New Jersey Coalition for Inclusive Education, Inc.

# A Compilation of Behavior Support Resources from The New Jersey Coalition for Inclusive Education, Inc.

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The purpose of the following information is to provide information, ideas, materials, and other resources regarding interventions and strategies to support student behavior.  This *Behavior Support Manual* has been designed as a toolkit to be used by classroom teachers, administrators, child study team members and other school staff.  The various forms in this document are model forms (templates and examples) and tools for schools to use at their discretion and are *not* mandated by NJCIE.

This *Behavior Support Manual* is available in hard copy as well as online for school staff and administrators to access.  A training series regarding how to use various sections contained in this resource is also available from NJCIE, and include the following sessions:
- *A General Overview of the Behavior Manual Framework Sections and their Use*
- *Using the Behavior Manual Framework Materials to Develop a Classroom Behavior Management System*
- *Using the Behavior Manual Framework Materials when Completing a Functional Behavior Assessment (FBA)*

This *Behavior Support Manual* outlines practices that can be used to support students' behavior at the Tier 1/school-wide, Tier 2/class-wide and Tier 3/individual student levels. Resources contained within this document are based on sound educational and psychological principles regarding student behavior.  Examples of resources provided include:
- *Tier 1:* Universal Support Materials (behavior expectation matrix examples, example lesson plans for teaching school-wide expectations and rules, and written descriptions of school-wide reward systems).
- *Tier 2:* Class-Wide and Group-Wide Support Materials (classroom management system examples, self-monitoring system materials, and materials for emotional regulation).
- *Tier 3:* Various Functional Behavior Assessment (FBA) Planning and Development Forms (ABC data collection tools, teacher FBA input forms, parent and student FBA interview forms).

For examples of various materials for implementing the interventions contained within this manual, please see the accompanying resource materials provided by NJCIE electronically.  These materials have been provided electronically so that implementers can adapt and individualize them for their own students and schools.

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## Positive Behavior Support: A Full Continuum of Supports for All Students

**What is Positive Behavior Support (PBS)?**

Positive Behavior Support (PBS) is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior (OSEP Center on PBIS). PBS is a three-tiered approach in which each tier emphasizes prevention of behavior problems by remediating deficient environmental conditions and deficient behavior repertoires. This approach begins with a school-wide prevention effort, and then adds intensive, individualized support for those students with additional needs. By beginning with school-wide supports, PBS benefits all students, not just those with behavioral challenges or special needs.
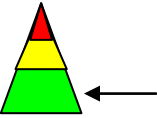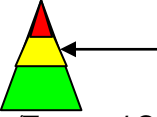
**Important Features of School-Wide Positive Behavior Support Systems**

Although discipline often is assumed to be associated with controlling and reacting to displays of problem and rule-violating behavior, a proactive system of school-wide discipline must be comprehensive and include certain key components. Effective school-wide systems for supporting students' behavior based on the principles of positive behavior support have these major components in common:
1. A shared vision and an agreed upon, common approach to discipline,
2. A small number (3-5) of positively stated behavioral expectations for all involved (students, staff, administration, and parents) to follow,
3. Procedures for actively teaching these behavioral expectations to all students,
4. A continuum of strategies for encouraging displays of the behavioral expectations,
5. Procedures for discouraging displays of rule-violating behavior, and
6. Data-based decision making, including procedures for monitoring and evaluating effectiveness.

Schools that adopt a school-wide plan of positive behavior support for all students promote a positive and safe atmosphere for teaching and learning that gives students the tools for managing their own behavior. PBS means that teachers, administrators, counselors, and support staff take on the responsibility of actively teaching positive behavior expectations to all students. By doing this, schools ensure that all students know exactly what is expected of them in all school environments (not just the classroom). A school-wide PBS plan is also based upon the philosophy of recognizing the positive contributions of students. Students who take responsibility to behave positively will be recognized and encouraged in a variety of ways. Students will also know exactly what consequences will result when they choose not to meet the school-wide expectations.

### The Continuum of Positive Behavior Support

| Level | Description |
|---|---|
| *Universal, School-Wide* | Procedures and processes intended for all students, staff, in specific settings and across campus |
| *Class-Wide/Targeted Group* | Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classrooms and/or with groups of students with similar behavior problems or behaviors that seem to occur for the same reasons. |
| *Individual Student* | Processes and procedures reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students |

**Overview of the 3-Tiered Model of School-Wide Positive Behavior Support**

PBS implements a 3-tiered model, sometimes called School Wide Positive Behavior Support (SWPBS). This model can be considered a "systems approach" to creating a positive school climate that fosters pro-social student behavior. SWPBS refers to a systems change process for an entire school or district and includes a continuum of strategies for achieving desired social, behavioral, and learning outcomes for all students. This three-tiered continuum considers all students, not just those with behavioral challenges or IEPs.

To accommodate this, SWPBS uses three different levels of intervention: universal interventions for all students, interventions for small groups of students displaying a pattern of problem behavior, and individualized support for students with more intensive needs. Rather than focusing only on negative, consequence-based methods, each tier in the PBS continuum emphasizes positive and educational approaches to student behavior.

The universal intervention level is based on the belief that clarifying and teaching expectations for all students, all adults, and in all settings reduces ambiguity and inconsistency resulting in fewer occurrences of discipline and behavior problems overall in the school. These universal interventions get us all on the same page.

The second level of intervention is for small groups of students who display repeated occurrences of behavior problems. These are students who need some extra support, such as social skills training or mentoring. Sometimes these students are referred to as being "at risk", because without intervention academic and behavior problems can continue to deteriorate. The third level of support is individualized for a small number of students who are experiencing chronic and significant difficulties with behavior and discipline problems. These students require individualized behavior support to be successful and may also be our students receiving special education services.

### Outcomes Associated with Implementation of School-Wide Positive Behavior Support

Schools that establish systems with the capacity to implement PBS with integrity and durability have teaching and learning environments that are less reactive, aversive, dangerous, and exclusionary, and more engaging, responsive, preventive, and productive. Incorporating a full continuum of Positive Behavior Support typically results in:
➢ Reductions in discipline reports per year,
➢ Reductions in out-of-school suspensions,
➢ Increases in student and staff attendance,
➢ Improved faculty/staff retention,
➢ Increases in student perception of school safety and climate,
➢ Increases in the capacity of schools to deliver more effective individual interventions,
➢ Decreases in referrals to special education,
➢ Increases in instructional time and related academic gains.

School-wide PBS has been shown to be effective in urban, rural, and suburban settings at the elementary, middle and high school levels. Implementation has also been successful in the juvenile justice system. Interest in PBS for daycare centers, nursing homes, and businesses is beginning to surface. The key components fit into most any community.

**Planning for School-Wide Positive Behavior Support (PBS)**

School-wide PBS is a systems approach for establishing the social culture and behavioral support needed for a school to be an effective learning environment for all. Therefore, it emphasizes a collaborative, three-tiered continuum that considers *all students*, not just those with behavioral

challenges or IEPs.  Rather than focusing on negative, consequence-based methods, each tier in the continuum emphasizes positive and educational approaches to student behavior.

Implementing the full continuum of positive behavior supports (i.e., all three tiers) begins with a school-wide prevention effort, and then adds intensive, individualized support for students with more intense needs.  The following steps outline the general process for establishing a continuum of positive behavior support in school settings:

- *Step 1*--Establish a foundation for school-wide adoption of PBS by creating a PBS leadership/development team and securing full administrative support.
- *Step 2*--Build faculty involvement by obtaining staff agreement and by developing methods for obtaining staff input into the development process.
- *Step 3*--Identify problem areas by performing an assessment of the current school-wide discipline practices and behavioral supports in place.
- *Step 4*--Brainstorm solutions to problems and select intervention strategies within an action planning process.
- *Step 5*--Develop an action plan for school-wide PBS implementation.
- *Step 6*--Implement the school-wide PBS action plan.
- *Step 7*--Modify, evaluate and modify the SWPBS action plan as needed.

Implementation of the full, three-tiered model typically requires 2-3 years for most schools, depending on various factors including the number of key elements a school already has in place, the level of administrative support, and access to effective training and support.  Training begins with an overview of PBS for the full staff, followed by a staff survey to determine the level of interest and "buy in".  If the majority of the faculty agrees to play an active role in the development of the school-wide system of PBS, then a cross-representative PBS development team is selected.  The PBS team will create the school's plan for PBS and develop processes to provide effective intervention practices for all students.

Once selected the PBS team members need to receive additional training and support in creating their plan for bringing PBS to the school.  It is also imperative that administrators be part of the PBS team and publicly show their support for this initiative.   Administrators should plan for PBS team members to meet at least one time per month to complete activities related to PBS.

## *Frequently-Used Abbreviations*

The following is a brief glossary of abbreviations that are frequently used within positive behavior support literature as well as in this manual.

**ABC Data:**  Antecedent-Behavior Consequence Data
**BEP:**  Behavior Education Plan
**BIP:**  Behavior Intervention Plan
**BSP:**  Behavior Support Team
**CICO:**  Check-In, Check-Out
**CnC:**  Check and Connect
**FA:**  Functional Analysis
**FBA:**  Functional Behavior Assessment
**IDEA:**  Individuals with Disabilities in Education Improvement Act of 2004
**IEP:**  Individualized Educational Plan
**ISS:**  In School Suspension
**MTSS:**  Multi-Tiered System of Supports
**NCLB:**  No Child Left Behind Act (ESEA)
**ODR:**  Office Disciplinary Referrals
**OSEP:**  U.S. Department of Education, Office of Special Education Programs
**OSS:**  Out of School Suspension
**PBIS:**  Positive Behavioral Intervention and Support
**PBS:**  Positive Behavior Support
**RtI:**  Response to Intervention
**SIP:**  School Improvement Plan
**SST:**  Student Support Team
**SWIS:**  School-Wide Information System
**SWPBS:**  School-Wide Positive Behavior Support

***Stages in Development of a Continuum of Positive Behavior Support (PBS)***

### PREPARATION/PLANNING: Stage One Tasks & Responsibilities

- Assess the school's current behavior management practices
- Secure full and active administrative support for PBS initiative
- Provide staff overview of PBS practices
- Obtain staff commitment to implementation of PBS (at least 80% buy in)
- Develop Action Plan for implementing PBS Continuum

### DEVELOPMENT: Stage Two Tasks & Responsibilities

- Establish monthly team meeting schedule
- Oversee implementation of PBS Action Plan (including all planned objectives and activities developed by the team)
- Identify methods for providing PBS updates to staff
- Identify methods for obtaining parental participation and input
- Identify data collection system to measure PBS progress and effectiveness
- Identify 3-5 positively stated expectations
- Design behavior expectation teaching matrix (expectations and rules)
- Design processes for teaching behavior expectations to students (including lessons, teaching schedule, etc.)
- Design system for recognizing students who meet school-wide behavior expectations
- Design formalized procedure for handling behavior problems including definitions of problem behaviors, distinctions between office- and classroom-managed behaviors, response flowchart, and discipline referral form(s)
- Identify system for collecting and using discipline data
- Provide PBS overview to full staff, including:
    - Basic principles and philosophy of PBS (three-tiered approach)
    - Procedures for teaching school-wide behavioral expectations to students
    - SW recognition procedures
    - Procedure for handling behavior problems (including office referral process)
    - Data collection methods
- Provide PBS overview to parents

### IMPLEMENTATION: Stage Three Tasks & Responsibilities

- Ensure that PBS overview is provided to students
- Continue to oversee implementation of Action Plan objectives (including teaching expectations, using response and recognition systems, data collection)
- Provide PBS updates (data, feedback gathering, program refinements) to staff regularly
- Develop process for identifying students who may need Tier 2 or 3 supports
- Continue to oversee implementation of Action Plan objectives
- Facilitate development of tier 2 and 3 supports as identified through data analysis
- Provide ongoing staff training about PBS
- Additional PBS team members are identified, if appropriate

### MAINTENANCE: Stage Four Tasks & Responsibilities

- Evaluate and refine Action Plan (including all team developed objectives)
- Provide ongoing staff training about PBS
- Further incorporate stakeholder involvement in PBS (student, staff, parent, community)
- PBS team membership/leadership may vary/rotate

## School-Wide Positive Behavior Support (SWPBS):
## Developing the Leadership Team

School Wide Positive Behavior Support (SWPBS) is a research-based, systemic approach to establishing school wide behavioral expectations and supporting their effective implementation across all environments (classrooms, halls, playgrounds, buses, etc.). Research has shown that SWPBS can have a significant impact in reducing suspensions and increase administrative work hours.

This is a team-driven process that begins with creating a school-wide prevention effort, and then adds intensive, individualized support for students with more intense needs. Research has demonstrated that success of SWPBS efforts are dependent on the work of an on-site, PBS Leadership Team, identified and supported by the building administrator. This Team will have an ongoing role in determining where the building is now (initial self-assessment), what needs to happen to propel the effort forward (action plan) and time to complete the tasks in the action plan which they develop. Obviously, this involves a time commitment, but, the dividends are considerable.

Nothing happens without administrative support. In terms of SWPBS, administrative support means that the Principal:

➢ Has determined that school-wide discipline (i.e., behavior, school safety, school climate) is one of the school's top improvement goals;

➢ Commits to SWPBS and is aware that this involves a 1-3 year process and will require making time for ongoing training and support;

➢ Provides time, up front, for an awareness presentation/overview on SWPBS for the full faculty;

➢ Secures an 85% commitment of faculty, staff, and administrators to pursue SWPBS;

➢ Helps identify a SWPBS Leadership Team incorporating broad representation (including a guidance counselor, and regular and special education teachers at various grade levels);

➢ Identifies the person on the Team who he/she knows will be an effective on-site Team Leader/Contact;

➢ Helps the Team Leader develop a schedule of monthly meetings/task work sessions (This schedule must be an initial priority);

➢ Ensures availability of the Team members for these meetings using substitutes or other staff support mechanism;

➢ Ensures that the Team members have time beyond the monthly meeting to accomplish tasks determined in the monthly meeting;[1]

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[1] The Team needs enough time to accomplish the objectives they set out to do. Some teams meet one day per month, taking the morning to plan, then using the afternoon to work on tasks. Some teams meet two half days per month, using one half day to plan, and the other half day to accomplish tasks. Other teams have multiple, hour long meetings each month to plan and then accomplish tasks. The point is that the Principal can provide the time in multiple ways, but, the time must be provided.

***Implementing the Full Continuum of Positive Behavior Support (PBS):***
***Developing Tier Groups for System Development and Implementation***

In order to develop a multi-tiered continuum of behavioral interventions and supports, schools/ districts will need to create a representative team of individuals who will spearhead these efforts. This team may also need to be sub-divided into "tier groups", so that each subgroup can become the school or district's onsite experts in their respective areas. The following steps may be helpful when sub-dividing the full team into subgroups.

**Step One--**Agree on roles for tier group members (these roles can also be rotated).
- You must assign someone the role of Recorder.
- The recorder takes notes and updates your group's "to do list" or action plan.
- You will be asked to share this information with the full group at every full team meeting, so it is important that your recorder be reliable.
- Remember, your tier group will need to function independently from the full team during part of every meeting, so it is wise to structure your tier group work time.
- In order to accomplish this, you may also need:
  - ➢ *Facilitator:* guides the meeting and notifies group members of meeting times, etc.
  - ➢ *Time Keeper:* keeps track of time spent on issue, prompts group when time allotted for an item is up, and helps to ensure everyone is heard.

**Step Two--**Review your materials and the guiding questions for your group.
- Each of you will be responsible for becoming the on-site expert on your group's topic, so you will need to become very familiar with the training materials for your subgroup that are contained in this toolkit.
- You may also need to research your topic and gather additional materials.
- Please be sure to bring these materials each time you meet with your subgroup as well as with the full team.

**Step Three--**Determine your group's goal(s) for this year.
- These will serve as your group's "final product" for this year to be shared with the full team as well as the rest of the school staff and administration.
- Be sure that your goals reflect general tasks assigned to your group and the guiding questions.
- Record the goal(s) in the space provided *("By the end of this year, we will have…").*
- You will initially be asked to share out your goal(s) and then subsequently be asked to report your progress toward achieving these goals.

**Step Four--**Create your group's own action plan or "to do list".
- This list/plan will guide your group's tasks each time you meet to ensure that the group is following the established direction.
- Your group will be responsible for developing this plan and recording all updates to it.
- Your actions *must include* ways to deliver progress updates regarding your group's activities with not only the full PBS team, but also with the full faculty and school administrators.
- This plan should be updated regularly (i.e., each time you meet).
- When updating, it is helpful to reflect the changes (and add a revision date), but also to keep a copy of old plan for records.
- It may be helpful to create this plan electronically, to make updating easier.
- You will need to use the plan to share your group's progress with the full team at each meeting.

# Section Two:

# *Resources for Developing*
# *Universal/ School-Wide Behavior Support Systems*



**Tertiary Prevention**:
Individualized systems for
students with high-risk behavior

**Secondary Prevention:**
Specialized group/class-wide systems
for students with at-risk behavior

**Primary Prevention**:
School-wide systems for all
students and staff

~5%

~15%

~80% of All Students
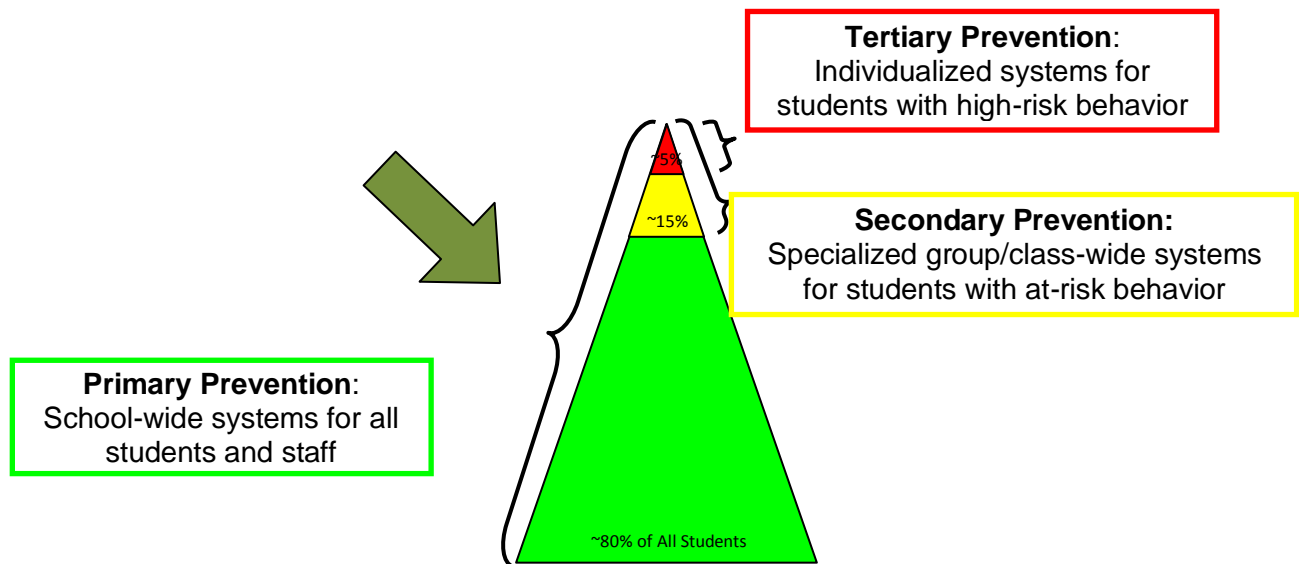
SWPBS Overview Information
Assessment of Current Practices
Initial Staff Interest and Input Survey
Guiding Questions for System Development
Tools for Implementation

### *Brief Overview of School-Wide Positive Behavior Support*

Positive Behavioral Interventions and Supports (PBIS) when applied at the School-wide level is frequently called "school-wide positive behavior support" or SWPBS or Sw-PBIS.  SWPBS refers to a systems change process for an entire school or district. The underlying theme is teaching behavioral expectations in the same manner as any core curriculum subject.  Typically, a SWPBS *Leadership Team* or *Development Team* of approximately ten representative members of the school will attend a two or three day training provided by skilled trainers.  This team will be comprised of administrators, classified, and regular and special education teachers.

One of the first tasks for this team is to secure staff, student and family input into developing three to five school-wide *Behavioral Expectations* that are positively stated and easy to remember (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*).  In other words, rather than telling students what not to do, the school will focus on the preferred behaviors.  Here are some examples from other schools:
  ➢ Respect Yourself, Respect Others, and Respect Property
  ➢ Be Safe, Be Responsible, Be Respectful
  ➢ Respect Relationships and Respect Responsibilities

After the SWPBS team determines the 3-5 behavioral expectations that suit the needs of their school, they will take this information back to the staff to ensure at least 80% of the staff buy into the chosen expectations.  Consistency from class to class and adult to adult is very important for successful implementation of SWPBS.  The team will then create a matrix of what the behavioral expectations look like, sound like, and feel like in all the non-classroom areas.  This matrix will have approximately three positively stated examples for each area. Here is an example line from one school (*see corresponding section of this manual for additional examples*):

| *Respect Property* | | | |
|---|---|---|---|
| Bus | Keep feet and hands where they belong. | Throw unwanted items in wastebasket. | Keep food and drinks in backpack. |
| Cafeteria | Place tray on kitchen window shelf after scraping leftovers into wastebasket. | Wipe table with sponge provided. | Clean food spills off floor. |
| Restroom | Flush toilet after use. | Use two squirts of soap to wash hands. | Throw paper towels in wastebasket. |
| Playground | Report any graffiti or broken equipment to adult on duty. | Return playground equipment to proper area. | Use equipment as it was designed. |

This would be filled out for each non-classroom area and each behavioral expectation. The Sw-PBS team would take the matrix back to the whole staff to ensure 80% buy-in from the entire staff on what expectations are taught in each area.

Another primary activity for the SWPBS team is determining how the behavioral expectations and routines will be taught in and around the school.  A clear description of the plans for developing this *System for Teaching Behavior Expectations to All Students* can be helpful in making sure it is done properly (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*). There are many lesson plans available for teaching respect, responsibility etc.  Many schools choose to use several days at the beginning of each year to take the

students around the school to stations, where the skills are taught in setting specific locations, as part of a **"Student Kick Off"** (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*).  For example, as part of an initial system "Kick Off" for students, a bus may be brought to the school so that the children can actually practice lining up, entering the bus, sitting on the bus, and exiting the bus using hula hoops to denote proper body space distance in lining up to enter the bus.

The next activity the SWPBS team will begin is the fine tuning the **Problem Behavior Response Process** (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*).   This is the process that outlines how students' rule violating behavior will be handled, in order to make the adult responses consistent.  As part of this system development, schools will often need to revise their office discipline referral (ODR) form so that it can provide enough information to enable teams to review this data regularly and recognize patterns in the rule violations.  This will enable teams to fine tune behavior interventions.  As part of the development of the problem behavior response process, the team will decide "What behaviors are an instant trip to the office and what behaviors are taken care of in the classroom".  It is very important that every staff member is consistent.  If it is not permissible to use a cell phone in band class then it has to not be permissible in art class.

Many schools choose to use School-wide Information System (SWIS). This is a web based program which graphs office discipline referral data. This program creates instant graphs for behavioral incidents per day- per month, time of day, specific behaviors, location and by specific student. The graphing program provides many other options. For more information on SWIS, please visit www.swis.org

Another activity for the SWPBS team is to determine a student **Recognition System**, sometimes referred to as a "gotcha" program because it is used to "catch students being good" and provide recognition for this (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*).  The recognition system is a school-wide system for labeling appropriate behavior.  Some schools use NCR paper for gotchas with one copy going home to parents, one to the classroom teacher, and one to the principal for weekly drawings.

After these system elements (i.e., Leadership Team, Behavioral Expectations, System for Teaching Behavior Expectations to All Students, Problem Behavior Response Process and Recognition System) have been developed and before introducing them to the students during the Student Kick Off, the team will have to brief staff on all aspects of the system and their roles in implementation.  This **Staff Kick Off** (*see corresponding section of this manual for guiding questions for development and examples of related artifacts*) should also include providing staff members with handouts or an Implementer's Packet that contains descriptions of the various elements of the school's SWPBS system.

Similar SWPBS system information should also be developed for parents.  Administrators and team members may also wish to provide an introductory training session for parents, so that they understand the system and its desired outcomes.

**The Positive Behavior Support (PBS) Continuum:**
**Assessment of School-Wide Positive Behavior Support and Discipline Practices**

School: _____      Date: _____

Reporting Staff/Team Members: _____
_____
_____

| Element(s) of PBS Continuum | Status<br>2--Yes/in place<br>1--Partially in place<br>0--No/not in place | Priority<br>H--High<br>M--Medium<br>L--Low |
|---|---|---|
| *Preparation/Planning* | | |
| 1. School-level administrators demonstrate support of PBS through active involvement, public acknowledgement, funding allocation, etc. | | |
| 2. Staff have received PBS overview and reached 80% agreement to implement PBS. | | |
| 3. Representative PBS Team has been established and plan for team training has been developed. | | |
| *Development* | | |
| 4. Assessment of current school-wide behavior support/discipline practices has been completed and action plan has been developed. | | |
| 5. PBS Team is scheduled to meet regularly (at least once a month). | | |
| 6. 3-5 school-wide behavior expectations have been established (with stakeholder input) and clearly defined. | | |
| 7. A plan for teaching behavior expectations to students has been developed and described to staff (including development of expectation matrix, mini lessons, teaching schedule, etc.). | | |
| 8. System for recognizing students who meet expectations has been developed (written description of system is required for full score). | | |
| 9. A formalized procedure for handling behavior problems has been developed and includes definitions of problem behaviors, distinctions between office- and classroom-managed behaviors, a behavior response flowchart, and discipline referral form(s). | | |
| 10. A system for collecting and using discipline data has been established. | | |
| 11. A data-based process exists for identifying students not successful under school-wide or universal support, alone, and who are in need of Tier Two and Three supports. | | |
| 12. A plan has been developed to provide initial training and support regarding the school-wide plan for PBS to all staff and teachers (including aides, substitutes, student/intern teachers, and new staff). | | |

| Element(s) of PBS Continuum | Status<br>2--Yes/in place<br>1--Partially in place<br>0--No/not in place | Priority<br>H--High<br>M--Medium<br>L--Low |
|---|---|---|
| *Implementation* | | |
| 12. New and returning staff have been trained in PBS system including behavior expectation teaching procedures, recognition system, procedures for handling office- vs. classroom-managed behavior problems, etc. | | |
| 13. Parents have been oriented to PBS system. | | |
| 14. School-wide behavior expectations have been posted throughout the school, including in hallways, cafeteria, playground, restrooms, offices, and classrooms. | | |
| 15. Behavior expectations are formally and informally taught to all students including new/transferring students. | | |
| 16. Behavior expectations are part of the common language used by staff and students across all school settings. | | |
| 17. Behavior recognition systems are formally taught to all students. | | |
| 18. Positive behaviors (displays of school-wide behavior expectations) are recognized and reinforced consistently across all staff and school settings. | | |
| 19. Procedures for handling problem behavior are implemented consistently by all staff and administrators across school settings. | | |
| 20. Office referral forms are completed consistently and accurately by all staff members. | | |
| 21. Discipline data is gathered and reviewed regularly. | | |
| 22. Discipline data is used in PBS Team meetings to identify problems and guide development of interventions. | | |
| 23. Discipline data is summarized and reported to staff regularly. | | |
| 24. Parents are involved in PBS related activities and programs. | | |
| *Maintenance* | | |
| 25. Behavior expectation teaching procedures have been integrated into curriculums. | | |
| 26. Parents and community members are actively involved in PBS related activities and programs. | | |
| 27. Data and staff feedback are used to make decisions regarding additional training and professional development related to PBS. | | |
| 28. Data and stakeholder (including staff, parents, and students) feedback are used to revise and update the PBS action plan. | | |
| 29. Links with the community and other resources have been established to assist with funding and incentives. | | |
| 30. Staff participation in PBS efforts continues to be consistent and a system is in place to recognize staff contributions to PBS initiative. | | |

**School-Wide Discipline and Behavior Intervention Practices**
**Example Staff Interest and Input Survey with Question Explanations**

**Today's Date:** _____     **Your Position:** _____

1.  Are students' problem behaviors taking away from your teaching time?

2.  If "yes", what are some of the recurring student behavior problems that occur in your classroom or area?
*(EXPLANATION: This information will be used to identify the problem behaviors that must be reflected in the "problem behavior response chart" as well as must be address in the global, school-wide behavior expectations.  For example, if a teacher says "calling out" is a problem for her, then the school-wide behavior expectations must reflect what student should be doing, instead of calling out, like being "respectful", etc. Similarly, if teachers say "not turning in homework" is a problem, then being "responsible" might be a global, school-wide expectation to use to combat lack of homework.)*

3. What are some of the desired learning and social behaviors that you *expect* students to exhibit in your classroom or area?
*(EXPLANATION: This information will be used to identify the desired behaviors that must be reflected in the global, school-wide behavior expectations.  For example, if a teacher says "raising their hands" is a desired behavior, then the school-wide behavior expectations must include a global expectation that reflects this, such as being "respectful".  Similarly, if teachers say "trying your best on class work" is a desired behavior, then being "responsible" or "achievement" might be examples of global, school-wide expectations to use to encourage this.)*

4.  Is there currently an *active, school-wide* behavior management program in place at your school?  If "yes", please describe this program:
*(EXPLANATION: This information will be used to identify what is currently in place and how it is working.  Our goal is to building on what is already working to support student behavior.)*

5.  If "yes", how do you think this *school-wide* behavior management program is working?

6. If one is *not* in place (or not in place *school-wide*), do you believe that your school would benefit from implementing a system of *school-wide* behavior management and support that extends across all areas of the building?
*(EXPLANATION: If a majority of staff say "no", then we will need to spend time helping them see how this could benefit them and their students before proceeding any further.  Staff buy in is key to this process.)*

7.  Would you agree to be an active participant in the school-wide implementation of a behavior management program based on the philosophy of positive behavior support?
*(EXPLANATION: If a majority of staff say "no", then we cannot proceed any further until we have gained staff agreement.  So we will need to spend time performing activities designed to help them see how this is needed and how it could benefit them and their students.)*

8. Are you interested in participating on a team to help develop your school's school-wide positive behavior support program?  Please submit your *name* below if interested:
*(EXPLANATION: Staff who submit their names should be considered for the school-wide PBS development team.  The team should consist of 6-8 people who represent various subject areas, grade levels and roles within the building.  The group needs to be cross-representative, so that all staff population subgroups feel that their discipline's voice will be heard.*

## Thank you very much for your input!

**School-Wide Discipline and Behavior Intervention Practices: Staff Interest and Input Survey**

**Today's Date: _____      Your Position: _____**

1.  Are students' problem behaviors taking away from your teaching time?


2.  If "yes", what are some of the recurring student behavior problems that occur in your classroom or area?



3. What are some of the desired learning and social behaviors that you *expect* students to exhibit in your classroom or area?



4.  Is there currently an *active, school-wide* behavior management program in place at your school? If "yes", please describe this program:



5.  If "yes", how do you think this *school-wide* behavior management program is working?



6. If one is *not* in place (or not in place *school-wide*), do you believe that your school would benefit from implementing a system of *school-wide* behavior management and support that extends across all areas of the building?



7.  Would you agree to be an active participant in the school-wide implementation of a behavior management program based on the philosophy of positive behavior support?


8. Are you interested in participating on a team to help develop your school's school-wide positive behavior support program?  Please submit your name and contact information below if interested:



Thank you very much for your input!

### School-Wide Positive Behavior Support (SWPBS) Key Element:
### Initial "Kick Off" for Students

**Goal for Use:** *to develop a clear plan for how the SWPBS initiative will be introduced to students.*

**Description:** The initial "Student Kick Off" is an opportunity to preview all aspects of your system of positive behavior support for students in order to get them excited about the system. This Kick Off should feel more like a "pep rally" celebrating common values reflected in your 3-5 school-wide behavior expectations and how students who meet these expectations will be recognized for doing so, rather than a lecture about what the "rules" are. During the Kick Off, it is important to begin to teach students about the 3-5 school-wide behavior expectations and what they will "look like" across all school environments. In order to do this, mini-lessons may be incorporated as part of the Kick Off.

**Questions to Consider:**

➢ When will you hold your Kick Off Assembly for students?

➢ What will the format for your Student Kick Off "look like"?

➢ How will you teach the students about all aspects of your SWPBS system (behavior expectations and teaching matrix, recognition system, problem behavior response process, etc.) during the Student Kick Off?

➢ What activities will be included in your Student Kick Off to make it fun for students (i.e., performing skits, music, games, engaging/interactive mini-lessons, etc.)?

➢ How students will be actively involved in the Student Kick Off (examples include students role playing, writing skits, older students teaching younger students, etc.)?

➢ What materials/resources will be needed on the day of your Student Kick Off (example: will you need a bus to be present to teach students the bus expectations?)?

➢ What accommodations and supports will need to be available during the Student Kick Off so that students with disabilities can fully participate?

➢ How will administrators, staff members (teachers, aides, etc.), and non-teaching staff (custodians, lunchroom monitors, bus drivers, etc.) be visible and involved in the Student Kick Off?

➢ Will you invite parents to attend your Student Kick Off?

➢ If not, how will you introduce the SWPBS initiative to parents?

➢ Will you invite members of the community and district to attend your Student Kick Off? If so, how they will be invited?

➢ Would you like to develop a video to show at your Student Kick Off? If so, who will work on your video development?

➢ What will the purpose and format of your video be (i.e., students modeling/role playing the expectations, short behavior specific commercials, etc.)?

➢ How will you involve students in making the video?

➢ Determine a plan and story board for the content and flow of the video.

### School-Wide Positive Behavior Support (SWPBS) Key Element:
### Initial "Kick Off" for Staff Members

**Goal for Use:** *to develop a plan for how the SWPBS initiative will be explained to all staff members.*

**Description:** Development teams must schedule a time to brief the full staff on the plan for SWPBS, as well as on the plan for the initial Student Kick Off. This "Staff Kick Off" is an opportunity to preview all aspects of your system of positive behavior support with staff in order to get their continued support for this initiative, since they will be the ones implementing various system elements. The role of staff in teaching students about the 3-5 school-wide behavior expectations will also need to be clearly outlined during the Staff Kick Off.

**Questions to Consider:**

➢ When will you introduce your plan for SWPBS to staff?

➢ What will the format for this Staff "Kick Off" look like (i.e., staff meeting, luncheon, picnic, etc.)?

➢ Who will be leading the Staff Kick Off session? Who else will be involved? Outline the roles and responsibilities of all presenters.

➢ How will you explain to the staff during the Staff Kick Off the larger goal of why they are implementing school-wide PBS?

➢ How will you teach the staff about all aspects of your SWPBS system (behavior expectations and teaching matrix, recognition system, problem behavior response process, etc.) during the Staff Kick Off?

➢ What materials/resources will be needed on the day of your Staff Kick Off? Examples include:
  o SWPBS fact sheet;
  o Handouts of the behavior expectation teaching matrix;
  o Behavior expectation mini-lessons;
  o An outline of the plan for student recognition (including a description of procedures for recognizing students, copies of recognition system tickets/coupons, etc.);
  o Descriptions of staff members' roles and responsibilities during the Student Kick Off;
  o An outline of the procedures for responding to rule violations (i.e., problem behavior response process, discipline flow chart, etc.).

➢ Who will be responsible for assembling the staff introductory packet?

➢ Will your system include a "recognition system" for rewarding *staff members* to encourage their consistent implementation of the SWPBS system with students and to foster positive staff morale? If yes, please describe.

➢ Who will be involved in sharing information about the system for SWPBS with parents?

➢ Who will assemble the parent introductory packet? This packet should include:
  o An introductory letter from the principal;
  o Explanation your school's system of SWPBS;
  o Information about the student recognition system;
  o Information about how rule violations by students will be processed;
  o Who to contact if parents have questions.

### *School-Wide Positive Behavior Support (SWPBS) Key Element:*
### *School-Wide Behavioral Expectations*

**Goal for Use:** *determine 3-5 school-wide behavioral expectations that can apply to all school environments/ settings and that are agreed upon by the majority of staff.*

**Description:** School-wide expectations are a small set of positively stated behaviors to be endorsed and demonstrated by the entire schools community (often referred to as the school's "code of honor"). They are behaviors expected of all students and all adults (staff, administration, parents, and visitors, too) in all settings. Using a consistent set of expectations on a school-wide level provides staff with a common language when reinforcing and correcting student behavior and promotes a culture of consistency and fairness. This process can also facilitate behaviorally specific communication and problem-solving among all stakeholders including staff, administration, students and parents.

**Questions to Consider:**

➢ How will you gather staff input in determining behavior expectations?

➢ Will you get student input into the behavior expectations?

➢ Will you seek parent input into the behavior expectations?

➢ Are your school-wide behavior expectations positively stated and few in number (usually 3-5 expectations consisting of 1-3 words)?

➢ Are your school-wide behavior expectations mutually exclusive (no duplications and with minimal overlap)?

➢ Are your school-wide behavior expectations comprehensive in scope (can be applied to all settings and environments in the school) and linked to the social culture of school?

➢ Are your school-wide behavior expectations incompatible with the most commonly occurring problem behaviors in your school?

➢ How will you introduce the behavior expectations to staff? To students? To parents/families?

➢ How will you secure 80% or better buy-in from stakeholders (staff, students, families) regarding the proposed behavior expectations?

➢ Have you developed a way to show what behavior expectations "look like" in each school environment (i.e., by specifying rules for each expectation and visually displaying this information in a "behavior expectation matrix" format or other)?

➢ Who will print copies of your behavior expectation matrix and disseminate to all staff?

➢ How will you introduce the school-wide behavior expectations to students? To parents?

➢ How will you visually display your expectations throughout the school?

# Key Elements of Positive Behavior Support: School-Wide Behavior Expectations

## *The Importance of School-Wide Expectations*
School-wide expectations are a small set of positively stated behaviors to be endorsed and demonstrated by the entire schools community (often referred to as the school's "code of honor"). Using a consistent set of expectations on a school-wide level provides staff with a common language when reinforcing and correcting student behavior and promotes a culture of consistency and fairness. This process can also facilitate behaviorally specific communication and problem-solving among all stakeholders including staff, administration, students and parents.

## *Determining School-Wide Behavioral Expectations: Necessary Criteria*
School-wide behavior expectations are behaviors expected of *all* students and *all* adults (staff, administration, parents, and visitors, too) in *all* settings that are:
✓ Few in number (usually 3-5 expectations consisting of 1-3 words)
✓ Positively stated (describe desired behaviors, instead of what *not* to do)
✓ Mutually exclusive (no duplications and with minimal overlap)
✓ Comprehensive in scope (can be applied to all settings and environments in the school)
✓ Contextually/culturally appropriate and linked to the social culture of school
✓ Aligned with the school's mission statement and supportive of academic achievement
✓ Agreed on by at least 80% of staff

## *Defining School-Wide Behavioral Expectations*
It does not suffice to simply tell students to "be good".  After the 3-5 global expectations have been established, they must be operationally defined for students and directly taught to them.  Part of teaching the expectations to students involves clarifying what the 3-5 positively-stated behavioral expectations "look like" in each different school environment by specifying rules for each environment. The difference between *behavior expectations* and *rules* includes the following:

| Expectations | Rules |
|---|---|
| ➢ Are broadly stated, | ➢ Describe specific behaviors, |
| ➢ Apply to all people in all settings (school-wide), | ➢ May apply to a limited number of settings, |
| ➢ Describe general ways people should behave. | ➢ Clarify expected behaviors for specific settings. |
| ➢ Example: *Be Safe* | ➢ Example: *Keep 4 legs of chair on the floor* |

Additional resources for establishing behavior expectations, including teaching matrices, sample lessons, and templates, can be found at the following websites:
http://pbiscompendium.ssd.k12.mo.us/schoolwide.htm
http://www.pbismaryland.org/schoolexamples.htm
http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp

## *Using Staff Survey Results: Frequently Occurring Answers*
School-wide behavior expectations must be agreed on by at least 80% of staff members, so gathering staff input is an important part of determining expectations.  Staff input can be given in a variety of ways (surveys, focus group discussions, etc.).  The most frequently-given staff responses regarding behavioral expectations must be reflected in the final product.

## *Using Staff Survey Results: Problem Behaviors*
School-wide behavior expectations should be incompatible with the problem behaviors.  This means if a student is meeting the expectations, then he cannot be engaging in the problem behaviors (because the two things are incompatible).  Make a list of commonly-occurring problem behaviors, then use this as a basis for identifying replacements for each problem behavior (i.e., what we want them to do instead of the problem behaviors listed).  These replacements should also be reflects in the final product of school-wide behavior expectations.

## *Defining School-Wide Expectations Across School Environments*

After 3-5 school-wide behavioral expectations have been selected, they must be operationally defined for students and directly taught to them.  Part of teaching the expectations to students involves clarifying what the 3-5 positively-stated behavioral expectations "look like" in each different school environment by specifying rules for each environment.  You can show how your 3-5 positively-stated, school-wide behavioral expectations look in each different school environment by specifying *rules* for each environment.

The difference between *behavior expectations* and *rules* includes the following:

| School-Wide Expectations | Rules/Definitions for Each Area |
|---|---|
| ➢ are broadly stated,<br>➢ apply to all people in all settings (i.e., are school-wide),<br>➢ describe the general ways people should behave.<br>➢ Example: *Be Considerate* | ➢ describe specific behaviors,<br>➢ may apply to a limited number of settings,<br>➢ clarify expected behaviors for specific routines, settings or school areas.<br>➢ Example: *Keep 4 legs of chair on the floor* |

## Tips for Defining Behavioral Expectations with Rules
➢ Keep rules for each behavior expectation as short and simple as possible (i.e., "Clean your area" is better than "Clean up after yourself when finished eating").
➢ Say what you mean when selecting rules.  For example, "Walk at all times" does not necessarily mean the same thing as "Keep moving in the halls" – the former means to walk instead of run, the later means keep moving instead of stopping to talk with friends in front of a locker.
➢ Try to use rules that are positively-stated and tell the student what to do as opposed to what not to do (i.e., "Walk at all times" instead of "No running") and
➢ Use action oriented words (i.e., "Ask before taking" instead of "Respect others property").
➢ Define expectations in terms of what they actually look and sound like (i.e., what should you see or hear the student doing/saying).
➢ Try to keep definitions/rules to no more than five phrases for each school-wide expectation (i.e., for *Be Responsible* in the cafeteria—1. Have your ID ready; 2. Clean up your area; 3. Finish eating in a timely manner.).
➢ Whenever possible try to have the same definition used across locations.  For example, "keep hands, feet, and objects to yourself" is an example of the school-wide expectation of "Be Safe" that could be applicable across all  school settings while "take steps one at a time" is also a "Be Safe" example or rule, but  it only applies to the hallways where there are steps.

## Developing the School-Wide Expectation Teaching Matrix
Several rules should be determined for each of the school-wide behavior expectations in 6-8 popular (i.e. classroom, hallway) and/or problematic (i.e. playground, cafeteria) locations/activities.  These expectations and related rules can be visually displayed in a Behavior Expectation Teaching Matrix.  When developing your behavior expectation matrix (i.e., expectations and rules for each school environment), you may wish to use activities (such as dismissal, lunchtime, etc) and/or locations (such as hallways, cafeteria, etc).

**Directions for Use:** Use the above explanation and the examples provided to develop a *behavior expectation teaching matrix* to explain your school's 3-5 behavior expectations.  Creating this matrix will involve targeting no more than 8 school locations/activities and identifying several rules for each of the 3-5 behavior expectations in all of the locations/activities you have selected.  If time permits, teams should also discuss how they plan to share this matrix with students and families.

# SCHOOL-WIDE BEHAVIOR EXPECTATION MATRIX EXAMPLE (ELEMENTARY SCHOOL)

| | Hallway | Cafeteria | Bathroom | Recess | Arrival/ Dismissal |
|---|---|---|---|---|---|
| **Respectful** | ➢ Quiet<br>➢ Respect student work hanging | ➢ Hands, feet, other objects to yourself<br>➢ Use an inside voice<br>➢ Listen to the adult on the microphone<br>➢ Use good manners | ➢ Use quiet voices<br>➢ Respect privacy and wait your turn<br>➢ If you make a mess, ask for help to clean up | ➢ Use kind words<br>➢ Play together<br>➢ Share and take turns<br>➢ Be away of others' space | ➢ Hands to self, at your sides<br>➢ Be on time<br>➢ No pushing, running, or horseplay<br>➢ Car riders—stand and watch for your ride |
| **Responsible** | ➢ Walk and stay to the right<br>➢ Go directly to your destination<br>➢ Use the correct in door/out door | ➢ Walk wherever you go<br>➢ Raise your hand<br>➢ Eat your own food<br>➢ Use your own money<br>➢ Clean up your area<br>➢ Stack trays neatly | ➢ Wash and dry your hands<br>➢ Throw garbage in the garbage can<br>➢ Keep area clean<br>➢ Report problems to the teacher<br>➢ Remember to flush toilet and/or urinal | ➢ Return equipment<br>➢ Follow directions and rules<br>➢ Take care of your belongings<br>➢ Stay in designated areas<br>➢ Use equipment as intended--down slide only; 3-6 kids on a ball; monkey bars for hanging only | ➢ Use inside voices<br>➢ Walk directly to your dismissal area when called<br>➢ Upon arrival, go directly to cafeteria or homeroom<br>➢ Stay and walk on the walker path |
| **Ready** | ➢ Hands at your sides<br>➢ Eyes facing forward<br>➢ Listen to directions | ➢ Line up quietly<br>➢ Stay seated while you eat<br>➢ Know your code and have your money ready<br>➢ Make sure there is money in your account | ➢ Get back to class quickly<br>➢ Keep passes on desk<br>➢ Choose an appropriate time to go | ➢ Line up when told<br>➢ Complete classroom work to participate<br>➢ Use appropriate behavior to participate | ➢ Coats on, book bags closed<br>➢ Single-file line and stay in your place (no cutting)<br>➢ Sit with your assigned group and wait to be dismissed<br>➢ Move aside if you don't see your ride |

***School-Wide Positive Behavior Support (SWPBS) Key Element:***
***System for Teaching Behavior Expectations to All Students***

**Goal for Use:** to *develop a school-wide system for initial and ongoing teaching of each of the school-wide behavior expectations to all students.*

**Description:** When implementing a universal or school-wide approach to behavior, important steps in establishing and actively teaching the school-wide behavior expectations to all students include:
1. Development of the behavior expectation teaching matrix that explains what behavior expectations "look like" in various school environments or settings;
2. Creation of initial teaching lessons for each behavior expectation in each school setting and schedule for when to teach behavior expectations to students;
3. Positive reinforcement of students who meet behavior expectations by all staff members and supervising adults;
4. Ongoing use of pre-correction to proactively remind students of behavior expectations by all staff members and supervising adults; and
5. Active monitoring and supervision of students by all staff members and supervising adults, especially in non-classroom settings (i.e., cafeteria, recess, etc.).

**Questions to Consider:**
➢ Who will print copies of your Behavior Expectation Matrix and disseminate to all staff?

➢ How will you introduce the school-wide behavior expectations to students?  To parents?

➢ How will you visually display your expectations throughout the school?  For Behavior Expectation Posters, who will create posters and where will you place posters in the school?

➢ Did you create mini-lessons for each of the school-wide behavior expectations to be taught to students at each grade level?

➢ Did you include all the non-classroom areas (playground, cafeteria, hallways, etc) when developing behavior expectation teaching lessons?

➢ Who will be responsible for teaching initial mini-lessons?

➢ How will you share these mini-lessons with staff/those responsible for teaching them?

➢ Will you have a behavior expectation mini-lesson "data base" where staff can access lesson ideas and submit their own ideas?

➢ Did you create a schedule for when/how to teach expectations/implement the mini-lessons?

➢ What other activities will be included in your student kick-off (the initial introduction of expectations and school-wide plan for PBS) to engage students and foster school spirit (i.e., station rotations, assemblies, contests, videos, behavior expectation "pep rally", grade level trainings, etc.)?

➢ What will you do to provide "booster sessions" after the initial introduction of the school-wide behavior expectations (i.e., "Tuesday tune-ups", monthly reviews and/or other booster lesson schedules)?

***Teaching School-Wide Behavior Expectations***

School-wide and classroom expectations are basic foundations of a positive behavior system. Students want to know what teachers expect of them and this needs to be taught directly. When implementing a universal or school-wide approach to behavior, specific procedures for teaching behavior expectations to students must be outlined.  A five-step process for teaching expectations will include the following steps:
1. Develop the expectations.
2. Teach the expectations.
3. Practice the expectations.
4. Monitor the expectations and provide frequent feedback.
5. Re-teach and review as needed.

## 1.  Developing the Expectations

School-wide expectations provide the foundation for all Positive School-Wide Behavior Systems. These school-wide expectations are applied in all areas of the school – classroom and non-classroom settings, and at all times – before, after and during the school day. Ideally, staff, students, parents and community members should be involved in developing these expectations.

School-wide expectations are:
- 3-5 positively stated expectations
- Clear, concise and broad
- Posted in all areas of the building
- Used by all staff members and visitors

## 2.  Actively Teaching the Expectations

All staff are asked to reinforce the school-wide expectations by actively teaching these school-wide behavior expectations to students.  In order to accomplish this, staff should have a clear understanding of the expectations and should be able to explain how they apply to various areas of the school building, school activities and classroom routines. To help staff with consistency in applying school-wide expectations to those areas and activities, a behavior expectation ***teaching matrix*** (*see matrix example that follows*) is developed to explain what each behavior expectation "looks like" in various school environments or settings.  After this expectation matrix is created, the information from the matrix can be taught to students through initial "***mini-lessons***" (*see mini-lesson examples that follow)* regarding each behavior expectation in each school setting.  Behavior expectation mini-lessons are developed in order to assure that students are actually taught what the expectations look like in various settings throughout the school.

Since many students have difficulty generalizing information from setting to setting, a cursory review of how to behave on the bus delivered to student while sitting in the classroom may be less than effective.  Therefore, expectations should be specifically taught to students while in the actual environment being discussed (i.e., teach about cafeteria behavior while sitting in the cafeteria, not the classroom).  During the first several weeks of school, students should be practicing what each expectation looks like and sounds like in every context (e.g., classroom, cafeteria).  In order to accomplish this efficiently, it is also important to create a schedule for when to teach which behavior expectation to students, especially when doing so in non-classroom areas (cafeteria, playground, bus, etc.).

## 3.  Practicing the Expectations

Students need practice and role-playing of the expectations once what they "look like" and "sound like" have been defined. The expectations should be practiced extensively at the beginning of the school year.  When practicing, it is helpful to:
- Remind students what the expectations are for each activity.

- ➢ Review what the expectations should look like and sound like.
- ➢ Model the expectation for the students.
- ➢ Allow one student to model/practice the expectation for the other students. Reinforce with specific positive feedback.
- ➢ Allow two more students to do the same. Reinforce.
- ➢ Allow a small group to do the same. Reinforce.
- ➢ Allow the rest of the group to do the same. Reinforce.

Try to repeat this process in every context and at the beginning of classes, in the hallways, in the auditorium, in specialty classes, and whenever change has taken place. Modeling and practicing the skill in a real-life setting is important for staff and students.

## 4. Monitoring the Expectations and Providing Student Feedback

The *ongoing* teaching of school-wide behavior expectations to all students will also include *active monitoring and supervision* of students by all staff members and supervising adults, especially in non-classroom settings (i.e., cafeteria, recess, etc.). Part of active monitoring means that students will be receiving *positive feedback* when they meet behavior expectations—this positive feedback should be provided to students by all staff members and supervising adults. To let students know they are meeting school expectations, monitor and give *specific* feedback, all staff members and supervising adults can:

- ➢ Use *pre-correction* to proactively remind students of behavior expectations *prior* to encountering a target situation.
- ➢ *Circulate* through the classroom or area, while giving large group and individual positive feedback when you see expectations being met.
- ➢ *Scan* the room at all times, reinforcing when students are meeting the expectations and redirecting when students are not.
- ➢ Be *specific* in both praise and redirection about what you are seeing and hearing.
- ➢ Remind students gently and respectfully when they are not meeting expectations and redirect by stating the expectation. Be specific about what the expectation should look and sound like.

Staff and supervising adults should be monitoring expectations everyday, all day and giving positive feedback frequently. While students are learning and practicing the expectations, it is important to keep the ratio of positive feedback to negative feedback at least *4:1*, so that students are hearing more often when they are meeting the expectations. When corrective feedback needs to be given, it should always be given calmly, immediately and consistently.

## 5. Re-teaching and Reviewing the Expectations

At a bare minimum, expectations should be taught at the beginning of the year, to each and every student. They should be re-taught two or three weeks before each break (winter and spring) and reviewed the week after each break. As new students enter, teachers and students should teach them expectations. This provides new opportunities for review in the classroom.

- ➢ Post expectations in each classroom and refer to them when redirecting students.
- ➢ Keep looks like/sounds like posters up in classroom and review them when students appear to forget the expectations.
- ➢ Keep review and re-teaching quick and concise, but serious.
- ➢ Use review and re-teaching as an opportunity to learn, not as punishment.
- ➢ Be consistent, calm, and affirm positive behavior.

## ELEMENTARY SCHOOL BEHAVIOR EXPECTATION MATRIX EXAMPLE:
### "S.T.A.R. STUDENTS"

| ⭐ | S<br>BE SAFE | T<br>BE A TEAM PLAYER | A<br>ACT RESPONSIBLY | R<br>BE RESPECTFUL |
|---|---|---|---|---|
| **Classroom** | • Keep hands, feet, and objects to myself<br>• Use materials (e.g. pencils, scissors, etc.) appropriately | • Become an active participant (i.e. listen, communicate, cooperate) | • Follow adult directions<br>• Do expected work<br>• Take care of materials | • Wait turn to speak<br>• Treat others as I want to be treated<br>• Treat the belongings of others respectfully |
| **Lunch** | • Keep hands, feet, and objects (i.e. lanyards) to myself<br>• **WALK** at all times<br>• Eat only my food<br>• Sit at table with feet on floor | • Let an adult know when I have a spill<br>• Line up quietly and wait for an adult to give me instructions<br>• Offer help to others | • Follow adult directions<br>• Clean up my entire area (floor/table) and put trash in proper recycle or trash can<br>• Clean tray and return to its place | • Be nice and use kind words<br>• Be courteous (say please and thank you)<br>• Stay in my seat and raise my hand<br>• Use my inside voice |
| **Bathroom** | • Keep hands, feet and objects to myself<br>• Wash my hands<br>• Use bathroom structures appropriately | • Only spend the time I need in the bathroom<br>• Limit trips to only when necessary | • Make sure all trash is in the trash can<br>• Use paper produces appropriately | • Flush<br>• Respect personal space and privacy of others<br>• Limit conversations |
| **Recess** | • Keep hands and feet to myself<br>• Use equipment appropriately<br>• Stay in assigned areas<br>• Freeze when the whistle blows | • Take turns and share<br>• Play by the rules<br>• Use good sportsmanship<br>• Line up quietly and wait for an adult to give instructions | • Follow adult directions<br>• Return equipment to correct areas | • Be nice and use kind words<br>• Listen at all times when an adult speaks |
| **Hallway** | • Keep hands, feet and objects to myself<br>• **WALK on** the right side of the hallway | • Be courteous to classrooms who are learning (no talking)<br>• **WALK** in a straight line facing forward | • Follow adult directions<br>• **WALK** promptly, calmly and directly to/from your destination | • Keep my personal space<br>• Look at (but not touch) hallway displays |
| **Bus** | • Sit facing forward with hands, feet, objects kept to myself inside bus<br>• Wear my seat belt at all times when the bus is moving<br>• Keep aisles clear of backpacks, feet, etc. | • Work together to help each other follow all bus rules | • Go directly to my assigned seated<br>• Stay in assigned seat during bus ride<br>• Keep electronics and food stored and out of sight<br>• Follow adult directions | • Be nice and use kind words<br>• Be courteous to the bus driver (say please, thank you)<br>• Use a low, calm voice |

**MIDDLE SCHOOL BEHAVIOR EXPECTATION MATRIX EXAMPLE: "P.A.W.S."**

| | <u>P</u>ositive Attitude | <u>A</u>ct Responsibly | <u>W</u>ork and Play Safe | <u>S</u>how Respect |
|---|---|---|---|---|
| **Classroom** | ➢ Friendly greeting<br>➢ Speak kindly<br>➢ Think before speaking or acting | ➢ Bring your materials to class each day<br>➢ Write down your homework<br>➢ Bring your homework every day | ➢ Sit with your chair on all 4 legs<br>➢ Walk<br>➢ Keep hands and feet to yourself | ➢ Use appropriate language<br>➢ Be on time<br>➢ Talk when it is your turn to talk<br>➢ Ask if it is "OK" to borrow an item |
| **Hallway** | ➢ Friendly greeting<br>➢ Speak kindly<br>➢ Think before speaking or acting<br>➢ Help others | ➢ Have pass and agenda<br>➢ Walk quickly, quietly and calmly<br>➢ Keep locker combination secret<br>➢ Keep it clean | ➢ Walk and stay to the right<br>➢ Keep hands, feet and objects to yourself<br>➢ One stair at a time | ➢ Respect school property<br>➢ Be polite<br>➢ Speak quietly<br>➢ Use appropriate language |
| **Cafeteria** | ➢ Use appropriate language<br>➢ Use your manners<br>➢ Use quiet voices<br>➢ Keep a clean environment | ➢ Wait patiently<br>➢ Clean up after yourself<br>➢ Report problems to adults | ➢ Keep hands and feet to yourself<br>➢ Stay seated<br>➢ Food stays in Cafeteria<br>➢ Wait your turn in line | ➢ Be polite and use good manners<br>➢ Use appropriate voice level and language<br>➢ Follow adult directions |
| **Bus** | ➢ Greet bus drivers cheerfully<br>➢ Share seats<br>➢ Quiet voices and pleasant conversation<br>➢ Think safety first | ➢ Walk to assigned bus<br>➢ Board assigned bus<br>➢ Enter and exit in single file<br>➢ Stay seated<br>➢ Get on and off at correct bus stop | ➢ Follow safety instructions<br>➢ Use crosswalks<br>➢ Keep the aisles clear<br>➢ Quiet voices<br>➢ Stay on sidewalks | ➢ Be polite to others<br>➢ Use appropriate language<br>➢ Keep hands and feet to yourself<br>➢ Keep the bus clean |

# HIGH SCHOOL BEHAVIOR EXPECTATION MATRIX EXAMPLE:

| R.A.H. Expectations | Classroom | Hallway/ Commons | Cafeteria | Bathroom |
|---|---|---|---|---|
| **Respect** | Be on time; attend regularly; follow class rules | Use appropriate lang., monitor noise level, allow others to pass | Put trash in cans, push in your chair, be courteous to all staff and students | Keep area clean, put trash in cans, be mindful of others' personal space, flush |
| **Achievement** | Do your best on assignments and tests, take notes, ask questions | Keep track of your belongings, monitor time to get to class | Check space before you leave, keep track of belongings | Set good example for others, leave room better than you found it |
| **Honor** | Do your own work; tell the truth | Be considerate of yours and others' personal space | Wait in line, maintain personal boundaries | Report any graffiti or vandalism |

# *General Lesson Format for Teaching School Rules and Behavioral Expectations*

*When introducing rules and expectations, follow three basic steps:*

| Step 1: Introduce the rule |
| --- |
| ➢ Briefly outline what you will be focusing on during the lesson, what activities you will be engaging in, and your expectations for the lesson. <br><br> ➢ Check for understanding by asking students to tell you what they will be working on and doing during the lesson. <br><br> ➢ State the rule and the rule definition. |

| Step 2: Demonstrate the rule |
| --- |
| ➢ Model at least two positive and two negative examples of the rule. <br><br> ➢ Use another adult or a student to demonstrate these examples. <br><br> ➢ Give students observation tasks such as: <br> o List all the things that I did that "were safe." <br> o List all the things that I did that "were not safe." <br><br> ➢ For role-plays, choose 1-3 students to participate.  Require one student to demonstrate the skill in response to an example. <br><br> ➢ Coach students on key expectation (skills) as needed. <br><br> ➢ Refer to the rule and rule definition when giving feedback. |

| Step 3: Provide Monitoring and Feedback |
| --- |
| ➢ Discuss the role-play, focusing on the targeted skill for the lesson. <br><br> ➢ Use key words when discussing the role play ("That's right, she walked facing forward, that was safe."). <br><br> ➢ Provide specific feedback to students during the discussion. <br><br> ➢ Use real situations throughout the day as examples for discussion. |

*Several example lessons follow.  For additional lessons, refer to the electronic resource folders available to all district staff through the NJCIE.org website.*

# EXAMPLE: BEHAVIOR EXPECTATION MINI LESSON (Elementary)
**S--**Safe   **T--**Team Players   **A--**Act Responsibly   **R--**Respectful

**AREA OF FOCUS:**  Classroom *(for YOUNGER elementary students)*
**SCHOOL-WIDE EXPECTATION:**  *Respectful*

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## EXPECTATION(S) WITH SPECIFIC EXAMPLES: *What will students be expected to do?*
- Respect in the classroom means (from expectation matrix):
  - ➢ Raise your hand to be recognized
  - ➢ Listen when others are speaking
  - ➢ Use polite, quiet voices and appropriate language
  - ➢ Accept consequences calmly

---

## TEACHING IDEAS: *How will you teach the expectation(s) and specific examples for this area?*
- Begin with an initial discussion about Respect and have students brainstorm a list of ways to show respect in the classroom.
- Have students take a "respect field trip" to practice exhibiting respectful in different school settings (i.e. cafeteria, hallway, office, etc.).  Have students volunteer to act out various examples of respectful behavior that were brainstormed during the class discussion.
- Students make posters of people showing respect by sharing materials (paint, crayon, collage, markers, etc.)
- Have students play simple board games (while emphasizing and providing them with feedback about playing respectfully).
- Make a list of respectful words used in the classroom and other settings in the school.  Add words to the classroom word wall.

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## STUDENT ACTIVITIES/ROLE-PLAYS: *How will students practice the expectations/examples?*
- Have students model examples of being respectful (examples: Ben and Sam take turns using the keyboard and mouse during a class computer activity, and they do so without arguing; Tammy waits patiently until it is her turn to type on the computer).
- Have *adults only* model non-examples of being respectful (example: Tim calls out all the answers even though someone else was called on to share the answer).

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## FOLLOW UP/REINFORCEMENT ACTIVITIES:
- Read aloud a version of the fairy tale *Stone Soup.* Discuss how the characters showed respect for each other by sharing what little they had in order to make soup for all. Have a "Stone Soup Day" in your classroom.
- Have students brainstorm ways to show respect toward others and write on slips of paper. Have students draw slips, then illustrate. Mount the pictures together to form a Respect Quilt.
- Make a list of respectful words used in the classroom and other settings in the school.  Add words to the classroom word wall.
- Give students 10 cards with their name on them. Ask students to give their classmates a card each time the classmate uses respectful words. At the end of the day, count how many cards each student has. Discuss the respectful words the students used to receive the cards. Also praise the students who have few cards for their efforts to catch others using respectful words.
- Have students write a letter to an imaginary bully, telling this person what he is doing that they don't like, why they don't like it, and how they want this person to behave instead.

# EXAMPLE: BEHAVIOR EXPECTATION MINI LESSON (Elementary)
**S--**Safe   **T--**Team Players   **A--**Act Responsibly   **R--**Respectful

**AREA OF FOCUS:**  Classroom *(for YOUNGER elementary students)*
**SCHOOL-WIDE EXPECTATION:**  *Act Responsibly*

---

### EXPECTATION(S) WITH SPECIFIC EXAMPLES: *What will students be expected to do?*
- Responsible in the classroom means (from expectation matrix):
  - ➢ Clean up after yourself
  - ➢ Listen and follow directions the first time given
  - ➢ Use time effectively
  - ➢ Complete and hand in assignments

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### TEACHING IDEAS: *How will you teach the expectation(s) and specific examples for this area?*
- Introduce the concept by reading a book that discusses responsibility, then have students brainstorm a list of ways to show responsibility in the classroom.
- Develop a "T" chart to list what responsibility looks like, sounds like, feels like in the classroom.
- Play "Simon Says" to practice being responsible by listening to directions and following the leader.
- Ask students to describe what it looks like when someone is listening. Discuss ways students can show good listening bodies, then have them create posters displaying good listening bodies.
- Solicit student responses regarding what they can do to be responsible if they don't understand what someone is saying/don't understand the directions given.

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### STUDENT ACTIVITIES/ROLE-PLAYS: *How will students practice the expectations/examples?*
- Have students model examples of being responsible:
  - ➢ The teacher asks all students to put their books away and get out a piece of paper and Jamal quietly put his book in his desk and got a piece of paper out of his notebook (even though he really wanted to finish the chapter he was reading).
  - ➢ Nate looked at the teacher and listened carefully as she gave directions. He raised his hand to ask one question to make sure he understood what to do and then said, "I can do that!" and went off to do the assigned work. He finished work early and got a few minutes to read a book.
  - ➢ Use loud music to represent a disruptive class, and have students role-play making the responsible choice to continue working (despite the noise).
- Have *adults only* model non-examples of being responsible (i.e., behaviors students display when not attending such as head down on desk, talking to peers, drawing, playing with objects).

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### FOLLOW UP/REINFORCEMENT ACTIVITIES:
- Read/discuss a book about using a specific example of responsible classroom behavior, such as listening to directions.  For example, "Listen, Buddy" (by Helen Lester), is a story about little bunny that is capable of hearing correctly but rarely does. Use the consequences of this character's inability to listen carefully to inspire discussion with students and have students brainstorm how little bunny can improve his listening skills.
- Group students in pairs and have them conduct mock interviews asking several general questions such as favorite food, color, music, etc.  The students may not take notes on paper, they must report on the student they interviewed by paying attention and using active listening skills.  The students must then introduce their classmate to the class.

## School-Wide Positive Behavior Support (SWPBS)
## *EXAMPLE: BEHAVIOR EXPECTATION MINI LESSON (For Older Students)*

**AREA OF FOCUS:** Cafeteria
**SCHOOL-WIDE EXPECTATION:** Be Respectful

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**EXPECTATION(S) WITH SPECIFIC EXAMPLES:** *What will students be expected to do?*
- Respectful in the Cafeteria means (from expectation matrix):
  - ➢ Use appropriate words and inside voices
  - ➢ Keep body and objects to self
  - ➢ Keep table and floors clean
  - ➢ Follow directions

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**TEACHING IDEAS:** *How will you teach the expectation(s) and specific examples for this area?*
- Discuss your behavior expectation matrix sections related to the Cafeteria.
- Have students brainstorm a list of respectful lunchroom manners and discuss why using proper table manners are an example of showing respect in the cafeteria.
- Solicit student input into making a chart of "Cafeteria Do's and Don'ts" containing their specific examples of what they should and should not do.
- Talk about ways that adults use line assembly for respectful orderly processes (i.e. assembly lines, deli, Disney World).
- Have student role play and discuss examples (see below).

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**STUDENT ACTIVITIES/ROLE-PLAYS:** *How will students practice the expectations/examples?*
- Have students role play examples in these situations:
  - ➢ The seat next to Kim's best friend is taken, so she demonstrates manners and looks for another seat (rather than trying to sit where there is no room for her).
  - ➢ Tim sees his friend from another class and wants the friend to see him. Tim starts to shout "Hello", but then remembers the rule about using a quiet voice, so he smiles and waves instead.
  - ➢ Sally finishes lunch early, so she cleans up her area and talks quietly to peers near her. She remembers to wait until an adult tells her to take up her tray.
- Have *adults* model non-examples of being respectful in the cafeteria:
  - ➢ Sam is talking to his friends at the table while he still has peanut butter and jelly lodged in the back of his throat.
  - ➢ Three boys were talking about a movie that they had seen over the weekend very loudly.
  - ➢ Two students were waiting in line to get their lunch. One of the students wanted to get the other's attention and began to do so by playfully pushing into him.

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**FOLLOW UP/REINFORCEMENT ACTIVITIES:**
- Have students make posters showing ways to demonstrate respect in the cafeteria in order to make the cafeteria a pleasant place to eat lunch.
- Have students anonymously evaluate their own performance in the cafeteria, then identify what expectations are not being met by the students as a group and brainstorm strategies to improve the group's cafeteria behavior in the areas identified.
- Ask students to identify problem areas in the cafeteria and brainstorm strategies for better cafeteria behaviors. Then have students vote on their top 5 ideas to submit to the principal.

## School-Wide Positive Behavior Support (SWPBS)
## EXAMPLE: BEHAVIOR EXPECTATION MINI LESSON (For Older Students)

**AREA OF FOCUS:** Classroom
**SCHOOL-WIDE EXPECTATION:** Respect

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**EXPECTATION(S) WITH SPECIFIC EXAMPLES:** *What will students be expected to do?*
- Respect in the classroom means (from expectation matrix):
  - ➢ Raise your hand to be recognized
  - ➢ Listen when others are speaking
  - ➢ Use polite, quiet voices and appropriate language
  - ➢ Accept consequences calmly

---

**TEACHING IDEAS:** *How will you teach the expectation(s) and specific examples for this area?*
- Begin with an initial discussion about Respect. Possible discussion questions:
  - ➢ What do you like most about the way people treat each other here at school? Does it have anything to do with respect?
  - ➢ Is there anything you dislike about the way people treat each other here at school?
  - ➢ What is a bully? Is bullying an act of disrespect? In what way? Are there bullies here at school? Can someone be a bully without meaning to be? How?
  - ➢ How can treating people with respect prevent fights?
  - ➢ How does treating people with respect affect your friendships?
- Have students take a "Respect Quiz" including questions about what respect looks like in different areas and examples/non-examples of respectful behaviors.
- Have students brainstorm a list of do's and don'ts for treating people with respect, including specific examples of each behavior they identify. Hang the list up on the wall as a reminder.

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**STUDENT ACTIVITIES/ROLE-PLAYS:** *How will students practice the expectations/examples?*
- Have students model examples of being respectful (example: Ben knows the answer but has already been called on several times. He wants to shout out the answer to the question, but instead he shows respect by allowing others to participate in the discussion).
- Have *adults only* model non-examples of being respectful (example: Tim calls out all the answers even though someone else was called on to share the answer).

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**FOLLOW UP/REINFORCEMENT ACTIVITIES:**
- Have students bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully and who is acting disrespectfully in the situations.
- Have students write poems, songs, or raps to describe respectful behavior.
- Have students complete a "Dinner Dilemma" worksheet at home with parent/sibling/guardian (to give families a way to will talk about the character quality of respect); example Dinner Dilemma-- Sam's aunt is always mean and rude to him. He wants to talk back, but his parents say he needs to show respect. On one hand Sam does not believe he should show respect to someone who is not nice to him. On the other hand Sam is told to show respect to family members. What advice do you have for Sam?
- Have students write a journal entry about an experience they had with bullying. Have them identify if they were the bully, the victim, or just watching and write about how the experience made them feel.

### *School-Wide Positive Behavior Support (SWPBS) Key Element:*
### *System for Recognizing Student Use of Desired Behavior*

**Goal for Use:** *to develop a school-wide system for recognizing and reinforcing when students are meeting school-wide behavior expectations and being successful.*

**Description:** A key component of a school-wide Positive Behavior Support (PBS) plan is based upon the philosophy of recognizing the positive contributions of students. Students who take responsibility to behave appropriately (in accordance with the school-wide behavioral expectations) will be recognized and encouraged in a variety of ways. Positive reinforcement of students who meet the established school-wide behavior expectations is an important part of not only teaching the expectations to students but also encouraging students to behave in accordance with these expectations.

Acknowledging students who meet behavior expectations by verbally praising them is a powerful positive reinforcer. All staff are encouraged to provide specific positive feedback to students more often than corrective feedback as part of a school-wide system of recognition (4:1 ratio). A system of rewards/incentives (including long term celebrations of success) can also be part of the recognition system. When tied with an explicit and direct method of teaching expected behaviors, a recognition system can provide a great deal of value to school-wide systems of behavior support.

**Questions to Consider:**

➢ How will you remind all staff to use the 4 to 1 ratio (at least four positives for every one negative) when recognizing student behavior?

➢ Will you use school-wide incentives or celebrations? Class-wide incentives? Grade level incentives? Individual student incentives?

➢ How will you share this information with students?

➢ How will you share this information with parents/families?

➢ How will you visually display students' progress toward earning incentives?

➢ Will you also use tokens to recognize student behavior and track progress toward celebrations? If so, what will tokens look like?

➢ Will you print tokens in triplicate?

➢ What will the tokens be used for?

➢ Will tokens be worth points, drawings, etc?

➢ How will students turn tokens in?

➢ Will you have special tokens for substitutes that are worth more (gives them power)?

➢ Did you use student and staff input to develop a menu of reward choices?

➢ Will adults get rewards for giving out tokens? If so, what rewards will you give adults?

➢ How will you secure 80% or better buy-in from stakeholders on what you've decided for the student incentive system?

### *School-Wide Recognition System: Possible Staff Roles and Responsibilities*

| Tasks/Jobs | Persons Responsible | Deadlines |
|---|---|---|
| *Introductory Presentation of Recognition System to Students* | | |
| *Ticket Distribution Coordinator*--responsible for distribution of good behavior tickets to any staff who will be giving tickets to students and ticket supply replenishment. | | |
| *Ticket Count Coordinator*--responsible for overseeing ticket counting (every week), collecting containers each week to count tickets, making sure weekly ticket counting occurs and monitoring ticket containers. | | |
| *Raffle Announcer*--responsible for pulling students' tickets, announcing raffle winners and coordinating with prize person for students' prize selection. | | |
| *Student Prize Coordinator*--responsible for coordinating student prizes (e.g., placing orders, coordinating social events such as a pizza party), managing prize storage, distributing prizes to winning students, developing list of incentives for students, and tracking prize inventory. | | |
| *Public Recognition Coordinator*--responsible for public announcements about this system and placing related announcements in newsletters, etc. | | |
| *Visual Display Coordinator*—responsible for creation and upkeep of behavior expectation posters and recognition system displays (including graphs of ticket counts and visual displays) and creating and regularly updating related bulletin boards. | | |
| *Student Survey Coordinator*--responsible for conducting surveys of students to determine what additional kinds of incentives they would be interested and summarize results. | | |
| *Donation Coordinator*--responsible for coordinating fundraising activities including creating template letter to use for soliciting donations, soliciting donations and keeping track of donations. | | |
| *Staff Feedback Coordinator*--responsible for regularly checking in with staff to gather input about the system. | | |
| *Staff Involvement Coordinator*--responsible for regularly reviewing data and providing feedback about system progress to staff. | | |

## Elements of School-Wide Recognition Procedures

*Frequent, Ongoing Verbal Recognition:* Staff are encouraged to verbally acknowledge when students follow school-wide behavior expectations throughout the day. The goal is for the ratio of positive to negative staff/student interactions to be at least 4 positives given for every 1 negative or corrective statement issued to students. This regular verbal recognition for students' positive behavior will mean an increase in the attention given to students' *appropriate* behavior (i.e., recognizing positive contributions and behavior more often than correcting inappropriate behavior).

*School-Wide Spirit Assemblies:* Celebratory "Spirit Assemblies" are often held throughout the school year to celebrate successes and remind students about the school-wide behavior expectations. These assemblies may include entertaining skits, role playing, and other ideas from the staff input list.

*Additional Recognition Procedures:* In addition to verbal recognition (using the 4 to 1 ratio) and school-wide celebrations/pep rallies/spirit assemblies, many schools elect to incorporate other ideas, including token economies. The following are several examples of how schools have incorporated the use of token economies into their recognition systems.

| EXAMPLE: Bucking Bronco Drawing |
| --- |

**Brief outline of the activity:**
Students are given "Bronco Bucks" for displaying the school rules: Respect Relationships and Respect Responsibility. Students place their Bronco Bucks in collection envelopes, making sure their name and their teacher's name is on them. Once a week, two Bronco Bucks are drawn from each class. The number of Bronco Bucks turned in from each classroom is tracked. Each Friday, winners are announced during lunches. The school rules are reviewed, students are asked to raise hands if they got a Bronco Buck during the past week and a few are selected to tell what they did to earn their Bronco Buck. Winners come to the front of the room and are allowed to eat lunch on the stage at a special table.

**Bronco Buck Drawing Rules:**
1. Students earn Bronco Bucks by displaying the school rules of Respecting Relationships and Respecting Responsibility
2. Students turn Bronco Bucks into their grade level envelopes outside of the counselor's office.
3. Sort the Bronco Bucks into piles by teacher. Students love to do this during their recesses.
4. Select two Bronco Buck Winners from each class, grades kindergarten through fifth grade. Record the date of each student's win in the Bronco Buck binder.
5. Make a list of winners to be used to award special lunch time on Friday.
6. Count the number of Bronco Bucks turned in per classroom and record number on the tracking sheet.
7. Stamp all of the drawn Bronco Bucks and return the stamped Bronco Bucks to the respective teachers. Again students love to do this.
8. Students save up their stamped Bronco Bucks and turn them in once a month to earn an extra recess, their picture on the Bronco Buck Wall of Fame, or donuts with the principal.
9. If there are only three days in a week don't do a Bronco Buck drawing. The following week choose three students from each class.
10. If there are four or more school days in a week, do the regular Bronco Buck drawing.

**Who is the targeted audience? (i.e., grade level, gender, etc)?**
All students in the elementary school

**Who coordinates/runs the program?**
The counselor and PBS team members

**What is the cost?**
Nothing other than the paper to print Bronco Bucks

| *EXAMPLE: Recognizing Success: Caught You Roaring (K-5<sup>th</sup> Grade)!* |
|---|

**Brief outline of the activity:**

In conjunction with the positive verbal feedback from adults, individual students (K-5<sup>th</sup> Grade) will be awarded "Lion's Paws" (tickets) intermittently for meeting the school-wide behavior expectations. Students will be responsible for placing their Lion's Paws tickets in the collection container. A "Paws Raffle" will occur approximately one time/week where tickets are pulled from the collection container and the student whose ticket was pulled receives the opportunity to pick an item from the prize box. It is hoped that additional items will continue to be added to this prize box as a result of donations being solicited from local businesses, etc. Staff have copies of Lion's Paws Tickets in their PBS Binders.

**Who is the targeted audience? (i.e., grade level, gender, etc)?**
All students in grades K through 5 in the elementary school

**Who coordinates/runs the program?**
The counselor and PBS team members

**How often?**
Drawings are held one time per week

**What is the cost?**
Small, inexpensive prizes (donations were solicited from local businesses to augment the prizes offered), and funds needed to print "Lion's Paws" (tickets)

| *EXAMPLE: Recognizing Success: Caught You Roaring (6-8<sup>th</sup> Grade)!* |
|---|

**Brief outline of the activity:**

In conjunction with the positive verbal feedback from adults, individual students (6<sup>th</sup>-8<sup>th</sup> Grade) will be awarded "Lion's Paws" (tickets) intermittently for meeting behavior expectations. Cafeteria Paws will be tallied and once students collectively meet the goal number of Paws, they can have music in the cafeteria ("Kicked Up Lunch"), a special snack or other celebratory event/incentive. Paws tickets will be counted weekly and students will be informed of how close they are to meeting the goal. As the program progresses, the goal number of Paws may also increase. Additionally, one time/month at the MS team meetings staff will review students who have met the established behavior expectations (based on class behavior, behavior forms, homework record, etc.). Students from the list of those eligible are then chosen by teachers (one student per homeroom), their name(s) displayed on a bulletin board and recognized at the spirit assemblies. An "honorable mention" list of all students who met behavior expectations will also be displayed.

**Who is the targeted audience? (i.e., grade level, gender, etc)?**
All students in grades 6, 7, 8

**Who coordinates/runs the program?**
The counselor and PBS team members

**What is the cost?**
Minimal

| *EXAMPLE: Gotcha Meter* |
|---|

**Brief outline of the activity:**

Students earn "Gotchas" for displaying the school rules. They turn in their Gotchas each week for a chance to earn free choice at recess. The number of Gotchas turned in are counted. A bulletin board in the main entrance to the school has a measuring stick on it with the number of gotchas needed for the entire school population to win a "spirit day". Each week as the gotchas are counted, the measuring stick is filled in to keep track of how the students are doing. When they reach one of the indicated goals, the spirit day is scheduled. Students earn things such as "hat day", "favorite team clothing day", "ice cream for all", "popcorn for all", "pajama day", dance, extra recess, etc.

**Who is the targeted audience? (i.e., grade level, gender, ethnicity)?**
Entire elementary school, can be modified for middle and high school

**Who coordinates/runs the program?**
The Counselor with support from entire PBIS team

**How often?**
Students earn spirit days approximately once per month.

**What part of the triangle does it serve?**
The green zone

**What is the cost?**
Cost of popcorn or ice cream if those are chosen as the prize, cost of printing tickets

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### *EXAMPLE: High Flying Eagle Awards*

**Brief outline of the activity:**
All staff members at the middle school hand out High Flying Eagle Awards to students who are caught being Respectful, Responsible and Prepared.  This is a small slip of paper that has space to write the student's name and a staff member's signature.  Students are able to turn in their High Flying Eagle Awards to a box where, if their name is chosen, they come forward during lunch to choose a prize.   The students also have an option to save 10 High Flying Eagle Awards, which will give them a "Fast Pass" (like Disneyland) to the front of the lunch line.  Once they turn in their 10 High Flying Eagle Awards to a staff member, the High Flying Eagle Awards are placed in the box for a drawing as well.  The other option students have is to save their HH5s for an opportunity to play Wii with 3 other friends during the last 15 minutes of lunch.  The PBS Team works together to keep the ideas fresh for High Flying Eagle Awards.  The Associate Principal calls names during lunch on Monday, Wednesday and Friday.  His secretary makes sure all staff members have plenty of High Flying Eagle Awards to hand out.

**Who is the targeted audience? (i.e., grade level, gender, ethnicity)?**
6th, 7th, and 8th grade students.  Entire school population

**Who coordinates/runs the program?**
The Associate Principal with support from all staff

**How often?**
Drawings are held three times per week.

**What part of the triangle does it serve?**
Green Zone

**What is the cost?**
Approximately $100 per year

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### *EXAMPLE: The Golden Awards (Daily)*

**Brief outline of the activity:**
Classes work together to earn The Golden Tray (good cafeteria behavior), The Golden Shoe (good hall behavior), The Golden Ball (good recess behavior), and The Golden Chair (good assembly behavior).   Golden Plunger (janitor), Winning classes display the golden award(s) in their rooms.  When the class goes anywhere in the school the line leader carries the golden award and all other classes must salute them as they pass in the hall.

**Who is the targeted audience? (i.e., grade level, gender, ethnicity)?**
This works for the whole elementary school, and allows for a group contingency reward

**Who coordinates/runs the program?**
Counselor and members of PBS team

**How often?**
We announce awards every morning.  Recess and cafeteria staff choose the recess and cafeteria winners.
Members of PBS team choose the hallway and assembly winners.

**What part of the triangle does it serve?**
Primarily the 80%, but everyone is involved

**What is the cost?**
Minimal: gold spray paint and some goodwill items.

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*EXAMPLE: The Golden Awards (Weekly)*

**Brief outline of the activity:**
Several Golden Awards are given out each week.  Golden Shoe for the class with the quietest hallway behavior, Golden Ball for best recess behavior, Golden Tray for best cafeteria behavior, and Golden Bus for best bus behavior are just a few.  These are larger items than the smaller awards given daily.  Some schools also have golden awards for best library, music, P.E., assembly behavior.

**Who is the targeted audience? (i.e., grade level, gender, etc.)?**
All elementary grades and students

**Who coordinates/runs the program?**
The PBIS team coordinates this activity with the special teachers and area supervisors and selects the classrooms that have displayed the best behavior in the specific locations during previous month.

**How often?**
Awards are given weekly.  They are read over the announcements and one student from each class comes to the office to collect the golden item.  It is displayed in the classroom for the week. A chart of winners by classroom is displayed on the cafeteria wall so classes can keep track of who has won.  The two classrooms with the most Golden Awards at the end of the month receive a special activity such as a special place to eat lunch or a special time in the PE room for a class game.

**What is the cost?**
Golden spray paint and items from Goodwill

**The Golden Awards are:**
*Heart Award*- inspirational student – any staff can nominate students for this
*Basketball*- Recess- Recess duties nominate
*Big Shoe*- Traveling Feet- any staff can nominate
*Fire Hat*- Fire Drill - principal and counselor nominate
*Clip*- Class keeping it together through tough times- any staff can nominate
*Book Clock*- Library- Librarian nominates
*Racquet*- PE- PE Teachers nominates
*Computer Mouse* -Computer Lab- Tech Teacher nominates
*Giant wooden spoon spray painted golden*-Manners and clean Cafeteria- Cafeteria Staff nominate
*Golden LP*- Music - Music Teacher nominates
*Dust Bunny*- (dust pan with stuffed bunny and pom-poms attached)- Cleanest Classroom- Custodian or anyone in the building nominates
*Plunger*- Cleanest restroom – Custodian nominate
*Apple*- Outstanding Teacher- anyone can nominate

| EXAMPLE: Willy Wonka's Library/Golden-Ticket-Winner |
|---|

**Brief outline of the activity:**
Students earn golden tickets for good choices/behavior. At the end of the week individual students are chosen from each class to earn a trip to the Willy Wonka Library (books are set up for winners to pick one to keep; they may bring a book back when done to exchange it for a new book as well). Also, each week the total golden tickets for the school are counted and tracked on our Golden-Ticket-Winner and once students earn the predetermined number they earn a spirit day.  Spirit Days include things such as Pajama Day, Extra Recess, Wear your favorite sports team clothing day, and hat day.

**Who is the targeted audience? (i.e., grade level, gender, ethnicity)?**
These activities reach all elementary students

**Who coordinates/runs the program?**
Counselor runs Golden-Ticket-Winners, Title One department runs the Willy Wonka Library.

**How often?**
Once a week

**What part of the triangle does it serve?**
Primarily the 80%, but it reaches all students

**What is the cost?**
Cost for print shop to copy golden tickets in notepad form. The other cost is books, but books can be donations from local libraries who are cleaning inventory and donations from parents.


| EXAMPLE: Star Drawings |
|---|

**Brief outline of the activity:**
Students are given "Stars" for displaying the school rules of Respect Relationships and Respect Responsibilities.  They place their Stars in the Star jar and names are drawn each week during lunch.  The students whose names were drawn are given the chance to spin the "Wheel of Fortune". (See the following model).  This is like the TV show with different sections of the wheel denoting different prizes.  Large sections are for small prizes and the small sections are for large, classroom prizes.

**Who is the targeted audience (i.e., grade level, gender, ethnicity)?**
All students in the elementary school

**Who coordinates/runs the program?**
All staff reward students with Stars and the counselor coordinates the drawing

**How often?**
Drawings are held once a week during lunch

**What part of the triangle does it serve?**
The Green Zone (universal support for all students)

**What is the cost?**
Approximately $10 per month

**Star Prizes:**
Students earn a School Wide Incentive Spirit Day when the number of STARS in a trimester reaches the designated amount, determined and advertised ahead of time.

**Classroom Rewards:** (Allows teachers to have an extra prep time.)
- Bingo game in the room for whole class
- Math games
- Extra Recess
- Free 30 minutes of computer time

**Group prizes:** (Social opportunities for students)
- Lunch at a special table with 3 friends
- Hot cocoa with a friend and the principal
- Lunch with a group of friends in the counselor's office
- Computer time with friends during lunch recess
- Entire class goes to lunch 5 minutes early
- Your class gets to be the first class to be dismissed for recess

**Individual Prizes:** (Allows selected student some special items)
- Early to lunch pass
- Wishing Jar (bottle water with colored oil and glitter and 3 foil stars, sealed with glue gun)
- Coupons for the student store, Holiday store, or any other special event
- Choose a special place to have lunch

***School-Wide Positive Behavior Support (SWPBS) Key Element:***
***Response to Rule Violations/Problem Behavior Response Process***

**Goal for Use:** *to develop a process for staff and administrators to use in responding to students' problem behaviors and encourage consistent behavior response practices among all staff across all school environments.*

**Description:** A school-wide problem behavior response process can enable administrators and staff members to manage student behavior consistently throughout the school. When establishing a clear, consistent school-wide hierarchy of responses to students' problem behaviors, the first step involves clearly defining those problem behaviors (i.e., create common definitions for typical problem behaviors). Once problem behaviors are operationally defined, it is essential to distinguish *major* discipline incidents from the *minor* and then determine appropriate consequences for each type (including where the consequences should be delivered). As part of this system, discipline data (i.e., incident report forms, etc.) is collected and analyzed for the purpose of tracking student behavior, identifying trends in problem behavior, developing interventions, and maintaining an orderly school environment.

**Questions to Consider:**
➢ Have you determined what is taken care of in the classroom and what is taken care of with an Office Discipline Referral (i.e., classroom/teacher-managed versus office/administrator-managed behaviors)?

➢ How did you incorporate staff input into determining office-managed versus classroom-managed problem behaviors?

➢ How have you tried to ensure that teachers will be using consistent responses to students' problem behaviors within their classrooms?

➢ Did you create a visual way (problem behavior response flow chart or others) to share your hierarchy of responses to problem behavior with staff to help with consistent implementation of the system?

➢ How will you collect data on instances of student problem behavior?

➢ Does your office referral form need to change so it will give you the information you will need to identify students in need of more support?

➢ How will you use this data to develop additional supports for those students?

➢ How will you share information about your school's problem behavior response process with students?

➢ How will you share this information with parents/families?

➢ How will you secure 80% or better buy-in from stakeholders on what you've decided for your problem behavior response process and related data collection methods?

## ***Developing Effective School-Wide Procedures for Dealing with Discipline Issues***

**Key Elements of an Effective Discipline/Problem Behavior Response System**
- System is based on empirically-valid beliefs (*see misconceptions about misbehavior*).
- System defines procedures for processing violations of school-wide behavior expectations.
- System defines the most common behavioral errors made by students.
- There is staff agreement on the most common misbehaviors and their definitions.
- System has developed clear distinctions between classroom (minor) vs. office managed (major) behavioral errors (*see "Minors" Versus "Majors" Explanation Chart*).
- Discipline process is described in narrative format or depicted in graphic form (i.e., school has developed a *Discipline Flow Chart—see chart example*).
- Discipline process involves documentation, including an office discipline referral form (ODR) that is compatible with the school's data collection system.
- There is staff agreement on what is handled in the classroom ("minor") and what is handled by administration in the office ("major").
- Specific responses for minor behavior problems have been agreed upon by staff so that they can be implemented consistently and school-wide (i.e., *Discipline Flow Chart* defines staff agreement on how to respond to minor problem behaviors).
- Responses reflect an understanding of motivation of misbehavior (function).

**Staff Responses to Minor Problem Behaviors**
    An effective school-wide continuum of response strategies to *minor* problem behaviors should include the following (*see page for response menu for minor offenses; tips/examples*):
- Prompt--with a visual or verbal cue signal the occurrence of the behavior,
- Redirect--restate the matrix behavior that is expected,
- Re-teach--tell, show, practice and acknowledge the expected behavior,
- Provide choice--give the student options of behaviors to do next,
- Conference with the student--have a private conversation with the student to problem solve together to play how the student can meet expectations.

**Office Discipline Referral Form**
    The office discipline referral form should include information useful in decision making (*see page for ODR form example*). Efficient and effective decisions are more likely when based on data. Quality decision-making depends most on the first step of defining the problem to be solved. Data helps us have a dialogue in which we ask the right questions. Data also helps place the "problem" in the context (rather than on the student). Information needed to understand the "problem" includes:
- *What* is the problem and how often is it happening?
- *Where* is it happening?
- *Who* is engaged in the behavior?
- *When* the problem is most likely?
- *Why* the problem is sustaining?
    A school's ODR form should be able to provide the information needed to answer those questions by including the following:
- Name and grade of the student who violated the rule and of any other students involved,
- Name of adults who observed and responded to the violation,
- Day, time, and location of the incident,
- Information about which behavioral expectation was violated, and
- Any information about what the student's motivation might have been (i.e., possible function of the behavior will involve the student obtaining something or avoiding/escaping something).

### *Common Misconceptions About Correcting Misbehavior*

| Myths | Facts |
|---|---|
| Reteaching appropriate behavior takes more time than punishing misbehavior. Teachers don't have time to teach appropriate behavior. | Unlike delivering punishment, teachers do not have to continuously observe students to briefly deliver instruction to reteach appropriate behavior. (Albeto & Troutman, 1995) Therefore, what takes less time and effort: reteaching appropriate behavior or observing the student continuously to punish him? |
| We must punish misbehavior to provide an example to other students. | Punishment-based approaches to school discipline may escalate rather than deter school disruptions (Shores, Gunter, & Janck 1993) The application of punishment is unpredictable, and unlikely to lead to the learning of new behavior. |
| Students should admit what they have done wrong so they can accept responsibility for their behavior. Students should apologize for their misbehavior to teach students to be empathetic. | Requiring a student to admit or confess the misbehavior or asking the student why he or she misbehaves does not produce long-term changes in behavior (Johns & Carr, 1995) |
| If we get tough early we will prevent future misbehavior. | Punishment programs without a school-wide system of support are associated with a) aggressions b) vandalism c) truancy d) tardiness and e) dropouts. (2001 Surgeon General's Report) |
| Zero tolerance policies make our school safer. | Long term reactive and punishment-based responses create a false sense of security and inadvertently reinforce antisocial behavior acts. (Mayer, 1995) |
| Older students should have learned how to behave in school | Nearly all students who display at-risk and antisocial forms of behavior are deficient in many of the critically important behavioral competencies associated with schooling. (Walker & Horner, 1996) |

### *"Minors" Versus "Majors" Explanation Chart*

| Levels | Definition | Examples | Possible Procedures |
|---|---|---|---|
| "Minors" | Behaviors that do not require administrator involvement<br><br>Do not significantly violate rights of others<br><br>Do not put others at risk or harm or<br><br>Are not chronic | Minor inappropriate language<br><br>Late to class<br><br>Unprepared for instruction<br><br>Inappropriate use of gum, hats, backpacks | Inform student of rule violated.<br><br>Describe expected behavior.<br><br>Complete minor incident slip, and give to homeroom teacher.<br><br>Debrief event and reteach appropriate school-wide behavior expectation (homeroom teacher).<br><br>If third incident, process as major rule violation, inform parent (homeroom teacher) and develop precorrection intervention. |
| "Majors" | Behaviors that require administrator involvement<br><br>Significantly violate rights of others<br><br>Put self or others at risk or harm or<br><br>Are chronic | Profanity, verbal harassment<br><br>Noncompliance/ insubordination<br><br>Physical aggression, harassment<br><br>Stealing<br><br>"3-peats" (3rd occurrence of minor rule violation) | Inform student of rule violated.<br><br>Describe expected behavior.<br><br>Complete office discipline referral form (ODR).<br><br>Take student to office immediately.<br><br>In the office administrator will:<br>a. Review specifics of event while entering info into data base.<br>b. Determine appropriate consequence.<br>c. Develop plan for completing consequence.<br>d. Inform parent.<br>e. Develop precorrection intervention.<br><br>If 3rd major rule violation, complete referral to Student Support Team to:<br>a. Complete functional behavioral assessment (FBA) and<br>b. Develop behavior intervention plan (BIP). |

### *Menu of Interventions for Minor Offenses (Classroom Managed Misbehaviors)*

- Clearly define / post the behavioral expectations.
- Implement procedures for all class routines – entering the room, handing in assignments, sharpening the pencil, welcoming a guest, etc.
- TEACH and ROLE-PLAY the behavioral expectations, classroom procedures, use of materials, etc. Demonstrate what the expected behavior "looks like" (positive example) as well as what it "does not look like" (non-example).
- Pre-correct – Prior to directing students to perform a task, provide a description of what the expected behavior will look like:
    - "In two minutes we will break for lunch. At that time I expect everyone to put their materials away, push in all chairs and quietly line up for lunch."
- Cue/Prompt/Remind – Provide a pre-arranged/previously taught cue to remind specific students to engage in the appropriate behavior.
- Acknowledge students who are appropriately demonstrating the expected behavior.
- Specifically explain how the behavior did not meet the previously taught expectation:
    - "It is disrespectful to other students when you _____."
- Provide a warning:
    - "Respect is one of our school rules. All students are expected to talk respectfully to all adults and students here at ABC School. This is an official warning."
- Check for student understanding of the behavioral expectations:
    - "Please summarize for me what we have discussed so I am sure there is no confusion" (written or verbal).
- Evaluate the student's skill repertoire – Determine if the student is capable of demonstrating the behavioral expectation. Make sure to evaluate both behavior and academic domains.
- Determine the FUNCTION of the misbehavior. All misbehaviors serve a purpose (function). Try to identify what the student is gaining or avoiding by engaging in the misbehavior.
- Provide a structured choice – Clearly offer a choice between two alternatives and state the consequence for each (i.e., use non-confrontational limit setting):
    - "You can work quietly on your assignment now and leave with the class or work with me during lunch. It's your choice."
    - "You can choose to start your assignment now and leave with the class, or you can choose to leave your book closed and spend a few minutes discussing solutions with me during passing period. It's up to you."
- Evaluate ENVIRONMENTAL factors within the classroom which may be contributing to the misbehavior, such as physical space, time, materials, interactions (peers, adults).
- Collaborate with colleagues to identify behavior patterns and trends reflect in the behavior data (class to class, year to year, etc.).
- Use a variety of consequences – Positive Reinforcement, Negative Reinforcement, Penalties, and Punishments. Remember, punishment is the l*east* effective consequence for students with anti-social behaviors.
- Evaluate the effectiveness of consequences – Ineffective consequences must be analyzed and modified. Seek assistance for "out of the box" ideas.
- Document interventions according to school procedures (such as on a Low Level Referral or LLR).
- Involve a problem-solving team (grade, team, family, SST, 504, IEP).

### *Additional Tips for Correcting Student Misbehavior*

For MOST students MOST of the time, manage misbehaviors by:
- Re-teaching the expectations
- Increasing the use of pre-corrections and reminders
- Practicing routines until behaviors are fluent
- Increasing reinforcements for appropriate behaviors

For students who are INFREQUENT rule violators:
- Set clear limits:
    o "Right now you're talking loudly, a better choice would be to speak quietly."
- Manage the misbehavior through structured dialogue:
    o "I stopped you because I saw/heard you...(describe the misbehavior in specific terms). What should you be doing instead?"

If the student becomes upset when corrected:
- Offer empathy:
    o "I know it is difficult to be corrected…"
- Provide emotional space:
    o "I'm going to give you a minute to calm down, I will be back to assist you with this choice in 2 minutes."

For students returning from a time-out or an office referral, remember to:
- Genuinely welcome the student back from the office with a "clean slate";
    o "Welcome to class, _____. Please take a seat and I will be right with you."
- Privately ask the student to clarify the problem;
    o "Please tell me the reason you were sent out of class today."
- Set the stage for future success; and
    o "What choices are you going to make next time so you do not have to leave the classroom?"
- Provide initial acknowledgement.
    o "I really appreciate how you came back into class quietly and ready to work — it's nice to have you back."
- Continue to use high rates of acknowledgement and positive statements with the student.

| Minor Misbehaviors | Definitions | Examples |
|---|---|---|
| • Disrespect | • Student engages in brief or low-intensity failure to respond to adult requests. | • Uses words and tone of voice that show contempt such as rolling eyes, sulking, raises voice. |
| • Noncompliant | • Student engages in brief or low-intensity failure to respond to adult requests. | • Does not follow directions, will not respond to requests |
| • Disruption | • Student engages in low-intensity, but inappropriate disruption | • Interrupts learning of self or others by talking out, interrupting others, arguing |
| • Inappropriate Language | • Student engages in low-intensity instance of inappropriate | • Calling other students names, saying cuss words but not directed at others |
| • Physical Contact | • Student engages in non-serious, but inappropriate physical contact | • Touches or bumps into others without intent to harm, causes no harm to others |
| • Property Misuse | • Student engages in low-intensity misuse of property. | • Breaks pencils, tears paper, drops books, drops or throws playground equipment without intent of hurting others |
| • Tardy | • Student arrives at school after the first bell. | • Is not in the classroom when bell rings |

| Procedure | Examples |
|---|---|
| **Prompt** -- with a visual or verbal cue signal the occurrence of the behavior. | " Fred, I noticed you _____." |
| **Redirect** -- restate the matrix behavior that is expected | "Right now you are expected to (perform a behavior from the matrix). |
| **Re-teach** – tell, show, practice and acknowledge the expected behavior. Precorrect before matrix behaviors are expected in the future. | "What is it you are expected to do right now, Fred?" (Wait for student to state.) "Yes, you are suppose to (matrix behavior). Show me what that looks like." Observe student. "Good job of (following matrix behavior) Fred". Next time Fred is asked to (matrix behavior), give a precorrect such as, "Fred, remember this is when to (follow matrix behavior). |
| **Provide choice** – give the student options of behaviors to do next | "Fred, you may complete your work at the table or in the work spot. Which do you choose?" "Fred, you can use the lined paper or the blank paper to complete your story. Which do you choose?" "Fred you have two tasks to do and you can choose which to do first… write two sentences or read the story. Which do you want to do first? "Fred, you can keep you hands in your side or you can put them behind your back. Which do you choose to do?" |
| **Conference with the student** – have a private conversation with the student to problem solve together to plan how the student can meet the expectations. | Privately say, "Fred, you are (misbehavior). To be successful you need to (matrix behavior). By following (matrix behavior) you will get your work done" and have time to (do something interesting to the student). What can I do to help you?" "Let's practice (matrix behavior)." "Great job of (matrix behavior)". |

## Bolivar Intermediate School Discipline Flow Chart

A child may be sent to the Office if he/she is nonresponsive to steps on the flow chart below.  Students will also earn a discipline referral for three classroom incidences of minor misbehavior over the course of a week. *The Respect Center will be used for prearranged cases.

**Is it a major offense?**

**Yes**

Complete an office referral and send the student to the Principal's Office for disciplinary action. If the student is a danger to self or others, contact office by intercom immediately for removal.

**No**

Teacher reteach/redirect with agreed upon replacement behavior. (This may happen more than once.)

Is the behavior continuing to escalate?

**Yes**

Send student to a safe seat to sit until teacher can conference with the student.  It is teacher discretion about what happens while the student is at the safe seat (think sheet, worksheet, reading, etc.).

**No**

Student returns to his/her seat or activity. If behavior reoccurs send to safe seat.

Is the behavior continuing to escalate or reoccurring?

**Yes**

Student goes to Buddy Room with completed pass. While in Buddy Room, student will complete required think sheet that will be sent home and signed by the parent.  Send paperwork with a responsible student to the office to have copies made before sending think sheet home.  Signed think sheet should be kept in teacher files.  If think sheet does not return student must call parents from office.

**No**

Student returns to his/her seat or activity. If behavior reoccurs, send student to Buddy Room with completed pass.

☺

If student is ready to return and participate, conference with student and reinforce positive, correct behavior. The student returns to seat/activity.

☹

If student is not ready to return to class, after redirect/reteaching, safe seat, and buddy room, fill out an office referral with three minor disruptions.

### An Important Note about the Office Referral Process

- REMEMBER: 3 Minors in the same area (Safety, Respect, Responsibility, or Learning) in ONE week = Send Student to the Office
- Except in the case of a student exhibiting violent or otherwise dangerous behavior, NO STUDENT will be admitted to the Principal's Office without proper documentation.  The discipline referral form must be filled out *in its entirety* by the referring teacher.
- If minor behavior problems continue to be chronic after redirection, reteaching, Buddy Room, and parent contact, refer the student to the CARE Team.
- Special area teachers should also complete a care team referral if a student exhibits chronic minor behaviors.

# SBCUSD Office Referral Form
## BE SAFE!    BE RESPONSIBLE!    BE RESPECTFUL!

Student: _____    Referring Staff (print name): _____

Time of Incident: _____:_____    Date of Incident: _____    Team / Track: _____

| Location | Problem Behavior | Environmental Factors | Possible Function |
|---|---|---|---|
| (Check only 1)<br>❑ Gate<br>❑ On bus/bus area<br>❑ Cafeteria<br>❑ Classroom<br>❑ Library<br>❑ Office<br>❑ Hallway<br>❑ Quad<br>❑ Restrooms<br>❑ Lunch area<br>❑ PE area<br>❑ Playground<br>❑ Other: | (Check only 1)<br>❑ Fighting<br>❑ Destruction of property<br>❑ Profanity toward staff<br>❑ Possession stolen property<br>❑ Harassment:<br>❑ Committed obscene act<br>❑ Weapon:<br>❑ Other:<br><br>**Chronic Minor Offenses**<br>*(Attach Low Level Referrals)*<br>❑ Disruption<br>❑ Non-compliance<br>❑ Inappropriate language<br>❑ Property misuse<br>❑ Other: | (Check only 1)<br>❑ Adult request/directive<br>❑ Oral instruction<br>❑ Individual seat work<br>❑ Group work<br>❑ Managing materials<br>❑ External interruptions<br>(guest, PA, phone call, etc.)<br>❑ Classroom transitions<br>❑ Passing period<br>❑ Teasing from peers<br>❑ Changes to routine<br>❑ Guest Teacher<br>❑ Assembly<br>❑ Recess<br>❑ Other: | (Check only 1)<br>❑ Gain peer attention<br>❑ Gain adult attention<br>❑ Gain/obtain item<br>❑ Gain/obtain activity<br>❑ Avoid peer(s)<br>❑ Avoid adult(s)<br>❑ Avoid seat work<br>❑ Avoid group work<br>❑ Avoid scheduled event<br>❑ Other: |

Provide a behaviorally specific description of the incident: _____

_____

_____

_____

Others involved in the incident:    ❑ Peers        ❑ Staff        ❑ Guest Teacher        ❑ NA

Last parent/guardian contact: ___/___/___    Type of Communication:    ❑ Note    ❑ Phone Call    ❑ Meeting

Referring Staff Signature: _____    Date: _____

-------------------------------------------------------------------------------------------------

## Administrative Action Taken

**Skill/Relationship Development:**
❑ Identified Academic Deficits (see attached data)
❑ Identified Environmental Factors:
❑ Identified Functional Factors:
❑ Identified Behavior Skill Deficits:
❑ Assigned Targeted Skill Development:
❑ Scheduled Follow-Up Meeting:  ❑ Teacher ❑ Guardian ❑ Team:
❑ Developed *Behavior Contract*
❑ Assigned Adult Mentor
❑ Scheduled *Behavior Support Plan* (BSP): ___/___/___
❑ Crisis Teaching & Facilitated Student Re-entry
❑ Other:

**Removal/Penalty:**
❑ Removed Privilege:
❑ Restricted Activity:
❑ Assigned Time-out:
❑ Assigned Detention:
❑ Assigned OCS:
❑ Assigned Suspension:
❑ Contacted Parent/Guardian:
❑ Other:

Administrator's Signature: _____    Date: _____

# Universal Supports for NON-Classroom Areas: Improving the School Cafeteria Climate

## *Conduct Cafeteria Observations*

The first step of any improvement plan is assessment. If you don't have a baseline idea of your assets and challenges, you won't know how to maintain or improve them. Get a pen and paper and try to be a "fly on the wall" in the cafeteria during lunch periods. The purpose of observing is to determine which environmental factors actually contribute to issues in the cafeteria as well as generate some ideas about how these can be modified. An observation note-taking sheet (*see example that follows*) can be used to collect information during your observation(s). Try to record your observations and other information about:

1. *Seating Arrangements and Table Placement—*
➢ Are there physical changes that could improve traffic flow, efficiency, etc.?
➢ Do you see any hazardous features?
➢ Are there locations that provide opportunities for bullying?
➢ Are there visual barriers to supervision?

2. *Noise Levels—*
➢ Is it too loud?
➢ Do students respond when told to be quieter?
➢ Is there a consistently-used "quiet sign"?

3. *Routines and Procedures—*
➢ Are students following clear, consistent processes for finding their seats, obtaining adult assistance, purchasing food, exiting the cafeteria, etc?
➢ Are these routines and procedures clear/obvious to the observer?
➢ Are these routines and procedures visually display/posted near the area where they are to occur?

4. *Cleaning Up—*
➢ Do students leave their lunches uneaten?
➢ Do they fail to clean up after themselves?
➢ Do adults (rather than students) perform the majority of clean up activities?

5. *Student Interactions—*
➢ Do students refuse to let others sit near them?
➢ Do they exhibit bad table manners?
➢ Are there particular behaviors that need to be taught for this setting?

6. *Student Perceptions—*
➢ Randomly survey *students* to find out their perceptions and concerns about the cafeteria environment.

7. *Staff Perceptions—*
➢ Randomly survey *staff members* to find out their perceptions and concerns about the cafeteria environment.

## *Establish Behavioral Expectations and Rules for the Cafeteria*

Once you know the problems, you can start to work on solutions. With the help of students, teachers, and other staff, develop a short, simple list of specific "rules" for the cafeteria (based on the school-wide behavioral expectations). Try to use positive wording, for example, "Use your inside voice" instead of "no yelling." You may also need to create a list of *adult* rules and expectations.

Post copies of the rules in large, easy-to-read lettering in several places in the cafeteria. Successful schools make posters to cue staff as well as students regarding what they need to do in non-classroom settings such as the cafeteria. It is also helpful to include a copy of these rules in student handbooks and parent newsletters.

## *Develop Consistent Cafeteria Procedures and Routines*

Another task for non-classroom settings such as the cafeteria is to establish setting routines or actions to be taken regularly. Developing consistent procedures for these non-classroom settings (cafeteria, hallways, etc) assists with establishing a predictable environment for all students and can minimize problem behavior.

When establishing the routines, it is important to get input from all staff.  One way to do this is to generate a "draft" of the routines to be followed, then have the staff review this information and provide input for possible adjustments.

### *Teach Rules, Routines and Procedures*

It is important to actually have students practice what it "looks like" to follow the rules.  If possible, take the students (in small groups) to the cafeteria to practice the expected behavior as well as the routines/procedures (*see example lessons that follow*).

After introducing the rules, routines and procedures to students, it is important to continually review these by using "precorrection" to remind students of the appropriate behavior.  Precorrection is a preventative measure that focuses on appropriate behavior by reminding students of expectations (what they are supposed to do), instead of waiting for them to misbehave (then correcting their misbehavior after it occurs).  Precorrection also promotes positive adult-student interactions.  Signals can be used as precorrections as well.

Certain students may need additional exposure to the rules and/or procedures for the cafeteria.  If students are not responding, try to reteach and reinforce ("catch them doing it right").  Social stories and scripts can also be helpful tools to use to teach this information to students who need more repetition.

### *Provide Effective Adult Supervision in the Cafeteria*

Simply adding more adults will not necessarily change the situation.  Instead, develop clear, consistent expectation and procedures then train those who are supervising on these as well as on how to supervise the students properly (*see examples of handouts to use when training adults that follow*).  It is important to streamline existing procedures as much as possible--supervision in the cafeteria can be made easier by systematizing cleanup and dismissal.  If students are assigned to seating (by class, etc.), they can be dismissed in order and do their cleanup during silent time.

Training the adults who are supervising to engage in *active* supervision is a key element of improving behavior in any common area, including the cafeteria and the playground.  Active supervision has been shown to increase compliant behavior where the mere addition of more adult bodies has not.  Active supervision involves frequent movement that is planned and purposeful, but also unpredictable.  It also involves frequent visits to known problem areas.  This enables adults to appear to be "everywhere" to the students.

Using *active* supervision also gives adults many more opportunities to have positive interactions with students.  Acknowledging students more often when they do something well than when they misbehave leads to more students behaving well.  All staff should try to recognize 4 examples of students meeting behavioral expectations for every 1 correction/negative consequence they have to deliver in order to maintain a ratio of positive to negative staff/student interactions of at least 4 to 1.

When students' behavior does need to be corrected, staff members should do so calmly, quickly and in private (whenever possible).  State the rule violation and the expected behavior ("Jamie, you are out of your seat. In the lunchroom all students sit at their assigned tables.").  After a correction is delivered, try to remember to follow up with positive feedback (when appropriate/ deserved) in order to maintain the 4:1 ratio.

**Cafeteria Observation Note-Taking Sheet for Improving the School Cafeteria Climate**

**Observer's Name:** _____ **Date:** _____

**Directions:** The purpose of observing is to determine which environmental factors actually contribute to issues in the cafeteria as well as generate some ideas about how these can be modified.  Use this form to collect a baseline idea of the assets and challenges in the setting through your observation(s).  Try to be a "fly on the wall" in the cafeteria during lunch period(s).  Record information about:

1. *Seating Arrangements and Table Placement—*
➢ Are there physical changes that could improve traffic flow, efficiency, etc.?
➢ Do you see any hazardous features?
➢ Are there locations that provide opportunities for bullying?
➢ Are there visual barriers to supervision?

2. *Noise Levels—*
➢ Is it too loud?
➢ Do students respond when told to be quieter?
➢ Is there a consistently-used "quiet sign"?

3. *Routines and Procedures—*
➢ Are students following clear, consistent processes for finding their seats, obtaining adult assistance, purchasing food, exiting the cafeteria, etc?
➢ Are these routines and procedures clear/obvious to the observer?
➢ Are these routines and procedures visually display/posted near the area where they are to occur?

4. *Cleaning Up—*
➢ Do students leave their lunches uneaten?
➢ Do they fail to clean up after themselves?
➢ Do adults (rather than students) perform the majority of clean up activities?

5. *Student Interactions—*
➢ Do students refuse to let others sit near them?
➢ Do they exhibit bad table manners?

6. *Student Perceptions—*
➢ Randomly survey *students* to find out their perceptions/concerns about the cafeteria environment.

7. *Staff Perceptions—*
➢ Randomly survey *staff members* to find out their perceptions/concerns about the cafeteria.

**EXAMPLE LESSON 1: *Teaching Expected Behavior in the Cafeteria (all ages)***

| |
|---|
| ***Teaching Cafeteria Behavior Expectations*** |
| |
| **Objective:** Students will understand the behavior expectations for the cafeteria. |
| |
| **Brainstorm and Discuss:**<br>• What do you like best about going to the cafeteria?<br>• What is your least favorite part of going to the cafeteria?<br>• Which adults are responsible for making sure you are safe in the cafeteria?<br>• Who may you ask for help if you have trouble in the cafeteria? |
| |
| **1. Explain:** Discuss the importance of being safe, respectful, and responsible in the cafeteria.<br>• What does it look like to be SAFE in the cafeteria?<br>    ☐ Leave space between you and others in line<br>    ☐ Walk at all times<br>    ☐ Keep all food off the floor<br>• What does it look like to be RESPECTFUL in the cafeteria?<br>    ☐ Only eat the food on your plate<br>    ☐ Clean up your area: table and floor<br>    ☐ Listen to all adults<br>• What does it look like to be RESPONSIBLE in the cafeteria?<br>    ☐ Wait your turn in line<br>    ☐ All food and drink stay in eating areas<br>    ☐ Pick up trash around you – even if left by others<br><br>**2. Model & Practice Examples of Desired Behaviors:** Adults model desired behaviors and procedures for students, then have students practice these.<br>• Take students to the cafeteria and model the entry procedure.  Make sure students understand where the line begins and which way the line curves.<br>• Model appropriate line behavior. Pay attention to proximity, and keeping hands and feet to self.  Proceed through the lunch line, modeling how to pay for your lunch, and to politely ask for food choices.<br>• Take a seat at a table and model the appropriate way of raising hand and asking to throw something away.  Model waiting at your table until an adult dismisses you.<br><br>**3. Model NON-Examples of Desired Behaviors:** The adult demonstrates/models any NON-examples for students.<br>• The adult should model NON-examples for students in the cafeteria setting.  The teacher can model a loud, outdoor voice, not waiting in line, putting hands and feet on others, using food inappropriately, not remaining in seat and not throwing away trash.<br>• After the non-example, have the whole class practice each of the skill steps as a group.  The students should practice several times in order to learn the cafeteria routine. |
| |
| **Check for Understanding:**<br>1. Review the reasons why it is important to behave appropriately in the cafeteria.<br>2. Talk about comments and concerns students voiced during the discussion. |

**EXAMPLE LESSON 2:** *Teaching Expected Behavior in the Cafeteria (elementary students)*

**EXPECTATION(S) WITH SPECIFIC EXAMPLES:** *What will students be expected to do?*
- Respectful in the Cafeteria means (from expectation matrix):
  - ➢ Use appropriate words and inside voices
  - ➢ Keep body and objects to self
  - ➢ Keep table and floors clean
  - ➢ Follow directions

**TEACHING IDEAS:** *How will you teach the expectation(s) and specific examples for this area?*
- Discuss your behavior expectation matrix sections related to the Cafeteria.
- Have students brainstorm a list of respectful lunchroom manners and discuss why using proper table manners are an example of showing respect in the cafeteria.
- Solicit student input into making a chart of "Cafeteria Do's and Don'ts" containing their specific examples of what they should and should not do.
- Talk about ways that adults use line assembly for respectful orderly processes (i.e. assembly lines, deli, Disney World).
- Have student role play and discuss examples (see below).

**STUDENT ACTIVITIES/ROLE-PLAYS:** *How will students practice the expectations/examples?*
- Have students role play examples in these situations:
  - ➢ The seat next to Kim's best friend is taken, so she demonstrates manners and looks for another seat (rather than trying to sit where there is no room for her).
  - ➢ Tim sees his friend from another class and wants the friend to see him.  Tim starts to shout "Hello", but then remembers the rule about using a quiet voice, so he smiles and waves instead.
  - ➢ Sally finishes lunch early, so she cleans up her area and talks quietly to peers near her.  She remembers to wait until an adult tells her to take up her tray.
- Have *adults* model non-examples of being respectful in the cafeteria:
  - ➢ Sam is talking to his friends at the table while he still has peanut butter and jelly lodged in the back of his throat.
  - ➢ Three boys were talking about a movie that they had seen over the weekend very loudly.
  - ➢ Two students were waiting in line to get their lunch.  One of the students wanted to get the other's attention and began to do so by playfully pushing into him.

**FOLLOW UP/REINFORCEMENT ACTIVITIES:**
- Have students make posters showing ways to demonstrate respect in the cafeteria in order to make the cafeteria a pleasant place to eat lunch.
- Praise students and intermittently give out TICKETS for being Respectful in the cafeteria.
- Have students anonymously evaluate their own performance in the cafeteria, then identify what expectations are not being met by the students as a group and brainstorm strategies to improve the group's cafeteria behavior in the areas identified.
- Ask students to identify problem areas in the cafeteria and brainstorm strategies for better cafeteria behaviors.  Then have students vote on their top 5 ideas to submit to the principal.

## EXAMPLE LESSON 3: *Teaching Expected Behavior in the Cafeteria (older students)*

### EXPECTATION(S) WITH SPECIFIC EXAMPLES: *What will students be expected to do?*
- Respectful in the Cafeteria means (from expectation matrix):
  - ➢ Use kind words and inside voices
  - ➢ Keep body and objects to self
  - ➢ Keep table and floors clean
  - ➢ Follow directions

### TEACHING IDEAS: *How will you teach the expectation(s) and specific examples for this area?*
- Discuss your behavior expectation matrix sections related to the Cafeteria.
- Have students brainstorm a list of respectful lunchroom manners and discuss why using proper table manners are an example of showing respect in the cafeteria.
- Solicit student input into making a chart of "Cafeteria Do's and Don'ts" containing their specific examples of what they should and should not do, then visit the cafeteria, bringing the chart of Do's and Don'ts, then have students practice the Do's in each area of the cafeteria (i.e., on line for food, while throwing out trash, etc).
- Bring the class into the cafeteria to demonstrate how to how to stand in line in proper order, how to hold tray, how to choose condiments and beverages, etc.
- Talk about ways that adults use line assembly for respectful orderly processes (i.e. assembly lines, deli, Disney World).
- Have student role play and discuss examples (see below).

### STUDENT ACTIVITIES/ROLE-PLAYS: *How will students practice the expectations/examples?*
- Have students role play examples in these situations:
  - ➢ The seat next to Kim's best friend is taken, so she demonstrates manners and looks for another seat (rather than trying to sit where there is no room for her).
  - ➢ Tim sees his friend from another class and wants the friend to see him. Tim starts to shout "Hello", but then remembers the rule about using a quiet voice, so he smiles and waves instead.
  - ➢ Sally finishes lunch early, so she cleans up her area and talks quietly to peers near her. She remembers to wait until an adult tells her to take up her tray.
  - ➢ At lunch, A.J. cannot reach the utensil container. He asks Marcus, "Would you hand me the utensils please?" Marcus says "Sure man." A.J. responds with "Thanks".
- Have adults model non-examples of being respectful in the cafeteria:
  - ➢ Karen squirms in her seat, spilling beverage, eating others food with feet on someone else's chair, playing games with food.
  - ➢ Sam is talking to his friends at the table while he still has peanut butter and jelly lodged in the back of his throat.

### FOLLOW UP/REINFORCEMENT ACTIVITIES:
- Have students make posters showing ways to demonstrate respect in the cafeteria in order to make the cafeteria a pleasant place to eat lunch.
- Praise students and intermittently give out TICKETS for being Respectful in the cafeteria.

# EXAMPLE 1: Positive Behavior Support Tips for Cafeteria Support Staff

## *Prevent Behavior Problems*
➢ Establish a "quiet signal" and then practice it (*and stick to it*)--don't wait until it is too loud.
➢ Use the common language of the school-wide behavior expectations for the cafeteria with students.
➢ Use this time at the beginning of the year to teach and model expected behavior, as well as reinforce students with positive behavior.
➢ Remember to periodically review the school-wide behavior expectations to remind students how they are expected to behave.
➢ Try to review these expectations (i.e., the part of the expectation matrix that applies to the activity to follow) and/or any related procedures (i.e., getting lunch procedures, etc.) that students should follow *before* problematic routines/activities or times of day.  This will help you "pre-correct" student behavior.
➢ Teach students appropriate behavior by using "start" instead of "stop" directions when possible.  This means tell the student what he should "start" doing, instead of focusing on the thing he should "stop" doing (Say "please raise your hand to get my attention" instead of "don't call out").
➢ Practice "active supervision" by scanning, moving and interacting, especially in common areas (hallway, cafeteria, etc.):
  o **Scan:** Visually examine entire environment frequently noticing both appropriate and problem behavior.
  o **Move:** Physically move around the entire area in an unpredictable pattern while visiting the problem areas frequently.
  o **Interact:** Elicit conversations with students while providing reminders as well as positive recognition.

## *"Catch Them Being Good" and Provide Positive Interactions*
➢ Find students to give positive praise and tell them exactly what they did right ("You showed 'respects' when you kept your hands and feet to yourself, good job).
➢ Give very specific, frequent, positive verbal feedback ("Nice job 'being responsible'—everyone remembered to take their things with them").
➢ Remember the 4:1 rule—this means that for every 1 time you tell them when they did *not* meet the expectations, you also try to tell students about 4 things they did well.
➢ Try to recognize effort and progress by praising small successes, too.
➢ Every day randomly catch some students meeting the expectations and give those students positive feedback for their good behavior.

## *Correct Problems Quickly*
➢ Try to pay more attention to behaviors you want to see (students following school-wide expectations), then to the problem behaviors.
➢ Do *not* sit in one place and/or yell at students who are misbehaving or use a bullhorn, etc. If a student is problematic, move toward the student and quietly redirect to task.
➢ Be calm and "matter of fact" when addressing problem behavior (it's not always what you say, but how you say it!).
➢ Deliver quick corrections (and redirections) and try not to "lecture"—the goal is to get the student back on task as soon as possible.
➢ Set clear, consistent, and enforceable limits by:
  1. Calmly reminding the student of the expected behaviors and the pre-determined consequences (positive *and* negative/non-preferred consequences).
  2. Allow "facing saving time" or "wait time" for student to comply with your direction.
  3. If s/he does not comply, reissue calm reminder from step #1.
  4. Allow "facing saving time" or "wait time" for student to comply.
  5. Follow through on consequence from step #2 if they do not comply.
  6. Be sure to re-establish positive contact with the student before the end of the day.
➢ Be consistent (i.e., if it isn't okay to chew gum on Tuesday, then it isn't okay on Friday, either).  A good "rule of thumb" is to assume that it takes *one month* of consistent and appropriate intervention for every *year* that a behavior has been in place for us to see a change.  If not implemented consistently, it will take longer.

**EXAMPLE 2:**

## Student Supervision in the Cafeteria <u>SELF</u>-Assessment

| Behavior Support/Supervision Practice | My Rating | |
|---|---|---|
| ➢ Do I use at least **4 positive** for **1 negative** student contact(s)? | Yes | No |
| ➢ Do I intervene before problematic situations by using **precorrection** to remind student(s) of the expected behavior? | Yes | No |
| ➢ Do I provide **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors? | Yes | No |
| ➢ Do I **move** throughout the area of the cafeteria that I am supervising? | Yes | No |
| ➢ Do I frequently **scan** the area I am supervising? | Yes | No |
| ➢ Do I positively **interact** with most of the students in the area? | Yes | No |
| ➢ Do I **ignore** or provide **quick, direct, explicit corrections/redirections** in response to inappropriate behavior? | Yes | No |
| ➢ Do I understand and follow school procedures for handling **major** rule violations in this area? | Yes | No |
| ➢ Do I know our positively-stated **school-wide expectations** and examples for how these expectation look during lunch time in the **cafeteria**? | Yes | No |
| ➢ Do I **positively acknowledge** at least 5 different students for displaying our school-wide expectations (during a given lunch block)? | Yes | No |
| *Overall behavior support/supervision score:*<br><br>    *10-8 "yes" = "Super"*<br><br>    *7-5 "yes" = "So-So"*<br><br>    *<5 "yes" = "Improvement Needed"* | # Yes_____ | |

*Maintenance/Enhancement Ideas:*

### *Universal Supports for NON-Classroom Areas: Playground Set Up Tips*

*Use the following tips to create playgrounds that promote positive student behavior and healthy environments.*

**Guidelines for a Successful Playground**

➢ Review and rehearse positive behavior expectations for the playground, as well as for indoor recess, during the first two weeks of the school year, the week before and after each break, and the last two weeks of the year.

➢ Teachers/staff will also frequently review student expectations and remind students of which organized games and activities are available throughout the year.

➢ Rules for playground behavior are posted in classrooms and at door(s) adjacent to the playground.

➢ Playground divided into specific areas for various activities with visual markers (such as orange cones).

➢ Staff stand in and move about play area to monitor students. Supervising staff should *not* gather in one spot. They should be able to see students and speak to them in a normal or slightly elevated voice.

➢ Staff reinforces appropriate play, encourages participation of all students, and redirects those who are engaging in unacceptable activities.

➢ Minor infractions of the rules managed by redirection, reminder and return to play.

➢ Aggression, threatening or exploiting another student results in immediate movement of student to time away area for several minutes. If behavior is egregious, student removed from playground and sent to principal.

➢ Playground supervisor always has two-way communication with office in case of emergency.

# Behavior Support and Student Supervision at Recess
## SELF-Assessment for Recess Monitors

| Behavior Support/Supervision Practice | My Rating | |
|---|---|---|
| ➢ Do I use at least **4 positive** for **1 negative** student contact(s)? | Yes | No |
| ➢ Do I intervene before problematic situations by using **precorrection** to remind student(s) of the expected behavior? | Yes | No |
| ➢ Do I provide **more frequent acknowledgement** for appropriate behaviors than inappropriate behaviors? | Yes | No |
| ➢ Do I **move** throughout the area I am supervising? | Yes | No |
| ➢ Do I frequently **scan** the area I am supervising? | Yes | No |
| ➢ Do I positively **interact** with most of the students in the area? | Yes | No |
| ➢ Do I **ignore** or provide **quick, direct, explicit corrections/redirections** in response to inappropriate behavior? | Yes | No |
| ➢ Do I follow school procedures for handling **major** rule violations? | Yes | No |
| ➢ Do I know our positively-stated **school-wide expectations** and examples for how these expectation look during **recess**? | Yes | No |
| ➢ Do I **positively acknowledge** at least 5 different students for displaying our school-wide expectations (during a given recess block)? | Yes | No |
| *Overall behavior support/supervision score:*<br><br>    *10-8 "yes" = "Super"*<br><br>    *7-5 "yes" = "So-So"*<br><br>    *<5 "yes" = "Improvement Needed"* | # Yes_____ | |

*Maintenance/Enhancement Ideas:*

### *Tier One Universal/School-Wide PBS Refinement:*
### *Guiding Questions for Maintaining a School-Wide Positive Behavior Support System*
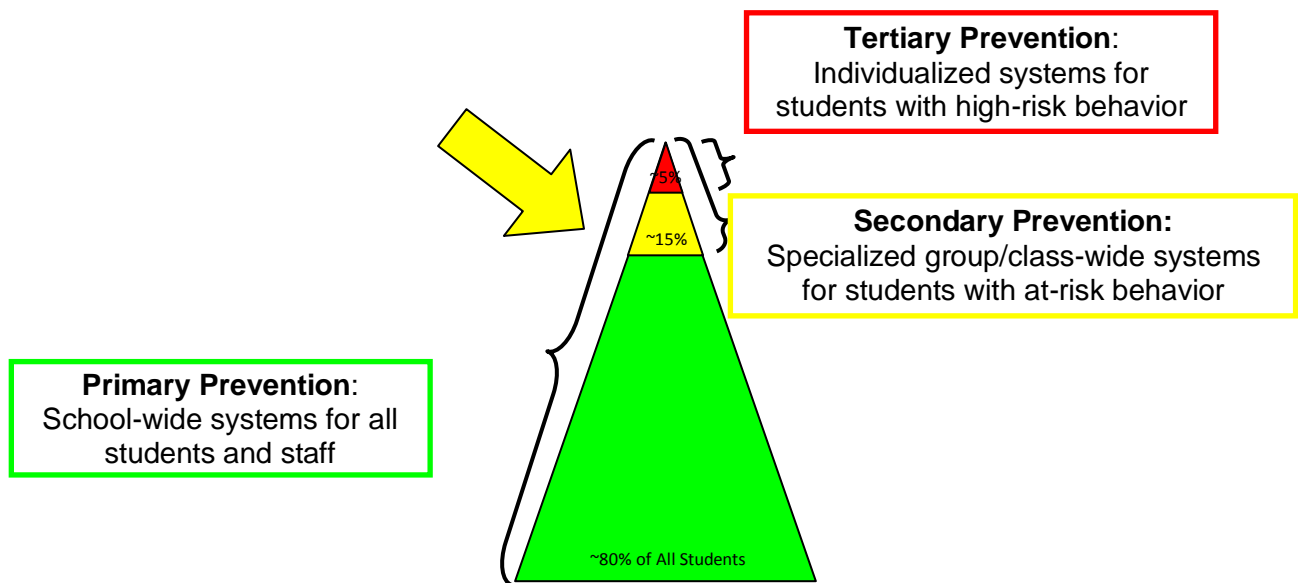
**Goal for Use:** *After you have planned and began to implement the universal system, the following information can be used to further refine, strengthen, and eventually maintain these school-wide or universal supports, while developing ongoing ways to involve all stakeholders in your school's PBS efforts (including support staff, paraprofessionals, bus drivers etc.).*

**Questions to Consider:**

➢ Have procedures for non-classroom areas (cafeteria, recess) and activities (arrival, dismissal) been developed and posted?

➢ Does your group summarize and report student discipline data to staff on a regular basis?

➢ Are the school-wide behavior expectations integrated into the school's curriculum?

➢ What do you do to encourage "booster teaching sessions" after the initial introduction of the SW behavior expectations (Tuesday tune-ups?  Monthly reviews?  Other booster lesson schedule)?

➢ In what ways does your group seek out and positively recognize staff contributions to the PBS initiative?

➢ How often do you analyze data on instances of student problem behavior?

➢ Do you use data and staff feedback to make decisions regarding additional training and professional development related to PBS?

➢ Do you regularly update your group's section of the PBS action plan to reflect trends in data and stakeholder input?

➢ Have you developed a plan for training new staff in your school's PBS system (including behavior expectation teaching procedures, recognition system, procedures for handling office- vs. classroom-managed behavior problems, etc.)?

➢ Have you developed links with community and other resources to assist with PBS funding?

➢ Have you developed and implemented ways for parents to be involved in PBS related activities and programs?

➢ How will you provide regular feedback and updates to the full faculty regarding your group's activities and progress?

# Section Three:

# *Resources for Developing Classroom Management Plans and Other Class-Wide Behavior Support Systems*

**Tertiary Prevention**:
Individualized systems for students with high-risk behavior

~5%

~15%

**Secondary Prevention:**
Specialized group/class-wide systems for students with at-risk behavior

**Primary Prevention**:
School-wide systems for all students and staff

~80% of All Students

Top Classroom Behavior Support Practices
Tools for Implementation

## Top 5 Classroom Behavior Support Practices
(Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008)

**1. Maximize structure in your classroom:**
- ➢ Develop Predictable Routines
  - • Teacher routines
  - • Student routines--classroom routines and procedures that are explicitly identified for activities (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal).

- ➢ Design Environment to (a) elicit appropriate behavior and (b) minimize crowding and distraction:
  - • Arrange furniture to allow easy traffic flow.
  - • Ensure adequate supervision of all areas.
  - • Designate staff and student areas.
  - • Seating arrangements (groups, carpet, etc.)

**2. Post, teach, monitor, and reinforce a small number of positively stated expectations:**
- ➢ A small number (i.e., 3-5) of positively stated rules that tell students what we want them to do, rather than telling them what we do not want them to do.
- ➢ These should match school-wide expectations.
- ➢ Publicly post the rules.

**3. Actively engage students in observable ways:**
- ➢ Provide high rates of opportunities to respond (OTRs).
- ➢ Consider various observable ways to engage students.
- ➢ Link engagement with outcome objectives.
- ➢ Use evidence based practices that promote active engagement such as
  - • Direct Instruction
  - • Computer Assisted Instruction
  - • Class-wide Peer Tutoring
  - • Guided notes
  - • Response Cards

**4. Establish a continuum of strategies to acknowledge appropriate behavior:**
- ➢ Classroom teachers use immediate and specific behavior praise (name behavior and expectation observed and give positive acknowledgement).
- ➢ Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviors.
- ➢ Ratio of positive statements to corrective statements is high (at least 4:1).
- ➢ Token Economies--use tokens for access to reward system.
- ➢ Incorporate group contingencies.
- ➢ Introduce system with behavior contracts.

**5. Establish a continuum of strategies to respond to inappropriate behavior:**
- ➢ Clearly identify where various behaviors will be managed (classroom or office) using a coherent discipline flowchart.
- ➢ Responsive interventions may include:
  - • Error Corrections
  - • Differential Reinforcement
  - • Planned Ignoring
  - • Response Cost
  - • Time out from reinforcement

*(Materials related to each of the above items follow)*

### *Top Ten Classroom Management Strategies for EVERY classroom*

| Strategy | Description |
|---|---|
| **1. Incorporate student input in developing class behavioral expectations/ rules.** | ➢ Use no more than 5 expected behaviors expressed in positive and observable terms<br>➢ Rules/expectations are incompatible with recurring behavior problems<br>➢ Post expectations and examples in easy-to-see places, close to targeted settings<br>➢ Tie behavior feedback to common language of these expectations |
| **2. Begin each class with a clear explanation of outcomes/ objectives.** | ➢ Visually display objectives/outcomes for all students to see<br>➢ Explain how students' time will be spent during the period |
| **3. Engage students in active responding and give students multiple ways to actively respond.** | ➢ Provide high rates of opportunities for all students to respond<br>➢ Vary individual and group responding<br>➢ Use observable ways to engage students (written responses, individual white boards, pre-made response cards, choral responding, gestures, etc.)<br>➢ Incorporate movement and physical responses |
| **4. Positively interact with students during instruction.** | ➢ One positive interaction every 5 minutes<br>➢ At least 4 to 1 ratio of positive to negative staff/student interactions<br>➢ Follow corrections with positive feedback for rule following |
| **5. Provide specific information about what happens next.** | ➢ Give transition warnings<br>➢ Closure/wrap up activity before new activity<br>➢ Review expectations when presenting new activity |
| **6. Implement active supervision with students at all times.** | ➢ Use active supervision where a supervising adult:<br>   ○ Moves continuously, while scanning continuously and overtly,<br>   ○ Interacts frequently and positively, and<br>   ○ Positively reinforces students' rule following behaviors |
| **7. Precorrect student behavior prior to various troublesome situations/ routines**. | ➢ Review expectations/rules in advance before students have a chance to break them<br>➢ Pre-correct problem behavior by practicing routines to prevent problem behaviors in settings where they are likely to occur<br>➢ Conduct brief behavior rehearsals/role play and positively reinforce students for complying with behavioral expectations |
| **8. Conduct smooth and efficient transitions between activities.** | ➢ Apply standard instructional practices to teaching class routines<br>➢ Using pre-correction and active supervision to reduce problem behavior during transitions<br>➢ Have materials ready to quickly engage students after transitioning<br>➢ Prepare filler activities |
| **9. Manage minor (low intensity/ frequency) problem behaviors positively and quickly.** | ➢ Attend to *on* task students and delay responding to *off* task student<br>➢ Redirect off task student to task at hand and do not respond directly to the off task behavior<br>➢ Present choice between on task direction and consequence, allow wait time, then follow through on student choice<br>➢ Disengage quickly and early<br>➢ Apply Colvin's "Golden Rule" of mild consequences used consistently |
| **10. Follow school procedures for chronic problem behaviors.** | ➢ Understand which behaviors warrant classroom follow-up versus an office referral/administrator involvement<br>➢ Be consistent and business-like<br>➢ Maintain calmness and detachment to avoid further escalation<br>➢ Debrief later after negative consequence, to prevent reoccurrence |

**Class-Wide Positive Behavior Support (CWPBS): Key Features Brainstorming Form**

Teacher's Name: _____     Date: _____

| *Class-Wide PBS Key Features* | *My Ideas for Applying the Feature* |
| --- | --- |
| ➢ Expectations and rules are defined, visually displayed, and taught to students (based rules on school-wide expectations, if in place). | |
| ➢ Classroom procedures and routines are defined and taught to students. | |
| ➢ Continuum of strategies to acknowledge appropriate behavior is in place and used with high frequency (4:1). | |
| ➢ Continuum of strategies to respond to inappropriate behavior is in place and used per established school-wide procedures. | |
| ➢ Students are actively supervised (pre-correction and positive feedback in use). | |
| ➢ Students are given multiple opportunities to respond (OTR) during instruction to promote high rates of student engagement. | |

# Class-Wide Positive Behavior Support Trouble Shooting Sheet

*Review before developing highly individualized supports for students, especially in situations where many students are not being successful.*

| *Strategies* | *Common Mistakes/Problems* |
|---|---|
| Establish 3-5 positively worded behavioral expectations/rules for your classroom/area (i.e., "Respect Self, Others and Environment", "Be Responsible & Respectful", etc). | ➢ Did you select more than 5 expectations/behaviors (are they too specific)? <br> ➢ Are these behavioral expectations positively stated (i.e., reflect what *to* do, instead of what *not* to do)? <br> ➢ Are the expectations mutually exclusive (i.e., not too repetitive and with minimal overlap among them)? <br> ➢ Are the expectations incompatible with recurring problem behaviors that happen in your class/area (i.e., if calling out is a concern, did you pick an expectation to replace calling out, such as being respectful)? <br> ➢ Are expectations posted in your classroom/area in easy-to-see places for students to review often? |
| Actively teach the 3-5 behavioral expectations to all students and periodically use booster teaching sessions to refresh their memories regarding these expectations and how they apply in various classroom settings, routines and procedures. | ➢ In order to teach these expectations to students, did you identify multiple, specific examples and non-examples of these behavioral expectations? <br> ➢ Are these examples posted close to the targeted settings (i.e., near the areas in which they apply; examples for being respectful and responsible during computer use posted near computers, etc)? <br> ➢ If you ask your students to identify the class's behavioral expectations, can the majority of them do so and give specific examples of each expectation? <br> ➢ Do you use booster sessions/expectation reminders after a long break? <br> ➢ Do you intervene early before problematic situations happen by *precorrecting* or reminding students of these expectations and what they would look like during a trigger situation (i.e., before working in groups, did you remind students what it looks like to be respectful and responsible when working in a group)? |
| Recognize when students meet these behavioral expectations and deliver specific, positive behavioral feedback. | ➢ Do you interact positively with students once every 5 minutes? <br> ➢ Do you give specific, positive feedback to students ("catch students being good") multiple times per day (at least more often than you correct them)? <br> ➢ Do you specifically identify the behavioral expectation exhibited by the student when giving this positive feedback (i.e., "I love how your solved that problem *responsibly*")? <br> ➢ Is your ratio of positive adult-student interactions to negative interactions at least 4 positives (praise) for every 1 negative (correction) given? |
| Use incidents of problem behavior as teachable moments to remind students of these behavioral expectations. | ➢ Do you tie feedback on all student behavior (appropriate and inappropriate) to these expectations and refer to them specifically when doing so? <br> ➢ Do you use these posted expectations to redirect students and avoid power struggles? <br> ➢ Do you use the expectations to provide calm, quick, and explicit corrections/redirections in response to inappropriate student behavior? |
| Base any additional reinforcement systems, rewards and/or class incentives for students on their use of these behavioral expectations. | ➢ Are rewards/incentives directly connected to the 3-5 behavior expectations/class rules? <br> ➢ Did you solicit student input into the incentive/reward options? <br> ➢ Are students able to obtain rewards other ways (i.e., computer time is a reward, but is also given during down time, so why should the student put forth effort to receive something he can get without trying)? <br> ➢ If asked immediately after earning an incentive/reward, could students explain specifically what they did to earn that reward (i.e., answering "I was good" is not specific enough)? <br> ➢ Does your system include class-wide contingencies where all students benefit when each does well? <br> ➢ Are your criteria for earning incentives consistent (i.e., do not change)? <br> ➢ Is there a visual way for students to measure their progress toward earning incentives posted in your classroom for all students to review? |

### *Maximizing Structure by Developing Predictable Routines*

Maximizing structure in the classroom involves making school clear to all of our students.  This means directly and actively teaching students:

➢ What they are *expected* to do--Expected behavior expressed in positive and observable terms as well as class routines and procedures;
➢ What happens if they do it *right*--Ways to acknowledge expected/desired student behavior; and
➢ What happens if they do it *wrong*--Clear, consistent consequences and a hierarchy of responses for rule violations.

**Steps for Establishing Classroom Routines and Procedures**

Begin by deciding what policies, procedures and routines are important for you and your classroom/subject (e.g. requesting assistance, entering class, sharpening pencils, class dismissal, passing in papers, grading papers, transitions, working with peers, etc.).  It may also be helpful to think about which routines you might envision your students having difficulty following, then target those for direct teaching/practice.

After that has been determined, discuss these with your students in order to help them understand the benefits of having consistent procedures and routines.  Teaching routines, procedures and expectations to students will also involve:

➢ *Prevention:* pre-correct by proactively teaching expectations and procedures;
➢ *Modeling:* show them what expectations "look like" across environments;
➢ *Intervention:* use instances of misbehavior as teachable moments.

| Example Procedure for Elementary Students | Example Procedure for Secondary Students |
| --- | --- |
| Exiting the classroom: <ul><li>Put materials away, clear desk and push chairs in</li><li>On signal move quietly to doorway</li><li>Line up facing the door and keep one space between each person</li><li>Keep hands and feet to self</li><li>Listen to the teacher and wait for signal to leave</li></ul> | Conducting Quizzes/Tests: <ul><li>Put all materials not needed for quiz in desk</li><li>Listen carefully to directions</li><li>Raise hand if you have a question</li><li>Stay in your seat</li><li>Complete the quiz without talking</li><li>Follow directions for completing test (pass papers forward or give them to person collecting)</li></ul> |

When initially establishing a routine or procedure, it helps to actively involve the students in the lesson through things like a game, role-play, etc.  Providing opportunities for students (especially younger students) to practice the procedure and rule following behavior in the natural setting can also be beneficial.  While younger students may need additional "practice time" to learn a routine, usually secondary age students can quickly learn class routines and procedures if the adult provides reminders, active supervision during the routine/procedure, and then give students feedback on their performance.

In addition to the example routines and procedures that follow, the following sites contain resources for teaching procedures and expectations for elementary, middle and high school students:

➢ http://pbiscompendium.ssd.k12.mo.us/schoolwide.htm
➢ http://www.pbismaryland.org/schoolexamples.htm
➢ http://flpbs.fmhi.usf.edu/teaching_lesson_plans.asp

### *Example: Establishing a Classroom Late Procedure*

**Purpose:** It is beneficial to establish routines for transitions and frequently occurring classroom routine or activities. Having well-defined routines and procedures help students master the steps necessary to accomplish tasks without excessive reminders from directing adults. This is important because when an adult needs to repeatedly stop instruction to explain a routine/procedure to a student, this impacts learning for all the students. This can also start a "power struggle" with an oppositional student who does not like being "told what to do".

**Example Procedure for Students:**
1. Please enter quietly and sit in one of the *designated seats* (near door to prevent disruption).
2. An adult will come to you to ask for your late pass.
3. If you enter and do *not* have a late pass, the adult will either ask you to discuss this in the hall or the adult will speak with you at the end of class about it.
4. Look at the board to see what you should be doing in class or go to the late folder to get a worksheet to start until the adult can come over to you to help you get started.
5. Quietly begin to work on the assignment from the board or on your late folder worksheet, until an adult can get to you.

**Directions for Adults:**
➢ Get student input to identify what they think they should do if they are late to class. To clarify specific steps in the routine, the adult might need to ask the students questions such as:
  o "What should you say when you walk in late?"
  o "Should you walk up to the teacher and tell her you're late immediately when you walk in?"
  o "Should you show the teacher a pass when you first walk in or should you wait for the teacher to ask you for the pass?"
  o "Should you start to talk to another student when you walk in?"
➢ Record students' ideas for the late procedure.
➢ After student input is secured, post your late procedure in the room. Remember to refer to it often (or simply gesture toward it) when a student arrives late. The posted procedure can be used to redirect the late student to what he should be doing without significantly disrupting the flow of instruction for other students.
➢ It may help to assign approximately 2-3 seats neat the door (to prevent disruption) for students to sit in if they arrive late, so that late students do not disrupt the rest of the class.
➢ Having information about what the class is doing listed on the board is helpful, so that the late student can access it without interrupting (i.e., so that the adult does not need to stop instruction to tell the late student what he should be doing).
➢ If it is not feasible to do this, consider having a task ready for the late student to perform, so that he does not need to ask the adult what to do. Keep the late task to be worked on in a folder that a student arriving late to class can access without needing to stop the directing adult to ask about it.

**Additional Information/Application Ideas:** In a class/school where arriving late to class is a problem, a teacher may try to set up a system for reinforcing students for being in class and in their seat at a predetermined time. For example, during the first week, reinforcement (i.e., some positive event voted on by the students) can occur if there are no more than 5 tardies during the week. Once the 5 tardy criteria is met, the teacher can reduce the number to 4 tardies during the week. Each time the criteria is met, it can be lowered until students are arriving on time. If lateness is not an issue for the majority of students, then this type of reward system can be set up with only the individual student who has difficulties arriving on time (rather than classwide).

### *Example Middle School Procedure: USING AN ASSIGNMENT NOTEBOOK*

When teaching this procedure, be sure to show students an example of a well-organized notebook, in which the student has written in the assignment and other good notes and has also numbered how she will do the assignments.

**Rationale for Students**

Remembering what homework to do and the books needed to do it are two of the toughest memory tasks for students of all ages. The answer? Make remembering a writing job rather than a memory job. How? With the You-Can't-Get-Along-In-School-Without-One-Assignment-Book! This mighty book can be the key to homework success. No forgotten assignments, no frantic phone calls to friends, no books left in lockers, no panic when you walk into a classroom and the teacher asks you to turn in your homework … just total organization of homework and studying.

**Tips to Teach Students**
*REMEMBER TO WRITE THE CORRECT INFORMATION:*
- Write ALL the pages of the homework. Write any other important words like read, memorize, outline, answer questions, etc.
- If you don't have any homework in a class, write none and indicate, talked about … saw movie about … etc.
- At the end of each class, check to make sure you have all the information you need to do your homework. If you don't, ASK!

*KEEP YOUR ASSIGNMENT NOTEBOOK HANDY:*
- To use the assignment notebook at school, remember to keep it near you (on the desk or on the floor by your desk).
- As soon as your teacher says you'll have homework, be ready to write.
- If it is with you all day every day, you will remember to take it home.
- Before you leave school, check your assignment book to see which books to take home.
- Also, check the space at the bottom for other things you need to remember.
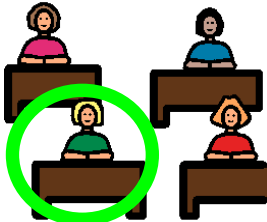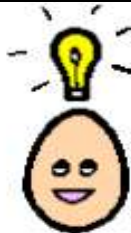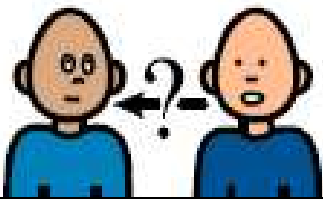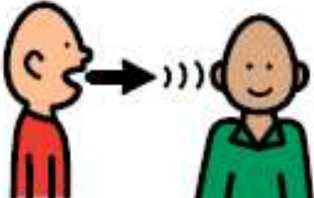
*USING THE ASSIGNMENT NOTEBOOK AT HOME:*
- Having your assignment notebook at home can help you get your homework started.
- Open it to the page for the day, then review homework assignments. Which is the hardest? Easiest? Number them in the order you'll do them.
- Make sure you have all the materials you need to do them BEFORE YOU SIT DOWN.
- After you finish each assignment, check it off in your assignment notebook.
- Then, when you're done with all of your homework check the bottom section and gather your books together for the next morning.

**Example Chart for Establishing Procedures:**

# ASKING FOR HELP

| | |
|---|---|
| | Look around to see what other students are doing. Try to figure out what is supposed to happen next. |
| | If that did not help, raise your hand and look towards the teacher. |
| | Wait for the teacher to call on you and do **not** get out of your seat to ask a question. |
| | While you are waiting, think of the question you need to ask in your head and practice it in your head. |
| | When the teacher calls on you, show her where you are stuck and then ask the question you have in your head. |
| | Listen to the teacher as she talks and watch what she does to show you what to do. |
| | When she is done, look at her and say, "Thank you" Then go back to your work. |

### *Tips for Smooth Transitions*

Often we assume that students know what behaviors are expected during transitions. This is not always the case. Successful transitions are associated with (a) teaching clear expectations for student behavior, (b) establishing clear expectations for staff behavior during transitions, (c) pre-planning transition implementation, (d) following transition routines consistently, and (e) providing regular and frequent acknowledgements for successful transitions.

Establishing clear expectations for student behavior is the primary purpose for setting up classroom routines. If students are familiar with the processes necessary to get a particular job done, they are more likely to complete it in an orderly manner. Developing plans for these activities that work for your physical space and your management style is important. If a routine is not effective, one idea is to involve your students in redesigning the routine.

**Entering the Classroom:** Develop plans for entering and exiting the classroom and changing class configurations, such as moving from whole class to small-group instruction. Using relaxation and imagery activities or exercises when transitioning back to class after recess, lunch, and assemblies, as well as playing music, singing, and/or reading to students at these times is also often effective in facilitating a smoother transition. It is also helpful to plan for the movements of individual students that are necessary to begin a task after entering the classroom, such as pencil sharpening and getting personal supplies.

**Non-Instructional Tasks:** This includes activities such as taking attendance, collecting permission slips, making participation counts (pretzels, extracurricular activities) and keeping the classroom neat. When appropriate, students can assist with these tasks. Some of these tasks can even be used as instructional activities.

**Materials Management:** If routines are developed for the distribution, collection and storage of instructional materials, student helpers will be able to complete them quickly and more independently. If instructional materials are prepared and organized, transitions between activities will be smoother and take little time. Necessary materials might be listed on the daily schedule so students will know what they need and can prepare for one activity as materials for the previous activity are stored or collected.

**Group Work:** Each team member within a group should have a job, and over time each student should have an opportunity to do each job. Develop job descriptions and routines for assigning the jobs. Jobs might be facilitator, time-keeper, reporter, recorder, encourager, questioner, materials manager, taskmaster, etc.

**Non-Classroom Settings:** Teach, model, and practice appropriate behaviors and expectations for out-of-classroom activities (e.g., in the cafeteria, passing in hallways, during assemblies). Assign a buddy or peer helper to assist during these transitional periods and out of classroom times, if needed. Increasing supervision outside of the classroom, and providing more choices of activities in which students can engage (e.g., hula hoops, jump rope, board games, library/computer, supervised games) is also key to preventing behavioral problems. Be aware of the particular struggles that students with certain disabilities children may have in less-structured environments.

It is also important to have school-wide rules/behavioral expectations to help foster consistent behavior management practices in non-classroom settings, as well as classrooms. School-wide incentives and positive reinforcers (e.g., "caught being good tickets" redeemable for school prizes) are helpful in teaching and motivating appropriate behaviors inside and outside of the classroom. For certain students, special contracts or some type of individualized behavior support with incentives for appropriate behavior may need to be arranged for the playground, cafeteria, or other such times of the day.

### *Setting Classroom Behavior Expectations with Students*

## I. Establish Clear, Consistent Behavioral Expectations
➢ Begin by identifying no more than 5 positively worded behavioral expectations for students to follow.  School-wide expectations can be used here (i.e., *Be Respectful, Be Responsible, Be Safe*).
➢ Clarify what each means by discussing with the students what each class-wide/school-wide expectation looks like across your classroom environments and routines.
➢ The following charts contain general examples of 3 classroom behavior expectations along with specific examples of what each expectation might look like during various class routines.  These are examples for the adult to use during a discussion with students about what is expected; however, it is important that the students, themselves, be directly involved in identifying the examples of each behavior expectation, so that there is student "buy-in".
➢ In the charts that follow, the bulleted items are specific things that the adults can also acknowledge and praise students for doing when following the class behavior expectations.  For example, the adult can say "The majority of the class did a nice job being *responsible* by remembering their homework".
➢ Adults can also use the bulleted items in the charts that follow when reminding (or "pre-correcting") students before the start the specific routine.  For example, immediately before beginning group work, the adult can discuss with the students what the expectations are for behavior during group work, so students are reminded in advance of exactly what they should be doing ("Before we start this group activity, let's go over what the criteria are for working in groups in my class").

## *EXAMPLE A:*

| | **All the Time** | **During Group Work** | **Working Independently** |
|---|---|---|---|
| **Be Safe** | ➢ Keep self to self<br>➢ Sit with four chair legs on the floor<br>➢ Keep area neat | ➢ Stay with your group<br>➢ Remain seated unless you have permission to be up | ➢ Stay in your area<br>➢ Remain seated unless permitted to be up |
| **Be Respectful** | ➢ Raise hand before speaking<br>➢ Use appropriate language and volume | ➢ Listen to others' ideas<br>➢ Accept others' opinions<br>➢ Use appropriate language and voice volume | ➢ Raise hand & wait to be called on before talking<br>➢ Work quietly |
| **Be Responsible** | ➢ Follow directions first time given<br>➢ Have materials ready<br>➢ Be on time<br>➢ Bring homework daily | ➢ Stay on task<br>➢ Use time wisely<br>➢ Participate/do your share of the work | ➢ Stay on task<br>➢ Use time wisely<br>➢ Do your best on assignments<br>➢ Do your own work |

## *EXAMPLE B:*

| | **All the Time** | **Arrival** | **Computer Use** | **Group Work/ Labs** |
|---|---|---|---|---|
| **Be Safe** | ➢ Keep self to self | ➢ Be in your seat when the bell rings | ➢ One person per station<br>➢ Hands off electric cords | ➢ Sit with 4 chair legs on the floor<br>➢ Keep self to self<br>➢ Use materials correctly |
| **Be Respectful** | ➢ Raise hand to speak<br>➢ Listen when others talk | ➢ Use indoor voice when talking before the bell | ➢ Wait your turn<br>➢ 15 minutes per station | ➢ Raise hand to ask for help<br>➢ Voices at a quiet volume |
| **Be Responsible** | ➢ Bring materials | ➢ Bring homework, pencil, paper | ➢ Return to log-in when finished | ➢ Try your best<br>➢ Complete all work |

## EXAMPLE C:

| Typical Contexts/ Routines | Classroom Rules/Expectations | | |
|---|---|---|---|
| | **Respect Others** | **Respect Property** | **Respect Self** |
| **All** | *Use inside voice.* *Raise hand to answer/talk.* | *Recycle paper.* *Put writing tools inside desk.* | *Do your best.* *Ask.* |
| **Morning Meeting** | *Eyes on speaker.* *Give brief answers.* | *Put papers in desk.* *Keep feet on floor.* | *Put check by my announcements.* |
| **Homework** | *Do own work.* *Turn in before lesson.* | *Put homework neatly in box.* *Touch your work only.* | *Turn in lesson on time.* *Do homework night/day before.* |
| **Transition** | *Use inside voice.* *Keep hands to self.* | *Put/get materials first.* *Keep hands to self.* | *Have plan.* *Go directly.* |
| **"I Need Assistance"** | *Raise hand or show "Assistance Card".* *Wait 2 minutes & try again.* | *Have materials ready.* | *Have plan.* *Ask if unclear.* |
| **Teacher Directed** | *Eyes on speaker.* *Keep hands to self.* | *Use materials as intended.* | *Have plan.* *Ask.* |
| **Independent Work** | *Use inside voice.* *Keep hands to self.* | *Use materials as intended.* *Return with done.* | *Use time as planned.* *Ask.* |
| **Problem to Solve** | *Stop, Step Back, Think, Act* | *Stop, Step Back, Think, Act* | *Stop, Step Back, Think, Act* |

## EXAMPLE D:

| Routine/ Time of Day | *Expectation:* Be Ready | *Expectation:* Be Respectful | *Expectation:* Be Responsible |
|---|---|---|---|
| **Arrival to Class** | ➢ Be in your seat when the bell rings ➢ Keep body and objects to self | ➢ Listen for directions ➢ Voices are at a quiet whisper ➢ Use appropriate language ➢ Keep all electronics out of sight | ➢ Bring homework and class materials ➢ Turn in homework ➢ Quickly and quietly go directly to your seat |
| **Cooperative Group Work Time** | ➢ Keep body and objects to self | ➢ Listen to others' ideas ➢ Accept others' opinions ➢ Use appropriate language and low voice volume | ➢ Help everyone in your group participate ➢ Stay on task ➢ Use time wisely ➢ Participate/do your share |
| **Whole Group/ Teacher-Led Instruction** | ➢ Sit with your chair on all 4 legs ➢ Stay in your seat ➢ Keep body and objects to self | ➢ Raise hand to share ➢ Use appropriate language ➢ Keep electronics stored and turned off with buds out of ears | ➢ Try your best ➢ Take notes when asked ➢ Stay on topic |
| **Independent Work Time** | ➢ Sit with your chair on all 4 legs ➢ Stay in your seat ➢ Keep body and objects to self | ➢ Listen to the teacher ➢ Raise hand to ask for help ➢ Voices are off ➢ Electronics can be on "low" | ➢ Try your best ➢ Complete all your work ➢ Stay focused on your *own* work |

**BLANK TEMPLATE:**

|  | All the Time | Arriving to Class | Group Work | Independent Work |
|---|---|---|---|---|
| **Be Safe** | | | | |
| **Be Respectful** | | | | |
| **Be Responsible** | | | | |

## II. Teach and Reinforce Expectations by Giving Positive Feedback
- Give students specific, frequent, group and individual reminders of how well they are meeting the expectations established (*see previous sections for information on establishing expectations*) by making specific, *positive* comments multiple times per day.
- Be sure to recognize a student when he is meeting expectations *more often* than when you correct his/her behavior.
- Maintain a ratio of at least 4 positive comments about how well s/he is meeting the expectations for every 1 time you correct the student/remind him/her what s/he should be doing.

## III. Create a Motivation System Based on Positive Reinforcement (*IF NEEDED*)
- Students who are not motivated by grades may need an additional form of motivation to meet teacher expectations. In such a situation, teachers can develop their own pre-established system of rewarding students when they meet the established expectations (*see previous sections for information on establishing expectations*). It is important to set up this system with students *before* interfering behaviors start and when all parties are calm. Never set up an incentive plan in response to interfering behaviors (i.e., avoid saying things like "if you stop doing that, I'll give you a reward"). Implement the system consistently across environments (i.e., it does not change during an argument or with different adults).
- Descriptions of several different options for rewarding desired behaviors follow.
- For examples of reward charts and other related materials, please see the resource materials provided by NJCIE electronically.

### *System Option ONE: Class-Wide Incentive System with Student Teams:*
- The first step in developing this system is to dividing a class into groups or "teams" of 4-5 students. The entire team will get a reward when they meet an arranged contingency.
- Next, gather student input in identifying the desired or targeted behaviors to be tracked and reinforced (*see previous sections for information on establishing these expectations and "rules"*).
- Teams can be evaluated on the total group's performance for the identified behaviors, the average of individual group members' performance or the average of performance over a specific time period (i.e., throughout the week).
- After desired behaviors have been selected, set goals or criteria for success (i.e., what constitutes "success" and receipt of an incentive).
- Determine the interval for how often students will receive feedback and track progress. At the end of this interval, students will be rating their group's total performance in the targeted behavioral areas (i.e., being respectful, being prepared, being on task, etc.).
- The group/team ratings can use a scale from 1-5 or other method.
- It is also important to establish any consequences or "fines" for rule violations (loss of points, recess or free time group practice sessions, etc.) and share this with students when introducing the system.
- Information about this system (including desired behaviors, goals/criteria for success, incentives, and consequences for violations) can be outlined in a contract that all participants are to sign.
- After this system is established, the teams of students would receive a reward at the end of each segment (i.e., week, etc.), contingent upon the degree to which they have met the behavioral expectations stated in the contract.
- A menu of rewards might include rewards that involve receiving extra non-instructional time (to interact with friends, listen to music, read for enjoyment, etc.), having class outside, and/or activities that are not normally done in the classroom (such as watching a video, computer time).
- Any teams that experience difficulty and do not meet the criteria for success would spend the non-instructional "free time" discussing ways to improve their performance next week.

- If any student attempts to sabotage the group goal to gain negative attention, discuss this problem with the team (including the sabotaging student) and determine a solution, such as not allowing that student's score to sabotage the group's score by excluding his score from the group average). This should only be temporary and used as a means of decreasing inappropriate attention seeking, until the student is better able to function with the group.

### *System Option TWO: Intermittent Reinforcement with Tokens:*
- The following description is based on the ideas of using intermittent reinforcement. In this system, the student can earn tokens, tickets, tally marks, or points for exhibiting the behavioral expectations that have been chosen (i.e., for displaying positive behaviors).
- These tokens, tickets, points, or tallies are used to measure students' progress toward earning incentives, rewards, privileges, etc. This is similar to the idea of placing marbles in a jar when a student exhibits desired behaviors. The marbles might be referred to as a "token". In this system, tokens, points or tallies would function in the same way as the marbles do (i.e., as tokens).
- Some students will need a behavior feedback chart to visually display the number of tokens/ tallies/points, in the same way as the jar is used to visually display the marbles. This way the student can see his progress toward meeting a pre-established "goal" number of tokens/tallies.
- The adult can then use the behavior feedback chart along with verbal praise to concretely identify the specific expectation/rule upon which the positive feedback is being delivered (i.e., saying "Great job being responsible by completing that work without arguing" while placing a tally mark on the behavior feedback chart). This will help the student connect positive adult feedback with the specific behavioral expectations from the chart (instead of something subjective like "being good").
- In this system students would earn the tokens/tallies/points intermittently, meaning that adults will periodically "catch" students using the selected behaviors and give positive feedback paired with the token. There is no limit to the number of tokens that the student can earn in a day or period.
- At the end of each day/period the adult can help students count up the number of tokens earned. Once the pre-established number of tokens is earned, they can be exchanged for rewards.
- When selecting rewards, keep in mind that incorporating contingencies where all students benefit when each student does well can be especially motivating for students who are concerned with peer relationships.

### *System Option THREE: The "Good Student Game" with Group Monitoring:*
- The Good Student Game is a class-wide game designed to be used during independent work times to increase on task student behaviors. It uses a game format to help students monitor appropriate behavior such as staying seated and working quietly.
- In this game, students are taught to work in teams and monitor their behavior. Teachers who already feel overburdened by classroom pressures may prefer student self-monitoring to teacher monitoring. Because of its emphasis on self-monitoring, the Good Student Game provides opportunities for students to assess their own behavior which can help students feel they are an integral part of the instructional process. Students are also encouraged to focus on their own positive behaviors (rather than negative) by attending to and recording the use of rule-following behaviors.
- To begin the game, students must be directly taught the rule-following behaviors to be monitored *(see previous sections for information on establishing these expectations and "rules")*, as well as specific monitoring techniques, and other game procedures.
- Criterion must be set for winning the game with reinforcers established in advance by the teacher. The teacher can make goals for each group individually or for the class as a whole. For instance, the teacher might set the criteria that each group that earns 80% of their points over the course of the day/period will earn the reinforcer, or require the class as a whole to earn 80% of their points

collectively.  Goals should be reasonable and easily attained when first beginning the game, then increased over time.

➢ Teachers determine the interval at which the group monitors evaluate the behavior of the group. Initially, monitoring intervals of one to three minutes are recommended.  Some teachers set timers or have a prerecorded tape to signal the recording intervals.

➢ Teacher can also create "Good Student Game Monitoring Cards" for students to use when tracking their behavior.

➢ Reinforcers can be determined by watching student preferences or surveys.

➢ Arguing with a monitor, a team member, or teacher is not permitted and will result in a certain percentage of points being lost.

➢ Comprehensive overviews of "The Good Student Game" are available at the following sites:
   o http://www.powerof2.org/cgiwrap/powerof2/feature/index.php?id=43
   o http://www2.ku.edu/~powerof2/feature/archives/jan_2001.shtml


## IV. Introducing the Class-Wide Plan to Students

1. Introduce the behavior expectations to students:

➢ Make visual cues displaying each expectation to post in the classroom.

➢ Have students role play examples of what it looks like to follow the rules; take pictures of students role playing to post in the classroom as visual reminders.

➢ Have adults role play examples of *not* following the rules.

➢ Some students with cognitive disabilities may need a social story to explain each expectation. Have the student review the story daily until he has internalized the expectations.

2. Discuss what happens when students follow the rules (reinforcement system):

➢ Go over incentive plan and behavior feedback charts (if in use).

➢ Brainstorm a list of reinforcers with students/ and/or have students complete an incentive survey; include classwide rewards as choices.

➢ Talk about what goals need to be reached in order to earn selected rewards (i.e., certain number of tokens, fill up the chart, etc.).

➢ Post something visual for displaying points/tokens earned; this can be a chart or graph.

➢ This visual tracking method could also incorporate a theme or school mascot.

➢ If an individual student needs to receive his rewards more frequently than the rest of the class, then this student can have a personal chart on which to keep his tokens with a limited number of spaces for the tokens (*see example charts that follow*).  Once each space on this smaller chart is filled with a token, then he earns a smaller, individual reward.  This way the student is still receiving the same tokens as the class, but he is also earning incentives on his own schedule.

3. Discuss/practice what happens when students do NOT follow the rules:

➢ Post hierarchy of consequences.

➢ Discuss what students should do if they feel like they are about the break a rule (i.e., ask for help, take a deep breath, ask to speak with a counselor, etc.).

➢ Taking tokens away after they have been earned should be avoided, unless all implementers have discussed and approved use of this often over-used reactive practice.

➢ Some students may need a behavior contract to outline the consequences for his/her behavior (*see example behavior contract and template that follows*).


## V. Interventions for Students NOT Successful Under the Class-Wide Plan

➢ Electronic resources to assist teachers in problem solving and implementing strategies/interventions to address behavioral issues in their classrooms have been developed and made available to all faculty members.

➢ These resources are broken into categories for ease in identifying possible strategies.

➢ A description of a general process for accessing and utilizing these resources follows.

***Teacher Intervention Development:***
➢ Teacher identifies the problem behavior that the child is exhibiting.
➢ Teacher checks for ideas about effective strategies/interventions using the behavior resource information posted electronically.
➢ Teacher picks a strategy/intervention that best suits the problem behavior identified.
➢ Teacher implements the selected strategies/interventions.
➢ Over a two week period, the Teacher collects data (i.e., written observations regarding how the strategy is working).
➢ If the strategy/intervention chosen is *not* effective in improving the student's behavior at the end of the second week of implementation, the Teacher may wish to contact a school-based problem solving team (I&RS, etc.) for further assistance.

***Topical Resources Available Electronically:***
The following topical folders are available to district staff and may be found online.  Each folder contains multiple resources on each topic that teachers can consult for ideas, identify an approach, implement and track progress (adjusting as needed) to address behavioral challenges.  Templates and examples of support materials are also available and have been organized into the following category folders:

- For ADHD-Movement Opportunities
- For Anger Management
- For Anxiety
- For Attention-Seeking
- For Autism Spectrum Disorders
- For Cognitive-Intellectual Disabilities
- For English Language Learners
- For Homework Issues/Missing Assignments
- For Inattentiveness
- For Issues on the Bus
- For Issues with Transitioning
- For Lack of Motivation, Noncompliance
- For Parent Involvement
- For Poor Attendance
- For Poor Organization
- For Social Skill Deficits
- Social Stories
- Visual Supports and Schedule Materials

***Please Note:*** Various examples of the behavior support resources available electronically are reflected in the pages that follow.  A sampling of options for young students as well as some of those for older students have been included.  However, staff are encouraged to check electronic resources provided by NJCIE for additional materials that may be more appropriate for their individual student's age and behavioral issue.

<div align="center">

***Student Behavior Contract***

</div>

On___/____/_____, _____ will begin this contract that will ensure his success at _____School.  This contract will be used to chart the progress of the aforementioned student.

## BEHAVIOR EXPECTATIONS FOR THIS STUDENT:
1. Be *respectful* to peers and staff by using appropriate language
2. Be *responsible* for arriving to classes on time and completing all work.
3. Be *safe* by using appropriate words instead of threats when angry at someone.

## CRITERIA:
The student can review his progress each day after school and check off the box if he has earned 90% (or more) of his points for that day.  He needs to earn 10 consecutive days at 90% (or higher) in order to earn the incentive of _____.  If student has a day of earning 60% or less, then he has demonstrated the need for _____.  At that point, he can start over trying to earn the 10 consecutive days at 90% or higher.

## LONG TERM GOAL:




## ADDITIONAL DAILY REWARDS IF GOALS ARE MET:
1. Lunch with a preferred staff member
2. Time to shoot hoops with a friend in the gym
3. Other: _____

## CONSEQUENCES IF GOALS ARE *NOT* MET:
1. Phone call home
2. After school detention
3. Saturday detention
4. Other: _____




_____          _____
(Signed Name of Student)                                    (Signed Name of Parent/Guardian)


_____          _____
(Signed Name of Teacher)                                    (Signed Name of Principal)

# Self-Monitoring Chart

**Student Name:** _____    **Date:** _____

| Rating Scale:<br><br>*1 = No/ Try harder next time*<br><br>*2 = Good Job*<br><br>*3 = Excellent!* | Be Respectful:<br><br>➢ Raise hand to speak<br>➢ Use appropriate language | | | Be Responsible:<br><br>➢ Arrive to class on time<br>➢ Complete classwork | | | Be Safe:<br><br>➢ Use appropriate words instead of threats when angry | | | Staff Ratings | | | Matching Rating?<br>*(Worth 2 Bonus Points Each)* |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Period One | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Two | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Three | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Four | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Five | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Six | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Seven | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| Period Eight | **1** | **2** | **3** | **1** | **2** | **3** | **1** | **2** | **3** | | | | **YES (+ 2)**<br>**NO** |
| **Total Possible Rating:** 72 points<br><br>**Bonus Points Possible for Matching Ratings:** 16 points | | | | | | | **Today's Total:** _____<br><br>*(All ratings from above plus all bonus points earned for matching ratings)* | | | | | | |

**Directions:** At the end of every period the student will check himself to see how he is doing following the rules (Be Respectful, Be Responsible, Be Safe). Teachers will also check the student's self-ratings. If both ratings are the same (i.e., they match up), then the student can earn an extra 2 bonus points for each matching period. The student can also show this chart to a parent and talk about progress during the school day. If the student scores a "zero" for being **UNSAFE**, then a parent will automatically be contacted. Parents may wish to incorporate an incentive at home for successful days.

# Behavior Feedback Chart

Student Name: _____     Date: _____

| 0 = No/Keep Trying<br><br>1= Good Job<br><br>2= Excellent! | Be Respectful:<br><br>➢ Raise hand to speak<br>➢ Use appropriate language | | | Be Responsible:<br><br>➢ Arrive to class on time<br>➢ Stay in class<br>➢ Complete classwork | | | Be Safe:<br><br>➢ Use appropriate words instead of threats when angry at someone | | | Teacher Initials |
|---|---|---|---|---|---|---|---|---|---|---|
| Homeroom | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 1 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 3 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 4 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 5 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 6 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 7 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 8 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| *100% = 54 points*<br>*90% = 48.6 points*<br>*80% = 43.2 points* | *Total Possible = 54*<br>*My Goal _____%* | | | Total points: _____<br><br>Total Percentage: _____% | | | | | | |

*Directions for Use of Chart:*

- Each day, try to discuss each item with student before the start of the activity to proactively remind him of what is expected in advance.
- Periodically remind the student of how he is doing on the objectives each day. Providing positive and corrective feedback using the specific terminology from the expected behaviors (i.e., Respectful, Responsible, Safe) will help to teach the student what these words actually mean within the context of the activity.
- At the end of the activity, discuss the student's behavior during the activity and record the student's score on the above items.
- At the end of the day, discuss the student's behavior and scores, then implement any positives earned for a great day or consequences earned for a not so great day.
- Periodically send charts home with the student for review with his parents. This will provide the parent with regular feedback on the student's behavior.
- If the student scores a "zero" for being **UNSAFE**, then a parent will automatically be contacted.

# Mario Reward Chart

**Name:** _____  **Date:**_____

The Rules at school are:

1. Be a Hard Worker
2. Be Safe
3. Be Respectful

When you follow the rules, you help Mario and Luigi reach the Princess and the arrows are colored on the chart.  When you reach a box, you earn the reward in the box.
If you make it to the end and rescue the Princess, you have had a GREAT day!
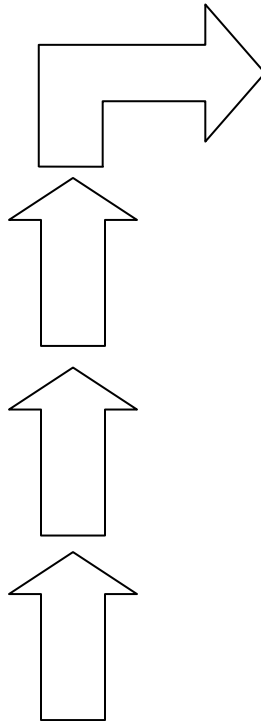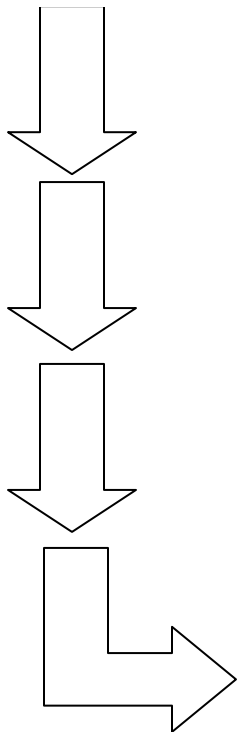


**Keep Going!
You are on the Right Track!**
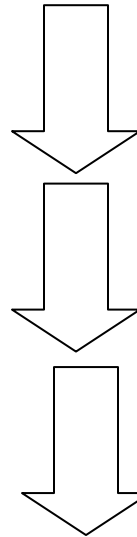
**You are off to a Great Start!**

**Congratulations!**



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## How Was Today?

 = Excellent/ Plus 1 Point!           = No/ But tomorrow can be better!

| Was I a Hard Worker? | Was I Safe? | Was I Respectful? | Adult Rating | Did Our Ratings Match? |
|---|---|---|---|---|
|     |     |     | | YES (+ 1)  NO |
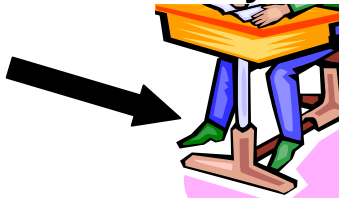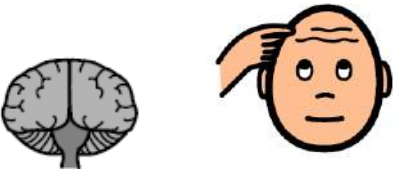
# Good Whole Body Listening Behavior Chart

| Listening with my WHOLE BODY means … | Did I do this? |
|---|---|
| **BODY is facing the speaker.** | ☐ YES<br>☐ NO |
| **EYES are looking at the speaker.** | ☐ YES<br>☐ NO |
| **EARS are listening to the speaker.** | ☐ YES<br>☐ NO |
| **MOUTH is closed with no noises.** | ☐ YES<br>☐ NO |
| **HANDS are calm and to myself.** | ☐ YES<br>☐ NO |
| **FEET are calm and to myself with my shoes ON.** | ☐ YES<br>☐ NO |
| **BRAIN is thinking about what the speaker is saying.** | ☐ YES<br>☐ NO |

***Acknowledging Appropriate Student Behavior:***
***Ideas for Free and/or Inexpensive Rewards for Elementary Level Classrooms***

1. Choose what assignment the class does for homework (from a field of several approved choices)
2. Get to pick which problem the teacher will make a "freebie" answer on homework
3. Homework free night
4. Receive a 5-minute chat break at the end of the class or at the end of the day
5. Choose music for the class to hear/to be played during lunch
6. Choose the game during physical education
7. Dance to favorite music in the classroom
8. Design a class/school bulletin board
9. Pick a video to watch instead of recess
10. Enjoy class outdoors for the whole class
11. Get "free choice" time at the end of the day
12. Get extra art time
13. Go on a walking field trip (earn privilege for whole class)
14. Designing theme for school dance, ice cream social, game night
15. Get a postcard in the mail telling parents what teachers admire most about their child
16. Send home a postcard about positive things the student has done this week
17. Get to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
18. Get to shoot a video about the school's expectations to show on TV
19. Office aid for a period
20. Opportunity to eat lunch outdoors/at a special table
21. Opportunity to eat lunch with a teacher/parent/grandparent at a special table
22. Privilege of seeing embarrassing photo of staff member (Senior Portrait)
23. Reserved seating at a school play for student and five friends
24. Serve as a student ambassador if visitors come to the school
25. Sing karaoke during lunch (approved songs)
26. Special recognition at any school event- Guest DJ one song at dance etc.
27. Assist with morning announcements over the PA system
28. Lunch Line "Skip Pass" to be the first one in the lunch line
29. Earn a free pass to a school event or game
30. Earn a gift certificate to the school store or book fair
31. Earn a trophy, plaque, ribbon or certificate
32. Enter a drawing for donated prizes among students who meet certain grade standards
33. Positive phone call home
34. Receive a "mystery pack" (wrapped items such as a notepad, folder, puzzle, sports cards, etc.)
35. Select a book to take home to read from the teacher's personal library
36. Take home a class game for a night
37. Work as the Principal's apprentice for 20 minutes

**Acknowledging Appropriate Student Behavior:**
**Ideas for Free and/or Inexpensive Rewards for Secondary Level Students**

For additional ideas about creative incentives, go to: http://www.kipbs.org/new_kipbs/familyinfo/freebies/index.html

1. Adult volunteers to write a job recommendation for the student
2. All school party on the weekend with different venues for all interests (students with zero ODR's get to come); Have parents sponsor and chaperone:
    a. Dance area
    b. Basketball area
    c. Game board area
    d. Conversation pit
    e. Graffiti wall (piece of sheetrock painted white with sharpies of various colors)
    f. Karaoke area
    g. Computer animation area
3. Assisting Coach for any sport
4. Assisting in developing ways to reward teachers who go out of their way to help students
5. Chance to go to grade school and teach students about a topic of interest
6. Choosing to do a PowerPoint for the class on a particular subject of interest
7. Choosing what assignment the class does for homework
8. Designing theme for school dance, ice cream social, game night
9. Dress as the school mascot during a game
10. Earning the chance to be the water/towel person at a sporting event
11. Earning the chance to do stagecraft for any school performance (lights, stage design, props)
12. Earning the chance to scoreboard assist at a game
13. Eating lunch with a preferred adult
14. Free entrance to a dance
15. Free entrance to a football, basketball, etc. game
16. Free library pass to research a topic of interest
17. Getting a postcard in the mail telling parents what teachers admire most about their child
18. Getting to apprentice at one of the business partners with the school (grocery store, bank, etc.) on the weekend.
19. Getting to buzz cut a design in the principal's hair
20. Getting to cut the principal's tie off (use loop to frame student's face on a bulletin board of fame)
21. Getting to duct tape the principal to the wall
22. Getting to scoop food at the cafeteria for a lunch period (social opportunity)
23. Getting to shoot a video about the school's expectations to show on CC TV
24. Hall pass to leave class 5 minutes early and go by the coldest water fountain
25. Help from an adult of choice on a class they are struggling with (Free tutoring)
26. Homework free night
27. Learning how to do something of interest on the computer (animation, graphics, CAD)
28. Learning how to play chess
29. Learning how to play sports even if they didn't make the team
30. Learning how to run the light board or sound booth for a school performance
31. Let student make a bulletin board in the front hall highlighting an event of choice

32. Make the morning announcements
33. Office aid for a period
34. Opportunity to be part of a brainstorming adult team at the school
35. Opportunity to eat lunch outdoors/at a special table
36. Opportunity to eat lunch with a teacher/parent/grandparent at a special table
37. Opportunity to introduce the players over the PA during a home game
38. Opportunity to shadow business owner for a day- credit for writing about the experience
39. Opportunity to shadow the principal for an hour or the day
40. Opportunity to take care of lab animals in Science class
41. Opportunity to wear jeans instead of school uniform for a day
42. Principal grills hotdogs for students who have 0 tardies in the month & this student helps
43. Privilege of leaving book in class overnight instead of having to lug to locker
44. Privilege of seeing embarrassing photo of adult that no one else sees (Senior Portrait)
45. Reserved seating at a school play for student and five friends
46. Send home a postcard about positive things the student has done this week
47. Serve as a student ambassador if visitors come to the school
48. Serving as a "page" for a local politician for the day
49. Serving as a door greeter for a parent night at school with a badge of honor to wear
50. Singing karaoke during lunch (approved songs)
51. Sit at score table in basketball game
52. Sit in score box at a football game
53. Sitting in the teacher's chair for the period
54. Special parking preference for a day
55. Special recognition at any school event- Guest DJ one song at dance etc.
56. Special seating at lunch table with friends
57. Student gets to pick which problem the teacher will make a "freebie" answer on homework
58. Student plans spirit week activity for one of the days (hat day, sunglasses etc.)
59. Teacher aid for younger grade classroom
60. Teaching younger student how to play a game

### Responding to Inappropriate Student Behavior: Creating a "What If Chart"

Establishing, monitoring, and consistently reinforcing classroom rules are the most effective ways to prevent and reduce behavior problems. How you set up a system of consequences for behavior in your classroom and the consistency with which you implement those consequences are key components to effective reduction and prevention of inappropriate behavior.

One way to communicate your preplanned consequences to your students is through a "What If Chart". This kind of chart lists corrective consequences for inappropriate behavior on the right side of the chart and the positive consequences for appropriate behavior on the left side. Developing and posting a "What If Chart" next to the classroom rules enables students to be aware of the agreed upon contingencies. Posting this kind of chart also ensures that all staff (teachers and aides) remember consequences that have been agreed upon and implement them consistently. Consistency with implementing corrective consequences is imperative—without consistency, your consequences system will not be effective.

A "What If Chart" can be implemented for the whole class. It could also be individualized for each student. The "What If Chart" may also include a separate "clause" for very serious or dangerous behaviors that might include an immediate office referral and parent contact. A blank template for developing your own "What If Chart" as well as an example follows.

# Our Class Expectations:

## What if you DO?

## What if you do NOT?

## Serious/Dangerous Behavior Consequences:

# <u>Our Class Expectations</u>

**1.** **Be Respectful.**  *This means…*

**2.** **Be Responsible.**  *This means…*

**3.** **Be Ready and Prepared.**  *This means…*

## <u>What if you DO?</u>

Earn time to do something fun, like:
- use the computer,
- play a game, or
- do a puzzle

You feel proud of yourself.

Your teacher is pleased with your behavior.

## <u>What if you do NOT?</u>

Practice session time to practice behaviors not seen during the day.

Complete a Reflection Form.

Phone call home to explain my behavior.

People are disappointed in my behavior.

## Serious/Dangerous Behavior Consequences:

Office referral and other consequences according to school discipline policy.

### *Responding to Student Behavior: Behavior Reflection Sheet*

Student's Name: _____       Date: _____

| |
|---|
| **How do I feel right now (circle all that apply)?**<br><br>  Sad   Angry   Frustrated   Upset   Silly   Calm<br><br>  Other: _____ |
| **The rule I had trouble following was (circle all that apply):**<br><br>☐ Be Respectful<br><br>☐ Be Responsible<br><br>☐ Be Ready to Learn<br><br>  Other: _____ |
| **What happened?**<br><br><br><br><br><br> |
| **Next time I can try to follow the rules by:**<br><br><br><br><br><br><br><br> |
| **What should I do right now?**<br><br><br><br><br> |

**The above information has been reviewed with my child:**

_____       _____
      *(Parent Signature)*                 *(Date)*

| |
|---|
| ***Additional Parent Input/Comments:***<br><br><br><br><br> |

### Responding to Student Behavior: Using a Support Time Away Process

The Support Time Away Process is used for the following purposes:
➢ To give the student a chance to regain control in a safe place so that the student is capable of success when he reenters the group,
➢ To teach the student to recognize when his emotions are building to a dangerous level and to know when he is ready to function again, and
➢ To allow the rest of the group to continue its activities.

The student is issued support passes in various colors, such as Green, Yellow, and Red.  A red pass requires an adult to escort the student to the support area and a possible office referral.  The delay or removal of a privilege or reward should be commensurate with the student's action. Debriefing, problem solving, and demonstration of self-control are required before returning to the classroom.

| Pass Color | Who? | Where? | Why am I Here? | How Long? | What Happens? |
|---|---|---|---|---|---|
| **GREEN**<br>➢ "Great Escape"<br>➢ Student's way to avoid poor choices | ➢ Self-regulated or<br>➢ Teacher directed | ➢ can occur in classroom or<br>➢ designated support area (CST, guidance, etc.) | ➢ Frustrated with school work<br>➢ Upset w/ peer<br>➢ Upset w/ teacher<br>➢ Needs quiet | ➢ 5 minutes | ➢ Student may talk, develop alternative action plan w/staff or chill<br>➢ Student returns to class independently and on time |
| **YELLOW**<br>➢ Student is starting to act out and<br>➢ May/may not seek an escape from the area | ➢ Teacher directed<br>➢ Escorted to support area | ➢ Should occur in the designated support area | ➢ Disruption to instruction<br>➢ Argumentative with staff or peers<br>➢ Escalating behavior | ➢ Staff determine | ➢ Student will debrief and develop alternative action plan w/staff<br>➢ Student is responsible for missed work |
| **RED**<br>➢ Student is out of control and<br>➢ needs to be removed from the area | ➢ Teacher directed<br>➢ Escorted to support area<br>➢ SRO (or other adult) may need to be called to assist with escort | ➢ Should occur in the designated support area | ➢ Physically acting out<br>➢ Verbal abuse or threat<br>➢ Gross disruption of instruction | ➢ Until student is calm as evidenced by being able to comply with simple requests | ➢ Supervising and witnessing adults should *not* engage in conversation with the student during transition to area<br>➢ Student will calm, then debrief and develop alternative plan of action w/staff<br>➢ Student is responsible for missed work |

### *Additional Tips for Teaching the Use of Support Pass System for Emotional Regulation*

- Student should have a "pass" to use to alert staff members when he needs to leave the classroom to perform self-calming strategies and/or to enlist the help of staff to collaboratively problem solve situations that may arise (*see example below).*
- It may also be helpful to review somatic symptoms that he can use to signal himself that it is time to take time away and use a self-calming strategy (examples: heart beat quickens, palms feel sweaty, and other "fight or flight"-type responses).
- When the student uses feelings language to express that he is anxious, he can then be reminded to use his "pass" to take "time away" from the anxiety-/ frustration-producing situation.
- The student may need to practice letting staff know he needs "time away" using his pass when he is calm as a "dry run".
- During time away, the student should utilize self-calming strategies to help him regain control of his feelings.
- Once calm, the student can engage in problem solving strategies to help him plan how to appropriately deal with the situation that evoked his frustration/anger/anxiety.
- The student may need to learn self-calming strategies for use during time away to help him deal with feelings. Strategies can include deep breathing, muscle relation, self-talk, visual imagery.
- If the student arrives at the predetermined time away area (i.e., guidance office, CST offices, etc.) after using the time away pass and refuses to talk about what is wrong (talks about other topics, does not talk at all), allow the student no more than 10-15 minutes to try to self-calm and choose to participate in problem solving.
- If the student still refuses to discuss why he left the class, after 10-15 minutes have elapsed, he is required to return to class.
- If the student begins to misuse the pass system, the limitations can be implemented (allotted a predetermined number of passes to use per day, then apply a point penalty if that number has been exceeded, etc.).

---

*Support Time Away Pass*

Issued to: _____

Given by: _____

Destination: _____

Time Allowed: _____

**FRONT OF PASS**

---

**BACK OF PASS**

*Using This Support Time Away Pass*
1. Show Pass to an adult to ask for Time Away from a problem and/or Calm Down Time.
2. Walk quietly to the Time Away Area then sit down.
3. Stay safe and keep body to self in the time away area.
4. Use self-calm strategies like Deep Breathing to calm down; then tell the adult when you are calm.
5. Let the adult help you solve the problem that got you mad/upset/frustrated.
6. After problem solving, the student should return to class/work quickly and quietly.

# Section Four:

## *Resources for Developing Tier Two Behavioral Supports for Groups of Students*



**Tertiary Prevention**:
Individualized systems for students with high-risk behavior

**Secondary Prevention**:
Specialized group/class-wide systems for students with at-risk behavior

**Primary Prevention**:
School-wide systems for all students and staff

~5%

~15%

~80% of All Students
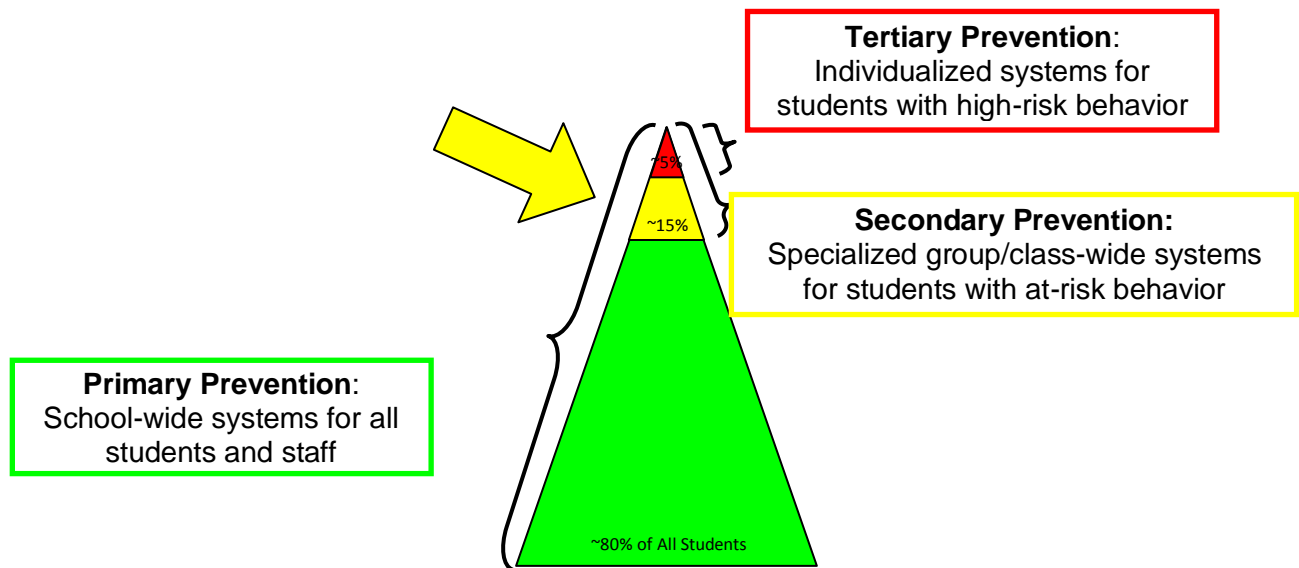
Description of Tier Two Behavioral Supports
Guiding Questions for System Development
Tools for Implementation of Check In/Check Out (CICO)
Tools for Implementing Self-Regulation Interventions
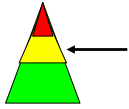
### Beyond Tier 1/Universal Supports: Tier 2 and 3 Examples

***Simple Tier 2 Interventions:*** Designed for students not responding to Tier 1/Universal supports; a systems approach which is streamlined, easy to use with multiple students at a time.

*Example:  Check In Check Out/CICO*
➢ One adult checks in and out with multiple students.
➢ All students involved in this get the same intervention.
➢ Same check in/check out time.
➢ Same school-wide behavioral expectations as goals.
➢ Same number of opportunities for behavioral feedback.
➢ Same Daily Progress Report or behavior feedback chart (known as the DPR card).

*Example:  Social/Academic Instructional Groups (SAIG)*
➢ Designed for students not responding to Tier 1/Universal supports and/or CICO.
➢ Small instructional groups are provided for these studentss around a common data point for direct instruction of replacement behaviors and structured practice.
➢ Three basic group types:
  o Problem-solving (Replacement behavior for fighting/arguing etc.);
  o Pro-social skills (Replacement behaviors for avoidance withdrawal, etc.);
  o Academic behaviors (Replacement behaviors for calling out, getting out of seat, behaviors related to homework, organization, etc.).

***Simple Tier 2/Secondary Interventions with Individual Features:***  Designed for students not responding to Tier 1/Universal supports, CICO or SAIG; fairly generic individualizations, no lengthy conversations/build to capacity.

*Example:  CICO with Individualized features*
➢ Individualize school-wide expectations targeted for the student (by including descriptors beneath expectation, having the student set specific goals related to each expectation, etc.).
➢ One adult supports one student and focuses on building a mentoring relationship.
➢ Data many still be collected using the DPR card or "point sheet".

*Example: Brief Function-based Behavioral Intervention Planning*
➢ Increased adult support, Individualized school-based supports, function-based social skills training and practice, alternate discipline and stronger reward system.
➢ Designed for students not responding to simpler tier 2/secondary interventions.
➢ Interventions designed based on assessed function of the students' behavior or skills-deficits.
➢ Teaming around a generic problem solving team (with family invited).

***Tier 3/Tertiary Interventions:*** Designed for students not responding to Tier 2/Secondary supports and/or a behavior is significantly impeding academic participation or behavior seems to be serving a purpose but adults do not understand function.

*Example: Complex Functional Behavior Assessment (FBA) and Behavior Intervention Plan*
➢ Interventions designed based on assessed function.
➢ Interventions are highly individualized and/or delivered in multiple setting/domains.
➢ An individualized team is created specifically for one individual student.
➢ Complex function-based behavior support examples:
  o Increased adult support/monitoring,
  o Individualized school--based supports for success,
  o Intensive function-based social skills training and practice.

## EXAMPLE: Tier Two Interventions Matched to Functions Chart

|  | Check-In/ Check-Out | Social Skills Group | Check and Connect | Academic Accommodation | Academic Instructional Group |
|---|---|---|---|---|---|
| **Get Adult Attention** | X | X | X |  | X |
| **Get Peer Attention** |  | X | X |  |  |
| **Escape/ Avoid a Social Interaction** |  | X | X |  |  |
| **Escape/ Avoid a Task or Activity** |  | X | X | X | X |

## EXAMPLE--Social Skills Group for Younger Students: "Tiger Talk Time"

- ➢ **Intervention Program Used:** The Second Step early learning program is a research-based intervention that promotes success across academic, social, and community environments.
- ➢ **Students Targeted:** This Tier 2 support is applicable for student who has social skills deficits in the areas of acquisition, performance, and/or fluency.
- ➢ **When To Use:** A child is recommended by the teacher (teacher nomination form) or has received four major referrals in a period of two weeks. Six minor referrals equal one major referral.
- ➢ **Adult Supervisor Responsibilities:** This social skills small group will be led by a social worker.
- ➢ **Description of Program:** A small group of children (4-8 students) with similarity in age, developmental level, common behavior problems or issues will meet weekly for 30 minutes to engage in Second Step lessons led by the social worker.
- ➢ **Criteria for Success:** Students with 80% accuracy or higher on their Social Skills Progress Chart. Long-term success is 80% accuracy on social skills progress chart after 8 weeks and decrease in major and minor referral forms. Students who meet with long term success are "graduated" from the program. Students who are not meeting with success may need additional Tier 2 supports or may need to be referred to Tier 3, individualized interventions.



| Tell = Coaching | Show = Modeling | Do = Role Play | Practice = Rehearsal | Monitor Progress = | Generalize & Maintain |
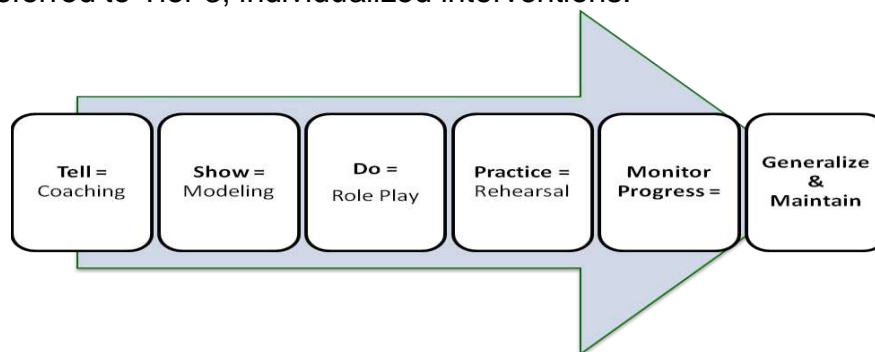
## EXAMPLE—Social Skills Progress Chart

### Tiger Talk Time Skills

Student Name: _____     Date: _____

| 3 = Does all of the steps<br><br>2 = Does most of the skill<br><br>1 = Does some of the skill<br><br>0 = Does none of the skill | **Be Respectful:**<br><br>➢ Be a good listener<br>➢ Play fairly with others | | | | **Be Responsible:**<br><br>➢ Tell someone when you're are angry/mad<br>➢ Ask for what you need | | | | **Be Safe:**<br><br>➢ Talk about your feelings safely | | | | Teacher Initials |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Week One** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Two** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Three** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Four** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Five** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Six** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Seven** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Week Eight** | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 | |
| **Total Points Earned:** _____ | **Total Percentage:** _____% | | | | | | | | | | | | |

### Tier Two Group Support Procedures: Guiding Questions for System Development

**Goal for Use:** *This questions can be used to help teams create and implement a data-driven process for selecting, developing, delivering and monitoring group supports to students in need.*

**Questions to Consider:**

1. What types of group interventions does your school *currently* implement (i.e., Mentoring, Social Skills Training, Problem-Solving Groups, Peer Tutoring, etc.)?  Which of those do you want to maintain?

2. How can you revise/strengthen the group supports already in place?

3. What additional types of group interventions do you want to implement (i.e., Mentoring, Social Skills Training, Problem-Solving Groups, Peer Tutoring, etc.)?

4. How are students identified as needing Tier 2 support (by data-based decision-rule/s, teacher request for assistance, universal screening, etc.)?

5. How do you identify which Tier 2 support should be implemented with which student (i.e., match student needs and supports)?

6. How does a Tier 2 Intervention for a student get started (ex. contact with teacher, consent from family, teach student the process)?

7. What is the timeframe for Tier 2 Intervention (how long will a student receive this intervention before student data is reviewed for progress)?

8. How is student Tier 2 Intervention data collected, compiled and tracked?

9. How will you know if students are responding to the Tier 2 Intervention? What defines adequate progress (ex. what % of possible Daily Progress Report points etc.)?

10. What practices exist to ensure that Tier Two supports/programs are implemented with fidelity?

11. How will you share information with the rest of the faculty about ways to help students generalize the skills being learned in Tier 2 support groups?

12. How will you provide regular feedback and updates to the full faculty regarding your group's activities and progress?
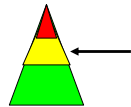
## Check-In/Check-Out (CICO) Procedure

Check-In/Check-Out is an example of a tier two intervention. Tier two interventions are specially designed group interventions that target students at-risk of displaying challenging academic and behavior problems. These interventions are designed to be quickly accessed, highly efficient, flexible, and to bring about rapid improvement. Key components of tier two interventions include 1) continuous availability; 2) minimal effort required from staff; 3) voluntary student participation; and 4) ongoing data collection and evaluation that guides implementation. School social workers frequently provide or coordinate tier two interventions. Previous studies have indicated that many students benefit from CICO as shown by higher rates of academic engagement and fewer office discipline referrals.

Students may be identified as in need of tier two behavior interventions by analyzing trends in the number of office discipline referrals, suspensions, detentions, attendance, tardies or other behavior data. Those students with a greater number of incidents may be targeted to receive additional support. Student progress is monitored over time to determine if the identified problem behaviors have decreased or if tier three interventions should be considered.

The Check-In/Check-Out (CICO) Procedure (sometimes referred to as the Behavior Education Program or BEP) is a daily check-in, check-out intervention for students at-risk of exhibiting severe behavior problems. Students "check-in" by attending daily meetings with an adult before and "check-out" after school to monitor their progress in meeting identified behavior goals. In addition, students check in with teachers after each class to receive immediate feedback about their behavior during that class period.

Progress is monitored through daily behavior performance reports that are sent home for parents to sign. Data is summarized weekly and the results are communicated to the students, their teachers, and parents. CICO has been found to reduce problem behaviors while helping students become more consistent in exhibiting socially appropriate classroom behaviors. This program has also shown a decreased need for more intensive tier three behavior interventions.

**Important Features of CICO**
➢ Readily available to students in need
➢ Increases monitoring and adult contact while providing frequent, contingent adult feedback
➢ Increases coordination between school and home support
➢ Relatively cost-effective and efficient
➢ Can be implemented quickly with minimal training for staff

**Description of CICO Daily Activities**
*Students participating in CICO follow this routine during their "Morning Check-In":*
➢ Each morning the student will check-in with a designated school staff person (e.g., teacher, counselor, assistant, etc.). This typically takes less than 5 minutes
➢ Verbal prompts and encouragement occur during this time.
➢ Discussion occurs regarding things such as whether the student has materials needed for class, how the student feels, and if the student is physically prepared to attend class (not sick, ate breakfast, etc).
➢ The student is given a behavior feedback form (e.g., point sheet or card) to use throughout the day which lists the student's behavioral goals and a matrix showing classes/time periods.

*Checking In During the School Day typically involves:*
➢ Each class period (or at other designated times), the student brings the behavior feedback form (point sheet, cards, etc) to the teacher, who marks a rating of how well the student met his or her behavioral goals. In some cases, the student also self-monitors.
➢ During the last period, the student takes the form back to the staff person who conducted the morning check-in to perform the Afternoon Check-Out.

*Afternoon Check-Out:*
➢ Quick review of the form and verbal feedback (typically takes less than 5 minutes).
➢ Might receive small reinforcers if certain goals have been met (e.g., 80% of possible points on ratings).
➢ Students take the form home to show their parents (who will sign it) and return it to school the next day.
➢ The school staff member who is monitoring the child maintains a record of progress that can be charted and used to make decisions about maintaining, fading, or strengthening the intervention over time.

# *Implementing BEP/CICO*



**BEP-CICO Implementation Process**

Student Recommended for BEP/CICO → BEP/CICO Implemented → Morning Check-in/DPR Pick-up → Regular Teacher Feedback → Afternoon Check-out → Parent Feedback → Morning Check-in/DPR Pick-up → BEP Coordinator Summarizes Data For Decision Making → Bi-weekly BEP Meeting to Assess Student Progress → Revise Program / Exit Program
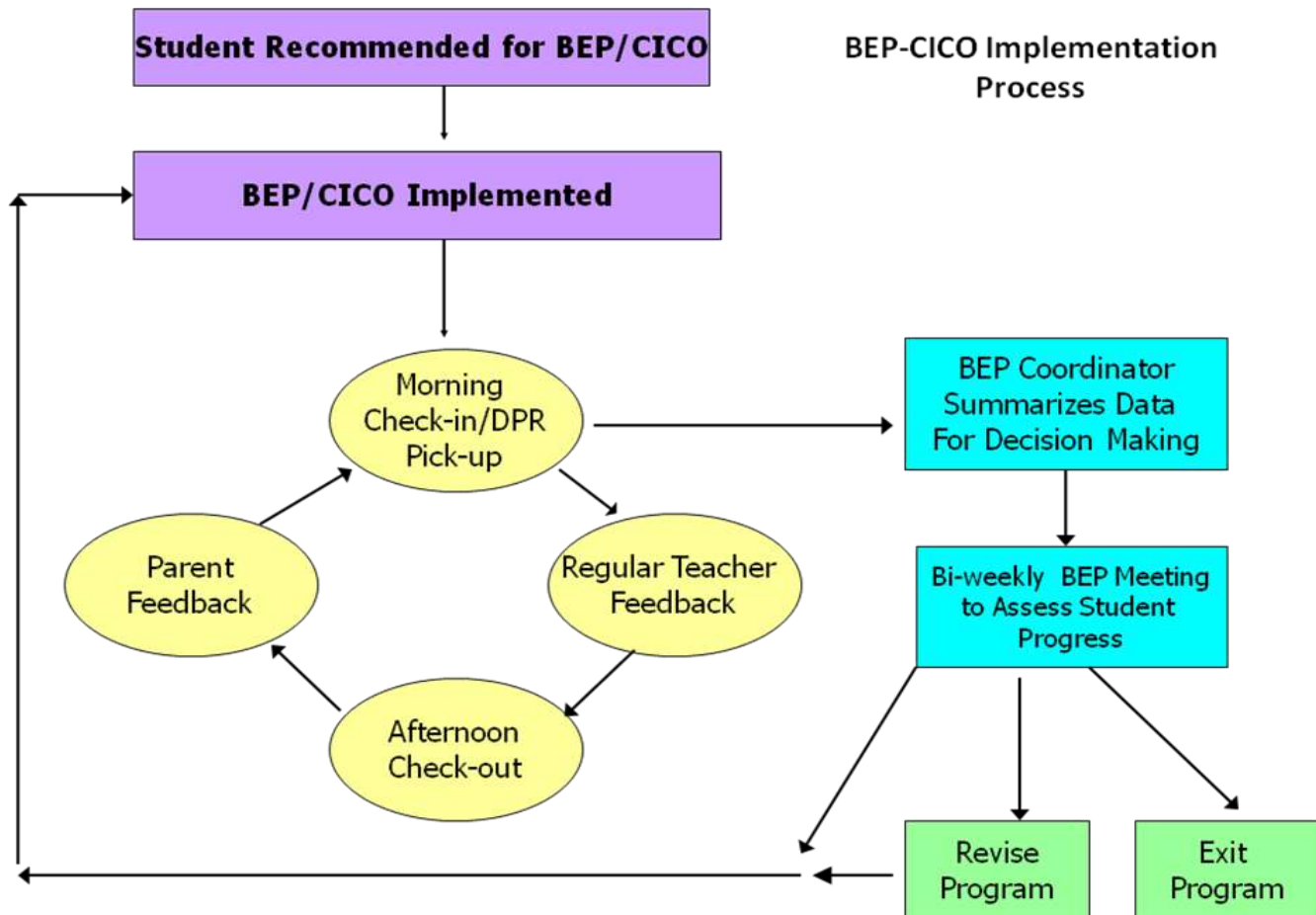
## Resources
**Implementation Manual:** Crone, Hawken, & Horner (2010). *Responding to Problem Behavior in Schools: The Behavior Education Program* (2nd ed). New York, NY: Guilford Press

**Implementation DVD:** Hawken, Pettersson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk.* New York, NY: Guilford Press.

**Research Supporting Effectiveness in Reducing Problem Behavior:**
- For elementary school students (Cheney et al., 2009; Fairbanks, Sugai, Guardino, & Lathrop, 2007; Filter et al., 2007; Hawken, MacLeod, & Rawlings, 2007; McCurdy, 2007; Stage, Cheney, Flower, Templeton, & Waugh, 2010; Todd, Kaufman, Meyer, & Horner, 2007).
- For middle school students (Hawken, 2006; Hawken & Horner, 2003; March & Horner, 2002).
- For students in urban school settings (McCurdy, 2007).
- For students with disabilities (Hawken, et al., 2007, MacLeod, Hawken, & O'Neill, 2010).

**Additional Supporting Research:**
- For students in high school settings (Hawken & Horner, 2003, Swain-Bradway, 2009).
- For reducing need for Tier 3 and special education supports (Hawken, et al., 2007).
- Overall range of effectiveness of CICO (Fairbanks, et al., 2007) (Hawken, et al., 2007).
- Effective with students with attention-maintained problem behavior (March & Horner, 2002; McIntosh, et., al., 2009, Campbell & Anderson, 2008).

### EXAMPLE: CICO/BEP Daily Progress Report

Student Name: _____     Date: _____

| 0 = No/Keep Trying<br><br>1= Good Job<br><br>2= Excellent! | Be Respectful:<br><br>➢ Raise hand to speak<br>➢ Use appropriate language | | | Be Responsible:<br><br>➢ Arrive to class on time<br>➢ Stay in class<br>➢ Complete classwork | | | Be Safe:<br><br>➢ Use appropriate words instead of threats when angry at someone | | | Teacher Initials |
|---|---|---|---|---|---|---|---|---|---|---|
| Homeroom | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 1 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 3 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 4 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 5 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 6 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 7 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 8 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| *100% = 54 points*<br>*90% = 48.6 points*<br>*80% = 43.2 points* | | | | *Total Possible = 54*<br>*My Goal _____%* | | | Total points: _____<br><br>Total Percentage: _____% | | | |

**Great Day** *(90% of total points possible or more):*
➢ (choice of highly preferred rewards/privileges)
➢ Play a game with a friend
➢ Computer time
➢ Homework coupon
➢ Cafeteria coupon
➢ Positive phone call home

**Okay Day** *(60-90% of total points possible):*
➢ (neutral tasks)

**Not So Good Day** *(60% or less of total points possible):*
➢ (nonpreferred tasks/removal/restriction of privileges)
➢ Practice Session (practice the behaviors that were not seen during the day)
➢ Restitution Time
➢ Reflection Form
➢ Phone call home to explain my behavior

**Directions for Use of Chart:**
- Each day during Check-In time, the CICO person will discuss each item with student as well as any goals for the day/week.
- Throughout the day, supervising adults should discuss these items with the student, especially before the start of a challenging activity to proactively remind him of what is expected.
- Periodically remind the student of how he is doing in meeting the objectives. Providing positive and corrective feedback using the specific terminology of expected behaviors (i.e., Respectful, Responsible, Safe) will help to teach the student what these words actually mean within the context of the activity.
- At the end of each block, discuss the student's behavior during the activity and record the student's score on the above items.
- At the end of the day during Check-Out time, an adult will discuss the student's behavior and scores, then implement any positives earned for a great day or consequences earned for a not so great day.
- Periodically send charts home with the student for review with parents. This will provide the parent with regular feedback on the student's behavior.
- If the student scores a "zero" for being **UNSAFE**, then parent will be contacted.

## CICO/BEP Daily Progress Report

Student Name: _____     Date: _____

| Ratings:<br><br>0 = No/Keep Trying<br><br>1= Good Job<br><br>2= Excellent! | **Be Respectful**<br>Specific Objectives:<br>1.<br><br>2.<br><br>3. | | | **Be Responsible**<br>Specific Objectives:<br>1.<br><br>2.<br><br>3. | | | **Be Safe**<br>Specific Objectives:<br>1.<br><br>2.<br><br>3. | | | Teacher Initials |
|---|---|---|---|---|---|---|---|---|---|---|
| Homeroom | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 1 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 2 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 3 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 4 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 5 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 6 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 7 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| Period 8 | 0 | 1 | 2 | 0 | 1 | 2 | 0 | 1 | 2 | |
| *100% = 54 points*<br>*90% = 48.6 points*<br>*80% = 43.2 points* | | | | *Total Possible = 54*<br>*My Goal _____%* | | | Total points: _____<br><br>Total Percentage: _____% | | | |

### *Teaching Self-Regulation Strategies to Small Groups of Students*

Students with difficulties focusing, often have difficulty staying engaged in academics and "on task" for lengthy periods of time. These students may need cognitive breaks to "reset" and remain on task. The following ideas may assist with this:

➢ Adults can allow students to take brief movement breaks (e.g., get a drink, stand up and stretch, etc.) during the day to help cognitively "reset" and remain on task, while teaching the students how to recognize when they need to use these breaks to self-regulate attention levels.

➢ To do this, begin by discussing with the students the definition and rationale for using self-regulation techniques to address emotional control and attention. It is extremely important that each student understands why he is being asked to participate in this process and that he sees how it can benefit him.

➢ Facilitating self-regulation and the eventual self-directed implementation of cognitive breaks (as opposed to adult-directed), involves teaching the students how to *independently* use sensory-motor strategies to adjust their internal levels of alertness to be appropriate for the task at hand.

➢ For example, self-regulation means that instead of telling the student to "get a drink" of he appears inattentive, staff remind him to label his own internal state/level of attentiveness prior to mentioning the drink/break, then discuss with him what he thinks should occur next.

➢ Part of teaching the student this process also involves providing the student with a list of various sensory-motor methods used to self-regulate and letting him select the ones that he prefers.

➢ Supporting staff can also help the student identify times during which he may need to ask his teachers if he can use one of these self-regulating strategies, such as before completing a lengthy writing assignment or if he feels sleepy after lunch in the afternoon.

## Using Concrete Terminology to Teach Self-Regulation: The Alert Program

Incorporating multiple modalities for teaching self-regulation techniques, such as concrete terminology, visual supports and role plays can be helpful in making these abstract skills more concrete and easily understood. Concrete terminology (such as that used in the Alert Program for Self-Regulation) can be helpful in starting to teach this skill to students.

The "Alert Program for Self-Regulation" is an example of a program that can be used to teach students how to choose appropriate strategies to change or maintain appropriate states of alertness. The Alert Program uses an engine speed analogy of "high", "low" and "just right" to teach children about self-regulation. Though initially designed for children ages eight to twelve, the program can be adapted for preschool through high school students and for adults. The program consists of a series of lessons and activities that incorporate sensory processing techniques.

This program incorporates pictures and hands on tools to teach self-regulation to students. The program provides a common vocabulary and framework for staff to understand behavior and how alertness is important to create readiness for learning. It helps students develop self-awareness to monitor and regulate their own alertness.

The Alert Program can be used for individual, small group or whole class sessions. Examples of activities for teaching students about the Alert Program include:

➢ Running a weekly 'Engine' group introducing 3 stages of the Alert Program over time:
        Stage 1: Identifying Speeds
        Stage 2: Experimenting with Methods to Change
        Stage 3: Regulating Engine Speeds
➢ Having students create, draw and cut out their own individual engine speedometers.
➢ Playing a game of charades and have students act out engine speeds.
➢ Working in partnerships to create collages showing examples of the 3 engine speeds.
➢ Having students draw pictures of feelings associated with engine speeds.

- Setting up sensory stations and having students rotate through and follow visual or verbal directions at each station.
- Having students listen to different kinds of music and reflect on how the music changed their engine speeds, then write about it or create a checklist.
- Playing Alert Bingo.
- Having students develop and test a hypothesis about engine speeds and when they change during the day.
- Having students design a graph depicting engine speeds in relation to time of day.
- Fostering students' confidence and leadership skills by having them lead the class in an engine speed routine.

Activities should also be integrated throughout the school day to promote an optimal level of alertness. Examples of ways to accomplish this integration include the following:

- Creating and posting a class speedometer, then using it to measure group engine speeds during the school day.
- Reminding students to label their internal state/level of attentiveness prior to mentioning the break, then discussing what should occur next (rather than simply telling a student to leave the room to get a drink of water without a rationale).
- Providing students with a list of various methods people use to self-regulate and letting them select the ones that they prefer to use. Try to include as many in-class options as possible on the list to minimize the student's time spent out of instruction.
- In order to progress from adult-directed to self-directed use of this strategy, adults can move from more intrusive prompts to the least intrusive level of prompting. Example:
  - *Least intrusive*: "How is your engine running?...So what should you do?"
  - *Moderate:* "It looks like your engine is running too slow. So what should you do?"
  - *Moderate:* "It looks like your engine is running too slow. You can do some jumping jacks or get a drink of water to get your engine running just right."
  - *More intrusive:* "It looks like your engine is running fast. Let's get a drink of water."

**Please Note:** For materials for implementing the Alert Program with students, including visual supports, example lessons and sensory-motor strategy lists, check the electronic resource folders provided by NJCIE.

**Using Rating Scales to Teach Self-Regulation**

Teaching self regulation can also be helpful to students who exhibit impulsive behaviors that escalate to the point where the student is unable to focus and is disrupting peers in his learning environment. Teaching self-regulation to this type of student involves helping him recognize when his behavior is inappropriate as well as when it is escalating to the point of being disruptive to others and what strategies he can use at different points in this cycle. A rating scale can be incorporated to help this student recognize the various levels of his behavior in the following manner:

- Any visual support to be used for this purpose should be something created *with* the student to reflect his own terminology and preferred strategies.
- A rating scale could be used to help the student classify his internal states into more concrete and easily identifiable phases, with the idea being that if the student could recognize when he is initially becoming off task and implement an appropriate strategy at that time, increased escalation could be prevented.
- This scale could include the student's terminology for his various states of agitation, possible situations that would impact these states and specific self-calming, sensory-motor, and problem solving techniques he can use at each point.

- With respect to sensory-motor techniques, it is important to realize that not all students react to the same stimuli in the same way (what is calming to one, may *not* be to another).
- The visual support of a "5 point scale" can also be used to help the student begin to identify when his behavior is *becoming* problematic (i.e., too "silly", distracting to others, etc).
- If using this type of a scale, a "1" could represent calm, age-appropriate, respectful behavior, a "5" could represent completely unacceptable behavior (overly distracting, etc) that might warrant taking "time-away" to calm himself.
- The numbers between 1 and 5 could represent the "in between" stages of his behavior and could be paired with specific strategies that could be done in the classroom to help him return to a "1", such as take a cognitive break, perform a calming sensory motor activity, etc.
- Provide the student with a list of various methods people use to self-regulate and let him select the ones that he prefers to use. Try to include as many in-class options as possible on the list to minimize the student's time spent out of instruction.
- Have the student experiment with these different ways to calm so that he can select which strategies he prefers and incorporate these into his scale.
- Help the student identify times during which he may need to ask his teachers if he can use one of these self-regulating strategies.
- If desired, incorporate the use of a self-monitoring sheet for the student to record and review how well the strategies are working to help with his attentiveness.

**Please Note:** For materials for developing Feelings Rating Scales and other emotional regulation materials with students, including visual supports, example lessons and self-calming strategy lists, check the electronic resource folders provided by NJCIE.

## *Function-Based Interventions Chart*

| Function of Behavior *(If student is using behavior to…)* | Function-Based Interventions To Consider |
|---|---|
| **Avoid or escape a task or assignment** | **Preventative Strategies:**<br>➤ Provide a clear explanation of objectives/requirements at start of class<br>➤ Provide graphic organizers<br>➤ Allow alternate methods to complete task (typing, draw, record response, etc.)<br>➤ Break task into smaller chunks/steps<br>➤ Provide visual prompt or checklist to cue steps in a challenging tasks<br>➤ Incorporate choices within required tasks<br>➤ Intersperse high probability requests the student is likely to do with less preferred tasks<br>➤ Have the first task required be something the student can easily accomplish to build momentum before requiring him to do a challenging/non-preferred task<br>➤ Incorporate interest-based activities and relate topics to the student's interests<br>➤ Incorporate partner activities (i.e., complete ½ assignment on own, ½ with a peer partner/group), if motivating<br>➤ Incorporate "real life" situations to make tasks more meaningful<br>➤ Check in with student *prior* to problem context to pre-correct positive behavior<br><br>**Skill Instruction:**<br>➤ Teach student problem-solving strategies ("Stop and Think", etc.)<br>➤ Teach student replacement behavior (how and when to request "time away" from the activity to regain composure)<br>➤ Teach student appropriate ways to ask for clarification/assistance from a teacher/peer<br>➤ Implement a self-monitoring system<br><br>**Responsive Strategies:**<br>➤ Ignore misbehavior wile redirecting the student to what s/he should be doing (use a visual support to redirect, if appropriate, to minimize verbal interactions)<br>➤ Provide sincere praise and/or reinforce the student for appropriate transitioning<br>➤ Using a behavior contract to outline positive and non-preferred consequences<br>➤ Establish a system to reward the student for completing work, etc.<br>➤ Use completion of an activity sequence as the criteria for earning time to engage in a preferred activity/ task |
| **Gain access to preferred item or activity** | **Preventative Strategies:**<br>➤ Have the student identify a more appropriate time during which he might naturally have access to the preferred item or activity<br>➤ Provide time in the day for the student to access the item/activity<br>➤ Incorporate interest-based activities and relate topics to the student's interests<br>➤ Provide structured choices within required tasks<br>➤ Embed choices and student preferences in classroom routines and activities<br><br>**Skill Instruction:**<br>➤ Teach the (younger) about the routine for sharing a preferred item<br>➤ Teach the (older) student how to self-monitor his own behavior and use appropriate behavior to gain access to things that he wants (i.e., preferred activities/items)<br><br>**Responsive Strategies:**<br>➤ Ignore minor misbehavior, while redirecting the student to what he should be doing<br>➤ Provide sincere praise and/or reinforce the student for use of appropriate behaviors to gain access to preferred items/activities<br>➤ Implement system to reinforce and reward desired behaviors by allowing structured access to preferred items/activities (individually for the student or class-wide system)<br>➤ Develop a behavior contract to outline expectations that must be met in order to obtain the preferred item/ activity, then have the student and staff sign this contract |

## *Function-Based Interventions Chart*

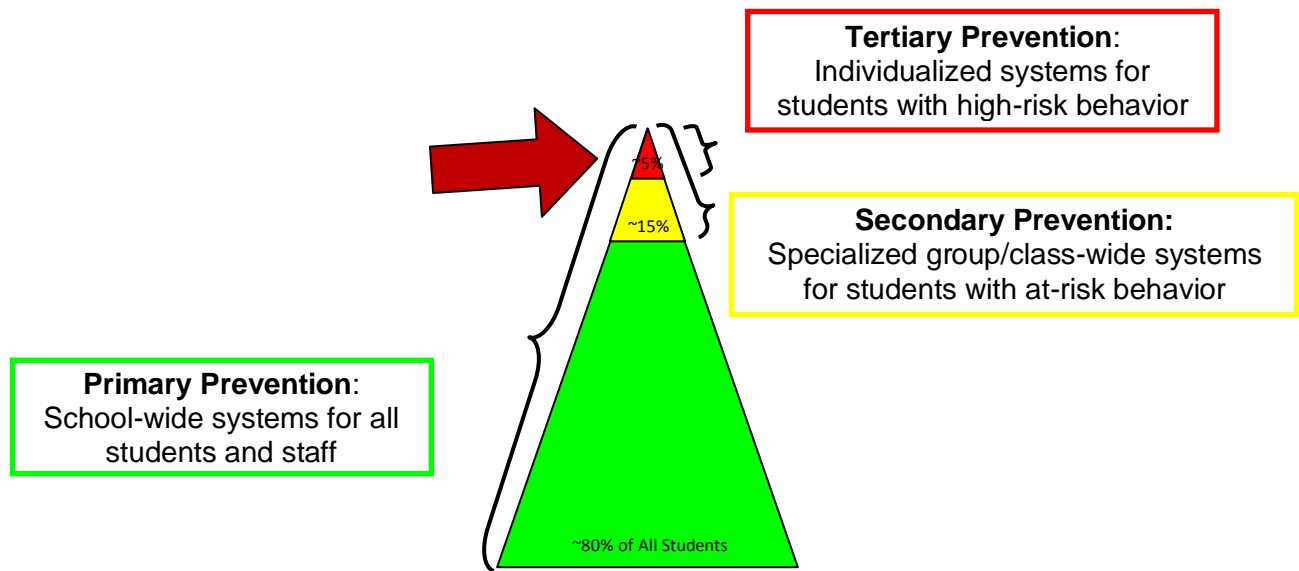| Function of Behavior | Function-Based Interventions To Consider |
|---|---|
| **Gain *ADULT* attention** | **Preventative Strategies:**<br>➢ CICO—have student check-in with an adult to provide attention upon arrival to school<br>➢ Give student frequent intermittent attention for positive behavior<br>➢ Maintain at least 3 positive interactions with student for every 1 negative/ correction<br>➢ Adult mentor/advisor ("2x10" intervention where adult spends 2 min/day for 10 days to build rapport)<br>➢ Increase opportunities to respond (OTRs) so student has multiple opportunities to get attention appropriately<br>➢ Give student leadership role/job that requires student to interact w/staff<br>➢ Pre-correct—frequently, deliberately remind student to raise their hand and wait if they want your attention<br>➢ Structure how/when attention can be accessed by scheduling "talk times"<br><br>**Skill Instruction:**<br>➢ Teach student appropriate ways to ask for attention or ask for assistance (use words, pictures, voice output device, etc.)<br>➢ Teach student a non-verbal cues to minimize attention when prompting behavior<br><br>**Responsive Strategies:**<br>➢ Respond quickly if student asks appropriately for adult attention<br>➢ Give the student frequent adult attention for positive behavior<br>➢ Allow student to earn "lunch w/ teacher" for participating appropriately<br>➢ Ignore inappropriate attention-seeking comments (not the student), while redirecting him to what he should be doing<br>➢ For minimally interfering behaviors, use "speak and retreat" and quickly disengage from discussion to prevent escalation/secondary gain<br>➢ Avoid prolonged, public discussion about the student's behavior<br>➢ Redirect student to get attention during scheduled "talk times" |
| **Gain *PEER* attention** | **Preventative Strategies:**<br>➢ Give student a role/job (i.e., line leader, etc.) that provides peer attention<br>➢ Include cooperative learning/partners so student has frequent opportunities for positive peer interactions<br>➢ Use a rubric so students know what is expected in terms of peer collaboration<br>➢ Precorrect by having student proactively review expectations for working in groups<br>Build in checkpoints during partner/ cooperative tasks to provide feedback<br><br>**Skill Instruction:**<br>➢ Teach student the difference between using appropriate behaviors and less desirable behaviors to gain peer attention<br>➢ Discuss and role play peer interaction skills<br>➢ Use social stories or video modeling to teach better ways of interacting with peers<br>➢ Teach student more appropriate ways to interact/gain peer attention and use self-monitoring to track progress<br>➢ Use peer-mediated interventions, peer buddies, and peer tutoring to practice positive social interactions and provide the student with positive attention from peers<br><br>**Responsive Strategies:**<br>➢ Minimize attention given when the student engages in misbehavior by:<br>   o Limiting verbal interactions/ explanations<br>   o Creating a signal to cue the student to use the alternative behavior<br>➢ Reinforce the student for using appropriate attention-gaining behaviors<br>➢ Establish reward system to allow student to earn time with peers for using desired behavior<br>➢ Use a group contingency so peers are also rewarded |

## *Function-Based Interventions Chart*

| Function of Behavior | Function-Based Interventions To Consider |
|---|---|
| **Satisfy sensory needs (i.e., to gain or avoid sensory input)** | **Preventative Interventions:**<br>➢ Check for overstimulation in visual displays posted in classroom, adjust as needed<br>➢ Adjust the student's seating to avoid sensory overstimulation<br>➢ Incorporate movement in instructional tasks (i.e., four corners, "stand up if…", etc.)<br>➢ Quietly play calming music during independent task time<br>➢ Incorporate daily sensory-motor/ movement strategies for sensory input and to support attentiveness as "cognitive breaks" for the individual student (or class-wide for all students to perform)<br>➢ Allow student to move around (stand, walk, etc.) within their area or work standing up<br>➢ Provide access to sensory aides or sensory-motor input as needed (such as work carrel, quiet corner, seat cushion, rocking chair, yoga ball seat, weighted object on lap or shoulders, sound blocking earphones, music, nature sounds, or white noise in earphones, velcro under desk or other textures, fidget item/stress ball, etc.)<br>➢ Encourage student to take brief movement breaks (i.e., get a drink, stand up and stretch, etc.) during the day to help cognitively "reset" and remain on task |
| | **Skill Instruction:**<br>➢ Provide training in self-regulation by teaching the student how and when to use movement/sensory input to regulate attentiveness in order to attend to the activity at hand and replace off-task behavior<br>➢ Teach the (older) student how to *self*-monitor his own behavior and level of attentiveness, then regulate it to be appropriate for the task at hand using sensory-motor strategies |
| | **Responsive Strategies:**<br>➢ Redirect student to use sensory replacements as needed to replace distracting behavior and satisfy sensory needs (such as accessing a quiet corner, fidget object, work carrel, etc.)<br>➢ Provide sincere praise and/or reinforce the student for appropriate use of sensory-motor replacements<br>➢ Establish a system to reward the student for exhibiting on task behavior and appropriate attending during instruction |

**Please Note:** For examples of visual supports and other materials for implementing the previously listed function-based interventions with students, please see the resource materials provided by NJCIE electronically.  These materials have been provided electronically so that implementers can adapt and individualize them for their students.

# Section Five:

## *Resources for Developing*
## *Intensive, Individualized Behavior Supports*



**Tertiary Prevention**:
Individualized systems for
students with high-risk behavior

**Secondary Prevention:**
Specialized group/class-wide systems
for students with at-risk behavior

**Primary Prevention**:
School-wide systems for all
students and staff

~5%

~15%

~80% of All Students

Guiding Questions for System Development
Tools for Completing a Functional Behavior Assessment (FBA)
Tools for Developing a Behavior Intervention Plan (BIP)

***Tier Three Individualized Support Planning: Guiding Questions for System Development***

**Goal for Use:** *These questions can be used to create and implement a data-driven process for using the Functional Behavior Assessment (FBA) process to develop, deliver and monitor intensive, individual student supports and Behavior Intervention Plans (BIPs)/Positive Behavior Support Plans (PBSPs).*

**Questions to Consider:**

➢ What is the process by which the Tier 3 FBA Team receives referral for a FBA/BIP?

➢ How are relevant school personnel notified that the team is in the process of developing Tier 3 FBA/BIP support?

➢ How will the team facilitate the FBA/BIP process (including data collection and analysis)?

➢ How and when are families involved in the FBA/BIP process?

➢ Who observes the student in relevant school settings during the FBA/BIP process?

➢ Who interviews teacher/s and other relevant people (family members, etc.) during the FBA/BIP process?

➢ How will you ensure the technical adequacy of the Functional Behavior Assessments completed by the team (ex. score of "9" or higher on *FBA/PBSP Checklist,* etc.)?

➢ How will you ensure the technical adequacy of the behavior support plans developed by the team (ex. score of "9" or higher on *FBA/PBSP Checklist,* etc.)?

➢ What is the timeframe for the FBA/BIP?  How long will a student receive these interventions before relevant data is reviewed for progress)?

➢ How will you provide coaching and modeling for staff in how to implement the BIP accurately and effectively?

➢ How will you know if the BIP is being implemented with fidelity?

➢ How will you know if students are responding to the intervention? What defines adequate progress?

➢ How will you provide regular feedback and updates to the full faculty regarding your group's activities and progress?

## Understanding Levels of Functional Behavior Assessment (FBA)

Functional Behavior Assessment (FBA) is a process for gathering information that can be used to create an effective Behavior Intervention Plan (BIP). The purpose of an FBA is to help us understand what the student is getting out of the behavior (function of behavior), so suitable replacement behaviors can be identified and taught to students.

Because a Complex FBA is so intensive, it is important to fit it into an effective school-wide system and a full continuum of behavioral supports. This continuum should reflect a wide range of school-wide and class-wide interventions as well as supports for individual students.

| FBA LEVELS | | |
|---|---|---|
| | 1.Informal | ➢Records/Archival Review<br>➢Problem Solving Meeting |
| | 2. Indirect (or Simple FBA) | ➢Checklist<br>➢Functional Assessment Interview<br>➢Initial Line of Inquiry |
| | 3. Complex (or Full FBA) | ➢A-B-C data<br>➢Structured, Planned Observation |

Horner, R. & Sugai, G. (2007). Function based support, http://www.pbis.org/files/1107gsbrieffba.ppt

### Informal FBA
➢ Conducted in the school by staff that regularly interact with the student.
➢ Conducted as part of regular problem solving discussions.
➢ Results in somewhat individualized behavior support plans and/or behavior interventions that can be implemented with groups of students (i.e., Tier Two interventions).

### Indirect/Simple FBA
➢ Facilitated by a member of the CST, I&RS team, or other staff person at the school setting with knowledge/ training in understanding student behavior.
➢ Typically involves interviews, checklists, and brief observation.
➢ Results in proactive behavior support plans

### Complex FBA
➢ Facilitated by a members of the school or district staff who has *specific* behavioral training in facilitating this process.
➢ Typically involves multiple interviews and direct student observations.
➢ Results in complex, multi-component behavior support plans that require training to implement.

### Flow Chart for FBA Development
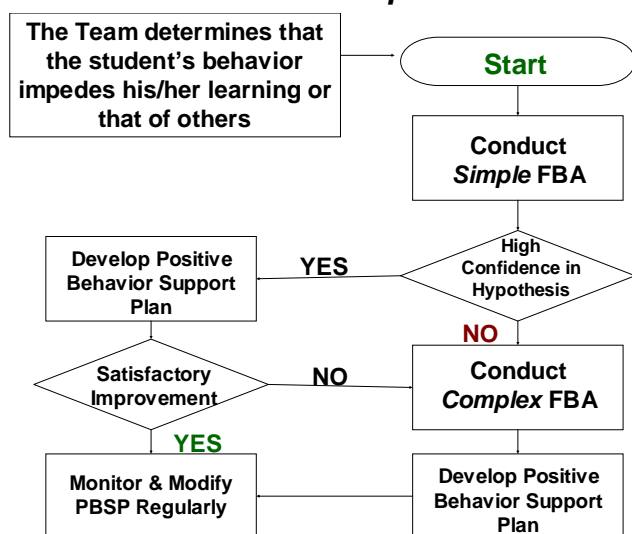


Horner, R. & Sugai, G. (2007). Function based support. http://www.pbis.org/files/1107gsbrieffba.ppt

This flow chart is intended to provide teams guidance regarding FBAs. If the IEP team indicates that a student's behavior is impeding his/her learning and that of others, then the team should develop positive behavioral interventions and supports.

In situations where those supports must be more individualized, the team will consider conducting a functional behavior assessment in order to develop a Positive Behavior Support Plan (PBSP). The intensity of the FBA is based on the degree of confidence the team places in the hypothesis reached during the FBA process. This flow chart can help guide teams in this decision making process.

### D.A.S.H. Steps Involved in a Simple Functional Behavior Assessment (FBA)

Simple FBAs can be facilitated by a member of the CST, I&RS team, or other staff person at the school setting with knowledge/ training in understanding student behavior. These FBAs typically involve interviews, checklists, and brief student observation. The steps in completing a simple or "practical" FBA can be summarized as follows.

1. *Define the behavior:*
   - The first step is to define the interfering behavior that is impacting the student's learning and/or social functioning.
   - The interfering behavior targeted for intervention should be observable, defined in concrete term (so that any two people would agree on what the behavior looks like), and countable or measurable (so that is can be described using a number).

2. *Ask about the behavior:*
   - Gather information by interviewing staff who work with the student, the student, and the student's parent.
   - Interviewers should attempt to identify which of the many antecedent and consequence events in the environment are linked to behavior targeted.
   - The goal of interviewing is to identify routines when the interfering behavior occurs.
   - Interview information will be used to identify how the environment (*not* the individual student) should be changed to better ensure success.

3. *See the behavior:*
   - Observe the student to verify interview information.
   - Since the function of a problem behavior can vary across different environments and settings, it is essential to focus on the behavior within the context of a problematic routine.
   - Problematic routines can be identified during interviews, then the student can be observed during those times.
   - When observing, record the sequence of events as they occur based on exactly what is seen, including what appears to precede the problem behavior and what follows the problem behavior's occurrence.

4. *Hypothesize:*
   - Develop summary statement(s) based on interviews completed and student observation data.
   - Use this information to identify patterns of when, where and why the student's interfering behavior seems to be occurring in order to develop the hypothesis regarding the student's interfering behavior.
   - The hypothesis is our "best guess" about the behavior and conditions under which it is observed and is based on analysis of all information collected (ABC data, interviews, etc).
   - The hypothesis statement or "FBA Summary Statement" represents the basic working unit of an FBA and is composed of:
     - the interfering behavior,
     - possible setting event(s) or "slow triggers" that affect the likelihood of the challenging behavior occurring at some point in time,
     - triggering antecedents that precede and "trigger" interfering behavior,
     - maintaining consequences, and
     - the resulting hypothesized function of the student's interfering behavior.
   - The FBA is complete when the team feels confident in the hypothesis.
   - After the hypothesis is developed, it is time to identify positive behavior interventions and supports based on the hypothesis.

### *Tasks to Complete in Conducting the Functional Behavioral Assessment (FBA)*

A Functional behavior Assessment (FBA) is a systematic process for developing statements about factors that contribute to occurrence and maintenance of a student's problem behavior and (more importantly) serve as basis for developing proactive and comprehensive behavior support plans. The desired "products" or outcomes of an FBA are:

➢ A clear description of the student's problem behavior(s), including classes or sequences of behaviors that frequently occur together;

➢ Identification of the events, times, and situations that predict when the problem behaviors will and will not occur across the full range of typical routines;

➢ Identification of the consequences that maintain the problem behaviors; and

➢ Development of one or more summary statements/hypotheses that describe specific behaviors, situations in which they occur, and the outcomes maintaining them.

In order to achieve these outcomes, the follow tasks should be completed as part of the FBA:

☐ Obtain parental permission

☐ Conduct the review of student records including:
- ☐ Diagnostic/medical records
- ☐ Psychological information
- ☐ Educational assessment(s)
- ☐ Social history
- ☐ Developmental profile
- ☐ Previous behavior interventions
- ☐ IEP (if applicable)
- ☐ Suspension/office discipline referrals
- ☐ Attendance

☐ Determine behavior data collection methods and review with staff:
- ☐ *Indirect data collection measures* involve asking about the behavior (i.e., anecdotal information, record review, rating scales, questionnaires, interviews)
- ☐ *Direct/descriptive data collection measures* involve directly observing the behavior and collecting ABC Data

☐ Conduct teacher/staff interviews using an interview tool (such as FACTS, PBQ, etc.)

☐ Conduct student observations:
- ☐ Observe across various situations
- ☐ 2-5 days worth of observation is typically necessary to identify patterns
- ☐ Collect ABC Data while observing

☐ Conduct parent interview(s)

☐ Conduct student interview (if appropriate)

☐ Use all data collected to complete FBA and develop a summary of FBA results

☐ Use FBA results to design the Positive Behavior Support Plan (PBSP)

☐ Implement and evaluate effectiveness of PBSP

## *Collaborative Functional Behavioral Assessment (FBA) Checklist*

**Student Name:** _____          **Today's Date:** _____

**Reporting Team Members:** _____

_____

_____

| Tasks in the Collaborative Development of a Functional Behavioral Assessment (FBA) | Who's Responsible? | By When? |
|---|---|---|
| 1. Obtain parental permission to conduct FBA. | | |
| 2. Conduct records review (including review of attendance, academic, and health record, suspensions, discipline referrals, etc.). | | |
| 3. Develop description of student's interfering behavior(s) to be analyzed. | | |
| 4. Identify behavior data collection methods to be used. | | |
| 5. Inform staff (teachers, aides, etc.) of data collection methods they should use when the student's interfering behaviors occur. | | |
| 6. Complete routines assessment to identify target routines/times of day for direct student observation. | | |
| 7. Schedule and conduct direct student observations and collect ABC data. | | |
| 8. Schedule and conduct teacher/staff interviews. | | |
| 9. Schedule and conduct parent interview. | | |
| 10. Schedule and conduct student interview (if appropriate). | | |
| 11. Schedule and conduct interview of outside therapists (with *signed* parent release). | | |
| 12. Develop FBA Report (including recommended positive behavioral interventions/supports resulting from the FBA). | | |
| 13. Schedule meeting to share FBA Report with parents and teachers. | | |
| 14. Adjust student's IEP to reflect the recommended positive behavioral interventions/supports resulting from the FBA. | | |

# Review of Records for Functional Behavior Assessment (FBA)

**Student:** _____  **Age/Grade:** _____
**Reviewer:** _____  **Date of Review:** _____

***Directions:*** review the student's records for health and medical factors which may influence behaviors (e.g. medication levels, sleep cycles, health, diet), as well as the history of the behavior. Be sure to include the effectiveness of previously used behavioral interventions.

History of the problem behavior:

Previous interventions attempted:

Current medications:

Special dietary requirements, restrictions, or food allergies:

Social and psychological information:

Educational assessment information:

Additional information from anecdotal records, incident reports, discipline summaries:

### *Functional Behavior Assessment (FBA) Input Form for Teachers and Staff*
*Adapted from March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr, 2000*

Student's Name: _____     Age/Grade: _____

Interviewer: _____     Date: _____

Respondent(s): _____

_____

_____

1. Please identify at least three strengths or contributions the student brings to school:

2. Does the student's behavior impede his/her or others' learning?

3. Does the student's behavior significantly differ from that of peers?

4. Does the student's behavior lessen the possibility of successful learning for the student and/or others?

5. Is the student's behavior a threat to the safety of the student or others?

6. If the behavior persists, is disciplinary action likely?

7. Specifically identify and describe the student's problem behaviors:

8. Identifying Patterns and Routines:

| Schedule (Time of Day) | Routine/Activity | With Whom Does Behavior Occur | Likelihood of Problem Behavior Happening | Possible Reason(s) for Behavior |
|---|---|---|---|---|
| | | | (Low)      (High)<br>**1   2   3   4   5** | |
| | | | **1   2   3   4   5** | |
| | | | **1   2   3   4   5** | |
| | | | **1   2   3   4   5** | |
| | | | **1   2   3   4   5** | |

9. About how often does the target behavior occur and how long does it last?

10. What is usually going on during the occurrence of the behavior?

11. When is the behavior *least* likely to occur?

12. How does the student react to the usual consequences that follow the behavior?

13. What other past efforts have been attempted to address the student's behavior and were they successful/unsuccessful?

14. Additional information/comments about the students' behavior (on the back of this sheet):

***Observing Behavior to Collect A-B-C Data***

      ABC data collection can be used for all individuals with behavior issues at home and in school.  ABC data collection involves directly observing a student and recording situational factors surrounding a problem behavior using an ABC data collection form.  An ABC data form is an assessment tool used to gather information that should evolve into a positive behavior support plan.  "ABC" refers to:

- o **A**ntecedent--the events, action, or circumstances that occur before a behavior.
- o **B**ehavior--the behavior.
- o **C**onsequences--the action or response that follows the behavior.

      ABC data collection is considered a direct observation format because you have to be directly observing the behavior when it occurs. Typically it is a format that is used when an external observer is available who has the time and ability to observe and document behaviors during specified periods of the day.

*The following is an example of ABC data collection:*

| Antecedent | Behavior | Consequence |
|---|---|---|
| Parent asks Joe to stop playing on the computer. | Joe screams, "NO!" and refuses to leave the computer. | Parent tells Joe to leave the computer again. |
| Parent tells Joe to leave the computer. | Joe again refuses to leave. | Parent starts counting to 10 as a warning to get off the computer. |
| Parent starts counting to 10 as a warning to get off the computer. | Joe does not move from the computer station. | Parent finishes counting to 10 and again warns him to get off the computer. |
| Parent finishes counting to 10 and again warns him to get off the computer. | Joe stays at the computer and refuses to leave. | Parent threatens that Joe lose computer privileges in the future. |
| Parent threatens that the Joe will lose computer privileges in the future. | Joe ignores and continues working on the computer. | The parent count to 10 again and again threatens future computer use. |
| The parent counts to 10 again and again threatens future computer use | Joe ignores and continues computer use. | The parent becomes angry and leaves the room. |

      From this data (*above*), we can see that when Joe is asked to end an activity he is enjoying (we know that he enjoys playing computer games), he screams, refuses to leave, and ignores.  We also can see that the response to Joe's refusal consists mostly of empty threats.  If we follow Joe throughout the day, we may find that he is asked repeatedly to follow directions. In addition, the data reveals that Joe's family uses threats that are not followed through.  Joe has learned that persistence, ignoring, and refusal will wear adults down.

**Tips for Conducting ABC Data Observations**

➢ Always start with recording the interfering behavior first—be as specific as possible.  After that you can write about what is occurring in class including things that immediately precede the interfering behavior (e.g., possible "antecedents") and events that followed the interfering behavior. (e.g., consequences).

➢ You want to be convinced there is a pattern of student behavior.  Once you are convinced that your observations represent the behavioral pattern you can summarize the data.

➢ If data from observations do not match staff interview information or you are not convinced, consider:

- o Doing another ABC observation;
- o Interviewing other staff that interact with this student;
- o Interviewing the student.
➢ Sometimes the ABC data collection form is used to document a behavior incident. Remember that ABC data collection should not be used just to document behavior incidents. It is best used as a narrative during a specified time of the day. Equally important is to document those conditions that surround positive behaviors. By documenting these, professionals and family members can identify effective strategies that can be replicated.
➢ Remember that anyone (e.g., parents, educators, teachers, support personnel, administrators) can take the ABC data when given clear direction and parameters.

## *Frequently Asked Questions (FAQ's) About ABC Data Collection and Observations*

*Q: What if the behavior doesn't occur while I'm there?*
A: Schedule another time to observe during the identified routine. If there is still no behavior occurring, may want to interview staff who have witnessed the behavior again to obtain more information.

*Q: Where do I sit when I enter the room?*
A: Enter the room quietly, not interacting with students. Sit near enough to the student to see and hear, but not so close that it is obvious you are watching him or her.

*Q: What if the student or students ask why I am there?*
A: You can tell them you are there to watch their class.

*Q: How many times should I observe the student in the routine?*
A: Observe until you are convinced that you understand the pattern of behavior that is occurring (about 5 to10 occurrences of the behavior is sufficient). As a rule, try to observe the student on at least 2 different days. Make sure you are observing during a routine that has been identified as being problematic for the student (e.g. at a time when problem behavior is likely to occur).

*Q: How long should I observe for?*
A: This should be based on your staff interview results. About 15-20 minutes per routine is usually acceptable. You want to observe until you are convinced (e.g. record at least 5 problem behaviors to establish a pattern).

## Directions for Completion of ABC Data Form

### *Column One:* **Setting**
List the setting in which the behavior occurred, such as:

- Hallway
- Bathroom
- On the school bus
- Gym

- Library
- Cafeteria
- Related Arts classroom

- Playground
- Classroom
- Work site

Also include any "staff directly involved". A variety of adults may be working with a single student and recording the names of those directly involved will help eliminate confusion over who may have seen and/or done what. It is also important to note this type of information as trends may become apparent (i.e., certain behaviors may only be seen when certain people work with the student). This can be very helpful in assessing the functional nature of the student's behaviors.

### *Column Two:* **Antecedent**
List what the student was doing and what was occurring in the student's environment just prior to when the interfering behavior occurred. This information will help in identifying "fast triggers" to interfering behaviors. Possible activities to list include:

- Arrival/dismissal to/from class
- Attending as part of a large group
- Attending as part of a small group
- Lunch
- Riding the bus
- Toileting
- Transitioning between tasks or areas

- Unstructured time
- Waiting (for a turn, in line, etc.)
- Working as part of a large group
- Working as part of a small group
- Working independently
- Working one-on-one with an adult

Also document what other event(s) happened immediately before the interfering behavior occurred, such as:

- Change in routine
- Loss of a privilege
- Reprimand/ behavior correction given
- Demand made

- Attention given to someone else
- Denial of student request
- Physical prompt

- Sensory input (sound, sight, touch, physical proximity, etc.)

### *Column Three:* **Student's Behavior**
Describe what, *exactly*, the student did. Be as descriptive as possible, describing what the behavior looked like and sounded like. Avoid subjective or unclear terms, such as "noncompliance", "disruption", or "meltdown".

### Column Four: *Staff Response(s)*
List what happened immediately after the interfering behavior occurred. Include unplanned responses as well, rather than only that which a staff member purposefully introduces as a result of the behavior. Be sure to observe and record as many details as possible about the reactions of people and any changes that may have occurred in the environment.

### *Column Five:* **Peers' Response(s)**
List what other student(s) in the area did after the behavior occurred. This may include things such as laughing and interacting with the student, ignoring the student's behavior, etc.

# Antecedent-Behavior-Consequence (ABC) Data

Student's Name: _____    Date: _____    Reporter: _____

| Setting (time of day; class/block of day; staff directly involved) | Antecedents (what happened before behavior; i.e., activity, time engaged in activity, prompt/direction given) | Student's Behavior (exactly what student did in concrete, non-subjective terms; i.e., hit, yelled, ran out of area) | Staff Response(s) (what happened after behavior; i.e., words used, prompt type, number of staff directing) | Peers' Response(s) (what happened after behavior; i.e., laughed, ignored, encouraged misbehavior) |
|---|---|---|---|---|
|  |  |  |  |  |

## *Functional Behavior Assessment Parent Input Form*

Student's Name: _____     Date Completed: _____

Parent/Guardian's Name: _____


      In order to better understand how we can support your child at school, we are conducting a functional behavioral assessment (FBA) for your child.  Your input is an extremely important part of this process.  The functional behavioral assessment involves gathering and analyzing information from staff, the parent/guardian, and the student.  The purpose of this tool is to get information from you about:

1. your child's strengths and preferences, and things that you have found to be effective with him/her,
2. the behaviors that are impacting your child at school and/or home,
3. things that seem to trigger these behaviors and/or situations where you might have observed these behaviors, and
4. how you respond when these behaviors occur

      Please answer each question that follows to the best of your knowledge.  Any information you can provide will be extremely helpful in this process.  We know you are busy and appreciate the time you are taking to complete this form.

      Please return the completed form to school as soon as possible.  If you have any questions regarding this process, please feel free to contact _____

at _____.


Thank you for your assistance!

## Functional Behavior Assessment Parent Input Form

**Positive Profile Information:**

1. What do you consider to be your child's interpersonal strengths?

2. What are the activities and/or actions that your child likes to do during free time?

3. What are some other things at which your child has been successful?

4. What other information can you provide regarding your child's preferences and interests?

5. Can you provide any information about your child's (and family's) dreams and goals for the future (both near and far)?

6. What instructional strategies best help your child to learn (i.e., use of visual cues, hands on activities, group work with peers, etc)?

7. Can you identify any other things that your child needs to be successful at school?

## Functional Behavior Assessment Parent Input Form

**Challenging Behavior Information:**

1. In what specific settings or under what conditions have you observed the behavior?

2. Are there settings, conditions, or situations in which the behavior does NOT occur?

3. Characterize your observation of the frequency, intensity, and duration of the behavior (if observed).

4. Who is typically present when the behavior occurs?

5. Which of these, if any, typically precede the behavior?
   - ☐ directive or request from authority provocation from peers academic activity
   - ☐ unstructured setting transition time certain time of day
   - ☐ other: _____

6. Describe the activity or interaction that takes place just prior to the behavior.

7. Which of these, if any, typically immediately follows the behavior?
   - ☐ behavior is socially reinforced by peers receives attention gets corrective feedback
   - ☐ is removed from the setting privileges are withheld negative consequence
   - ☐ no consequences or behavior is ignored
   - ☐ other: _____

8. Describe the typical result of the behavior and consequence of it.

9. Are there other behaviors that usually occur along with the problem behavior?

### *Functional Behavior Assessment Parent Input Form*

10. What positive reinforcers have you used with your child and how effective are they?

11. What negative/non-preferred consequence have you used with this student and how effective are they?

12. For what reasons do you think your child might be showing this behavior (e.g., to get, control, or avoid something)?

13. In your opinion, what would be an acceptable way for your child to achieve the same outcome?

14. Do you feel that your child does not "know how" to achieve his needs using appropriate behavior (*can't*), or does he/she know how to behave differently, but consistently chooses not to (*won't*)?

15. What other insight can you offer about your child or the behavior that might assist us in developing appropriate, effective interventions (health, eating/sleeping habits, other patterns)?

### *Functional Behavior Assessment Student Interview Form*

Student's Name: _____     Date: _____

Interviewer's Name: _____

***Opening Statement:*** *I would like to talk to you about how things are going at home and school. We'll talk about things that are going well and things that may be not so good. If you tell me the truth, we can work together to make school, and maybe home, a better place. We should be done in about 30 minutes.*

### *Section 1---Student Strengths*

1. Tell me some things you are good at in school?

2. What are some things you do well at home?

3. What are some things your parents and/or teacher think you do well?

4. Tell me one thing nice you did for:
   □   A student in your class?

   □   Your parents/caregiver?

   □   Your teacher?

   □   Other (fill in) _____?

5. Tell me what happens when you do something well (good) or nice?

***Transition Statement:*** *You did a nice job telling me about the things that you do well (good). I'd like you to think a little different now. Could you tell me about some things that may be going not so well (good) in school or at home?*

## Functional Behavior Assessment Student Interview Form

### Section 2---Student Problems

1. Tell me some things you don't like about school?

2. What are some things you have problems with (not like) at home?

3. Tell me some things you think your parents or teachers may not like about things you do?

4. What are some things you do that may bother other students in your class?

5. What are some things that you do not like about your behavior?

**Transition Statement:** *Thank you. You did a great job telling me about the things that you have problems with. We are going to change the way we think about things again. I am going to ask you some questions about how you tell people what you like and don't like.*

### Section 3---Communication

1. Would you tell me how you tell people that you like something?

2. Would you tell me how you tell people that you do not like or do not want to do something?

3. How does acting like that make you feel?

4. How do you think acting like that makes others feel?

**Transition Statement:** *We are going to think about something else. This is the last section so we are almost done. You are doing great! I'd like you to think about things that happen before and after you get upset.*

### Functional Behavior Assessment Student Interview Form

**Section 4---Antecedent/Consequence Information**

1. What kinds of things happen in school that make you feel upset (or mad)?

2. What kinds of things happen at home that make you feel upset (or mad)?

3. Is there anything the teacher does that make you feel upset (or mad)?

4. Is there anything students do that make you feel upset (or mad)?

5. Let's talk about what kind of things happen after you become upset at home and at school. What do:
   - ☐ Students do when you become upset?

   - ☐ Parents do when you become upset at home?

   - ☐ Teachers do when you become upset in school?

6. I am going to ask you some specific questions; I would like you to answer YES or NO.
   Are there any times of the day you have more problems than other times?

   YES      NO    When?_____

   Are there certain people who make you more upset than others do?

   YES      NO    Who?_____

   Do you have problems in the hallway?

   YES      NO    What kind?_____

7. Is there anything else you want to tell me?

**Ending Statement:** *Thank you for talking with me about all this. I know it took a long time and you worked hard. If you think of anything else you want to add, write me a note or come see me.*

**Functional Behavior Assessment and Behavior Support Recommendation Report**

**Student's Name:** _____ **Date of Birth:** _____
**School:** _____ **Grade:____ Age: ____ Gender: _____**
**Date of Report Submission:** _____ **Submitted By:** _____

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*Reason for Referral for a Functional Behavior Assessment (FBA)*




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*Brief Summary of Background Information (for additional information, see student record)*




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*Summary of Student/Classroom Observations*

### *Summarized Functional Behavior Assessment (FBA) Results*

**Targeted Interfering Behavior(s) (*including frequency, duration, intensity, severity*):**

**Data Collection Methods (✓ *check sources used*):**

| | | | |
|---|---|---|---|
| _____ | Parent interview | _____ | Student observation(s) |
| _____ | Student interview | _____ | Behavior rating scales |
| _____ | Teacher interview(s) | _____ | Academic record review |
| _____ | Interview(s) of other professional(s) | _____ | Discipline record review |
| _____ | Review of previous evaluations | _____ | Attendance record review |
| _____ | Other data collection methods: _____ | | |

**Possible Contributing Factors or Setting Events** *(describe any other factors that may affect behavior, such as medication, sleep, substance abuse, attendance, social factors, etc.)***:**

**Functional Behavior Assessment Summary Statements:**

| Interfering Student Behaviors | Antecedents Preceding Interfering Behavior | Responses of Adults/ Peers to Behavior | Functions of Behavior |
|---|---|---|---|
| **1.** | | **Of adults:**<br><br><br><br><br><br><br><br>**Of peers:** | **To gain:**<br>☐ peer attention<br>☐ staff attention<br>☐ assistance from adults<br>☐ access to preferred items/activities<br>☐ sensory stimulation<br><br>**To avoid/escape:**<br>☐ certain activities (challenging, new, etc.)<br>☐ non-preferred tasks/ demands<br>☐ transitions<br>☐ sensory input<br><br>☐ **Other: _____** |

| Interfering Student Behaviors | Antecedents Preceding Interfering Behavior | Responses of Adults/ Peers to Behavior | Functions of Behavior |
|---|---|---|---|
| **2.** | | **Of adults:**<br><br><br><br><br><br><br><br><br><br>**Of peers:** | **To gain:**<br>☐ peer attention<br>☐ staff attention<br>☐ assistance from adults<br>☐ access to preferred items/activities<br>☐ sensory stimulation<br><br>**To avoid/escape:**<br>☐ certain activities (challenging, new, etc.)<br>☐ non-preferred tasks/ demands<br>☐ transitions<br>☐ sensory input<br><br>☐ **Other:** _____ |
| **3.** | | **Of adults:**<br><br><br><br><br><br><br><br><br><br>**Of peers:** | **To gain:**<br>☐ peer attention<br>☐ staff attention<br>☐ assistance from adults<br>☐ access to preferred items/activities<br>☐ sensory stimulation<br><br>**To avoid/escape:**<br>☐ certain activities (challenging, new, etc.)<br>☐ non-preferred tasks/ demands<br>☐ transitions<br>☐ sensory input<br><br>☐ **Other:** _____ |

**Additional Information Generated through the FBA Process (*including the student's strengths, preferences, learning style, etc.*):**

# *Recommended Positive Behavioral Interventions and Supports*

| | |
|---|---|
| *Strategies and supports to prevent problem behavior by manipulating antecedents (behavioral "triggers") in order to prevent problem behavior and/or prompt use of alternate/ desired behavior* | **__Preventative Antecedent Management Strategies__** |
| *Strategies and supports to teach function-based alternative/ desired behaviors to replace the inappropriate behavior and make it less efficient* | **__Strategies to Teach Replacement Behaviors__** |
| *Strategies and supports used to reinforce replacement/ alternate behaviors and other desired behaviors* | **__Strategies to Reinforce Desired Behavior__** |

| | |
|---|---|
| *Strategies to use when responding to the student's inappropriate behavior that are designed to minimize the "pay-off" of that behavior* | **<u>Responsive Strategies</u>**<br><br>**Responding to Initial Instances of Minimally Disruptive Behaviors:**<br><br><br><br>**Responding to Behaviors that Significantly Disruptive Learning:** |
| *Interventions designed to maintain a safe environment for use only in situations where the student has exhibited behavior that places the student or others in danger.* | **<u>Crisis Plan for Maintaining Safety if Unsafe Behavior Occurs (if applicable)</u>** |
| *Methods used by staff to measure effectiveness of the interventions and document the student's behavioral progress* | **<u>Procedures for Data Collection</u>** |

## *Function-Based Interventions Chart*

| Function of Behavior *(If student is using behavior to…)* | Function-Based Interventions To Consider |
|---|---|
| **Avoid or escape a task or assignment** | **Preventative Strategies:**<br>➢ Provide a clear explanation of objectives/requirements at start of class<br>➢ Provide graphic organizers<br>➢ Allow alternate methods to complete task (typing, draw, record response, etc.)<br>➢ Break task into smaller chunks/steps<br>➢ Provide visual prompt or checklist to cue steps in a challenging tasks<br>➢ Incorporate choices within required tasks<br>➢ Intersperse high probability requests (HPRs) that the student is likely to do with less preferred tasks<br>➢ Have the first task required be something the student can easily accomplish to build momentum before requiring him to do a challenging/non-preferred task<br>➢ Incorporate interest-based activities and relate topics to the student's interests<br>➢ Incorporate partner activities (i.e., complete ½ assignment on own, ½ with a peer partner/group), if motivating<br>➢ Incorporate "real life" situations to make tasks more meaningful<br>➢ Check in with student *prior* to problem context to pre-correct positive behavior |
| | **Skill Instruction:**<br>➢ Teach student problem-solving strategies ("Stop and Think", etc.)<br>➢ Teach student replacement behavior (how and when to request "time away" from the activity to regain composure)<br>➢ Teach student appropriate ways to ask for clarification/assistance from a teacher/peer<br>➢ Implement a self-monitoring system |
| | **Responsive Strategies:**<br>➢ Ignore misbehavior wile redirecting the student to what s/he should be doing (use a visual support to redirect, if appropriate, to minimize verbal interactions)<br>➢ Provide sincere praise and/or reinforce the student for appropriate transitioning<br>➢ Using a behavior contract to outline positive and non-preferred consequences<br>➢ Establish a system to reward the student for completing work, etc.<br>➢ Use completion of an activity sequence as the criteria for earning time to engage in a preferred activity/ task |
| **Gain access to preferred item or activity** | **Preventative Strategies:**<br>➢ Have the student identify a more appropriate time during which he might naturally have access to the preferred item or activity<br>➢ Provide time in the day for the student to access the item/activity<br>➢ Incorporate interest-based activities and relate topics to the student's interests<br>➢ Provide structured choices within required tasks<br>➢ Embed choices and student preferences in classroom routines and activities |
| | **Skill Instruction:**<br>➢ Teach the (younger) about the routine for sharing a preferred item<br>➢ Teach the (older) student how to self-monitor his own behavior and use appropriate behavior to gain access to things that he wants (i.e., preferred activities/items) |
| | **Responsive Strategies:**<br>➢ Ignore minor misbehavior, while redirecting the student to what he should be doing<br>➢ Provide sincere praise and/or reinforce the student for use of appropriate behaviors to gain access to preferred items/activities<br>➢ Implement system to reinforce and reward desired behaviors by allowing structured access to preferred items/activities (individually for the student or class-wide system)<br>➢ Develop a behavior contract to outline expectations that must be met in order to obtain the preferred item/ activity, then have the student and staff sign this contract |

### *Function-Based Interventions Chart*

| Function of Behavior | Function-Based Interventions To Consider |
|---|---|
| **Gain *ADULT* attention** | **Preventative Strategies:**<br>➢ CICO—have student check-in with an adult to provide attention upon arrival to school<br>➢ Give student frequent intermittent attention for positive behavior<br>➢ Maintain at least 3 positive interactions with student for every 1 negative/ correction<br>➢ Adult mentor/advisor ("2x10" intervention where adult spends 2 min/day for 10 days to build rapport)<br>➢ Increase opportunities to respond (OTRs) so student has multiple opportunities to get attention appropriately<br>➢ Give student leadership role/job that requires student to interact w/staff<br>➢ Pre-correct—frequently, deliberately remind student to raise their hand and wait if they want your attention<br>➢ Structure how/when attention can be accessed by scheduling "talk times"<br><br>**Skill Instruction:**<br>➢ Teach student appropriate ways to ask for attention or ask for assistance (use words, pictures, voice output device, etc.)<br>➢ Teach student a non-verbal cues to minimize attention when prompting behavior<br><br>**Responsive Strategies:**<br>➢ Respond quickly if student asks appropriately for adult attention<br>➢ Give the student frequent adult attention for positive behavior<br>➢ Allow student to earn "lunch w/ teacher" for participating appropriately<br>➢ Ignore inappropriate attention-seeking comments (not the student), while redirecting him to what he should be doing<br>➢ For minimally interfering behaviors, use "speak and retreat" and quickly disengage from discussion to prevent escalation/secondary gain<br>➢ Avoid prolonged, public discussion about the student's behavior<br>➢ Redirect student to get attention during scheduled "talk times" |
| **Gain *PEER* attention** | **Preventative Strategies:**<br>➢ Give student a role/job (i.e., line leader, etc.) that provides peer attention<br>➢ Include cooperative learning/partners so student has frequent opportunities for positive peer interactions<br>➢ Use a rubric so students know what is expected in terms of peer collaboration<br>➢ Precorrect by having student proactively review expectations for working in groups<br>Build in checkpoints during partner/ cooperative tasks to provide feedback<br><br>**Skill Instruction:**<br>➢ Teach student the difference between using appropriate behaviors and less desirable behaviors to gain peer attention<br>➢ Discuss and role play peer interaction skills<br>➢ Use social stories or video modeling to teach better ways of interacting with peers<br>➢ Teach student more appropriate ways to interact/gain peer attention and use self-monitoring to track progress<br>➢ Use peer-mediated interventions, peer buddies, and peer tutoring to practice positive social interactions and provide the student with positive attention from peers<br><br>**Responsive Strategies:**<br>➢ Minimize attention given when the student engages in misbehavior by:<br>    ○ Limiting verbal interactions/ explanations<br>    ○ Creating a signal to cue the student to use the alternative behavior<br>➢ Reinforce the student for using appropriate attention-gaining behaviors<br>➢ Establish reward system to allow student to earn time with peers for using desired behavior<br>➢ Use a group contingency so peers are also rewarded |

## Function-Based Interventions Chart

| Function of Behavior | Function-Based Interventions To Consider |
|---|---|
| **Satisfy sensory needs (i.e., to gain or avoid sensory input)** | **Preventative Interventions:**<br>➢ Check for overstimulation in visual displays posted in classroom, adjust as needed<br>➢ Adjust the student's seating to avoid sensory overstimulation<br>➢ Incorporate movement in instructional tasks (i.e., four corners, "stand up if…", etc.)<br>➢ Quietly play calming music during independent task time<br>➢ Incorporate daily sensory-motor/ movement strategies for sensory input and to support attentiveness as "cognitive breaks" for the individual student (or class-wide for all students to perform)<br>➢ Allow student to move around (stand, walk, etc.) within their area or work standing up<br>➢ Provide access to sensory aides or sensory-motor input as needed (such as work carrel, quiet corner, seat cushion, rocking chair, yoga ball seat, weighted object on lap or shoulders, sound blocking earphones, music, nature sounds, or white noise in earphones, velcro under desk or other textures, fidget item/stress ball, etc.)<br>➢ Encourage student to take brief movement breaks (i.e., get a drink, stand up and stretch, etc.) during the day to help cognitively "reset" and remain on task |
| | **Skill Instruction:**<br>➢ Provide training in self-regulation by teaching the student how and when to use movement/sensory input to regulate attentiveness in order to attend to the activity at hand and replace off-task behavior<br>➢ Teach the (older) student how to *self*-monitor his own behavior and level of attentiveness, then regulate it to be appropriate for the task at hand using sensory-motor strategies |
| | **Responsive Strategies:**<br>➢ Redirect student to use sensory replacements as needed to replace distracting behavior and satisfy sensory needs (such as accessing a quiet corner, fidget object, work carrel, etc.)<br>➢ Provide sincere praise and/or reinforce the student for appropriate use of sensory-motor replacements<br>➢ Establish a system to reward the student for exhibiting on task behavior and appropriate attending during instruction |

**Please Note:** For examples of visual supports and other materials for implementing these interventions with students, please see the resource materials provided by NJCIE electronically. These materials have been provided electronically so that implementers can adapt and individualize them for their students.

### *Functional Behavior Assessment/Positive Behavior Support Plan Checklist*
*Adapted from Lewis-Palmer, Todd, Horner, Sugai & Sampson, 2003; Benazzi, 2005; Fairbanks, 2009*

| Critical Elements of Functional Behavior Assessment (FBA) | No | Yes |
|---|---|---|
| 1. An operational definition of problem behavior(s) included | 0 | 1 |
| 2. Description of data collection measures includes 2 or more staff interviews and direct observation data (ABC chart, scatterplot, or equivalent) | 0 | 1 |
| 3. Data collection measures include parent input/interview | 0 | 1 |
| 4. Brief positive description of student strengths and/or preferences included | 0 | 1 |
| 5. Setting events/contributing factors to problem behavior(s) identified | 0 | 1 |
| 6. Antecedent(s) to problem behavior(s) identified | 0 | 1 |
| 7. Routines where problem behavior(s) will most likely occur identified | 0 | 1 |
| 8. Consequence(s) following problem behavior(s) identified | 0 | 1 |
| 9. Functional behavior assessment hypothesis generated | 0 | 1 |
| 10. Elements of FBA organized into summary statement(s) | 0 | 1 |
| **Technical adequacy score for this Functional Behavior Assessment** | _____/ 10 | |
| Critical Elements of Positive Behavior Support Plan (PBSP) | No | Yes |
| 1. Strategies for preventing problem behavior(s) from occurring identified | 0 | 1 |
| 2. Strategies for preventing problem behavior(s) consistent with FBA results | 0 | 1 |
| 3. Replacement behaviors defined are consistent with FBA results | 0 | 1 |
| 4. Strategies to be taught to student (alternative behaviors, rewards system, consequence procedures, etc.) outlined | 0 | 1 |
| 5. Strategies for minimizing rewards for problem behaviors identified | 0 | 1 |
| 6. Plan for reinforcement for alternative and/or desired behavior(s) identified | 0 | 1 |
| 7. If punishment procedures are proposed they have been deemed socially acceptable by the implementers | 0 | 1 |
| 8. Person(s) responsible for the implementation of each intervention identified | 0 | 1 |
| 9. Documentation of a formal and regular (at least monthly) system for assessing the fidelity with which the plan has been implemented is clear | 0 | 1 |
| 10. Documentation of a formal and regular (at least monthly) system for assessing the impact of the plan on student outcomes is clear | 0 | 1 |
| **Technical adequacy score for this behavior support plan** | _____/ 10 | |
| *Note:* If the child's problem behavior is dangerous/severe enough to warrant a crisis plan, PBSP must include documented procedures for such an event.  If applicable, please evaluate the plan for this additional feature. | **No** | **Yes** |
| 11. Documentation of safety/crisis procedures | 0 | 1 |

## Behavior Support Plan Implementation Task List

Student Name:_____     Date:_____

| ACTIVITIES | PERSON(S) RESPONSIBLE | TIMELINE |
|---|---|---|
|  |  |  |

# Behavior Intervention Plan (BIP) Trouble Shooting Sheet

| Possible Pitfall | Possible Solution |
|---|---|
| *1. ABC data is incomplete* | ➢ Train multiple team members to collect ABC data<br>➢ Analyze ABC data together (during a "FBA-BIP Work Session") so team members see why accurate ABC data is integral |
| *2. Team members rely on "standard" interventions that are not individualized/based on ABC data* | ➢ Train team members in the PBS and FBA-BIP process<br>➢ Identify a FBA-BIP Work Session Facilitator who is able to lead team members through the FBA-BIP process and tie BIP strategies to FBA and ABC data |
| *3. Team members have different agendas* | ➢ Develop common goals (with the student and parent included)<br>➢ Discuss team members' desired outcomes to be sure they are realistic and that they fit with the common goals<br>➢ Use a FBA-BIP Work Session Facilitator who is able to avoid personalization and keep the team focused on what is best for the student |
| *4. Frustration with the student gets in the way of developing strategies* | ➢ Validate team members' efforts and feelings<br>➢ Remind team members that the behavior problem is not a reflection on anyone's ability to do their job |
| *5. Hypothesized functions of behaviors are incorrect or incomplete* | ➢ Review ABC data again to be sure it is complete<br>➢ Collect and analyze additional ABC data |
| *6. Inconsistent follow through with implementation* | ➢ Create a to do list in writing during the FBA-BIP Work Session; include names, activities to be completed, and dates by which they are to be done<br>➢ Set a time to review progress on completing items on the to do list |
| *7. Team members are resistant to use antecedent management strategies* | ➢ Review the importance of A.M. Strategies in changing the situation<br>➢ Discuss how some A.M. Strategies are not for permanent use, but only until the student learns some of the Educative Strategies; then the antecedents controlled may be systematically introduced, so that the adult can coach the student in using the Educative Strategies in the actual situation |
| *8. Team members are resistant to using the reinforcement system* | ➢ Remind team members that gaining the hypothesized function is easier, more familiar, and more motivating/reinforcing than using alternatives, so we need to help the student see that the alternative is better through reinforcement |
| *9. Team members stop using the strategies without team consensus on making changes* | ➢ Record strategies to be used in written form (in a BIP or in the IEP) and review how we can't stop using strategies until the team meets to change the BIP/IEP<br>➢ Set future time to meet and discuss next steps |