



Shiawassee

Regional Education Service District

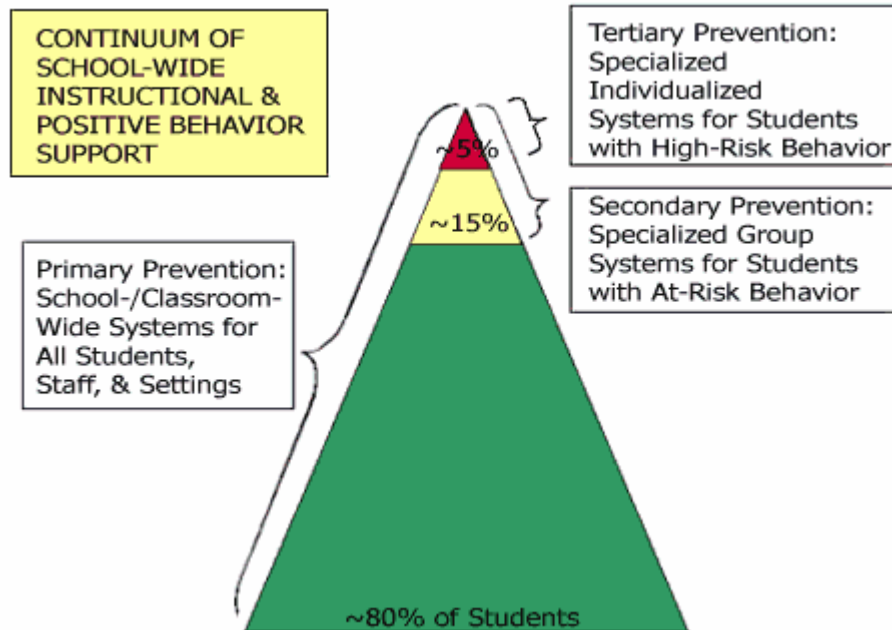
Part 2: Behavioral Instruction / Interventions

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Three-Tier Process for Behavior

The following pages describe a three-tier process for teaching all students appropriate behaviors and developing interventions for students with at-risk behaviors. This process is used to determine the intensity level of behavioral instruction needed by every student in school. A brief description of each tier is given in the picture below (from the www.pbis.org website).



It is recommended that a school establish a positive behavioral and interventions and support team to help with the implementation of this process. The three main functions of the team would be to: (1) develop school-wide plans for establishing and teaching behavioral expectations, acknowledging and maintaining appropriate behaviors, and re-teaching students who have difficulty learning the expectations; (2) develop a plan for continually assessing the school-wide Positive Behavioral Interventions and Support implementation efforts and for tracking students with at-risk behaviors, and (3) act as a problem-solving group to develop intervention plans for school-wide or class-wide issues (e.g., playground problems, problems with transitions), provide immediate-access targeted interventions for groups of students needing specific instruction or support, and to work with students with chronic and/or major social-behavioral concerns. The composition of the team may differ for each function, yet should include School Improvement Team members.

In this portion of the document, the focus population, instructional goal, examples of effective procedures, time requirements, assessment procedures, parent notification requirements and decision considerations are addressed for each tier.

Tier 1: School-wide Positive Behavioral Interventions and Supports (PBIS)

Focus: Proactive and preventative supports for all students and staff in the school.

Instructional Program/Goal: Provide scientific, research-based behavioral instruction. The instructional goal is to have at least 80% of the student population at a benchmark level *using a school-wide Positive Behavioral Interventions and Support system and evidence-based academic instruction.* (Benchmark level for any student is usually defined as having 0 – 1 major office discipline referrals for the year.)

Essential components of a research-based school-wide Positive Behavioral Interventions and Support system:

1. 3 – 5 positively-stated, *school-wide* behavioral expectations.
2. Lessons for teaching these expectations.
3. Expectations for the classroom and non-classroom settings (i.e., hallways, cafeteria, media center, playground, bathrooms, bus lines/buses, etc.) with accompanying lessons for teaching the expectations through modeling, practicing and reviewing.
4. Procedures for ongoing monitoring of behaviors in the various school settings in order to acknowledge and maintain appropriate behaviors.
5. Procedures for reteaching behaviors and correcting behavioral violations.
6. A list of which inappropriate behaviors will be office-managed and which will be staff-managed.
7. *Classroom* management plans developed and implemented by every teacher that include:
 - a. 3 – 5 positively-stated general classroom expectations.
 - b. Procedures for teaching, modeling, practicing and reviewing the expectations.
 - c. Specific expectations for common classroom activities (i.e., entering the classroom, large/small group instruction, independent work, transitions, going to lunch, etc.).
 - d. A list of potential methods for acknowledging and maintaining appropriate class-wide and individual student behaviors related to academic achievement, social interactions with other students and adults, and meeting other behavioral expectations in classroom and non-classroom settings.
 - e. A list of potential corrective consequences for behavioral violations.
 - f. Procedures for monitoring students' academic learning and social/work behavior in the classroom.
 - g. Procedures for managing serious behavioral violations in the classroom.

Assessment of School-Wide PBIS:

Tools for assessing support system components:

1. Effective Behavior Supports (EBS) Self-Assessment Survey (SAS)
2. Effective Behavior Supports (EBS) Team Implementation Checklist (TIC)
3. Benchmarks of Quality (BoQ) for School-wide Positive Behavioral Interventions and Support
4. School Wide Evaluation Tool (SET)
5. Tiered Fidelity Inventory (TFI)

All of the above can be found at: <https://www.pbisapps.org/>

6. Questionnaires for staff, students, and family/community - Sample questionnaires can be found in *Trends: Climate & Safety Surveys*, Sprick, R.S., (2012) Eugene, Oregon, Pacific Northwest Publishing. <https://pacificnwpublish.com/online/surveys/why.html>

Tools for assessing support system effectiveness:

1. School-Wide Information System (SWIS) <https://www.pbisapps.org/>
2. Common Area Observation Form – Foundations Module B: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Rich, P. (2014) Eugene, Oregon, Pacific Northwest Publishing. <https://pacificnwpublish.com/products/Foundations%2C-Module-B-%252d-Managing-Behavior-in-Common-Areas-and-With-Schoolwide-Policies.html#authors>

Tier 1: Intervention

Focus: Individuals or groups of students who start to have behavioral concerns in school.

The concerns may be due to:

- social behavior skill deficits
- academic deficits
- motivation issues

One method to identify these students is to use a behavior screening tool, such as the Systematic Screening for Behavior Disorders which can be found at: <http://www.sopriswest.com/> or the BASC-2 Behavioral and Emotional Screening System <http://www.pearsonassessments.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=PAaBASC2bess&Mode=summary>

Instructional Program/Goal: Provide interventions within the setting where the problem behaviors occur that should address both the deficit (by teaching the social behavior and/or providing extra academic assistance) and the motivation (by starting to provide more acknowledgements for behaving appropriately).

School-wide concerns may also involve issues with the numbers of monitors available and the training of the monitors (e.g., administrators, teachers, paraprofessionals, bus drivers) working in the specific area of concern.

The scope of Tier 1 interventions may be:

- School-wide: (e.g., bus, cafeteria, playground, or hallway issues.)
- Class-wide: (e.g., most or entire class has difficulty with transitions or treating each other with respect.)
- Group: (e.g., on-going conflict within the same group of students.)
- Individual:

By providing these interventions early, the likelihood of future office referrals will be reduced.

Tier 1 intervention resources:

- *From Safe & Civil Schools* <http://www.safeandcivilschools.com>
“Administrator’s Desk Reference of Behavioral Management” (Volumes I, II, III)
“Cafeteria Discipline: Positive Techniques for Lunchroom Supervision”

“CHAMPS: A Proactive and Positive Approach to Classroom Management”
“CHAMPS: DVD In-Service Set”
“On the Playground”
“START on Time! Safe Transitions and Reduced Tardies” (for middle and high schools)
“Teacher’s Encyclopedia of Behavior Management: 100 Problems/500 Plans”
“25 Minutes to Better Behavior: A Teacher-to Teacher Problem-Solving Process”

- **Second Step** www.cfchildren.org (Committee for Children)
Programs for Preschool/Kindergarten, Grades 1 – 6 and Middle School students
- From Sopris West (<http://www.sopriswest.com/>):
“RIDE (Responding to Individual Differences in Education)”
“Tough Kid Series”
“The Effective Elementary Classroom Book”
“Best Behavior Book – Building Positive Behavior Support in Schools”
- Intervention Central:
www.interventioncentral.org
- “Bullying Prevention in Positive Behavior Support”:
<http://www.pbis.org/school/bully-prevention>
- Behavior Doctor:
<http://www.behaviordoctor.org/>
- From NASP (<http://www.nasponline.org/publications/booksproducts/interventions.aspx>):
“Interventions for Academic and Behavior Problems II: Preventive and Remedial Approaches”
- Trouble-free playground program:
<http://www.playfiteducation.com/trouble-free-playground>

Assessment of Tier 1 Intervention: It is recommended that schools develop a method for progress monitoring student behavior when starting a Tier 1 intervention.

Progress monitoring is required if a problem continues and data is needed to determine the next step in the intervention process. (See appendix for examples of data collection ideas).

- For group interventions, schoolwide/classroom behavior data (e.g. SWIS) should be analyzed at least monthly.
- For individual interventions, data should be collected more frequently, depending on the frequency of the targeted behavior.

When developing a data collection procedure, schools (for large group concerns) * or teachers (for classroom or individual student concerns) should:

1. Set a specific goal for the targeted behavior.
2. Select the specific method (e.g. frequency counts, points earned, work completed, duration of behavior, latency between a stimulus and student response, etc.) for collecting the data.
3. Determine the frequency (e.g., daily, weekly) and time of day (e.g., during reading class, out on the playground, during hallway passing times in the afternoon, all day) for data collection.
4. Determine the person(s) responsible for collecting the data for school-wide concerns.

*Computer based data collection SWIS www.pbisapps.org

The data should be reviewed at least monthly in order to determine if the intervention is working or if modifications need to be made.

Parent notification for Tier 1 intervention: Although not required, the school may want to contact parent(s) to inform of intervention plans and seek parental input.

General decision considerations (made at grade level meetings) before implementing a Tier 2 intervention:

1. Are the essential components of school-wide PBIS in place?
2. Is evidenced-based academic instruction taking place in classrooms?
3. Were Tier 1 interventions implemented with fidelity for at least four weeks?
4. Did progress-monitoring data related to targeted behavior for Tier 1 indicate that the student(s) are not making progress towards the specified goal?
5. Does a student or group of students have two or more office discipline referrals (ODRs)?
6. Are the office discipline referrals a result of a chronic behavior problem rather than the result of a temporary condition (e.g., inconsistent medication, family trauma, moving into district)?
7. Does a student or group of students demonstrate a *pattern* of chronic minor behavioral concerns that disrupt student learning or interfere with socialization among students *and* which *cannot* be addressed within the supports of Tier 1?
8. Has a teacher identified a student or group of students who exhibit behaviors of a more internalized nature (e.g., mood swings, depression) and demonstrate a need for additional supports beyond Tier 1?

Exceptions to these considerations:

1. If a student has received Tier 2 behavioral supports during the previous academic school year or in a previous setting, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
2. If a student has a history of chronic minor behavioral concerns that have not been successfully addressed through Tier 1 support, the school may want to start a Tier 2 intervention immediately coordinated with a Tier 1 intervention.
3. If a student's behavior presents a danger to the student or others, the school should start a Tier 3 intervention immediately coordinated with a Tier 1 intervention.
4. If the frequency and/or intensity of the student's behavior indicates the need for the school to start Tier 3 intervention coordinated with a Tier 1 intervention.

Tier 2: Intervention

Focus: Students who have not responded to Tier 1 instruction and interventions or students who meet the criteria for exceptions.

Instructional Program/Goal: Provide additional instructional/motivational support through the use of published programs, the use of school personnel for mentoring or counseling and, if needed, academic assistance, for the approximately 15% of students who need a more intense and systematic intervention than Tier 1 support. The interventions may involve teaching the students more acceptable social/behavioral skills, academic assistance, and/or provide more feedback and incentives for behaving appropriately. In addition to a Tier 2 intervention, school should consider continuing any effective Tier 1 interventions that do not interfere with the goals of the Tier 2 intervention. Teams may also want to complete a quick functional behavior analysis to help determine an appropriate intervention.

Essential components of research-based Tier 2 Positive Behavioral Interventions and Supports:

- The at-risk student's attention is focused on school-wide expectations
- Continuous availability throughout the school year
- Rapid access (can be started within 3 days)
- Implementation possible by any staff/faculty member in a school
- Flexibility in choosing intervention based on Tier 1 assessment data and staff input.
- Continuous monitoring of student behavior for decision-making
- Easy to administer and track data for individuals or small groups of students

Tier 2 Programs / Intervention Resources:

Increasing Daily Behavioral Feedback, Positive Adult Attention, and Home/School Collaboration:

- Responding to Problem Behavior in Schools: The Behavior Education Program (Practical Interventions in the Schools) by Deanne A. Crone, Robert H. Horner, Leanne S. Hawken. "The purpose of this book is to describe a targeted system of Positive Behavior Support called the Behavior Education Program (BEP)" also known as: Check-In Check Out (CICO). Can be found on www.Amazon.com or other sites.
- The Behavior Education Program (Check-in, check out), 25-minute video training program, <http://www.nprinc.com/classmgt/dbip.htm>
- Check and Connect, <http://ici.umn.edu/checkandconnect/>

Social Skills Training (research-based):

- Second Step www.cfchildren.org (Committee for Children) Programs for Preschool/Kindergarten, Grades 1 – 6 and Middle School students
- Stop and Think Program Social Skills Program by Howard Knoff, at Sopris West Educational Services www.sopriswest.com
- Center for Evidence-Based Practice: Young children with Challenging Behavior www.challengingbehavior.org

- Center on the Social and Emotional Foundations for Early Learning
<http://www.vanderbilt.edu/csefel/>

Skillstreaming books and manuals can be found on www.amazon.com or other sites

- Skillstreaming in Early Childhood: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills by Ellen McGinnis and Arnold P. Goldstein
- Skillstreaming in the Elementary School: Lesson Plans and Activities by Ellen McGinnis
- Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills by Arnold P. Goldstein and Ellen McGinnis

Mentoring Programs (research-based):

- <http://www.mentoring.org/>
- <http://www.reachoutmichigan.gov>

Individual or Group Counseling

ClassWide Peer Tutoring (research-based):

- www.interventioncentral.org (Tools for Educators, Kids as Reading Helpers: A Peer Tutor Training Manual)
- http://www.specialconnections.ku.edu/?q=instruction/classwide_peer_tutoring

Increased Academic Supports as needed (e.g. in-class small group instruction, tutoring, Title 1)

Assessment of Tier 2 Interventions:

Tools for assessing intervention effectiveness:

1. School-Wide Information System (SWIS) www.pbisapps.org
2. Check-in, Check-out Student Graph
3. Progress-monitoring data, such as time sampling and event counting documentation forms
4. Any graph or sheet used to record points earned by student for appropriate behavior (e.g. appropriate interactions in class, work turned in on time, appropriate behavior on the playground, staying on-task during independent seatwork time, etc.)
5. Common Area Observation Form – Foundations Module B: Establishing Positive School-Wide Discipline Policies, Sprick, R.S., Rich, P. (2014) Eugene, Oregon, Pacific Northwest Publishing. <https://pacificnwpublish.com/products/Foundations%2C-Module-B-%252d-Managing-Behavior-in-Common-Areas-and-With-Schoolwide-Policies.html#authors>

Parent notification for Tier 2 intervention: Although not required, the school is encouraged to contact parent(s) to inform of intervention plans and seek parental input.

Decision considerations (made at grade level or school assistance team meetings) when assessing Tier 2 intervention:

1. Consider discontinuing Tier 2 intervention when the following conditions exist:
The student has met the targeted goal for at least 4-6 consecutive weeks.
Rather than completely discontinuing the intervention, the school may want to consider fading the supports gradually.
2. Consider continuing Tier 2 intervention (with Tier 1 intervention) when the following conditions exist:
 - The student is making steady progress in meeting the target goal but has not yet met the goal or has not sustained the appropriate behavior for 4-6 consecutive weeks.
 - If the student's progress is slow or inconsistent (but still showing a positive trend), the school may want to continue the Tier 2 intervention with some adjustments (e.g., change how the behavior is acknowledged, change the frequency of acknowledgement, add academic support, and teach social skills).
3. Consider Tier 3 intervention (with Tier 1 intervention) when the following conditions exist:
 - Tier 1 and Tier 2 interventions were implemented with fidelity, including making adjustments based on progress monitoring data.
 - Tier 2 interventions were implemented for approximately 4-6 weeks.
 - Data shows flat or downward trend.
 - Student has 5 or more ODR's.
 - Student has chronic or severe misbehaviors that have not responded to previous interventions.
 - Student's internalized problems have continued and are increasingly disrupting the student's academic progress and/or socialization.

Tier 3: Intervention

(Most of the information on focus, goals, and components is from PBIS.org)

Focus: Students who have not responded to Tier 2 instruction and interventions or students who meet the criteria for exceptions. These students may have behaviors that are dangerous, highly disruptive, impede learning, and may result in social or educational isolation. Tier 3 interventions are also appropriate for students with other characteristics, such as developmental disabilities, autism, and emotional and behavioral disorders.

Instructional Programs/Goal: Diminish the problem behavior and increase the student's adaptive skills and opportunities for an enhanced quality of life. Tier 3 provides an individualized assessment, planning, intervention, and monitoring approach for the approximately 5% of students who need a more intense and systematic intervention than Tier 2 support.

Essential components of a research-based Tier 3 Positive Behavioral Interventions and Support:

1. A functional behavioral assessment

- Identifies specific concerns and goals of intervention based on available information. Goals typically include:
 - increasing participation and presence in the school and community
 - gaining and maintaining significant relationships
 - expressing and making choices
 - experiencing respect and living a dignified life
 - developing personal skills and areas of expertise
- Gathers relevant information through a variety of sources (e.g. existing records, interviews of support providers in school and home, direct observations).
- Develops summary statements that describe relationships between the student's behaviors of concern and aspects of the environments.

2. A behavioral support plan

- Addresses the behavioral concerns and fits within the environment in which it will be used.
- Includes:
 - Adjustments to the environment that reduce the frequency, duration and/or intensity of the inappropriate behaviors.
 - Teaching replacement skills and building general competencies.
 - Consequences to promote positive behaviors and deter problems.
 - A crisis management plan, if needed.

3. Implementation and monitoring strategies for the behavioral support plan

- Identify any training or resources needed to implement plan.
- Determine how to monitor plan.
- Determine schedule to evaluate the monitoring data and, if necessary, make adjustments to the plan.
- Determine responsible individuals for implementation and monitoring. These individuals may be any staff having contact with the student, including teachers, paraprofessionals, counselors, itinerant staff, playground/hallway/bus monitors. Individuals from outside agencies and parents/guardians may also be included.

Assessment of Tier 3 Intervention: May involve daily monitoring by teaching staff using observation recording sheets, point sheets, or graphs. May also include observations by itinerant staff, weekly check on academic progress, or staff/parent/student interviews.

Parent notification: Parent/guardian should be notified and the parent should be invited to participate in the development of the plan. Documented notification should consist of a summary of recent student data, type of intervention proposed and the rationale for the intervention. The student's teacher (or other person designated by building team) shall notify the parent/guardian by letter, phone call, email, or in-person contact.

Parental Consent for Tier 3: Written consent is not needed if intervention is part of the student's general education program. If the student's behavioral data suggests the likelihood of dangerous behavior that might require seclusion or restraint as a last resort in a set of tiered interventions within the plan to prevent harm to self or others, parent consent must be sought.

Decision considerations (made at school assistance team meeting) when assessing a Tier 3 intervention:

1. Consider discontinuing Tier 3 intervention, but continuing Tier 1 and 2, when the student has shown positive gains for at least 4-6 consecutive weeks and has learned the adaptive skills necessary to function within his/her current school environment.
2. Consider continuing Tier 3 intervention when the student's progress monitoring data shows slow progress.
3. Consider Special Education referral when the following conditions exist:
 - Monitoring scores show a flat /declining trend line.
 - Tier 3 program was implemented for 8 – 12 weeks.
 - Adjustments were made after every 2 – 4 consecutive weeks of flat or declining progress monitoring scores.
 - Student's behavioral performance continues to be significantly below grade level expectations in the classroom.
 - Low achievement has been addressed with academic interventions.
 - General education can verify through principal or itinerant staff observations, and/or other documentation that core instruction and scientific research-based interventions were implemented with fidelity.
 - General education can provide a timeline with documentation of interventions, adjustments made to the interventions (e.g., instructional, behavioral, motivational), and progress monitoring data.
 - Intervention cannot be sustained with available general education resources.

Tier 3 Intervention Resources:

- Managing the Cycle of Acting-Out Behavior in the Classroom, Geoff Colvin, Behavior Associates, 2004
- Building Positive Behavior Support Systems in Schools: Functional Behavioral Assessment, Deanne A. Crone and Robert H. Horner, The Guilford Press, 2003
- Conducting School-Based Functional Behavioral Assessments: Second Edition, Mark Steege and T. Stuart Watson, The Guilford Press, 2009
- School-Based Behavioral Assessment: Informing Intervention and Instruction, Sandra Chafouleas, T. Chris Riley-Tillman, and George Sugai, The Guilford Press, 2007
- Institute on Violent and Destructive Behavior, <http://www.uoregon.edu/~ivdb/>
- Center for Effective Collaboration and Practice, <http://cecp.air.org/>

- The National Center on Education, Disability and Juvenile Justice, <http://www.edjj.org/>
(Also provides information on Tier 1 and Tier 2 interventions.)
- “When Every Second Counts,” video training program by Randy Sprick, available through Pacific Northwest Publishing
- Schoolwide PBIS: Tertiary Prevention, <http://www.pbis.org/school/tertiary-level>

Behavior RtI Resources

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Behavior MTSS/RtI Bibliography

Books, websites, articles and videos providing more information and instruction on the behavior RtI model.

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Definitions of Behavior MTSS/RtI Terms

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Tier 1 Initial Teacher Responses to Minor Inappropriate Student Behaviors

Easy strategies to decrease inappropriate behavior and increase more appropriate behavior.

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Reducing Behavior Problems in the Elementary School Classroom

Basic, research-based strategies

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Teacher Data Collection Forms

Easy to use forms for teachers to collect data on students' discrete behaviors (through frequency counts) and continuous behaviors (through time sampling).

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Behavior MTSS/RtI Bibliography

National Technical Assistance Center on Positive Behavioral Interventions and Supports:

<http://pbis.org>

National Center on Response to Intervention:

<http://www.rti4success.org>

School-Wide Information System:

<https://www.pbisapps.org/>

Michigan's Integrated Behavior and Learning Supports (MiBLSi):

<http://miblsi.cenmi.org/>

Maryland Positive Behavior Supports:

<http://www.pbismaryland.org/>

Florida Positive Behavior Supports:

<http://flpbs.fmhi.usf.edu/>

Missouri Positive Behavior Supports:

<http://pbissmissouri.org/teams>

Colorado Positive Behavior Supports:

<http://www.cde.state.co.us/pbis>

Association for Positive Behavior Supports:

<http://www.apbs.org/>

Illinois PBIS Network:

<http://www.istac.net/resources/illinois-pbis-network-resources>

Kansas Institute for Positive Behavior Supports:

http://www.kipbs.org/new_kipbs/index.html

Kalamazoo County Positive Behavior and Literacy Supports:

<http://www.kresanet.org/instructionalcenter/PBLS/index.html>

Intervention Central:

<http://www.interventioncentral.org/>

Behavior Doctor:

<http://www.behaviordoctor.org/>

Positive Behavior Supports Surveys:

<https://www.pbisapps.org/Applications/Pages/PBIS-Assessment.aspx>

Safe and Civil Schools

www.safeandcivilschools.com

Journal of Evidence-Based Practices for Schools

<http://www.rowmaneducation.com/journals/JEBP/>

RTI and Behavior: A Guide to Integrating Behavioral and Academic Supports by Jeffrey Sprague, Clayton R. Cook, Diana Browning Wright, Carol Sadler, LRP Publications, 2008.

School-Based Interventions for Students with Behavior Problems, Julie Bowen, William R. Jenson and Elaine Clark, Springer, 2003

“Reducing Behavior Problems in the Elementary School Classroom,” an IES practice guide from the National Center for Education Evaluation and Regional Assistance.

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Also, see “Universal Class-wide Interventions” from TEACHING Exceptional Children (July/August 2008)

Definitions of MTSS/RTI Terms - Behavior

Term:	Definition:
Accommodation	A change in the student's educational program that may include allowing greater or easier access to instruction (e.g., preferential seating, tests/assignments read to student), different ways for the student to respond (e.g., oral testing, individual/small group testing), a reduction in the amount of learning required (e.g., modified assignments) or reducing the amount of work to be submitted.
Aimline	The projected rate of behavior change over a period of weeks or months. The rate may be based upon the difference between baseline data and the benchmark goal or based upon research-based rate change expectations.
Behavior Support Plan (or Behavior Improvement Plan)	A plan for behavior changes that includes: (1) a summary of the functional analysis data, (2) a hypothesis of the function of the targeted behavior, (3) procedures for behavior change and support. These procedures usually consist of: (a) adjustments to the environment that reduce the occurrences of the inappropriate behaviors, (b) teaching replacement skills and building general competencies, (c) consequences to promote positive behaviors and deter problems, and (d) a crisis management plan, if needed.
Benchmark	A short term or long term assessment goal that indicates that the student is on grade level.
Continuum of Services	A range of services that vary by the type of instructional intervention (e.g., differentiated instruction, supplemental programs), and intensity (e.g., frequency of instruction and feedback given to student within the general education classroom, Title 1 room, resource / self-contained room).
Data collection methods	Methods used to record observed student behavior either by the teacher or another observer in the school setting. Includes event recording (frequency counts), time sampling, interval recording, and behavior ratings.
Differentiated instruction	Classroom instruction targeting specific behavioral skills based on assessment data. The skills may be at, above or below expected levels.
Exclusionary factors	Factors that may cause behavioral concerns and would exclude the student from being certified as Emotionally Impaired. Examples of exclusionary factors include intellectual issues, sensory issues, and health factors.
Fidelity/Integrity of Intervention	The degree to which an intervention is implemented as intended.
Functional Behavior Analysis	Gathering information in order to form a hypothesis as to what type of environmental variables exist when the problem behavior occurs and what is maintaining the problem behavior. The information is usually gathered through the use of observations and interviews.

Intervention	A change in the student’s instructional program (e.g. providing more review of classroom rules, teaching social skills, adding academic services) and/or motivation with the goal of improving the student’s behavioral skills.
Intervention decision making rules	4-6 consecutive weeks below aimline: modify intervention. 4-6 consecutive weeks around the aimline: continue the intervention. 3 – 4 weeks above the aimline: consider increasing the rate goal. 3 – 4 weeks at the benchmark level: discontinue intervention if the student is at grade level.
Positive Behavioral Interventions & Support	PBIS is an application of a systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between scientific research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining school-wide, classroom, supplemental and individual systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.
Progress monitoring	Brief, frequent data collection of a particular behavior skill used to assess student performance and evaluate the effectiveness of instruction. The assessment is usually done daily to weekly. Review of assessment data is usually done weekly to monthly.
Research-based intervention	An intervention based on previously proven strategies used in other interventions. However, the particular intervention may not have evidence supporting its own effectiveness.
Response to Intervention (RTI)	A research-based approach to providing students with the type and amount of instruction needed to reach grade level goals. RTI involves (1) early identification of students not achieving at benchmark, (2) scientific, research-based instruction and interventions matched to student need and delivered as soon as possible, (3) frequent monitoring of student progress to measure the rate of actual behavior change after an intervention has been implemented, and (4) use of student data to make educational decisions regarding the student’s curriculum, instruction and placement.
Scientific, research-based intervention	A research-based intervention that has been proven to be successful when implemented with fidelity. Also called an ‘evidence-based intervention.’

Severe discrepancy	A difference between two scores or skills that is both statistically significant (not likely due to chance) and educationally significant (meaningful in the classroom).
Supplemental Programs	Scientific, research-based instructional programs used to supplement the school-wide programs (e.g. Second Step, Class Wide Peer Tutoring).
Systematic observation of behavior	The observation of the student in different school settings, during different times of the day, and on different days, usually by a trained itinerant staff member. The observations consist of defining the behavior to be observed, selecting a data collection method (e.g. time sampling, interval recording, event recording), and observing the student as well as another reference student or students. Data is then compared between the students, between the settings and with expected norms.
Three-tier intervention process	A three-step process for providing general education interventions. The first step (or tier) consists of intervening within the student's regular classroom during the scheduled instructional period. The second tier, which is done in addition to the first tier intervention, consists of using a targeted, supplemental program or service. The third tier, which is also done in addition to the first tier intervention, consists of a targeted, individualized, intensive intervention.
Universal Screening	The administration of brief screening assessments to all students in a grade, or school, to determine if students are meeting the grade-level benchmark goal or if not, the level of intervention needed to help them meet the goal.

Tier 1 - Initial Teacher Responses to Minor, Inappropriate Student Behaviors

1. Praise other students who are behaving appropriately
 - a. How – Praise students who are close to the student who is misbehaving. Name the student(s) and specifically mention the appropriate behavior. Try to avoid using the phrase, “I like the way_____.” This implies to some students that they should only behave appropriately to please the teacher.
 - b. When – As soon as you see the misbehavior. Most effective with students who are not following directions.
 - c. Discontinue – Never.
2. Proximity
 - a. How – Stand close to the student who is misbehaving but do not say anything or look at the student. While doing this, you may also want to praise other students who are behaving appropriately.
 - b. When – As soon as you see the misbehavior. Most effective with students who are not following directions.
 - c. Discontinue – When the student continues to misbehave after you have stood by him/her for 15 – 30 seconds.
3. Gentle verbal reprimand
 - a. How – Immediately after the behavior happens, name the student or group and calmly tell them what is the appropriate behavior.
 - b. When – The first week of school, whenever a new misbehavior begins, or with younger students who do not yet know exactly how they are expected to behave.
 - c. Discontinue – When you find yourself constantly giving the same reprimand to the same person or group.
4. Ignore the behavior.
 - a. How – When the student misbehaves, do not speak to the student or look at the student until the student stops the inappropriate behavior and starts behaving appropriately. When this happens, immediately praise the appropriate behavior.
 - b. When – After you have used a gentle verbal reprimand so the student knows what you expect. Effective with attention-getting behaviors such as chronic blurting out, asking to have directions repeated over and over, or chronic complaining. Be aware that the rate of the inappropriate behavior may increase when you start ignoring before decreasing.
 - c. Discontinue – When you see that the student’s behavior is being maintained by the reinforcement of other students, when you don’t think you can continue ignoring the behavior because it is driving you nuts, or when the behavior starts to become dangerous to the student or others.

When using these techniques, you are usually assuming that the student understands the directions and has the skills to complete an assigned task. When these techniques don’t work, it is often because the student is misbehaving because s/he is avoiding a task that is too difficult and/or s/he is trying to get your attention (or other students’ attention) by misbehaving.

5 Easy ways to increase appropriate behaviors

1. Increase the amount of praise to the student and class. The ratio of positive praise to redirections should be at least 5 to 1.
 - a. How – Mention the student(s) name and the specific appropriate behavior. Try to avoid starting the praise with “I like the way____” and try to avoid the use of general reinforcers (e.g. “good job) that do not tell the students exactly what they were doing correctly.
 - b. When – Immediately after the students have learned new behaviors or immediately after a student has started behaving appropriately after being redirected. With other students, the immediacy of the reinforcer should be based on their maturity (less mature – more immediate) and difficulty of behavior (more difficult – more immediate).
 - c. **Discontinue – Never.**
2. Goal setting. This involves having an individual conference with a student to set realistic and attainable goals. The goal and how to attain the goal can be written down on a standard form.

Goal Contract Form
Student's Name: _____ Date: _____
A goal for you to work on is to _____ _____
You can show you are working on this goal by:
A: _____
B: _____
C: _____
Student's Signature: _____
Teacher's Signature: _____

Plan to meet with the student at least once a week, or more frequently, to discuss progress and revise if necessary.

3. Goal setting with points and contract. This involves setting goals, as above, and then letting the student earn points throughout the day. At the end of a certain period of time (hour, half-day, whole day, week) if the student earned a certain amount of points, the student would have access to some type of reward. The points could be earned for completing academic work and/or for behaving appropriately for a certain amount of time. The contract should specify the goal, the appropriate behaviors that will lead to attaining the goal, how the points will be earned, how many points are needed to earn the reward, choices for the reward and a beginning and end date. If a checklist is used to track points earned, the checklist should have 3 – 5 of the behaviors needed to attain the goal. Feedback to student on their performance should be given as frequently as necessary. See an itinerant staff member or special ed. teacher for assistance in setting up a contract and check sheet. For examples of contracts, see Tough Kids Tool Box.

Generic Contract Sample	
Student's Name: _____ Date: _____	
What to Do to Earn Points: 1. _____ 2. _____ 3. _____	What Not to Do: 1. _____ 2. _____ 3. _____
If I earn _____ points by _____, I will receive one of the following rewards _____ to be provided by _____, on _____.	
Student's Signature: _____	
Teacher's Signature: _____	
Start Date: _____ End Date: _____	

4. Academic help. When many problem behaviors occur during a structured or independent academic work time, some of the following strategies may be helpful:

A. During a large group time: have the student sit close to you, check with the student frequently for understanding, have the student sit next to someone who could answer their questions, praise the student frequently for showing good attending skills, in between showing the students how to

do something and then asking them to do it, provide some guided instruction by doing some problems with them (make sure this student is participating in this).

B. During independent work time: work with this student (and perhaps some other students), providing some small group help; provide the student with smaller goals before s/he can ask for

help (ex. do 2 of the problems before asking for help), have the student sit next to a study buddy who can provide some assistance, reduce the quantity or difficulty level of the assignment, praise frequently for staying on-task and/or for completing work.

5. Graphing results. When a student is repeating a behavior daily or weekly, graphing results can provide an incentive to the student and feedback on his/her performance. A graph should contain the dates on the bottom (x-axis), the behavior being measured (e.g., points earned, problems completed, reading fluency score, spelling test score) on the left side of the graph (y-axis) and, if it can be easily calculated, a goal or aim line to provide the student with a target. (e.g. Chart Dog, Interventioncentral.org)

Reducing Behavior Problems in the Elementary School Classroom

An IES Practice Guide from the National Center for Education Evaluation and Regional Assistance

http://ies.ed.gov/ncee/wwc/pdf/practiceguides/behavior_pg_092308.pdf

Recommendations and corresponding level of evidence to support each

1. Modify the classroom learning environment to decrease problem behavior. Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.

Level of evidence: Strong

Checklist for carrying out recommendation 1:

- Revisit, re-practice, and reinforce classroom behavior expectations.
- Modify the classroom environment to encourage instructional momentum.
- Adapt or vary instructional strategies to increase opportunities for academic success and engagement.

2. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. We recommend that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.

Level of evidence: Strong

Checklist for carrying out recommendation 2:

- Identify where the student needs explicit instruction for appropriate behavior.
- Teach skills by providing examples, practice, and feedback.
- Manage consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior.

3. Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. Every teacher experiences difficulty at one time or another in trying to remedy an individual student's behavior problem that is not responsive to preventative efforts. Because research suggests that the success of a behavioral intervention hinges on identifying the specific conditions that prompt and reinforce the problem behavior (i.e., the behavior's "antecedents" and "consequences"), we recommend that teachers carefully observe the conditions in which the problem behavior is likely to occur and not occur. Teachers then can use that information to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context.

Level of evidence: Moderate

Checklist for carrying out recommendation 3:

- Concretely describe the behavior problem and its effect on learning.
- Observe and record the frequency and context of the problem behavior.
- Identify what prompts and reinforces the problem behavior.

4. Draw on relationships with professional colleagues and students' families for continued guidance and support. Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.

Level of evidence: Moderate

Checklist for carrying out recommendation 4:

- Collaborate with other teachers for continued guidance and support.
- Build collaborative partnerships with school, district, and community behavior experts who can consult with teachers when problems are serious enough to warrant help from outside the classroom.
- Encourage parents and other family members to participate as active partners in teaching and reinforcing appropriate behavior.

5. Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.

Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a schoolwide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent schoolwide practices and the teachers who implement these practices both in their individual classrooms and beyond.

Level of evidence: Moderate

Checklist for carrying out recommendation 5:

- Address schoolwide behavior issues by involving a school improvement team.
- Collect information on the hot spots throughout the school, such as the frequency of particular schoolwide behavior problems and when and where they occur.
- Monitor implementation and outcomes using an efficient method of data collection and allow ample time for the program to work.
- If warranted, adopt a packaged intervention program that fits well with identified behavior problem(s) and the school context.

Student Observation Form-Event Counting-One Day

Student: _____ Date: _____ Class: _____

Teacher: _____

Duration of Observation - Start Time: _____ End Time: _____

Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period.

--

Total number of behaviors observed: _____

Student Observation Form - Event Counting – Baseline
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form - Event Counting – Intervention Phase
Best for counting behaviors that have a definite starting and ending point
(e.g., out of seat, talk outs, not following directions, fighting)
after an intervention has been implemented.

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Place a tally mark in the box every time you observe the behavior during the observation period. If you are keeping count of more than one behavior, you could divide the tally box in half, label the separate boxes (e.g. Behavior 1, Behavior 2) and mark your tallies in the appropriate box. To get more accurate data to assess the intervention, you should collect the data around the same time and for the same length of time every day you collect data.

Day / Date	Start Time	End Time	Subject / Activities	Tallies	Total Occurrences Observed
Mon.					
Tue.					
Wed.					
Thur.					
Fri.					

Student Observation Form – Time Sampling – Baseline
Best for tracking continuous on-task, off-task behavior

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get good baseline data, you should collect this data around the same time and for the same length of time every day for 3 consecutive days.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task	Interval	On-task / Off Task
1	+ 0	11	+ 0
2	+ 0	12	+ 0
3	+ 0	13	+ 0
4	+ 0	14	+ 0
5	+ 0	15	+ 0
6	+ 0	16	+ 0
7	+ 0	17	+ 0
8	+ 0	18	+ 0
9	+ 0	19	+ 0
10	+ 0	20	+ 0

A. Total Number of On-Task Marks (+) _____

B. Total Number of Intervals _____

C. Percentage On-Task (A ÷ B) _____%

Student Observation Form – Time Sampling – Intervention Phase
Best for tracking continuous behaviors (e.g. on-task, off-task behavior)

Student: _____ Date: _____ Class: _____

Teacher: _____ Subject: _____

Activity (e.g., Independent seatwork, small group work, teacher instructing to large group, unstructured, non-academic activity, etc.) _____

Student Behavior(s) Being Observed: _____

Intervention: _____

Directions: Set a time interval (3 minutes, 5 minutes, etc.). At the end of each interval, observe the student for 1-2 seconds and circle the mark on the data sheet to indicate whether the student was on-task or off-task. To get more accurate data to assess the intervention, you should collect this data around the same time and for the same length of time every day you collect data.

Start Time: _____ End Time: _____ Length of Each Interval: _____

Interval	On-task / Off Task	Interval	On-task / Off Task
1	+ 0	11	+ 0
2	+ 0	12	+ 0
3	+ 0	13	+ 0
4	+ 0	14	+ 0
5	+ 0	15	+ 0
6	+ 0	16	+ 0
7	+ 0	17	+ 0
8	+ 0	18	+ 0
9	+ 0	19	+ 0
10	+ 0	20	+ 0

- A. Total Number of On-Task Marks (+) _____
- B. Total Number of Intervals _____
- C. Percentage On-Task ($A \div B$) _____%