School-wide Positive Behavioral Interventions and Supports (SWPBIS):

Getting Started Appendices[[1]](#footnote-2)

**Version 2.0**

**Center on Positive Behavioral Interventions and Supports**

**Minnesota Positive Behavioral Interventions and Supports**

(updated August 2016)

University of Oregon & Connecticut

| picture of the OSEP Technical Assistance Center for PBIS logo of three blue overlapping circles forming a venn diagram with the word "PBIS" in the color red to the right of it, and then next to it is in blue is "Positive Behavioral Interventions and Supports" with "OSEP Technical Assistance Center" written underneath it  ([www.pbis.org](http://www.pbis.org/)) | The logo has small green scripted letters spelling "Minnesota" on top with blue letters "P" "B" and "I" with a white letter "S" winding like a country road or a river with a large green pine tree, a medium-sized yellow pine tree, and a small red pine tree to represent the three tiers of PBIS supports.  ([www.pbisMN.org](http://www.pbismn.org/)) |
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| logo is a green oval "c" shape with the words "OSEP Center on Positive Behavioral Interventions and Supports Effective Schoolwide Interventions" in the curve | Ideas_logofinalB |

**APPENDICES**

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| **Appendix** | | **Description** |
| **A** | [**School-Wide PBIS Implementation Example**](#A_A_ImplementationEx) | An example of one school’s implementation of SWPBIS is provided: leadership team, behavior purpose statement, school-wide and classroom-wide expectations, teaching matrices, encouragement procedures, rule violation procedures, and progress monitoring and data systems |
| **B** | [**Committee, Group, Team Self-Assessment and Planning**](#committee) | This stand-alone activity gives leadership teams a structure for identifying what behavioral initiatives, programs, and interventions are in place, and evaluating how SWPBS fits with these efforts. The specific goal is to develop an effective, efficient, and relevant continuum of positive behavior support practices and processes for all students |
| **C** | [**(PBIS) Self-Assessment Survey (SAS)**](#A_B_SAS) | This self-assessment is used by leadership teams to determine staff perceptions about the status of the social and behavioral climate of the school. Perceptions about supports for school-wide, classroom, nonclassroom, and individual students are assessed. All school staff are usually included. |
| **D** | Tiered Fidelity Inventory (TFI) | Leadership teams use this assessment with their coaches to monitor their initial and on-going SWPBIS implementation, and to use as a fidelity assessment when paired with a walkthrough observation by an external coach. As such, leadership teams self-manage their implementation efforts. In addition to an index of sustained SWPBIS implementation, the TFI can also be used to guide implementation of Tier II and/or Tier III practices. |
| **E** | [**SWPBIS Team Monthly Planning Guide**](#A_D_MonthlyPlanning) | This organizational tool is used by leadership teams, coaches, coordinators teams to supplement their review and action planning efforts, especially at the beginning and end of the school year. Emphasis is on first year implementation of primary intervention tier of SWPBIS. The purpose of this guide is to give SWPBIS leadership teams a supplemental organizational tool for reviewing and planning their implementation activities. A self-assessment is provided to guide teams in their action planning |
| **F** | [**Detention and Suspension: Frequently Asked Questions**](#A_E_SuspensionDetention) | This FAQ has been developed to provide a general summary of the implementation considerations and features of detention and suspension consequences. A question/answer format is used. |
| **G** | [**Functional Assessment and Behavior Support Plan Checklists**](#A_F_FBABSP) | Two self-assessment checklists are provided to enable review of the components and processes of completing a functional behavioral assessment and developing a behavioral intervention plan. |
| **H** | [**Functional Assessment Checklists for Teachers and Staff (FACTS)**](#A_G_FACTS) | The FACTS is an instrument used to guide the completion of a functional behavioral assessment and facilitate the development of a behavior intervention plan. |
| **I** | [**Emergency Prevention and Response**](#A_H_Emergency) | This primer provides general guidelines and considerations for being prepared, preventing, and responding to crises and emergency situations. |
| **J** | [**Teaching Social Skills**](#A_I_SocialSkills) | A basic and general lesson plan and examples for teaching social behavior are provided. |
| **K** | [**SWPBIS and RtI**](#A_J_RtI) | A brief overview of the similar and different features of school-wide positive behavior support and responsiveness to intervention. |
| **M** | [**Data-based Decision Making and Office Discipline Referrals**](#A_K_DDM) | Guidelines and examples for establishing efficient and effective data-based decision making systems. Emphasis is on formalizing and enhancing office disciplinary procedures. |
| **N** | [**Restraint and Seclusion Considerations and SWPBIS**](#A_L_RestraintSeclusion) | Guidelines and considerations for the appropriate and ethical use of restraint and seclusion in the context of the implementation of SWPBIS. |
| **M** | [**Planning for the Beginning/Ending of the School Year**](#beginend) | Worksheet to guide planning for the beginning of the school year in a SWPBIS school. |
| **O** | [**Selected References**](#A_M_References) | These references provide additional and supporting information for the contents of this workbook. |

**Appendix A**

**SWPBIS Implementation** **Example**

**COMPONENTS AND PROCESSES OF SCHOOL-WIDE DISCIPLINE: EXAMPLE**

(Sugai, Colvin, Hagan-Burke, & Lewis-Palmer)

The following example is for a hypothetical school (“G. Ikuma Elementary School”) and is provided to illustrate the application of the general components and processes of school-wide discipline.

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| **Example Purpose Statement** |
| *G. Ikuma Elementary School*  *G. Ikuma School is a community of learners. We are here to learn, grow, and become good citizens.* |

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| **Example of Behavioral Expectations** |
| *At G. Ikuma School, we*   * *Respect ourselves* * *Respect property* * *Respect others* * *Respect learning* |

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| **Example Teaching Matrix for G. Ikuma School-Wide Behavioral Expectations** |

CLASSROOM

LUNCHROOM

BUS

HALLWAY

PLAYGROUND

Respect Others

*Use inside voice*

*Raise hand to answer/talk*

*Eat your own food*

*Leave space for others to sit*

*Stay in your seat*

*Use inside voice*

*Stay to the right*

*Keep moving*

*Wait your turn*

*Review game rules*

Respect Property

*Recycle paper*

*Put writing tools inside desk*

*Return trays*

*Use own napkin*

*Keep feet on the floor*

*Walk on sidewalks*

*Put trash in cans*

*Close doors slowly*

*At bell return equipment*

*Use equipment as designed*

Respect Yourself

*Do your best*

*Ask*

*Wash your hands*

*Eat healthy foods*

*Be at stop on time*

*Sit up straight*

*Use your words*

*Know where you’re going*

*Have a plan*

*Look before you act*

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| **Example Teaching Matrix for G. Ikuma Classroom-Wide Behavioral Expectations** |

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| --- | --- | --- | --- |
| **Typical Contexts/ Routines** | **Classroom-Wide 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 announcements 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* |

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| **G. Ikuma Positive Reinforcement Procedures** | | | | | |
| What | When | By Whom | How Often | How Many | Where |
| *Positive Office Referrals*  *(see form)* | *Whenever a student provides an exemplary display of a school-wide behavioral expectations* | *All staff* | *Each occurrence* | *5-6 per day per staff member* | *Anywhere at school* |
| *Verbal praise* | *Continuously & contingently whenever a student displays behavior related to school-wide behavioral expectations* | *All staff* | *As often as possible* | *No maximum number per staff member* | *Anywhere at school* |
| *“Gotchas”*  *(see slip)* | *Continuously & contingently whenever a student displays behavior related to school-wide expectations in nonclassroom settings* | *All staff, but especially supervisors, teaching assistants, cafeteria workers, bus drivers, & administrators* | *As often as possible* | *No maximum per staff member* | *Nonclassroom settings: hallways, bus loading areas, playgrounds, common areas, cafeteria, etc.* |
| *Classroom acknowledgements*  *(see individual classsroom management plans)* | *Continuously & contingently whenever a student displays behavior related to school-wide expectations in classroom settings* | *All classroom teachers, teaching assistants* | *At least hourly* | *No maximum per classroom* | *Classroom settings during instruction, transitions, unstructured activities, etc.* |
| *“Substitute Specials”*  *(see slip)* | *Whenever a substitute teacher observes any student engaged in a behavior related to school-wide expectations* | *All substitute teachers* | *At any time* | *At least 3 every hour* | *Anywhere at school, but especially in classrooms* |
| *“Office Specials”*  *(bumper sticker, school pencil, store discount coupons, lunch with Principal, etc.)* | *Whenever office staff recognize students for especially noteworthy behavioral growth, progress, or displays* | *Office staff: principal, assistant principal, counselor, secretaries, office assistants, etc.* | *At any time* | *At least one per grade level per day* | *Anywhere at school* |

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| **Procedures for Rule Violations at G. Ikuma School** | | | |
| “Rule violations” are any behaviors that are not examples of stated school-wide behavioral expectations. | | | |
| Level | Definition | Examples | Procedures |
| *Minor* | *Behaviors that do not require administrator involvement, do not significantly violate rights of others, do not put others at risk or harm, or are not chronic* | * *Minor inappropriate language* * *Late to class* * *Unprepared for instruction* * *Inappropriate use of gum, hats, backpacks* * *Etc.* | 1. *Inform student of rule violated* 2. *Describe expected behavior* 3. *Complete minor incident slip, and give to homeroom teacher* 4. *Debrief event and reteach appropriate school-wide behavioral expectation (homeroom teacher)* 5. *If third incident, process as major rule violation, inform parent (homeroom teacher) and develop precorrection intervention* |
| *Major* | *Behaviors that require administrator involvement, significantly violate rights of others, put others at risk or harm, or are chronic* | * *Profanity, verbal harassment* * *Noncompliance/ insubordination* * *Physical aggression, harassment* * *Stealing* * *“3-peats” (3rd occurrence of minor rule violation)* * *Etc.* | 1. *Inform student of rule violated* 2. *Describe expected behavior* 3. *Complete office discipline referral form* 4. *Take student to office immediately*    1. *Review specifics of event while entering information into data base*    2. *Determine appropriate consequence*    3. *Develop plan for completing consequence*    4. *Inform parent*    5. *Develop precorrection intervention* 5. *If 3rd major rule violation, complete referral to Student Success Team*    1. *Complete functional behavioral assessment*    2. *Develop behavior intervention plan* |
| *District* | *Behaviors that violate district, city, and/or state policy or laws* | * *Illegal substances* * *Dangerous weapons* * *Vandalism, destruction of property* * *Physical injury to others* * *Etc.* | 1. *Inform student of rule violated rule* 2. *Describe expected behavior* 3. *Complete office discipline referral form* 4. *Take student to office immediately*    1. *Inform parent*    2. *Convene Student Success Team*    3. *Review specifics of event while entering information into data base*    4. *Determine and implement appropriate consequence* 5. *Develop individualized positive behavior support plan*    1. *Complete functional behavioral assessment*    2. *Develop behavior intervention plan* |

**Example 2**

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| **Rule-Violating Level** | **Definition** | **Behavior Examples** | **Procedures** | **Involvement** |
| Major Illegals | Law violating behavior requiring municipal response | Dangerous weapons  Substance possession, truancy, vandalism, stealing, | 1. Immediately report event to administrator 2. Follow district/state policies and procedures 3. Document event | Student, parent, law enforcement, school & district administrators, school staff |
| Majors | Serious rule-violating behavior that disrupts teaching & learning, puts student or others at risk of harm, & requires administrative action | Repeated noncompliance, serious aggression, skipping class, directed profanity, harassment, serious threats, tobacco, destruction of property,  “Third” minor in 24 hours. | 1. Signal that school rule-violating behavior observed 2. Restate desired/appropriate behavior 3. Direct/escort student to office/administrator 4. Document event with office discipline referral form 5. Enter data into system | Student, staff person, parent, school administrator |
| Minors of Note | Rule violating risk behavior which requires on-going monitoring | Disruptions, tardies, dress code violations, teasing, | 1. Signal social behavior error has been made 2. Restate/reteach appropriate behavior 3. Provide positive reinforcer for next display of appropriate behavior 4. Document event with office discipline referral form 5. Enter data into system | Student, staff person, homeroom teacher |
| Minors | Rule violating behavior which does not require on-going monitoring, but needs to be retaught | Minor disruptions, off task, | 1. Signal social behavior error has been made 2. Restate/reteach appropriate behavior 3. Provide positive reinforcer for next display of appropriate behavior | Student, staff member |

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| **Data Decision System for Office Discipline Referrals at G. Ikuma School** |

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| *At G. Ikuma School, office discipline referral data are reviewed at least monthly by school administrators and the school-wide discipline leadership team. Data are entered in a web-based computer system for easy storage, manipulation, and reporting (School-Wide Information System[[2]](#footnote-3)).* | |
| Question | Data Type |
| *What is overall status of school-wide discipline in our school?* | *# of office discipline referrals per day per month* |
| *What problem behaviors are we seeing?* | *# & type of problem behaviors (minor, major, and illegal)* |
| *Where are problem behaviors being seen?* | *# & location of problem behavior occurrences* |
| *When are problem behaviors being observed?* | *# & time of day of problem behavior occurrences* |
| *Which students are displaying problem behaviors?* | *# of office discipline referrals by student* |
| *Which grades/teachers are observing problem behaviors?* | *# of office discipline referrals by grade and teacher* |

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| **How are data entered, stored, reported, and used in your school?** |

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| Question | Data Type | Data Review Schedule | Data Reviewers | Data Storage & Management System |
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**Appendix B**

**Committee/Group/Self-Assessment and Planning**

**Committee/Group Self-Assessment & Action Planning**

**Purpose**

The purpose of this worksheet is to enable schools to assess and enhance the efficiency, effectiveness, and relevance of the committee and team organization of schools.

**Challenge**

Whenever a new initiative is introduced to a school, district/region, or state, the general approach is to “form a team/committee” to develop a plan for implementation. Although this initiative might be a worthwhile implementation, efforts often struggle because of a number of challenges:

1. Few resources, staff, time, etc.
2. Duplication of effort with other initiatives and efforts
3. Lack of clarity regarding purpose and outcomes
4. Lack of priority
5. Etc.

**Addressing the Challenge**

To address these challenges, schools must examine the overall organization and operation of its existing teams and committees. This self-assessment has been designed to enable school staff and educational leaders to take an inventory of its current committee and working group organization, and make enhancements that would improve the effectiveness, efficiency, and relevance with which the business and operation of the school are conducted.

**Guiding Principles**

When conducting the self-assessment and developing the action plan, keep and give highest priority to any groups that have

1. Data to support or justify their need and priority.
2. Measurable outcomes or objectives
3. Specification of their target audience
4. Alignment with the top school and/or district school-improvement goals or priorities
5. “Full” (>80%) commitment/agreement of the school staff
6. Priority and support from the administrative team

**General Directions**

1. Identify all committees, teams, groups, etc. that have social behavior improvement as part or all of their purpose.
2. Characterize the main features of each committee
   1. **Purpose** -*Why was this group formed and why does it meet?*
   2. Measurable expected **outcomes/objectives** - *What kind and level of change, improvement, etc. is expected?*
   3. Target **audience** - *Who is expected to benefit from the efforts of this group?*
   4. Meeting **schedule** - *How often, when, and how long does this group meet?*
   5. **Membership** - *Who is on this committee or group?*
   6. Relationship to school and/or district **improvement goals** - *How do the efforts of this group relate to the short and long term priorities of the school or district?*
   7. **Priority** or need - *How important is this group to the school?*
3. After conducting the self-assessment, evaluate how the committee organization of the school might be enhanced
   1. *What can be eliminated?*
   2. *What can be combined?*
   3. *What might be added?*
   4. *What resources are needed to support this organizational structure?*
4. Based on this new/enhanced organizational structure, develop an action plan for putting it in place.

**Committee/Group Self-Assessment**

(DRAFT Sugai, April 26, 2004)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Committee/ Work Group** | **Purpose** | **Expected Outcome** | **Target Audience** | **Schedule** | **Membership** | **Relation to School Mission & School Improvement Plan**  **(1 – low, 5 = high)** | **Priority**  **(1 = low,**  **5 = high)** |
|  |  |  |  |  |  | 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 | 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 |
|  |  |  |  |  |  | 1 2 3 4 5 | 1 2 3 4 5 |
|  |  |  |  |  |  | 1 2 3 4 5 | 1 2 3 4 5 |

**Recommendations**

1. What committees/work groups can we **eliminate**?
2. What committees/work groups can we **combine**?
3. What committees/work groups need to be **supported** for improved outcomes and sustained functioning?

1. What would an organizational chart that shows the relationship between each of our recommended committees/work groups look like?

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**Action Plan**

1. What needs to be done next to act on the above recommendations?

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| **What** | **Who** | **How** | **By When** | **Other** |
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a picutre of the Sample Teaming Matrix table


**Appendix C**

**PBIS Self-Assessment Survey (SAS)**

Retrieved from <https://www.pbisapps.org/Resources/Pages/PBIS-Assessment-Publications.aspx>

| **PBIS Self-Assessment Survey (SAS)**  **Assessing and Planning Behavior Support in Schools**  Version 3.0  August 2009  **Purpose of the Survey**  The PBIS Self-Assessment Survey (SAS) is used by school staff for initial and annual assessment of effective behavior support systems in their school. The survey examines the status and need for improvement of four behavior support systems: (a) school-wide discipline systems, (b) non-classroom management systems (e.g., cafeteria, hallway, playground, (c) classroom management systems, and (d) systems for individual students engaging in chronic problem behaviors. Each question in the survey relates to one of the four systems.  Survey results are summarized and used for a variety of purposes including:   1. annual action planning, 2. internal decision making, 3. assessment of change over time, 4. awareness building of staff, and 5. team validation.   The survey summary is used to develop an action plan for implementing and sustaining effective behavioral support systems throughout the school (see “Developing a PBIS Annual Action Plan”). | | | | | | |
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| **Conducting the SAS**  **Who completes the survey?**  Initially, the entire staff in a school completes the SAS. In subsequent years and as an on-going assessment and planning tool, the SAS can be completed in several ways:   1. All staff at a staff meeting. 2. Individuals from a representative group. 3. Team member-led focus group.   **When and how often should the survey be completed?**  Since survey results are used for decision making and designing an annual action plan in the area for effective behavior support, most schools have staff complete the survey at the end or the beginning of the school year.  **How is the survey completed?**   * Complete the survey independently. * Schedule 20-30 minutes to complete the survey. * Base your rating on your individual experiences in the school. If you do not work in classrooms, answer questions that are applicable to you. * Mark (i.e., “” or “X”) on the left side of the page for current status and the right side of the page for the priority level for improvement for each feature that is rated as *partially in place* or *not in place* and rate the degree to which improvements are needed (i.e., *high, medium, low*) (right hand side of survey). * To assess behavior support, first evaluate the status of each system feature (i.e. *in place, partially in place, not in place*) (left hand side of survey). Next, examine each feature: * “What is the current status of this feature (i.e. *in place, partially in place, not in place*)?” * For each feature rated partially in place or not in place, “What is the priority for improvement for this feature (i.e., *high, medium, low*)?”   **Summarizing the Results from the SAS**  The results from the SAS are used to (a) determine the status of PBIS in a school and (b) guide the development of an action plan for improving PBIS. The resulting action plan can be developed to focus on any one or combination of the four PBIS system areas.  Three basic phases are involved: (a) summarize the results, (b) analyze and prioritize the results, and (c) develop the action plan.  **Phase 1: Summarize the results**  The objective of this phase is to produce a display that summarizes the overall response of school staff for each system on (a) status of PBIS features and (b) improvement priorities.  Step 1a. Summarize survey results on a blank survey by tallying all individual responses for each of the possible six choices as illustrated in example 1a.  Example 1a.   | Current Status | Current Status | Current Status | Feature | Priority for Improvement | Priority for Improvement | Priority for Improvement | | --- | --- | --- | --- | --- | --- | --- | | In Place | Partial in Place | Not in Place | School-wide is defined as involving all students, all staff, and all settings. | High | Med | Low | |  |  |  | 1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined. |  |  |  | |  |  |  | 1. Expected student behaviors are taught directly. |  |  |  |   Step 1b. Total the number of responses by all staff for each of the six possible choices. As illustrated in example 1b.  Example 1b.   | Current Status | Current Status | Current Status | Feature | Priority for Improvement | Priority for Improvement | Priority for Improvement | | --- | --- | --- | --- | --- | --- | --- | | In Place | Partial in Place | Not in Place | School-wide is defined as involving all students, all staff, and all settings. | High | Med | Low | | 9 | 7 | 4 | 1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined. | 4 | 4 | 3 | | 2 | 6 | 12 | 1. Expected student behaviors are taught directly. | 10 | 4 | 6 | | 7 | 9 | 3 | 1. Expected student behaviors are rewarded regularly. | 6 | 6 | blank | | 7 | 11 | 3 | 1. Problem behaviors (failure to meet expected student behaviors) are defined clearly. | 6 | 4 | 4 | | blank | 8 | 9 | 1. Consequences are problem behaviors are defined clearly. | 11 | 3 | 3 |   Step 1c. For each system area, calculate a total summary by counting the total number of responses for a column (e.g., In place: 9 + 2 + …..) and dividing that number by the total number of responses for the row (e.g., In place + Partial + Not in place) as illustrated in example 1c.  Example 1c.   | Current Status | Current Status | Current Status | Feature | Priority for Improvement | Priority for Improvement | | Priority for Improvement | | --- | --- | --- | --- | --- | --- | --- | --- | | In Place | Partial in Place | Not in Place | School-wide is defined as involving all students, all staff, and all settings. | High | Med | | Low | | 9 | 7 | 4 | 1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined. | 4 | 4 | | 3 | | 2 | 6 | 12 | 1. Expected student behaviors are taught directly. | 10 | 4 | | 6 | | 7 | 9 | 3 | 1. Expected student behaviors are rewarded regularly. | 6 | 6 | | blank | | 7 | 11 | 3 | 1. Problem behaviors (failure to meet expected student behaviors) are defined clearly. | 6 | 4 | | 4 | | blank | 8 | 9 | 1. Consequences are problem behaviors are defined clearly. | 11 | 3 | | 3 | | Total | Total | Total | blank | Total | Total | Total | | | | 25 | 41 | 31 | blank | 37 | 21 | 16 | | | | Blank | 97 | Blank | blank | Blank | 74 | blank | | | | | | | | | |
| | **Phase 2: Analyze and Prioritize the Results**  The objective of this phase is for teams to narrow the focus of Action Plan activities. Teams also may want to include other data or information (e.g., office discipline referrals, behavior incident reports, attendance) to refine their decisions. Use the SAS Summary to guide and document your analysis. In general, the following guidelines should be considered:  Step 1. Using the SAS Summary Graph results, rate the overall perspective of PBIS implementation by circling High, Med., or Low for each of the four system areas.  Step 2. Using the SAS Tally pages, list the three major strengths in each of the four system areas.  Step 3. Using the SAS Tally pages, list the three major areas in need of development.  Step 4. For each system, circle one priority area for focusing development activities.  Step 5. Circle or define the activities for this/next year’s focus to support the area selected for development  Step 6. Specify system(s) to sustain (S) & develop (D).  **Phase 3: Use the SAS Summary Information to Develop PBIS Annual Action Plan**  The objective of this phase to develop an action plan for meeting the school improvement goal in the area of school safety. Multiple data sources will be integrated when developing the action plan. The SAS Summary page summarizes the SAS information and will be a useful tool when developing the PBIS Annual Action Plan. The PBIS Annual Action Plan process can be obtained by contacting the first author of this document. | | --- | |  |  |  |  |  |  |  |

**CLASSROOM SYSTEMS**

| Current Status | Current Status | Current Status | Feature | Priority for Improvement | Priority for Improvement | Priority for Improvement |
| --- | --- | --- | --- | --- | --- | --- |
| In Place | Partial in Place | Not in Place | Classroom settings are defined as instructional settings in which teacher(s) supervise and teach groups of students. | High | Med | Low |
| blank | Blank | Blank | 1. Expected student behavior and routines in classrooms are stated positively and defined clearly. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Problem behaviors are defined clearly. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Expected student behavior and routines in classrooms are taught directly. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Expected student behaviors are acknowledged regularly (positively reinforced) (>4 positives to 1 negative). | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Problem behaviors receive consistent consequences. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Procedures for expected and problem behaviors are consistent with school-wide procedures. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Classroom-based options exist to allow classroom instruction to continue when problem behavior occurs. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Instruction and curriculum materials are matched to student ability (math, reading, language). | Blank | Blank | blank |
| Blank | Blank | Blank | 1. Students experience high rates of academic success (≥ 75% correct). | Blank | Blank | blank |
| Blank | Blank | Blank | 1. Teachers have regular opportunities for access to assistance and recommendations (observation, instruction, and coaching). | Blank | Blank | blank |
| Blank | Blank | Blank | 1. Transitions between instructional and non-instructional activities are efficient and orderly. | Blank | Blank | blank |

**INDIVIDUAL STUDENT SYSTEMS**

| Current Status | Current Status | Current Status | Feature | Priority for Improvement | Priority for Improvement | Priority for Improvement |
| --- | --- | --- | --- | --- | --- | --- |
| In Place | Partial in Place | Not in Place | Individual student systems are defined as specific supports for students who engage in chronic problem behaviors (1%-7%) of enrollment. | High | Med | Low |
| blank | Blank | Blank | 1. Assessments are conducted regularly to identify students with chronic problem behaviors. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. A simple process exists for teachers to request assistance. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. A behavior support team responds promptly (within 2 working days) to students who present chronic problem behaviors. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Behavioral support team includes an individual skilled at conducting functional behavioral assessment. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Local resources are used to conduct functional assessment-based behavior support planning (~10 hours/week/student). | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Significant family and/or community members are involved when appropriate and possible. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. School includes formal opportunities for families to receive training on behavioral support/positive parenting strategies. | Blank | Blank | Blank |
| Blank | Blank | Blank | 1. Behavior is monitored and feedback provided regularly to the behavior support team and relevant staff. | Blank | Blank | blank |

**picture of the SAS Summary Graph templates for" Current Status" and for "Priority for Improvement" totals
**

**picture of the SAS Summary template**

**Appendix D**

**Tiered Fidelity Inventory (TFI)**

**Tier 1: Universal SWPBIS Features**

Retrieved from <https://www.pbisapps.org/Resources/Pages/PBIS-Assessment-Publications.aspx>

**Introduction and Purpose**

The purpose of the SWPBIS Tiered Fidelity Inventory (TFI) is to provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS). The TFI is divided into three sections (Tier I: Universal SWPBIS Features; Tier II: Targeted SWPBIS Features; and, Tier III: Intensive SWPBIS Features) that can be used separately or in combination to assess the extent to which core features are in place.

The TFI is based on the features and items of existing SWPBIS fidelity measures (e.g., SET, BoQ, TIC, SAS, BAT, MATT). The purpose of the TFI is to provide one efficient yet valid and reliable instrument that can be used over time to guide both implementation and sustained use of SWPBIS. The TFI may be used (a) for initial assessment to determine if a school is using (or needs) SWPBIS, (b) as a guide for implementation of Tier I, Tier II, and Tier III practices, (c) as an index of sustained SWPBIS implementation, or (d) as a metric for identifying schools for recognition within their state implementation efforts.

The TFI is completed by a school Systems Planning Team (typically 3-8 individuals including a building administrator and external coach or district coordinator), often with input from Tier I, II and/or III teams if these are independent groups. It is strongly recommended that the TFI be completed with an external SWPBIS coach as facilitator. Validity research on the TFI shows that school teams are more accurate when an external coach facilitates TFI completion.

The first time the TFI is used, we recommend that a team examine all three tiers. If the resulting action plan focuses only on one or two tiers, then progress monitoring (use of the TFI every 3-4 months) may only include those tiers addressed in the action plan. Note that the TFI may be used to assess only one or two of the tiers. In most cases it will be useful to have the end-of-the-year administration of the TFI include scoring for all three tiers.

Completion of the TFI produces scale and subscale scores indicating the extent to which Tier I, Tier II and Tier III core features are in place. As a general rule, a score of 80% for each tier is accepted as a level of implementation that will result in improved student outcomes, but research is currently underway to identify a specific criterion for each tier of the TFI.

The TFI is intended to guide both initial implementation and sustained use of SWPBIS. Each administration of the TFI results not only scale scores for Tier I, Tier II, and/or Tier III, but also information for developing an action plan that guides implementation.

The TFI may be completed using paper and pencil, or by accessing the forms on [www.pbisapps.org](http://www.pbisapps.org/). Any school working with a state PBIS coordinator may access the website, TFI content, and reports. The TFI may also be downloaded from [www.pbis.org](http://www.pbis.org/).

**Cost**

There is no cost to use the TFI or its online scoring and reporting features. The TFI is a product developed as part of the U.S. Department of Education’s Office of Special Education Programs National Technical Assistance Center on Positive Behavioral Interventions and Supports.

**Intended Participants**

The TFI is intended to be completed by members of a school’s System Planning Team, with the active presence and guidance of an external SWPBIS coach.

**Schedule of Administration**

School teams are encouraged to self-assess SWPBIS implementation when they initially launch implementation of SWPBIS, and then every third or fourth meeting until they reach at least 80% fidelity across three consecutive administrations. Once fidelity on a tier is met, the team may choose to shift to annual TFI assessment for the purpose of evaluating sustained implementation. Note that schools new to SWPBIS may start by using only the Tier I section of the TFI, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

**Preparation for Administration/ Completion Time**

School teams completing the Tier I scale should arrange a TFI Walkthrough (see Appendix A) before completing the TFI. We recommend that an external coach complete the TFI Walkthrough, although teams completing the Tier I scale more than once per year (i.e., for progress monitoring) may have a school staff member complete it.

The time to complete the TFI depends on (a) the experience that the team and coach have with the process, (b) the extent of preparation for TFI completion , and (c) the number of tiers assessed.

School teams new to the TFI should schedule 30 min for Tier I, 30 min for Tier II, and 30 min for Tier III. If team leaders have assembled relevant sources of information prior to the meeting, and, if the team and coach have al- ready completed the TFI at least twice, the time required for implementation may be approximately 15 min for each tier.

**Outcomes**

Criteria for scoring each item of the TFI reflect degrees of implementation (0 = Not Implemented, 1 = Partially implemented, 2 = Fully implemented) of Tier 1: Universal SWPBIS Features, Tier II: Targeted SWPBIS Features, and Tier III: Intensive SWPBIS Features. A complete administration of the TFI produces three scale scores: Percentage of SWPBIS implementation for Tier I, Percentage of SWPBIS implementation for Tier II, and Percentage of SWPBIS implementation for Tier III, as well as subscale and item scores for each tier. The subscale and item reports are produced to guide coaching support and team action planning.

**Tier I: Universal SWPBIS Features**

**NOTE:** This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| Subscale: Teams | | |
| 1.1 **Team Composition:**  Tier I team includes a Tier I systems coordinator, a  school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools,  (e) student representation. | * School organizational chart * Tier I team meeting minutes | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |
| 1.2 **Team Operating Procedures:** Tier I team meets at least monthly and has (a) regular meeting format/agenda,  (b) minutes, (c) defined meeting roles, and (d) a current action plan. | * Tier I team meeting agendas and minutes * Tier I meeting roles descriptions * Tier I action plan | 0 = Tier I team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan  1= Tier I team has at least 2 but not all 4 features  2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| Subscale: Implementation | | |
| 1.3 **Behavioral Expectations:** School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. | * TFI Walkthrough Tool * Staff handbook * Student handbook | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  1 = Behavioral expectations identified but may not include a matrix or be posted  2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |
| 1.4 **Teaching Expectations:** Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. | * TFI Walkthrough Tool * Professional development calendar * Lesson plans * Informal walkthroughs | 0 = Expected behaviors are not taught  1 = Expected behaviors are taught informally or inconsistently  2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can  list at least 67% of the expectations |
| 1.5 **Problem Behavior Definitions:**  School has clear definitions for behaviors that interfere with academic and social success and a clear policy/ procedure (e.g., flowchart) for addressing office-managed  versus staff-managed problems. | * Staff handbook * Student handbook * School policy * Discipline flowchart | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| 1.6 **Discipline Policies:**  School policies and procedures describe and emphasize proactive, instructive, and/  or restorative approaches to student behavior that are implemented consistently. | * Discipline policy * Student handbook * Code of conduct * Informal administrator interview | 0 = Documents contain only reactive and punitive consequences  1 = Documentation includes and emphasizes proactive approaches  2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |
| * 1. **Professional Development:** A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices:      1. teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. | * Professional development calendar * Staff handbook | 0 = No process for teaching staff is in place  1 = Process is informal/unwritten, not part of professional development calendar, and/or does not include  all staff or all 4 core Tier I practices  2 = Formal process for teaching all staff all aspects of Tier I system,  including all 4 core Tier I practices |
| 1.8 **Classroom Procedures:** Tier I features (school-wide expectations, routines, acknowledgements, in-class  continuum of consequences) are implemented within classrooms and consistent with school-wide systems. | * Staff handbook * Informal walkthroughs * Progress monitoring * Individual classroom data | 0 = Classrooms are not formally implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| 1.9 **Feedback and Acknowledgement:**  A formal system (i.e., written set of procedures for specific behavior feedback that is  [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. | * TFI Walkthrough Tool | 0 = No formal system for acknowledging students  1 = Formal system is in place but is used by at least 90% of staff and/or received by at least 50% of students  2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students |
| 1.10 **Faculty Involvement:** Faculty are shown school- wide data regularly and provide input on universal  foundations (e.g., expectations, acknowledgements, definitions, consequences)  at least every 12 months. | * PBIS Self-Assessment Survey * Informal surveys * Staff meeting minutes * Team meeting minutes | 0 = Faculty are not shown data at least yearly and do not provide input  1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past  12 months but not both  2 = Faculty are shown data at least 4 times per year AND have  provided feedback on Tier I practices within the past 12 months |
| 1.11 **Student/Family/Community Involvement:**  Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at  least every 12 months. | * Surveys * Voting results from parent/ family meeting * Team meeting minutes | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations  1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders  2 = Documentation exists that students, families, and community members have provided  feedback on Tier I practices within the past 12 months |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| Subscale: Evaluation | | |
| 1.12 **Discipline Data:**  Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. | * School policy * Team meeting minutes * Student outcome data | 0 = No centralized data system with ongoing decision making exists  1 = Data system exists but does not allow instantaneous access to full set of graphed reports  2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student |
| 1.13 **Data-based Decision Making:** Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making. | * Data decision rules * Staff professional development calendar * Staff handbook * Team meeting minutes | 0 = No process/protocol exists, or data are reviewed but not used  1 = Data reviewed and used for decision-making, but less than monthly  2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate  an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |
| 1.14 **Fidelity Data:**  Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity  Inventory) data at least annually. | * School policy * Staff handbook * School newsletters * School website | 0 = No Tier I SWPBIS  fidelity data collected  1 = Tier I fidelity collected informally and/or less often than annually  2 = Tier I fidelity data collected and used for decision making annually |

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

|  |  |  |
| --- | --- | --- |
| **Feature** | **Possible Data Sources** | **Scoring Criteria** |
| 1.15 **Annual Evaluation:**  Tier I team documents fidelity and effectiveness (including on academic outcomes)  of Tier I practices at least annually (including year- by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format. | * Staff, student, and family surveys * Tier I handbook * Fidelity tools * School policy * Student outcomes * District reports * School newsletters | 0 = No evaluation takes place, or evaluation occurs without data  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/  or not shared with stakeholders  2 = Evaluation conducted at least annually, and outcomes  (including academics) shared with stakeholders, with clear alterations in process based on evaluation |

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

SWPBIS Tiered Fidelity Inventory Walkthrough Tool Interview and Observation Form

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

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

Data collector \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

School-wide Expectations: Name of School-wide Expectations:

1.

2. Name of Acknowledgment System:

3.

4.

5.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Staff Questions**  (Interview 10% or at least 5 staff members) | | | |  |  |  | **Student Questions**  (at least 10 students) | |
| What are the (school rules)? Record the # of  rules known. | Have you taught the school rules/ behavior expectations to  students this year? | | Have you given out any since ?  (2 mos.) | |  |  | What are the (school rules)? Record the # of  rules known | Have you received a  since  ? |
| **1** |  | Y | N | Y | N |  | **1** |  | Y N |
| **2** |  | Y | N | Y | N |  | **2** |  | Y N |
| **3** |  | Y | N | Y | N |  | **3** |  | Y N |
| **4** |  | Y | N | Y | N |  | **4** |  | Y N |
| **5** |  | Y | N | Y | N |  | **5** |  | Y N |
| **6** |  | Y | N | Y | N |  | **6** |  | Y N |
| **7** |  | Y | N | Y | N |  | **7** |  | Y N |
| **8** |  | Y | N | Y | N |  | **8** |  | Y N |
| **9** |  | Y | N | Y | N |  | **9** |  | Y N |
| **10** |  | Y | N | Y | N |  | **10** |  | Y N |
| **11** |  | Y | N | Y | N |  | **11** |  | Y N |
| **12** |  | Y | N | Y | N |  | **12** |  | Y N |
| **13** |  | Y | N | Y | N |  | **13** |  | Y N |
| **14** |  | Y | N | Y | N |  | **14** |  | Y N |
| **15** |  | Y | N | Y | N |  | **15** |  | Y N |
| **Total** |  |  | |  | |  |  |  | **Total** |  |  |

| **Tier I** | **Tier I** | **Tier I** | **Tier I** | **Tier I** | **Tier I** |
| --- | --- | --- | --- | --- | --- |
| **Subscale** | **Item** | **Current Score** | **Action(s)** | **Person(s) Responsible** | **Timeline** |
| **Teams** | 1.1 Team Composition |  |  |  |  |
| **Teams** | 1.2 Team Operating Procedures |  |  |  |  |
| **Blank** | Blank | Blank | Blank | Blank | blank |
| **Implementation** | 1.3 Behavioral Expectations |  |  |  |  |
| **Implementation** | 1.4 Teaching Expectations |  |  |  |  |
| **Implementation** | 1.5 Problem Behavior Definitions |  |  |  |  |
| **Implementation** | 1.6 Discipline Policies |  |  |  |  |
| **Implementation** | 1.7 Professional Development |  |  |  |  |
| **Implementation** | 1.8 Classroom Procedures |  |  |  |  |
| **Implementation** | 1.9 Feedback and Acknowledgment |  |  |  |  |
| **Implementation** | 1.10 Faculty Involvement |  |  |  |  |
| **Implementation** | 1.11 Student/Family/Community Involvement |  |  |  |  |
| **Blank** | Blank | Blank | Blank | Blank | blank |
| **Eval** | 1.12 Discipline Data |  |  |  |  |
| **Evaluation** | 1.13 Data-based Decision Making |  |  |  |  |
| **Evaluation** | 1.14 Fidelity Data |  |  |  |  |
| **Evaluation** | 1.15 Annual Evaluation |  |  |  |  |

**Appendix E**

**SWPBIS Team** **Monthly Planning Guide**

**SWPBIS Team Monthly Planning Guide**

May 7, 2006 – Sugai[[3]](#footnote-4)

**Purpose and Use Guidelines**

The purpose of this guide is to give SWPBIS leadership teams a supplemental organizational tool for reviewing and planning their implementation activities. A self-assessment is provided to guide teams in their action planning. The following guidelines should be considered:

1. Work as a school-wide leadership *team*.
2. Begin by reviewing current behavioral *data*[[4]](#footnote-5)
3. Link all activities to measurable action plan *outcomes* and objectives.
4. Use “*effectiveness, efficiency, and relevance*” to judge whether an activity can be implemented with accuracy and sustained.
5. Use, review, update this planning guide at *monthly team meetings*.
6. Plan activities 12 months out.

**Definitions**

|  |  |  |
| --- | --- | --- |
| **SWPBIS:** | Measurable outcomes, data-based decision making, evidence-based practices, and implementation support systems | |
| **Team:** | Group with stakeholder representation, school level status/priority, and behavior leadership responsibility |
| **All Students/Staff:** | Primary (“green”) prevention activities for all students, all staff, across all school settings |
| **Students w/PBIS Needs:** | Secondary (“yellow”) and tertiary (“red”) prevention activities for students whose behavior support needs are more intensive than provided by primary prevention activities. | |
| **Activity:** | Explicit activity that team and/or all staff will engage in and/or experience to support all students and/or students w/PBIS needs. | |

**Self-Assessment to Planning Guide**

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

|  |  |
| --- | --- |
| **STAFF** (>80% of staff) | **RATING[[5]](#footnote-6)** |
| 1. State definition of SWPBIS? | F P N |
| 1. State purpose of SWPBIS team? | F P N |
| 1. State SW positive expectations? | F P N |
| 1. Actively supervise in non-classroom settings? | F P N |
| 1. Agree to support SWPBIS action plan? | F P N |
| 1. Have more positive than negative daily interactions with students? | F P N |
| 1. Have opportunities to be recognized for their SWPBIS efforts? | F P N |
|  |  |
| **STUDENTS** (>80%) |  |
| 1. State SW positive expectations & give contextually appropriate behavior examples? | F P N |
| 1. Received daily positive academic and/or social acknowledgement? | F P N |
| 1. Have 0-1 major office discipline referrals for year? | F P N |
| 1. Have secondary/tertiary behavior intervention plans if >5 major office referrals? | F P N |
|  |  |
| **TEAM** |  |
| 1. Representative membership? | F P N |
| 1. At least monthly meetings? | F P N |
| 1. Active administrator participation? | F P N |
| 1. Active and current action plan? | F P N |
| 1. Designated coaching/facilitation support | F P N |
|  |  |
| **DATA** |  |
| 1. Measurable behavioral definitions for rule violations? | F P N |
| 1. Discipline referral or behavior incident recording form that is efficient and relevant? | F P N |
| 1. Clear steps for processing, storing, summarizing, analyzing, and reporting data? | F P N |
| 1. Schedule for monthly review of school-wide data? | F P N |
|  |  |

|  |  |
| --- | --- |
| **SW POSITIVE EXPECTATIONS** |  |
| 1. Agreed to 3-5 positively stated SW expectations? | F P N |
| 1. Complete (behaviors, context, examples) lesson plan or matrix for teaching expectations? | F P N |
| 1. Schedule for teaching expectations in context to all students? | F P N |
| 1. Schedule for practice/review/boosters of SW expectations? | F P N |
|  |  |
| **ENCOURAGING/ACKNOWLEDGING EXPECTATIONS** | F P N |
| 1. Continuum or array of positive consequences? | F P N |
| 1. At least daily opportunities to be acknowledged? | F P N |
| 1. At least weekly feedback/acknowledgement? | F P N |
|  |  |
| **RULE VIOLATIONS** |  |
| 1. Leveled definitions of problem behavior? | F P N |
| 1. Procedures for responding to minor violations (nonrecordable)? | F P N |
| 1. Procedures for responding to minor (non-office referable, recordable) violations? | F P N |
| 1. Procedures for responding to major (office referable) violations? | F P N |
| 1. Procedures for preventing major violations? | F P N |
| 1. Quarterly review of effectiveness of SW consequences for rule violations? | F P N |
|  |  |
| **NONCLASSROOM SETTINGS** (>80% of staff) |  |
| 1. Active supervision by all staff across all settings? | F P N |
| 1. Daily positive student acknowledgements? | F P N |
|  |  |
| **CLASSROOM SETTINGS** |  |
| 1. Agreement about classroom and nonclassroom managed problem behaviors? | F P N |
| 1. Linkage between SW and classroom positive expected behaviors? | F P N |
| 1. High rates of academic success for all students? | F P N |
| 1. Typical classrooms routines directly taught and regularly acknowledged? | F P N |
| 1. Higher rates of positive than negative social interactions between teacher and students? | F P N |
| 1. Students with PBIS support needs receiving individualized academic & social assistance? | F P N |
|  |  |
| **STUDENTS WITH PROBLEM BEHAVIORS** |  |
| 1. Regular meeting schedule for behavior support team? | F P N |
| 1. Behavioral expertise/competence on team? | F P N |
| 1. Function-based approach? | F P N |
| 1. District/community support? | F P N |
| 1. SW procedures for secondary prevention/intervention strategies? | F P N |
| 1. SW procedures for tertiary prevention/intervention strategies? | F P N |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Month: \_\_\_\_\_\_\_\_\_ SWPBIS Team Activities to Support…..** | | |
|  | **All Students/Staff (“Green”)** | **Students w/PBIS Needs (“Yellow/Red”)** |
| ***Monthly*** | * *Conduct SWPBIS leadership team meeting to review data and progress on action plan activities, and plan new activities, as needed.* * *Report to staff on status of SWPBIS.* | * *Report to staff on status of students on secondary and tertiary behavioral intervention plans.* |
| ***Weekly*** |  | * *Review progress of students on secondary and tertiary intervention plans* * *Nominate/review new students who might need individualized PBIS* * *Send parents progress report* |
| ***Daily*** |  |  |

|  |  |  |
| --- | --- | --- |
| **Month: \_\_\_\_\_\_\_\_\_ SWPBIS Team Activities to Support…..** | | |
|  | **All Students/Staff (“Green”)** | **Students w/PBIS Needs (“Yellow/Red”)** |
| ***Monthly*** | * *Conduct SWPBIS leadership team meeting to review data and progress on action plan activities, and plan new activities, as needed.* * *Give report to staff on status of SWPBIS.* | * *Report to staff on status of students on secondary and tertiary behavioral intervention plans.* |
| ***Weekly*** |  | * *Review progress of students on secondary and tertiary intervention plans* * *Nominate/review new students who might need individualized PBIS* * *Send parents progress report* |
| ***Daily*** | * *U* |  |

|  |  |  |
| --- | --- | --- |
| **Month: \_\_\_\_\_\_\_\_\_ SWPBIS Team Activities to Support…..** | | |
|  | **All Students/Staff (“Green”)** | **Students w/PBIS Needs (“Yellow/Red”)** |
| ***Monthly*** | * *Conduct SWPBIS leadership team meeting to review data and progress on action plan activities, and plan new activities, as needed.* * *Give report to staff on status of SWPBIS.* | * *Report to staff on status of students on secondary and tertiary behavioral intervention plans.* |
| ***Weekly*** |  | * *Review progress of students on secondary and tertiary intervention plans* * *Nominate/review new students who might need individualized PBIS* * *Send parents progress report* |
| ***Daily*** |  |  |

|  |  |  |
| --- | --- | --- |
| **Month: \_\_\_\_\_\_\_\_\_ SWPBIS Team Activities to Support…..** | | |
|  | **All Students/Staff (“Green”)** | **Students w/PBIS Needs (“Yellow/Red”)** |
| ***Monthly*** | * *Conduct SWPBIS leadership team meeting to review data and progress on action plan activities, and plan new activities, as needed.* * *Give report to staff on status of SWPBIS.* | * *Report to staff on status of students on secondary and tertiary behavioral intervention plans.* |
| ***Weekly*** |  | * *Review progress of students on secondary and tertiary intervention plans* * *Nominate/review new students who might need individualized PBIS* * *Send parents progress report* |
| ***Daily*** |  |  |

**Appendix F**

**Detention and Suspension:**

**Frequently Asked Questions**

**Detentions and Suspensions: Frequently Asked Questions**

(Sugai, DRAFT May 28, 2002)

**Purpose**

The purpose of this FAQ is to summarize the implementation features of detention and suspension consequences. A question/answer format is used.

1. **What are “detentions and suspensions” (D&S)?**
   1. D&S are consequences given to students for displays of moderate and severe problem behavior.
      1. Detentions typically are taken in in-school locations.
      2. Suspensions typically are taken out-of-school.
   2. D&S consequences alone are NOT treatment interventions because more appropriate alternative behaviors are not emphasized.
      1. However, they can be included as an element in a comprehensive behavior support plan if supported by assessment information.
   3. D&S consequences are punishment if contingent use is associated with a decrease in probability of future occurrences of problem behavior.
2. **Why are D&S used in schools?**
   1. D&S are used to
      1. Decrease likelihood of future occurrences (including escalations) of serious or chronic problem behavior.
      2. Inhibit or prevent future occurrences of serious or chronic problem behavior by target students and their peers.
      3. Encourage displays of appropriate behavior by all students.
      4. Communicate seriousness of problem behavior to student and peers.
      5. Allow instruction for others to continue.
   2. D&S are usually part of series of consequence events:
      1. Labeling of behavior as a rule violation
      2. Presentation of a verbal reprimand
      3. Involvement of multiple individuals, for example, student, parent, referring staff member, office staff, etc.
3. **How is effectiveness of D&S determined?**
   1. Conduct regular review of data.
      1. #/% of students with (a) 1, (b) 2-4, and (c) 5 or more.
      2. #/% by type of rule violations.
      3. #/% by location.
   2. Strive toward
      1. Decreased occurrences of problem behaviors by target students are observed.
      2. Decreased uses of D&S are seen across all students.
      3. Increased student use of appropriate behaviors are observed.
4. **Are D&S the same as “timeout?”**
   1. Timeout is the brief (3-10 minute) contingent (dependent on) removal of the opportunity to earn positive reinforcement that is associated with a decrease in future occurrences of a behavior.
      1. Brief removal of student from a reinforcing time-in to non-reinforcing timeout situation.
      2. Decrease in future occurrences of behavior.
   2. See Timeout checklist for requirements for using timeout.
5. **What is required to increase the utility and impact of D&S?**
   1. School-wide discipline/climate leadership committee meets regularly to review school climate and status of behavior, and effectiveness of strategies.
   2. Proactive school-wide and classroom-wide behavior support or discipline systems are in place.
      1. Desired expectations and behaviors are taught directly, actively and continuously supervised, and reinforced regularly and effectively.
      2. >80% of staff are actively participating.
   3. Continuum of intensifying specialized behavior supports is in place.
      1. D&S is only an element of school-wide behavior support system.
   4. Measurable data decision rules are in place to assess effectiveness of D&S interventions.
   5. Maximum amount of time is allocated for instruction and high rates of academic success are experienced.
   6. Clear and consistent school-wide agreements exist about what problem behaviors are managed by administrative staff and classroom and other school staff.
      1. Including definitions of behaviors and criteria for earning D&S.
   7. Positive behavior support systems are in place, available, and implemented with high fidelity for students whose behaviors do not improve with D&S.
6. **If these requirements are in place, for whom would suspensions and detentions expect to have a desirable effect?**
   1. >80% of students would respond favorably to the use and/or threat of D&S.
   2. ~20% of students will require more individualized and comprehensive interventions to inhibit problem and encourage desired behavior.
7. **What should be done for students who do not respond to D&S?**
   1. Establish and refer to behavior support team with specialized behavioral skills.
   2. Establish clear decision rules for discontinuing use with students whose behaviors do not improve with the application of D&S (e.g., 3rd assignment of detention, refer to behavior support team)
   3. Conduct functional behavioral assessment to determine function (what maintains occurrence of problem behavior).
   4. Develop school-based individualized behavior support plan based on findings from functional behavioral assessment decisions and results.
   5. Consider need for supports from outside the school (e.g., district, mental health, social work, medical).
8. **How can use of D&S be culturally appropriate?**
   1. Teach what behaviors are appropriate and inappropriate in school specific settings and context.
   2. When problem behavior occurs, determine whether these behaviors are supported and/or endorsed by students’ family, peers, and/or community.
9. **What steps should be followed to administer D&S consequences?**
   1. State behavior displayed and rule violated.
   2. State and deliver specific features of detention or suspension consequence.
   3. Inform parents.
   4. Debrief after consequence completed
      1. See guidelines for conducting debriefing
   5. If indicated, develop proactive behavior support plan.
   6. Document all above steps.
10. **How should D&S be conducted?**
    1. Supervisor should behave in a business-like, objective, non-reinforcing manner.
    2. Students should not be allowed to interact socially with students or adults.
    3. Students should not receive instructional assistance.
    4. Activities should be non-interactive, mundane.
    5. If student displays disruptive behaviors and is noncompliant to corrections, next planned consequence step should be followed.
    6. If student occurrences of problem behavior do not decrease (data decision rule), discontinue use of D&S and conduct behavior support team meeting.

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**Appendix G**

**Functional Assessment and Behavior Support Plan Checklists**

**Functional Behavioral Assessment Implementation Checklist[[6]](#footnote-7)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Step** | **Activity** | **Status** | **Action Plan** |
| **1. Collect Information** | 1. Include key individuals in the initial assessment meetings. | Y N |  |
| 2. Review relevant records. | Y N |  |
| 3. Collect informal direct observation data. | Y N |  |
| 3. Interview individuals who have direct experience with the student. | Y N |  |
| **2. Develop Summary Statement** | 1. Define problem behavior in observable terms. | Y N |  |
| 2. Identify triggering antecedents events. | Y N |  |
| 3. Identify maintaining consequence events. | Y N |  |
| 4. Identify possible setting events. | Y N |  |
| 5. Develop summary statements based on 1. – 4. | Y N |  |
| 6. Determine level of agreement/confidence individuals have in resulting summary statement. | Y N | If agreement/confidence high, go to Step 3.  If low, go back to Step 1. |
| **3. Confirm Summary Statement** | 1. Collect formal direct observation information on behavior, antecedents, & consequences. | Y N |  |
| 2. Determine if direct observation data confirm summary statement. | Y N | If summary statement confirmed, go to Step 4.  If not confirmed, go back to Step 2. |

|  |  |  |  |
| --- | --- | --- | --- |
| **4. Develop Competing Behavior Pathway Summary** | 1. Identified desired replacement behavior (long term objective). | Y N |  |
| 2. Identify common reinforcing consequences for desired replacement behavior. | Y N |  |
| 3. Identified alternative replacement behavior(s) based on function of problem behavior (short term objectives). | Y N |  |
| 4. Determine level of agreement/confidence in competing pathway summary. | Y N | If agreement/confidence high, go to Step 5.  If low, repeat Step 4. |
| **5. Identify Strategies for BIP** | 1. Select strategies &/or environmental manipulations that neutralize impact of setting events. | Y N |  |
| 2. Select strategies &/or environmental manipulations that make triggering antecedents irrelevant. | Y N |  |
| 3. Select strategies &/or environmental manipulations that teach student skills that make problem behavior inefficient. | Y N |  |
| 4. Select strategies &/or environmental manipulations that make consequences for problem behavior ineffective. | Y N |  |
| 5. If necessary, develop additional (beyond current school-wide) crisis prevention & intervention procedures. | Y N |  |
| **6. Develop Implementation Scripts for BIP** | 1. Develop scripts & routines for implementation of BIP. | Y N |  |
| 2. Identify who will implement BIP. | Y N |  |
| 3. Determine if resources & capacity to implement BIP available. | Y N | If capacity adequate, implement.  If resources/capacity inadequate, obtain resources, modify context, &/or adjust implementation requirements. |

|  |  |  |  |
| --- | --- | --- | --- |
| **7. Develop Evaluation & Monitoring Procedures** | 1. Identify measures to assess impact: (a) target behaviors, (b) social validation, (c) lifestyle, etc. | Y N |  |
| 2. Develop schedule for on-going evaluation of implementation impact. | Y N |  |
| 3. Develop procedures for assessing accuracy of implementation of BIP. | Y N |  |
| 4. Assess progress toward achieving long term objective. | Y N | If adequate progress, continue.  If criteria met, develop new objective.  If inadequate progress, go back to Step 1. |

|  |
| --- |
| **Checklist for Assessing Quality of Behavior Support Planning:**  **Does Plan and Process Have These Features?[[7]](#footnote-8)** |

1. \_\_\_\_ Definition of academic and lifestyle context for behavior support

1. \_\_\_\_ Operational/observable/measurable description of problem behaviors

3. \_\_\_\_ Identification of problem routines

4. \_\_\_\_ Statements of hypotheses based on functional assessment information

1. Descriptions of Interventions & Supports that Consider Quality of Life

\_\_\_\_ Health and physiology

\_\_\_\_ Communication

\_\_\_\_ Mobility

\_\_\_\_ Predictability

\_\_\_\_ Control/choice

\_\_\_\_ Social relationships

\_\_\_\_ Activity patterns

1. Descriptions of Preventive Interventions that Make Problem Behavior Irrelevant

\_\_\_\_ Physical environment

\_\_\_\_ Schedule

\_\_\_\_ Curriculum

\_\_\_\_ Instructional procedures

1. Descriptions of Instructional & Teaching Interventions that Make Problem Behavior Inefficient

\_\_\_\_ Replacement skills

\_\_\_\_ New adaptive skills

1. Descriptions of Consequence-based Interventions that Reduce Likelihood of Problem Behavior

\_\_\_\_ Minimization of positive reinforcement to make problem behavior ineffective (extinction)

\_\_\_\_ Minimization of negative reinforcement to make problem behavior ineffective (extinction)

\_\_\_\_ Maximization of positive reinforcement to make appropriate behavior more effective (reinforcement)

\_\_\_\_ If needed, aversive consequences contingent upon problem behavior (punishment)

\_\_\_\_ Safety/emergency intervention plan for occurrences of severe problem behaviors

1. Descriptions of Evaluation & Assessment Procedures

\_\_\_\_ Definition of information to be collected

\_\_\_\_ Description of measurement process

\_\_\_\_ Description of decision-making process

1. Descriptions of Procedures to Consider & Enhance Contextual Fit

\_\_\_\_ Values & beliefs of participants

\_\_\_\_ Skill capacity & fluency of implementers

\_\_\_\_ Availability of supporting resources

\_\_\_\_ Administrative support system

\_\_\_\_ Plan in best interest of student

**Appendix H**

**Functional Assessment Checklist for Teachers and Staff (****FACTS)**

Positive Behavior Support:

Functional Assessment Checklist for Teachers and Staff (FACTS)

## Center on Positive Behavioral Interventions and Supports

University of Oregon

University of Connecticut

Version: October 31, 2005

**Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)**

Step 1

Step 2

Step 3

Step 4

Step 5

Student/ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Respondent(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Student Profile:** Please identify at least three strengths or contributions the student brings to school.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Problem Behavior(s**): **Identify problem behaviors**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ­­­­­\_\_\_ Tardy | \_\_\_ Fight/physical Aggression | | \_\_\_ Disruptive | \_\_\_ Theft |
| \_\_\_ Unresponsive | \_\_\_ Inappropriate Language | | \_\_\_ Insubordination | \_\_\_ Vandalism |
| \_\_\_ Withdrawn | \_\_\_ Verbal Harassment | | \_\_\_ Work not done | \_\_\_ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | \_\_\_ Verbally Inappropriate | | \_\_\_ Self-injury |  |
| Describe problem behavior: | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |

**Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

|  |  |  |  |
| --- | --- | --- | --- |
| Schedule (Times) | Activity | Likelihood of Problem Behavior | Specific Problem Behavior |
|  |  | Low High  1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |
|  |  | 1 2 3 4 5 6 |  |

**Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.**

**Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)**

Step 1

Step 2

Step 3

Step 4

Step 5

Step 6

Step 7

Step 8

Student/ Grade: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interviewer: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Respondent(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Routine/Activities/Context:** Which routine(only one) from the FACTS-Part A is assessed?

|  |  |
| --- | --- |
| **Routine/Activities/Context** | **Problem Behavior(s)** |
|  |  |

**Provide more detail about the problem behavior(s):**

|  |
| --- |
| What does the problem behavior(s) look like?  How often does the problem behavior(s) occur?  How long does the problem behavior(s) last when it does occur?  What is the intensity/level of danger of the problem behavior(s)? |

**What are the events that predict when the problem behavior(s) will occur? (Predictors)**

|  |  |
| --- | --- |
| **Related Issues (setting events)** | Environmental Features |
| **\_\_\_** illness Other:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ drug use \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ negative social \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ conflict at home \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ academic failure \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **\_\_\_** reprimand/correction **\_\_\_** structured activity  **\_\_\_** physical demands \_\_\_ unstructured time  \_\_\_ socially isolated \_\_\_ tasks too boring  **\_\_\_** with peers \_\_\_ activity too long  **\_\_\_** Other \_\_\_ tasks too difficult  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What consequences appear most likely to maintain the problem behavior(s)?**

|  |  |
| --- | --- |
| **Things that are Obtained** | Things Avoided or Escaped From |
| **\_\_\_** adult attention Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ peer attention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ preferred activity \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ money/things \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ hard tasks Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ reprimands \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ peer negatives \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\_\_\_** physical effort \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **\_\_\_** adult attention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

### SUMMARY OF BEHAVIOR Identify the summary that will be used to build a plan of behavior support.

|  |  |  |
| --- | --- | --- |
| **Setting Events & Predictors** | **Problem Behavior(s)** | **Maintaining Consequence(s)** |
|  |  |  |

**How confident are you that the Summary of Behavior is accurate?**

|  |
| --- |
| Not very confident Very Confident  1 2 3 4 5 6 |

**What current efforts have been used to control the problem behavior?**

|  |  |
| --- | --- |
| **Strategies for preventing problem behavior** | Strategies for responding to problem behavior |
| **\_\_\_** schedule change Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ seating change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ curriculum change \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_ reprimand Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ office referral \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ detention \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

March, Horner, Lewis-Palmer, Brown , Crone, Todd, & Carr (2000) 4/24/00

**The Functional Assessment Checklist for Teachers and Staff (FACTS):**

**Instructions**

The FACTS is a two-page interview used by school personnel who are building behavior support plans. The FACTS is intended to be an efficient strategy for initial functional behavioral assessment. The FACTS is completed by people (teachers, family, clinicians) who know the student best, and used to either build behavior support plans, or guide more complete functional assessment efforts. The FACTS can be completed in a short period of time (5-15 min). Efficiency and effectiveness in completing the forms increases with practice.

|  |
| --- |
| How to Complete the FACTS-Part A |

##### Step #1: Complete Demographic Information:

Indicate the name and grade of the student, the date the assessment data were collected, the name of the person completing the form (the interviewer), and the name(s) of the people providing information (respondents).

##### Step #2: Complete Student Profile

Begin each assessment with a review of the positive, and contributing characteristics the student brings to school. Identify at least three strengths or contributions the student offers.

##### Step #3: Identify Problem Behaviors

Identify the specific student behaviors that are barriers to effective education, disrupt the education of others, interfere with social development or compromise safety at school. Provide a brief description of exactly how the student engages in these behaviors. What makes his/her way of doing these behaviors unique? Identify the most problematic behaviors, but also identify any problem behaviors that occur regularly.

Step #4: Identify Where, When and With Whom the Problem Behaviors are Most Likely

A: List the times that define the student’s daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.

B: For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).

C: Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A “1” indicates low likelihood of problems, and a “6” indicates high likelihood of problem behaviors.

D: Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

##### Step #5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured; activities that involve high academic demands; activities with teacher reprimands; activities with peer taunting) and have similar problem behaviors treat them as “routines for future analysis”.

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B

|  |
| --- |
| How to Complete the FACTS-Part B |

**Step #1: Complete Demographic Information:**

Identify the name and grade of the student, the date that the FACTS-Part B was completed, who completed the form, and who provided information for completing the form.

##### Step #2: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. The FACTS-Part B provides information about ONE routine. Use multiple Part B forms if multiple routines are identified.

Step #3: Provide Specifics about the Problem Behavior(s)

Provide more detail about the features of the problem behavior(s). Focus specifically on the unique and distinguishing features, and the way the behavior(s) is disruptive or dangerous.

Step #4: Identify Events that Predict Occurrence of the Problem Behavior(s)

Within each routine what (a) setting events, and (b) immediate preceding events predict when the problem behavior(s) will occur. What would you do to make the problem behaviors happen in this routine?

##### Step #5: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

Identify the most powerful maintaining consequence with a “1”, and other possible consequences with a “2” or “3.” Do not check more than three options. The focus here, is on the consequence that has the greatest impact.

When problems involve minor events that escalate into very difficult events, separate the consequences that maintain the minor problem behavior from the events that may maintain problem behavior later in the escalation.

##### Step #6: Build a Summary Statement

The summary statement indicates the setting events, immediate predictors, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS-A and FACTS-B (Especially the information in Steps #3, #4, and #5 of the FACTS-B). If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observation. Procedures for completing the functional assessment, and for designing behavioral support are described in the following references.

##### Step #7: Determine “Level of Confidence”

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together

##### Step #8: Define what has been done to date to prevent/control the problem behavior

In most cases, school personnel will have tried some strategies already. List events that have been tried, and organize these by (a) those things that have been to prevent the problem from getting started, (b) those things that were delivered as consequences to control or punish the problem behavior (or reward alternative behavior).

**Appendix I**

**Emergency Prevention and Response**

**PRIMER ON CRISIS AND EMERGENCY RESPONSES**

(Sugai & Colvin, February 23, 1999)

Although relatively infrequent events, crisis/emergency situations will occur in school settings and all school personnel should be prepared to respond efficiently and quickly. All crisis/emergency situations involve or have the potential for injury and/or property damage. Examples crisis/emergency situations include the following:

|  |
| --- |
| **Crisis/Emergency Situation Examples**   1. Stranger in the building 2. Bomb/weapon threat 3. Natural disaster 4. Fire/smoke 5. Wild animal 6. Medical emergency   16. |

**Guiding Principles**

When developing, implementing, and practicing responses to crisis/emergency situations, the following **guiding principles** should be maintained:

|  |
| --- |
| 1. ***Safety* is the number one consideration.** Crisis/emergency responses are not “teachable moments.” However, every effort should be made to reduce the likelihood of future crisis/emergency situations, and if they occur, emphasis should be focused on decreasing their impact. 2. **Escalations are likely to run their course, and are inversely related to *self-control.*** When and as individuals escalate, they are less and less likely to respond to efforts (external or internal) to stop or brake their behavior. The danger is further escalating an event by trying to intervene. 3. **Planned responses and *debriefing* are required after crisis/emergency.** School staff must provide follow-up supports to individuals who were involved directly and indirectly in a crisis/emergency event. This support may be information dissemination, emotional supports, administering consequences, etc. In all cases, the focus is on facilitating a smooth and speedy return to regular routines and structures. 4. **Prosocial responses must be *relevant, effective, efficient, and taught.*** With individuals or situations in which crisis/emergency situations are likely, more prosocial or acceptable alternative responses must be taught to and practiced by all individuals ahead of time. Persons involved in crisis/emergency situations must be taught alternatives to dangerous or unacceptable behaviors. These alternatives can be used to reduce the impact, intensity, and duration of the crisis/emergency situation. Selecting the prosocial response should be based on a functional assessment of the context (setting, antecedent triggers, maintaining consequences, early behavioral indicators, etc.) in which crisis/emergency situations are likely. 5. **Practice...Practice…*Practice.*** Responses to crisis/emergency situations are not easy or natural, especially, when individuals or situations are out-of-control. School personnel must practice crisis/emergency responses on a regular (e.g., monthly basis) to ensure accurate and fluent implementation. |

**Prerequisites**

To minimize the impact of crisis/emergency situations and to maximize the effectiveness and efficiency of the response, schools should have the following prerequisites in place:

|  |
| --- |
| 1. A **comprehensive, positive *behavior support* system** enables schools to develop and sustain a predictable, preventive, and positive environment in which communications and interactions among staff and students are effective and efficient. As a result schools are better prepared to respond when crisis/emergency situations occur. 2. **A crisis response *team*** has two functions: (a) insure that a structures and procedures for maintaining a safe school are in place and practiced and (b) lead staff response in the event of a crisis/emergency. 3. Strong **home-school-community *linkages*** enhance the development and responsiveness of school crisis/emergency procedures. When all significant agents (school staff, students, parents, law enforcement and emergency personnel, administrators, mental health workers, etc.) are informed, involved, and prepared, crisis/emergency responses can be more efficient and effective. 4. **High rates of student academic and social *success*** promotes prosocial personal and interpersonal behavior and self-confidence. As a result, the likelihood and impact of crisis/emergency situations can be reduced, and the response is likely to be more efficient and effective. 5. **Clearly written *policy* and procedures** increases understanding, communications, and accountability. In addition, responses to crisis/emergency situations can be more efficient and effective. 6. **Regular, supervised opportunities to *practice*** crisis/emergency responses are absolutely essential. With practice, staff and students are more likely to respond accurately, quickly, and without hesitation. |

**A Generic Response Sequence**

Although the behavioral appearance of each step will vary for different crisis/emergency situations, the following response sequence should serve as the basis for responses to all crisis/emergency situations.

|  |
| --- |
| 1. ***Assess*** the situation. Collect information about who is involved, where the problem is, what is happening, etc. 2. ***Request*** help/assistance. Always work with another person or team of individuals. 3. ***Monitor/defuse/control crowd.*** Respond as a ***team***, and let individuals with crisis/emergency training and practice take over. 4. Let ***help/experts*** take over. Give them necessary information, and assist as required. 5. ***Follow-up.*** Debrief immediately. Focus on reviewing and evaluating the event, reducing impact of event, facilitating transitions, and preparing plans to reduce possibility and/or impact of future events. |

**Other Provisions**

In addition to the above generic sequence, the following provisions should be established:

|  |
| --- |
| 1. “**S*afe*” areas** or locations where individual or groups should gather or evacuate to when a crisis/emergency occurs. 2. Clear roles and ***responsibilities*** for key personnel who respond to crisis/emergency situations. 3. Clear, “*fool-proof*” **communications** systems so information can be distributed or obtained quickly, accurately, and with high reliability. 4. Means of securing immediate ***external* support** from essential community agencies (e.g., paramedics, fire personnel, law enforcement, poison control). 5. Procedures for **securing or *“locking down****”* a classroom or school to isolate students and staff from dangerous situations or individuals. 6. Instructions for ***unique* situations** which require specific responses beyond the generic sequence (e.g., handling blood, poisoning or drug abuse, chemical spills). 7. Procedures for accounting for ***whereabouts*** of all students and staff. 8. Procedures for ***documenting*** dangerous and potentially dangerous situations. |

**Process for School Investigations**

(Sugai, March 19, 1998)

When significant events occur, information gathering and action planning typically follow. These investigations are important to insure accurate documentation, consistent communications, and informed decision-making.

Like the process for responding to crisis/emergency situations, investigations should be conducted in a planned, systematic, and business-like manner. In addition, environments that have clear written policies and operate with proactive (positive/preventative) procedures are more likely to conduct effective and efficient investigations.

The following generic steps should be considered when conducting investigations:

|  |
| --- |
| **Steps**   1. **Assess** for injuries, property damage, potential for danger to self or others, or other safety concerns. 2. **Insure accountability** by (a) checking policies and procedures and (b) consulting with experts. 3. **Inform others of investigation**: (a) parents, (b) schools, (c) agencies, etc. 4. **Interview key players** by (a) informing them of their rights, obligations, privileges; (b) requesting information; (c) giving choices; and (d) establishing and following-through with bottom line. 5. **Follow through** with (a) consequences and (b) actions. 6. **Follow up** by (a) documenting the event and (b) debriefing with primary participants. |

**School Crisis/Emergency Response Checklist and Action Planning**[[8]](#footnote-9)

(Sugai, February 23, 1999)

Date of Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person(s) Completing Assessment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check status of each item (in place, partially in place, not in place).

|  |  |  |  |
| --- | --- | --- | --- |
| In Place Status | | | Item |
| Fully | Partially | Not |
|  |  |  | 1. Crisis response team |
|  |  |  | 2. Home-school-community linkage |
|  |  |  | 3. Proactive school-wide discipline system |
|  |  |  | 4. High rates of academic & social success |
|  |  |  | 5. Clear written policy & procedures |
|  |  |  | 6. Regular, supervised opportunities to practice |
|  |  |  | 7. Posted generic response sequence |
|  |  |  | 8. Designated safe areas |
|  |  |  | 9. Clear roles & responsibilities of key personnel |
|  |  |  | 10. Clear fool-proof communication system |
|  |  |  | 11. Means of securing immediate external support |
|  |  |  | 12. Procedures for securing or locking down classroom or school |
|  |  |  | 13. Posted instructions for unique situations |
|  |  |  | 14. Procedures for accounting for whereabouts of all students & staff |
|  |  |  | 15. Systematic process for conducting investigations |
|  |  |  | 16. Clear policy on physical interventions |
|  |  |  | 17. Procedures for documenting dangerous & potentially dangerous situations |

**School Crisis/Emergency Response Action Plan**

|  |  |
| --- | --- |
| 1. Overall status | High Medium Low |
| 2. List three major strengths | a.  b.  c. |
| 1. List three major areas in need of improvement | a.  b.  c. |
| 1. Circle the area most in need of improvement |
| 1. Develop an Action Plan for circled area | Step 1: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 2: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 3: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 4: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 5: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 6: Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  When:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 1. Schedule next self-assessment | Who:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ When: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**Appendix** J

**Social Skills Lesson Planning**

**Teaching Social Skills: Strategies and Examples**

George Sugai & Brandi Simonsen

University of Connecticut

Center for Behavioral Education and Research

August 10, 2008

|  |
| --- |
| **SOCIAL SKILLS LESSON PLAN** |
| **INSTRUCTIONS**  Develop a social skills lesson by completing the following steps:   1. Start with your completed the **Expected Behavior Matrix.** 2. Choose 1 expected behavior and 1 routine (i.e., 1 box within the matrix). 3. Describe how you would **teach** the expected, rule-following behavior(s) by completing the attached lesson plan for teaching ***1 expectation within 1 routine***. |

**Social Skill Lesson Plan**

|  |
| --- |
| **Name of Expectation** (Rule) |
|  |

|  |
| --- |
| **Routine** |
|  |

|  |
| --- |
| **Operational Definition of Expected Behavior Within Specific Routine** |
|  |

|  |
| --- |
| **Clearly Stated Behavioral Teaching Objective**  learner, behavior, conditions, criteria) |
| **Conditions:**  **Learner:**  **Behavior:**  **Criteria:** |

|  |
| --- |
| **List All Materials Required to Teach Lesson** |
|  |

|  |  |
| --- | --- |
| **Teaching Examples** | |
| **Positive Examples** | **Negative Examples** |
|  |  |

|  |
| --- |
| **Lesson Activities** |
| **Model**  (Demonstrating expected behavior within indicated routine) |
|  |
| **Lead**  (Prompting and guided practice) |
|  |
| **Test**  (Checking for understanding for each student) |
|  |

|  |
| --- |
| **Follow-Up Activities During and After Lesson** |
| **Prompting Expected Behavior** |
|  |
| **Reinforcing Appropriate Behavior** |
|  |
| **Correcting Inappropriate Behavior** |
|  |
| **Monitoring and Actively Supervising Student Behavior** |
|  |
| **Collecting Data and Evaluating Student Behavior** |
|  |

**SUPPORT Social Skill Lesson Plan (Sample)**

|  |
| --- |
| NAME OF EXPECTATION (RULE) |
| Be Respectful |
| ROUTINE |
| Classroom |
| OPERATIONAL DEFINITION OF EXPECTED BEHAVIOR WITHIN SPECIFIC ROUTINE |
| Students show respect in the classroom by raising their hands before speaking, encouraging and allowing peers to participate, and accepting feedback. |

|  |
| --- |
| CLEARLY STATE BEHAVIORAL TEACHING OBJECTIVE(S)  Include 4 parts: learner(s), behavior(s), condition(s), and criteria |
| * Immediately following instruction, students will be able to (a) describe what respectful classroom behavior “looks like” and (b) correctly depict a positive example of respectful classroom behavior (in a skit) with 95% accuracy. * Following instruction, during five sampled teacher directed activities, students will raise their hands and wait to be called to ask or answer a question on an average of 90% of opportunities. * Following instruction, during five sampled group activities, students will encourage and allow peers to participate (as evidenced by all students contributing to discussion and group outcomes) across 85% of opportunities. * Following instruction, when staff members present feedback, students will use calm language to thank the staff and ask questions on 80% of opportunities across 5 days. |

|  |
| --- |
| LIST ALL MATERIALS REQUIRED TO TEACH THE LESSON |
| * A script for role plays for three students to model respectful classroom behavior * Two response cards for each student, one with a + written on it and one with a – written on it * A blank script for each student that prompts them to write the definition of respectful classroom behavior on the front and develop a skit to illustrate respectful classroom behavior inside * Data collection sheets to monitor and evaluate student behavior following instruction |

| POSITIVE TEACHING EXAMPLES | NEGATIVE TEACHING EXAMPLES |
| --- | --- |
| * When a teacher is sharing information, Jorge quietly raises his hand and waits for the teacher to call on him before asking a relevant question. | * A teacher is delivering a lesson, and Jen stands up and shouts out, “I don’t get it.” When the teacher says, “Jen raise your hand if you have a question,” Jen screams louder. |
| * During a group activity, Jessica asks her peers what they think about her suggestion. When one peer doesn’t respond, she specifically asks that peer for feedback. | * Toby is assigned to a group with three classmates. He immediately shouts that he doesn’t want Brian in his group. When Brian sits down, Toby refuses to work with Brian. |
| * Jeff’s teacher tells him that his paper was well organized, but he needs to go back and correct spelling errors. Jeff says thank you, gets a dictionary, and starts working. | * Teresa’s teacher asks her to correct a math problem on her homework assignment. Teresa rolls her eyes and throws her paper away as she walks back to her desk. |
| * When Bobbi is reminded to raise her hand instead of talking out, she calmly raises her hand and waits to be called on to share her response. | * When the teacher asks Diane to walk slowly on her way to line up, Diane continues to walk very quickly (fast enough that she’s almost jogging) to the front of the line. |
| * When the teacher explains the roles that each group member may play, Marco listens quietly. When she joins her peers in the group, she asks who wants to play which role in the group and engages her peers in a conversation to choose roles. | * As the teacher is giving instructions for group work, Charles is looking around the room and making eye contact with peers he wants in his group. When they sit down, he doesn’t know what roles each person should take, but he tells everyone, “I’m the leader.” |

**LESSON ACTIVITIES**

|  |
| --- |
| MODEL  (Indicate how you will demonstrate rule following behavior within the indicated routine) |
| Before teaching the lesson, the teacher will coach three students who have positive social status to engage in three brief role plays that demonstrate respectful classroom behavior during three classroom activities: teacher directed instruction (i.e., raising hand to ask a question), during group work (i.e., asking all peers for their opinion), and when accepting feedback (i.e., saying thank you). |
| LEAD  (Indicate how you will provide guided practice) |
| The teacher will read and briefly act out each positive and negative example. All students will be asked to identify whether the example is positive or negative (by holding up a response card with a + or a – written on it). If the example is positive, individual students will be asked to identify how the example illustrated respectful classroom behavior. If the example is negative, the students will be asked to state how the student should have behaved in that situation. |
| TEST  (Indicate how you will check for the understanding of each student) |
| Each student will be asked to write a brief skit that demonstrates respectful classroom behavior. Then, students will be given a blank script booklet that prompts them to write the definition of respectful classroom behavior on the front and then write the script for the skit inside. The teacher will review the scripts and choose the best skits for the class to act out the following day during a review session. |

**FOLLOW UP ACTIVITIES (DURING AND AFTER THE LESSON)**

|  |
| --- |
| PROMPTING EXPECTED BEHAVIOR |
| * Before each classroom activity, the teacher will provide a specific verbal prompt about how students can show respect during that activity (e.g., before teacher directed instruction, the teacher will say, “To show respect, remember to raise your hand to ask or answer a question.”) * Rules will also be posted within the classroom (a visual prompt). |
| REINFORCING APPROPRIATE BEHAVIOR |
| * When a student successfully demonstrates respectful classroom behavior, the teacher will provide specific and contingent praise (e.g., the teacher may say, “Thank you for showing respect by raising your hand.”) * Also, for each specified period of time students demonstrate respectful classroom behavior, students will earn points toward their class-wide token economy. |
| CORRECTING INAPPROPRIATE BEHAVIOR |
| * If a student does not demonstrate respect, the teacher will provide an error correction (e.g., “Before you share, please raise your hand and wait for me to call on you. Try again.”) * If a student continues to make the same behavioral error, the teacher will provide additional instruction in how to demonstrate respect. |
| MONITORING/SUPERVISING STUDENT BEHAVIOR |
| * The classroom teacher and staff will actively supervise students across classroom activities. They will take data to determine if students are meeting behavioral objectives.   + For a period of five days following the lesson, the teacher will take data during a sample of teacher directed activities (by making a tally next to each student who raises his/her hand and calls out) to determine if students raise their hand on 90% of opportunities.   + For five days following instruction, the teacher will take data during a sample of group activities and note which students participate (and provide specific feedback to students who are encouraging their peers to participate) to determine if all students are participating during 85% of opportunities.   + For five days following instruction, the teacher will track how students respond each time they are presented with feedback to determine if students accept feedback appropriately (saying thank you and calmly asking questions) on 80% of opportunities. * If needed, the teacher will assign staff to posts in the classroom and map out walking paths to ensure that staff are moving around, scanning the environment, and interacting with students (the three behaviors involved in active supervision). |
| COLLECTING AND EVALUATING STUDENT DATA |
| Data will be summarized across days and students. If students meet criteria specified in instructional objectives (as described in the previous section), the teacher will continue to actively supervise students and reinforce respectful behavior. If students do not meet criteria, the teacher will re-teach the lesson using different examples and increase reinforcement for respectful behavior. |

**GENERIC SOCIAL SKILLS LESSON PLAN**

**(Sugai, May 15, 2002)**

|  |  |
| --- | --- |
| **Name of Skill:** | |
| **Teacher Wording** | **Examples** |
| **Cumulative Review:** |  |
| **Introduction (Outcome):** |  |
| **Skill Components/Variations (behaviors):** |  |
| **Model/Show:** |  |
| **Role Play/Practice:** |  |
| **Review:** |  |
| **Test:** |  |
| **Homework:** |  |
| **Next Lesson:** |  |

**GENERIC SOCIAL SKILLS LESSON PLAN: *EXAMPLE***

**(Sugai, 5/15/02)**

|  |  |
| --- | --- |
| **Name of Skill: *Conflict Management: Stop, Think, & Act*** | |
| **Teacher Wording** | **Examples** |
| **Cumulative Review:**  *Yesterday, we began to learn about a conflict management strategy called Stop, Think, & Act. Before we could learn the strategy we had to define “conflict.” What is a conflict? (when two or more people disagree about something)* | *+ Two students want to use the same computer.*  *+ Student and teacher have different answers.*  *+ Child and parent want to watch different tv shows.*  *+ Two students disagree about a game rule* |
| **Introduction (Outcome):**  *Today, we are going to learn the first step in the Stop, Think, & Act strategy….Stop.* |  |
| **Skill Components/Variations (behaviors):**  *After you have determined that a conflict exists, there are many different ways to Stop…some of them are okay and others are not okay.*  *Can you give some examples of correct ways to Stop?* | *+ Take a deep breathe*  *+ Say “I think we don’t agree.”*  *- Call the other person an arguer*  *+ Ask to discuss later*  *+ Ask an adult to help*  *- Throw something*  *-/+ Walk away without saying anything*  *+ Others?* |
| **Model/Show:**  *Watch me. When I’m done, I’ll ask you to tell me how I stopped when there was a conflict.* | *+ Two students want to use the same computer (Say: We both want to use the same computer at the same time. We have a conflict.)*  *+ Student and teacher have different answers. Ask the teacher for correct answer.* |
| **Role Play/Practice:**  *Now it’s your turn to show how to Stop when you discover that a conflict exists. What was the conflict? How did you Stop?* | *+ Child and parent want to watch different tv shows.*  *+ One student accidentally bumps another students causing juice to spill on floor. Neither student wants to pay for the juice.*  *+ Two students disagree about whether a foul was committed during a game.* |
| **Review:**  *So, what have we learned so far?*  *+ Three steps for managing a conflict are Stop, Think, & Act*  *+ A conflict is a disagreement between two people,*  *+ The first step is to Stop before you Act, and there are many ways to Stop.* |  |
| **Test:**  *Here are some new examples. Describe what the conflict is, and tell/show me how you would stop in each of these situations.* | *+ You and another student want the last desert in the cafeteria.*  *+ You say that you finished your assignment and the teacher says that you didn’t.*  *+ You say that another student left the door unlocked. The other student says you left it unlocked.* |
| **Homework:**  *Read a story or watch a tv show. Identify when two people are having a conflict. If they stopped the correct way, describe how. If they didn’t Stop the correct way, describe how they could have stopped correctly.* | **Worksheet** |
| **Next Lesson:**  *The next time we meet, we will review your homework findings, and we will learn about how to Act after you Stop.* |  |

**Teaching Social Skills at the Large Group Level: “Cool Tool of the Week”**

George Sugai

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and

Kathy Giesen and Betsy Fernandez

Shasta Middle School

Bethel School District

Eugene, Oregon

The Cool Tool is a social skills training format used to teach school-wide and classroom level behavioral expectations or rules. The following material includes examples that were developed and used at Shasta Middle School to improve student social behaviors.

TO: All Shasta Middle School Staff

FROM: Special Services Team

RE: Social skill of the week (A.k.a.: *Cool Tool of the Week*)

DATE: March 4, 1996

Overview and Purpose

In an effort to improve the social skills of all students at Shasta Middle School, the EBS and special services teams have developed a two pronged approach to school-wide social skills instruction. The first prong involves the systematic and comprehensive training of our school-wide rules and expectations. We will be proposing some activities to try this year and a larger-scale implementation at the beginning of next year. Information about this activity is forthcoming, and will involve an intensive and school-wide effort.

The purpose of this note is to describe the second prong which is less formal but focuses on the use of brief tactics for addressing specific problem behaviors. We will focus on teaching and encouraging kids (a) how to get adult or peer attention (e.g., instead of using harassment, disruptions, and arguing), (b) how to get help for difficult tasks and responsibilities (e.g., instead of displays of acting out and noncompliance to escape work), and (c) how to succeed in the classroom (e.g., instead of being late, unprepared, or absent). This activity will be called **“Cool Tool of the Week”** and will have the following features:

* A brief strategy to promote a specific social skill (i.e., “Cool Tool”) will be e-mailed to each staff member every other Monday morning. A hardcopy also will be distributed.
* The description of the strategy will include (a) the name of the Cool Tool, (b) a set of examples that illustrate the Cool Tool, (c) a recommended activity for discussing the Cool Tool, and (d) a list of strategies for promoting the Cool Tool throughout the day.
* All staff will be asked to assist us by spending 15 or so minutes at the beginning of each week to present the Cool Tool lesson, and to give positive attention to kids who display the Cool Tool throughout the day and week.
* The special services team and building administrators will assume responsibility for regularly reminding staff to implement the Cool Tool lessons and strategies and acknowledging staff participation and success.
* The special services team will be available to co-present lessons, or to assist in the development of other supporting activities.
* This approach is designed to assist the majority of students in classrooms...it will take more to assist kids with more chronic problem behaviors. Also, we must remember that many kids have the Cool Tool, but require extra practice and feedback to encourage more use of the Cool Tool at the correct times and places.
* The special services team will assume responsibility for encouraging staff members to share successful materials and examples and for collecting and organizing this information.

Cool Tools

The following is a sample of the skills that we are thinking about developing into lessons. A draft of the first Cool Tool of the Week lesson also is attached. Please let us know if you have other skills that you would like to have included.

*Getting Help* (how to ask for assistance on difficult tasks) (draft attached)

*Buddy Builders* (how to get attention from peers)

*Teacher Attention* (how to get attention from adults)

*Being There* (how to get to class on time)

*Being Ready* (how to be ready for class activities)

*Getting There* (how to get to school on time)

General Teaching Strategies

Regardless of the Cool Tool being taught, you can increase the effectiveness and efficiency of your lessons by incorporating the following teaching strategies into your interactions with students:

* Focus on the presentation of positive examples of the use of a Cool Tool.Avoid spending too much time on inappropriate behaviors and the negative consequences for those behaviors.
* When a student displays inappropriate behavior, give attention to other students who are engaged in appropriate use of Cool Tool.
* Whenever possible, use positive examples from your own classroom and school experiences to illustrate the application of a Cool Tool.
* Throughout the day, focus on giving positive feedback to kids who display the Cool Tool. Positive feedback might consist of social attention, positive office referral, verbal praise, extra privilege, and the like.
* If the student has never displayed the Cool Tool behavior (i.e., doesn’t “know” how), provide teacher demonstrations or models of the tool, use multiple examples of the tool, and provide lots of opportunities for the student to practice the tool.
* If the student has displayed the Cool Tool behavior but not at the right times, in the right places, or at high enough rates, arrange opportunities for the student to use the Cool Tool, and be sure to provide positive acknowledgements when the tool is used.
* The Cool Tool strategy is designed for the general student body....not the individual student with severe problem behavior. So, avoid basing the success or failure of the Cool Tool strategy on the response of the student who displays the most severe problem behavior.

***COOL TOOL OF THE WEEK***

|  |
| --- |
| **Skill Name** |
| ***Getting Help***  (How to ask for assistance for difficulty tasks) |
| **Teaching Examples** |
| 1. When you’re working on a math problem that you can’t figure out, *raise your hand and wait until the teacher can help you*.  2. You and a friend are working together on a science experiment but you are missing a piece of lab equipment, *ask the teacher for the missing equipment.*  3. You are reading a story but you don’t know the meaning of most of the words, *ask the teacher to read and explain the word.* |
| **Kid Activity** |
| 1. Ask 2-3 students to give an example of a situation in which they needed help to complete a task, activity, or direction.  2. Ask students to indicate or show how they could *get help.*  3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses. |
| **After the Lesson**  (During the Day) |
| 1. Just before giving students difficult or new task, direction, or activity, ask them to tell you how they could *get help* if they have difficulty (precorrection).  2. When you see students having difficulty with a task (e.g., off task, complaining), ask them to indicate that they *need help* (reminder).  3. Whenever a student *gets help* the correct way, provide specific praise to the student. |

***COOL TOOL OF THE WEEK***

|  |
| --- |
| **Skill Name** |
| ***Teacher Attention***  (how to get attention from adults) |
| **Teaching Examples** |
| 1. You want to let the teacher know that you are done with your in-class social studies assignment, so you *go to the teacher’s desk and ask the teacher to check your answers.*  2. Your group is done with its art activity and you’d like to ask the teacher for permission to visit the library, so you *raise your hand.* When the teacher sees your raised hand, the teacher asks what you want. *You say your group is done with their project and would like permission to go the library.*  3. You are walking down the hall with your friends and you see one of your teachers. When you get *close to the teacher, you say “hi”* and introduce your friends.  4. Your teacher is talking to another teacher before school. *You want to ask your teacher about an assignment. You stand within view so your teacher knows you are waiting.* |
| **Kid Activity** |
| 1. Ask 2-3 students to give an example of a situation in which they *wanted attention from an adult.*  2. Ask students to indicate or show how they could *get attention from an adult.*  3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses. |
| **After the Lesson**  (During the Day) |
| 1. Just before students are about done with a task, direction, or activity, ask them to tell you how they could *get your attention* (precorrection).  2. When you see students are using inappropriate ways to get your attention, wait until they are quiet, then ask them to tell you a more appropriate way to *get your attention* (reminder).  3. Whenever a student *gets your attention* the correct way, provide specific praise to the student. |

***COOL TOOL OF THE WEEK***

|  |
| --- |
| **Skill Name** |
| ***Buddy Builders***  (how to get attention from peers) |
| **Teaching Examples** |
| 1. Your best friend is talking to two other kids. You want to talk to him, so you *wait for a break in their conversation, and you say your friend’s name*.  2. You are done with your written work and are getting bored. *You wait until your friend is done with hers written work, and say “what’s happening?”*  3. Everyone is listening to a student tell about a recent music concert. You want to say that you went to the same concert, so you *look for someone who isn’t listening to the student, and begin telling her about the concert.* |
| **Kid Activity** |
| 1. Ask 2-3 students to give an example of a situation in which they *wanted attention from a peer/kid.*  2. Ask students to indicate or show how they could *get attention from a peer/kid.*  3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses. |
| **After the Lesson**  (During the Day) |
| 1. Just before students are about done with a task, direction, or activity, ask them to tell you how they could *get attention from a peer/kid* (precorrection).  2. When you see students are using inappropriate ways to get your attention, wait until they are quiet, then ask them to tell you a more appropriate way to *get attend from a peer/kid* (reminder).  3. Whenever a student *gets attention from a peer/kid* the correct way, provide specific praise to the student. |

***SKILL OF THE WEEK***

|  |
| --- |
| **Skill Name** |
| ***Being Ready***  (how to be ready for class activities) |
| **Teaching Examples** |
| 1. Class is about ready to begin, you get out the materials you will need for your first assignment. *Before you sit down or visit with your friends, you collect your binder, pencil, and book.*  2. The teacher gives you a break between math and science; so *you go to your locker or open your bag and get out the book, folder, journal, or whatever you need for the next class. After getting ready, you visit with your friends.*  3. You have *all the things you will need from your bag* to complete your work, so *you put your bag on the floor* to give you more space on your desk. |
| **Kid Activity** |
| 1. Ask 2-3 students to give an example of a situation in which they *need to be ready for class activities.*  2. Ask students to indicate or show how they *could get ready for a class activity.*  3. Encourage and support appropriate discussion/responses. Minimize attention for inappropriate responses. |
| **After the Lesson**  (During the Day) |
| 1. Just before students are about done with a task, direction, or activity, ask them to tell you how they could *get ready for the next class or activity* (precorrection).  2. When you see students are using inappropriate ways to get ready, wait until they are quiet, then ask them to tell you a more appropriate way to *get ready for that class or activity* (reminder).  3. Whenever a student *gets ready for a class or activity* the correct way, provide specific praise to the student. |

**“COOL TOOL”** **Review Activity**

TO: Shasta Middle School Staff

FROM: Kathy, John, Betsy, and Susan

RE: Review Activity for Cool Tool

DATE: May 17, 1996

We are pleased with everyone’s efforts to enhance student awareness about the importance of social skills at Shasta Middle School. Students are discussing “Cool Tools” with us, we have been able to incorporate “Cool Tools” in our discussions with students who have displayed problem behaviors, and we have seen staff integrating “Cool Tools” into their daily activities.

To date, four social skills (a.k.a. “Cool Tools”) have been introduced: Getting Help, Getting There, Asking for Help, Teacher Attention

Rather than introducing a new skill on Monday (5/20), we thought it would be helpful to have a fun review activity. We call it the “Mystery Cool Tool of the Day.” In general, students will be asked to guess the “Mystery Cool Tool of the Day” based on hints provided by staff. Here are the details:

* On Monday 5/20 you will receive the name of the Mystery Cool Tool. **Do NOT tell** any student the name of the skill.
* During the first period of the day (5/20), read/tell the students the following (5 minutes):

|  |
| --- |
| *Today we are going to play a game to help us review what we have learned so far, called the “Mystery Cool Tool of the Day,” All staff members know what the Cool Tool is, and will acknowledge you when they see the skill being used....but they won’t name the skill. Your job is to figure out which skill is the “Mystery Tool of the Day.”*  *Tomorrow morning, we’ll have a short class discussion, and decide what we think the mystery skill is. We’ll submit this name to the office. I’ve heard that the office will provide some kind of special acknowledgment for those classrooms that guess correctly.* |

* Throughout the day in your classroom, in the hallways, in the cafeteria, etc., look for kids who display the “Mystery Cool Tool,” and acknowledge that you saw it. For example, you might say the following: (a) *That was it...I saw you doing the Mystery Cool Tool of the Day!* (b) *Cool Tool, right there!* and (c) *You did it! Hmmm, I wonder what Mystery Cool Tool that was?* **Do NOT name the skill**, just acknowledge its occurrence. We will be out acknowledging students and asking them if they have any idea about what the skill might be.
* During the first period of the next day (5/21), ask students to (a) nominate what they believe was the Mystery Skill of the Day, (b) describe where they were and what they were doing at the time, and (c) arrive at a consensus (or vote) for one nomination that can be sent to the office. After a choice has been made, have one of your students deliver the class nomination to the office on the form below.

Thank you, in advance, for you efforts and participation.

--------------------------------------------Tear along line----------------------------------------------------

**“Mystery Cool Tool of the Day:” Nomination Form**

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

House \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom \_\_\_\_\_\_\_\_\_\_\_

*We believe that the Mystery Cool Tool of the Day is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

Teacher’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Representative Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Appendix** K

**SWPBIS and Response to Intervention**

###### School-Wide Positive Behavior Support and Response to Intervention

by [George Sugai, Ph.D.](http://www.rtinetwork.org/About/AdvisoryCouncil/Sugai) University of Connecticut, Storrs  
OSEP Center on Positive Behavioral Interventions and Supports  
Center for Behavioral Education and Research

Schools are complex environments where the collective skills, knowledge, and practices of a culture are taught, shaped, encouraged, and transmitted. Teachers are challenged to provide effective and explicit instruction that maximizes students’ acquisition of concepts, skills, and information, and students are challenged to remain attentive, responsive, and engaged to benefit from these instructional opportunities. These formidable goals are enriched and complicated by learners with diverse learning histories, unique strengths and limitations, and defining cultural influences. In addition, schools, families, and students continually must adapt to maximize benefits from the school experience.  
  
In recent years, achieving these goals has required that schools a) increase instructional accountability and justification, b) improve the alignment between assessment information and intervention development, c) enhance use of limited resources and time, d) make decisions with accurate and relevant information, e) initiate important instructional decisions earlier and in a more timely manner, f) engage in regular and comprehensive screening for successful and at-risk learners, g) provide effective and relevant support for students who do not respond to core curricula, and g) enhance fidelity of instructional implementation (Sugai, 2007).

In response, a general problem-solving framework, Response to Intervention (RTI), has evolved to address these need statements. Although not new or limited to special education, RTI initially appeared as policy in the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004), and it has conceptual and empirical foundations in, for example, applied behavior analysis, curriculum-based measurement, precision teaching, pre-referral intervention, teacher assistance teaming, diagnostic prescriptive teaching, data-based decision making, early universal screening and intervention, behavioral and instructional consultation, and team-based problem solving (Sugai, 2007). RTI has been described as an approach for establishing and redesigning teaching and learning environments so that they are effective, efficient, relevant, and durable for all students, families, and educators (Sugai, 2007). Specifically, RTI is shaped by six defining characteristics (Brown-Chidsey & Steege, 2005; Christ, Burns, & Ysseldyke, 2005; Fuchs & Deschler, 2007; Fuchs & Fuchs, 2007; Fuchs, Mock, Morgan, & Young, 2003; Gresham, 2005; Gresham et al., 2005; Kame’enui, 2007; National Association of State Directors of Special Education, 2006; Severson, Walker, Hope-Doolittle, Kratochwill, & Gresham, 2007):

1. ***Universal screening:*** Learner performance and progress should be reviewed on a regular basis and in a systematic manner to identify students who are a) making adequate progress, b) at some risk of failure if not provided extra assistance, or c) at high risk of failure if not provided specialized supports.
2. ***Data-based decision making and problem solving:*** Information that directly reflects student learning based on measurable and relevant learning criteria and outcomes should be used to guide decisions regarding instructional effectiveness, student responsiveness, and intervention adaptations and modifications.
3. ***Continuous progress monitoring:*** Student progress should be assessed on a frequent and regular basis to identify adequate or inadequate growth trends and support timely instructional decisions.
4. ***Student performance:*** Priority should be given to using actual student performance on the instructional curriculum to guide decisions regarding teaching effectiveness and learning progress.
5. ***Continuum of evidence-based interventions:*** An integrated and linked curriculum should be available such that:
   1. A core curriculum is provided for all students;
   2. A modification of this core is arranged for students who are identified as nonresponsive, and
   3. A specialized and intensive curriculum is developed for students whose performance is deemed nonresponsive to the modified core. Elements of this continuum must have empirical evidence to support efficacy (intervention is linked to outcome), effectiveness (intervention outcomes are achievable and replicable in applied settings), relevant (intervention can be implemented by natural implementers and with high fidelity), and durable (intervention implementation is sustainable and student outcomes are durable).
6. ***Implementation fidelity:*** Team-based structures and procedures are in place to ensure and coordinate appropriate adoption and accurate and sustained implementation of the full continuum of intervention practices.

Although most RTI implementation efforts have focused on academic curriculum and instructional practices (e.g., early literacy and numeracy), applications of the RTI framework also are represented in the implementation of School-wide Positive Behavior Support (SWPBIS) practices and systems (Sugai et al., 2000). A comparison of RTI applications in early literacy and social behavior reveals similarities within core RTI characteristics (see Figure 1).

**RtI Application Examples**

| **Blank** | **EARLY READING/LITERACY** | **SOCIAL BEHAVIOR** |
| --- | --- | --- |
| TEAM | General educator, special educator, reading specialist, Title I, school psychologist, etc. | General educator, special educator, behavior specialist, Title I, school psychologist, etc. |
| UNIVERSAL SCREENING | Curriculum based measurement | SSBD, record review, gating |
| PROGRESS MONITORING | Curriculum based measurement | ODR, suspensions, behavior incidents, precision teaching |
| EFFECTIVE INTERVENTIONS | 5-specific reading skills: phonemic awareness, phonics, fluency, vocabulary, comprehension | Direct social skills instruction, positive reinforcement, token economy, active supervision, behavioral contracting, group contingency management, function-based support, self-management |
| DECISION MAKING RULES | Core, strategic, intensive | Primary, secondary, tertiary tiers |

Figure 1: Comparison of RTI in Literacy and Social Behavior  
SOURCE:  Sugai, G., (August 1, 2007). School-wide positive behavior support and responsiveness-to-intervention. Keynote presentation to and paper for the Southern Maryland PBIS Summer Regional Conference. Waldorf, MD. Reprinted with permission.

A particularly important feature of SWPBIS and RTI is an emphasis on prevention (see Figure 2), which has its roots in public health and disease control and occurs at three levels:

1. Primary tier prevention: All students are exposed to a core social behavior curriculum to prevent the development of problem behavior and to identify students whose behaviors are not responsive to that core.
2. Secondary tier prevention: Supplemental social behavior support is added to reduce the current number and intensity of problem behavior.
3. Tertiary tier prevention: Individualized and intensive behavior support is developed to reduce complications, intensity, and/or severity of existing problem behavior.

This three-tiered prevention logic has direct application to both academic and social behavior supports (Kame’enui, 2007; Lane et al., 2007; O'Shaughnessy, Lane, Gresham, & Beebe-Frankenberger, 2003; Sadler & Sugai, 2009).

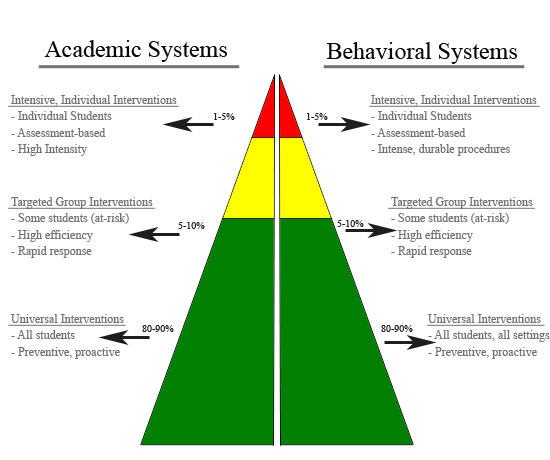


Figure 2: Integration of Academic and Social Behavior Three-Tiered Continuum of Behavior SupportSOURCE:  Sugai, G. (June 23, 2001). School climate and discipline: School-wide positive behavior support. Keynote presentation to and paper for the National Summit on Shared Implementation of IDEA. Washington, DC. Reprinted with permission.   
  
Although conceptualized as a three-tiered framework, this continuum of evidence-based practices of RTI and SWPBIS applications is best represented as a blended integration that has relevance and application across the range of teaching and learning environments that exist in schools and communities. In Figure 3, examples of specific school-based behavioral interventions are organized in the traditional three-tiered framework but also are aligned along this integrated curriculum. If done properly, each practice should have decision rules for determining movement up and down the continuum based on student performance. The specialized nature of interventions and breadth of the continuum will vary by developmental level (e.g., early childhood/preschool, elementary, middle, high school), environmental constraints (e.g., small vs. large school), alternative programming (e.g., correctional school, hospital setting), and so on. For example, an intensive program for students with significant emotional and behavioral disorders might have a structured level system and token economy for all students that involves hourly social behavior progress monitoring and feedback associated with school-wide social skills (primary tier); a peer- or adult-based individualized behavioral contracting system with continuous prompting, monitoring, and feedback (secondary tier); and cognitive-behavioral counseling sessions every morning that are linked to psychopharmacological and person-centered process planning (tertiary tier).

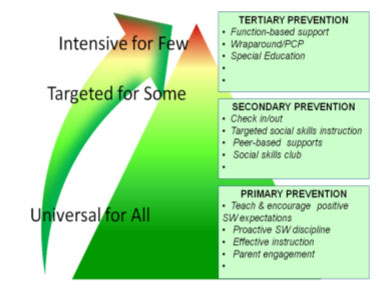
  
 

Figure 3: Integrated Continuum of Positive Behavior Support With Intervention Examples  
SOURCE:  Sugai, G. (2007, December). Responsiveness-to-intervention: Lessons learned and to be learned. Keynote presentation at and paper for the RTI Summit, U.S. Department of Education, Washington, D.C. Reprinted with permission.

Although applications of the RTI logic and SWPBIS approach seem straightforward, research (Christ et al., 2005; Fairbanks, Sugai, Guardino, & Lathrop, 2007; Fuchs & Deschler, 2007; Gresham, 2005; Klingner & Edwards, 2006; Sandomierski, Kincaid, & Algozzine, 2007) has shown that school personnel need to continually rethink their practices in a number of areas.

1. How curriculum adoptions and instructional design decisions are made;
2. How special and general educators work together to address the needs of all students;
3. What assessment tools and procedures are used to make reliable and valid instructional decisions;
4. How high fidelity of implementation of best practices is assessed, evaluated, and supported;
5. What communications among students, teachers, and families look like;
6. How resources are organized to respond effectively and efficiently with students who do not achieve the desired outcomes in response to the intervention;
7. What criteria are used to determine whether a practice is evidence based;
8. How the practices and systems align with the social, cultural, and educational vision and values of students, family members, and school staff.

In conclusion, RTI is a good framework and logic for organizing and increasing the efficiency with which evidence-based practices are selected, organized, integrated, implemented, and adapted. Examples and applications of the RTI logic are being developed, demonstrated, and tested in a number of academic content areas and in social behavior supports. As represented in SWPBIS, RTI gives priority to the continuous monitoring of important student performance indicators in response to high-fidelity implementation of evidence-based practices. Timely screening and data-based decisions are encouraged so that more effective and efficient interventions can be provided for students whose behaviors are not responsive to core practices and interventions. Preventing the development and lessening the intensity of problem behavior must be a high priority of instructors seeking to maximize student learning and the impact of effective interventions. If done wisely in the context of other initiatives and interventions across classroom and nonclassroom settings, the possibility of improving student academic and social behavior outcomes can become a reality for all students.

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**Appendix** L

**Data-Based Decision Making & Office Discipline Referrals**

**Guidelines for Data-Based Decision Making**

(Sugai, Todd, Lewis-Palmer, Hagan-Burke)

**Data-based Action Planning Process**

1. Use team
2. Identify the decisions needed
3. Identify data sources
   1. Office discipline referrals
   2. Attendance, tardies
   3. Suspensions, detentions, expulsions
   4. Academic performance
   5. Staff perceptions
      1. EBS survey
      2. SET data
      3. Team Implementation Checklist
      4. Safe Schools Survey
4. Summarize data
5. Analyze data
6. Build action plan based on data

**Other Guidelines**

1. Use impact of individual student behavioral incidents (repeat rule violations) on school-wide behavior incidents when deciding where to focus action planning (i.e., school-wide, nonclassroom, classroom, targeted group, targeted individual).
2. Consider location, type, time of day, etc. of behavior incidents to increase relevance, effectiveness, and efficiency of action planning process.
3. If adequate progress and/or goal achieved, consider modifications that would
   1. Improve effectiveness and efficiency
   2. Remove intervention elements that are ineffective and efficient
   3. Decrease amount of effort and/or resources

**General Data Decision Rules[[9]](#footnote-10)**

|  |  |
| --- | --- |
| **IF….,** | **FOCUS ON….** |
| * >40% of students received 1+ ODR[[10]](#footnote-11) * >2.5 ODR/student | School-wide System |
| * >60% of referrals come from classroom * >50% of ODR come from <10% of classrooms | Classroom System |
| * >35% of referrals come from non-classroom settings * >15% of students referred from nonclassroom settings | Non-Classroom Systems |
| * >10-15 students receive >5 ODR | Targeted Group Interventions |
| * <10 students with >10 ODR * <10 students continue rate of referrals after receiving targeted group support * Small # students destabilizing overall functioning of school | Individualized Action Team Systems |

**General Questions for Monthly/Annual Decisions**

1. How are we doing to date? Look at….
   1. # referrals per day per month.
      1. *What patterns are apparent across months?*
   2. # referrals by student
      1. *Are concerns individual or school-wide?*
   3. # referrals by location.
      1. *Where are referrals coming from?*
   4. #/kinds of problem behaviors
      1. *What problems are of most concern?*
   5. # problem behaviors by time of day
      1. *When are most problem behaviors occurring?*
2. What should we do next?
   1. *All’s well*
      1. What can we eliminate?
      2. How can we make current activities more efficient?
      3. What needs to be addressed next?
   2. *So-so*
      1. What is and is not working?
      2. What can we do to increase the efficiency, effectiveness, or relevance of what we are doing?
   3. *Not well*
      1. What is and is not working?
      2. What can we do to improve what we are currently doing?
      3. Do we need to look at other information to understand what to do next?
      4. What other strategies do we need to look at?

**Establishing an Evaluation Plan**

(see Evaluation Worksheet)

1. Develop evaluation questions.
   1. *What do you want to know?*
2. Identify indicators for answering each question.
   1. *What information can be collected?*.
3. Develop methods and schedules for collecting and analyzing indicators.
   1. *How and when should this information be gathered?*
4. Make decisions from analysis of indicators.
   1. *What is the answer for the question?*

diagram of the basic evaluation questions in the following order:
What does it look like now?
Are we satisfied with how it looks?
What would we like it to look like?
What would we need to do to make it look like that?
How would we know if we've been successful?
What can we do to keep it like that?

**Data-based Decision Making Worksheet**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Evaluation Question** | **Who needs the information?** | **When do they need the information?** | **Data Indicators & Sources** | **Data Collection Methods & Schedule** |
| 1. |  |  |  |  |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |

**Practices Evaluation Decision Flowchart**

A flowchart to assist PBIS teams to improve decisions related to selection and use of instructional and behavioral interventions. An oval at the top of the page which reads start, an arrow  pointing down to a box that reads  Review questions & data on a regular basis, and arrow  to a diamond shaped box that  reads does problem exist/ If no then review questions  & data on a regular basis if yes specify features of need/problem. Arrow pointing downward from box that reads specify features of need/problem to box that reads specify practice that addresses need/problem an arrow pointing downward to a prompt that asks is the practice research base. If not then is evidence of effectiveness available and if not consider another practice, If there is evidence of effectiveness then can practice be adapted.  If the practice can be adapted implement and monitor effects, determine if adequate progress is observed and if so improve efficiency and sustainability of practice of implementation. 

**Discipline Referral Data Self-Assessment**

(Sugai, Simonsen, & Palmer, 1/5/99, DRAFT)

Name of School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

To be completed by school leadership team. Rate the status of each feature of a discipline referral data management procedure. Develop an action plan for item(s) “not in place.”

**F** = Fully in place **P** = Partially in place **N** = Not in place

|  |  |
| --- | --- |
| **Status** | **Feature** |
| F P N | Clear distinctions between administrator versus staff managed rule-violations |
| F P N | Proactive comprehensive school-wide discipline system |
| F P N | Clear definitions for rule violations |
| F P N | Complete recording form (e.g., office discipline referral, behavioral incident) |
| F P N | Positively stated & defined student expectations |
| F P N | Written school-wide discipline policy |
| F P N | System for storing & maintaining data |
| F P N | Discipline leadership team |
| F P N | Team-based problem-solving format |
| F P N | Schedule for regular collection & summarization of data |
| F P N | Schedule for regular team meetings to review data |
| F P N | Person designated to manage & maintain data |
| F P N | Person designated to summarize & graph data on monthly basis |
| F P N | Standard set of evaluation questions to be considered |
| F P N | Criteria or decision rules for team to evaluate data |
| F P N | Opportunity for team to develop recommendations based on data |
| F P N | Opportunity for team to present, discuss, modify, & establish action plan with staff |
| F P N | Opportunity for staff to learn activities for implementation of action plan |
| F P N | Procedures for monitoring accuracy & consistency of implementation of action plan activities |
| F P N | Procedures for modifying action plan based on data |
| F P N |  |
| F P N |  |
| F P N |  |
| F P N |  |

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**A blue wave line with the word SWIS in blue on the top left of the line and the word Documentation Project in black beneath the line on the bottom right.**

**Referral Form Examples**

Version 2.0

June 16, 2003

Anne W. Todd & Rob H. Horner

**Intended Audience**

Referral form examples are for School Administrators, school teams and SWIS Facilitators to use as a guide for developing an office discipline referral form.

**Description**

The three available referral form examples are each compatible with SWIS. Each example is formatted differently, in size of paper, actual categories on the form, and the order of the information to be recorded.

**For more Information**

Go to [www.swis.org](http://www.swis.org/) Example A

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **SWIS**TM **OFFICE DISCIPLINE REFERRAL FORM** | | | | | |
| **Student(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Referring Staff \_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_ Date \_\_\_\_\_\_ Time \_\_\_** | | | | | |
| **Location**  Classroom  Playground  ****Commons/common area  Hallway/ breezeway | ****Cafeteria  Bathroom/restroom  Gym  Library | | Bus loading zone  ****Parking lot  ****On bus  Special event/assembly/ field trip | | Other **\_\_\_\_\_\_\_\_\_\_** |
| **Problem Behaviors (check the most intrusive)** | | | | | |
| ** MINOR**   Inappropriate lang.  Physical contact  Defiance/disrespect/ non-compliance  Disruption  Property misuse  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | **MAJOR**  Abusive lang./ inapprop. lang  Fighting/ physical aggression  Defiance/disrespect/insubordination/non-compliant  Harassment/ tease/ taunt    Disruption  Tardy | | Skip class/ truancy  Forgery/ theft  Dress code  violation  Lying/cheating  Tobacco  Alcohol/drugs  Combustibles | Vandalism   Property damage  Bomb threat  Arson    Weapons  Other **\_\_\_\_\_\_\_\_\_\_** |
| **Possible Motivation**  Obtain peer attention Avoid tasks/activities Don’t know  Obtain adult attention Avoid peer(s) Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Obtain items/ activities Avoid adult(s) | | | | | |
| **Others Involved**  None Peers Staff Teacher Substitute UnknownOther \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Administrative Decision**  Time in office Detention  Saturday School  In-school suspension  Loss of privilege Parent contact  Individualized instruction Out-of-school suspension  Conference with student Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Comments:** | | | | | |
| **Follow up comments:** | | | | | |

Example B

**Office Referral Form**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Location**

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_ **Time:** \_\_\_\_\_\_\_\_ Playground Library

**Teacher:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cafeteria Bathroom

**Grade:** K 1 2 3 4 5 6 7 8 Hallway Arrival/Dismissal

**Referring Staff:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Classroom Other \_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Problem Behavior** | **Possible Motivation** | **Administrative Decision** |
| **Minor**   * Inappropriate language * Physical contact * Defiance * Disruption * Property misuse * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_   **Major**   * Abusive language * Fighting/ Physical aggression * Overt Defiance * Harassment/ tease/ taunt * Disruption   Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Obtain peer attention * Obtain adult attention * Obtain items/activities * Avoid Peer(s) * Avoid Adult * Avoid task or activity * Don’t know * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Loss of privilege * Time in office * Conference with student * Parent Contact * Individualized instruction * In-school suspension (\_\_\_\_hours/ days) * Out of school suspension (\_\_\_\_\_\_\_ days) * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Others involved in incident:** None Peers Staff Teacher Substitute

Unknown Other

If peers were involved, list them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other comments:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I need to talk to the students’ teacher I need to talk to the administrator

**Parent Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

All minors are filed with classroom teacher. Three minors equal a major.

All majors require administrator consequence parent contact and signature.

Example C

**Office Discipline Referral Form**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_**

**Referring Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_**

**Other Student(s) involved: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Issue of Concern Location** **Possible Motivation**

Major Problem Behaviors

 abusive lang  playground  Attention from peer(s)

 fighting/physical agg  cafeteria  Attention from adult(s)

 harassment  passing area  Avoid peer(s)

 overt defiance  bathroom  Avoid adult(s)

Minor Problem Behaviors  arrival/dismissal  Avoid work

 inappropriate. lang  classroom  Obtain item(s)

 disruption  restricted area  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 property misuse  special event  Don’t know

 non-compliance  common instructional area

**What happened?**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Consequences**

 lose recess  lose other privilege \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 conference  in-school suspension

 parent contact  out-of-school suspension

 follow up agreement

*See Follow-Up Agreement Ove*r

**Follow up Agreement**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. **What rule(s) did you break**? (Circle)

**Be Safe Be Respectful Be Responsible**

2. **What did you want?**

 I wanted attention from others  I wanted to be in control of the situation

 I wanted to challenge adult(s)  I wanted to avoid doing my work

 I wanted to be sent home  I wanted revenge

 I wanted to cause problems because I feel miserable inside

 I wanted to cause others problems because they don’t like me

 I wanted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. **Did you get what you wanted?**  yes  no

4. **What will you do differently next time?**

**I will be** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **by** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. **Student signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. **Adult signature(s)**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**A blue wave line with the word SWIS in blue on the top left of the line and the word Documentation Project in black beneath the line on the bottom right.**

**Readiness Checklist**

Version 1.2

June 20, 2003

Anne W. Todd & Rob H. Horner

**Intended Audience**

SWIS Facilitators use the Readiness Checklist to prepare schools for SWIS compatibility prior to the licensing process

**Description**

The Readiness Checklist is a list of ten requirements for obtaining a SWIS License Agreement.

**For more Information**

**Go to** [**www.swis.org**](http://www.swis.org/)

**SWIS™ Readiness Checklist**

**SWIS™ Facilitator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Requirement** | **Tasks to Complete** | **Who will Complete** | **By When** | **Date of Completion** |
| 1. School-wide discipline is one of the top three goals for the school. |  |  |  |  |
| 2. Administrative support for the implementation and use of SWIS™ is available. |  |  |  |  |
| 3. A behavior support team exists, and they review referral data at least once a month. |  |  |  |  |
| 4. The school uses an office discipline referral form that is compatible with SWIS™ referral entry. |  |  |  |  |
| 5. The school has a coherent office discipline referral procedure that includes (a) definitions for behaviors resulting in office-managed vs. staff-managed referrals and (b) a predictable system for managing disruptive behavior. |  |  |  |  |
| 6. Data entry time is allocated and scheduled to ensure that office referral data will be current to within a week at all times. |  |  |  |  |
| 7. Three People within the school are identified to receive one, 2-hour training on the use of SWIS™. |  |  |  |  |
| 8. The school has computer access to Internet, and one of two web browsers. (Netscape 6, Internet Explorer 5) |  |  |  |  |
| 9. The school agrees to on-going training for the team receiving SWIS™ data on uses of SWIS™ information for discipline decision-making. |  |  |  |  |
| 10. The school district agrees to provide a facilitator who will work with school personnel on data collection and decision-making procedures. |  |  |  |  |

**A blue wave line with the word SWIS in blue on the top left of the line and the word Documentation Project in black beneath the line on the bottom right.**

**Compatibility Checklist**

Version 2.0

September 12, 2002

Anne W. Todd

**Intended Audience**

The Compatibility Checklist is used primarily by SWIS Facilitators to support school teams as they design a system for documenting and monitoring office discipline referrals that is SWIS-compatible. School teams can also use the checklist as they prepare a coherent system for dealing with problem behavior in their school and for the use of SWIS>

**Description**

The Compatibility Checklist is an available tool for ensuring that all necessary categories are being documented on a referral form.

**For more Information**

**Go to** [**www.swis.org**](http://www.swis.org/)

**Procedure for Documenting Office Discipline Referrals**

**SWIS II™ Compatibility Checklist**

**School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| **Compatibility Question** | **Date** | **Date** |
|  |  |
| 1. Does a clear distinction exist between problem behaviors that are staff management versus office managed exist and is it available for staff reference? | Yes No | Yes No |
| 2. Does a form exist that is SWIS compatible for SWIS data entry including the following categories? | Yes No | Yes No |
| a. Student name? | Yes No | Yes No |
| b. Date? | Yes No | Yes No |
| c. Time of incident? | Yes No | Yes No |
| d. Student’s teacher (optional)? | Yes No | Yes No |
| e. Student’s grade level? | Yes No | Yes No |
| f. Referring staff member? | Yes No | Yes No |
| g. Location of incident? | Yes No | Yes No |
| h. Problem behavior? | Yes No | Yes No |
| i. Possible motivation? | Yes No | Yes No |
| j. Others involved? | Yes No | Yes No |
| k. Administrative decision? | Yes No | Yes No |
| l. Other comments? | Yes No | Yes No |
| m. No more than 3 extra info. | Yes No | Yes No |
| 3. Does set of definitions exist that clearly defines all categories on the office discipline referral form? | Yes No | Yes No |
| 4. Does office discipline referral procedure and form exist that meet SWIS criteria? | Yes No | Yes No |

**Next review date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Redesign your form until answers to all questions are “Yes.”**

**Appendix M**

**Restraint and Seclusion**

**Considerations and SWPBIS**

| logo is a green oval "c" shape with the words "OSEP Center on Positive Behavioral Interventions and Supports Effective Schoolwide Interventions" in the curve | **Considerations for Seclusion and Restraint Use in School-wide Positive Behavior Supports***[[11]](#footnote-12)* |
| --- | --- |

Robert Horner and George Sugai

Co-directors OSEP Technical Assistance Center on Positive Behavioral Interventions and Support

April 29, 2009

**Concern**

Seclusion and restraint (S/R) refer to safety procedures in which a student is isolated from others (seclusion) or physically held (restraint) as a response by trained staff to serious problem behavior that places the student or others at risk of injury or harm. A review of the history of S/R indicates that these procedures are prone to misapplication and abuse placing students at equal or more risk than their problem behavior. Concerns include the following:

1. S/R are inappropriately selected and implemented as “treatment” or “behavioral intervention,” rather than as a safety procedure.
2. S/R are inappropriately used for behaviors that do not place the student or others at risk of harm or injury (e.g., noncompliance, threats, disruption).
3. Students, peers, and/or staff may be physically hurt or injured during attempts to conduct S/R.
4. Risk of injury and harm is increased because S/R are implemented by staff who are not adequately and expertly trained.
5. Use of S/R may inadvertently result in reinforcement or strengthening of the problem behavior.
6. S/R are implemented independent of comprehensive and function-based behavioral intervention plans.

**Toward Effective Policy**

1. The majority of problem behaviors that are used to justify S/R could be prevented with early identification and intensive early intervention. The need for S/R procedures is in part a result of insufficient investment in prevention efforts.
2. S/R can be included as a safety response, but should not be included in a behavior support plan without a formal functional behavioral assessment (a process used to identify why the problem behavior continues to occur).
3. S/R should only be implemented (a) as safety measures (b) within a comprehensive behavior support plan, (c) by highly trained personnel, and (d) with public, accurate, and continuous data related to (1) fidelity of implementation and (2) impact on behavioral outcomes (both increasing desired and decreasing problem behaviors).
4. School-wide positive behavior support may be an effective approach for (a) decreasing problem behaviors that may otherwise require S/R, (b) improving the fidelity with which intensive individual behavior support plans are implemented, and (c) improving the maintenance of behavioral gains achieved through intensive individual support plans.

**School-wide Positive Behavior Support**

School-wide Positive Behavior Support (SWPBIS) is a systems approach to establishing the social culture needed for schools to achieve social and academic gains while minimizing problem behavior for all students. SWPBIS is NOT a specific curriculum, intervention, or practice, but a decision making framework that guides selection, integration, and implementation of scientifically-based academic and behavioral practices for improving academic and behavior outcomes for all students. A central feature of SWPBIS is implementation of behavioral practices throughout the entire school. SWPBIS defines practices that all students experience in all parts of the school and at all times of day.

SWPBIS emphasizes four integrated elements: (a) socially valued and measurable outcomes, (b) empirically validated and practical practices, (c) systems that efficiently and effective support implementation of these practices, and (d) continuous collection and use of data for decision-making.

These four elements are operationalized by five guiding principles:

* Invest first in prevention to establish a foundation intervention that is empirically validated to be effective, efficient and sustainable.
* Teach and acknowledge appropriate behavior before relying on negative consequences.
* Use regular “universal screening” to identify students who need more intense support and provide that support as early as possible, and with the intensity needed to meet the student’s need.
* Establish a continuum of behavioral and academic interventions for use when students are identified as needing more intense support.
* Use progress monitoring to assess (a) the fidelity with which support is provided and (b) the impact of support on student academic and social outcomes. Use data for continuous improvement of support.

**Research Supporting Implementation of School-wide Positive Behavior Support**

1. Schools are able to implement SWPBIS as evidenced by more than 9000 schools using SWPBIS across the nation.
2. Schools that implement SWPBIS demonstrate reductions in problem behavior and improved academic outcomes.
3. Preliminary evaluation data indicate that more intensive individual student behavior support is perceived as more effective (and less likely to be needed) when SWPBIS is implemented.

**Appendix N**

**Planning for the Beginning and End of the School Year**

**School-wide PBS: Preparation for the Conclusion and Start of the School Year[[12]](#footnote-13)**

George Sugai

University of Connecticut

Center on Positive Behavioral Interventions and Supports

(April 27, 2010 revised)

This worksheet is designed to assist school-wide positive behavior support (SWPBS) leadership teams in planning and preparing for the conclusion of the current school year and the beginning of the next school year.

The two most important guidelines are to (a) maintain routines and expectations until the last day of school and establish and (b) begin teaching and learning activities on the first day of school

# General Guidelines

1. Work as a team.
2. Make decisions based upon data.
3. Consider needs of all students.
4. Integrate PBS activities into other initiatives and projects.
5. Begin teaching, learning, and behavioral expectations on the first day.
6. Involve students, staff, parents, and community.
7. Maintain typical daily instructional and behavioral routines until the last day of school.
8. Increase use of reminders and precorrections before and after transitions.
9. Increase/maintain high rates of positive acknowledgements.
10. Specify expected outcomes of every activity.

# Preparation for CONCLUSION of School Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority  (h, m, l)[[13]](#footnote-14) | Objective | Activity | Who | When |
|  | 1. Prepare students for next grade/teachers |  |  |  |
|  | 2. Prepare next grade/teachers for new students |  |  |  |
|  | 3. Prepare students for transition to new school |  |  |  |
|  | 4. Teach/precorrect expectations and routines for end of school year |  |  |  |
|  | 5. Review and reinforce expected behaviors |  |  |  |
|  | 6. Arrange events to celebrate successes of all student and staff |  |  |  |
|  | 7. Survey staff on status of school-wide PBS (e.g., EBS survey) |  |  |  |
|  | 8. Review and evaluation office referral and/or discipline data for year |  |  |  |
|  | 9. Review/evaluate PBS accomplishments (action plans) for year |  |  |  |
|  | 10. Prepare proactive transition plans for at and high risk students |  |  |  |
|  | 11. Inform parents about student, classroom, and school successes and accomplishments |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

# Preparation for START of School Year

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Priority  (h, m, l) | Objective | Activity | Who | When |
|  | 1. Set PBS team meeting schedule |  |  |  |
|  | 2. Review membership of PBS team |  |  |  |
|  | 3. Update written policies and procedures |  |  |  |
|  | 4. Collect data to establish/modify PBS action plan for next year |  |  |  |
|  | 5. Orient new staff members |  |  |  |
|  | 6. Teach expectations to new students |  |  |  |
|  | 7. Review/reteach expectations with returning students |  |  |  |
|  | 8. Orient parents |  |  |  |
|  | 9. Set up data management system |  |  |  |
|  | 10. Develop proactive transition plan for at- or high-risk students |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Appendix O**

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2. School-Wide Information System (SWIS)™ is is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. SWIS™ was developed and is managed by the OSEP Center for Positive Behavioral Interventions and Supports at the University off Oregon. For more information about SWIS™, go to [www.swis.org](http://www.swis.org/). [↑](#footnote-ref-3)
3. OSEP Center on Positive Behavioral Interventions and Supports. Go to [www.pbis.org](http://www.pbis.org/) or contact George Sugai ([george.sugai@uconn.edu](mailto:george.sugai@uconn.edu)) for additional information. [↑](#footnote-ref-4)
4. E.g., discipline referrals, Team Implementation Checklist, EBS Self-Assessment, School-Wide Evaluation Tool. [↑](#footnote-ref-5)
5. F = fully or >80% in place, P = partially in place, N = not in place or don’t know. [↑](#footnote-ref-6)
6. 3-10-04. Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S. (1999-2000). Overview of the functional behavioral assessment process. *Exceptionality, 8,* 149-160. [↑](#footnote-ref-7)
7. 3-10-04 Adapted from Horner, R., Sugai, G., Todd, A., & Lewis-Palmer, T. (1999-2000). Elements of behavior support plans. *Exceptionality, 8*(3), 205-216 [↑](#footnote-ref-8)
8. Complete checklist at least quarterly. [↑](#footnote-ref-9)
9. Sprague, Sugai, Horner, & Walker (2000) [↑](#footnote-ref-10)
10. ODR = Office Discipline Referral [↑](#footnote-ref-11)
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13. High, Medium, Low priority [↑](#footnote-ref-14)