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OFFICE OF VOCATIONAL AND EDUCATIONAL SERVICES
FOR INDIVIDUALS WITH DISABILITIES
SPECIAL EDUCATION SERVICES

QUALITY INDICATOR REVIEW AND RESOURCE GUIDES
for
BEHAVIORAL SUPPORTS AND INTERVENTIONS

1. **School-Wide Positive Behavioral Systems (PBS)**
2. **Classroom Management**
3. **Targeted Small Group Behavioral Interventions**
4. **Intensive Individualized Behavioral Interventions**

The Special Education Training and Resource Center (SETRC) network is one of VESID'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 SETRC 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 (PBS)*

Definition: School-wide PBS is a systems approach to discipline that emphasizes prevention and data-based decision-making to both reduce problem behavior and improve academic performance.

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**
Component 1: School-Based Team		
There is a school-based team with oversight responsibility for the school's discipline system.	• School-based leadership team is identified • Team represents all stakeholders--all. levels of staff, general & special education,	

	parent/student. • School administrator is an active member. • School team receives on-going training/TA in school-wide behavioral support systems. • School team has meetings at least monthly. • School team evaluates program implementation annually. • School team has a 3-5 year action plan, reviewed annually.	*Team roster, meeting minutes, training schedule, evaluation report, written action plan*
Component 2: Political Support & Visibility at School level		
The school-wide discipline system is supported by and is a priority for school staff.	• At least 80% of staff support and participate in program. • School improvement plan lists improving behavior support systems as a priority. • Schoolwide behavior policy statement developed and endorsed. • Behavior support efforts are coordinated with other schoolwide efforts. • School received benefits of district funding and support for behavioral support systems.	*Staff survey, school improvement plan, school code of conduct, team membership, funding records, staffing/time allocations*
Component 3: School-Wide Behavioral Expectations		
The school has a limited number of expectations for student behavior which are positively stated.	• 3-5 school-wide behavior expectations are defined. • Behavior expectations are documented. • Expectations are posted throughout building. • Expectations are operationalized for various classroom and non-classroom settings.	

	• Expectations are positively stated. • Expectations are observable and measurable. • Expectations are appropriate for the entire community served by that school.	*Team documents, school code of conduct, posters in school, expectations Matrix*
Component 4: Instruction in Behavior		
All students are taught behavioral expectations.	• Lesson plans for expectations are developed. • 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.	*Lesson plans, schedule for teaching, Schoolwide Evaluation Tool (SET) results/ Survey*
Component 5: School-Wide Behavioral Expectations		
Students are acknowledged for demonstrating expected behaviors.	• Acknowledgement system is defined and in place. • Staff use active monitoring strategies to "catch" students demonstrating positive behaviors. • System for collecting data on acknowledgements is in place. • Students are acknowledged more frequently for positive behavior than for infractions. • All teachers acknowledge students for positive behavior. • Acknowledgements are appropriate for the entire community served by that school.	*Acknowledgement menu, data report, observation, school records*
Component 6: Consistent Behavioral Consequences		

Students are acknowledged for demonstrating expected behaviors.	• Consequences for behavioral infractions are clearly defined and documented. • Classroom and administrator managed behaviors are clearly delineated. • All teachers know consequences. • System for collecting data on infractions is in place. • Frequently broken rules are re-taught. • Consequences are appropriate for the entire community served by that school and applied proportionately.	*Teacher handbook, student handbook, interview/survey, school reports, lesson plans, discipline data*
Component 7: Data Collection and Analysis		
Data on student behavior are collected and used to inform and improve the behavioral system.	• Office discipline referral form collects all necessary information. • Office discipline data are gathered monthly and entered into database. • Team summarizes existing discipline data monthly and reports to staff, including suspension data. • Strengths and areas of focus are identified monthly based on data. • Discipline data are used to make decisions and action plans.	*Discipline referral form, school data reports, monthly data reports, team minutes, action plans*
Component 8: On-going staff development		
All staff understand and implement the school-wide discipline system with fidelity.	• School staff are trained in schoolwide plan. • New personnel are oriented to program. • Technical assistance is provided to teachers about components of plan.	

	• Re-training provided as needed to staff on program components. • Reports are made regularly to staff on student data. • Staff are regularly acknowledged for their implementation of the program. • Professional development includes training on selecting expectations and acknowledgements that are appropriate for the entire school community.	*Training enrollment records, coach report, team action plan, faculty meeting minutes, staff surveys, teacher acknowledgement menu, training materials*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

BEHAVIOR: *School-Wide Positive Behavioral Systems (PBS)*

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**
Component 1: District-Level Leadership Team		
Schools receive support at the district level in implementing positive school-wide discipline systems.	• District leadership team is identified. • District team represents range of stakeholders, both general & special education. • District-level administrators are active members. • District team is trained; i.e., can identify critical elements and has reviewed PBS-related research. • District team meets at least biannually and	

	coordinates efforts between schools. • District team has a 3-5 year district action plan that addresses behavior.	*Team roster, attendance, meeting minutes, training dates, written action plan*
Component 2: Political Support & Visibility at District level		
The school community is aware of and supports the school's discipline system.	• District lists improving behavior support systems as a priority and provides funding. • Parents are informed about district behavior program and district ensures parents are welcomed in all schoolwide planning. • Behavior program data are reported regularly to school Board. • Activities and accomplishments of behavior program are shared with larger community.	*District strategic plan/ PDP, PTA minutes/ agenda, district newsletter, Board minutes, newspaper articles*
Component 3: Professional Development & Technical Assistance		
The district provides professional development and technical assistance to support schools.	• District has established trainers to build and sustain behavioral support practices in schools. • Training is provided for new district team members. • External coach (expert available to all school-based teams) is identified. • Internal coaches (school team leaders) meet at least twice a year to discuss district goals. • Parents receive training. • A set of materials has been developed to sustain plan.	*Trainer agreements, training schedule, sign-ins, PDP/ QIP, coach meeting minutes, handbook/materials*
Component 4: District Program Evaluation		

The district evaluates and helps to improve school-based systems of discipline.	• Baseline data are collected in first year of implementation. • Evaluation process is in place for assessing extent to which schoolwide behavior support plans are implemented. • Impact of program on student outcomes is assessed annually. • Impact of program on staff time is assessed annually. • Action plan is reviewed annually for extent of implementation.	*VADIR report, suspension/dropout records program evaluation report, district strategic plan*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

BEHAVIOR: *School-Wide Positive Behavioral Systems (PBS)*

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 VESID **Quality Indicator on Classroom Management** for more in-depth indicators)*

Indicator: Behavior Management		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Classroom Management		
Effective classroom management strategies are used in all classrooms.	• Classroom behavioral expectations are aligned with school-wide behavioral expectations. • Classroom behavioral expectations are explicitly taught in all classrooms. • Consequences for problem behavior in the	

	classroom are consistent with school-wide plan. • Students in every classroom receive a greater number of positive than negative acknowledgements. • Students in every classroom are engaged in meaningful academic work. • Routines from one classroom to the next are not in conflict.	*Posters of class rules, teacher/student interview, lesson plans, student interviews,* *office discipline referral forms, observations*
Component 2: Non-Classroom Behavioral Supports		
Effective management strategies are used in non-classroom settings.	• Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms & other non-classroom settings are aligned with school-wide behavioral expectations. • Behavioral expectations for each setting have been explicitly taught. • Consequences for problem behavior in these settings are consistent with school-wide plan. • Students receive a greater number of positive than negative acknowledgements in these settings. • Paraprofessionals and other staff responsible for these settings have been trained in the school-wide program. • Paraprofessionals and other staff responsible for these settings receive data on program implementation.	*Posters in each setting, lesson plans, office discipline referral forms, student/staff interviews, training schedule, sign-ins, staff meeting minutes*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE
BEHAVIOR: *School-Wide Positive Behavioral Systems (PBS)*

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 VESID Quality Indicators on ***Targeted Small Group Behavioral Interventions*** *and on* **Intensive Individualized Behavioral Interventions** *for more in-depth indicators)*

Indicator: Interventions for At-Risk Students		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: High Quality Small Group Intervention		
Evidence-based small group interventions for behaviorally at-risk students are in place.	• There is a consistent and timely referral process in place to identify students for small group intervention. • A team develops, monitors, and assists with implementation of targeted interventions. • The team conducts monthly updates on targeted interventions, implementation and student progress. • Targeted strategies build on school-wide practices (e.g. use same set of school rules, teach similar expectations, use school reinforcement system). • School has evidence-based practices for small group interventions.	*At risk criteria policies, monitors are identified, training dates, written description of secondary strategies, written action plan*
Component 2: Intensive Individualized Behavioral Interventions		

Evidence-based intensive individualized interventions for students with chronic and severe behavioral difficulties are in place.	• School maintains and reviews records of student behavior in order to identify chronic behavior concerns. • Support teams are available to staff when concerns arise regarding student behavior. • Functional assessments are conducted for all students in need of an individualized behavior plan. • Individualized behavior plans are implemented with fidelity. • Individualized strategies to address student behavior are implemented across all school environments. • Quality assessments are completed on a timely basis. • Individualized assessment and intervention strategies build on school-wide practices. • School has established team to work with community agencies and families to provide wraparound services.	*Behavioral incident reports, team roster, staff memos, FBAs, BIPs & teacher reports, anecdotal records*

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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. **PBS as tool to develop fully inclusive schools with good descriptions of the 3 tiers of PBS.**

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Irvin, L.K., Tobin, T.J, Sprague, J.R., Sugai, G., & Vincent, C.G. (2004). Validity of office discipline referral measures as indices of school-wide behavioral status and effects of school-wide behavioral interventions (abstract). *Journal of Positive Behavior Interventions, 6*(3), 131-147. **Emphasizes importance of data collection/analysis.**

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Netzel, D.M. & Eber, L. (2003). Shifting from reactive to proactive discipline in an urban school district: A change of focus through PBIS implementation (abstract). *Journal of Positive Behavior Interventions, 5(2)*, pp. 71-79. **Case study of an urban school district's implementation of PBIS with some clear specific examples of steps taken.**

Oswald, K., Safran, S., & Johanson, G. (2005). Preventing trouble: Making schools safer using positive behavior supports. *Education and Treatment of Children, 28*(3), 265-278. **Overall description of all components of PBIS program**

Putnam, R.F., Horner, R.H. & Algozzine, R. (2006). Academic achievement and the implementation of schoolwide behavior support. *Positive Behavior Interventions & Support Newsletter, 3(1).*

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Sugai, G., Sprague, J. R., Horner, R. H., & Walker, H. M. (2000). Preventing school violence: The use of office discipline referrals to assess and monitor school-wide discipline interventions. *Journal of Emotional and Behavioral Disorders, 8*, 94-101. **Emphasizes importance of data collection/analysis**.

Taylor-Greene, S.J., & Kartub, D.T (2000). Durable implementation of school-wide behavior support: The high five program. *Journal of Positive Behavior Interventions,* 2(4), 233-235. **Description of a specific PBIS program in an elementary school with 5 expectations that had great results in ODRs for 5 years running.**

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Wilcox, H.R., Stowe, M., Raper, C. and Hedges, L.P. (2000), Public policy foundations for positive behavioral interventions, strategies and supports. *Journal of Positive Behavior Interventions, 2(4), pp. 218-230.*

Walker, B., Cheney, D., Stage, S., Blum, C., & Horner, R.H. (2005). School-wide screening and positive behavior supports: Identifying and supporting students at risk for school failure. *Journal of Positive Behavior Interventions, 7*(4), 194-204.

Resources/Tools

Professional Development Tools from http://www.pbis.org/

General Tools for Evaluating and Planning a School-Wide Discipline System:

- Support Team Checklist: Team checklist for evaluation of school-wide program and for action planning.
- EBS Self-Assessment: Effective Behavior Support Survey of PBIS program
- Staff Survey: Columbia Public Schools staff survey of PBIS implementation
- MU-PBS Implementation Inventory: Scoreable inventory of what has been implemented
- Checklists for all components of school-wide: Checklists for classrooms to assess implementation of school-wide program
- Family Involvement Checklist: Checklist developed by NYS PBIS Initiative
- PBS Self-Assessment: Checklist for district team to assess activities and create an action plan
- Family Engagement Checklist : Checklist of family involvement schoolwide

- SET v.2: School-wide Evaluation Tool, a standardized program evaluation tool that can be administered by a trained consultant
- Evaluation Template: Guidelines for a district to develop own evaluation, with lists of possible tools

Additional Data Collection/Analysis Tools

- Staff surveys to assess staff satisfaction with school climate, student-student, student-staff and staff-staff interactions, rules and expectations for student behavior, staff-parent interactions, and more: Elementary, Secondary

- School Safety Survey: Tool to assess needs for school safety & crisis planning

- 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 Behavioral Matrices

- Expectation Matrices: Elementary, Secondary (page 1-3)

- Tool for operationalizing expectations: Blank Expectations Matrix

Sample Behavioral Lesson Plans

- Elementary, Middle, Secondary

- Sample plans for different non-classroom settings: bus, hallway, bathroom, playground

Sample Acknowledgement Systems

- Description of an elementary school acknowledgement system

- Sample Tickets: Elementary

Sample Behavioral Consequences

- Defining Consequences: Example of how to define consequences from Marylandpbis.org

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QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

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**
Component 1: Positive Classroom Climate		
The teacher has created a positive, warm and accepting environment for all students in the class.	• The teacher respects students and conveys personal acceptance of each student. • The teacher greets students by name. • The teacher is aware of personal goals, interests and activities of students and builds classroom connections. • The teacher engages class in specific classroom-community and trust-building activities (e.g. shared chores). • The teacher holds high expectations of	

	students which are clearly articulated. • 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 mentoring and tutoring. • The teacher quickly addresses potential problems in the classroom.	*Observation, lesson plans, student and teacher interviews, activity schedules*
Component 2: Culturally Responsive Classroom Practices		
All students feel valued and accepted by adults and peers in the classroom.	• Instructional strategies reflect and respond to cultural values, experience and learning styles of students in the class. • Opportunities for community engagement are a priority for school and teachers. • Teacher response to student behavior reflects an awareness of cultural differences in verbal and non-verbal cues. • Teacher understands the cultural components of the "conflict-cycle" and intentionally avoids escalating interactions. • Classroom establishes a system for regular home-school communication. • Students engage in self-study and learn about the norms and values of their culture.	*Observation, lesson plans, classroom newsletters, communication logs, student and teacher interview*

BEHAVIOR: *Classroom Management*

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**
Component 1: Instruction is Planned		
Lessons are carefully planned to accommodate the needs of all students.	• The teacher has spent time preparing the lesson. • The teacher has adjusted both content and strategies to students' developmental levels. • The teacher incorporates strategies to address individual student needs based on their disability. • Complex tasks are broken into small steps. • The teacher attends to and adjusts pacing, minimizing time in non-instructional activities. • Regular times are scheduled into the day to provide feedback on independent work. • Activities have clear beginnings, ends and efficient transitions.	*Lesson plans, alternative materials, class schedule*
Component 2: Instruction is Structured and Predictable		
Lessons are carefully structured and students are aware of lesson objectives and structure.	• The teacher clearly communicates directions and objectives so that students have a clear plan of action; e.g., teacher uses an advance organizer.	

	• Instruction follows a sequential order that is logically related to skill development. • The teacher's instructional presentation includes explanation and modeling, followed by coaching, guided and independent practice and timely feedback. • The teacher provides guided practice with error-correction and re-teaching until students attain 80% mastery. • The teacher monitors independent practice at 90-100% mastery.	*Observation, student work*
Component 3: Instruction is Interactive and Engaging		
Teachers use multiple and varied techniques to engage students in the material in meaningful ways.	• 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. • The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction. • The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g. choral responding, individual response card, and peer tutoring. • Instructional materials are used that students find educationally relevant. • The teacher gives both written and oral feedback that is specific, provides	

	information about accuracy, and recommends alternatives; feedback is timely. • The teacher uses variations in voice, movement and pacing to reinforce attention. • The teacher explicitly points out the connection between effort and outcome.	*Lesson plans, observation*
Component 4: Instruction is Direct and Explicit		
Students learn to independently use strategies that will help them to successfully acquire and retrieve learned materials.	• 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. • 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. • 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. • The teacher provides direct instruction in test-taking strategies which focuses attention on critical aspects of test items, question answering, etc.	*Lesson plans, observation*
Component 5: Learning is Actively Monitored		
Students and teachers are continually assessing effectiveness of lessons.	• Students are held accountable for completing work on time.	

	• Students are held accountable for performance; teacher provides feedback on all assignments. • The teacher grades student work regularly and frequently. • The teacher systematically collects, graphs, and reviews student data.	*Student work, grade books, progress monitoring data*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE
BEHAVIOR: *Classroom Management*

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

Indicator: Classroom Managed to Support Student Engagement		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Organized Physical Setting		
Classroom is physically arranged to promote positive interactions.	• The physical arrangement of the room minimizes crowding and distraction. • Classroom design (i.e., placement of furniture, traffic flow) allows physical and visual access to materials for all students. • Students have a clear view of the teacher, and vice versa, at all times. • Classroom arrangement allows the teacher to be in close proximity to students with special needs and behavioral difficulties. • Classroom design has clearly defined spaces	

	within the classroom that are used for different purposes. • Classroom arrangement has different seating arrangements designed to match activities. • Signs are posted in the room stating behavioral expectations in positive terms.	*Posters, observation, accessibility walk-through*
Component 2: Behavior Expectations Established and Taught		
There is a system in place to establish and teach clear rules, procedures and consequences.	• Classroom behavioral expectations are consistent with school-wide expectations. • A small number (3 – 5) of classroom behavioral expectations are defined. • When possible, students and classroom staff are partners in the development of the behavioral expectations. • Behavioral expectations are positively stated and easily understood. • Behavior expectations are directly and systematically taught. • Behavioral expectations are reviewed frequently and posted about the room. • The teacher provides pre-correction and prompting for behavior expectations as well as ongoing feedback. • Students know the acknowledgements for appropriate behavior, as well as the consequences for inappropriate behavior.	*Lesson plans, posters, classroom rules or behavioral matrices, observation, student interviews, classroom list of acknowledgements and consequences*.
Component 3: Behavior is Monitored		

The teacher actively supervises the classroom, including watching for behaviors to acknowledge and behaviors to correct.	• The teacher engages all children and calls students by name. • The teacher knows what the students are doing and what is going on in the classroom. • The teacher moves around the classroom at regular intervals. • Teacher is able to anticipate and prepare for potential behavioral issues. • The teacher actively supervises and monitors by scanning/looking around, interacting frequently with students, correcting errors and providing acknowledgements for behavior consistent with expectations. • Behavioral interruptions are dealt with quickly with little or no interruption to the learning process.	*Observation*
Component 4: Planned Responses to Appropriate Behavior		
Students are acknowledged for demonstrating expected behaviors.	• The teacher provides specific praise for specific academic and social behaviors linked to classroom expectations. • Acknowledgement for appropriate behavior occurs four times as frequently as acknowledgement for inappropriate behavior. • The teacher uses a wide repertoire of acknowledgements (e.g., tangible, verbal, social, activities) that are valued by the students. • Acknowledgements are delivered to individuals, small groups and/or the whole	

	class. • Acknowledgements are attainable by students at all levels. • Students can verbalize their successes.	*Acknowledgement menu, acknowledgement data, student interviews*
Component 5: Planned Responses to Inappropriate Behavior		
Students clearly see the connection between the inappropriate behavior and its consequences.	• Consequences have clear connections to student behavior. • Consequences are always paired with re-teaching of appropriate behavior. • Consequences are commensurate with the inappropriate behavior. • Consequences are delivered promptly, consistently and equitably. • Punishment occurs only in the context of a strong program of teaching behavior and providing positive consequences for appropriate behavior. • Punishment is administered matter-of-factly without anger, threats or moralizing.	*Office discipline referrals, behavioral data, observation, student interviews*
Component 6: Transitions are Managed		
Classroom transition time results in very few discipline issues, and students move to and from their activities successfully.	• Transition time is kept to a minimum and results in minimal loss of instructional time. • The teacher provides instruction and practice in transition procedures at the beginning of the year. • The teacher use cues to signal upcoming transitions. • Transition procedures are reviewed and re-	

	taught as needed throughout the year.	*Observation, lesson plans*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE
BEHAVIOR: *Classroom Management*

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

Indicator: Direct Instruction in Student Behavioral Self-Management		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Promotion of Self-Regulation		
Students learn to initiate, persevere and complete tasks, to monitor and change behavior, and to plan future behavior when faced with new situations.	• The teacher provides direct instruction in self-management, self-reinforcement, self-evaluation, self-instruction and self-talk. • The teacher provides opportunities for students to practice setting personal short- and long-term behavioral goals. • The teacher and students have a system in place to provide feedback on goals. • The teacher uses signals and cues to alert students to assess and monitor their own behavior. • The teacher provides opportunities for students to measure their own progress and chart their successes.	*Observation, lesson plans, behavioral charts, student interviews*
Component 2: Promoting Thinking about Behavior		
Teacher encourages, and students engage in, systematic problem-solving about	• The teacher provides direct instruction in problem solving strategies for decision-	

behavior.	making, exploration, classification, and hypothesizing about behavior. • The teacher allows/encourages students to engage in problem solving model. • The teacher provides think-aloud demonstrations about behavior and social problem-solving. • 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. • The teacher poses questions about behavioral and social situations which promote thinking. • Teacher allows wait time when eliciting a response after a student has been questioned.	*Lesson plans, observation, student interviews*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE
BEHAVIOR: *Classroom Management*

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

Indicator: Professional Development/District Support		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Teachers are supported in developing and implementing evidence-based classroom management strategies by the	• District/school prioritizes the establishment of and training in School-Wide Positive Behavior Support.	

district and school leadership.	• At the beginning of the year, teachers collaborate on shared student expectations and management strategies. • New teachers receive training in SWPBS, classroom management, and individual student support in their first year. • School administrators and leaders support and participate in training on Positive Behavior Support. • Teacher personnel development plans include specific goals related to the use of positive classroom management strategies. • The need for targeting additional professional development is determined based on the collection and analysis of school wide behavioral data.	*PDP, QIP, training schedules, school and district improvement plans*

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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?

SGI Indicator: School/District Infrastructure		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: District and Administrative Support		

There is visible district and administrative support for implementing targeted small group interventions.	• The principal is an active participant in planning and implementing small group interventions. • Principal and district administration provide program oversight to ensure program is being delivered as designed. • Adequate resources and programmatic flexibility are provided to implement small group interventions with fidelity. • The district governance (e.g., Board) and school community are informed, at least annually, of program effectiveness.	*Meeting rosters, memos, records of classroom visits, budgets, schedules, job descriptions, BOE minutes, newsletters/website*
Component 2: Intensification of School-Wide System		
The school-wide behavioral system is intensified for targeted students and settings. *(See VESID QI Form on School-Wide PBS for Quality Indicators of a school-wide behavioral system.)*	• There is a consistent school-wide positive discipline system in place. • Team uses on-going behavioral data, like office discipline referrals, to identify both students and school settings in need of intensive interventions. • 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 & relevance of acknowledgements, modifying procedures and/or increasing consistency of consequences for those students). • When a problem setting is identified, a plan is developed and implemented to increase	

	intensity 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). • Frequency of monitoring of behavior for those students and/or that setting increases during intervention.	*School-wide program evaluation, action or implementation plan, office discipline referrals, data records, team minutes, monitoring checklists/forms*
Component 3: Data-Based Decision-Making		
An effective data-based decision-making process is in place.	• A decision-making process is in place to identify students in need of additional small group or individual intervention. • The process includes analysis of root causes and selection of interventions based on common needs. • Data from multiple sources are used to determine which at-risk students are in need of small group interventions. • 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. • A school-wide team reviews building data at least monthly to evaluate overall effectiveness of small group behavioral interventions and shares with school community.	*Evaluation report, team minutes*
Component 4: Evidence-Based Interventions		

The research and evidence base is reviewed in selecting targeted small group interventions.	• The school has a process for selecting small group interventions that includes reviewing the research to determine whether those interventions:
	  ○ have been, or have elements that have been, evaluated in a peer-reviewed journal.
	  ○ have been replicated across investigators, settings and participants.
	  ○ have proven effective in settings similar to this school.
	  ○ have been shown to produce outcomes like the desired outcome.
	• Evidence is collected on an on-going basis on the effectiveness of the intervention.
		Web-based resources below, journal articles, team notes, data analysis reports

Component 5: Integrated Delivery of Services		
Targeted small group interventions are integrated seamlessly into school-wide programs.	• There are a range of planned alternative interventions for at-risk students. • Small group intensive interventions are continuously available and access to interventions is rapid and efficient. • Small group intensive interventions are consistent with school-wide interventions. • Small group interventions are available in the district across all grades levels, emphasizing early identification in grades K to 3. • The continuum includes alternative instructional settings for students at greatest risk for dropping out, like: school within a	*School-wide discipline plan, QIP, district plan* *Special Education BOE report*

	school, evening school, and alternative school.	
Component 6: On-going staff development		
There is high-quality, on-going staff development that includes technical assistance in implementing best practices.	• All school staff are knowledgeable about small group interventions and at least 80% support the program. • Appropriate school staff are fully trained in providing general and disability-specific small group interventions. • New personnel are oriented to interventions. • Technical assistance is provided to teachers about components of interventions. • A system is in place to check fidelity of implementation and provide re-training as needed. • Staff regularly share effective practices across and within grade levels. • Staff are regularly acknowledged for their implementation of the program.	*Survey results, attendance records, training evaluations, teacher report, surveys, 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.

SGI Indicator: Evidence-Based Small Group Intervention Strategies for Students who are Behaviorally At-Risk		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Family/School Connection		
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. • 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.	*Surveys, plan sign-off, attendance and training evaluations, notes home, phone logs, service logs, meeting minutes, collaborative programs*
Component 2: Relationship Building		

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 mentoring and tutoring. • Students are engaged in specific activities to build a positive connection to the school, including extracurricular activities and cross-age tutoring. • Students are engaged in specific activities to build positive family relationships, like family recreational activities. • Students are engaged in specific activities to build positive community relationships, like service internships.	*Surveys, enrollment records, attendance*
Component 3: Social Skills Instruction Selected and Provided		

A research-supported social skills curriculum is taught to targeted students.	• At-risk students are instructed utilizing a supported and consistent social skills curriculum using cognitive-behavioral principles.
	• Instruction addresses the following types of skills:
	  ○ effective communication
	  ○ group participation and cooperation strategies	

	○ managing and expressing emotions ○ empathy and perspective taking ○ ability to set and achieve goals ○ problem-solving and conflict resolution ○ developing a self-reflective, open approach to daily living ○ self-monitoring, self-regulating, and self-reinforcement strategies ○ team building • Curricular materials provide technical validation data including results of outcome studies. • Curricular materials include assessment procedures for screening, monitoring progress, and instructional decision-making. • Instructional strategies include modeling, role-plays, feedback and generalization training. • Adults model positive social interactions. • 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.	*Curriculum guide, lesson plans, observations, enrollment records, attendance*
Component 4: Academic Support		
Additional academic supports are provided to behaviorally at-risk students.	• Classroom instruction is engaging and instructional techniques/methods are varied for non-traditional learners.	

	• Match between student abilities and instruction level is assessed and addressed. • Tutoring is provided in areas of academic delay. • There are research-based small group and individual academic interventions. • Instructional techniques/methods are reflective of differences in student experiences, interests, and cultures. • Social-emotional skills and strategies are included in all academic instruction. • Students are taught meta-cognitive skills; i.e., they learn to think about how they learn. • Assessment and instruction in vocational skills is provided, if appropriate.	*Enrollment records, attendance, student work product, evaluation results, lesson plans, school plan, assessment report*
Component 5: Transitions Addressed		
Programs are in place to help students make successful transitions of all types.	• Proactive strategies are in place for students transitioning from home to school. • Proactive strategies are in place for students transitioning from school system to school system. • Proactive strategies are in place for students transitioning from class to class. • Proactive strategies are in place for students transitioning from program to program. • Proactive strategies are in place for students transitioning from building to building. • Proactive strategies are in place for students	*School plan, common planning schedule, meeting records, transition plans, IEPs*

	transitioning from school to post-secondary.	
Component 6: Effective In-School Suspension		
In-school suspension has the elements required to insure success.	• In-school suspension programs have a coordinator and a consistent set of written policies. • In-school suspension classes have low student-teacher ratios. • Classroom teachers provide daily assignments for students in in-school suspension. • In-school suspension programs include time for assessment and intervention focused on developing replacement behaviors. • Parents are notified of in-school suspensions and involved in the process. • In-school suspension options are offered that include service to the school community.	*Program description, school plan, daily program records, lesson plans, FBAs*

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 VESID **Quality Indicator on Classroom Management** for more in-depth indicators)*

SGI Indicator: Classroom Behavioral Supports		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Classroom Management		

Effective classroom management strategies are used in all classrooms.	• Classroom behavioral expectations are aligned with school-wide behavioral expectations. • Classroom behavioral expectations are explicitly taught in all classrooms. • Consequences for problem behavior in the classroom are consistent with school-wide plan. • Students in every classroom receive a greater number of positive than negative acknowledgement. • Students in every classroom are engaged in meaningful academic work. • Routines from one classroom to the next are not in conflict.	*Posters of class rules, teacher/student interview, lesson plans, student interviews, office discipline referral forms, teacher/student interview, observations*.
Component 2: Non-Classroom Behavioral Supports		
Effective management strategies are used in all non-classroom settings.	• Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms& other non-classroom settings are aligned with school-wide behavioral expectations. • Behavioral expectations for each setting have been explicitly taught. • Consequences for problem behavior in these settings are consistent with school-wide plan. • Students receive a greater number of positive than negative acknowledgements in these settings. • Paraprofessionals and other staff responsible for these settings have been trained in the	*Posters in each setting, lesson plans, office discipline referral forms, student/staff interviews, training schedule, sign-ins, staff meeting minutes*

	school-wide program. • Paraprofessionals/other staff responsible for these settings receive data on program implementation.	

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

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 VESID Quality Indicators on **Intensive Individualized Behavioral Interventions** *for more in-depth indicators)*

SGI Indicator: Interventions for students with chronic difficulties		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Intensive Interventions for Students with Chronic Behavioral Difficulties		
Evidence-based intensive individualized interventions for students with chronic and severe behavioral difficulties are in place.	• School maintains and reviews records of student behavior in order to identify chronic behavior concerns. • Support teams are available to staff when concerns arise regarding student behavior. • Functional assessments are conducted for all students in need of an individualized behavior plan. • Individualized behavior plans are implemented with fidelity. • Individualized strategies to address student behavior are implemented across all school environments.	

	• Quality assessments are completed on a timely basis. • Individualized assessment and intervention strategies build on school-wide practices. • School has established team to work with community agencies and families to provide wraparound services.	*Behavioral incident reports, team roster, staff memo, FBAs, IEPs, BIPs & teacher reports, team minutes*

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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.**

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Lehr, C.A. (2004) Increasing school completion: Learning from research-based practices that work: Research to practice brief. *Improving Secondary Education and Transition Services through Research, 3(3).*

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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.**

Snyder, M. & Bambara, L. (1997). Teaching secondary students with learning disabilities to self-manage classroom survival skills. *Journal of Learning Disabilities, 30(5)*, pp. 534-543. **Describes a multi-component self-management intervention for students with learning disabilities.**

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Woods, E.G.(2007). Reducing the dropout rate. *School Improvement Research Study: Northwest Regional Educational Laboratory, 17*, pp. 1-17.

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 Educaiton 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.

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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*

Definition: 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 VESID Quality Indicator on **School-Wide Positive Behavioral Systems for more in-depth indicators**)*

Indicator: School Infrastructure		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1:		

There is an effective positive school-wide discipline system in place.	• There is a school-wide system for addressing discipline that includes:
	  ○ increasingly intensive interventions;
	  ○ on-going assessment to determine student need for intervention; and
	  ○ use of a data-driven problem-solving process
	• Principal provides oversight of system, including process for implementing individualized interventions, to ensure it is being delivered as designed.
	• The principal is an active participant in	

	planning and implementing intensive individualized interventions. • Adequate resources and programmatic flexibility are provided to implement individualized interventions with fidelity. • Access to school-based intensive interventions is rapid and efficient	*Written, school-wide discipline procedures, meeting rosters, memos, records of classroom visits, budgets, schedules ,job descriptions, plan description, IST or referral records*
Component 2: Professional Development		
Staff are trained in effective intensive individual behavioral interventions.	• Appropriate school staff are fully trained in providing intensive individual interventions. • Appropriate school staff are fully trained in their role in assessing the functions of student behavior. • Technical assistance is provided to responsible parties about components of intervention plans. • A system is in place to check fidelity of implementation and provide re-training as needed. • Staff regularly share effective practices across and within grade levels. • Staff are regularly acknowledged for their implementation of the program.	*Attendance records, training evaluations, teacher reports, surveys, observation checklists*

Key Question: Are proactive classroom behavioral support systems in place to reduce the need for small group and individualized interventions?

*(See VESID Quality Indicator on **Classroom Management** for more in-depth indicators)*

Indicator: Behavior Management		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Classroom Management		
Effective classroom management strategies are used in all classrooms.	• Classroom behavioral expectations are aligned with school-wide behavioral expectations. • Classroom behavioral expectations are explicitly taught in all classrooms. • Consequences for problem behavior in the classroom are consistent with school-wide plan. • Students in every classroom receive a greater number of positive than negative acknowledgements. • Students in every classroom are engaged in meaningful academic work. • Routines from one classroom to the next are not in conflict.	
Component 2: Non-Classroom Behavioral Supports		
Effective management strategies are used in non-classroom settings.	• Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms & other non-classroom settings are aligned with school-wide behavioral expectations. • Behavioral expectations for each setting have been explicitly taught. • Consequences for problem behavior in these	

	settings are consistent with school-wide plan. • Students receive a greater number of positive than negative acknowledgements in these settings. • Paraprofessionals and other staff responsible for these settings have been trained in the school-wide program. • Paraprofessionals and other staff responsible for these settings receive data on program implementation.	

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

BEHAVIOR: *Intensive Individualized Behavioral Interventions*

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

Indicator: Interventions for At-Risk Students		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: High Quality Small Group Intervention		
Evidence-based small group interventions for behaviorally at-risk students are in place.	• There is a consistent and timely referral process in place to identify students for small group intervention. • A team develops, monitors, and assists with implementation of targeted interventions. • The team conducts monthly updates on targeted interventions, implementation and student progress.	

	• Targeted strategies build on school-wide practices (e.g. use same set of school rules, teach similar expectations, use school reinforcement system). • School has evidence-based practices for small group interventions.	*At risk criteria policies, monitors are identified, training dates, written description of secondary strategies, written action plan*

QUALITY INDICATOR REVIEW AND RESOURCE GUIDE

BEHAVIOR: *Intensive Individualized Behavioral Interventions*

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)?

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.

Indicator: Developing Intensive Individualized Behavioral Interventions: Functional Behavioral Assessments		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: FBA Team Composition & Assessment Process		
FBAs are comprehensive and incorporate information from	• Team that contributes to development of FBA consists of persons who know the student across	

multiple individuals and sources.	multiple settings (e.g., teachers, student, parents, support staff, administrators)	*FBA team list, FBA, survey, implementation fidelity, team interview, team notes, BIP, defined behavior in FBA, copy of data collection tools/summary of data, progress monitoring report at least monthly (dated)*
	• Composition of team ensures fit to student's culture and community	
	• Team includes people who understand the FBA process, can conduct functional assessments, and can analyze data	
	• Team can articulate established problem solving process	
	• Team reviews and summarizes data, refines description of problem behavior, develops BIP as needed	
	• Problem behavior is defined in concrete, measurable and observable terms: Behavior is described in sufficient detail so a *stranger can identify it if s/he sees it*	
	• Only one target behavior is described at a time	
	• Multiple sources of relevant data are collected using a variety of tools, including but not limited to: o direct observation of the student o review of student records	

	○ interviews with the parent/s and student ○ surveys/checklists	
	• Team monitors implementation of intensive interventions and student progress	
Component 2: Baseline is established		
The FBA includes baseline data.	• Baseline measures were taken to determine occurrence/non-occurrence of problem behavior across: ○ activities ○ settings ○ people ○ times of day	*Copies of data collection tools/summary of data, IEP*
	• Baseline measures include frequency, duration, intensity and/or latency (how long it takes a student to respond)	
	• Behavioral needs are documented and referenced in the development of the IEP	
Component 3: Contextual Factors: Factors Influencing Behavior		
Factors that maintain the problem behavior are identified.	• Factors that increase the likelihood of the behavior are identified (such as problems at home, on the bus, classroom activities, tasks).	
	• Relationships between antecedents (people, events, activities that occur before the problem behavior)	

	and the problem behavior are identified	
	• Sequences of student behavior that consistently precede target behavior are identified	
	• Responses/consequences that maintain the problem behavior are identified	
	• Consideration is given to: • Medical/psychological/psychiatric diagnoses • Parental input • Cultural/ethnic factors • Gender • Developmental/maturational level	*FBA, record review, Interview*
Component 4: Hypothesis development		
The function of the behavior is identified.	• Hypothesis (an informed opinion as to the function the problem behavior serves for the student) predicts setting events, antecedents, trigger, conditions	
	• The hypothesis is a testable statement; i.e., the hypothesized function is observable and measurable	*FBA*

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?

Indicator: Developing Effective Behavior Intervention Plans		
Quality Indicator	**Description/Look Fors:**	**Comments/Evidence**
Component 1: Behavior Intervention Plan		

Comprehensive BIPs are developed based on the FBAs, and are implemented with fidelity.	• FBA data are used to develop planned interventions.
	• Parent(s) participate in the development of the plan.
	• BIP is in written form.
	• BIP includes:
	  ○ Identification of the problem behavior
	  ○ Hypotheses as to why behavior occurs
	  ○ Intervention strategies
	• Intervention strategies are proactive and positive, designed to reduce problem behavior and increase replacement behavior.
	• Individuals responsible for implementing plan are identified on BIP.
	• Responsibilities for BIP implementation are clearly communicated to all those involved in implementing the plan such as: general/special education teacher, related school staff, non- teaching staff; e.g., bus driver.
	• Administrator(s)/teacher(s) support plan.
		BIP linked to hypothesis, team membership/participation, BIP, plan is implemented, progress monitoring data

	• Interventions begin on planned dates.	
Component 2: Replacement Behaviors		

Behaviors are identified and taught that are intended to replace the problem behavior.	• Reasonable replacement behaviors are developed based on presumed function.
	• Baseline frequency of replacement behavior is collected.
	• Specific plans for teaching replacement behaviors are identified.
	• Replacement behaviors are appropriate to the age of the student and the setting where the behavior is expected to be demonstrated.
	• Replacement behavior is identified as addressing either:
	  ○ Skill deficits (a skill the student needs to learn), or
	  ○ Performance deficit (skill student has but doesn't perform consistently).
	• Replacement behaviors are selected so that they successfully serve the same function as the problem behavior.
		FBA/BIP, progress monitoring data

Component 3: Consequences		
The consequences of the behavior are managed in order to decrease problem behavior and increase expected behavior.	• Artificial & natural consequences are identified. • Student preferences for reinforcement are identified. • Positive and negative consequences in response to the student's behavior are identified.	

	• Student is aware of and/or has participated in selection of natural and artificial positive/negative consequences (when appropriate). • Frequency/intensity/duration of consequences (positive and negative) are the least amount required to result in the desired behavior. • Schedules for reduction/fading of reinforcers are noted. • Interventions are designed to accomplish long-term change, not just to react to immediate situations.	*FBA, BIP, IEP*
Component 4: Plan for Teaching Replacement Behavior		
Replacement behaviors are explicitly taught.	• Settings and conditions where replacement behaviors are expected to occur are identified. • Procedures/routines are defined for preventing problem behaviors. • Plans clearly identify skills that need to be taught to student. • Strategies to reinforce replacement behaviors are determined. • Plans provide specific details regarding instruction and teaching strategies to be used. • Staff involved have skills and resources needed to implement the plan.	*Survey, BIP, progress monitoring data*

Component 5: Supports to facilitate success		

Proactive strategies are used and modifications are made to the plan as needed.	• Necessary changes are identified:
	  ○ Environment (e.g., physical arrangement of the room, adult patterns of behavior)
	  ○ Schedules or routines
	  ○ Instruction
	  ○ Academic tasks/assignments
	• Identified prompts, cues and pre-corrects are specifically described (time/place of usage).
	• Strategies are defined that will increase the occurrence of replacement behaviors (e.g., modeling behavior, signals).
	• Contingency/crisis plan is developed.
	• Planning and supportive services include participation of multiple agencies (strength-based; wraparound).
		BIP, progress monitoring data, survey, classroom observation, teacher interview

Component 6: Monitoring and Evaluation of Plan		

Data are collected and analyzed on an on-going basis to monitor the implementation and assess the effectiveness of the BIP.	• A schedule for a simple, efficient data collection system is developed:
	  ○ to monitor fidelity of implementation of plan.
	  ○ to monitor student outcomes.
	• BIP includes a schedule to periodically analyze the effects of the intervention.
	• Process is in place to document and report the results of progress monitoring to parents and CSE/CPSE.
	• BIP is revised based on progress monitoring data.
	• Results of the progress monitoring is considered in decisions to revise student's program or IEP.
		BIP, CSE/CPSE Minutes, IEP (PLEP)

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

Resources/Tools

Regulations

VESID Behavioral Regulations and other NYS Behavior related publications – FBA, BIP

School-wide Positive Behavioral Systems

PBIS.org – an OSEP resource for school-wide positive discipline systems. Contains many tools including the Effective Behavior Survey (EBS) and other surveys and rating scales

FBA

FACTS (Functional Assessment Checklists for Teachers and Staff)
Two page interview used by school personnel who are building behavior plans. It is an efficient strategy for initial functional behavioral assessment and is completed by people who know the student best. It can be completed in a short period of time.

Schwab Learning Functional Assessment Behavior Tools
This website provides a variety of forms to assist teams with Functional Behavior Assessment

Learnet – What Problems are Seen?
Provides information on common causes for problem behavior (hypothesis), how to organize observations to confirm hypothesis, and prevention strategies. Focus is on behavior issues commonly seen in students with TBI, however much of the information can be applied to other students with similar behavioral issues.

Architext Behavior Action Planner
Computer program to help teams write and monitor Functional Behavior Assessments, Behavior Intervention Plans and Manifest Determinations. Free 30 day demo program available.

Behavioral Notes
Web based tool for documenting and analyzing behavior.

Problem Behavior Questionnaire, Lewis, T.J., Scott, T.M., Sugai, G. (1994) The problem behavior questionnaire: A teacher based instrument to develop function hypothesis of problem behavior in general education settings. Diagnostique, 10:103-115.

Center for Effective Collaboration and Practice. (1998). Addressing student problem behavior—Part II: conducting a functional behavioral assessment.

Behavior Intervention Planning: Using the Functional Behavior Assessment Data.(User's Guide with interactive CD) Longmont, CO:Sopris West. Scott, T., Liaupson, C., Nelson, C.M. (2001)

Motivation Assessment Scale
A short form free online for teams to use to determine function of behavior.