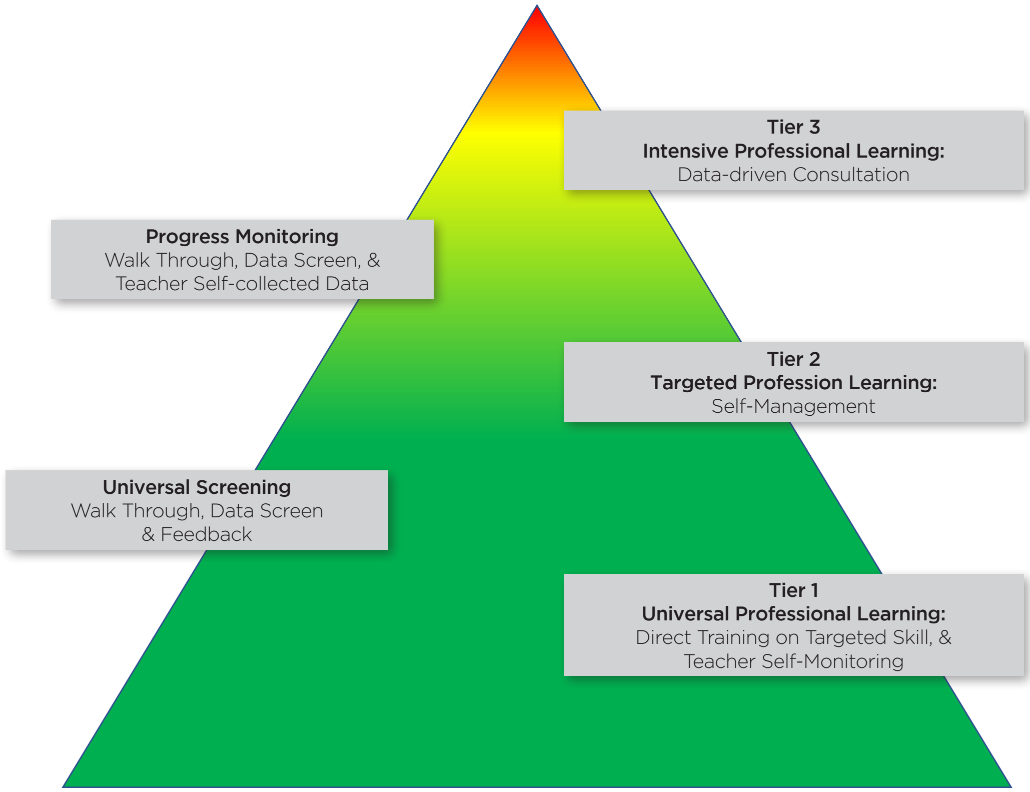



*Figure 10.3*
*Simonsen et.al. (2014)*

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

> "Many teachers enter the field without sufficient training in classroom management and continue to experience challenges throughout their careers. Therefore, school-based leaders need a multi-tiered support (MTS) framework to (a) provide training to all teachers in classroom management (Tier 1), (b) identify teachers who require additional assistance (universal screening), (c) support the identified teachers (Tiers 2 and 3), and (d) continue to monitor teachers' classroom management to adjust (i.e., intensify or fade) supports."
>
> Simonsen et al, 2014, p. 180

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 scheduled 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 teachers 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.), assistance to 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-rewarding.
- 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), see 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/tier-1/ 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 introduce 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.

# GROW Model Coaching Questions

| **Acronym and 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?<br>What is important to you right now?<br>What areas do you want to work on?<br>Describe your perfect world.<br>What will make feel like this time was well spent?<br>What do you want kids to know and do?<br>Why are you doing SW-PBS?<br>How might this be able to impact the community?<br>What are you hearing? |
| **R-Reality** > Current situation and beliefs held by group or individuals. | What has contributed to your success so far?<br>Where are you in relation to your goal?<br>Does your gut agree with this?<br>Are there other perceptions that agree or disagree with this?<br>Paint me a picture<br>Tell me more<br>What's working right now<br>Tell me the story without numbers<br>What progress have you made toward your goal?<br>How do you feel when you walk in the door?<br>How do you think kids feel? Parents feel?<br>Does this goal conflict with any other goals? |
| **O-Options** > The possibilities for action and resources available. | What are your options?<br>How have you tackled similar situations before?<br>Who do you know who has encountered a similar situation?<br>Don't use the same solutions because they are not working. Think outside your box.<br>Who do you know who has encountered a similar situation?<br>What is something we/you have not tried?<br>If anything is possible, what would you do?<br>What could you do differently?<br>What else?<br>What would your alter ego do?<br>What might our students say would be a great solution?<br>What might your community think would be a solution?<br>If you had to give me 3 more ideas what would those be?<br>If you had to do it tomorrow what would you do?<br>If resources were no option what would you do?<br>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?<br>Which options are working smarter not harder?<br>Which options are going to give you the most bang for your buck?<br>Which options are you going to get you, your staff or students to buy in?<br>What action will you /we take?<br>When will you /we start?<br>Who will help you?<br>How will you /we know you've been successful?<br>What will this look like if it is fully implemented in your school (classroom)? |

# GROW Model Coaching Template

| Acronym and Description: | Example Questions: (school or individuals) |
|---|---|
| **G-Goal** > Long term aspirations and focus for the coaching session or team meeting. | |
| **R-Reality** > Current situation and beliefs held by group or individuals. | |
| **O-Options** > The possibilities for action and resources available. | |
| **W-Way Forward** > Actions that will be taken to achieve goals. | |

SW-PBS Teams can apply the GROW Model when analyzing schoolwide 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 learning 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 than for 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, and 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 and 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 increases 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 assesss:

- 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.


What options are available in your school for scheduling Tier 2 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? More information is available in Chapter 3 of this workbook to help your team make decisions concerning your yearly calendar.

## Providing Updates to Staff

Another component of your Professional Learning System is to provide your staff with **updates about Tier 2 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.). ISchools can use social media to keep stakeholders up to date with current and accurate information.

DISCUSSION

Does your school 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 Learning 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 learning

The *Tier 2 Staff Handbook Organizer* provides guidance for what you will include in your handbook.

ACTIVITY

Review the *Tier 2 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?

## Tier 3 Staff Handbook Organizer

| Feature | Materials | Documented in Notebook? |
|---|---|---|
| Guides | 1) Schoolwide Behavior Matrix<br>2) Tier 2 Action Plan | YES NO<br>YES NO |
| 1. Team | 1) Tier 2 Team list with roles identified<br>2) Schedule of meeting dates<br>3) Standard Agenda Format<br>4) Copy of Meeting Minutes | YES NO<br>YES NO<br>YES NO<br>YES NO |
| 2. Identification | 1) Data Decision Rules<br>2) Teacher Nomination Form and Procedure<br>3) Standardized Social/Behavioral Screening Instrument<br>4) System for ensuring students identified for Tier 2 support have received full access to Tier 1 (i.e., Classroom Walk Through/Brief Observation form; Teacher Self-Assessment of the Effective Classroom Practices form) | YES NO<br>YES NO<br>YES NO<br>YES NO |
| 3. Function Matching | 1) System for collecting student information/data<br>2) System to identify function<br>3) System to match intervention with function | YES NO<br>YES NO<br>YES NO |
| 4. Intervention Descriptions | 1) Intervention Essential Features (provides description of each intervention available in your setting). | YES NO |
| 5. Monitor Progress | 1) Copy of Sample Progress Monitoring Tools<br>• Check-In, Check-Out = Daily Progress Report and Example Student Graph<br>• Social Skills Instructional Group = Daily or Weekly Report and Example Student Graph<br>• Check & Connect = Monitoring Form and Completed Example | YES NO |
| 6. Communication Plan | 1) Documented system for communicating and receiving feedback from staff<br>2) Documented Professional Learning plan with schedule, topics and coaching procedures outlined | YES NO<br>YES NO |

## 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 Team Action Plan - Develop a System for Providing Ongoing Professional Learning***

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, and 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, and George, 2010) and the Benchmarks for Advanced Tiers (BAT) (Anderson, Childs, Kincaid, Horner, George, Todd, Sampson, and Spaulding, 2010). To be sure, recent research suggests that the Tier 1 scale of the TFI can be considered to be equivalent to the BoQ (Mercer, McIntosh, and Hoselton, 2016, forthcoming).

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:

### SUBSCALES:

**Tier 1**
A. Teams
B. Implementation
C. Evaluation

**Tier 2**
A. Teams
B. Interventions
C. Evaluation

**Tier 3**
A. Teams
B. Resources
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 learning 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 II team meeting minutes (last 2)
- MO SW-PBS Existing School Data Inventory
- Nomination forms
- Universal screener(s)
- Data decision rules
- Tier II strategy, handbooks, or procedures (i.e. CICO, SSIG, CandC, SM)
- Intervention Essential Features document for each intervention
- Available Tier II data summaries (if possible for the past two months)
- Family communication systems
- Most recent fidelity measures for Tier II strategies
- School schedule
- Tier II lesson plans
- Acknowledgement/recognition system
- Intervention tracking tool (ex. Advanced Tiers Spreadsheet, CICO-SWIS)
- MO SW-PBS Intervention Outcome Data

## Tier 3:

- Tier III core team meeting minutes (Last 3 meetings)
- Tier III 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 or scales, 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 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 for the levels 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 given scale 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 site. 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 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 site. 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 "Schoolwide 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: << >>. The team member entering the information should click on the >> symbol, which will navigate to a page that allows the team member to submit the survey.

## 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.

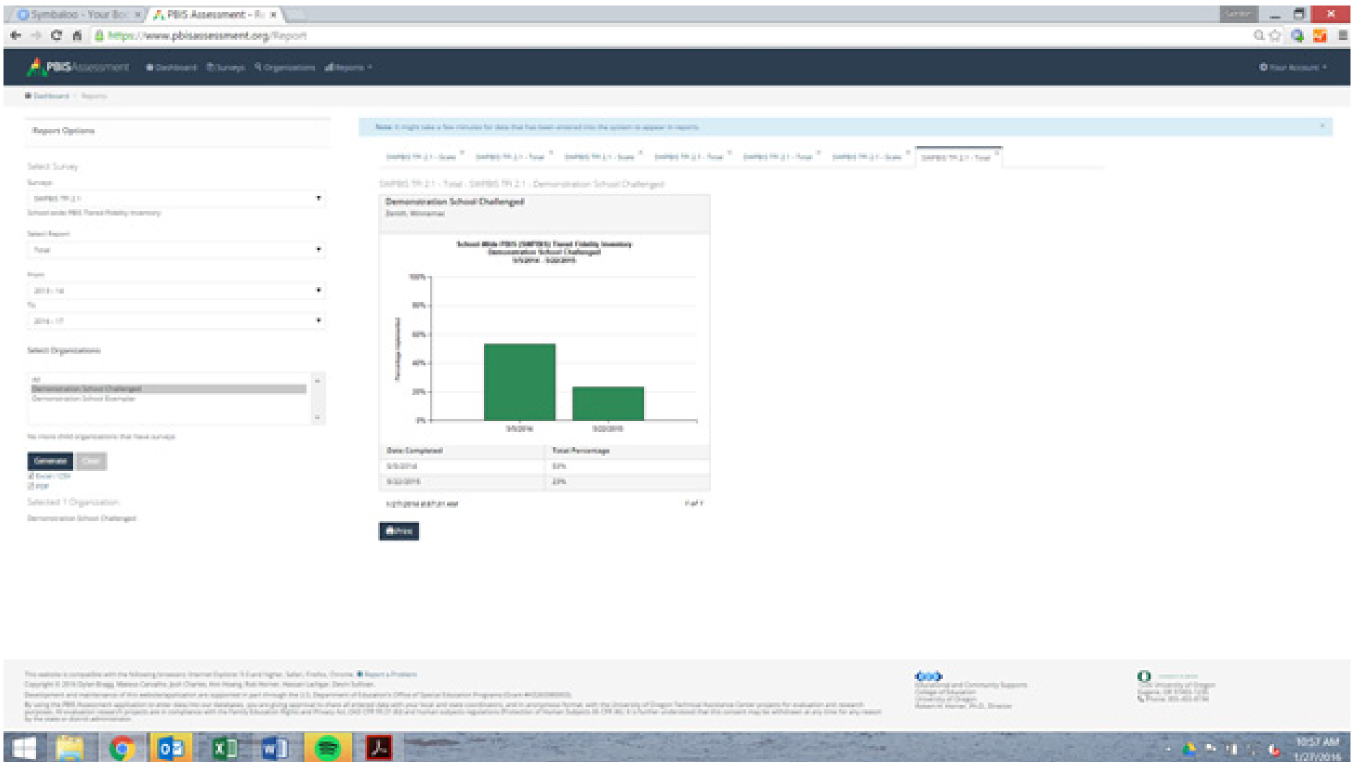


*Figure 10.1*

## 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 scale on May 22, 2015. This may explain the significant decrease in the total score on the second administration of the TFI.

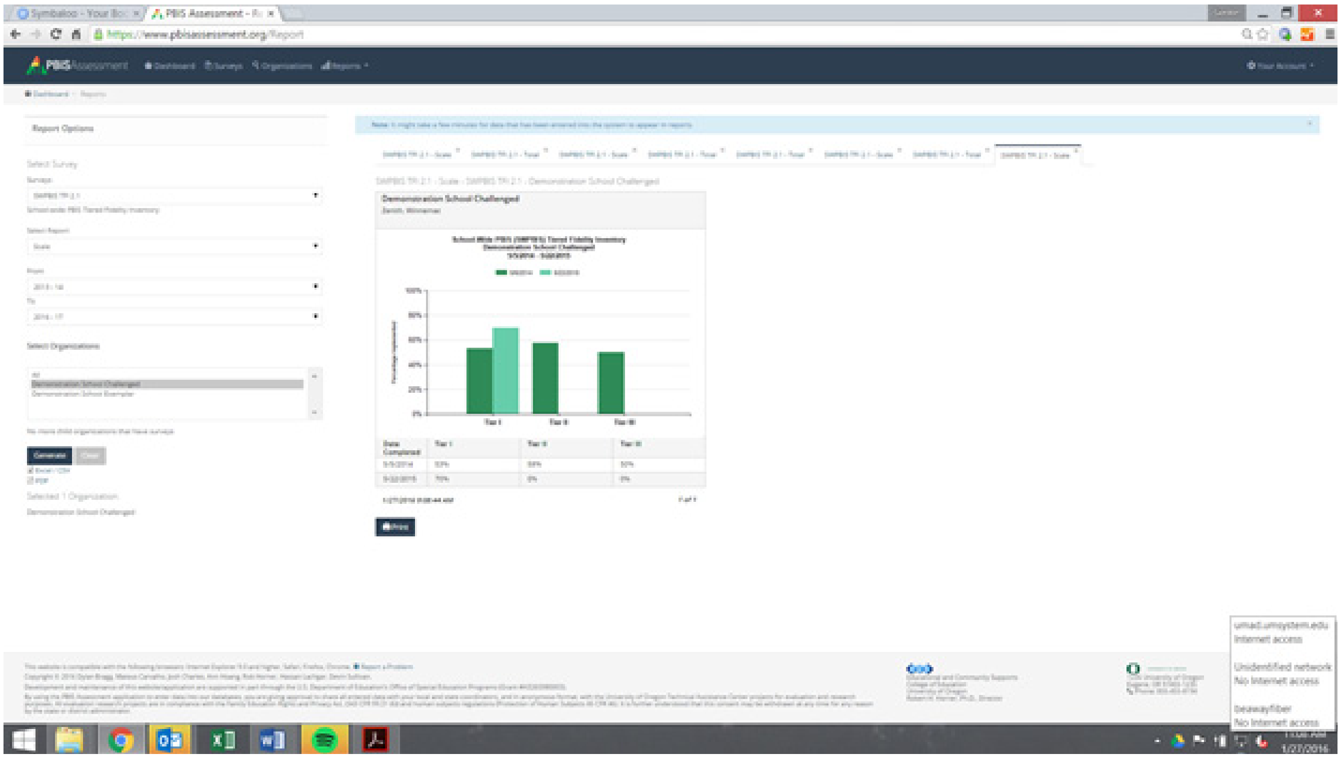



*Figure 10.2*

## SUBSCALE

The subscale report gives the team information regarding implementation fidelity in the scales of each of the three tiers. The chart below indicates the school showed improvements in all Tier 1 scales of the TFI between the first and second administration. However, the chart also suggests that the team has opportunities for growth in the scale 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" scale to identify specific areas around which to plan action steps.

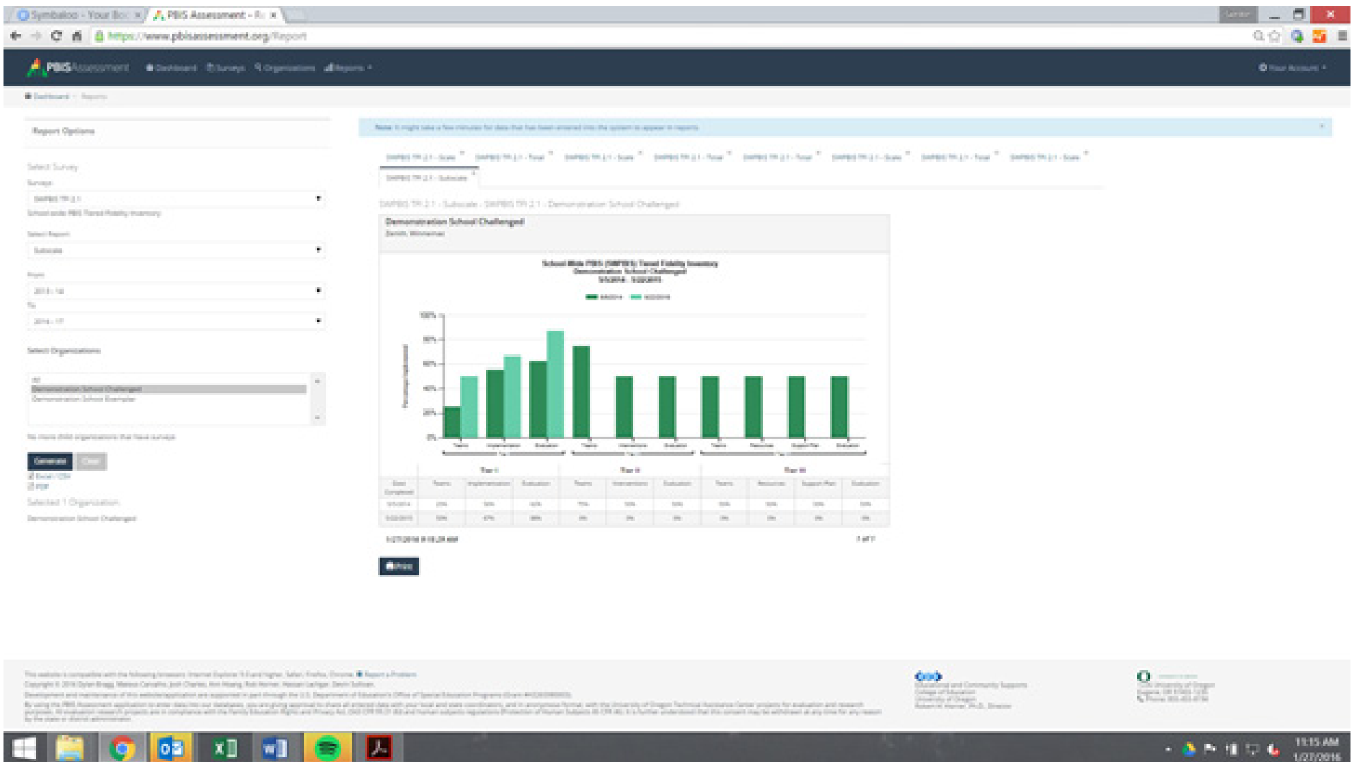



*Figure 10.3*

## 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 scale, 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 scale 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.

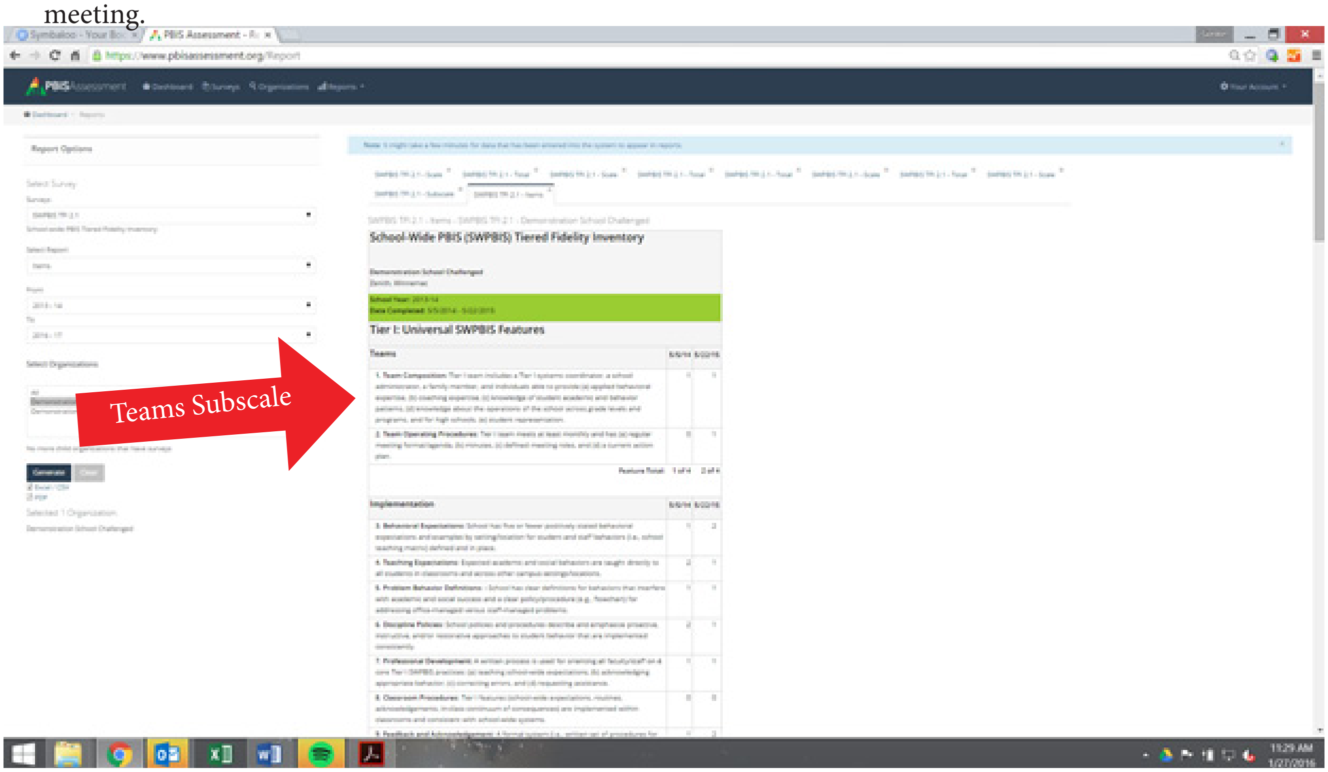



*Figure 10.4*

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 Scale, review the responses to the items for that particular Scale 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 scale. 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 ______________________________

Name of Schoolwide Expectations:

______________________________

Name of Acknowledgment System:

______________________________

Schoolwide Expectations:

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

**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)*

## 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<br>• 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<br><br>1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%<br><br>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<br>• Tier I meeting roles descriptions<br>• Tier I action plan | 0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan<br><br>1= Tier I team has at least 2 but not all 4 features<br><br>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<br>• Staff handbook<br>• Student handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number<br><br>1 = Behavioral expectations identified but may not include a matrix or be posted<br><br>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 |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
|---|---|---|
| **1.4 Teaching Expectations:** Expected ***academic**** and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | • TFI Walkthrough Tool<br>• Professional learning calendar<br>• Lesson plans<br>• Informal walkthroughs | 0 = Expected behaviors are not taught<br><br>1 = Expected behaviors are taught informally or inconsistently<br><br>2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings |
| * 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<br>• Student handbook<br>• School policy<br>• Discipline flowchart | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented<br><br>1 = Definitions and procedures exist but are not clear and/or not organized by staff-versus office-managed problems<br><br>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<br>• Student handbook<br>• Code of conduct<br>• Informal administrator interview | 0 = Documents contain only reactive and punitive consequences<br><br>1 = Documentation includes and emphasizes proactive approaches<br><br>2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |
| **1.7 Professional learning:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices:<br>(a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | • Professional learning calendar<br>• Staff handbook | 0 = No process for teaching staff is in place<br><br>1 = Process is informal/unwritten, not part of professional learning calendar, and/or does not include<br>all staff or all 4 core Tier I practices<br><br>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 (schoolwide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with schoolwide systems. | • Staff handbook<br>• Informal walkthroughs<br>• Progress monitoring<br>• Individual classroom data | 0 = Classrooms are not formally implementing Tier I<br><br>1 = Classrooms are informally implementing Tier I but no formal system exists<br><br>2 = Classrooms are formally implementing all core Tier I features, consistent with schoolwide expectations |
| **1.9 Feedback and Acknowledgement:** A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to schoolwide 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<br><br>1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students<br><br>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)<br>• Informal surveys<br>• Staff meeting minutes<br>• Team meeting minutes | 0 = Faculty are not shown data at least yearly and do not provide input<br><br>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<br><br>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<br>• Voting results from parent/ family meeting<br>• Team meeting minutes | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations<br><br>1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders<br><br>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:**<br>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<br>• Team meeting minutes<br>• Student outcome data | 0 = No centralized data system with ongoing decision making exists<br><br>1 = Data system exists but does not allow instantaneous access to full set of graphed reports<br><br>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:**<br>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<br>• Staff professional learning calendar<br>• Staff handbook<br>• Team meeting minutes | 0 = No process/protocol exists, or data are reviewed but not used<br><br>1 = Data reviewed and used for decision-making, but less than monthly<br><br>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:**<br>Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually. | • School policy<br>• Staff handbook<br>• School newsletters<br>• School website | 0 = No Tier I SWPBIS fidelity data collected<br><br>1 = Tier I fidelity collected informally and/or less often than annually<br><br>2 = Tier I fidelity data collected and used for decision making annually |
| **1.15 Annual Evaluation:**<br>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<br>• Tier I handbook<br>• Fidelity tools<br>• School policy<br>• Student outcomes<br>• District reports<br>• School newsletters | 0 = No evaluation takes place, or evaluation occurs without data<br><br>1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders<br><br>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:**<br>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<br>• Tier II team meeting minutes | 0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise<br><br>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%<br><br>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:**<br>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<br>• Tier II meeting roles descriptions<br>• Tier II action plan | 0 = Tier II team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan<br><br>1= Tier II team has at least 2 but not all 4 features<br><br>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:**<br>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)<br>• Team decision rubric*<br>• Team meeting minutes<br>• School policy | 0 = No specific rules for identifying students who qualify for Tier II supports<br><br>1 = Data decision rules established but not consistently followed or used with only one data source<br><br>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<br>• Request for assistance form*<br>• Family handbook | 0 = No formal process<br><br>1 = Informal process in place for staff and families to request assistance<br><br>2 = Written request for assistance form and process are in place and team |
| * 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<br>• Targeted Interventions Reference Guide | 0 = No Tier II interventions with documented evidence of effectiveness are in use<br><br>1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use<br><br>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<br>• Tier II lesson plans<br>• Daily/weekly progress report<br>• School schedule<br>• School Tier II handbook | 0 = Tier II interventions do not promote additional instruction/ time, improved structure, or increased feedback<br><br>1 = All Tier II interventions provide some but not all<br>3 core Tier II features<br><br>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<br>• School policy<br>• Tier II handbook<br>• Needs assessment<br>• Targeted Interventions Reference Guide | 0 = No process in place<br><br>1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need<br><br>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

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
|---|---|---|
| **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. | • Universal lesson plans and teaching schedule<br>• Tier II lesson plans<br>• Acknowledgement system<br>• Student of the month documentation<br>• Family communication | 0 = No evidence that students receiving Tier II interventions have access to Tier I supports<br><br>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<br><br>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 |
| **2.9 Professional learning:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place. | • Professional learning calendar<br>• Staff handbook<br>• Lesson plans for teacher trainings<br>• School policy | 0 = No process for teaching staff in place<br><br>1 = Professional learning and orientation process is informal<br><br>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 |
| **Subscale: Evaluation** | | |
| **2.10 Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate. | • Tier II enrollment data<br>• Tier II team meeting minutes<br>• Progress monitoring tool | 0 = Team does not track number of students responding to Tier II interventions<br><br>1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled<br><br>2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports |

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)<br>• Intervention Tracking Tool*<br>• Daily/Weekly Progress Report sheets<br>• Family communication | 0 = Student data not monitored<br><br>1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support<br><br>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<br>• District technical assistance<br>• Fidelity probes taken monthly by a Tier II team member | 0 = Fidelity data are not collected for any practice<br><br>1 = Fidelity data (e.g., direct, self- report) collected for some but not all Tier II interventions<br><br>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<br>• Tier II handbook<br>• Fidelity tools<br>• School policy<br>• Student outcomes*<br>• District reports | 0 = No data-based evaluation takes place<br><br>1 = Evaluation conducted, but outcomes not used to shape the Tier II process<br><br>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<br>• Tier III team meeting minutes* | 0 = Tier III team does not include a trained systems coordinator for all 5 identified functions<br><br>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<br><br>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<br>• Tier III meeting roles descriptions<br>• Tier III action plan | 0 = Tier III team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan<br><br>1 = Tier III team has at least 2 but not all 4 features<br><br>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<br>• Team decision rubric *<br>• Team meeting minutes** | 0 = No decision rules for identifying students who should receive Tier III supports<br><br>1 = Informal process or one data source for identifying students who qualify for Tier III supports<br><br>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 |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
|---|---|---|
| *MO SW-PBS Existing School Data Inventory, Nomination Forms, Universal Screener, Intensity Behavior Rating Rubric and Data Decision Rules = The Team Decision Rubric<br>**Team Action Meeting = team meeting minutes | | |
| **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<br><br>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<br><br>2 = Individual student support teams exist, are uniquely designed with active input/ approval from student/family (with a clear link<br>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<br>• Tier III team meeting minutes*<br>• FTE (i.e., paid time) allocated to Tier III supports | 0 = Personnel are not assigned to facilitate individual<br>student support teams<br><br>1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment<br><br>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<br><br>1 = District contact person established with external agencies, OR resources are available and documented in support plans<br><br>2 = District contact person established with external agencies, AND resources are available and documented in support plans |
| **3.7 Professional learning:** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention. | • Professional learning calendar<br>• Staff handbook<br>• Lesson plans for teacher trainings<br>• School policy | 0 = No process for teaching staff in place<br><br>1 = Professional learning and orientation process is informal<br><br>2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention |

Scoring Criteria: 0=Not implemented; 1=Partially implemented; 2=Fully implemented

| FEATURES | POSSIBLE DATA SOURCES | SCORING CRITERIA |
|---|---|---|
| *Team Action Meeting = team meeting minutes<br>**Behavior Intervention Plan = behavior support plans | | |
| **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<br><br>1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan<br><br>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<br><br>1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic)<br><br>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<br><br>1 = 1 or 2 plans include a hypothesis statement with all 3 components<br><br>2 = All plans include a hypothesis statement with all 3 components |
| **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<br><br>1 = 1 or 2 plans include all 7 core support plan features<br><br>2 = All plans include all 7 core support plan features |
| *Behavior Intervention Plan = behavior support plans | | |

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<br><br>1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports<br><br>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<br><br>1 = Individual supports include some access to Tier I and/or Tier II supports<br><br>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<br>• Staff meeting minutes<br>• Staff report | 0 = No quantifiable data<br><br>1 = Data are collected on outcomes and/or fidelity but not reported monthly<br><br>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<br><br>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<br><br>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<br>• Tier III team meeting minutes** | 0 = School does not track proportion or no students have Tier III plans<br><br>1 = Fewer than 1% of students have Tier III plans<br><br>2 = All students requiring Tier III supports (and at least 1% of students) have plans |
| *Behavior Intervention Plan = behavior support plans<br>**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*<br>• Tier III team action plan<br>• Team member verbal reports | 0 = No annual review<br><br>1 = Review is conducted but less than annually, or done without impact on action planning<br><br>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:***
   Behavior: Discipline data, educational placement (indicator 5) data, attendance (for students receiving Tier 2 supports)
   Academic: 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:***
   Behavior: Discipline data, educational placement (indicator 5) data, school satisfaction surveys (for students receiving Tier 3 supports)
   Academic: 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

An Action Plan is simply a thoughtfully recorded list of all the tasks that your team needs to finish to meet a goal or an objective. Action plans differ from "To Do" lists in that they focus on the achievement of a single goal and gather together all of the careful planning for that goal. Action Plans are driven by data based decision making and focus on implementation of evidence based practices in an intentional manner (Technical Assistance Center on PBIS, 2015; McIntosh & Goodman, 2016).

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 the Tier 3 Core Team regularly review the Tier 3 Action Plan as a standard part of their meeting agenda.

The Tier 3 Action Plan aligns with MO SW-PBS Tier 3 training. The Action Plan includes essential goals and steps/activities to develop, implement, and sustain a Tier 3 system of support with fidelity. 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 Learning
- Regularly Monitor Tier 3 Implementation Status

For each goal, "Measures of Success" are listed at the top of the page to identify artifacts that demonstrate the goal has been achieved. The suggested "Steps/Activities" are listed in the body of the goal page to assist teams in planning to accomplish the goal.

Teams document in the "Timeline" when steps/activities are projected to be completed. The "Resources/ Support Needs" column includes workbook and training items 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 the date 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**<br><br>Determine readiness for Tier 3 and next steps<br><br>• 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:**<br>Administration<br>Tier 2 Team Member (crossover)<br>Member with behavioral expertise<br>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 3 Core and Action Team 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
5. 4.5. Develop systematic process for record-keeping and student file maintenance

| • 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 3 Core and Action Team Meetings* | | |
| **Develop systematic process for record-keeping and student file maintenance** | | *Tier 3 Student File Checklist* | | |

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:**<br>• Identify data decision rules for poor response<br>• Confirm fidelity of implementation<br>• Ensure problem behavior correctly identified<br>• Confirm function of behavior correctly identified<br>• Confirm intervention aligns with function<br>• 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** | | *Systematic Identification: Considerations for Universal Screening* | | |

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:**<br><br>1. Include key individuals in FBA process<br>2. Review relevant records<br>3. Interview individuals who have direct experience with the student<br><br>***(Step 1 of FBA/BIP Rubric – Collect Information)*** | | *Tier 3 Student Support Meeting Process*<br><br>*Tier 3 Workbook, FBA/BIP Flowchart*<br><br>*Adapted FACTS* | | |
| **Establish a system for developing a Summary Statement in order to:**<br><br>1. Create observable and measurable description of problem behavior<br>2. Identify daily routines that are and are not associated with problem behavior<br>3. Identify triggering antecedent events<br>4. Identify maintaining consequence events<br>5. Identify possible setting events<br>6. Develop Summary Statement that includes antecedent, problem behavior, consequence, setting event (if applicable), and function of behavior as identified by the FBA<br><br>***(aligns with Step 2 of FBA/BIP Rubric)*** | | *Adapted FACTS Parts A & B* | | |

| • 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:**<br>1. Conduct direct observations in routines that are and are not associated with problem behavior<br>2. Confirm Summary Statement with data from observations | | *ABC Recording Form*<br>*Adapted FACTS* | | |
| ***(Step 3 of FBA/BIP Rubric – Confirm Summary Statement)*** | | *FBA/BIP Rubric Steps 1-3* | | |
| **Establish a system for monitoring quality of completed FBAs** | | | | |

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:**<br><br>1. Identify desired long-term replacement behavior<br>2. Identify alternative short-term behavior that is based on skill(s) necessary to achieve the desired behavior<br>3. Identify common reinforcing consequences for desired replacement behavior<br><br>***(Step 4 of FBA/BIP Rubric – Develop Competing Behavior Pathway)*** | | *Tier 3 Student Support Meeting Process*<br><br>*BIP Template* | | |
| **Establish a system for identifying strategies for Behavior Intervention Plan in order to:**<br><br>1. Select strategies and/or environmental manipulations that neutralize impact of setting events<br>2. Select strategies and/or environmental manipulations that make triggering antecedents irrelevant<br>3. Select strategies to teach skills that will effectively replace problem behavior | | *Menu of Function-Based Options for Behavior Intervention Planning* | | |

| • 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.)<br><br>4. Select strategies for reinforcing desired behavior<br>5. Select strategies for generalization and maintenance of desired behavior<br>6. Select response strategies that make problem behavior ineffective<br>7. Develop safety procedures if necessary<br><br>***(Step 5 of FBA/BIP Rubric - Identify Intervention Strategies, Consequence Strategies, and Safety Plan)***<br><br>**Establish a system for developing an Implementation Plan in order to:**<br><br>1. Develop and communicating implementation plan for each part of the BIP<br>2. Develop training plan to implement each part of the BIP<br>3. Identify timelines for completing tasks necessary to implement each part of the BIP<br><br>***(Step 6 of FBA/BIP Rubric - Develop Implementation Plan)*** | | | | |

| • 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.)<br><br>**Establish a system for developing an Evaluation and Monitoring Plan in order to:**<br><br>1. Identify data collection procedures for monitoring impact of BIP and staff who will be responsible for data collection<br>2. Identify measures and developing schedule to assess and monitor social validity of BIP<br>3. Develop procedures for assessing fidelity of implementation of BIP<br><br>***(Step 7 of FBA/BIP Rubric - Develop Evaluation and Monitoring Plan, Including Generalization and Maintenance Strategies)***<br><br>**Establish a system for monitoring quality of completed BIPs** | | *FBA/BIP Rubric Steps 4-7* | | |

Goal: Develop a System for Providing Ongoing Professional Learning

## Measure of Success:

1. System for updating staff
2. Tier 3 Staff Handbook
3. Tier 3 Professional Learning System

| • Steps/Activities | Timeline | Resources/Support Needs | Person(s) Responsible | Date Completed |
|---|---|---|---|---|
| **Develop a system for regularly updating staff** | | *Tier 3 Staff Handbook Organizer* | | |
| **Develop a Tier 3 Staff Handbook** | | | | |
| **Create a system for ongoing professional learning regarding Tier 3 :**<br><br>1. **Professional Development Calendar**<br>2. **New Staff Induction**<br>3. **Coaching and Support** | | *Checklist for High Quality Professional Development (HQPD) Training*<br><br>*GROW Coaching Model Question Bank*<br><br>*School-Based Implementation Fidelity Checklist* | | |

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 Consultants** | *Quarterly* | *Student Outcomes Chart for Tier 2-3* | | |

# CHAPTER 12: REFERENCES AND RESOURCES

## Chapter 1


Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior anlysis. *Journal of applied behavior analysis*, 1(1), 91-97.

Bijou, S., & Baer, D., (1961). *Child development I: A systematic and theory*. Englewood Cliffs, JG: Prentice-Hall.

Cook, C. R., Mayer, G. R., Browning-Wright, D., Kraemer, B., Wallace, M. D., Dart, E., Collins, T., & Restori, A. (2012). Exploring the link among Behavior Intervention Plans, treatment integrity, and student outcomes under natural educational conditions. *Journal of Special Education*, 46 (1), 3-16.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools*. New York: Guilford Press.

Crone, D., Hawkin, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools.* 2nd Ed. New York: Guilford Press.

Ervin. R. A., Radford . P. M., Berisch, K., Piper, A. L., Ehrhardt. K. E., & Poling. A. (2001). A descriptive analysis and critique of the empirical literature on school-based functional assessment. *School Psychology Review*, 30, 193-210.

Gage, N. A., Lewis, T. J., & Stichter, J. P. (2012). Functional behavioral assessment-based interventions for students with or at risk for emotional and/or behavioral disorders in school: A hierarchical linear modeling meta-analysis. *Behavioral Disorders*, 37(2), 55-77.

Hoff, K. E., Ervin, R. A., & Friman, P. C. (2005). Refining functional behavioral assessment: Analyzing the separate and combined effects of hypothesized controlling variables during ongoing classroom routines. *School Psychology Review*, 34, 45–57.

Loman, S. L., & Horner, R. H. (2013). Examining the efficacy of a basic functional behavioral assessment training package for school personnel. *Journal of Positive Behavior Interventions*, 1098300712470724.

Loman, S., Strickland-Cohen, M. K., Borgmeier, C., & Horner, R. (2013). Basic FBA to BSP Trainer's Manual.

March, R., Horner, R.H., Lewis-Palmer, L., Brown, D., Crone, D., Todd, A.W., & Carr, E. (1999). *Functional assessment checklist for teachers and Staff (FACTS).* Eugene,OR: Department of Educational and Community Supports, University of Oregon.

McIntosh, K., Brown, J. A., & Borgmeier, C. J. (2008). Validity of Functional Behavior Assessment within an RTI framework: Evidence and future directions. *Assessment for Effective Intervention*, 34, 6-14.

Newcomer, L., & Lewis, T. J. (2004). Functional behavioral assessment: An investigation of assessment reliability and effectiveness. *Journal of Emotional and Behavioral Disorders*, 12, 168–181.

Payne, L. D., Scott, T. M., & Conroy, M. (2007). A school-based examination of the efficacy of function-based intervention. *Behavioral Disorders*, 32 (3), 158–174.

Schalock, R. L. (1996). Reconsidering the conceptualization and measurement of quality of life. In R. L. Schalock (Ed.), Quality of life: Vol. I. Conceptualization and measurement. Washington, DC: American Association on Mental Retardation.

Scott, T.M., Anderson, C., Mancil, R., & Alter, P. (2009). Implementing function-based support within schoolwide positive behavior support. In Sailor, D., Dunlap, G., Sugai, G., & Horner, R. (Ed.) *Handbook of positive behavior support.* New York: Springer Science+Business Media.

Scott, T.M., & Kamps, D.M. (2007). The future of functional behavioral assessment in school settings. *Behavioral Disorders*, 32(3), 146-157. May 2007. Retrieved August 14, 2012, from http://www.ccbd.net/sites/default/files/BD%2032-03-146.pdf.

Skinner, B. F. (1953). *Science and human behavior*. Simon and Schuster.

Strickland-Cohen, M. K., & Horner, R. H. (2015). Typical School Personnel Developing and Implementing Basic Behavior Support Plans. *Journal of Positive Behavior Interventions*, 1098300714554714.

Tilly, W. D., Reschly, D. J., & Grimes, J. P. (1998). Disability determination in problem solving systems: Conceptual foundations and critical components. In D. J. Reschly, W. D. Tilly & J. P. Grimes (Eds.), *Functional and noncategorical identification and intervention in special education* (pp. 285–300). Des Moines, IA: State of Iowa Department of Education.

Wehmeyer, M. L. (1996). Self-determination as an educational outcome: Why is it important to children, youth and adults with disabilities? In D. J. Sands & M. L. Wehmeyer (Eds.), Self-determination across the life span: Independence and choice for people with disabilities (pp. 15-34). Baltimore: Paul H. Brookes.

Wehmeyer, M.L., & Schalock, R.L., (2001). Self-determination and quality of life: Implications for special education services and supports. Focus on Exceptional Children.

Wheeler, J. J., & Mayton, M. R. (2010). Other innovative techniques: Positive behavior supports and response to intervention. *Current issues and trends in special education: Identification, assessment and instruction,* 19, 175-195.

## Chapter 2

Lewis, T.J. (2009). Increasing family participation through SW-PBS. In Sailor, D., Dunlap, G., Sugai, G., & Horner, R. (Ed.) *Handbook of positive behavior support*. New York: Springer Science+Business Media.

## Chapter 3

Crone, D., Hawken, L.S. & Horner, R.H. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York: The Guilford Press.

Crone, D., Hawkin, L. S., & Horner, R. H. (2015). *Building positive behavior support systems in schools.* (2nd ed.). New York: Guilford Press.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools*. New York: Guilford Press.

Goh, A. E., & Bambara, L. M. (2012). Individualized positive behavior support in school settings: A meta-analysis. *Remedial and Special Education*, 33(5), 271-286.

Newton, J. S., Todd, A., Horner, R., Algozzine, B., & Algozzine, K. M. (2009). Direct observation, recording and analysis. *Eugene, OR: University of Oregon, Educational and Community Supports*.

Scott, T.M., Anderson, C., Mancil, R., & Alter, P. (2009). Implementing function-based support within schoolwide positive behavior support. In Sailor, D., Dunlap, G., Sugai, G., & Horner, R. (Ed.) *Handbook of positive behavior support.* New York: Springer Science+Business Media.

## Chapter 4

Anderson, C. & Scott, T. (2009). Implementing function-based support within schoolwide positive behavior support. In Sailor, D., Dunlap, G., Sugai, G., & Horner, R. (Ed.) *Handbook of positive behavior support.* New York: Springer Science+Business Media.

Center for Effective Collaboration and Practice. (1998). *An IEP team's introduction to functional behavioral assessment and Behavior Intervention Plans.* Washington, DC: American Institutes for Research. Retrieved June 11, 2011 from http://cecp.air.org/fba/problembehavior2/text2.htm#direct1.

Colvin, G. (2009). *Managing noncompliance and defiance in the classroom.* Thousand Oaks, CA: Corwin.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools.* New York: Guilford Press.

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.

Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581-586.

Goodman, S. (2011, September). *Ask the experts response from Steve Goodman*. Washington, D.C.: RTI Action Network. Retrieved September 20, 2011, from http://rtinetwork.org/connect/479-behavior-supports-q7

Kamphaus, R. W. & Reynolds, C. R. (2007). *Behavioral and emotional screening system manual.* Minneapolis, MN: Pearson.

LeBuffe, P. & Naglieri, J. (2003). *The Devereux Early Childhood Assessment Clinical Form (DECA-C): A measure of behaviors related to risk and resilience in preschool children*. Lewisville, NC: Kaplan.

Lembke, E. (2010). *Ask the experts response from Erica Lembke*. Washington, D.C.: National Center on Response to Intervention. Retrieved May 19, 2011, from http://www.rti4success.org/resources/ask-expert

McIntosh, K. (August 25, 2011) personal communication.

Merrell, K. W. (2003). *Preschool and Kindergarten Behavior Scales - Second Edition*. Austin, TX: Pro-Ed.

Neisworth, J. T., Bagnato, S. J., Salvia, J., & Hunt, F. M. (1999). *TABS Manual for the Temperament and Atypical Behavior Scale: Early Childhood Indicators of Developmental Dysfunction.* Paul H. Brookes Publishing Co., PO Box 10624, Baltimore, MD 21285-0624

Radford, P. (2008). Determining the response in RTI: Response to Hintze: Conceptual & empirical issues related to Developing a Response-to-Intervention Framework. [Audio Podcast]. National Center on Student Progress Monitoring. Retrieved June 10, 2011, from http://www.studentprogress.org/weblibrary.asp#tools

Sprague, J., Cook, C., Wright, D., & Sadler, C. (2008). *RTI and behavior: A guide to integrating behavioral and academic supports.* Horsham, Pennsylvania: LRP Publications.

Squires, J., & Bricker, D., (2009). *Age and stages questionnaire: Third Ed.* Baltimore, MD: Brookes.

Todd, A. W., Horner, R. H., Sugai, G., & Colvin, G. (1999). Individualizing school-wide discipline for students with chronic problem behaviors: A team approach. *Effective School Practices*, 17(4), 72-82.

University of Oregon PBIS Workgroup. (July 2010). *Growth in the cumulative number of ODRs in elementary school settings. Evaluation brief.* Eugene, OR: Educational and Community Supports, University of Oregon.

Walker, H. M. & Severson, H. H. (1992). *Systematic screening for behavior disorders (SSBD). Second edition.* Longmont, CO: Sopris West.

## Chapter 5

Alberto, P. A., & Troutman, A. C. (2012). *Applied behavior analysis for teachers* (8th ed.). Upper Saddle River, NJ: Pearson.

Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. *Journal of applied behavior analysis*, 1(1), 91-97.

Crone, D., Hawken, L.S. & Horner, R.H. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York: The Guilford Press.

Crone, D., Hawken, L.S. & Horner, R.H. (2015). *Building positive support systems in schools, second edition: Functional behavioral assessment* (2nd ed.). New York: The Guilford Press.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools.* New York: Guilford Press.

Derby, K. M., Wacker D. P., Sasso G., Steege M., Northup J., Cigrand K., & Asmus, J. (1992). Brief functional assessments techniques to evaluate aberrant behavior in an outpatient setting: A summary of 79 cases. *Journal of Applied Behavior Analysis*, 25, 713–721.

Hanley G. P., Iwata B. A., & McCord B. E. (2003). Functional analysis of problem behavior: A review. *Journal of Applied Behavior Analysis*, 36, 147–185.

Lane, K.L., Rogers, L.A., Parks, R.J., Weisenbach, J.L., Mau, A.C., Merwin, M.T. & Bergman, W.A. (2007). Function-based interventions for students who are nonresponsive to primary and secondary prevention efforts: Illustrations at the elementary and middle school levels. *Journal of Emotional and Behavioral Disorders*, 3, 169-184.

Lane, K. L., Weisenbach, J. L., Little, M. A., Phillips, A., & Wehby, J. (2006). Illustrations of function-based interventions implemented by general education teachers: Building capacity at the school site. *Education and Treatment of Children*, 29, 549-671.

Loman, S.L. (2009). *ABC Recording Form. In Practical FBA: Participants guidebook to the practical functional behavioral assessment training manual for school-based personnel.* www.pbis.org.

Loman, S. & Borgmeier, C. (2010). *Practical functional behavioral assessment training manual for school-based personnel.* Portland, OR: Portland State University.

March, R. E., Horner, R. H., Lewis-Palmer, T., Brown, D., Crone, D. A., Todd, A. W., & Carr, E. G. (2000). *Functional assessment checklist for teachers and staff (FACTS).* Eugene: University of Oregon.

Sugai, G., & Horner, R. (2009). *Behavior function: Staying close to what we know*. Retrieved May 12, 2011 from www.pbis.org/pbis_newsletter/volume_1/issue1.aspx

Sugai, G., Horner, R., Dunlap, G., Hieneman, M., Lewis, T, Nelson, M., Scott, T., Liaupsin, C, Sailor, W., Turnbull, A., Rutherford, H., Wickham, D., Ruef, M., & Wikox, B. (1999). Applying positive behavioral support and Functional Behavior Assessment in schools. *Journal of Positive Beahvaior Interventions & Supports*, 2(3), 131-143.

Sugai G., Horner, R. H., Lewis, T. J., Dunlap, G., Hieneman, M., Nelson, C. M., Scott, T, Liaupsin, C., Sailor, W., Turnbull A. P., Turnbull, H. R., Wickham, D., Ruef, M. & Wilcox, B. (1999). *Applying positive behavioral support and functional behavioral assessment in schools.* OSEP Center on Positive Behavioral Interventions and Support Technical Assistance Guide 1 (Version 1.4.4).

Sugai, G., Sprague, J.R., Horner, R.H., & Walker, H.M. (2000). Preventing school violence. The use of office discipline referrals to assess and monitor schoolwide discipline interventions. *Journal of Emotional and Behavioral Disorders*, 9(2), 94-101.

Sulzer-Azaroff, B. & Mayer, R. (1991). Behavior analysis for lasting change. Fort Worth, TX: Holt, Reinhart & Winston, Inc.

Van Norman, R. (2008). ABC recording form. *Eds. JO Cooper, TE Heron, & WL Heward. Applied Behavior Analysis: Second Edition.* Pearson: Upper Saddle River, NJ.

# Chapter 6

Anderson, C., & Horner, R.H. (2008, October). *Developing feasible and effective interventions based on functional behavioral assessment.* PBIS Leadership Forum, Chicago, IL.

Bowers, F.E., Woods, D.W., Carlyon, W.D., & Friman, P.C. (2000). Using positive peer reporting to improve the social interactions and acceptance of socially isolated adolescents in residential care: A systematic replication. *Journal of Applied Behavior Analysis*, 33, 239-242.

Colvin, G., (2004). *Managing the cycle of acting out behavior in the classroom.* Eugene, OR: Behavior Associates.

Crone, D., Hawken, L.S. & Horner, R.H. (2010). *Responding to problem behavior in schools: The behavior education program* (2nd ed.). New York: The Guilford Press.

Crone, D. & Horner, R. H. (2003). *Building positive behavior support systems in schools.* New York: Guilford Press.

Ervin, R.A., Miller, P.M., & Friman, P.C. (1996). Feed the hungry bee: Using positive peer reports to improve the social interactions and acceptance of a socially rejected girl in a residential placement. *Journal of Applied Behavior Analysis*, 29, 251-253.

George, M.P. (2000). Establishing and promoting disciplinary practices at the building level that ensure safe, effective, and nurturing school environments. In L.M. Bullock & R.A. Gable (Eds.), *Positive academic and behavioral supports: Creating safe, effective, and nurturing schools for all students. Reston, VA: Council for Exceptional Children.*

Grieger, T., Kaufman, J.M., & Grieger, R. (1976). Effects of peer reporting on cooperative play and aggression of kindergarten children. *Journal of School Psychology,* 14, 307-313.

Iwaszuk,W. M., Lupo, J., & Wills, H. (under review). Classroom-based intervention at the high school level: A modification of the Class-Wide Function-related Intervention Teams (CW-FIT). *Behavior Modification.*

Jones, K.M., Young, M.M., & Friman, P.C. (2000). Increasing peer praise of socially rejected delinquent youth: Effects on cooperation and acceptance. *School Psychology Quarterly*, 15, 30-39.

Kamps, D., Wills, H., Heitzman-Powell, L., Laylin, J., Szoke, C., Hobohm, T., & Culey, A. (2011). Class-Wide Function-Related Intervention Teams: Effects of group contingency programs in urban classrooms. *Journal of Positive Behavior Interventions*, 13, 154-167.

Loman, S. & Borgmeier, C. (2010). P*ractical functional behavioral assessment training manual for school-based personnel.* Portland, OR: Portland State University.

O'Neill, R.E., Horner, R.H., Albin, R. W., Sprague, J.R., Storey, K. & Newton, J.S. (1997). *Functional assessment and program development for problem behavior.* Belmont, CA: Brooks/Cole Cengage Learning.

Robinson, S.L. (1998). Effects of positive statements made by peers on peer interactions and social status of children in a residential treatment setting. Unpublished doctoral dissertation, Mississippi State University, Starkville.

Ryan, R. M. (1995). Psychological needs and the facilitation of integrative processes. *Journal of personality*, 63(3), 397-427.

Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.

Schwartz, I.S. & Baer, D.M. (1991). Social validity assessments: Is current practice state of the art? *Journal of Applied Behavior Analysis*, 24(2), 189–204.

Scott, T.M. (2012). *Social skills instructional groups.* Presentation at the 9th Annual National PBIS Leadership Forum for Implementers of SW-PBS, Chicago, IL.

Scott, T.M., Anderson, C. & Alter, P. (2012). *Managing classroom behavior using positive behavior supports.* Upper Saddle River, NJ: Pearson Education, Inc.

Skinner, C.H., Cashwell, T.H., & Skinner, A.L. (2000). Increasing tootling: The effects of a peer monitored group contingency program on students' reports of peers' prosocial behaviors. *Psychology in the Schools*, 37, 263-270.

Skinner, C. H., Neddenriep, C. E., Robinson, S. L., Ervin, R., & Jones, K. (2002). Altering educational environments through positive peer reporting: Prevention and remediation of social problems associated with behavior disorders. *Psychology in the Schools*, 39(2), 191-202.

Sugai G., Horner, R. H., Lewis, T. J., Dunlap, G., Hieneman, M., Nelson, C. M., Scott, T, Liaupsin, C., Sailor, W., Turnbull A. P., Turnbull, H. R., Wickham, D., Ruef, M. & Wilcox, B. (1999). *Applying positive behavioral support and functional behavioral assessment in schools.* OSEP Center on Positive Behavioral Interventions and Support Technical Assistance Guide 1 (Version 1.4.4).

Todd, A. W., Horner, R. H., Sugai, G., & Colvin, G. (1999). Individualizing school-wide discipline for students with chronic problem behaviors: A team approach. *Effective School Practices*, 17(4), 72-82.

University of Kansas Center for Research, Inc. (2017). A multi-site efficacy trial of the class-wide function-related intervention teams "CW-FIT": A research to practice agency for students with and at risk for EBD. Retrieved from https://cwfit.ku.edu/research.

Wills, H. P., Kamps, D., Hansen, B. D., Conklin, C., Bellinger, S., Neaderhiser, J. & Nsubuga, B. (2010). The class-wide function-based intervention team (CW-FIT) program. *Preventing School Failure*, 54, 164-171.

## Chapter 7

Alberto, P.A. & Troutman, A.C. (2013). *Applied behavior analysis for teachers.* Upper Saddle River, NJ: Pearson.

Iovannone, R. (March, 2012). *Evaluating the technical adequacy of FBAs and BIPs: How are schools doing?* [PowerPoint slides].Retrieved August 14, 2012, from http://www.tbsconference.net/handouts/2012_handouts/Wednesday_Session/8- 1040/Iovannone%20-%20FBA%20Technical%20Adequacy.pdf Association for Positive Behavior Support (APBS) Conference, Atlanta, GA.

Kansas Institute for Positive Behavior Support. (2012). *Direct observation tools in functional assessment.* Retrieved March 25, 2017 from http://www.kipbs.org/new_kipbs/fsi/behavassess.html

Kazdin, A. E. (2011). *Single-case research designs: Methods for clinical and applied settings.* Oxford University Press.

Lembke, E. (2010). A*sk the experts response from Erica Lembke*. Washington, D.C.: National Center on Response to Intervention. Retrieved May 19, 2011, from http://www.rti4success.org/resources/ask-expert.

Tieghi-Benet, M. C., Miller, K., Reiners, J., Robinett, B. E., Freeman, R. L., Smith, C. L., Baer, D., & Palmer, A. (2003). *Encouraging student progress (ESP), Student/ team book.* Lawrence, KS: University of Kansas.

## Chapter 8

Blood, E., & Neel, R.S. (2007). From FBA to implementation: A look at what is actually being delivered. *Education and Treatment of Children*, 30, 67-80.

Borgmeier, C. (2010). *Behavior support plan critical features checklist*; Portland, OR: Portland State University.

Iovannone, R., & Christiansen, K. “Prevent-teach-reinforce model (PTR): A tier 3 behavior intervention accepted by teachers.” Annual meeting of the Association for Positive Behavior Supports, Atlanta, GA. March 2012. Invited Workshop Presentation.

Maryland Coalition for Inclusive Education (2009), *Functional Behavior Assessments & behavior interventinplans rubric for quality components.* Hanover, MD: Maryland Coalition for Inclusive Education, Inc.

Sasso, G.M., Conroy, M.A., Peck-Stichter, J., & Fox, J.J. (2001). Slowing down the bandwagon: The misapplication of functional assessment for students with emotional or behavioral disorders. *Behavioral Disorders*, 26, 282-296.

Scott, T.M., Anderson, C., & Spaulding, S. (2008). Strategies for developing and carrying out functional assessment and Behavior Intervention Planning in the general classroom. *Preventing School Failure*, 52(3), 39-49.

Scott, T.M., & Kamps, D.M. (2007). The future of functional behavioral assessment in school settings. *Behavioral Disorders*, 32(3), 146-157. May 2007. Retrieved August 14, 2012, from http://www.ccbd.net/sites/default/files/ BD%2032-03-146.pdf.

Scott, T.M., Meers, D.T., & Nelson, C.M. (2000). Toward a consensus of functional behavioral assessment for students with mild disabilities in public schools: A national survey. *Education and Treatment of Children*, 23, 265-285.

Sugai, G. & Horner, R.H. (2003). Overview of the functional behavioral assessment process. *Exceptionality*, 8, 149-160.

Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999—2000). Overview of the functional behavioral assessment process. Exceptionality, 8, 149—160.

Van Acker, R., Boreson, L., Gable, R.A., & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14, 35-56.

## Chapter 9

Alexander, G. (2010). Behavioural coaching – the GROW model. In J. Passmore (ed.), *Excellence in coaching; The industry guide* (pp. 83-93). London: Kogan Page.

Blase, K. A., & Fixsen, D. L. (2005, Summer). The National Implementation Research Network: Improving the science and practice of implementation. CYF News, pp. 8-12.

Hiralall, A. S., & Martens, B. K. (1998). Teaching classroom management skills to preschool staff: The effects of scripted instructional sequences on teacher and student behavior. *School Psychology Quarterly*, 13(2), 94.

Harn, B., Parisi, D., & Stoolmiller, M. (2013). Balancing fidelity with flexibility and fit: What do we really know about fidelity of implementation in schools? *Exceptional Children*, 79(2), 181-193.

Ismat, A. (1996). *Making time for teacher professional development*. Eric Clearinghouse on Teaching and Teacher Education. Retrieved April 13, 2012 from http://www.ericdigests.org/1997-2/time.htm

Johnson, N. W. (2007). *Peer coaching: A collegial support for bridging the research to practice gap* (Doctoral dissertation, University of Missouri-Columbia).

Joyce, B., & Showers, B. (2002). *Student achievement through staff development*. Alexandria, VA: Association for Supervision and Curriculum Development.

MO DESE SPDG (2015). School Based Implementation Fidelity Checklist.

MO Department of Elementary and Secondary Education (DESE) (2013). *Professional Learning Guidelines for Student Success.*

Nobori, M. (2011). *How principals can grow teacher excellence.* Edutopia. Retrieved March 7, 2012 from http://www.edutopia.org/stw-school-turnaround-principal-teacher-developments-tips

Noonan, P., Langham, A., & Gaumer Erickson, A. (2013). *Observation Checklist for High-Quality Professional Development Training.*

Simonsen. B., MacSuga-Gage, A.S., Briere III, D.E., Freeman, J., Myers, D., Scott, T.M., & Sugai, G. (2014). Multitiered support framework for teachers' classroom-management practices: Overview and case study of building the trainable for teachers. *Journal of Positive Behavior Interventions*, 16, 179-190.

Simonsen, B., MacSuga, A. S., Fallon, L. M., & Sugai, G. (2013). Teacher self-monitoring to increase specific praise rates. *Journal of Positive Behavior Interventions*, 15(1), 5-15.

Sugai, G. (2016, September). *Sustaining high fidelity practice implementation with local resources: Musings on implementation capacity development*. Abstract retrieved September 2016, from https://www.pbis.org/Common/Cms/files/pbisresources/28%20Sep%202016%20SMH%20Research%20Summit%20HAND.pdf

Whitmore, J., (1992). *Coaching for performance*. London: Nicholas Brealy.

## Chapter 10

Algozzine, B., Barrett, S., Eber, L., George, H., Horner, R., Lewis, T., Putnam, B., Swain-Bradway, J., McIntosh, K., & Sugai, G (2014). *Schoolwide PBIS Tiered Fidelity Inventory.* OSEP Technical Assistance Center on Positive Behavioral Interventions and Supports. www.pbis.org.

Anderson, C., Childs, K., Kincaid, D., Horner, R.H., George, H. P., Todd, A., Sampson, N. & Spaulding, J. (2010). *Benchmarks for advanced tiers.* Eugene, OR: Educational and Community Supports, University of Oregon & University of South Florida.

Mercer, S. H., McIntosh, K., & Hoselton, R. (2016). Comparability of fidelity measures for assessing tier 1 schoolwide positive behavioral interventions and supports. *Manuscript submitted for publication*.

## Chapter 11

McIntosh, K. & Goodman, S., (2016). *Integrated multi-tiered systems of support: Blending rti and pbis.* New York: Guilford Press

Technical Assistance Center on Positive Behavior Interventions and Support, U.S. Department of Education, Office of Special Education Programs (2010). Implementation blueprint and self-assessment: positive behavioral interventions and support. Retrieved from www.pbis.org.

# MO SW-PBS Terms/Abbreviation/Acronym Glossary

Schoolwide 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 immediately before an intervention is provided.

**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 schoolwide 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 moSW-PBS@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.

**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 |
| 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 learning | all |

| Abbreviation / Acronym | Meaning | Tier |
|---|---|---|
| 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, Emotional Behavior Risk Screener (Universal Screener) | all |
| SAS | Self-Assessment Survey (PBIS Assessments) | all |
| SDP | School Data Profile | all |
| SDQ | Strengths and 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 (Universal 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 |