

# Missouri Schoolwide Positive Behavior Support Awards of Excellence 2024

Criteria and Instructions for Application

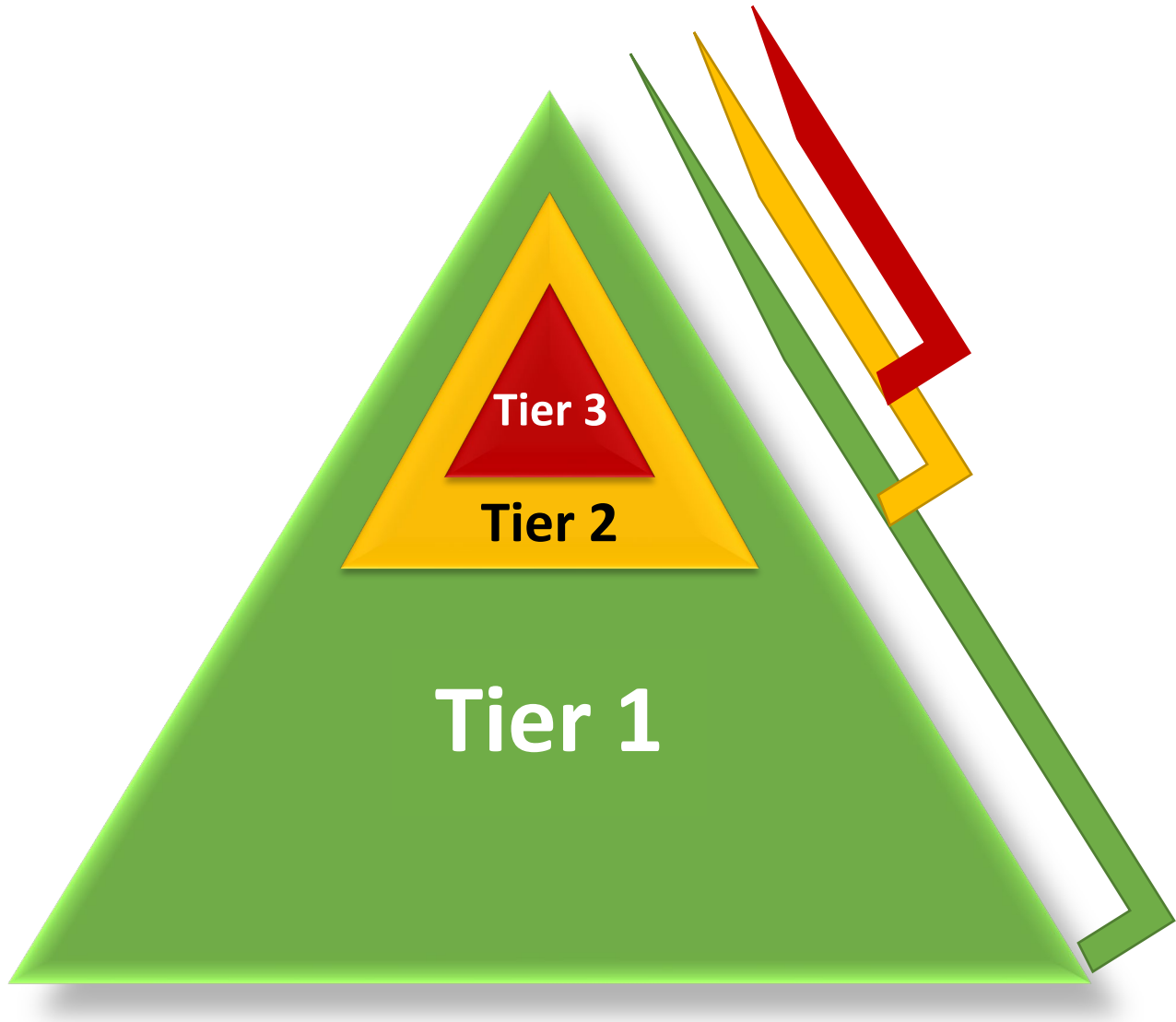


Image adapted from PBISApps

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## Introduction

The Missouri Schoolwide Positive Behavior Support Awards of Excellence were created to recognize schools that achieve positive outcomes for students through exemplary implementation of Schoolwide Positive Behavior Support (SW-PBS). In addition, the Awards of Excellence:

1. promote an evidence-based, systems approach that improves outcomes for students.
2. reinforce staff efforts in implementing SW-PBS.
3. provide a continuous feedback loop to improve SW-PBS implementation.
4. identify exemplary schools serving all age and demographic groups to serve as model demonstration sites.

Criteria are based on effective implementation of the essential components outlined by the National Center on Positive Behavioral Interventions and Supports (<http://www.pbis.org>). The criteria are intentionally rigorous. Each recognition level typically requires two to three years of intense work to achieve these criteria. This intense groundwork produces sustainable systems and practices that result in positive outcomes for students.

## Who is Eligible?

Any Missouri organization working with children and young adults in an educational setting that is *implementing SW-PBS and* is partnering with MO SW-PBS is eligible to apply for the Awards of Excellence. Organizations that are in the preparation phase and not yet implementing, are not eligible. While an organization in their first year of implementation can apply for and achieve recognition, it can be difficult to meet all recognition criteria.

## Recognition Levels

**New for 2023-2024!** The MO SW-PBS Awards of Excellence are undergoing a rebrand in the 2023-2024 school year! The old level labels of Bronze, Silver, and Gold implied a hierarchy based on quality of implementation that was never the intention. Rather, they had been intended to convey a layering on of tiered support. As such, a “Gold” school had to have Tier 1, Tier 2 and Tier 3 supports in place, but it was perfectly conceivable that a Bronze school might have higher quality implementation of Tier 1 than a Gold school.

To better represent what it means to earn each award, MO SW-PBS is changing the names of the awards to the following:

**Tier 1 Award of Excellence:** (formerly known as “Bronze”) Recognizes organizations that implement with high quality at the universal (Tier 1) level.

**Tier 2 Award of Excellence:** (formerly known as “Silver”) Recognizes organizations that implement with high quality at the universal (Tier 1) and targeted (Tier 2) levels.

**Tier 3 Award of Excellence:** (formerly known as “Gold”) Recognizes organizations that implement with high quality at the universal (Tier 1), targeted (Tier 2) and intensive (Tier 3) levels.



**10-Year Recognition:** Organizations that earn recognition for 10 years, consecutively or non-consecutively, *at any level*.

### Recognition Awards

- **MO SW-PBS Award of Excellence Banner:** awarded the first year of recognition, only.
- **MO SW-PBS Tier 1 Award of Excellence Plaque:** awarded each year that the organization earns the Tier 1 award.
- **MO SW-PBS Tier 2 Award of Excellence Plaque:** awarded each year that the organization earns the Tier 2 award.
- **MO SW-PBS Tier 3 Award of Excellence Plaque:** awarded each year that the organization earns Tier 3 award.
- **MO SW-PBS Award of Excellence 10-Year Banner:** awarded the first year the organization earns their 10<sup>th</sup> Award of Excellence at any level (need not be consecutive). This is in addition to the Award of Excellence plaque for the recognition level earned.
- **MO SW-PBS Award of Excellence 15-Year Plaque:** awarded the fifteenth year a school earns recognition (need not be consecutive). This is in addition to the Award of Excellence plaque for the recognition level earned.

### Process

The following methods will be used for providing information to demonstrate exemplary implementation at Tiers 1, 2, and 3:

1. Artifact Review (AR)
2. Survey completion (S)
3. Building walk (BW)
4. Interviews (Staff, students, and Admin/Team Member) (I)
5. Application (APP)

Please note that as criteria for earning the Awards are described, below, the initials of the process used to gather the information will appear in parentheses following the description of the criteria (i.e., “AR” for artifact review, “S” for survey, etc.,).

# Award of Excellence Criteria

## Tier 1 Criteria

### Impact

1. Demonstrate the use of data to improve outcomes for students.

☐ Submit a *Triangle ODR Report* indicating the number of students with 0-1 ODRs, the number with 2-5 ODRs, and the number with 6 or more ODRs (App).

-and-

☐ Describe how the team has used a data based decision-making process to plan and implement action steps that improved behavioral outcomes for students (i.e., attendance, ODRs, ISS/OSS, or other student outcome of your choice) (I).

-and-

☐ \*Meet quarterly data submission requirements.

- *At least one* Solution Plan or Monitoring Meeting (using data to monitor an ongoing schoolwide intervention) form submitted per **quarter** (Solution Plans submitted to regional consultants throughout the school year need not be resubmitted; Solution Plans and Monitoring Meeting forms submitted through our [website](#) need not be resubmitted) (AR).

-or-

- *At least one* Big 5 Data Report and Team Meeting Minutes or Action Plan submitted per **quarter** that demonstrates that the team used data to improve outcomes for students (AR).

2. Demonstrate a safe and orderly learning environment for *all* students.

☐  $\geq 80\%$  of students grades 3-12 complete the School Climate Survey (SCS) in PBIS Assessments (S).

-or-

☐  $\geq 80\%$  students in grades 3-12 complete a climate survey selected by the school or district (S).

**Note:** Settings such as primary schools or early childhood schools that do not serve students in grades 3-12 may meet this requirement by administering the SCS or a district selected climate survey to staff ( $\geq 80\%$  response) and/or families ( $\geq 20\%$  response). Also, note that if the school meets MSIP-6 climate survey criteria, they automatically meet the MO SW-PBS Award of Excellence criteria. However, keep in mind that meeting the MO SW-PBS Award of Excellence criteria does not necessarily meet MSIP-6 criteria.

## Implementation

3. Participate in the Building Walk & Administrator and Team Member Interviews conducted by a regional consultant (see Appendix 3; please note that this takes the place of the Tier 1 Narrative for the Tier 1 Award of Excellence, and the Tier 2 Narrative for the Tier 2 Award of Excellence). This can take place at any time during the year prior to April 15, and should be done **before** completing the TFI, as it will inform responses to TFI items **1.3**, **1.4**, and **1.9**. The criteria/look-fors are as follow:

- ☐ Expectations and Rules posted in at least 5 places throughout the building (BW)
- ☐ Staff know the behavioral expectations ( $\geq 90\%$  of sample can name  $\geq 67\%$  of the expectations) (I).
- ☐ Staff have taught the behavioral expectations ( $\geq 90\%$  of sample state that expectations have been taught) (I).
- ☐ Staff have reinforced the behavioral expectations ( $\geq 90\%$  of staff have given schoolwide reinforcement in the last 2 months) (I).
- ☐ Students know the behavioral expectations ( $\geq 70\%$  of students can name  $\geq 67\%$  of the schoolwide expectations) (I).
- ☐ Students have received reinforcement for following behavioral expectations ( $\geq 50\%$  of students have received the schoolwide reinforcement in the last 2 months) (I).
- ☐ Administrator and/or team member can describe how the team has used a DBDM process to improve behavioral outcomes for students (see impact data, above) (I).
  - Used data to identify an opportunity for growth.
  - Provide baseline student outcome data.
  - Articulated a S.M.A.R.T. goal that addresses the opportunity identified during the data review.
  - Selected action steps that directly address the S.M.A.R.T. goal.
  - Monitored implementation data used to progress monitor implementation of the action steps.
  - Reviewed implementation and impact data to verify that the plan worked.
    - Provide post-intervention data.

4. Complete implementation fidelity surveys.

- ☐  $\geq 80\%$  of *certified* staff completes the Self-Assessment Survey 4.0 and score  $\geq 70\%$  on Schoolwide and Classroom (Tier 1) Sections (S).

-and-

- ☐ Complete the Tier 1 Scale of the Tiered Fidelity Inventory and score  $\geq 70\%$  on the Tier 1 scale (S).

5. Demonstrate that Tier 1 Universal systems are in place.

- a) Score 80% or better with no 0's on the Tier 1 Artifact Rubric (See Appendix 2) (AR)
- ☐ Tier 1 Action Plan (AR)
  - ☐ Staff Communication (AR)
  - ☐ Family Communication (AR)

- ☐ Solution Plan or Tier 1 Team Minutes & Big 5 ODR Report (x3) (AR)
- ☐ Matrix (AR)
- ☐ Social Skills Lessons (AR)
- ☐ Year-long Social Skills Teaching Schedule (AR)
- ☐ Encouragement System (AR)
- ☐ Discouragement System (AR)

- b) Artifacts may be submitted to regional consultants throughout the year, for feedback; artifacts that are submitted prior to **April 15** and meet the criteria need not be resubmitted.
- c) Artifacts may be viewed and scored during the Building Walk & Interviews
- d) Artifacts may be submitted with your application, using the upload link on the online application, or emailed to [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu).
- e) Artifacts that were submitted prior to the 2023/2024 school year and met criteria ***need not be resubmitted*** unless one of the following conditions exist:
  - i. The artifact has been modified.
  - ii. The lead building administrator has changed.
  - iii. The building SW-PBS leadership team has had significant ( $\geq 50\%$ ) turnover.
  - iv. There has been significant ( $\geq 25\%$ ) building staff turnover.

6. Complete and submit the Tier 1 section of the MO SW-PBS Award of Excellence Application

- ☐ Provide contact information (App).
- ☐ Provide student demographic information (App).
- ☐ Provide triangle data (App).

## Tier 2 Award of Criteria

1. Meet *all* Tier 1 Award of Excellence criteria to demonstrate that students receiving Tier 2 supports have had access to Tier 1 support, and to demonstrate Tier 1 sustainability.

### Impact

2. Demonstrate improved outcomes for students.
  - ☐ In the Tier 2 section of the Award of Excellence application, provide intervention outcomes for two Tier 2 targeted standard protocol interventions through March 31 of the application school year; include:
    - Number of students participating (App).
    - Number of students that graduated from the intervention (App).
    - Number of students requiring more intensive supports Complete (App).

### Implementation

3. Demonstrate Implementation Fidelity at Tier 2
  - ☐ Complete the Tier 2 scale of the TFI (S)
  - ☐ Submit a current Tier 2 Action Plan (AR)
    - Describes who will do what and when.
    - Includes action steps addressing Tier 2 systems and/or practices.
    - Dated during the 2023-2024 school year.
    - Does not have to be a MO SW-PBS template!
  - ☐ Score  $\geq 80\%$  with no 0's in any section for two Tier 2 targeted standard protocol Interventions on the ***Intervention Essential Features*** (IEF)(see Appendix 4) (AR). **Note: if your team has submitted an IEF within the last two years that met criteria, you will not be required to resubmit the IEF for that intervention *unless* one of the following conditions exist:**
    - **Your IEF has changed.**
    - **The administrator changes.**
    - **There is significant Tier 2 Team turnover (50% or more).**
    - **There is significant staff turnover (25% or more).**
4. Participate in the Tier 2 section of the Building Walk and Interviews (Administrator and/or SW-PBS Team Member)
  - ☐ Describe how two (2) evidence based standard protocol Tier 2 interventions are implemented at your school (I).
  - ☐ Describe the Process of 2 Student Identification for Tier 2 support (I).
    - Include decision rules for determining eligibility (I).
  - ☐ Describe decision rules for determining response to intervention (I).
    - Positive Response (I).
    - Questionable Response (I).



- Poor Response (I).
  - Ready to Fade
- ☐ Describe the fading process (I).
- ☐ Describe an example from this year of how you used data to select, intensify, change or fade a Tier 2 intervention.

### Tier 3 Award Criteria

1. Meet *all* Tier 1 and Tier 2 Award of Excellence criteria, in order to demonstrate that students receiving Tier 3 supports have had access to Tier 1 and Tier 2 supports, and to demonstrate Tier 1 and Tier 2 sustainability.

### Impact

1. Demonstrate positive outcomes for students (App).
  - ☐ Provide intervention outcomes for FBA/BIP through March 31 of the application school year (App).
    - Number of students participating (App).
    - Number of students that graduated from the intervention (App).
    - Number of students requiring more intensive supports (App).

### Implementation

2. Demonstrate implementation fidelity at Tier 3
  - ☐ Complete the Tier 3 scale of the TFI (S)
  - ☐ Submit a current Tier 3 Action Plan (AR)
    - Describes who will do what and when.
    - Includes action steps addressing Tier 3 systems and/or practices.
    - Dated during the 2023-2024 school year.
    - Does not have to be a MO SW-PBS template!
  - ☐ Submit a completed FBA/BIP (student name redacted), and score  $\geq 80\%$  with no 0's in any section on the FBA/BIP Rubric (see Appendix 5) (AR)
  - or-
  - ☐ Complete the *alternative* FBA/BIP, and score  $\geq 80\%$  with no 0's in any section on the FBA/BIP Rubric (See Appendix 6) (AR)
3. Participate in the Tier 3 section of the Building Walk and Interviews (Administrator and/or SW-PBS Team Member)
  - ☐ Describe the process used at your school to identify students who might benefit from Tier 3 support (I).
  - ☐ Describe the Process for Student Identification for Tier 3 support (I).
    - Include decision rules for determining eligibility (I).
  - ☐ Describe decision rules for determining response to intervention (I).
    - Positive Response (I).
    - Questionable Response (I).
    - Poor Response (I).
    - Ready to Fade
  - ☐ Describe the fading process (I).
  - ☐ Describe an example from this year of how you used data to select, intensify, change or fade a Tier 3 intervention.

The MO SW-PBS Application is located at <https://pbissmissouri.org/recognition-application/>

All application materials and completed application are due on **April 15** of the application school year. If April 15<sup>th</sup> falls on a weekend, materials will be due on the next weekday.



## Appendix 1: Data Submission and Assessment Requirements At-A-Glance

# Appendix 1: Data Submission and Assessment Requirements At-A-Glance

## Tier 1 Award of Excellence

	Use of Data	Climate	Implementation Fidelity	Systems & Practices
Tier 1	<p><input type="checkbox"/> Describe a time when data was used to achieve positive outcomes for students (can be any behavior related outcome, such as ODRs, attendance, ISS, OSS, equity, climate, etc) <b>(I)</b>.</p> <p>-and-</p> <p><input type="checkbox"/> Complete and submit a Solution Plan or a Big 5 Data Report and Team Meeting Minutes/action plan that demonstrate use of data to improve outcomes for students for each of the first three quarters of the school year <b>(AR)</b>.</p>	<p><input type="checkbox"/> <b>≥ 80%</b> of students in grades 3-12 complete a climate survey (a district selected climate survey or the <b>School Climate Survey (SCS)</b> available through <a href="#">PBISAssessments</a>. If using a district selected survey, please include a copy or link with your application <b>(S)</b>.</p> <p>-or-</p> <p><input type="checkbox"/> Schools serving early childhood or primary grades, only, may administer a <i>staff</i> or <i>family</i> climate survey <b>(S)</b>.</p>	<p><input type="checkbox"/> <b>≥ 80%</b> of certified staff completes the <b>*Self-Assessment Survey (SAS)</b> and score <b>≥ 70%</b> on Schoolwide, and Classroom Sections <b>(S)</b></p> <p>-and-</p> <p><input type="checkbox"/> Complete the Tier 1 Scale of the <b>Tiered Fidelity Inventory (TFI) (BW, S)</b></p> <ul style="list-style-type: none"> <li>• Walkthrough must be completed by an SW-PBS regional consultant</li> <li>• <b>≥ 70%</b> on Tier 1 Scale</li> </ul> <p>-and-</p> <p><input type="checkbox"/> Participate in the administrator/team member interview (conducted in conjunction with the TFI building walk) <b>(BW, I)</b>.</p>	<p>Score <b>≥ 80% with no 0's</b> on all submitted Tier 1 Artifacts on the Tier 1 Artifacts Rubric (See Appendix 2). Required artifacts are as follow:</p> <p><input type="checkbox"/> Tier 1 Action Plan</p> <p><input type="checkbox"/> Staff Communication</p> <p><input type="checkbox"/> Family Communication</p> <p><input type="checkbox"/> Solution Plan or Tier 1 Team Minutes/Action Plan &amp; Big 5 ODR Report (x3)</p> <p><input type="checkbox"/> Matrix</p> <p><input type="checkbox"/> Social Skills Lessons</p> <p><input type="checkbox"/> Year-long Social Skills Teaching Schedule</p> <p><input type="checkbox"/> Encouragement System</p> <p><input type="checkbox"/> Discouragement System <b>(AR)</b></p>

# Appendix 1: Data Submission and Assessment Requirements At-A-Glance

## Tier 2 Award of Excellence

	Use of Data	Climate	Implementation Fidelity	Systems & Practices
Tier 2	<input type="checkbox"/> Tier 2 Intervention Outcomes for two evidence based standard protocol Tier 2 Interventions <b>(App)</b> .		<input type="checkbox"/> <b>Tier 2 TFI Scale</b> completed <b>(S)</b> -and- <input type="checkbox"/> <b>Intervention Essential Features (IEF)</b> for 2 Tier 2 Interventions; <b>≥80% with no 0's</b> on IEF Rubric (see Appendix 4) <b>(AR)</b>	<input type="checkbox"/> Tier 2 Action Plan -and- <input type="checkbox"/> Describe two (2) Tier 2 Interventions <b>(I)</b> . -and- <input type="checkbox"/> Describe student identification process and response to intervention decision rules <b>(I)</b> . -and- <input type="checkbox"/> Describe decision rules for determining a positive, questionable, and poor response to intervention <b>(I)</b> . -and- <input type="checkbox"/> Describe decision rule and process for fading Tier 2 Interventions <b>(I)</b> . -and- <input type="checkbox"/> Describe an example from the school when an intervention was intensified, modified, changed, or faded based on data <b>(I)</b> .

# Appendix 1: Data Submission and Assessment Requirements At-A-Glance

## Tier 3 Award of Excellence

	Use of Data	Climate	Implementation Fidelity	Systems & Practices
Tier 3	<input type="checkbox"/> FBA/BIP Intervention Outcomes <b>(APP)</b> <ul style="list-style-type: none"> <li>• Number participating</li> <li>• Number with a positive response</li> <li>• Number who graduated</li> <li>• Number requiring more intensive support</li> </ul>		<input type="checkbox"/> Complete Tier 3 scale of the TFI <b>(S)</b> <p>-and-</p> <p>For schools with one or more students receiving Tier 3 support:</p> <input type="checkbox"/> Submit an <b>FBA/BIP</b> ; <b>≥ 80% &amp; no 0's</b> on <b>FBA/BIP Rubric (AR)</b> <p>-or-</p> <p>For schools that have <i>no</i> students receiving Tier 3 support:</p> <input type="checkbox"/> Submit the Alternative FBA/BIP with <b>≥ 80% &amp; no 0's</b> on <b>FBA/BIP Rubric (AR)</b>	<input type="checkbox"/> Tier 3 Action Plan <b>(AR)</b> . <input type="checkbox"/> Describe student identification process and response to intervention decision rules <b>(I)</b> . <p>-and-</p> <input type="checkbox"/> Describe decision rules for determining a positive, questionable, and poor response to intervention <b>(I)</b> . <p>-and-</p> <input type="checkbox"/> Describe how the team responds to a questionable and poor response to intervention <b>(I)</b> . <p>-and-</p> <input type="checkbox"/> Describe decision rule and process for fading Tier 3 Intervention <b>(I)</b> . <p>-and-</p> <input type="checkbox"/> Describe an example from the school when an intervention was intensified, modified, changed, or faded based on data <b>(I)</b> .

# Appendix 2: The MO SW-PBS Awards of Excellence Application Preparation Worksheet

This worksheet is intended to assist you as you gather necessary documentation and data to complete your application



## Appendix 2: Missouri SW-PBS School Recognition Application Preparation Worksheet

The MO SW-PBS Award of Excellence Application requires that the applicant enter certain demographic and student outcome data. This form is to assist you to gather the information prior to beginning the application.

### Instructions:

Complete and submit the Recognition Application Google Form. You may use the application form to upload artifacts and other supporting documentation. Alternatively, you may complete *this* practice form and email it, along with any required artifacts, to [moswpbs@missouri.edu](mailto:moswpbs@missouri.edu).

Any material submitted to consultants during the school year ***do not need to be resubmitted*** unless the consultant notifies you that it did not meet recognition criteria. Solution Plans and monitoring meeting forms completed using the [DBDM/Solution Plan link](#) located on the [pbissmissouri.org](http://pbissmissouri.org) website need not be resubmitted. Tier 1 Artifacts and/or IEFs submitted in *prior years* that met criteria and have not been subsequently modified ***do not need to be resubmitted*** unless the school has experienced significant administrator, team, or staff turnover.

Applications and supporting documents and artifacts are due by midnight on **April 15** (If April 15 falls on a weekend or holiday, the deadline will fall on the following business day).

Notification of the award will be made by **May 20**.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS MODEL DEMONSTRATION SITES FOR SW-PBS.

Model demonstration sites *may* be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and/or attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on our website.

To be considered for the Missouri SW-PBS School Award of Excellence, the application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.



## Contact Information

Name of School: \_\_\_\_\_

Name of District: \_\_\_\_\_

Name of Applicant: \_\_\_\_\_

Applicant's Email: \_\_\_\_\_

Name of  
Administrator: \_\_\_\_\_

Administrator's  
Email: \_\_\_\_\_

RPDC Region: \_\_\_\_\_

Award for which you  
are applying:

- ☐ Tier 1 Award of Excellence (Tier 1 at exemplary levels)
- ☐ Tier 2 Award of Excellence (Tiers 1 and 2 at exemplary levels)
- ☐ Tier 3 Award of Excellence (Tiers 1, 2, and 3 at exemplary Levels)

## School Information

### Program Setting:

- ☐ Urban  
☐ Suburban  
☐ Rural  
☐ Charter

### Grades Served:

- ☐ Pre K  
☐ Elementary  
☐ Middle/Jr.  
☐ High School  
☐ K-8/K-12  
☐ Other \_\_\_\_\_

### Enrollment

School Enrollment Total \_\_\_\_\_

### NUMBER of students who are:

African American \_\_\_\_\_  
 Asian/Pacific Islander \_\_\_\_\_  
 Latinx \_\_\_\_\_  
 Multi-Racial \_\_\_\_\_  
 Native American \_\_\_\_\_  
 White \_\_\_\_\_

### NUMBER of students:

With IEPs \_\_\_\_\_  
 Qualify for F/R Lunch \_\_\_\_\_

## General Impact

## Climate Survey

Select one

- ☐ PBISApps School Climate Survey (survey ≥80% of \*eligible students)  
☐ District Selected/Created Survey (survey ≥80% of \*eligible students)  
☐ Staff or family climate survey (survey ≥80% of \*eligible staff, or 30% response rate of family members)

\*it is preferred that schools administer their chosen climate survey to students; however, there are some instances where it is appropriate and more practical to survey staff or parents (i.e., early childhood settings or MSSD schools). PBISApps offers School Climate Surveys for personnel and families, respectively.

If your district selected an alternative survey, enter the name of the survey here: \_\_\_\_\_

If your district created the survey, please have a blank copy of the survey ready for upload. Be sure to name the survey using the following format: "School\_Name\_District\_Name\_Name\_of\_Survey."

Did at least 80% of the eligible respondents complete the survey?

- ☐ Yes  
☐ No

## Triangle Data (as of March 31)

Number of students with 0 ODRs	
Number of students with 1 ODR	
Number of students with 2-5 ODRs	
Number of students with ≥ 6	



## Tier 1 Award of Excellence

### Tier 1 Artifacts

The following is a list of all Tier 1 artifacts that must be submitted for a complete application. Please note that schools that are implementing SW-PBS with fidelity should have all of these artifacts as part of their SW-PBS systems. An item such as a staff handbook that includes multiple artifacts (i.e., matrix, lessons, etc.) *meets* the criteria for all included artifacts. Artifacts submitted to regional consultants throughout the school year that meet criteria need not be resubmitted. Artifacts that were submitted in prior years that met criteria need not be resubmitted unless they have been modified or there has been substantial administrator, team, or staff turnover. Otherwise, you may include any needed artifacts with this application. Artifacts include the following:

- ☐ Tier 1 Action Plan
- ☐ Staff Communication
- ☐ Family Communication
- ☐ Matrix
- ☐ Social Skills Lessons
- ☐ Year-long Social Skills Teaching Schedule
- ☐ Encouragement System
- ☐ Discouragement System
- ☐ \*Solution Plan or a Big-5 Data Report and meeting minutes showing use of data to improve outcomes for students for first three quarters (if you use the [DBDM/Solution Plan for Google](#), or if you submit your quarterly solution plans to your regional consultant, you need not resubmit; the Solution Plan submitted to meet the above criteria meets this requirement).

\*Schools do not need to submit the MO SW-PBS Solution Plan; rather, an action plan describing who will do what by when will suffice, provided it is aligned to the data and relies on evidence-based practices (such as teaching and practicing behavioral expectations, reinforcing expected behavior, etc.).

## Tier 2 Award of Excellence

### Tier 2 Artifacts

Required Tier 2 artifacts demonstrate that Tier 2 systems have been developed. Artifacts submitted to regional consultants throughout the school year and that meet criteria need not be resubmitted. All other artifacts should be included with this application. Any item such as a staff handbook that includes multiple artifacts can meet this requirement. The following artifacts are required to meet the Tier 2 Award of Excellence criteria:

- ☐ Tier 2 Action Plan (current)
- ☐ Intervention Essential Features (Intervention #1)\*
- ☐ Intervention Essential Features (Intervention #2)\*

**\*Note: If your team has met criteria for both interventions in past years and no modifications have been made, you will not be required to resubmit your IEFs *unless* you meet one or more of the following criteria:**

- The administrator changes
- There is significant Tier 2 Team turnover (50% or more)
- There is significant staff turnover (25% or more)

## Missouri SW-PBS School Recognition Application Preparation Worksheet

### Impact

**Instructions:** If you are applying for the Tier 2 or Tier 3 Awards, select two of the MO SW-PBS Tier 2 Targeted Standard Protocol Interventions from the table, below, that your school is implementing, and enter student intervention outcomes data for those interventions.

Tier 2 Targeted Intervention (complete for two interventions)	Number of students participating in the intervention	Number of students who graduated from the intervention	Number of students who required additional Support
*Check and Connect			
Check-in/Check-out			
Social Skills Intervention Groups			
Self-Monitoring			
*First Step Next			

\*MO SW-PBS no longer trains in these evidence-based interventions, but wish to honor that some Missouri schools continue to use these interventions to provide Tier 2 support for students.

## Tier 3 Award of Excellence Applicants

### Tier 3 Artifacts

Tier 3 artifacts provide evidence that Tier 3 systems and practices exist. Artifacts emailed to consultants throughout the year that meet criteria need not be resubmitted. All other artifacts may be submitted with this application.

- ☐ Tier 3 Action Plan (current)
- ☐ FBA/BIP (student's name redacted) or acceptable alternative.
  - Alternative FBA/BIP must include schoolwide triangle data (number of students with 0-1 ODRs, number of students with 2-5 ODRs and the number of students with 6 or more ODRs)

## Missouri SW-PBS School Recognition Application Preparation Worksheet

### Implementation

**Instructions:** Complete an FBA/BIP on a student WITH NAMES REDACTED. Be prepared to upload with the application, or you may submit to your regional consultant

### Outcomes

**Instructions:** If you are applying for the Tier 3 Award of Excellence, complete intervention outcomes for students participating in FBA/BIP. Special School District Schools (only) have the option of entering intervention outcomes for RENEW or Wrap-Around as an alternative to the FBA/BIP

Tier 3 Targeted Intervention (complete for two interventions)	Number of students participating in the intervention	Number of students who graduated from the intervention	Number of students who required additional Support
FBA/BIP			
*RENEW			
*Wrap-Around			

\*MO SW-PBS does not train teams in these evidence-based interventions, but wish to honor that some Missouri schools have been trained in their use, and continue to use them to provide Tier 3 support for students.



## Appendix 3: The Tier 1 Artifacts Rubric

The following scoring guide lists the Artifacts and scoring criteria that must be submitted for Tier 1 Award of Excellence Applicants

## MO SW-PBS Tier 1 Artifacts Rubric

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Current Action Plan	<b>Action Plan includes all of the elements:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outcome/ S.M.A.R.T. Goals</li> <li><input type="checkbox"/> Strategy/Practice</li> <li><input type="checkbox"/> Action Steps</li> <li><input type="checkbox"/> Responsible Party</li> <li><input type="checkbox"/> Timeline</li> <li><input type="checkbox"/> Evaluation/Evidence</li> </ul>	Action Plan reflects some, but not all, of the elements OR all elements are documented, but descriptions lack detail for implementation.	A Current Action Plan is not available or does not include these elements.	2   1   0
Staff Communication (e.g., Handbook)	<b>Includes documentation of:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations &amp; behaviors/rules</li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i></li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> (Can be in handbook form, website, etc.)</li> </ul>	Documented communication includes some, but not all: <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations &amp; behaviors/rules</li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i></li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Discourage Inappropriate Behaviors</i> but not all.</li> </ul>	No documented communication, or SW-PBS not included.	2   1   0
Student / Family Communication (e.g., Handbook)	<b>Includes documentation of:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations &amp; behaviors/rules</li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i></li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Discourage Unexpected Behaviors</i> (Can be in handbook form, website, student planner, etc.)</li> </ul>	Documented communication includes some, but not all: <ul style="list-style-type: none"> <li><input type="checkbox"/> Expectations &amp; behaviors/rules</li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Encourage Expected Behaviors</i></li> <li><input type="checkbox"/> Description of <i>Schoolwide System to Discourage Unexpected Behaviors</i> but not all.</li> </ul>	No documented communication, or SW-PBS not included.	2   1   0
Tier 1 Team Minutes/Action Plan & Big 5 ODR Report <u>OR</u> Solution Plan	<b>Documentation of team dialog regarding:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Outcome Goal identified by Big 5 ODR Report or PBIS Survey Review</li> <li><input type="checkbox"/> Prevention/Teaching/Recognition Steps and/or Corrective Consequences</li> <li><input type="checkbox"/> Progress Monitoring (Fidelity &amp; Outcomes)</li> <li><input type="checkbox"/> Includes Who, When, PD Needs, Communication Plan</li> </ul>	<input type="checkbox"/> Minutes/Big 5 ODR Report or Solution Plan includes 3 of the 4 features.	Minutes/Big 5 ODR Report or Solution Plan not evident or includes fewer than 2 features.	2   1   0

Appendix 2: MO SW-PBS Tier 1 Artifacts Rubric

Artifact	Proficient (2 points)*	Developing (1 point)	Not in Place (0 points)	Score
Schoolwide Expectations Matrix	<b>All behaviors listed are:</b> <input type="checkbox"/> Observable <input type="checkbox"/> Measurable <input type="checkbox"/> Positively Stated <input type="checkbox"/> Understandable <input type="checkbox"/> Always Applicable <b>Includes Columns for:</b> <input type="checkbox"/> Non-Classroom Settings <input type="checkbox"/> Classroom	Most items follow OMPUA and/or there are columns for non-classroom settings and classroom.	Few items follow OMPUA and/or there are no columns for non-classroom settings and/or classroom.	2 1 0
Social Skills Lesson  All items necessary at elementary.  Starred* items necessary at secondary.	<b>Includes documentation of all:</b> <input type="checkbox"/> Clear description of behavior (steps if applicable)* <input type="checkbox"/> Location in which skill is to be used* <input type="checkbox"/> Tell <input type="checkbox"/> Show <input type="checkbox"/> Practice <input type="checkbox"/> Pre-correct/Remind* <input type="checkbox"/> Supervise* <input type="checkbox"/> Feedback* <input type="checkbox"/> Re-teach	Some necessary items present, but not all. <input type="checkbox"/> Clear description of behavior <input type="checkbox"/> Location in which skill is to be used* <input type="checkbox"/> Tell <input type="checkbox"/> Show <input type="checkbox"/> Practice <input type="checkbox"/> Pre-correct/Remind* <input type="checkbox"/> Supervise* <input type="checkbox"/> Feedback* <input type="checkbox"/> Re-teach	No lessons exist for matrix expectations.	2 1 0
Year-long Teaching Schedule	<input type="checkbox"/> Outlines a year, but room for flexibility based on data	<input type="checkbox"/> Outlines a year with no room for flexibility based on data.	No teaching schedule exists.	2 1 0
<i>Schoolwide System to Encourage Expected Behaviors</i>	<b>Includes documentation of all:</b> <input type="checkbox"/> Name <input type="checkbox"/> Resources <input type="checkbox"/> Description & Criteria <input type="checkbox"/> When & Where presented <input type="checkbox"/> Info to Staff <input type="checkbox"/> Goals <input type="checkbox"/> Celebrations <input type="checkbox"/> Coordinator	<i>Schoolwide System to Encourage Expected Behavior</i> in place with at least 4 of 8 components.	No <i>Schoolwide System to Encourage Expected Behavior</i> is evident or includes fewer than 4 features.	2 1 0
<i>Schoolwide System to Discourage Unexpected Behavior</i>	<b>Includes documentation of all:</b> <input type="checkbox"/> Major and Minor lists w/ operational definitions <input type="checkbox"/> Office Discipline Referral (ODR) Form <input type="checkbox"/> Adult Response (e.g., flowchart or behavior levels chart) <input type="checkbox"/> Documentation process for Majors & Minors	<i>Schoolwide System to Discourage Unexpected Behavior</i> exists but does not include information about documentation or behavior descriptions.	Schoolwide System to Discourage Unexpected Behavior not evident.	2 1 0

## Appendix 4: Building Walk and Administrator and Team Member(s) Interview

## Tiered Fidelity Inventory Walkthrough Tool

### Interview and Observation Form

School: \_\_\_\_\_ Date: \_\_\_\_\_

District: \_\_\_\_\_ State: \_\_\_\_\_

Data Collector: \_\_\_\_\_

Name of Schoolwide Expectations:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Schoolwide Expectations (A.1.):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Name of Acknowledgment System:

\_\_\_\_\_

Staff Questions (Interview 10% or at least 5 staff members)				
	What are the (school expectations)? Record the # of rules known. (B.3.)	Have you taught the school rules/ behavior expectations to students this year? (B.1.)	Have you given out any _____ since _____? (2 mos.) (C.2.)	
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 expectations)? Record the # of rules (B.2.)	Have you received a _____ since? (C.1.)	If yes, why did you receive a _____?	
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				

☐ Location 1

☐ Location 2

☐ Location 3

☐ Location 4

☐ Location 5

*Algozzine, Barnett, Eber, George, Horner, Lewis, Putnam, Swain-Bradway, McIntosh & Sugai (2014)*



## Administrator and Team(s) Member Interview

### Tier 1

**Describe a time when your team used data to improve behavioral (attendance, ODRs, OSS/ISS, etc) outcomes for students.**

**D.1.** What behavioral data did you review, and what did you learn?

☐ Reviewed data                      ☐ Identified an opportunity for growth

**D.2.** What was the S.M.A.R.T. goal that resulted from the data analysis?

☐ Specific      ☐ Measurable   ☐ Achievable   ☐ Relevant      ☐ Time Bound

**D.3.** Describe the action steps taken by the school, and how it directly addressed the S.M.A.R.T. Goal.

☐ Directly addresses the S.M.A.R.T. goal

**D.4.** What implementation data did you collect to ***progress monitor***, and how do you know the plan was implemented with fidelity, consistency, and equity?

☐ Progress monitoring data      ☐ Implementation data                      ☐ Evidence of consistency and equity

**D.5.** How do you know that your action steps were implemented with fidelity and led to the desired outcome (include the post intervention data point; i.e., there were 5 ODRs for disruption during the month of November)?

☐ Implementation data                      ☐ Outcome data

Tier 2

Are you implementing Tier 2 Interventions? ☐ Yes ☐ No (if the answer is no, you may stop the interview)

**A.1.** What are the evidence-based standard protocol Tier 2 interventions that are being implemented at the school?

☐ C&C ☐ CICO ☐ SSIG ☐ Self-Monitoring ☐ Other (evidence-based)

**B.1.** Describe the Process for Tier 2 Student Identification (include decision rules for determining eligibility for a Tier 2 intervention, and matching function to the intervention).

☐ Decision rule identified ☐ Matches intervention to function

**Describe decision rules for determining the following:**

**C.1.** What is your decision rule for determining that a student is having a positive response to the tier 2 intervention; continue with current plan (include number of data points required and criteria that must be met before a decision is made).

☐ 4-10 Data points (days of data) ☐ Clear decision rule

**C.2.** What is your decision rule for determining that a student is having a questionable response to the intervention; modify or intensify the current plan (include number of data points required and criteria that must be met before a decision is made).

☐ 4-10 Data points (days of data) ☐ Clear decision rule

**C.3.** What is your decision rule for determining that a student is having a poor response to the intervention; modify, intensify, or change the intervention (include number of data points required and criteria that must be met before a decision is made).

☐ 4-10 data points (days of data) ☐ Clear decision rule

Appendix 4: Building Walk & Administrator and Team Member Interview

**C.4.** What is your decision rule for determining that a student is ready to fade the intervention (include number of data points required and criteria that must be met before a decision is made).

☐ 6-8 weeks      ☐  $\geq 4$  days per week      ☐  $\geq 80\%$  of points/at or above goal

**D.1.** Describe the process used to fade the intervention:

☐ Self-Monitoring      ☐ Intermittent reinforcement      ☐ Time bound

**E.1.** Give an example from this year how you used data to select, intensify, change or fade a Tier 2 intervention.

☐ Gives example      ☐ Aligns to prior responses



Tier 3

**Are you implementing Tier 3 Interventions?**    ☐ Yes    ☐ No (if the answer is no, you may stop the interview)

**A.1.** Describe the process used at your school to identify students who might benefit from Tier 3 support.

☐ Identifies students with externalizing behavior      ☐ Identifies students with internalizing behavior

**Describe the decision rules for determining response to the Tier 3 intervention.**

**B.1.** What is your decision rule for determining a positive response to the Tier 3 intervention?

☐ 4-10 data points (days of data)      ☐ Clear decision rule

**B.2.** What is your decision rule for determining a questionable response to the Tier 3 intervention?

☐ 4-10 data points (days of data)      ☐ Clear decision rule

**B.3.** How does your team respond when a student has a questionable response to the intervention?

☐ Review implementation data      ☐ Identified correct function      ☐ Implement/intensify/change

**B.4.** What is your decision rule for determining a poor response to the Tier 3 intervention?

☐ 4-10 Data points (days of data)

☐ Clear decision rule

**B.5.** How does your team respond when a student has a poor response to the intervention?

☐ Review implementation data

☐ Identified correct function

☐ Implement/intensify/change

**B.6.** What is your decision rule for determining a student is ready to fade the Tier 3 intervention?

☐ 6-8 Weeks

☐  $\geq 4$  days per week

☐  $\geq 80\%$  of points/at or above goal

**B.7.** Describe your process for fading the Tier 3 Intervention.

☐ Self-Monitoring

☐ Intermittent reinforcement

☐ Time bound

**C.1.** Give an example from this year how you used data to select, intensify, modify or fade a Tier 3 intervention.

☐ Gives Example

☐ Aligns to prior responses

**Feedback to the applicant**

Celebrations

Opportunities for growth

## Building Walk and Administrator and Team Member(s) Interview Scoring Sheet

## Tier 1

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
<b>A. Expectations Defined</b>	<b>A.1.</b> Are the agreed upon rules & expectations publicly posted in at least 5 locations?	<input type="checkbox"/> 4-5 = 2 <input type="checkbox"/> 2-3 = 1 <input type="checkbox"/> 0-2 = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>B. Behavioral Expectations Taught</b>	<b>B.1.</b> Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	<input type="checkbox"/> 90-100% = 2 <input type="checkbox"/> 51-89% = 1 <input type="checkbox"/> 0-50% = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.2.</b> Can at least 70% of 15 or more students state 67% of the school expectations? (0= 0-50%; 1= 51-69%; 2= 70-100%)	<input type="checkbox"/> 70-100% = 2 <input type="checkbox"/> 51-69% = 1 <input type="checkbox"/> 0-50% = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.3.</b> Can 90% or more of the staff asked list 67% of the school expectations? (0= 0-50%; 1= 51-89%; 2=90%-100%)	<input type="checkbox"/> 90-100% = 2 <input type="checkbox"/> 51-89% = 1 <input type="checkbox"/> 0-50% = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>C. On-going System for Rewarding Behavioral Expectations</b>	<b>C.1.</b> Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	<input type="checkbox"/> 50-100% = 2 <input type="checkbox"/> 26-49% = 1 <input type="checkbox"/> 0-25% = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>C.2.</b> Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	<input type="checkbox"/> 90-100% = 2 <input type="checkbox"/> 51-89% = 1 <input type="checkbox"/> 0-50% = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>D. Tier 1 Use of Data</b>	<b>D.1.</b> Behavior data was reviewed, and the team identified an opportunity for growth from this data.	<input type="checkbox"/> Reviewed data <b>and</b> identified an opportunity for growth = 2 <input type="checkbox"/> Reviewed data <b>or</b> identified an opportunity for growth = 1 <input type="checkbox"/> Did not review data or identify an opportunity for growth = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Appendix 4: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
	<b>D.2.</b> S.M.A.R.T. Goal is <sup>1</sup> specific, <sup>2</sup> measurable, <sup>3</sup> achievable, <sup>4</sup> relevant, and <sup>5</sup> time bound.  <b>(Note:</b> superscript numbers the criteria for scoring)	<input type="checkbox"/> 5 of criteria = 2 <input type="checkbox"/> 3-4 of the criteria = 1 <input type="checkbox"/> 0-2 of the criteria = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>D.3.</b> Action steps described directly address the S.M.A.R.T. Goal.	<input type="checkbox"/> Action steps directly address the S.M.A.R.T. Goal = 2 <input type="checkbox"/> Action steps do not address the S.M.A.R.T. Goal = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 0
	<b>D.4.</b> The team <sup>1</sup> identified data to progress monitor, the data was <sup>2</sup> implementation data (described adult actions), and <sup>3</sup> they could describe evidence that the action steps were implemented consistently and equitably.	<input type="checkbox"/> 3 of criteria = 2 <input type="checkbox"/> 2 of the criteria = 1 <input type="checkbox"/> 0-1 of the criteria = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>D.5.</b> The team used both implementation (adult actions) and impact data (student outcomes) to evaluate whether the plan was successful.	<input type="checkbox"/> 2 of criteria = 2 <input type="checkbox"/> 1 of the criteria = 1 <input type="checkbox"/> Plan was not evaluated = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Total Points

Points Possible 22

Score =

Recognition criteria ≥ 80%

## Tier 2

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
<b>A. Interventions</b>	<b>A.1.</b> What are the evidence-based Tier 2 targeted interventions that are in place at your school?	<input type="checkbox"/> Describes 2 evidence-based interventions = 2 <input type="checkbox"/> Describes 1 evidence-based intervention = 1 <input type="checkbox"/> Describes no interventions, or interventions are not evidence-based = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>B. Student Identification</b>	<b>B.1.</b> Describe the Process for Tier 2 Student Identification.	<input type="checkbox"/> Includes both decision rules for student identification <b>and</b> aligns intervention with function = 2 <input type="checkbox"/> Includes either decision rules for student identification <b>or</b> aligns intervention with function, but not both = 1 <input type="checkbox"/> Includes neither decision rules for student identification nor aligns intervention with function = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>C. Data Decision Rules</b>	<b>C.1.</b> Student is having a positive response to the tier 2 intervention; continue with current plan (include number of data points required and criteria that must be met before a decision is made).	<input type="checkbox"/> Describes data decision rule for determining positive response that requires 4-10 data points, <b>and</b> clear criteria for determining a positive response = 2 <input type="checkbox"/> Describes data decision rule for determining positive response that requires 4-10 data points, <b>or</b> clear criteria for determining a positive response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a positive response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Appendix 4: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
	<b>C.2.</b> Student is having a questionable response to the intervention; modify or intensify the current plan (include number of data points required and criteria that must be met before a decision is made).	<input type="checkbox"/> Describes data decision rule for determining questionable response that requires 4-10 data points, <b>and</b> clear criteria for determining a questionable response = 2 <input type="checkbox"/> Describes data decision rule for determining questionable response that requires 4-10 data points, <b>or</b> clear criteria for determining a questionable response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a questionable response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>C.3.</b> Student is having a poor response to the intervention; modify, intensify, or change the intervention (include number of data points required and criteria that must be met before a decision is made).	<input type="checkbox"/> Describes data decision rule for determining poor response that requires 4-10 data points, <b>and</b> clear criteria for determining a poor response = 2 <input type="checkbox"/> Describes data decision rule for determining poor response that requires 4-10 data points <b>or</b> clear criteria for determining a poor response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a poor response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>C.4.</b> Student is ready to fade the intervention (include number of data points required and criteria that must be met before a decision is made).	<input type="checkbox"/> Describes a decision rule that includes 6-8 weeks of at least 4 days per week scoring $\geq 80\%$ of possible points = 2 <input type="checkbox"/> Describes a decision rule that has one or two of the above criteria, but not all three = 1 <input type="checkbox"/> The school does not have a decision rule for fading, or it does not meet any of the above criteria = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Appendix 4: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
<b>D. Fading</b>	<b>D.1.</b> Describe the process used to fade the intervention.	<input type="checkbox"/> School has a process of fading that includes a method for the student to self-monitor, provides intermittent reinforcement, and is timebound = 2  <input type="checkbox"/> Has a fading process, but the process lacks self-monitoring <i>and/or</i> does not shift from frequent reinforcement to intermittent reinforcement = 1  <input type="checkbox"/> School does not have a process for fading interventions = 0	<input type="checkbox"/> = 2  <input type="checkbox"/> = 1  <input type="checkbox"/> = 0
<b>E. Application</b>	<b>E.1.</b> Give an example from this year how you used data to select, intensify, modify or fade a Tier 2 intervention.	<input type="checkbox"/> Provides an example that aligns with response to prior response questions = 2  <input type="checkbox"/> Provides an example, but does not align to prior response to questions = 1  <input type="checkbox"/> Cannot provide an example = 0	<input type="checkbox"/> = 2  <input type="checkbox"/> = 1  <input type="checkbox"/> = 0

Total Points

Points Possible 16

Score =

Recognition criteria  $\geq 80\%$



## Tier 3

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
<b>A. Student Identification</b>	<b>A.1.</b> Describe the process used at your school to identify students who might benefit from Tier 3 support.	<input type="checkbox"/> Describes a process that identifies students with externalizing <b>and</b> internalizing behaviors = 2 <input type="checkbox"/> Describes a process that identifies students with externalizing <b>or</b> internalizing behaviors = 1 <input type="checkbox"/> Describes no process or one based solely on anecdotal or subjective data = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>B. Response to Intervention</b>	<b>B.1.</b> What is your decision rule for determining a positive response to the Tier 3 intervention?	<input type="checkbox"/> Describes data decision rule for determining positive response that requires 4-10 data points, and clear criteria for determining a positive response = 2 <input type="checkbox"/> Describes data decision rule for determining positive response that requires 4-10 data points, or clear criteria for determining a positive response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a positive response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.2.</b> What is your decision rule for determining a questionable response to the Tier 3 intervention?	<input type="checkbox"/> Describes data decision rule for determining questionable response that requires 4-10 data points, and clear criteria for determining a questionable response = 2 <input type="checkbox"/> Describes data decision rule for determining questionable response that requires 4-10 data points, or clear criteria for determining a questionable response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a questionable response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Appendix 4: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
	<b>B.3.</b> How does your team respond when a student has a questionable response to the intervention?	<input type="checkbox"/> Team determines whether they implemented the plan, whether they identified the correct function, and whether the intervention matches the function = 2 <input type="checkbox"/> Team determines whether they implemented the plan, whether they identified the correct function, <i>or</i> whether the intervention matches the function, but not all three = 1 <input type="checkbox"/> Team does not progress monitor intervention = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.4.</b> What is your decision rule for determining a poor response to the Tier 3 intervention?	<input type="checkbox"/> Describes data decision rule for determining poor response that requires 4-10 data points, and clear criteria for determining a poor response = 2 <input type="checkbox"/> Describes data decision rule for determining poor response that requires 4-10 data points, or clear criteria for determining a poor response, but not both = 1 <input type="checkbox"/> Does not have a data decision rule for determining a poor response = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.5.</b> How does your team respond when a student has a poor response to the intervention?	<input type="checkbox"/> Team determines whether they implemented the plan, whether they identified the correct function, <b>and</b> whether the intervention matches the function = 2 <input type="checkbox"/> Team determines whether they implemented the plan, whether they identified the correct function, <b>or</b> whether the intervention matches the function = 1 <input type="checkbox"/> Team does not progress monitor intervention = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Appendix 4: Building Walk & Administrator and Team Member Interview

Feature	Evaluation Question	Check the box indicating level of criteria met.	Score: 0-2
	<b>B.6.</b> What is your decision rule for determining a student is ready to fade the Tier 3 intervention?	<input type="checkbox"/> Describes a decision rule that includes 6-8 weeks of at least 4 days per week scoring $\geq 80\%$ of possible points = 2 <input type="checkbox"/> Describes a decision rule that has one or two of the above criteria, but not all three = 1 <input type="checkbox"/> The school does not have a decision rule for fading, or it does not meet any of the above criteria = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
	<b>B.7.</b> Describe your process for fading the Tier 3 Intervention.	<input type="checkbox"/> School has a process of fading that includes a method for the student to self-monitor, provides intermittent reinforcement, and is timebound = 2 <input type="checkbox"/> Has a fading process, but the process lacks self-monitoring and/or does not shift from frequent reinforcement to intermittent reinforcement = 1 <input type="checkbox"/> School does not have a process for fading interventions = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0
<b>D. Application</b>	<b>D.1.</b> Give an example from this year how you used data to select, intensify, modify or fade a Tier 3 intervention.  <b>(Note:</b> if the school has fewer than 5% of their students with $\geq 6$ ODRs, use their response to question E.1. in the Tier 2 section to score this item).	<input type="checkbox"/> Provides an example that aligns with response to prior response questions = 2 <input type="checkbox"/> Provides an example, but does not align to prior response to questions = 1 <input type="checkbox"/> Cannot provide an example = 0	<input type="checkbox"/> = 2 <input type="checkbox"/> = 1 <input type="checkbox"/> = 0

Total Points

Points Possible 18

Score =

# Appendix 5: Intervention Essential Features Scoring Rubric

Tier 2 and Tier 3 Award of Excellence applicants, only.

The following document provides scoring criteria for the Tier 2 Interventions

# Appendix 5: Intervention Essential Features Scoring Rubric

MO SW-PBS Tier 2 Workbook May 1, 2017

Intervention Essential Features Rubric Feature	Proficient (2 points)	Developing (1 point)	Not in Place/ No Evidence (0 points)	Score
1. Description of major components of intervention, including function addressed.	Description of major components of intervention is clear and concise and includes the specific function of behavior that is addressed by the intervention. ____ Obtain ____ Escape	Description of major components of intervention is unclear or insufficient, but does include the specific function of behavior that is addressed by the intervention. ____ Obtain ____ Escape	Description of major components of intervention is unclear and does not address function.	2 1 0
2. Intervention coordinator and/or facilitator(s) identified.	There is an assigned Intervention Coordinator and/ or assigned facilitator(s) who are able to coordinate and deliver the intervention with fidelity.	One or more staff members have been assigned to implement this intervention, but assignments/roles are not clearly delineated.	No one has been assigned to deliver this intervention with fidelity.	2 1 0
3. List at least two sources of data used to identify students for intervention, with criteria for entry to intervention clearly described.	Two or more of the following sources were used to identify students who would participate in this intervention and the criteria for entry is described (i.e. Student Identification Plan): ____ Existing School Data ____ Staff or parent nomination ____ Universal Screening process	Only one of the following sources was used to identify students who would participate in this intervention: ____ Existing School Data ____ Staff or parent nomination ____ Universal Screening process	There is not a standard method to identify which students will participate in this intervention that includes school data, nomination, or universal screening.	2 1 0
4. Description of system to determine function of student behavior that includes both record review and context analysis.	Team collects information to determine possible function of student behavior (i.e. Tier 2 Adapted FACTS part A) which includes: ____ records review ____ context analysis	Team collects information using one but not both of the following methods: ____ records review ____ context analysis	Team does not collect information that includes records review and context analysis to determine the function of behavior.	2 1 0

Appendix 5: Intervention Essential Features Scoring Rubric

5. Description of documented procedures for introducing/orienting new participants to intervention for students, teachers and families.	Documented procedures for introducing/orienting new participants to the intervention that include sufficient detail for implementation are in place for: Students Teachers Families	Procedures for introducing/orienting new participants to the intervention are unclear or undocumented or are in place for only two of the three listed below: Students Teachers Families	There are no formal, documented procedures in place for introducing/orienting new students, teachers and families to the intervention.	2
				1
				0
6. Description of data-based system for monitoring student progress in intervention (daily/weekly progress report ratings and monitoring) with data decisions applied at least monthly.	A data-based system is in place to graph daily/weekly behavior ratings; weekly monitoring of student progress in the intervention takes place with data decisions applied at least monthly.	A data-based system is in place but is monitored less than weekly and/or decisions based on data from student progress in the intervention do not take place at least monthly.	There is no data-based system in place for monitoring student progress.	2
				1
				0
7. Documented fading process that includes decision rules, description of process and graduation from intervention.	There are documented decision rules in place to determine when a student is ready to begin the fading process from this intervention. Documentation also exists that systematically describes the fading process and graduation from the intervention.	There are decision rules as to when a student begins the fading process from this intervention and completes the fading process, but they are not documented or used consistently.	There are no documented decision rules in place about fading and graduating from the intervention.	2
				1
				0
8. Description of documented strategies for generalization and maintenance of skills across settings and over time that are linked to Schoolwide Expectations.	There are documented strategies for follow-up for students in this intervention that are linked to building's Schoolwide Expectations Matrix and will promote generalization over time and across settings.	There are strategies for follow-up for students in this intervention that will promote generalization over time and across settings, but are not documented and/or linked to building Schoolwide Expectations Matrix.	There are no strategies in place for follow-up from this intervention that are linked to building's Schoolwide Expectations Matrix that will promote generalization over time and across settings.	2
				1
				0

**Appendix 5: Intervention Essential Features Scoring Rubric**

9. Description of documented strategies for weekly family communication / feedback regarding intervention.	There are strategies in place to communicate with families of students participating in the intervention that include all of the following: _____ Clearly documented _____ Contains Feedback Process _____ Occurs at least weekly	There are strategies in place to communicate with families regarding the intervention, but one or more of the following are not present: _____ Clearly documented _____ Contains Feedback Process _____ Occurs at least weekly	There are no documented strategies in place to communicate with and receive feedback from families regarding the intervention.	2 1 0
10. Description of documented strategies for weekly communication and feedback with participating classroom teachers.	There are strategies in place to communicate with participating classroom teachers regarding their students in this intervention that include all of the following: _____ Clearly documented _____ Contains Feedback Process _____ Occurs at least weekly	There are strategies in place to communicate with teachers regarding their students in this intervention, but one or more of the following are not present: _____ Clearly documented _____ Contains Feedback Process _____ Occurs at least weekly	There are no documented strategies in place to communicate with and receive feedback from participating classroom teachers regarding their students in this intervention.	2 1 0
11. Description of documented strategies for regular (at least quarterly) updates to full staff regarding intervention or students involved in intervention.	There are documented strategies in place to provide updates to full staff regarding the intervention or students involved in the intervention at least quarterly.	Updates regarding the intervention are provided to some staff, are not documented, or do not take place at least quarterly.	There are no strategies in place to provide updates regarding the intervention to full staff.	2 1 0
12. Description of documented system for monitoring fidelity of implementation of intervention process.	There is a clear, documented system in place for the Tier 2 Team to monitor and review the fidelity of implementation of the intervention process that includes at least one of the following: _____ Permanent Product Review (i.e. DPR/WPR, Lesson Plans) _____ Direct Observation _____ Self-Assessment	The Tier 2 Team monitors and reviews the fidelity of implementation of the intervention process but it is unclear, not documented, or does not include at least one of the following: _____ Permanent Product Review (i.e. DPR/WPR, Lesson Plans) _____ Direct Observation _____ Self-Assessment	If student data indicates a questionable or poor response to the intervention, the fidelity of implementation of the intervention process is not monitored, reviewed, updated, or modified.	2 1 0
13. Description of documented system for regularly assessing social validity of intervention.	There is a documented system in place to assess the social validity of the intervention at least twice during the intervention and modify intervention as needed.	Social validity of the intervention is assessed, but the system is not documented, or it does not take place at least twice during the intervention.	There is no system in place to assess the social validity of the intervention.	2 1 0

#### Appendix 5: Intervention Essential Features Scoring Rubric

<p>14. Description of documented system for annually evaluating intervention outcomes that includes:</p> <p>_____ # Students Participating</p> <p>_____ # Students Graduating</p> <p>_____ # Students Needing More Intensive Support</p>	<p>There is a documented system in place to evaluate intervention outcomes that is completed at least annually (i.e. MO SW-PBS Outcomes Evaluation Tool) and includes the following:</p> <p>_____ # Students Participating</p> <p>_____ # Students Graduating</p> <p>_____ # Students Needing More Intensive Support</p>	<p>There is a system in place to evaluate intervention outcomes but is not documented or is not completed annually or includes some but not all of the following:</p> <p>_____ # Students Participating</p> <p>_____ # Students Graduating</p> <p>_____ # Students Needing More Intensive Support</p>	<p>There is no system in place for evaluating intervention outcomes.</p>	<p>2</p> <p>1</p> <p>0</p>
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## Appendix 6: FBA/BIP Rubric

Tier 3 Award of Excellence Applicants, only.

Used to assess the FBA/BIP that the team submits as part of their application.

# Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Collect Information (FBA Steps 1-4)	1. Student identified by Core Team.	Core Team responds to data indicating one of the following: <ul style="list-style-type: none"> <li>• Non-response to Tier 2</li> <li>• Existing school data - chronic behaviors</li> <li>• Intense behavior</li> <li>• Teacher nomination</li> <li>• Universal screening</li> </ul>		No data to indicate reason for consideration for Tier 3 support.
	2. Core Team identifies and notifies Action Team members.	Action Team members include: <ul style="list-style-type: none"> <li>• principal</li> <li>• person with behavioral expertise</li> <li>• classroom teacher</li> <li>• other staff (as appropriate)</li> <li>• person making referral (as appropriate)</li> <li>• family member</li> <li>• student (as appropriate)</li> </ul>	Action Team includes a minimum of 3 members: administrator, person with behavioral expertise, and the classroom teacher.	Action Team not identified.
	3. Designated Core Team member gathers relevant records following established system.	Records reviewed include: <ul style="list-style-type: none"> <li>• discipline referrals</li> <li>• attendance</li> <li>• academic records</li> <li>• health information (if applicable)</li> <li>• IEP (if applicable)</li> </ul>	Records reviewed included at least discipline referrals AND academic records.	A review of records was not conducted, or the record review information is incomplete.
	4. Action Team member(s) interview individuals who have direct experience with the student.	Persons interviewed include: <ul style="list-style-type: none"> <li>• homeroom/main teacher</li> <li>• person making referral</li> <li>• other staff</li> <li>• family member</li> <li>• student (if appropriate)</li> </ul>	Some interviews (2 or more) occurred, but not all relevant individuals were interviewed.	Interviews were not conducted, or interviews records are incomplete.



Adapted from: C. Borgmeier (2010) Portland State University; Sugai & Horner (2003); Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000); Iovannone, R. & Christiansen, K. (?); Maryland Coalition for Inclusive Education (2009)

## Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Develop a Summary Statement (FBA Step 5)	5. Describe a single problem behavior. (If multiple problem behaviors exist, prioritize on intensity, frequency, chronic need, prerequisite for other skills, and duration.)	A <b>single</b> problem behavior is identified and described with all of the following characteristics: <ul style="list-style-type: none"> <li>• observable – description of specific student actions; can be replicated by a stranger</li> <li>• measurable – frequency and/or duration can be counted; beginning &amp; ending of behavior are clearly delineated</li> </ul>	A <b>single</b> problem behavior is not described in either observable or measurable terms, or is otherwise unclear, but is identified.	The summary statement does not include a description of a <b>single</b> problem behavior.
	5. Using a context analysis (i.e, Adapted FACTS Part A, p.2) identify daily routines that are AND are not associated with problem behavior.	Daily routines are identified that are associated with problem behavior AND daily routines are identified during which problem behavior is not present.	Daily routines are identified that are associated with problem behavior or during which problem behavior is not present, but not both. <b>OR</b> Context analysis is incomplete or unclear.	No evidence of a context analysis is included.
	5. Identify antecedent(s)/ triggering events.	One or more antecedent events are identified, derived from the FBA results, that trigger/predict problem behavior AND are described in sufficient detail to inform intervention planning.	Antecedent events are identified, derived from the FBA results, but not described in sufficient detail to inform intervention planning. <b>OR</b> Antecedent events are identified that are not derived from the FBA results.	No antecedent events are identified, or antecedent events unclear.



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Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Develop a Summary Statement (FBA Step 5)	5. Identify maintaining consequence events.	<input type="checkbox"/> One or more consequences are identified, derived from results of the FBA, that occur immediately after the problem behavior <b>AND</b> are described in sufficient detail to inform intervention planning.	<input type="checkbox"/> Consequences are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning <b>OR</b> <input type="checkbox"/> Consequences identified were not derived from results of the FBA.	No consequences identified, or consequence unclear.
	5. Identify possible setting events.	<input type="checkbox"/> At least one setting event is identified, derived from results of the FBA, <b>AND</b> described in sufficient detail to inform intervention planning <b>OR</b> <input type="checkbox"/> data confirms no setting event need to be considered.	<input type="checkbox"/> Setting events are identified, derived from results of the FBA, but not described in sufficient detail to inform intervention planning. <b>OR</b> <input type="checkbox"/> Setting events identified were not derived from results of the FBA.	No indication setting events were considered.
	5. Identify function of problem behavior.	<input checked="" type="checkbox"/> Function of behavior is consistent with identified maintaining consequence. Antecedent and function make sense when considered together.	<input type="checkbox"/> Connection between function and maintaining consequence is unclear.	Function of behavior is not identified, or not reflective of FBA data.
	5. Develop summary statement	Summary statement includes all of the following as identified by the FBA: <input type="checkbox"/> antecedent <input type="checkbox"/> problem behavior <input type="checkbox"/> consequence <input type="checkbox"/> setting event (if applicable) <input type="checkbox"/> function of the behavior	<input type="checkbox"/> The summary statement includes antecedent, behavior, and consequence, but is not expressed in terms of function. <b>OR</b> <input type="checkbox"/> Summary statement includes information about the function the problem behavior serves but it is not consistent with results from the FBA.	Summary statement does not exist or is unclear.



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# Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Observation (FBA Step 6)	6. Direct observations were conducted to collect more information.	<input type="checkbox"/> At least one observation is conducted correctly in setting or routine where problem behavior typically occurs <b>AND</b> <input type="checkbox"/> one observation was conducted in setting or routine where problem behavior is less likely to occur.	<input type="checkbox"/> One or more observations were conducted correctly in setting/ routine where problem behavior typically occurs or where problem behavior is less likely to occur, but not both. <b>OR</b> <input type="checkbox"/> Observations were incorrectly performed and/or incomplete.	No observation conducted.
	6. Direct observation data confirmed summary statement.	<input type="checkbox"/> Summary statement was confirmed through observations.  • <i>Note to team: If summary statement is not confirmed, go back to Step 5 (Develop Summary Statement)</i>		Data from the direct observation(s) did not confirm the summary statement, but the team proceeded with BIP.



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Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Competing Behavior Pathway (BIP Step 1)	1. Record summary statement from the FBA in the <b>Behavior Pathway</b> .	Complete and verified summary statement has been recorded from FBA process	Some, but not all, elements of the summary statement were recorded from FBA process.  <b>OR</b> Summary statement elements are present, but not connected to the FBA process.	Summary statement was not recorded.
	1. Identify desired <b>Long- term Replacement Behavior</b> .	The competing behavior pathway includes a long-term replacement behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway includes a long-term replacement behavior that <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> </ul> <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway does not include a long-term replacement behavior,  <b>OR</b> identified replacement behavior is unrelated to function.
	1. Identify <b>Alternative Short-term Replacement Behavior</b> that is based on skill(s) necessary to achieve the desired behavior.	The competing behavior pathway includes an alternative short-term behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway includes an alternative short-term behavior that: <ul style="list-style-type: none"> <li>• serves the same function as the problem behavior</li> </ul> <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• is observable and measurable</li> <li>• is incompatible with the problem behavior</li> </ul>	The competing behavior pathway does not include an alternative short-term behavior,  <b>OR</b> the short-term replacement behavior is unrelated or incorrectly addresses function.
	1. Identify common <b>Reinforcing Consequences for Desired Replacement Behavior</b> .	The competing behavior pathway includes a reinforcing consequence for desired behavior that: <ul style="list-style-type: none"> <li>• results in same function as the problem behavior</li> <li>• is described in sufficient detail for implementation</li> </ul>	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.  <b>OR</b> Reinforcing consequence is included, but is not a good match for function of the problem behavior.	The competing behavior pathway does not include a reinforcing consequence for desired behavior.
Step	Activity	Status		



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# Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

		Proficient 2	Developing 1	Not In Place / No Evidence 0
Intervention Strategies (BIP Step 2)	2. Select <b>Setting Event Strategies</b> &/ 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. <b>OR</b> Not applicable - data confirmed	The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway <b>AND</b> are linked to FBA data, but lacks sufficient detail for implementation. <b>OR</b> The BIP includes strategies and/or environmental manipulations that are aligned with the competing behavior pathway, but not linked to FBA data.	No strategies and/or environmental manipulations are identified to address setting events.
	2. Select <b>Antecedent Strategies</b> &/ 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, <b>AND</b> described in sufficient detail for implementation.	The BIP includes strategies and/or environmental manipulations aligned with the competing behavior pathway <b>AND</b> are linked to FBA data, but lacks sufficient detail for implementation. <b>OR</b> The BIP includes antecedent intervention strategies aligned with the competing behavior pathway, but not linked to FBA data.	The BIP does not include antecedent intervention strategies.
	2. Select <b>Teaching Strategies</b> to teach student skills that will effectively replace problem behavior.	The BIP includes skills to be taught that will effectively replace the problem behavior <b>AND</b> these skills are described in sufficient detail for developing instruction.	The BIP includes skills to be taught, but lacks sufficient detail for developing instruction. <b>OR</b> The BIP includes skills to be taught, but skills are inconsistent with replacing problem behavior.	The BIP does not include skills to be taught.
	2. Select <b>Consequence Strategies</b> for reinforcing desired replacement behavior.	The BIP includes reinforcement consequence strategies that align with the function <b>AND</b> are described in sufficient detail for implementation.	The BIP includes reinforcement consequence strategies that align with the function but lacks sufficient detail for implementation. <b>OR</b> The BIP includes reinforcement consequence strategies, but strategies are not linked to identified function.	No reinforcement consequence strategies are identified.



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Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Strategies to Make Problem Behavior Ineffective & Safety Plan (BIP Steps 3 - 4)	3. Select <b>Consequence / Response Strategies</b> that make problem behavior <i>ineffective</i> .	The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation AND: <ul style="list-style-type: none"> <li>• reduce reinforcement of the problem behavior</li> <li>• minimize the impact of the problem behavior on other students</li> <li>• minimize damage to the student's reputation</li> </ul>	The BIP includes strategies and/or environmental manipulations that are described in sufficient detail for implementation and reduce reinforcement of the problem behavior <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• minimize the impact of the problem behavior on other students</li> <li>• minimize damage to the student's reputation</li> </ul> <b>OR</b> 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  <b>OR</b> strategies focus on punishments and/or reinforce the problem behavior.
	4. If necessary, develop <b>Safety Plan</b> (beyond current school-wide) for individualized safety procedures.	Safety plan is described in sufficient detail for implementation <b>OR</b> documentation exists that a safety plan is not needed.	Safety plan is indicated but is lacks sufficient detail for implementation. <b>OR</b> Documentation exists that a need for a safety plan is indicated but one is not developed.	There is no evidence that the team considered the need for a safety plan.



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Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Implementation Plan (BIP Step 5)	5. Develop and communicate <b>Implementation Plan</b> for each part of the BIP.	BIP implementation plan is developed and communicated <b>AND</b> includes all of the following: <ul style="list-style-type: none"> <li>• tasks to complete</li> <li>• resources needed</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	BIP implementation plan is developed and communicated <b>AND</b> includes tasks to complete <b>AND</b> one or two of the following: <ul style="list-style-type: none"> <li>• resources needed</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	No implementation plan has been developed.
	5. Develop <b>Training Plan</b> to teach staff to implement each part of the BIP.	BIP training plan is developed <b>AND</b> includes all of the following: <ul style="list-style-type: none"> <li>• training procedures</li> <li>• person responsible</li> <li>• timelines for completion</li> </ul>	BIP training plan is developed <b>AND</b> includes person responsible <b>AND</b> one of the following: <ul style="list-style-type: none"> <li>• training procedures</li> <li>• timelines for completion</li> </ul>	No training plan has been developed, or plan is unclear and insufficient for carrying out.
	5. Identify <b>Timelines for Completing Tasks</b> 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, though a communication plan exists. <b>OR</b> Task timelines are identified but have not been communicated to appropriate stakeholders, and no evidence of a communication plan exists.	No timelines have been identified.



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# Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Monitoring & Evaluation (BIP Step 6)	6. Identify <b>Data Collection Procedures</b> 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: <ul style="list-style-type: none"> <li>target behaviors</li> <li>indicator of risk</li> </ul> <b>AND</b> 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: <ul style="list-style-type: none"> <li>target behaviors</li> <li>indicator of risk</li> </ul> but lacks sufficient detail for implementation (e.g. lacks who, what, when, how, and/or review dates).	No planning for assessing and monitoring impact of BIP on the student is evident.
	6. Develop <b>Procedures for Assessing Fidelity</b> 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) <b>AND</b> is described in sufficient detail for implementation.	A plan is in progress 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 planning for evaluation of fidelity of BIP is evident.
	6. Identify measures and develop schedule to <b>Assess and Monitor Social Validity</b> of BIP	A plan is in place to assess the social validity of the following: <ul style="list-style-type: none"> <li>ease of implementation</li> <li>positive impact on problem behavior(s)</li> <li>value of plan to the student</li> </ul> <b>AND</b> is described in sufficient detail for implementation.	A plan is in place to assess the social validity of one of the following: <ul style="list-style-type: none"> <li>ease of implementation</li> <li>positive impact on problem behavior(s)</li> <li>value of plan to the student</li> </ul> though the plan may lack detail for implementation.	No plan is developed to assess the social validity of the BIP.



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Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

Step	Activity	Status		
		Proficient 2	Developing 1	Not In Place / No Evidence 0
Generalization & Maintenance of Desired Behavior (BIP Step 7)	7. Select <b>Strategies for Generalization and Maintenance</b> of desired behavior	The BIP includes generalization <b>AND</b> maintenance strategies that are described in sufficient detail for implementation.	The BIP includes generalization <b>AND/OR</b> maintenance strategies, but lacks sufficient detail for implementation.	No generalization <b>AND/OR</b> maintenance strategies are identified.



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## Appendix 6: Functional Behavior Assessment/Behavior Intervention Plan Rubric

School Name: \_\_\_\_\_

Date: \_\_\_\_\_

FBA Rubric Scores		BIP Rubric Scores	
Collect Information <b>(FBA Steps 1-4)</b>	___ / 8 ___ %	Competing Behavior Pathway <b>(BIP Step 1)</b>	___ / 8 ___ %
Develop a Summary Statement <b>(FBA Step 5)</b>	___ / 14 ___ %	Intervention Strategies <b>(BIP Step 2)</b>	___ / 8 ___ %
Observation <b>(FBA Step 6)</b>	___ / 4 ___ %	Strategies to Make Problem Behavior Ineffective & Safety Plan <b>(BIP Steps 3 - 4)</b>	___ / 4 ___ %
		Implementation Plan <b>(BIP Step 5)</b>	___ / 6 ___ %
		Monitoring & Evaluation <b>(BIP Step 6)</b>	___ / 6 ___ %
FBA Rubric Total	___ / 26 ___ %	Generalization & Maintenance of Desired Behavior <b>(BIP Step 7)</b>	___ / 2 ___ %
BIP Rubric Total	___ / 34 ___ %	Notes:	
Overall Total	___ / 60 ___ %		



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## Appendix 7: Alternative FBA/BIP

Option available for Tier 3 Award of Excellence applicant schools where there are no students who meet decision rules indicating they might benefit from Tier 3 Interventions

## Alternative FBA/BIP for Tier 3 Award of Excellence Application

This process is for schools that wish to apply for the Tier 3 Award of Excellence but do not have students who meet decision rules (non-response to tier 2, intensity criteria, number of ODRs, or teacher nomination) indicating they might benefit from a Tier 3 intervention.

1. Review Big 5 data for the year, along with other supporting information as determined by school:
  - a. Does the Big 5 data report and supporting information indicate student(s) met criteria for Tier 3 support?
    - i. If “Yes” – Submit a completed FBA and BIP for a student as outlined in the Tier 3 Award of Excellence criteria (name and other identifiable information removed)
    - ii. If “No” – Complete Steps 2-10
2. Submit your data decision rules for nonresponse to Tier 2 intervention and intensity criteria for Tier 3 consideration.
3. **Submit Triangle Data** for the year to date (number of students with 0 ODRs, number of students with 1 ODR, number of students with 2-5 ODRs, and number of students with  $\geq 6$  ODRs).
4. Select a student currently receiving Tier 2 supports who is approaching "high-risk" status or select a student who was carried over in Tier 2 from the previous school year.
5. Just as you would for identifying a student who might benefit from a Tier 3 intervention, the core team assigns an individual to gather student record information, conduct staff, family member, and student (if appropriate) interviews, and notify action team members to begin the FBA process.
6. Schedule Action Team Meeting 1 to:
  - a. Summarize information collected (Adapted FACTS - Part A) (pages 1 & 2)
  - b. Identify the antecedent, behavior, and consequence for each problematic setting and generate a summary statement (Adapted FACTS - Part B) (page 3)
  - c. Determine details for completing observations:
    - i. Who
    - ii. When (dates and times)
    - iii. Where (settings where problem behaviors occur and do not occur)
  - d. Schedule meeting 2
7. During Action Team Meeting 2:
  - a. Team reviews and summarizes observation data
    - i. If summary statement is not confirmed, determine details for additional observations and schedule next meeting
    - ii. If summary statement is confirmed
      - a) Complete Competing Behavior Pathway (BIP Template page 1)
      - b) Identify strategies for BIP - setting event, antecedent, behavioral instruction, consequence, response to unexpected behavior, and if needed, emergency plan (pages 1 & 2)
      - c) Since this student does not currently meet Tier 3 criteria, complete only the Behavioral Goals column of the Implementation Plan and Monitoring Progress table (page 3)

8. Stop at this point – no need to complete rest of table or part 5 (Generalization and Maintenance).
9. Submit Adapted FACTS, additional FBA documents, and BIP with all student identifiable information redacted. When the rubrics are scored, the 80% and no “0” criteria will be based on Steps 1-5.
10. Submit all other recognition information as outlined in Recognition packet.

The goals are that by completing this process, 1) your team will determine additional information that may help the student receiving Tier 2 intervention, and 2) your team will have your systems in place when students do meet criteria for Tier 3.

If you have any questions, please contact your MO SW-PBS Tier consultants.