



THE STATE EDUCATION DEPARTMENT  
THE UNIVERSITY OF THE STATE OF NEW YORK  
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OFFICE OF SPECIAL EDUCATION

***QUALITY INDICATOR REVIEW AND RESOURCE GUIDES***  
***for***  
***BEHAVIORAL SUPPORTS AND INTERVENTIONS***

- 1. School-Wide Positive Behavioral Systems (PBS)**
- 2. Classroom Management**
- 3. Small Group Interventions (SGI) for At-Risk Students**
- 4. Intensive Individualized Behavioral Interventions**

The Regional Special Education Technical Assistance and Support Center (RSE-TASC) network is one of Office of Special Education's primary resources for school improvement in New York State. This *Quality Indicator Review and Resource Guide* is one of a series that has been developed for use by the RSE-TASC network to guide their work in assessment of programs and provision of professional development, support and technical assistance to districts and schools to improve results for students with disabilities.

The Guides are intended to be used to support a process that includes:

- Assessing the quality of a school district's instructional programs and practices in the areas of literacy, behavioral supports and interventions; and delivery of special education services;
- Determining priority need areas; and
- Prescribing and planning activities to change practices and improve outcomes for students with disabilities.

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## QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

### BEHAVIOR: School-Wide Positive Behavioral Systems

Definition: School-wide positive behavioral supports is a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance. While engaging instruction is the most effective “behavioral intervention,” every school also needs an effective discipline system.



**Key Question:** Does the school have a consistent and comprehensive school-wide behavioral program in place?

Indicator: School-Wide Discipline System		
Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: School-Based Team</b>		
There is a school-based team with oversight responsibility for the school's discipline system.	<ul style="list-style-type: none"> <li>School-based leadership team is identified and coordinates efforts with existing teams in school.</li> </ul>	<i>Team roster, meeting minutes, training schedule, evaluation report, written action plan</i>
	<ul style="list-style-type: none"> <li>Team represents all stakeholders-- instructional/non-instructional staff, general/special education, parent/student.</li> </ul>	
	<ul style="list-style-type: none"> <li>School administrator is an active member.</li> </ul>	
	<ul style="list-style-type: none"> <li>School team receives on-going training and technical assistance in school-wide behavioral support systems.</li> </ul>	
	<ul style="list-style-type: none"> <li>School team has meetings at least monthly.</li> </ul>	
	<ul style="list-style-type: none"> <li>School team has a 3-5 year action plan, reviewed annually.</li> </ul>	
	<ul style="list-style-type: none"> <li>School team evaluates implementation of plan at least annually.</li> </ul>	
<b>RESOURCES/TOOLS:</b> <a href="#">Sample Team Meeting Template</a> <a href="#">Sample Team Roles</a> <a href="#">Sample Team Meeting Schedule</a> <a href="#">Sample School Administrator Responsibilities</a> <a href="#">Administrator Tips for Supporting PBIS Teams</a> <a href="#">Team Implementation Checklist</a> for evaluation of school-wide program and for action planning <a href="#">Benchmarks of Quality</a> : Annual evaluation of implementation for schools <a href="#">Analysis Tool for Building Level PBIS Team</a> : Annual PBIS Implementation Tool <a href="#">EBS Survey</a> : Effective Behavior Support Staff Survey of PBIS program <a href="#">SET v.2</a> : School-wide Evaluation Tool, a standardized program evaluation tool that can be administered by a trained consultant		

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**Component 2: Political Support & Visibility at School level**

The school-wide discipline system is supported by and is a priority for school staff.	<ul style="list-style-type: none"> <li>At least 80% of staff support and participate in process and see it as directly relevant to their work</li> </ul>	<i>Staff survey, school improvement plan, school code of conduct, team membership, funding records, staffing/time allocations</i>
	<ul style="list-style-type: none"> <li>School improvement plan lists improving behavior support systems as a priority.</li> </ul>	
	<ul style="list-style-type: none"> <li>Schoolwide behavior policy statement has been developed with and endorsed by building administrator and shared with staff.</li> </ul>	
	<ul style="list-style-type: none"> <li>Behavior support efforts are coordinated with other schoolwide efforts.</li> </ul>	
	<ul style="list-style-type: none"> <li>School receives benefits of district funding and support for behavioral support systems.</li> </ul>	

RESOURCES/TOOLS:  
[Sample Superintendents Endorsement of School-wide PBIS Program](#)  
[Tool for Coordinating School-wide Committees](#)  
[School Safety Survey](#): Tool to assess needs for school safety & crisis planning  
[PBIS Overview](#) Presentation to Establish Staff Buy-In  
 Sample Staff Handbook including PBIS – [Elementary](#), [Middle](#), [Elementary/Middle](#)

**Component 3: School-Wide Behavioral Expectations**

The school has a limited number of expectations for student behavior which are positively stated.	<ul style="list-style-type: none"> <li>3-5 school-wide behavior expectations are defined.</li> </ul>	<i>Team documents, school code of conduct, posters in school, expectations Matrix</i>
	<ul style="list-style-type: none"> <li>Behavior expectations are documented.</li> </ul>	
	<ul style="list-style-type: none"> <li>Expectations are posted throughout building.</li> </ul>	
	<ul style="list-style-type: none"> <li>Expectations for various classroom and non-classroom settings are defined in terms of observable student behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>Those definitions of behavior are positively stated, observable and measurable.</li> </ul>	

RESOURCES/TOOLS:  
 Sample matrices— [elementary](#), [middle school](#) , [high school](#)  
 Sample posters – [elementary](#), [middle/high school](#)

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**Component 4: Instruction in Behavior**

All students are taught behavioral expectations.	• Lesson plans for expectations are developed.	<i>Lesson plans, schedule for teaching, Schoolwide Evaluation Tool (SET) results/ Survey</i>
	• Schoolwide behavioral expectations have been taught directly & formally to all students.	
	• Students and staff know expectations.	
	• Lessons are re-taught as needed based on analysis of data.	

RESOURCES/TOOLS:  
 Sample lesson plans—[elementary \(respect\)](#), [middle school \(voice level\)](#) , [high school \(two feet in the door\)](#)  
 Multiple examples of lesson plans: [Maryland PBIS](#)  
[Sample Outline for Creating Lesson Plans](#)  
[PBIS Team Roles in Lesson Planning](#)  
[PowerPoint on Teaching Behavioral Expectations](#)

**Component 5: School-Wide Acknowledgement System**

Students are acknowledged for demonstrating expected behaviors.	• Acknowledgement system is defined and in place.	<i>Acknowledgement menu, data report, observation, school records</i>
	• Staff use active monitoring strategies to “catch” students demonstrating positive behaviors.	
	• All staff acknowledge students for positive behavior.	
	• Students are acknowledged more frequently for positive behavior than for infractions (with a goal of a 4:1 ratio).	
	• Acknowledgements are appropriate for the culture of the community served by the school.	
	• A system for collecting data on acknowledgements is in place.	

RESOURCES/TOOLS:  
[Sample Elementary School Acknowledgement System](#)  
[Pre-K – 12 Acknowledgement List](#)  
[Sample Tickets](#)  
[Positive Peer Reporting](#): Evidence-based practice for increasing student-to-student acknowledgements

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**Component 6: Consistent Behavioral Consequences**

Consistent consequences are applied for inappropriate behavior across staff and settings.	<ul style="list-style-type: none"> <li>Consequences for behavioral infractions are clearly defined and documented.</li> </ul>	<i>Teacher handbook, student handbook, interview/survey, school reports, lesson plans, discipline data</i>
	<ul style="list-style-type: none"> <li>Consequences are appropriate for the entire community and applied proportionately.</li> </ul>	
	<ul style="list-style-type: none"> <li>There is clarity about behavior handled in the classroom and behavior handled by administration.</li> </ul>	
	<ul style="list-style-type: none"> <li>All staff and students know consequences.</li> </ul>	
	<ul style="list-style-type: none"> <li>System for collecting data on infractions is in place.</li> </ul>	
	<ul style="list-style-type: none"> <li>Frequently broken rules are re-taught.</li> </ul>	

RESOURCES/TOOLS:  
 Defining consequences: [Example 1](#), [Example 2](#)  
 Sample Chart Defining Major/Minor Incidents: [Elementary](#), [Middle/High](#)  
 See [Consequences Flow Chart](#) page 7 in this Handbook defining teacher- and administrator-managed behavior

**Component 7: Data Collection and Analysis**

Data on student behavior are collected and used to inform and improve the behavioral system.	<ul style="list-style-type: none"> <li>Office discipline referral form collects all necessary information.</li> </ul>	<i>Discipline referral form, school data reports, monthly data reports, team minutes, action plans</i>
	<ul style="list-style-type: none"> <li>Office discipline data are gathered routinely and entered into database.</li> </ul>	
	<ul style="list-style-type: none"> <li>Team summarizes existing discipline data monthly and reports to staff, including suspension data.</li> </ul>	
	<ul style="list-style-type: none"> <li>Strengths and areas of focus are identified monthly based on data.</li> </ul>	
	<ul style="list-style-type: none"> <li>Discipline data are used to make decisions and action plans.</li> </ul>	
	<ul style="list-style-type: none"> <li>Staff, family and student perception data are also reviewed on an on-going basis.</li> </ul>	

RESOURCES/TOOLS:  
[Sample Office Discipline Referral \(ODR\) Form](#)  
[Monthly Data Analysis Guide](#): Example of a tool for the team to use to guide monthly discussion of discipline data  
[Monthly Data Analysis Guide for Office Discipline Referrals \(ODRs\)](#)  
[Sample Student Survey](#)

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[Sample Parent Survey](#)

**Component 8: On-going staff development**

<p>All staff understand and implement the school-wide discipline system with fidelity.</p>	<ul style="list-style-type: none"> <li>• School staff are trained in schoolwide plan.</li> <li>• New personnel are oriented to schoolwide plan.</li> <li>• Technical assistance is provided to teachers about components of plan.</li> <li>• Re-training provided as needed to staff on plan components.</li> <li>• Reports are made regularly to staff on student data.</li> <li>• Staff are regularly acknowledged for their implementation of the plan.</li> <li>• Professional development includes training on selecting expectations and acknowledgements that are appropriate for the entire school community.</li> </ul>	<p><i>Training enrollment records, coach report, team action plan, faculty meeting minutes, staff surveys, teacher acknowledgement menu, training materials</i></p>
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RESOURCES/TOOLS:  
[Training Modules from Florida Positive Behavior Supports Site](#)  
[Training Videos](#) from PBIS.org  
[K-12 PBIS Resources](#) from PBIS.org  
[Training Resources](#) from Illinois PBIS Network

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**Key Question:** Does the district support the school in effective implementation of its positive discipline system?

Indicator: District Level Support		
Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: District-Level Leadership Team</b>		
Schools receive support at the district level in implementing positive school-wide discipline systems.	<ul style="list-style-type: none"> <li>District leadership team is identified.</li> </ul>	<i>Team roster, attendance, meeting minutes, training dates, written action plan</i>
	<ul style="list-style-type: none"> <li>District team represents range of stakeholders, both general &amp; special education.</li> </ul>	
	<ul style="list-style-type: none"> <li>District-level and building level administrators are active members.</li> </ul>	
	<ul style="list-style-type: none"> <li>District team is trained; i.e., can identify critical elements of positive behavioral supports and has reviewed related research.</li> </ul>	
	<ul style="list-style-type: none"> <li>District team meets at least biannually and coordinates efforts between schools.</li> </ul>	
	<ul style="list-style-type: none"> <li>District team has a 3-5 year district action plan that addresses behavior.</li> </ul>	
<b>RESOURCES/TOOLS:</b> District Planning Document: <a href="#">Sample 1</a> , <a href="#">Sample 2</a> PowerPoint on <a href="#">Action Planning for District Leadership</a> <a href="#">OSEP Implementer’s Blueprint and Self-Assessment</a>		
<b>Component 2: Political Support &amp; Visibility at District level</b>		
The school community is aware of and supports the school’s discipline system.	<ul style="list-style-type: none"> <li>District lists improving behavior support systems as a priority and provides funding.</li> </ul>	<i>District strategic plan/ PDP, PTA minutes/ agenda, district newsletter, Board minutes, newspaper articles</i>
	<ul style="list-style-type: none"> <li>Parents are informed about district behavior plan and district ensures parents are welcomed in all schoolwide planning.</li> </ul>	
	<ul style="list-style-type: none"> <li>Behavior data are reported regularly to school board.</li> </ul>	
	<ul style="list-style-type: none"> <li>Activities and accomplishments of behavior plan implementation are shared with larger community.</li> </ul>	
<b>RESOURCES/TOOLS:</b> <a href="#">Family Involvement Checklist</a> : Checklist developed by NYS PBIS Initiative <a href="#">Family Inventory Strength Based Assessment</a> : Staff survey to assess school, family and community partnerships <a href="#">NYS PBIS Family Survey</a> : Survey of family knowledge of and involvement in school’s PBIS initiative		

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[Sample PBIS Team Newsletter](#)

School webpages highlighting PBIS System: [Sample 1](#), [Sample 2](#)

[Sample Parent Outreach Brochure](#)

**Component 3: Professional Development & Technical Assistance**

The district provides professional development and technical assistance to support schools.	<ul style="list-style-type: none"> <li>District has established trainers to build and sustain behavioral support practices in schools.</li> </ul>	<i>Trainer agreements, training schedule, sign-ins, PDP/ QIP, coach meeting minutes, handbook/materials</i>
	<ul style="list-style-type: none"> <li>Training is provided for current and new district team members.</li> </ul>	
	<ul style="list-style-type: none"> <li>External coach(es) (expert available to all school-based teams) is identified.</li> </ul>	
	<ul style="list-style-type: none"> <li>Internal coaches (school team leaders) meet at least twice a year to discuss district goals and coordinate efforts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Parents receive training.</li> </ul>	
	<ul style="list-style-type: none"> <li>A set of materials has been developed to sustain plan.</li> </ul>	

RESOURCES/TOOLS: [PBIS Coaching Resources](#)  
 PowerPoint on [Family and School Partnerships](#) for PBIS  
[District PBIS Team Manual](#) (includes training modules)  
 Sample [Behavioral Matrix for home](#)

**Component 4: District Program Evaluation**

The district evaluates and helps to improve school-based systems of discipline.	<ul style="list-style-type: none"> <li>Baseline data are collected in first year of implementation.</li> </ul>	<i>VADIR report, suspension/dropout records program evaluation report, district strategic plan</i>
	<ul style="list-style-type: none"> <li>Evaluation process is in place for assessing extent to which schoolwide behavior support plans are implemented.</li> </ul>	
	<ul style="list-style-type: none"> <li>Impact of plan on student outcomes is assessed annually.</li> </ul>	
	<ul style="list-style-type: none"> <li>Impact of plan on staff time is assessed annually.</li> </ul>	
	<ul style="list-style-type: none"> <li>Action plan is reviewed annually for extent of implementation.</li> </ul>	

RESOURCES/TOOLS:  
[Evaluation Template](#): Guidelines for a district to develop own evaluation, with lists of possible tools

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[OSEP Implementer's Blueprint and Self-Assessment](#)



**Key Question:** Do classroom behavioral support systems relate directly to the school-wide behavioral support system? Do non-classroom behavioral support systems relate directly to the school-wide behavioral system?

*(See Office of Special Education **Quality Indicator on Classroom Management** for more in-depth indicators)*

<b>Indicator: Behavior Management</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Classroom Management</b>		
Effective classroom management strategies are used in all classrooms.	<ul style="list-style-type: none"> <li>Classroom behavioral expectations are aligned with school-wide behavioral expectations.</li> </ul>	<i>Posters of class rules, teacher/student interview, lesson plans, student interviews, office discipline referral forms, observations</i>
	<ul style="list-style-type: none"> <li>Classroom behavioral expectations are explicitly taught, practiced and re-taught when needed in all classrooms.</li> </ul>	
	<ul style="list-style-type: none"> <li>Consequences for problem behavior in the classroom are consistent with school-wide plan.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students in every classroom receive a greater number of positive than negative acknowledgements.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students in every classroom are engaged in meaningful academic work.</li> </ul>	
	<ul style="list-style-type: none"> <li>As teachers develop their routines, they are respectful of the impact their routines have on other classrooms.</li> </ul>	
<b>RESOURCES/TOOLS:</b> For Tools & Resources, see Quality Indicator on Classroom Management.		
<b>Component 2: Non-Classroom Behavioral Supports</b>		
Effective management strategies are used in non-classroom settings.	<ul style="list-style-type: none"> <li>Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms &amp; other non-classroom settings are aligned with school-wide behavioral expectations.</li> </ul>	
	<ul style="list-style-type: none"> <li>Behavioral expectations for each setting have been explicitly taught, practiced and retaught when</li> </ul>	

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	<p>needed.</p> <ul style="list-style-type: none"> <li>• Consequences for problem behavior in these settings are consistent with school-wide plan.</li> <li>• Students receive a greater number of positive than negative acknowledgements in these settings.</li> <li>• Paraprofessionals and other staff responsible for these settings have been trained in the school-wide plan.</li> <li>• Paraprofessionals and other staff responsible for these settings receive data on plan implementation.</li> </ul>	<p><i>Posters in each setting, lesson plans, office discipline referral forms, student/staff interviews, training schedule, sign-ins, staff meeting minutes</i></p>
<p><b>RESOURCES/TOOLS:</b>          Sample plans for different non-classroom settings: <a href="#">bus</a>, <a href="#">hallway</a>, <a href="#">bathroom</a>, <a href="#">playground</a>          Article on use of <a href="#">PBIS in lunchroom</a></p>		

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**Key Question:** Does the school have a consistent, high quality small group intervention for at risk students? Is there a consistent and comprehensive system for developing and implementing interventions for students with significant individualized behavioral support needs? (See Office of Special Education Quality Indicators on **Targeted Small Group Behavioral Interventions** and on **Intensive Individualized Behavioral Interventions** for more in-depth indicators)

<b>Indicator: Interventions for At-Risk Students</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: High Quality Small Group Intervention</b>		
Evidence-based small group interventions for behaviorally at-risk students are in place.	<ul style="list-style-type: none"> <li>• There is a consistent and timely problem-solving process in place to identify students for small group intervention.</li> <li>• A team develops, monitors, and assists with the problem-solving process and implementation of targeted interventions.</li> <li>• School has evidence-based practices for small group interventions.</li> <li>• Targeted strategies build on school-wide practices (e.g. align with school-wide expectations, and acknowledgement and consequences systems).</li> <li>• The team conducts monthly updates on targeted interventions, implementation and student progress.</li> </ul>	<i>At risk criteria policies, monitors are identified, training dates, written description of secondary strategies, written action plan</i>
<b>RESOURCES/TOOLS:</b> For Tools & Resources, see Quality Indicator on Targeted Small Group Behavioral Interventions. <a href="#">Powerpoint for Developing Tier 2 Interventions</a> with links to specific small group interventions Sample Plan for Tier 2 Interventions: <a href="#">Tier 2 Action Planning Sheet</a> , <a href="#">Small Group Support Inventory</a> , <a href="#">Small Group Planning Sheet</a>		
<b>Component 2: Intensive Individualized Behavioral Interventions</b>		
Evidence-based intensive individualized interventions for students with chronic and severe behavioral difficulties are in place.	<ul style="list-style-type: none"> <li>• A team maintains and reviews records of student behavior in order to identify chronic behavior concerns and works with community agencies and families to provide wraparound services.</li> <li>• Support teams are available to staff when concerns arise regarding student behavior.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Quality functional behavior assessments are conducted for all students in need of an individualized behavior plan.</li> <li>• Individualized behavior plans are developed based on functional behavior assessments and are implemented with fidelity across all school settings.</li> <li>• Individualized assessment and intervention strategies build on school-wide practices.</li> </ul>	<p><i>Behavioral incident reports, team roster, staff memos, FBAs, BIPs &amp; teacher reports, anecdotal records</i></p>
<p>RESOURCES/TOOLS: For Tools &amp; Resources, see Quality Indicator on Intensive Individualized Behavioral Interventions. Framework for <a href="#">district planning for tertiary interventions</a></p>		

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#### **Recommended Websites:**

- [www.pbis.org](http://www.pbis.org): Established by the Office of Special Education Programs, US Department of Education, this website has a wealth of resources, tools, videos and informational articles. Register here for the PBIS Newsletter.
- [www.pbismaryland.org](http://www.pbismaryland.org): Maryland's PBIS website, with multiple examples of work from schools.
- [www.successfulschools.org](http://www.successfulschools.org): Resources and articles from Effective Educational Practices.
- [www.pbisillinois.org](http://www.pbisillinois.org): Illinois's PBIS website with tools, resources and PowerPoint presentations.
- <http://flpbs.fmhi.usf.edu/index.asp>: Florida Positive Behavior Support Project

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### BEHAVIOR: Classroom Management

Definition: Classroom management is all the actions teachers take to create an environment that supports academic and social-emotional learning. It includes all of the teacher's practices related to establishing the physical and social environment of the classroom, regulating routines and daily activities, and preventing and correcting behavior.



**Key Question:** Do all students feel accepted and valued in the class?

Indicator: Caring & Supportive Relationship with and among Students		
Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: Positive Classroom Climate</b>		
The teacher has created a positive, warm and accepting environment for all students in the class.	<ul style="list-style-type: none"> <li>The teacher respects students and conveys personal acceptance of each student.</li> </ul>	<i>Observation, lesson plans, student and teacher interviews, activity schedules</i>
	<ul style="list-style-type: none"> <li>The teacher greets students by name.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher is aware of personal goals, interests and activities of students and builds classroom connections.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher engages class in specific classroom-community and trust-building activities (e.g. shared chores).</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher holds high expectations of students which are clearly articulated.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students are engaged in specific activities to build positive peer relationships, like peer tutoring, social groups, and after-school activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students are engaged in specific activities to build positive student-staff relationships, including mentoring and tutoring.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher quickly addresses potential problems in the classroom.</li> </ul>	
<b>Component 2: Culturally Responsive Classroom Practices</b>		
All students feel valued and accepted by adults and peers in the classroom.	<ul style="list-style-type: none"> <li>Instructional strategies reflect and respond to cultural values, experience and learning styles of students in the class.</li> </ul>	
	<ul style="list-style-type: none"> <li>Opportunities for community engagement are a priority for</li> </ul>	

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	<p>school and teachers.</p> <ul style="list-style-type: none"> <li>• Teacher response to student behavior reflects an awareness of cultural differences in verbal and non-verbal cues.</li> <li>• Teacher understands the cultural components of the “conflict-cycle” and intentionally avoids escalating interactions</li> <li>• Classroom establishes a system for regular home-school communication.</li> <li>• Students engage in self-study and learn about the norms and values of their culture.</li> </ul>	<p><i>Observation, lesson plans, classroom newsletters, communication logs, student and teacher interview</i></p>
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**Key Question:** Is instruction thoughtfully designed and delivered to be relevant, appropriately challenging and engaging for all students?

Indicator: Instruction Designed to Optimize Learning and Engagement		
Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: Instruction is Planned</b>		
Lessons are carefully planned to accommodate the needs of all students.	<ul style="list-style-type: none"> <li>The teacher has spent time preparing the lesson.</li> </ul>	<i>Lesson plans, alternative materials, class schedule</i>
	<ul style="list-style-type: none"> <li>The teacher has adjusted both content and strategies to students' developmental levels.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher incorporates strategies to address individual student needs based on their disability.</li> </ul>	
	<ul style="list-style-type: none"> <li>Complex tasks are broken into small steps.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher attends to and adjusts pacing, minimizing time in non-instructional activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>Regular times are scheduled into the day to provide feedback on independent work.</li> </ul>	
	<ul style="list-style-type: none"> <li>Activities have clear beginnings, ends and efficient transitions.</li> </ul>	
<b>Component 2: Instruction is Structured and Predictable</b>		
Lessons are carefully structured and students are aware of lesson objectives and structure.	<ul style="list-style-type: none"> <li>The teacher clearly communicates directions and objectives so that students have a clear plan of action; e.g., teacher uses an advance organizer.</li> </ul>	<i>Observation, student work</i>
	<ul style="list-style-type: none"> <li>Instruction follows a sequential order that is logically related to skill development.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher's instructional presentation includes explanation and modeling, followed by coaching, guided and independent practice and timely feedback.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher provides guided practice with error-correction and re-teaching until students attain 80% mastery.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher monitors independent practice at 90-100% mastery.</li> </ul>	

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<b>Component 3: Instruction is Interactive and Engaging</b>		
<p>Teachers use multiple and varied techniques to engage students in the material in meaningful ways.</p>	<ul style="list-style-type: none"> <li>• Instruction includes research-based strategies to engage students; e.g., high rates of opportunities to respond, choral reading, direct instruction, computer-aided instruction, class-wide peer tutoring, and guided notes.</li> </ul>	<p><i>Lesson plans, observation</i></p>
	<ul style="list-style-type: none"> <li>• The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g. choral responding, individual response card, and peer tutoring.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Instructional materials are used that students find educationally relevant.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher gives both written and oral feedback that is specific, provides information about accuracy, and recommends alternatives; feedback is timely.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher uses variations in voice, movement and pacing to reinforce attention.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher explicitly points out the connection between effort and outcome.</li> </ul>	
<b>Component 4: Instruction is Direct and Explicit</b>		
<p>Students learn to independently use strategies that will help them to successfully acquire and retrieve learned materials.</p>	<ul style="list-style-type: none"> <li>• The teacher provides instruction in cognitive strategies; e.g., taking notes or asking questions, as well as meta-cognitive strategies; e.g., planning, monitoring, and evaluation.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher provides direct instruction in strategies to assist students to acquire new information and learn skills; e.g., activating prior knowledge or think-alouds.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher provides direct instruction in strategies to store and retrieve information by pairing new information to existing knowledge using a visual device; e.g., mnemonics or concept maps.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher provides direct instruction in test-taking</li> </ul>	

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	strategies which focuses attention on critical aspects of test items, question answering, etc.	<i>Lesson plans, observation</i>
<b>Component 5: Learning is Actively Monitored</b>		
Students and teachers are continually assessing effectiveness of lessons.	<ul style="list-style-type: none"> <li>• Students are held accountable for completing work on time.</li> </ul>	<i>Student work, grade books, progress monitoring data</i>
	<ul style="list-style-type: none"> <li>• Students are held accountable for performance; teacher provides feedback on all assignments.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher grades student work regularly and frequently.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The teacher systematically collects, graphs, and reviews student data.</li> </ul>	

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**Key Question:** Are classroom activities managed in a proactive, positive and predictable manner so that instructional time is maximized?

<b>Indicator: Classroom Managed to Support Student Engagement</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Organized Physical Setting</b>		
Classroom is physically arranged to promote positive interactions.	<ul style="list-style-type: none"> <li>The physical arrangement of the room minimizes crowding and distraction.</li> </ul>	<i>Posters, observation, accessibility walk-through</i>
	<ul style="list-style-type: none"> <li>Classroom design (i.e., placement of furniture, traffic flow) allows physical and visual access to materials for all students.</li> </ul>	
	<ul style="list-style-type: none"> <li>Students have a clear view of the teacher, and vice versa, at all times.</li> </ul>	
	<ul style="list-style-type: none"> <li>Classroom arrangement allows the teacher to be in close proximity to students with special needs and behavioral difficulties.</li> </ul>	
	<ul style="list-style-type: none"> <li>Classroom design has clearly defined spaces within the classroom that are used for different purposes.</li> </ul>	
	<ul style="list-style-type: none"> <li>Classroom arrangement has different seating arrangements designed to match activities.</li> </ul>	
	<ul style="list-style-type: none"> <li>Signs are posted in the room stating behavioral expectations in positive terms.</li> </ul>	
<b>Component 2: Behavior Expectations Established and Taught</b>		
There is a system in place to establish and teach clear rules, procedures and consequences.	<ul style="list-style-type: none"> <li>Classroom behavioral expectations are consistent with school-wide expectations.</li> </ul>	
	<ul style="list-style-type: none"> <li>A small number (3 – 5) of classroom behavioral expectations are defined.</li> </ul>	
	<ul style="list-style-type: none"> <li>When possible, students and classroom staff are partners in the development of the behavioral expectations.</li> </ul>	
	<ul style="list-style-type: none"> <li>Behavioral expectations are positively stated and easily understood.</li> </ul>	
	<ul style="list-style-type: none"> <li>Behavior expectations are directly and systematically taught.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Behavioral expectations are reviewed frequently and posted about the room.</li> <li>The teacher provides pre-correction and prompting for behavior expectations as well as ongoing feedback.</li> <li>Students know the acknowledgements for appropriate behavior, as well as the consequences for inappropriate behavior.</li> </ul>	<p><i>Lesson plans, posters, classroom rules or behavioral matrices, observation, student interviews, classroom list of acknowledgements and consequences</i></p>
<p><b>Component 3: Behavior is Monitored.</b></p>		
<p>The teacher actively supervises the classroom, including watching for behaviors to acknowledge and behaviors to correct.</p>	<ul style="list-style-type: none"> <li>The teacher engages all children and calls students by name.</li> <li>The teacher knows what the students are doing and what is going on in the classroom.</li> <li>The teacher moves around the classroom at regular intervals.</li> <li>Teacher is able to anticipate and prepare for potential behavioral issues.</li> <li>The teacher actively supervises and monitors by scanning/looking around, interacting frequently with students, correcting errors and providing acknowledgements for behavior consistent with expectations.</li> <li>Behavioral interruptions are dealt with quickly with little or no interruption to the learning process.</li> </ul>	<p><i>Observation</i></p>
<p><b>Component 4: Planned Responses to Appropriate Behavior</b></p>		
<p>Students are acknowledged for demonstrating expected behaviors.</p>	<ul style="list-style-type: none"> <li>The teacher provides specific praise for specific academic and social behaviors linked to classroom expectations.</li> <li>Acknowledgement for appropriate behavior occurs four times as frequently as acknowledgement for inappropriate behavior.</li> <li>The teacher uses a wide repertoire of acknowledgements (e.g., tangible, verbal, social, activities) that are valued by the students.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Acknowledgements are delivered to individuals, small groups and/or the whole class.</li> <li>• Acknowledgements are attainable by students at all levels.</li> <li>• Students can verbalize their successes.</li> </ul>	<p><i>Acknowledgement menu, acknowledgement data, student interviews</i></p>
<p><b>Component 5: Planned Responses to Inappropriate Behavior</b></p>		
<p>Students clearly see the connection between the inappropriate behavior and its consequences.</p>	<ul style="list-style-type: none"> <li>• Consequences have clear connections to student behavior.</li> <li>• Consequences are always paired with re-teaching of appropriate behavior.</li> <li>• Consequences are commensurate with the inappropriate behavior.</li> <li>• Consequences are delivered promptly, consistently and equitably.</li> <li>• Punishment occurs only in the context of a strong program of teaching behavior and providing positive consequences for appropriate behavior.</li> <li>• Punishment is administered matter-of-factly without anger, threats or moralizing.</li> </ul>	<p><i>Office discipline referrals, behavioral data, observation, student interviews</i></p>
<p><b>Component 6: Transitions are Managed.</b></p>		
<p>Classroom transition time results in very few discipline issues, and students move to and from their activities successfully.</p>	<ul style="list-style-type: none"> <li>• Transition time is kept to a minimum and results in minimal loss of instructional time.</li> <li>• The teacher provides instruction and practice in transition procedures at the beginning of the year.</li> <li>• The teacher use cues to signal upcoming transitions.</li> <li>• Transition procedures are reviewed and re-taught as needed throughout the year.</li> </ul>	<p><i>Observation, lesson plans</i></p>

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**Key Question:** Do students receive support in learning to manage their own behavior?

<b>Indicator: Direct Instruction in Student Behavioral Self-Management</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Promotion of Self-Regulation</b>		
Students learn to initiate, persevere and complete tasks, to monitor and change behavior, and to plan future behavior when faced with new situations.	<ul style="list-style-type: none"> <li>The teacher provides direct instruction in self-management, self-reinforcement, self-evaluation, self-instruction and self-talk.</li> </ul>	<i>Observation, lesson plans, behavioral charts, student interviews</i>
	<ul style="list-style-type: none"> <li>The teacher provides opportunities for students to practice setting personal short- and long-term behavioral goals.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher and students have a system in place to provide feedback on goals.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher uses signals and cues to alert students to assess and monitor their own behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher provides opportunities for students to measure their own progress and chart their successes.</li> </ul>	
<b>Component 2: Promoting Thinking about Behavior</b>		
Teacher encourages, and students engage in, systematic problem-solving about behavior.	<ul style="list-style-type: none"> <li>The teacher provides direct instruction in problem solving strategies for decision-making, exploration, classification, and hypothesizing about behavior.</li> </ul>	<i>Lesson plans, observation, student interviews</i>
	<ul style="list-style-type: none"> <li>The teacher allows/encourages students to engage in problem solving model.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher provides think-aloud demonstrations about behavior and social problem-solving.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher encourages students to talk about their thinking about their behavior; i.e., discuss what they know and don't know, participate in paired problem-solving, write in a thinking journal.</li> </ul>	
	<ul style="list-style-type: none"> <li>The teacher poses questions about behavioral and social situations which promote thinking.</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher allows wait time when eliciting a response after a student has been questioned.</li> </ul>	

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**Key Question:** Are teachers supported in developing and implementing effective classroom management strategies?

<b>Indicator: Professional Development/District Support</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
Teachers are supported in developing and implementing evidence-based classroom management strategies by the district and school leadership.	<ul style="list-style-type: none"> <li>District/school prioritizes the establishment of and training in School-Wide Positive Behavior Support.</li> </ul>	<i>PDP, QIP, training schedules, school and district improvement plans</i>
	<ul style="list-style-type: none"> <li>At the beginning of the year, teachers collaborate on shared student expectations and management strategies.</li> </ul>	
	<ul style="list-style-type: none"> <li>New teachers receive training in SWPBS, classroom management, and individual student support in their first year.</li> </ul>	
	<ul style="list-style-type: none"> <li>School administrators and leaders support and participate in training on Positive Behavior Support.</li> </ul>	
	<ul style="list-style-type: none"> <li>Teacher personnel development plans include specific goals related to the use of positive classroom management strategies.</li> </ul>	
	<ul style="list-style-type: none"> <li>The need for targeting additional professional development is determined based on the collection and analysis of school wide behavioral data.</li> </ul>	

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## QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

### *BEHAVIOR: Classroom Management*

#### **Resources/Tools**

[Classroom Management Checklists](#), adapted from Geoff Colvin's Classroom Strategies

[Classroom Management: Self-Assessment](#), by George Sugai & Geoff Colvin

[Reducing Problem Behaviors Through Good Academic Management: 10 Strategies](#), by Jim Wright:

PowerPoint: Evidence-Based Practices in Classroom Management, Brandi Simonsen, PhD: [Short version](#); [Long version](#):

PowerPoint: [Behavior Management in Classroom Settings: Basics](#), Sugai and Colvin

[Turning Research into Practice \(TRIP\) reports](#) from Rob March, PhD.

[The Research Literature: Classroom Management](#), Utah State University

PowerPoint: [Culturally Responsive Classroom Management and Organization](#), Elise Trumbull

[Bridging Cultures in Our Schools: New Approaches that Work](#) from WestEd Online, by Elise Trumbull, Carrie Rothstein-Fisch and Patricia M. Greenfield

#### **Evidence-Based Practices**

[SOCCSS](#) – a teaching strategy to help students function better in social situations

[Power Card Strategy](#) – strategy to help students make sense of a specific situation and engage in a targeted behavior.

[Homework Planner](#)

[Explicit Instruction](#)

[Higher Order Thinking Skills Curriculum](#) (H.O.T.S.)

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**

*BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students*

Small group intensive interventions for at-risk students (also referred to as targeted, Tier 2, or secondary interventions) are designed to build skills with a subset of students with similar behavioral needs who are not responding to the school-wide system. The interventions are part of a school-wide discipline program that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.



**Key Questions:** Is there an effective school-wide positive discipline system in place? Have resources been allocated to sustain small group interventions; i.e., a structure to communicate and monitor implementation and professional development?

<b>SGI Indicator: School/District Infrastructure</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: District and Administrative Support</b>		
There is visible district and administrative support for implementing targeted small group interventions.	<ul style="list-style-type: none"> <li>The principal is an active participant in planning and implementing small group interventions</li> </ul>	<i>Meeting rosters, memos, records of classroom visits, budgets, schedules, job descriptions, BOE minutes, newsletters/website</i>
	<ul style="list-style-type: none"> <li>Principal and district administration provide program oversight to ensure program is being delivered as designed</li> </ul>	
	<ul style="list-style-type: none"> <li>Adequate resources and programmatic flexibility are provided to implement small group interventions with fidelity</li> </ul>	
	<ul style="list-style-type: none"> <li>The district governance (e.g., Board) and school community are informed, at least annually, of program effectiveness</li> </ul>	
<b>Component 2: Intensification of School-Wide System</b>		
The school-wide behavioral system is intensified for targeted students and settings.  <i>(See Office of Special Education QI Form on School-Wide PBS for Quality Indicators of a school-wide behavioral system.)</i>	<ul style="list-style-type: none"> <li>There is a consistent school-wide positive discipline system in place</li> </ul>	
	<ul style="list-style-type: none"> <li>Team uses on-going behavioral data, like office discipline referrals, to identify both students and school settings in need of intensive interventions.</li> </ul>	
	<ul style="list-style-type: none"> <li>When at-risk students are identified, a plan is developed and implemented to increase intensity of school-wide program for those students; (e.g., re-teaching and pre-teaching expectations, increasing frequency &amp; relevance of acknowledgements, modifying procedures and/or increasing consistency of consequences for those students).</li> </ul>	
	<ul style="list-style-type: none"> <li>When a problem setting is identified, a plan is developed and implemented to increase intensity</li> </ul>	

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**  
**BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students**

	<p>of the school-wide program in that setting; (e.g., re-teaching expectations, increasing acknowledgements, modifying procedures and/or increasing consistency of consequences in that setting).</p>	<p><i>School-wide program evaluation, action or implementation plan, office discipline referrals, data records, team minutes, monitoring checklists/forms</i></p>
	<ul style="list-style-type: none"> <li>• Frequency of monitoring of behavior for those students and/or that setting increases during intervention</li> </ul>	

**Component 3: Data-Based Decision-Making**

<p>An effective data-based decision-making process is in place.</p>	<ul style="list-style-type: none"> <li>• A decision-making process is in place to identify students in need of additional small group or individual intervention.</li> </ul>	<p><i>Evaluation report, team minutes</i></p>
	<ul style="list-style-type: none"> <li>• The process includes analysis of root causes and selection of interventions based on common needs</li> </ul>	
	<ul style="list-style-type: none"> <li>• Data from multiple sources are used to determine which at-risk students are in need of small group interventions</li> </ul>	
	<ul style="list-style-type: none"> <li>• A team reviews behavioral and social/emotional data of students in small group interventions at least monthly to determine effectiveness and need for continued intervention</li> </ul>	
	<ul style="list-style-type: none"> <li>• A school-wide team reviews building data at least monthly to evaluate overall effectiveness of small group behavioral interventions and shares with school community</li> </ul>	

**Component 4: Evidence-Based Interventions**

<p>The research and evidence base is reviewed in selecting targeted small group interventions.</p>	<ul style="list-style-type: none"> <li>• The school has a process for selecting small group interventions that includes reviewing the research to determine whether those interventions have been:</li> </ul>	
	<ul style="list-style-type: none"> <li>○ or have elements that have been, evaluated in a peer-reviewed journal</li> </ul>	
	<ul style="list-style-type: none"> <li>○ replicated across investigators, settings and participants</li> </ul>	
	<ul style="list-style-type: none"> <li>○ proven effective in settings similar to this school</li> </ul>	

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**

*BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students*

	<ul style="list-style-type: none"> <li>○ shown to produce outcomes like the desired outcome</li> <li>● Evidence is collected on an on-going basis on the effectiveness of the intervention</li> </ul>	<p><i>Web-based resources below, journal articles, team notes, data analysis reports</i></p>
<p><b>Component 5: Integrated Delivery of Services</b></p>		
<p>Targeted small group interventions are integrated seamlessly into school-wide programs.</p>	<ul style="list-style-type: none"> <li>● There are a range of planned alternative interventions for at-risk students</li> <li>● Small group intensive interventions are continuously available and access to interventions is rapid and efficient</li> <li>● Small group intensive interventions are consistent with school-wide interventions</li> <li>● Small group interventions are available in the district across all grades levels, emphasizing early identification in grades K to 3</li> <li>● The continuum includes alternative instructional settings for students at greatest risk for dropping out, like: school within a school, evening school, and alternative school</li> </ul>	<p><i>School-wide discipline plan, QIP, district plan Special Education BOE report</i></p>
<p><b>Component 6: On-going staff development</b></p>		
<p>There is high-quality, on-going staff development that includes technical assistance in implementing best practices.</p>	<ul style="list-style-type: none"> <li>● All school staff are knowledgeable about small group interventions and at least 80% support the program</li> <li>● Appropriate school staff are fully trained in providing general and disability-specific small group interventions</li> <li>● New personnel are oriented to interventions</li> <li>● Technical assistance is provided to teachers about components of interventions</li> <li>● A system is in place to check fidelity of implementation and provide re-training as needed</li> <li>● Staff regularly share effective practices across and within grade levels</li> <li>● Staff are regularly acknowledged for their</li> </ul>	<p><i>Survey results, attendance records, training evaluations, teacher report, surveys,</i></p>

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implementation of the program      *observation checklists*



**Key Question:** Does the school have effective, evidence-based, targeted small group interventions in place for behaviorally at-risk students?

*The following **Components** appear consistently in a variety of research-based small group targeted interventions. The **Look Fors** are examples of research-based activities that might be included as part of that component.*

<b>SGI Indicator: Evidence-Based Small Group Intervention Strategies for Students who are Behaviorally At-Risk</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Family/School Connection</b>		
There are systems in place to maintain and strengthen the family/school connection.	• Behavior is viewed as an interaction between school, home, student, and community	<i>Surveys, plan sign-off, attendance and training evaluations, notes home, phone logs, service logs, meeting minutes, collaborative programs</i>
	• Intervention plans are developed in collaboration with family and student	
	• Parents are provided training in positive discipline procedures and problem-solving	
	• Parents are provided training in supporting their children in school/academic activities	
	• Parent-to-parent connections are developed through parent group meetings	
	• School staff make home visits	
	• Strategies are in place to increase home-school communication and a working partnership	
	• Families are connected to community/social services	
• School works actively with community-based organizations		
<b>Component 2: Relationship Building</b>		
Activities are in place that are designed to connect at-risk students to all parts of the school and community.	• There is a positive school climate in which at-risk students are included and feel accepted	
	• Students are engaged in specific activities to build positive peer relationships, like peer tutoring, social groups, and after-school activities	
	• Students are engaged in specific activities to build positive student-staff relationships, including	

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*BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students*

	<p>mentoring and tutoring</p> <ul style="list-style-type: none"> <li>• Students are engaged in specific activities to build a positive connection to the school, including extracurricular activities and cross-age tutoring</li> <li>• Students are engaged in specific activities to build positive family relationships, like family recreational activities</li> <li>• Students are engaged in specific activities to build positive community relationships, like service internships</li> </ul>	<p><i>Surveys, enrollment records, attendance</i></p>
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**Component 3: Social Skills Instruction Selected and Provided**

<p>A research-supported social skills curriculum is taught to targeted students.</p>	<ul style="list-style-type: none"> <li>• At-risk students are instructed utilizing a supported and consistent social skills curriculum using cognitive-behavioral principles</li> <li>• Instruction addresses the following types of skills:             <ul style="list-style-type: none"> <li>○ effective communication</li> <li>○ group participation and cooperation strategies</li> <li>○ managing and expressing emotions</li> <li>○ empathy and perspective taking</li> <li>○ ability to set and achieve goals</li> <li>○ problem-solving and conflict resolution</li> <li>○ developing a self-reflective, open approach to daily living</li> <li>○ self-monitoring, self-regulating, and self-reinforcement strategies</li> <li>○ team building</li> </ul> </li> <li>• Curricular materials provide technical validation data including results of outcome studies</li> <li>• Curricular materials include assessment procedures for screening, monitoring progress, and instructional decision-making</li> <li>• Instructional strategies include modeling, role-plays, feedback and generalization training</li> <li>• Adults model positive social interactions</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Students are engaged in activities in which they are supported in generalizing skills, like after-school recreational programs, internships, play and social groups, and hands-on learning</li> </ul>	<p><i>Curriculum guide, lesson plans, observations, enrollment records, attendance</i></p>
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**Component 4: Academic Support**

<p>Additional academic supports are provided to behaviorally at-risk students.</p>	<ul style="list-style-type: none"> <li>• Classroom instruction is engaging and instructional techniques/methods are varied for non-traditional learners</li> <li>• Match between student abilities and instruction level is assessed and addressed.</li> <li>• Tutoring is provided in areas of academic delay</li> <li>• There are research-based small group and individual academic interventions</li> <li>• Instructional techniques/methods are reflective of differences in student experiences, interests, and cultures</li> <li>• Social-emotional skills and strategies are included in all academic instruction</li> <li>• Students are taught meta-cognitive skills; i.e., they learn to think about how they learn</li> <li>• Assessment and instruction in vocational skills is provided, if appropriate</li> </ul>	<p><i>Enrollment records, attendance, student work product, evaluation results, lesson plans, school plan, assessment report</i></p>
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**Component 5: Transitions Addressed**

<p>Programs are in place to help students make successful transitions of all types.</p>	<ul style="list-style-type: none"> <li>• Proactive strategies are in place for students transitioning from:             <ul style="list-style-type: none"> <li>○ home to school</li> <li>○ school system to school system</li> <li>○ class to class</li> <li>○ program to program</li> <li>○ building to building</li> <li>○ school to post-secondary</li> </ul> </li> </ul>	<p><i>School plan, common planning schedule, meeting records, transition plans, IEPs</i></p>
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**Component 6: Effective In-School Suspension**

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<p>In-school suspension has the elements required to insure success.</p>	<ul style="list-style-type: none"> <li>• In-school suspension programs have a coordinator and a consistent set of written policies</li> <li>• In-school suspension classes have low student-teacher ratios.</li> <li>• Classroom teachers provide daily assignments for students in in-school suspension.</li> <li>• In-school suspension programs include time for assessment and intervention focused on developing replacement behaviors.</li> <li>• Parents are notified of in-school suspensions and involved in the process</li> <li>• In-school suspension options are offered that include service to the school community</li> </ul>	<p><i>Program description, school plan, daily program records, lesson plans, FBAs</i></p>
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**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**  
**BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students**



**Key Question:** Are proactive classroom and non-classroom behavioral support systems in place to reduce need for targeted small group interventions? (See Office of Special Education **Quality Indicator on Classroom Management** for more in-depth indicators)

<b>SGI Indicator: Classroom Behavioral Supports</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Classroom Management</b>		
Effective classroom management strategies are used in all classrooms.	<ul style="list-style-type: none"> <li>Classroom behavioral expectations are aligned with school-wide behavioral expectations</li> </ul>	<i>Posters of class rules, teacher/student interview, lesson plans, student interviews, office discipline referral forms, teacher/student interview, observations</i>
	<ul style="list-style-type: none"> <li>Classroom behavioral expectations are explicitly taught in all classrooms</li> </ul>	
	<ul style="list-style-type: none"> <li>Consequences for problem behavior in the classroom are consistent with school-wide plan</li> </ul>	
	<ul style="list-style-type: none"> <li>Students in every classroom receive a greater number of positive than negative acknowledgements</li> </ul>	
	<ul style="list-style-type: none"> <li>Students in every classroom are engaged in meaningful academic work</li> </ul>	
	<ul style="list-style-type: none"> <li>Routines from one classroom to the next are not in conflict</li> </ul>	
<b>Component 2: Non-Classroom Behavioral Supports</b>		
Effective management strategies are used in all non-classroom settings.	<ul style="list-style-type: none"> <li>Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms &amp; other non-classroom settings are aligned with school-wide behavioral expectations</li> </ul>	<i>Posters in each setting, lesson plans, office discipline referral forms, student/staff interviews, training schedule, sign-ins, staff</i>
	<ul style="list-style-type: none"> <li>Behavioral expectations for each setting have been explicitly taught</li> </ul>	
	<ul style="list-style-type: none"> <li>Consequences for problem behavior in these settings are consistent with school-wide plan</li> </ul>	
	<ul style="list-style-type: none"> <li>Students receive a greater number of positive than negative acknowledgements in these settings</li> </ul>	
	<ul style="list-style-type: none"> <li>Paraprofessionals and other staff responsible for these settings have been trained in the school-wide program</li> </ul>	
	<ul style="list-style-type: none"> <li>Paraprofessionals/other staff responsible for these</li> </ul>	

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**  
**BEHAVIOR: Small Group Interventions (SGI) for At-Risk Students**

settings receive data on program implementation      *meeting minutes*



**Key Question:** : Does the school have a consistent and comprehensive system for developing and implementing interventions for students with significant individualized behavioral support needs?

*(See Office of Special Education Quality Indicators on **Intensive Individualized Behavioral Interventions** for more in-depth indicators)*

<b>SGI Indicator: Interventions for students with chronic difficulties</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Intensive Interventions for Students with Chronic Behavioral Difficulties</b>		
Evidence-based intensive individualized interventions for students with chronic and severe behavioral difficulties are in place.	<ul style="list-style-type: none"> <li>School maintains and reviews records of student behavior in order to identify chronic behavior concerns</li> </ul>	<i>Behavioral incident reports, team roster, staff memo, FBAs, IEPs, BIPs &amp; teacher reports, team minutes</i>
	<ul style="list-style-type: none"> <li>Support teams are available to staff when concerns arise regarding student behavior</li> </ul>	
	<ul style="list-style-type: none"> <li>Functional assessments are conducted for all students in need of an individualized behavior plan</li> </ul>	
	<ul style="list-style-type: none"> <li>Individualized behavior plans are implemented with fidelity</li> </ul>	
	<ul style="list-style-type: none"> <li>Individualized strategies to address student behavior are implemented across all school environments</li> </ul>	
	<ul style="list-style-type: none"> <li>Quality assessments are completed on a timely basis</li> </ul>	
	<ul style="list-style-type: none"> <li>Individualized assessment and intervention strategies build on school-wide practices</li> </ul>	
	<ul style="list-style-type: none"> <li>School has established team to work with community agencies and families to provide wraparound services</li> </ul>	

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- Bost, L.W. & Riccomini, P.J. (2006). [Effective instruction: An inconspicuous strategy for dropout prevention](#) (Abstract). *Remedial and Special Education*, 27(5), pp. 301-311. **Review of research-supported instructional strategies for students with disabilities, from the perspective of dropout prevention. Appendix is particularly helpful.**
- Caspe, M. & Lopez, M.E. (2006). [Lessons from family-strengthening interventions: Learning from evidence-based practice](#). Harvard Family Research Project, Cambridge, MA. **Descriptions of evidence-based programs for strengthening families that impact on school performance.**
- Ford, L & Amaral, D. (2006) [Research on Parent Involvement: Where We've Been and Where We Need to Go](#). Report from British Columbia Educational Leadership Research. **Literature review on parent involvement.**
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- Scott, T.M., Nelson, C.M. & Liaupsin, C.J. (2001). Effective instruction: The forgotten component in preventing school violence (abstract). *Education and Treatment of Children*, 24(3), pp 309-322. **Review of literature on effect of improving instruction on school violence.**
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## **Resources/Tools**

### **Websites that provide on-going reviews of small group behavioral interventions**

- [Center for Evidence-Based Practice: Young Children with Challenging Behaviors](#): Evidence-based practices for early childhood programs
- [Center for the Study and Prevention of Violence](#): Reviews of violence prevention programs
- [Helping America's Youth](#): Promising and proven effective interventions to prevent adolescent risky behaviors and promote positive youth development—Level 1 Programs have highest level of evidence
- [IDEA Partnership](#): Collection of literature reviews of programs and practices in social/emotional and behavioral health
- [Oregon Mental Health and Addiction Services](#): Evidence-based practices in prevention and mental health supports
- [Office of Juvenile Justice and Delinquency Prevention](#): Model Programs Guide with searchable database of evidence-based delinquency prevention and intervention programs
- [OSEP](#): IDEAs that Work in reducing problem behavior
- [Substance Abuse and Mental Health Services Administration](#): Promising Practices from SAMHSA
- [University of North Carolina](#): Evidence-based interventions by Tiers

[Tools for promoting educational success and reducing delinquency](#), (2007). National Association of State Directors of Special Education (NASDSE) and National Disability Rights Network (NDRN). *Comprehensive 374 page document providing an in-depth overview of the issues, and a series of “tools for success” – best and promising practices being implemented with success throughout the country to prevent students – including those with disabilities – from being referred to the juvenile justice system due to their behavior in school. Has a chapter on Targeted Interventions*

### **PowerPoint on Small Group Interventions**

Lewis, T. [Moving up the continuum: Implementing successful small group supports.](#)

### **Evidence-Based Social Skills Curricula and Programs**

Collaborative for Social, Academic and Emotional Learning (CASEL) [Safe and Sound Guide](#). *Side by side comparison of 80 social/emotional learning curricula in terms of program design, instructional practices, effectiveness, required implementation supports, and applicable environments.*

Sugai, G. & Fuller, M. (1991) A decision model for social skills curriculum analysis. *Remedial and Special Education*, *12*, 33-42. *Describes a process for selecting an appropriate social skills curriculum for your particular situation and group of students—good decision-making model.* [Abstract](#).

### **Evidence-Based Dropout Prevention and School Completion Programs**

- [What Works Clearinghouse Dropout Prevention](#): Website of the Institute of Education Sciences, US Department of Education.
- [National Dropout Prevention Center for Students with Disabilities](#): Website of the US Office of Special Education Programs (OSEP).

### **Examples of Promising Practices for Students with Severe Communication/Developmental Disabilities**

Overview of research on interventions: [Vermont Interagency White Paper on Autism Spectrum Disorders](#) – **review of research begins on page 30**

Peer Mediation: DiSalvo, C.A & Oswald, D.P. (2002). [Peer-mediated interventions to increase the social interaction of children with autism: Consideration of peer expectancies](#). (Abstract) *Focus on Autism and Other Developmental Disabilities*, *17*(4), pp. 198-207.

Pivotal Response Training: University of California San Diego Autism Research Program: [Brief description](#).

Social Stories: Sansosti, F. J., Powell-Smith, K. A., & Kincaid, D. (2004). [A research synthesis of social story interventions for children with autism spectrum disorders](#). (Abstract) *Focus on Autism and Other Developmental Disorders*, *19*, 194-204

Video Modeling: Delano, M.E. (2007). [Video modeling interventions for individuals with autism](#). (Abstract). *Remedial and Special Education*, *28*(1), pp. 33-42.

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**  
*BEHAVIOR: Intensive Individualized Behavioral Interventions*

Individualized Intensive Interventions focus on addressing the needs of students who exhibit recurring problem behaviors that are not sufficiently addressed by a school’s broader behavioral systems. The interventions are developed for individual students, but are most effective when they work in conjunction with existing systems (i.e., positive school-wide, classroom, and small-group behavioral supports). Individualized Intensive Interventions are designed by a comprehensive team to thoroughly analyze, address, and monitor the needs of students with these more severe or chronic behaviors, and are most often developed in the form of Functional Behavioral Assessments (FBAs) and Behavioral Intervention Plans (BIPs).



**Key Question:** Does the school have a consistent effective school-wide discipline system, with sufficient allocation of resources to include an efficient system for addressing the needs of students with severe or chronic behavioral problems?  
*(See Office of Special Education Quality Indicator on **School-Wide Positive Behavioral Systems for more in-depth indicators**)*

Indicator: School Infrastructure		
Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1:</b>		
There is an effective positive school-wide discipline system in place.	<ul style="list-style-type: none"> <li>• There is a school-wide system for addressing discipline that includes:                             <ul style="list-style-type: none"> <li>○ increasingly intensive interventions;</li> <li>○ on-going assessment to determine student need for intervention; and</li> <li>○ use of a data-driven problem-solving process</li> </ul> </li> </ul>	<p><i>Written, school-wide discipline procedures, meeting rosters, memos, records of classroom visits, budgets, schedules ,job descriptions, plan description, IST or referral records</i></p>
	<ul style="list-style-type: none"> <li>• Principal provides oversight of system, including process for implementing individualized interventions, to ensure it is being delivered as designed</li> </ul>	
	<ul style="list-style-type: none"> <li>• The principal is an active participant in planning and implementing intensive individualized interventions</li> </ul>	
	<ul style="list-style-type: none"> <li>• Adequate resources and programmatic flexibility are provided to implement individualized interventions with fidelity</li> </ul>	
	<ul style="list-style-type: none"> <li>• Access to school-based intensive interventions is rapid and efficient</li> </ul>	

**QUALITY INDICATOR REVIEW AND RESOURCE GUIDE**  
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**Component 2: Professional Development**

Staff are trained in effective intensive individual behavioral interventions.	<ul style="list-style-type: none"> <li>• Appropriate school staff are fully trained in providing intensive individual interventions</li> </ul>	Attendance records, training evaluations, teacher reports, surveys, observation checklists
	<ul style="list-style-type: none"> <li>• Appropriate school staff are fully trained in their role in assessing the functions of student behavior</li> </ul>	
	<ul style="list-style-type: none"> <li>• Technical assistance is provided to responsible parties about components of intervention plans</li> </ul>	
	<ul style="list-style-type: none"> <li>• A system is in place to check fidelity of implementation and provide re-training as needed</li> </ul>	
	<ul style="list-style-type: none"> <li>• Staff regularly share effective practices across and within grade levels</li> </ul>	
	<ul style="list-style-type: none"> <li>• Staff are regularly acknowledged for their implementation of the program</li> </ul>	



**Key Question:**

Are proactive classroom behavioral support systems in place to reduce the need for small group and individualized interventions? (See Office of Special Education Quality Indicator on **Classroom Management** for more in-depth indicators)

**Indicator: Behavior Management**

Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: Classroom Management</b>		
Effective classroom management strategies are used in all classrooms.	<ul style="list-style-type: none"> <li>• Classroom behavioral expectations are aligned with school-wide behavioral expectations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Classroom behavioral expectations are explicitly taught in all classrooms</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consequences for problem behavior in the classroom are consistent with school-wide plan</li> </ul>	
	<ul style="list-style-type: none"> <li>• Students in every classroom receive a greater number of positive than negative acknowledgements</li> </ul>	
	<ul style="list-style-type: none"> <li>• Students in every classroom are engaged in meaningful academic work</li> </ul>	
	<ul style="list-style-type: none"> <li>• Routines from one classroom to the next are not in conflict</li> </ul>	

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<b>Component 2: Non-Classroom Behavioral Supports</b>		
<p>Effective management strategies are used in non-classroom settings.</p>	<ul style="list-style-type: none"> <li>• Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms &amp; other non-classroom settings are aligned with school-wide behavioral expectations</li> </ul>	
	<ul style="list-style-type: none"> <li>• Behavioral expectations for each setting have been explicitly taught</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consequences for problem behavior in these settings are consistent with school-wide plan</li> </ul>	
	<ul style="list-style-type: none"> <li>• Students receive a greater number of positive than negative acknowledgements in these settings</li> </ul>	
	<ul style="list-style-type: none"> <li>• Paraprofessionals and other staff responsible for these settings have been trained in the school-wide program</li> </ul>	
	<ul style="list-style-type: none"> <li>• Paraprofessionals and other staff responsible for these settings receive data on program implementation</li> </ul>	

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**Key Question:** Does the school have a consistent, high quality system for small group intervention for at risk students?  
 (See Office of Special Education Quality Indicator on **Targeted Small Group Behavioral Interventions** for more in-depth indicators)

<b>Indicator: Interventions for At-Risk Students</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: High Quality Small Group Intervention</b>		
Evidence-based small group interventions for behaviorally at-risk students are in place.	<ul style="list-style-type: none"> <li>• There is a consistent and timely referral process in place to identify students for small group intervention</li> </ul>	<i>At risk criteria policies, monitors are identified, training dates, written description of secondary strategies, written action plan</i>
	<ul style="list-style-type: none"> <li>• A team develops, monitors, and assists with implementation of targeted interventions</li> </ul>	
	<ul style="list-style-type: none"> <li>• The team conducts monthly updates on targeted interventions, implementation and student progress</li> </ul>	
	<ul style="list-style-type: none"> <li>• Targeted strategies build on school-wide practices (e.g. use same set of school rules, teach similar expectations, use school reinforcement system)</li> </ul>	
	<ul style="list-style-type: none"> <li>• School has evidence-based practices for small group interventions</li> </ul>	

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Note: In regulations, FBAs and BIPs should be considered for a student with a disability when:

- ✓ The student exhibits persistent behaviors that impede his or her learning or that of others, despite consistently implemented general school-wide or classroom-wide interventions;
- ✓ The student's behavior places the student or others at risk of harm or injury;
- ✓ The CSE or CPSE is considering more restrictive programs or placements as a result of the student's behavior; and/or
- ✓ Whenever a student's behavior resulting in suspensions or removals has been determined to be related to the student's disability.
- ✓ When conducting a Functional Behavior Assessment:
- ✓ An appropriate consent is required through the CSE/CPSE process; and
- ✓ Information obtained through the FBA process should be documented and/or referenced in the development of the IEP.

*Although the FBA and BIP process is required when appropriate for students with disabilities they may also be an excellent tool for any student with intensive behavioral concerns.*



**Key Question:** Do teams identify the problem behavior(s) of students with chronic difficulties in concrete, measurable terms? Do they determine why the student engages in problem behaviors that impede learning and how the environment is related to the behavior(s)?

<b>Indicator: Developing Intensive Individualized Behavioral Interventions: Functional Behavioral Assessments</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: FBA Team Process and Composition</b>		
FBA's should be developed through a team process.	<ul style="list-style-type: none"> <li>• Administration understands and supports the FBA process and team decision, and allocates resources.</li> </ul>	<i>FBA team list, FBA, survey, implementation fidelity, team interview, team notes, BIP.</i>
	<ul style="list-style-type: none"> <li>• Team has understanding and sensitivity to student's culture and community.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Team can articulate established problem solving process.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Team includes people who understand the FBA process, can conduct functional assessments, and can analyze and monitor data.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Team contributes to development of FBA and consists of persons who know the student across multiple settings (e.g., teachers, student, parents, support staff, administrators).</li> </ul>	
	<ul style="list-style-type: none"> <li>• Team reviews and summarizes data, refines description of problem behavior, and develops BIP or other intervention.</li> </ul>	

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**RESOURCES/TOOLS:**

[Case study](#) example of designing a team-based and data-based behavior support plan.

[Functional Assessment Team Form](#)

[Behavior Support Plan Form](#)

[Behavior Support Team Self-Checklist](#)

**Component 2: Identifying Problem Behavior**

Baseline data are collected on the clearly defined behavior using multiple sources.	<ul style="list-style-type: none"> <li>Data are collected to clearly define problem behavior using multiple sources and individuals such as referral form, attendance, anecdotal.</li> </ul>	<p><i>Problem behavior defined in FBA, copy of data collection tools/summary of data, progress monitoring report dates set, conducted and noted</i></p>
	<ul style="list-style-type: none"> <li>Problem behavior is defined in concrete, measurable and observable terms: Behavior is described in sufficient detail so if a stranger sees the behavior h/s would be able to identify it.</li> </ul>	
	<ul style="list-style-type: none"> <li>Only one problem behavior is described at a time (behaviors may serve multiple functions).</li> </ul>	
	<ul style="list-style-type: none"> <li>Direct observation of the problem behavior and additional multiple sources of relevant data are collected using a variety of tools, including but not limited to:                             <ul style="list-style-type: none"> <li>anecdotal reports and behavioral referrals;</li> <li>review of student records; and</li> <li>interviews with the parent/s and student surveys/checklists.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Baseline measures are taken to determine occurrence/non-occurrence of problem behavior across:                             <ul style="list-style-type: none"> <li>activities</li> <li>settings</li> <li>people</li> <li>times of day.</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Baseline measures include frequency, duration, intensity and/or latency (how long it takes a student to respond).</li> </ul>	

**Component 3: Contextual Factors: Factors Influencing Behavior**

Factors that maintain the problem behavior are identified.	<ul style="list-style-type: none"> <li>Setting events (factors that increase the likelihood of the behavior occurring such as problems at home, on the bus, classroom activities, tasks) are identified.</li> </ul>	
	<ul style="list-style-type: none"> <li>Antecedents (people, events, activities that occur before the problem behavior) of the problem behavior are identified.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Consequences (events that consistently follow the problem behavior) that maintain the problem behavior are identified.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consideration is given to:             <ul style="list-style-type: none"> <li>• Medical/psychological/psychiatric diagnoses</li> <li>• Parental input</li> <li>• Cultural/ethnic factors</li> <li>• Gender</li> <li>• Developmental/maturational level</li> </ul> </li> </ul>	

RESOURCES/TOOLS for Components 2 & 3:  
[Observation Card](#) for problem behavior  
[FACTS](#) (Functional Assessment Checklists for Teachers and Staff)  
[The F-BSP](#) planning tool to build a behavior support plan using FBA. Also includes a Competing Pathway Chart or Competing Behavior Chart  
[ABC Observation Form with Examples](#) record the "A-B-C's" during a behavioral observation.  
[Tier 3 Interventions and Forms](#)  
[Problem Solving Worksheet](#) overview of Response to Intervention for Behavior. Florida PBS Project; sections on problem solving and progress monitoring  
[FBA Process and Form](#)  
[Possible sources of data](#)  
[FBA Manual](#)

**Component 4: Hypothesis and replacement behavior development**

Function of the behavior and replacement behavior(s) are identified.	<ul style="list-style-type: none"> <li>• A competing behavior pathway (the relationship between setting events, antecedents, problem behavior and consequences) is developed and written.</li> </ul>	<i>FBA</i>
	<ul style="list-style-type: none"> <li>• A written hypothesis statement is developed as to the function the problem behavior serves for the student (e.g., avoidance, control, attention, etc.) based on that competing pathway.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The hypothesis is written in terms that are observable and measurable.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The hypothesis is tested by manipulating the setting event, antecedent and/or consequence.</li> </ul>	
	<ul style="list-style-type: none"> <li>• A replacement behavior(s) (appropriate behaviors that serves the same function as the problem behavior) is identified.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Baseline data are collected on the replacement behavior(s).</li> </ul>	

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**RESOURCES/TOOLS:**

[Hypothesis Statement](#)

Article on [generating a hypothesis statement](#)

Rubric for [evaluating hypothesis statement](#)



**Key Question:**

Do teams develop intervention plans that are measurable, that identify and teach replacement behaviors, and include supports and proactive strategies to prevent problem behavior from occurring?

<b>Indicator: Developing Intensive Individualized Behavioral Interventions: Behavior Intervention Plan</b>		
<b>Quality Indicator</b>	<b>Description/Look Fors:</b>	<b>Comments/Evidence</b>
<b>Component 1: Behavior Intervention Plan</b>		
Comprehensive BIPs are developed based on the FBAs, and are implemented with fidelity.	<ul style="list-style-type: none"> <li>The team developing the BIP consists of persons who will be involved in implementing the plan (e.g., teachers, student, parents, support staff).</li> </ul>	
	<ul style="list-style-type: none"> <li>Team uses FBA data to develop planned interventions.</li> </ul>	
	<ul style="list-style-type: none"> <li>BIP is in written form.</li> </ul>	
	<ul style="list-style-type: none"> <li>BIP includes the following components:                             <ul style="list-style-type: none"> <li>Identification of the problem behavior</li> <li>Baseline data for identified behavior</li> <li>Hypotheses as to why behavior occurs</li> <li>Replacement Behaviors to be taught</li> <li>Intervention strategies</li> <li>Methods and frequency for data collection</li> <li>Dates for progress monitoring</li> </ul> </li> </ul>	
	<ul style="list-style-type: none"> <li>Individuals responsible for implementing each component of the plan are identified on BIP by name and role.</li> </ul>	
	<ul style="list-style-type: none"> <li>The plan includes explicit and direct instruction for the teaching of replacement behavior.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Intervention strategies are proactive and positive, designed to reduce problem behavior. This might include necessary changes to the following:             <ul style="list-style-type: none"> <li>○ Environment (e.g., physical arrangement of the room, adult patterns of behavior)</li> <li>○ Schedules or routines</li> <li>○ Instruction</li> <li>○ Academic tasks/assignments.</li> </ul> </li> <li>• Interventions are designed to accomplish long-term change, not just to react to immediate situations.</li> <li>• Responsibilities for BIP implementation are clearly communicated to all those involved such as: general/special education teacher, related school staff, non-teaching staff (e.g., bus driver).</li> <li>• Plan is supported by all stakeholders to include: administrator(s), teacher(s), support staff, non-instructional staff.</li> <li>• BIP interventions, data collection and monitoring begin and proceed on planned dates.</li> <li>• Contingency/crisis plan is developed as needed.</li> </ul>	<p><i>BIP linked to hypothesis, team membership/participation, BIP, plan is implemented, progress monitoring data</i></p>
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**RESOURCES/TOOLS:**

[Classroom Management Checklists](#) adapted from Geoff Colvin's Classroom Strategies

Strategies by Jim Wright

[Learnet – What Problems are Seen?](#) common causes for problem behavior (hypothesis), organizing observations to confirm hypothesis, and prevention strategies. Provides scripts /tutorials on specific replacement skills.

[Behavior Support Plan Template](#) Behavior Support Team Planning Guide.

[New Jersey Positive Behavior Supports in Schools Individual Resources](#)

[Understanding and Responding to Escalating Behavior](#)

[Anger Management Programs](#)

[FBA WorkBook](#)

**Component 2: Replacement Behaviors**

<p>Behaviors are identified and taught that are intended to replace the problem behavior.</p>	<ul style="list-style-type: none"> <li>• Replacement behaviors are selected so that they successfully serve the same function as the problem behavior.</li> <li>• Settings and conditions where replacement behaviors are expected to occur are identified.</li> <li>• Replacement behaviors are appropriate to the age of the student and the setting where the behavior is expected to be demonstrated.</li> </ul>	
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	<ul style="list-style-type: none"> <li>• Replacement behavior is identified as addressing either:             <ul style="list-style-type: none"> <li>○ Skill deficits (a skill the student needs to learn) OR</li> <li>○ Performance deficit (skill student has but doesn't perform consistently)</li> </ul> </li> <li>• Specific plan for teaching replacement behaviors is identified.</li> <li>• Plan clearly identifies skills that need to be taught to student.</li> <li>• Plan provides specific details regarding instruction and teaching strategies to be used.</li> <li>• Strategies to acknowledge replacement behaviors are determined.</li> <li>• Baseline frequency of replacement behavior is collected.</li> <li>• Identified staff have skills and resources needed to implement the plan.</li> </ul>	<i>FBA/BIP, progress monitoring data</i>
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**RESOURCES/TOOLS:**  
 PowerPoint with information on [teaching replacement behaviors](#)  
[Strategies for identifying appropriate replacement behaviors](#) based on function  
 Rubric for [evaluating possible replacement behaviors](#)  
 Brief overview of BIP with section on [qualities of replacement behaviors](#)  
 PowerPoint with section on [identifying replacement/alternate behaviors](#)

**Component 3: Consequences**

The consequences of the behavior are managed in order to increase expected behavior and decrease problem behavior.	<ul style="list-style-type: none"> <li>• Artificial and natural consequences that will increase positive and decrease problem behavior are identified.</li> </ul>	<i>FBA, BIP, IEP</i>
	<ul style="list-style-type: none"> <li>• Student preferences for consequences are identified.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Student is aware of and/or has participated in selection of natural and artificial positive/negative consequences (when appropriate).</li> </ul>	
	<ul style="list-style-type: none"> <li>• Consequences are designed to accomplish long-term change, not just to react to immediate situations.</li> </ul>	
	<ul style="list-style-type: none"> <li>• Frequency/intensity/duration of consequences are the least amount required to result in the desired behavior</li> </ul>	
	<ul style="list-style-type: none"> <li>• Schedules for reduction/fading of consequences are noted.</li> </ul>	
	<ul style="list-style-type: none"> <li>• The written plan includes this information related to student preferences for consequences.</li> </ul>	

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**RESOURCES/TOOLS:**

[Force Choice Reinforcement Menu](#)

University of Minnesota [Tip Sheet on differential reinforcement](#)

BIP Template: See page 2 for section on [identifying reinforcers](#)

**Component 4: Monitoring and Evaluation of Plan**

A process is in place for monitoring, evaluating and modifying the plan as determined.	<ul style="list-style-type: none"> <li>Data are collected and analyzed on an on-going basis to monitor fidelity of implementation of the plan (are people doing what they are supposed to be doing according to the plan?).</li> </ul>	<i>Survey, BIP, progress monitoring data BIP, CSE/CPSE Minutes, IEP (PLEP)</i>
	<ul style="list-style-type: none"> <li>A formal progress monitoring schedule is developed for efficient collection of data to monitor the effect of the intervention in increasing replacement behavior and decreasing problem behavior.</li> </ul>	
	<ul style="list-style-type: none"> <li>BIP is revised or concluded based on progress monitoring data.</li> </ul>	
	<ul style="list-style-type: none"> <li>Process is in place to document and report the results of progress monitoring to CSE/CPSE and parent(s).</li> </ul>	
	<ul style="list-style-type: none"> <li>Results of the progress monitoring are considered in decisions to revise student's BIP and/or IEP.</li> </ul>	

**RESOURCES/TOOLS:**

[Functional Behavioral Assessment Behavior Support Plan \(F-BSP\) Protocol](#) see last page for evaluation plan

[Checklist to assess FBA and BIP](#)

[Benchmarks for Advanced Tiers](#) with a tool for evaluating Tier 3 Intervention Plans



**Key Question:**

Is there a structure in place for supporting students with intensive needs that engages the student, family, school and community agencies?

**Indicator: Developing Intensive Individualized Behavioral Interventions: Support for Families with Intensive Needs**

Quality Indicator	Description/Look Fors:	Comments/Evidence
<b>Component 1: Collaborative Planning to develop cohesive supports for families</b>		
Structure is in place for student, family and community agencies to develop a collaborative plan	<ul style="list-style-type: none"> <li>Team consists of individuals who are relevant to the life of the student (family members, members of the family support system, community service providers, agency representatives, school staff, etc.).</li> <li>Family voice/choice is the driving force of the team process.</li> <li>Strengths of student &amp; family are identified and built into plan</li> <li>Individualized plan is developed by a collaborative team process</li> </ul>	

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- One plan which encompasses all supports and services, out-come based and culturally competent (responsive)
- Team persists working towards goals of plan until the desired outcome is achieved

**RESOURCES/TOOLS:**

[National Wraparound Initiative](#)  
[Wraparound Integrity Tool](#) from the Illinois Statewide Technical Assistance Center  
[Phases of Wraparound Planning](#)

**Regulations/ Memos**

[The Office of Special Education publications](#)

- <http://www.p12.nysed.gov/specialed/publications/policy/Blmemo-909.htm>
- <http://www.p12.nysed.gov/specialed/behavioral/januaryamend.htm>
- <http://www.p12.nysed.gov/specialed/behavioral/>

**Web Resources**

- National Wraparound Initiative: [www.nwi.pdx.edu](http://www.nwi.pdx.edu)
- PBIS.org: Tertiary Level Prevention: [http://pbis.org/school/tertiary\\_level/default.aspx](http://pbis.org/school/tertiary_level/default.aspx)
- Center for Effective Collaboration and Practice: <http://cecp.air.org/fba/>, [www.fape.org/idea/what\\_idea\\_is/osher/main.htm](http://www.fape.org/idea/what_idea_is/osher/main.htm)
- National Association of School Psychologists Resource page: [www.nasponline.org/resources/completetopiclist.aspx](http://www.nasponline.org/resources/completetopiclist.aspx)
- Office of Juvenile Justice and Delinquency Prevention Program, searchable database of effective programs: [www2.dsgonline.com/mpg/search.aspx](http://www2.dsgonline.com/mpg/search.aspx)
- Promising Practices Network, searchable database of evidence-based programs: [www.promisingpractices.net/programs.asp](http://www.promisingpractices.net/programs.asp)
- National Institute on Drug Abuse Research-Based Guide: 2<sup>nd</sup> Edition (2003): [www.drugabuse.gov/pdf/prevention/RedBook.pdf](http://www.drugabuse.gov/pdf/prevention/RedBook.pdf)

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- Crimmins, D., Farrell, A.F., Smith, P.W. & Bailey, A. (2007). *Positive strategies for students with behavioral problems*. Baltimore, MD: Paul H. Brookes Co. **In-depth description of PBS principles and application in FBA/BIP process.**

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- Crone, D.A., Hawkins, L.S. & Bergstrom, K. (2007). [Elementary and middle school settings: A demonstration of training, implementing, and using functional behavioral assessment in 10 elementary and middle school settings](#). *Journal of Positive Behavior Supports*, 9(1), pp. 15–29. **Describes a training structure and evaluates effectiveness in increasing team implementation and teacher knowledge of FBA/BIP.**
- Dunlap, G., Iovannone, R., Kincaid, D., Wilson, K., Christiansen, K., Strain, P. & English, C. (2010). *Prevent–Teach–Reinforce: The school-based model of individualized positive behavior support*. Baltimore, MD: Paul H. Brookes Co. **Gives a clear, step-by-step process for completing FBAs and BIPS, starting from team formation and assessment and going through assessing fidelity of implementation. Includes many useful, easy-to-use forms.**
- Freeman, R., Eber, L., Anderson, C., Irvin, L., Horner, R., Bounds, M., & Dunlap, G. (2006). [Building inclusive school cultures using school-wide positive behavior support: Designing effective individual support systems for students with significant disabilities](#). *Research & Practice for Persons with Severe Disabilities*, 31 (1), pp. 4–17. **Discusses PBIS in the context of supporting students with the most intense behavioral needs. Includes some case studies at elementary level.**
- Kutash, K., Duchnowski, A. J. & Lynn, N. (2006). [School-based mental health: An empirical guide for decision-makers](#). Tampa, FL: University of South Florida, The Louis de la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research and Training Center for Children’s Mental Health. **Describes general findings in research on school-based mental health programs and gives research base for some specific programs.**
- O’Neill, R.E., Horner, R. H., Albin, R. W., Storey, K. & Sprague, J. R. (1997). *Functional Assessment and Program Development for Problem Behavior: A Practical Handbook Edition 2*. Pacific Grove, CA: Wadsworth Publishing Company. **Step-by-step process, with tools, for completing through FBAs and BIPs.**
- Salend, S. J. & Taylor, L. S. (2002). Cultural perspectives: Missing pieces in the functional assessment process. *Intervention in School and Clinic*, 38(2), 104-112. **Brief article on how to build cultural sensitivity into the FBA/BIP process.**
- Scott, T., & Eber, L. (2003). Functional assessment and wraparound as systemic school processes: Primary, secondary, and tertiary systems examples. *Journal of Positive Behavior Supports*, 5, 131-143. **Somewhat dry and academic, but places FBA/BIP and Wraparound in context of school-wide systems, and describes how elements of each inform school-wide, universal systems as well as secondary and tertiary system.**
- Scott, T.M. & Caron, D.B. (2005). Conceptualizing functional behavior assessment as prevention practice within positive behavior support systems. *Preventing School Failure*, 50 (1), pp. 13 – 20. **Brief overview of how the tenets of FBA can be used at all three levels of PBIS system. Discusses efficient use of resources across three tiers to meet student needs.**
- Skiba, R. (2004). [Zero tolerance: The assumptions and the facts](#). Education Policy Briefs, 2(1). Bloomington, IN: Center for Evaluation and Education Policy. **Brief discussion on both intended and actual outcomes of zero tolerance policies in schools. Gives concise information that could be beneficial for use with districts when discussing suspension practices for students.**
- Steege, M.W. & Watson, T.S. (2008). Best practices in functional behavior assessment. In *Best Practices in School Psychology V*. Thomas, A. & Grimes, J. (Eds.). Bethesda, MD: NASP. **Provides an overview of the research and findings on FBAs.**

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- Van Acker, R., Boeson, L., Gabl, R.A. & Potterton, T. (2005). Are we on the right course? Lessons learned about current FBA/BIP practices in schools. *Journal of Behavioral Education*, 14(1), pp. 35-56. **Concise summary of a research study reviewing FBA/BIPs to determine if they include critical, key components. Includes a simple checklist for reviewing FBA/BIPs.**