

Response to Intervention and Behavior – Tier 3

December 8, 2008

10:00 a.m.



Our session will start momentarily. While you are waiting, please do the following:

Enter/edit your profile information by going to:

- Tools - Preferences - My Profile...
- Fill out the info on the “identity” tab and click “OK”
- To view the profile of another use, hover your mouse over his or her name in the participants window

Configure your microphone and speakers by going to:

- Tools – audio – audio setup wizard

Confirm your connection speed by going to:

- Tools – preferences – connection speed

Kathy Cox
State Superintendent of Schools

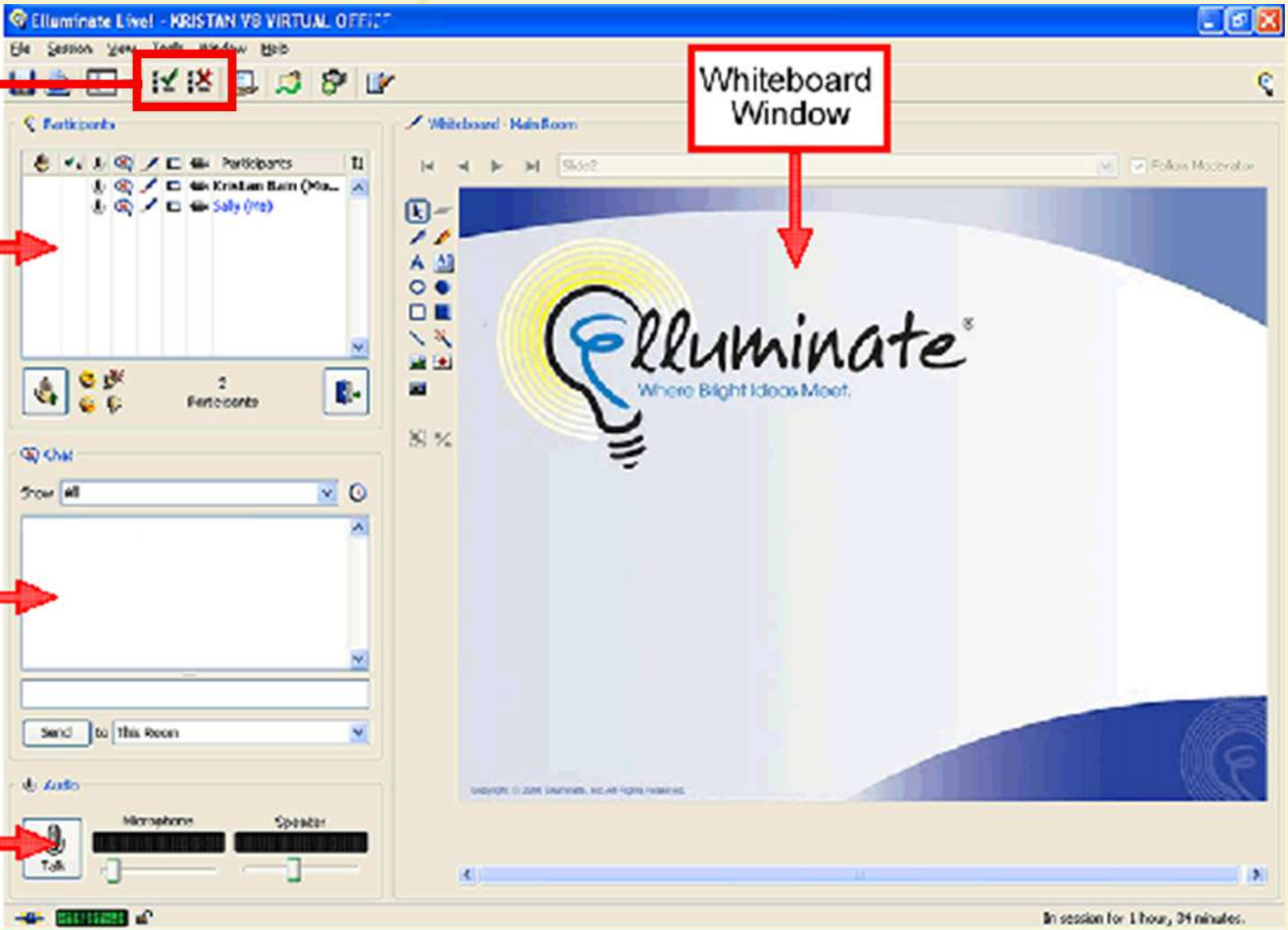
Polling Responses

Participant Window

Chat Window

Audio Window

Whiteboard Window



WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

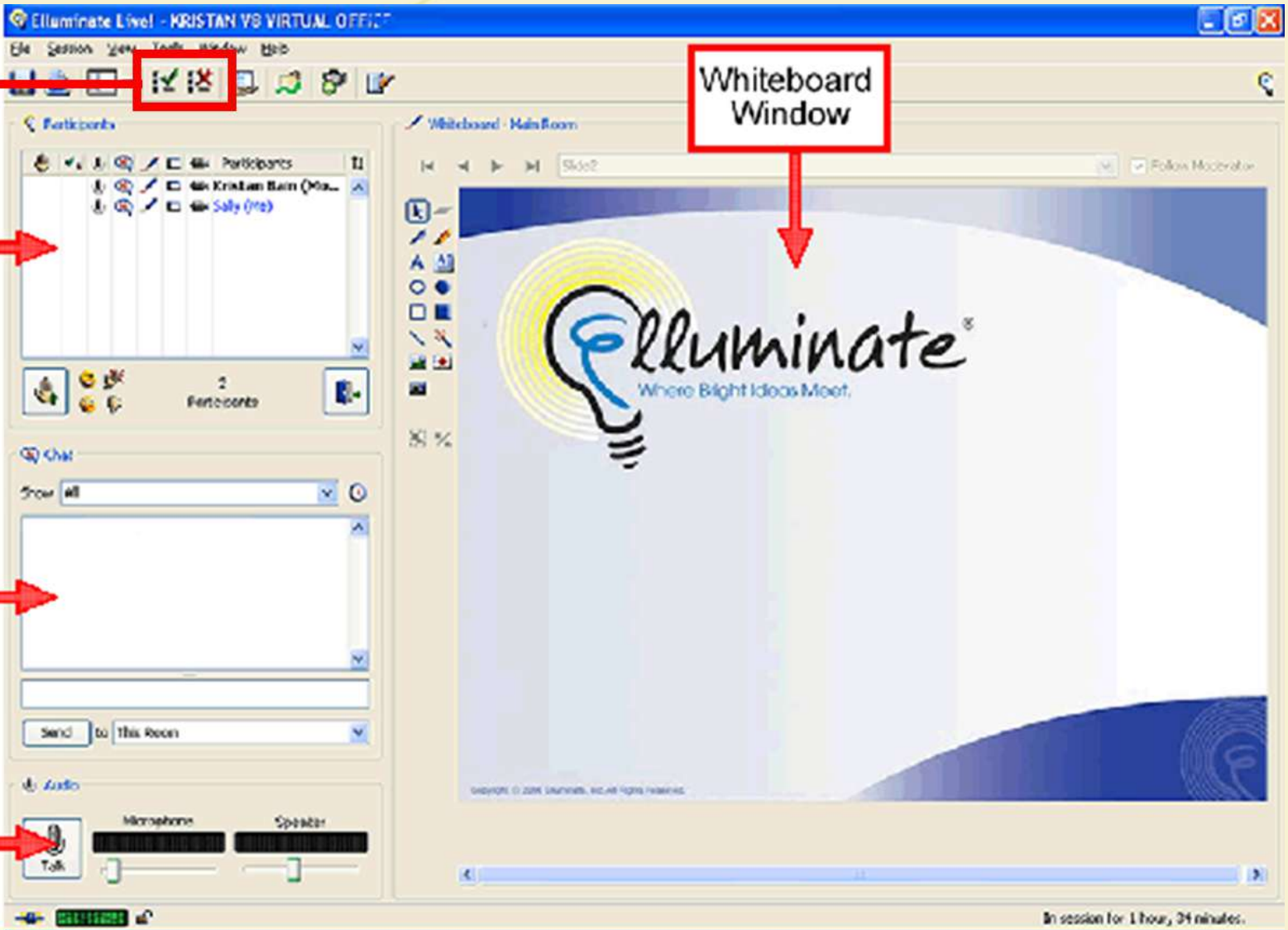
Polling Responses

Participant Window

Chat Window

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WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

Polling Responses



Yes






















No

Raise / lower Hand







Participants

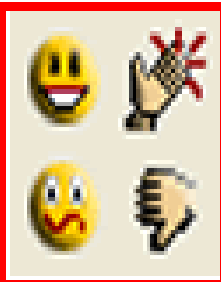
						Participants	
						Kristan Bain (Mo...	
						Sally (Me)	

2
Participants



-  Laughter
-  Applause
-  Confusion
-  Disapproval



Chat

Show All

Me: That's a great point!

Moderator: I will File Transfer the reading assignment.

Moderator: Homework has just been sent!

Jon: Let's talk about the assignment after the session

 **Type into Chat area here**

Send to This Room

This Room

Moderators

Selected Participants

Jon

Kristan Bain

Use pull-down menu to send your message to:

- this room

- just the moderators

- selected participant

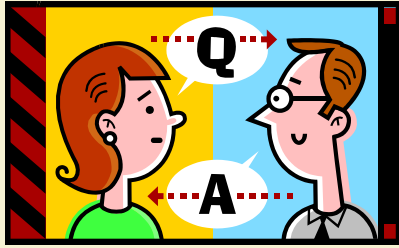
Please note: the moderator will see all messages sent ... including private messages sent to individual participants.



Make sure **Microphone** and **Speaker** levels are high enough to be heard and hear.

Only one person can talk at a time. Once the moderator turns on your microphone:

- 1) Click on **Talk button** to talk.
- 2) **PLEASE ... click on Talk button when finished ...** to release the microphone so someone else can talk.



Questions and Answers

There are two options for asking questions:

- 1. Type your question in the chat section.**
Make sure you send it to “this room” so that all can see your question. DOE personnel will respond to your question.
- 2. Raise your hand by clicking on the raise hand icon on the left side.**
We will activate your microphone for you to ask your question. (Only one person may talk at a time.)

Illuminate Support

Tier 1 and Behavior: November 12, 2008

Tier 2 and Behavior: December 3, 2008

**Access webinars via IlluminateLive! through
GeorgiaStandards.org on the Training page**

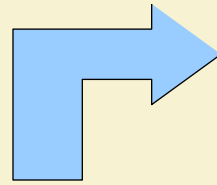
**Response to Intervention:
The Georgia Student Achievement
Pyramid of Interventions
Tier 3 and Behavior**

Dr. Paula Freer – paula.freer@mresa.org

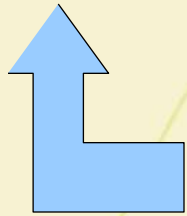
**Cathy McKenzie-
Cathy.McKenzie@cherokee.k12.ga.us**

“Begin with the End in Mind”

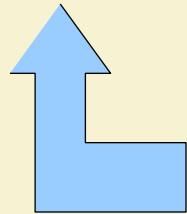
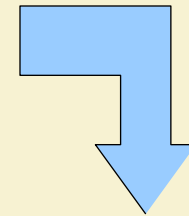
Support student behavior



System Improvement



Redesign learning environments for
relevance
relationships
rigor



Support adult behavior

Behavior in Context

- **Environmental** management
- **Instructional** management
- **Behavior** management

Environmental Management

- **Involves: physical setting, schedules/routines, interactions & relationships**
- **Create a personalized & orderly learning space**
- **Build rapport**
- **Assist with relationship building**

Instructional Management

In a standards based classroom: student assessment, viable curriculum & best instructional practices

- **Assess skills/knowledge base**
 - Multiple ways to succeed
 - Evidence based intervention
- **Identify goals (both student and teacher)**
 - High but reasonable expectations
 - Accommodate, Support, Celebrate
- **Make content meaningful & functional**
 - Rigorous but Relevant
 - Relevance-Real World Applications; Making Connections
 - Relationships-Culturally Diverse, Connections with Student Interests/Goals
- **Maximize time for academic tasks**
 - Minimize non-instructional time
- **“Big Picture”**
 - The Future-Goals, Supports, Mentoring, Building Resilience

Effective Instruction: Key Components

- **The presentation of multiple opportunities and ways to respond**
- **Differentiated instruction results in less behavioral issues**
- **High rates of student correct or acceptable academic responses**
- **The delivery of praise to students for exhibiting appropriate academic behaviors**

Behavioral Management

- **Involves: expectations & rules, reward systems, discipline, effective consequences, behavior curriculum, social skills training**
- **Teach, model, practice, reinforce, & acknowledge 5 or fewer positively stated explicit, fair, equitable rules**
- **Proactively teach social skills (replacement behaviors)**
- **Provide many opportunities for practice and feedback**

Persistent Problems: Academic versus Behavioral

- **Academic:** Assume the student learned the wrong way to do it or has been taught (inadvertently) the wrong way to perform the action.
- **Behavioral:** Presume that all students are capable of behaving correctly. Assume that this youngster consciously “chooses” to misbehave and be uncooperative.

(PENT, Browning-Wright)

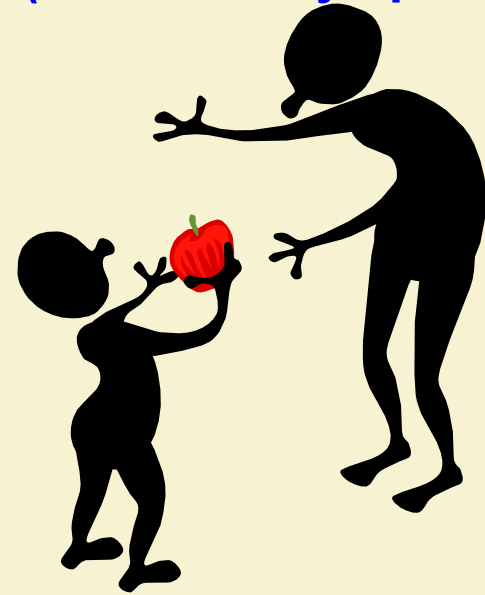
How is teaching behavior like teaching academics?

- Determine the current level of knowledge/skill.
(questioning, observation)
- **Make the learning relevant & useful to the learner.**
- Make use of present knowledge/skills.
- **Instruct, model, & provide guided practice.**
- Provide more guided practice (at least 20 successes to ingrain in memory bank) with progressively more “*pressure*”.~
- **Recognize effort & progress.**
- Re-teach parts with which s/he has difficulty.

(PENT, Wright-Browning; Mary Beth Hewitt, What Changes Behavior? Punishment or Remediation. *Choices*)

Teaching Behavior (Wright-Browning, PENT)

- Teach 'em what they don't yet know
 - ...but what and how (behaviorally speaking)?
 - Reflective decision making
 - Problem solving
 - Social skills
 - Anger management
 - Conflict resolution
 - Character education, in order to:
 - Provide a solid foundation on which to base the newly acquired social-behavior skills
 - Prevent a self-serving display of appropriate behavior



Standards-Based Classroom Observational Tool

Data collected prior to Tier 3

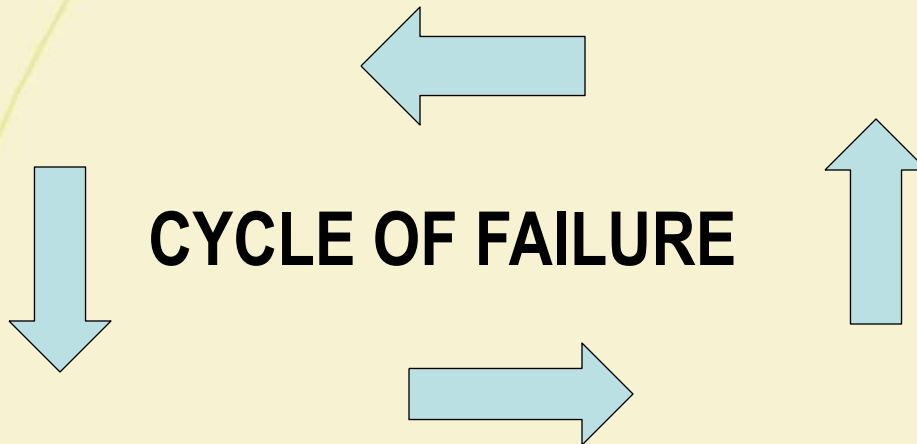
- **How do we measure instructional, classroom, and behavior management in a standards based classroom?**

Insert Metro West GLRS Standards Based Classroom Observation Form....

Cycle of Failure (Colarusso & O'Rourke, 2007)

Removed from Class

Challenging Behavior



CYCLE OF FAILURE

Fall Behind Academically

Difficult Work

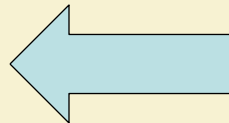
Cycle of Success (Colarusso & O'Rourke, 2007)

Removed from Class **Challenging Behavior**

Behavior Contracting
Token Economy

Conferencing
Differential Reinforcement

Precorrection
Group Contingencies



Goal: Positive Behavior Interventions

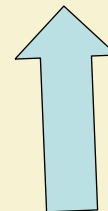
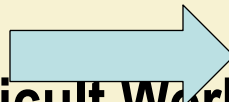


Fall Behind Academically **Difficult Work**

Assess strengths/areas to remediate
Curricular Modifications

Increased opportunities to respond
Choice-Making

Exposure to Content
High Interest Materials



What Works

- **600+ research reviews indicate that the MOST effective response is a comprehensive approach that includes:**
 - ★ Academic restructuring (Georgia Performance Standards & The Pyramid of Interventions)
 - ★ Skill based training (social skills, anger mgmt, conflict resolution...) and Problem-Solving training
 - ★ Functional Behavioral Assessment, Behavior Intervention Plans and Consistent use of Evidence or Research-Based Behavioral interventions

(Elliott, Hamburg & Williams, 1998; Gottfredson, 1996; Lipsey, 1991, 1992; Mayer, 1995; Mayer & Sulzer-Azeroff, 1990; Tolan & Guerra, 1994) cited in Hodnette & Freer- SSTAGE, 2007)

What Works for Behavior at Tier 3

- **Data-Driven**
 - Reviewing data trends at tiers 1 &2
 - Identifying target goals
- **Training**
 - **Staff: How to complete, conduct and manage:**
 - **Functional Behavior Assessments/Supports**
 - **Behavior Intervention Plans**
 - **Behavioral Interventions**
 - **Coaching/Behavior supports in the classroom**
- **Implementation**
 - **How to implement, measure and collect intervention data**
- **Documentation**
 - **Training (FBA, BIP, Interventions, Coaching,...)**
 - **Fidelity**
 - **Data Collection**

Examples of Effective Tier 3 Behavioral Practices

A metro area middle school:

- Implementation of PBS school wide at Tier 1
- Behavior Education Program/Check-in/Check-Out is implemented at Tier 2
- A small group of Tier 2 students are identified as needing additional behavior supports were then referred to Tier 3 where a Functional Behavioral Assessment (FBA) by Behavior Specialist (or school psychologist) is conducted, data is reviewed to develop a Behavior Intervention Plan (BIP)

Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIP)

- It is **key** that staff is trained on the specifics of FBA and BIP processes
- Using key staff to conduct FBA (Behavior Specialist, Intervention Specialist, School Psychologist,...) and help guide the SST team to develop effective BIP matched to student problems, interests and intervention
- Assigning specific responsibilities for data collection and implementation, dates for review/follow-up

Addressing Behavior Problems at Tiers 3 and 4: **FBA and BIP**

Functional Behavior Assessment (FBA)

1. Define the problem
2. Identify sequence: ABC
3. Hypothesis
4. State the function

Behavior Intervention Plan (BIP)

1. Decides appropriate or replacement behaviors
2. Discuss environmental signals
3. Discuss barriers for displaying replacement behavior(s)
4. Agrees on consequences for engaging or not engaging
5. Creates a data collection
6. Monitoring plan

Essential Questions: FBA and BIP

Key factors to Guide **Effective** FBA/BIP:

1. Is the problem that the student is not able to do the academic or behavioral skill as they **“Can’t Do”**?

(Solution: Skill Based Interventions)

2. Is the problem related to the student being able to perform the skill but they **“Won’t Do”**?

(Solution: Motivational Interventions)

3. Providing **Replacement Behaviors** in the BIP

- a) Teaching positive choices to help the student to replace the negative behavior with positive behaviors
- b) Documentation of positive behavioral supports

Interventions and BIP

Evidence-based interventions – Specific interventions supported by well designed, independent research studies. There is *evidence* that the interventions improve student outcomes (Rathvon,1999).

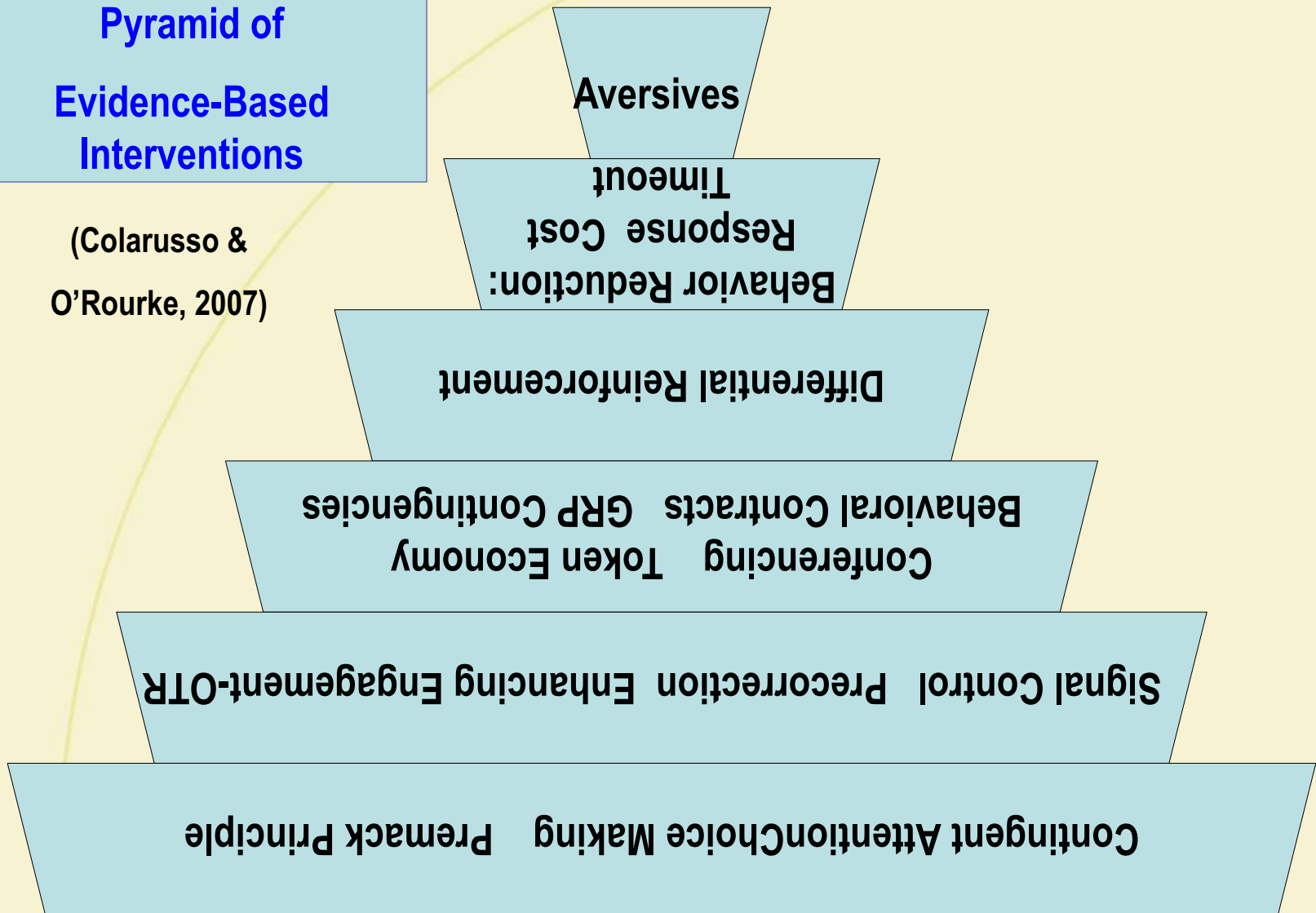
Research Based Intervention- The methods, content, materials, etc. were developed in guidance from the collective research and scientific community (Harn, 2007).

Scientifically-based research (SBR)– Research that applies rigorous, systematic, and objective procedures to obtain valid knowledge relevant to core academic development, instruction, and difficulties; and includes research that: (a) employs systematic, empirical methods that draw on observation or experiment; (b) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; (c) relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and (d) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review. [Section 9101(37) of ESEA; 34 C.F.R. § 300.35]

WE WILL LEAD THE NATION IN IMPROVING STUDENT ACHIEVEMENT.

**Pyramid of
Evidence-Based
Interventions**

(Colarusso &
O'Rourke, 2007)



Interventions and BIP

- **Interventions – Targeted instruction that is based on student needs. Interventions supplement the general education curriculum. Interventions are a systematic compilation of well researched or evidence-based specific instructional strategies and techniques.**

Intervention Key Components:

- **Explicit**
- **Step-by-step format**
- **Able to be replicated from one classroom or from one school to another- consistently**
- **Includes progress monitoring of the student's response to intervention**
- **Includes measurement of fidelity of the intervention**

Example of an Evidence-Based Intervention

Examples of resource which has 70 evidence-based interventions (academic and behavioral) which include key components:

Effective School Interventions by N. Rathvon, (1999, 2008) Guilford Press

- Interventions are capable of being easily taught/trained
- Implemented using general classroom resources
- Capable of being evaluated by reliable, valid and practical methods

Important Outlined Intervention Components:

Format Procedure

Overview/Purpose Evaluation

Materials Variations

Observation Notes Source/Studies

Intervention Training

- **It is vital that if you are implementing interventions, that you provide training**
 - **Teachers may also need training by those who have experience with the intervention (behavior or intervention specialist, school psychologist....).**
 - **Students would need to be trained on the procedure and data collection of a specific peer tutoring intervention.**

TIER 3 INTERVENTION: **Graphic Organizer- Examples**

Focus	For targeted 6-8th grade students who continue to have 7- 10 or more behavioral referrals after 1 month participation in the Check-in, Check-out program (Tier 2 Program) .
Intervention	BEP/Check-in/Check-out, referred to Tier 3 for FBA and development of BIP (Behavior Contract, Talk Ticket Intervention)
Grouping	Individualized BIP with interventions (Talk Ticket Intervention, Behavior Contract)
Time	Daily during Language Arts and Math classes where targeted behavior problems have been identified
Assessment	Progress monitoring- Beh tally as indicated in Behavior Contract (student tallies) and Talk Ticket Intervention (teacher checklist)
Provider	Teachers with Coaching/follow-up support by Behavior Specialist (it could also be School Psych., Interv. Specialist...)
Setting	Language Arts, Math Classes and school wide
Fidelity	Direct observation by behavior specialist using checklist every two weeks.

Assessing Instructional Contexts: Fidelity of Implementation

- ✓ **What is fidelity?**
 - ✓ **Intervention Fidelity** sometimes also called **Intervention Integrity**
 - ✓ **Whether an intervention was implemented as planned** (Moncher & Prinz, 1991)
 - ✓ **Surface fidelity** (Gersten, Fuchs, Compton, et al., 2005)
 - ✓ **Were key components implemented?**
 - ✓ **Was adequate time allowed?**
 - ✓ **Was the specified amount of material covered?**
 - ✓ **Quality of delivery** (Gersten, Fuchs, Compton, et al., 2005)
 - ✓ **Teacher behaviors**
 - ✓ **Student behaviors**
- (Parisi, Potter & Whitcomb, NASP 2007)

Fidelity of Implementation

- Why measure fidelity?**
 - Ensure the intervention was implemented**
 - Detect and correct errors early**
 - Distinguish between an ineffective intervention and an effective intervention implemented with poor fidelity**

(Gresham, Gansle, & Noell, 1993; Parisi, Potter & Whitcomb, NASP 2007)

Fidelity of Implementation: Example Forms

STUDENT:	TEACHER/CLASS PERIOD:	DATE:
<i>Area</i>	<i>Level of Implementation</i>	<i>Comments</i>
Materials and Time		
▪ Teacher has her and checks on student intervention sheet ready at beginning of class	2 1 0	
▪ Teacher provides student time mgmt cues throughout class period	2 1 0	
INTERVENTION		
▪ Teacher follows 4 steps of the intervention	2 1 0	
▪ Uses clear signals and cues to redirect	2 1 0	
▪ Provides students many opportunities to respond and reinforce appropriate behavior	2 1 0	
▪ Models skills/strategies appropriately and with ease	2 1 0	
▪ Corrects all errors using correct technique	2 1 0	
▪ Student asks for teacher assistance as outlined in intervention	2 1 0	
▪ Student uses correct responses outlined in intervention	2 1 0	
▪ Teacher helps provide time cues and transitional cues outlined in intervention	2 1 0	
▪ Teacher maintains good pacing, allows for student response time	2 1 0	
• Student tallies behaviors using self-monitoring form	2 1 0	
➤ Teacher documents progress monitoring-behavioral tallies	2 1 0	

What to do to increase intervention effectiveness?

- **Standardize**
- **Train**
- **Coaching**
- **Evaluate integrity/fidelity**
- **Provide feedback**
- **Train some more**
- **Ongoing integrity/fidelity checks**

(Kubiszyn, NASP 2006)

What Does a Tier 3 Intervention Look Like?

- **Talk Ticket**
- **Doing the Dots**
- **Self-Monitoring**
- **Mystery Motivator**

Talk Ticket

- You can find behavioral interventions on many websites but beware, interventions are specific, step by step procedures which have been supported by research.
- Examples of interventions may be found on the intervention central website:

www.interventioncentral.org

Talk Ticket

Description: Teachers seldom have the time to drop everything and talk at length with a student who is upset about an incident that occurred within, or outside of, school. The “Talk Ticket” assures the student that he or she will have a chance to talk through the situation while allowing the teacher to schedule the meeting with the student for a time that does not disrupt classroom instruction. The Talk Ticket intervention is flexible to implement and offers the option of taking the student through a simple, structured problem-solving format.

Doing the Dots

(Homework Completion)

- ✘ Purchase peel and stick dots.
- ✘ Tell the student he/she can earn dots for completing homework problems. For example, for each three problems completed the student earns one dot. The student can collect and accumulate the dots or use them as he/she wishes.
- ✘ On any given homework / class work assignment, the student may use a dot to exempt a problem. For example, if the assignment involves answering questions 1 -10, the student may place a dot next to problem 5 and skip that problem.

Doing the Dots (cont.)

This strategy helps to increase work completion but also provides the teacher with feedback about areas / information the student has difficulty with and may need more instruction about. You may consider requiring a minimum item completion per assignment.

Have the students complete these and then decide which of the remaining items they do not want to do. For example, all students must complete 1 -5. Items 6 – 10 become dot-able and if the students have 5 dots that may choose not to do any of them.

- ***(Source – The Tough Kid Video Series and Strategies and Tactics for Effective Instruction)***

Data Collection for Doing the Dots

- **The percentage of assignments completed each week – teachers already track this, so this is not additional data collection**
- **The number of dots earned weekly**

Self-Monitoring

- **Use a small timer from Target and began with 1 1/2 minute intervals or a vibrating timer (Motivaider)**
- **Each time the timer sounds, the students marks “Yes” or “No” to the target behavior (such as working on assignment, remaining in seat, etc.)**
- **At first, the teacher will also mark the sheet to make sure the student is accurate.**

Self-Monitoring

- **Student has a target for the number of Yes's needed to earn a reinforcer.**
- **The number of Yes's is entered each day into an excel spreadsheet and then graphed for visual feedback to parent, student and other staff**
- **As the student increases the number of Yes's the time interval is increased (from 1/2/ minutes to 3 minutes, to 5).**

Self-Monitoring

- The motivaider can be set to random intervals so it is not always every 5 minutes.
- <http://www.motiv-aider.com/> (cost \$46.95)

Mystery Motivator

- **Establish the target behaviors for the student**
- **Decide on a format for rating the behavior – earning points for appropriate behavior**
- **Limit it to no more than 5 behaviors to be tracked**
- **Have student choose 3 – 10 possible reinforcers from a list**
- **These are written on slips of paper and put in a jar**
- **One strip is pulled out and placed in an envelope**
- **The child must earn the necessary points to see what is in the envelope**
- **This helps prevent satiation / boredom**

IFEED-AV Rules for Reinforcement

(from Dr. Jensen – Tough Kid Book)

- Immediate – The longer the student must wait the less effective the reinforcer will be. This is particularly true of younger students.**
- Frequent – It is important that the reinforcer be delivered frequently. If the reinforcer is not delivered frequently enough the student may not produce enough of the new behavior for it to become established / habit. The standard rule is 3 or 4 positive reinforcers for every negative.**

IFEED-AV Rules for Reinforcement

- **Enthusiasm – The reinforcer should be delivered with enthusiasm. It is easy to simply hand an edible reinforcer to a student but it takes more effort to pair it with an enthusiastic comment. Modulation in the voice and excitement with a congratulatory air conveys that the student has done something important. This can be artificial at first but with practice it becomes natural.**
- **Eye contact – It is also important for the teacher to look the student in the eye when giving a reinforcer, even if the student is not looking at him/her. Like enthusiasm, eye contact suggests that a student is special and has the teacher's undivided attention. Over time, eye contact may become reinforcing.**

IFEED-AV Rules for Reinforcement

- **Describe the behavior** – Teachers often assume that students know what it is they are doing right that has resulted in the delivery of reinforcement. However, this is often not the case. The student may not know why reinforcement is being delivered or think it is for some other behavior. Even if the student does know what behavior is being reinforced, describing the behavior is important.
- **Anticipation** – Building excitement and anticipation for the earning of a reinforcer can motivate students to do their very best. The more “hype” the teacher uses, the more excited students become to earn the reinforcer. Presenting the potential reinforcer in a “mysterious” way will also build anticipation.
- **Variety** – Just like adults, students get tired of the same things. A certain reinforcer may be highly desired, but after repeated exposure, it loses its effectiveness. It is necessary to change reinforcers frequently to make the reinforcement more effective

Possible Reinforcers – No Cost

- Recognition / Positive Adult Attention
- Teacher writes and mails a letter to student
- Teacher makes a positive phone call to parent or sends a positive note home
- Allow student to call parent(s) to tell about accomplishment
- Have lunch with teacher / principal / other adult of choice
- Performing for PTA
- Be a host in front hallway on parent's day
- Visit the principal or other adult (prearranged & positive)
- Praised on school-wide announcements for good behavior or caring attitude
- Name on board for positive behavior
- Photo gallery on wall
- Positive Peer Attention
- Performing for class / another class
- Present something to the class (such as information on a hobby)
- Tell a joke or riddle to the class
- Allowed to develop a skit / puppet show to present to the class

Possible Reinforcers – No Cost

- Be a leader / helper
- Design--or post work on--a class or hall bulletin board
- Sharpen class pencils
- Pass out papers
- Help plan class field trip
- Helper for another teacher
- Help custodian
- Earn a privilege
- Choose seat for specified time
- Sit at teacher's desk or rocking chair for specified period
- Sit with a friend from a different class for lunch
- Choose a book for the teacher to read to the class
- First in line / line leader
- Eat lunch in classroom rather than cafeteria
- Select the topic for the class writing assignment
- Time to listen to tape / headphones

Data Collection Tools

**How do we track the student's
response?**

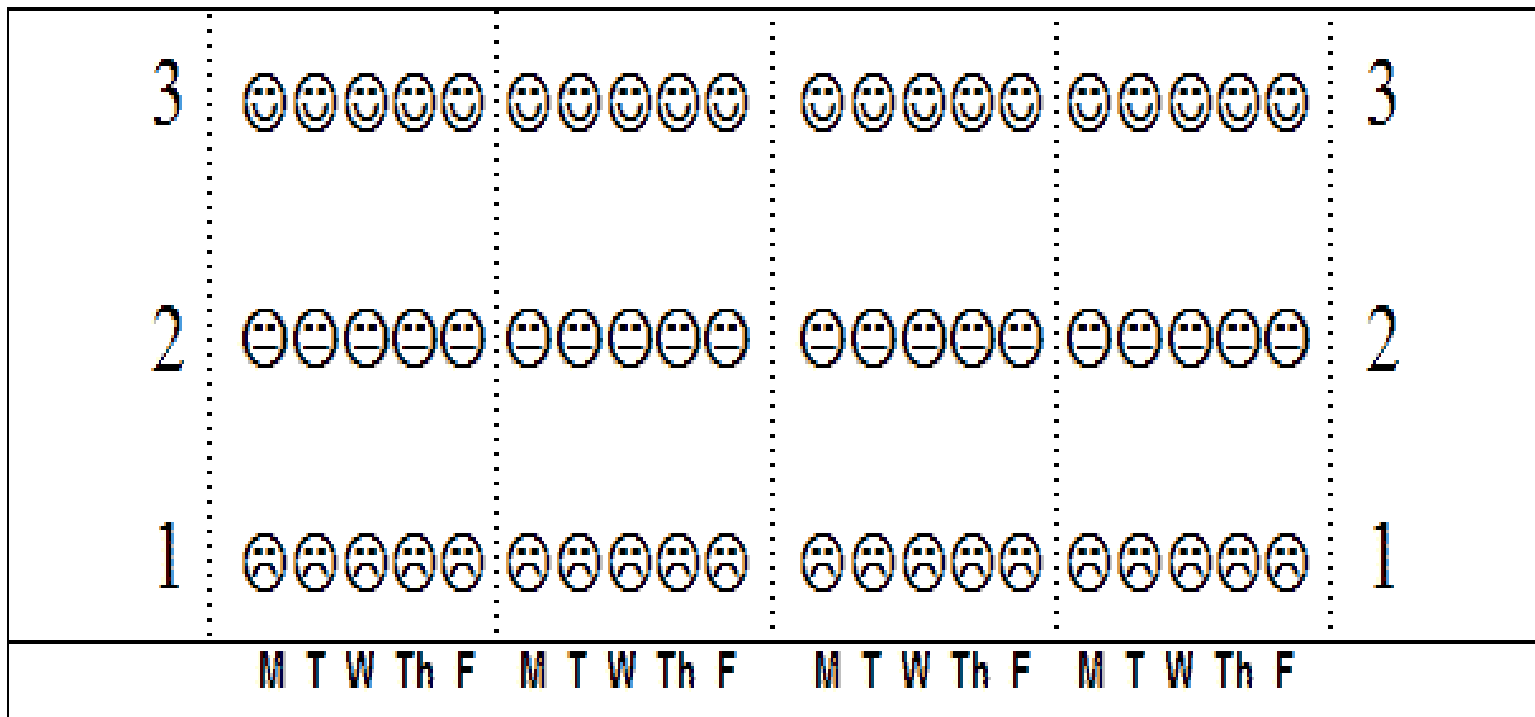
Behavior Report Card Generator (**frequency**)

- Behavior Report Card Generator (from www.interventioncentral.org) – gets student involved and also used as part of the intervention
- Lists the appropriate / desired behavior
- Options for ways to rate the behavior (smiley faces, yes/no, scale of 1 –9, percentage, frequency, etc.)
- Limit it to no more than 5 behaviors to be tracked
- Has a daily form, weekly data chart and monthly data chart

Behavior Report Card Generator

- *Sally traveled independently through the hallway, walking directly to her destination and not bothering other students or adults along the route.*
- *Brad kept hands to himself and did not touch classmates or their property without permission.*
- *Tasha completed and turned in her assigned class work on time.*
- *Brenda spoke respectfully and complied with adult requests without argument or complaint.*
- *Mac used only appropriate language (kind words, “Yes sir”, etc.) in all settings and did not swear.*

Suzy Q walked appropriately through the hallway keeping her hands to self.



Behavior Calendar

- Behavior Calendar – used for **frequency** data collection (not for long term data collection)
- Be sure to write the student's daily schedule down the left hand column prior to giving it to the classroom teacher
- For MS and HS, use one that has just that class period and then combine all data later
- Be sure to define the behaviors in concrete, observable terms

Time:	Monday Date: _____	Tuesday Date: _____	Wednesday Date: _____	Thursday Date: _____
8 – 9:10	AAABBCBBCA	AABBCABC	BBBBCAAAA	BBBCCCAAAA A
9:15 – 10:00 Writing Workshop	AACCD	ADCA	BCD	CD
10:05 – 10:50 Specials	AABCA	AAACA	BAAAA	AAACCD
10:55 – 11:55 Math	BD	CD	AAD	BD

Behavior Codes – Converting to Data

- **A = Blurts out in class without permission = $21+5+19+2+0+7+18+0 = 72 / 5 =$ about 14 times per day**
- **B = Gets out of seat without permission = $17+1+5+2+0+14+4+3 = 46 / 5 =$ about 9 times per day**
- **C = Calls another student a name such as “Fat head” or “Ugly face” = $9+5+4+3+12+0+0+9 = 42 / 5 =$ about 8 times per day**
- **D = Completes class assignment without assistance = $0+5+1+5+5+3 = 19/5 =$ average 3.8 per day (out of possible 6 per day or completes about 63% of work)**

Behavior Calendar

- **Use for behavior that is somewhat frequent but not too frequent (usually between 5 to 20 times per day)**
- **Use for collection for baseline and to identify patterns of times of day**
- **After establishing baseline, may only collect data once per week (randomly) or only during a specific time of day (10 – 10:50)**

ABC Checklist

- **ABC Checklist (frequency) – use for behaviors that are not high frequency (behaviors that are less than 10 times per day)**
- **This form is easier for teachers to use as compared to anecdotal records or blank ABC charts**

Date	Time	Antecedent What was happening JUST prior to the behavior occurring?	Behavior	Consequence What happened after the behavior to resolve the problem?	Duration How long did the behavior last?	Intensity
		<input type="checkbox"/> Alone <input type="checkbox"/> With peers <input type="checkbox"/> Riding in bus/van <input type="checkbox"/> Preparing for outing <input type="checkbox"/> Just ending an activity <input type="checkbox"/> Participating in group <input type="checkbox"/> Asked to do something <input type="checkbox"/> Asked/told "not to" <input type="checkbox"/> Transitioning <input type="checkbox"/> Working on academics (which one(s)? _____) <input type="checkbox"/> At recess <input type="checkbox"/> Being ignored <input type="checkbox"/> At lunch <input type="checkbox"/> Given a warning <input type="checkbox"/> About to begin new activity <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Refusing to follow instructions <input type="checkbox"/> Disrupting class (describe) <input type="checkbox"/> Making verbal threats <input type="checkbox"/> Hurting self <input type="checkbox"/> Destroying property <input type="checkbox"/> Screaming/yelling <input type="checkbox"/> Biting <input type="checkbox"/> Throwing <input type="checkbox"/> Kicking <input type="checkbox"/> Running away <input type="checkbox"/> Grabbing/pulling <input type="checkbox"/> Crying Loudly <input type="checkbox"/> OTHER (describe)	<input type="checkbox"/> Student ignored <input type="checkbox"/> Used proximity control <input type="checkbox"/> Gave a nonverbal cue <input type="checkbox"/> Gave a verbal warning <input type="checkbox"/> Changed assignment <input type="checkbox"/> Redirected <input type="checkbox"/> Student lost privilege <input type="checkbox"/> Sent to office <input type="checkbox"/> Suspended <input type="checkbox"/> Gave detention <input type="checkbox"/> Gave a time out <input type="checkbox"/> Physical assist/prompt <input type="checkbox"/> Physical escort <input type="checkbox"/> Physical management <input type="checkbox"/> OTHER	<input type="checkbox"/> <1 minute <input type="checkbox"/> 1-5 minutes <input type="checkbox"/> 5-10 minutes <input type="checkbox"/> 10-30 min. <input type="checkbox"/> 1/2 – 1 hour <input type="checkbox"/> 1-2 hours <input type="checkbox"/> 2-3 hours <input type="checkbox"/> 3+ hours	1 LOW 2 3 4 5 HIGH

Direct Student Observation (**interval**)

- Classroom observation by someone else (school psychologist, SST chair, another teacher, para, etc.)
- Use this for behaviors that are very frequent (3 to 5 times an hour or more)
- At each 30 second or 1 minute interval, check what the student is doing at that exact time
- May also wish to choose a typical student as a comparison student

Area	Description / Examples	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	%	
Productive	Works at seat, completes work, attends to directions, raises hand, brings materials																						
Withdrawal	Sleeps, clings to adult, leaves group activity, works/plays alone (inappropriately), talks to self, limited expression of feeling																						
Distracted	Hums to self, fidgets in seat, stares into space, doodles, constant questioning, wanders room (not interacting with others)																						
Disruptive	Loud talk, makes loud noises, wanders room interacting with others																						
Aggressive	Verbal – Threatens, bosses, argues, name calling, yelling Physical – hits, pushes, kicks, throws, tearing,																						

References

- Colarusso & O'Rourke, (2007)
Kendall Hunt Publishers
- (Elliott, Hamburg & Williams, 1998; Gottfredson, 1996; Lipsey, 1991, 1992; Mayer, 1995; Mayer & Sulzer-Azeroff, 1990; Tolan & Guerra, 1994) cited in Hodnette & Freer, SSTAGE Presentation, 2007
- PENT website, Browning-Wright www.pent.ca.gov/
- (Kubiszyn, NASP 2006)
- (Moncher & Prinz, 1991) and (Gersten, Fuchs, Compton, et al., 2005); (Gresham, Gansle, & Noell, 1993) cited in (Parisi, Potter & Whitcomb, NASP Presentation-2007)

Resources

www.interventioncentral.org

www.behaviordocor.org

www.behavioradvisor.com

<http://www.pbis.org/main.htm>

Hawkin, Pettersson, Mootz, & Anderson (2004) *The Behavior Education Program: A Check-In, Check-Out Intervention for Students at Risk* (2005) and

Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press www.guilford.com

Resources

Rathvon, Effective School Interventions (1999, 1st Edition, 2008, 2nd Ed.) www.guilford.com