STUDENT SUPPORTS AND INTERVENTIONS

Multi-Tiered Support Systems (MTSS)

June 2016

WOODLAND JOINT UNIFIED SCHOOL DISTRICT

Public Education
Since 1856

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As Evidenced By

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Bringing personal items/toys/food into class

Arguing with adults

Refusal to follow directions

Horseplay: Physical behavior that is not likely intended to cause harm to others.

Destroying school property (minor)

Hurtful or unacceptable language

Inflexible about change

Struggles with transitions

Failing to turn in work

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MISSION

The mission of Woodland Joint Unified School District is to prepare and empower all students for a future of endless possibilities.

WJUSD Multi-Tiered Support Systems (MTSS) mission is to:

- Address the needs of **ALL** students
- Align the **entire** system of initiatives, supports, and resources
- Implement continuous improvement processes at **all levels** of the system

VISION

Excellence in Student Achievement

Excellence in Communication

Excellence in Facilities and Opportunities

To provide Multi-Tiered Support Systems (MTSS) utilizing:

- *High-quality, differentiated classroom instruction.*
- *Systemic and sustainable change.*
- *Integrated data system.*
- *Positive behavioral support.*

SECTION 1: DEFINITION OF MULTI-TIERED SUPPORT SYSTEMS (MTSS)

In WJUSD, MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Shared Tenants:

- Shared Leadership
- Data-Based Problem Solving and Decision Making
- Layered Continuum of Supports
- Evidence Based Instruction, Intervention, and Assessment Practices
- Universal Screening and Progress Monitoring
- Family, School, and Community Partnership/Engagement

District Problem-Solving process:

"Schools that are safe, effective, and violence free are not created by accident. They are environments where considerable effort has been made to build and maintain supportive school cultures. Part of this effort consists of evaluating and monitoring the types of behaviors students are exhibiting. Office Referrals are used by schools throughout the nation as one method for managing and monitoring disruptive student behavior. Referrals are more than an index of student behavior; they are an index of the consistency and quality of the school's discipline system." (2005, Sprague & Golly. Best Behavior: Building Positive Behavior Support in Schools. Sopris West).

It is important to have a process for reviewing data monthly in order to proactively address concerns before they become a problem. By reviewing and sharing data it allows the team to address areas of concern, but more importantly to celebrate areas of success. It is recommended that each level team have a facilitator who leads the team through the review, a recorder to document the issues/problem and solution, as well as data analysis.

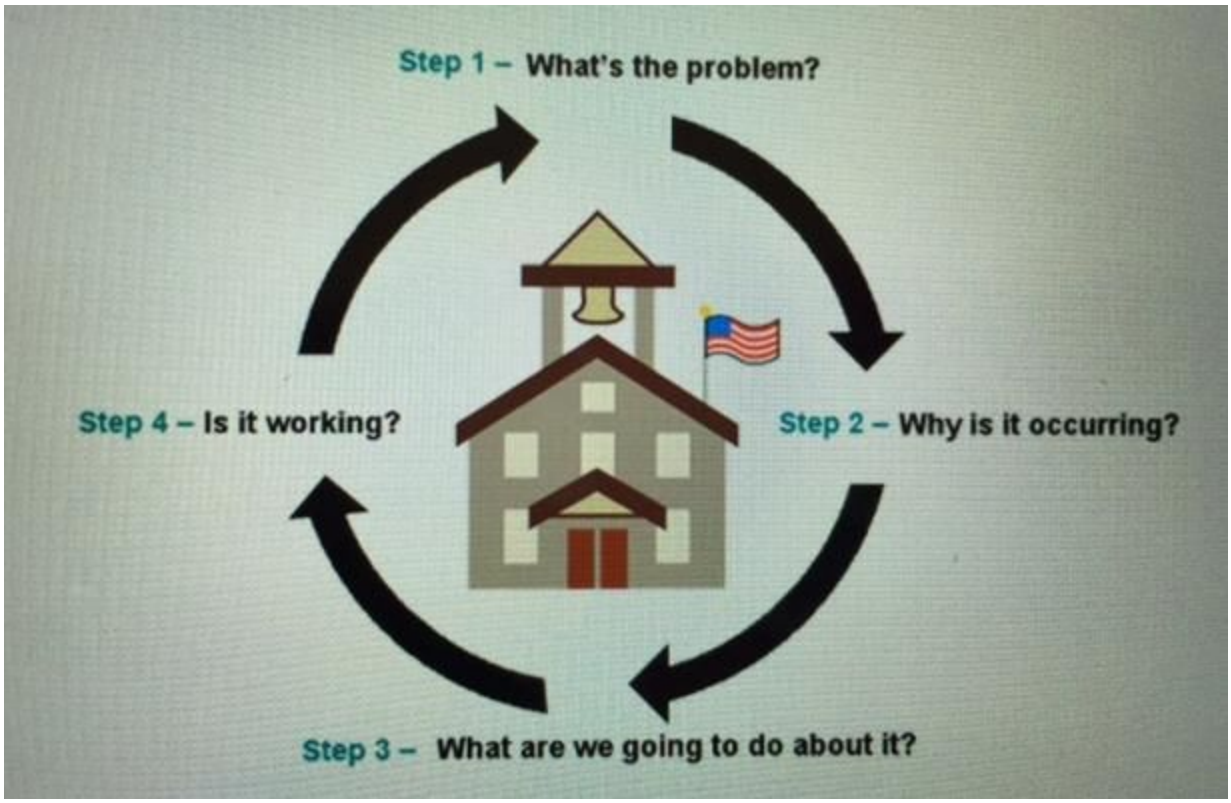
The 4-step problem-solving process involves:

Step 1: Problem Identification: Define, in objective and measurable terms, the goal(s) to be attained. Identify if there is there a gap between the grade level expectations and the student's performance.

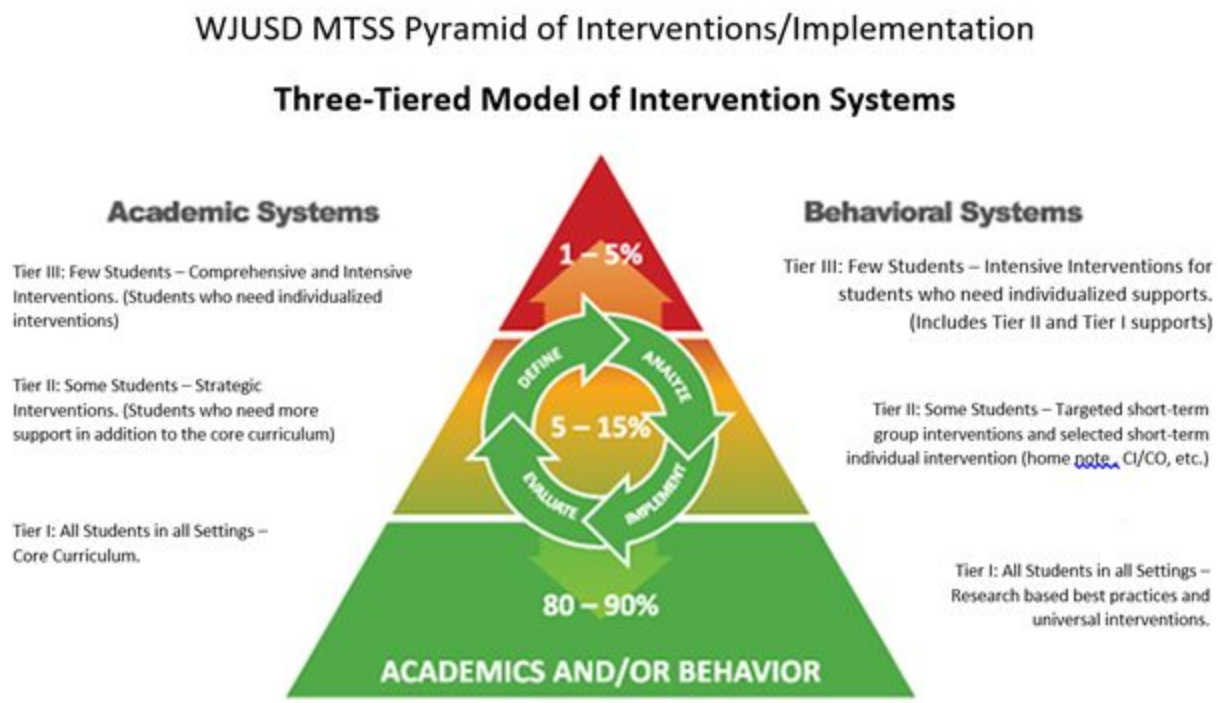
Step 2: Problem Analysis: Identify possible reasons why the desired goal(s) is not being attained.

Step 3: Instructional/Intervention Plan: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2).

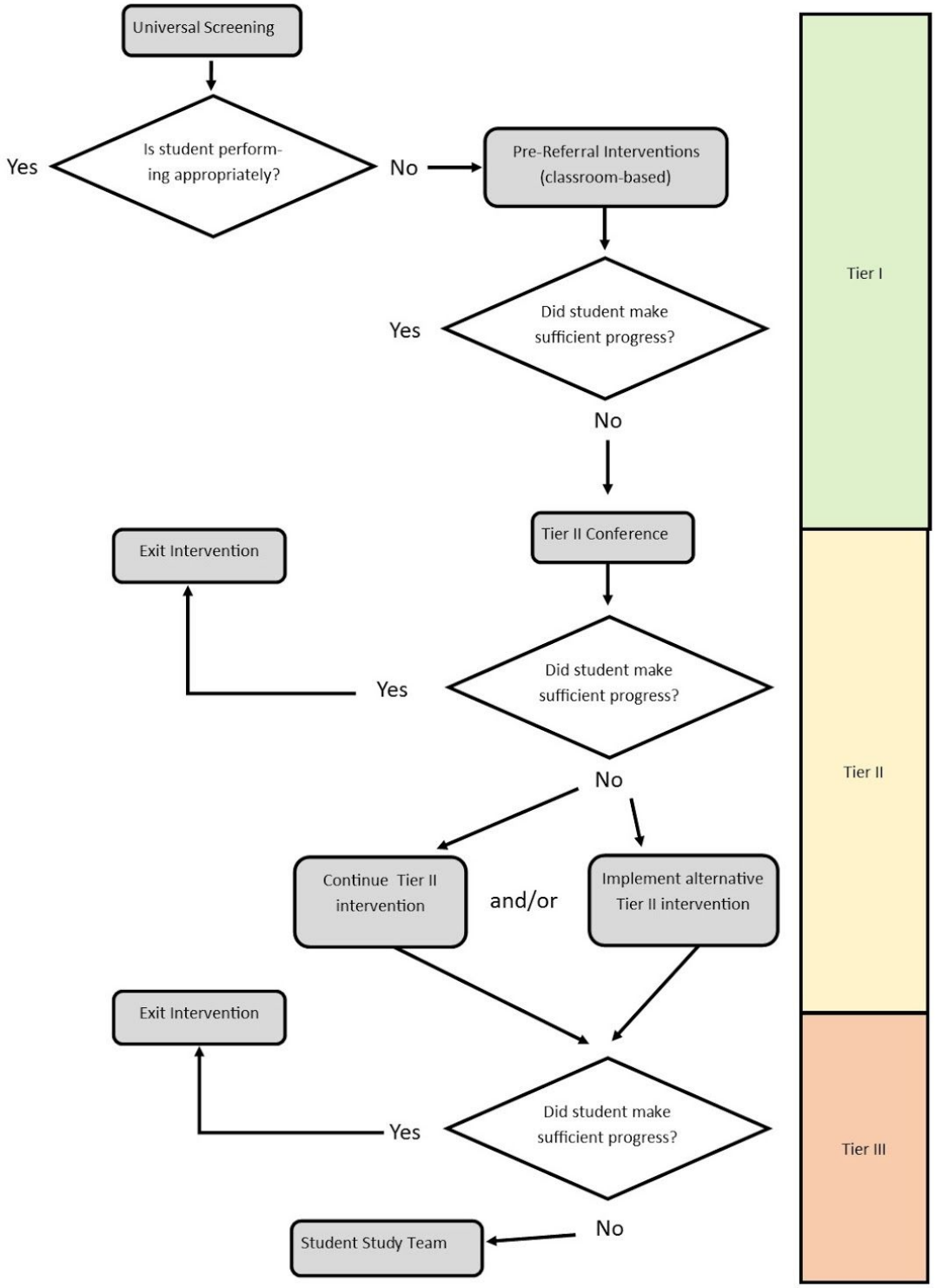
Step 4: Review of Effectiveness: Evaluate the effectiveness of the plan in relation to stated goals.



Pyramid of Interventions/Implementation



Student Support Flow Chart - Multiple Tiered Systems of Support



Tiered Team Roles and Responsibilities

Defining Team Structures:

	Name	***Lead***	***Who***	***When***
Level 1	Student Collaboration Team (SCT)	Department or Grade-Level Chair	All teachers within department or grade-level	At least twice a month
Level 2	Site Leadership Team (SLT)	Principal or RTI	○ Principal ○ Vice Principal ○ RTI Specialist ○ 504/SST Coordinator ○ Department or Grade-Level Chair May Include: ○ School Psychologist ○ PBIS Coach ○ Counselor ○ EL Specialist	Monthly
Level 3	MTSS Academy	Assistant Superintendent of Educational Services	○ Principals ○ Site/SLT Staff Applicable to Agenda ○ District Personnel as needed	Monthly

Purpose/Responsibilities of Each Team

Level 1 Team - Student Collaboration Teams (SCT)

<u>Purpose 1</u>: Receive and interpret data information from SLT (TFI, Discipline, Grades etc.) and identify academic and SEL needs strengths and barriers.

Teachers discuss and create action items to present to the SLT. Which may include revising schedules to provide more time for core or intervention, selecting a more appropriate intervention model to meet the needs of students, changing interventionists, increasing professional development or support for interventionists, strengthening the core curriculum.

Purpose 2: Identify academic and behavioral needs and strengths and barriers by using informal classroom observation, test scores, etc. Teachers will bring concerns to the team and discuss best practices. They will try a new intervention, monitor the progress, and report back to the group.

Purpose 3: Monitor effective proactive classroom management skills and good first instruction of guaranteed viable curriculum.

Level 2 Team - Site Leadership Teams (SLT)

Purpose 1: Provide support for staff who implement Tier 2 and Tier 3 Interventions

Purpose 2: Receive student information from SCT and determine interventions and supports for teachers and students.

Purpose 3: Monitoring the process, interventions and fidelity of Tier 2 and Tier 3

Purpose 4: Review progress monitoring data for students in tiers 2 and 3.

Purpose 5: Communicate information about problems and successes to the MTSS Academy.

Purpose 6: Receive information from the MTSS Academy and create action goals based on the data.

Level 3 Team - MTSS Academy

Purpose 1: Receive information from SLTs.

Purpose 2: Responsible for ensuring that the SCTs and the SLTs are operating smoothly within their purpose.

Purpose 3: Investing time and analyzing data to make system level decisions.

Purpose 4: They train, lead and provide guidance for the SLTs.

Consideration for Special Needs Students:

Multi-Tiered System of Supports (MTSS is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The Individuals with Disabilities Education Act (IDEA 2004), supports implementation of a Multi-Tiered System of Supports because it has proven to be effective in accelerating learning for all students, including students with disabilities. When the MTSS framework is implemented with fidelity, students' educational needs are more intentionally addressed by designing, developing, and delivering needed, appropriate supports. How students with disabilities' needs are addressed should be documented in an Individualized Education Program (IEP).

Considerations for ELs

Expertise/Knowledge of Team and Informed Parent Participation

There are various team members that are involved as part of the RtI, the review of special education evaluation referrals, the evaluation process, and determination of special education eligibility. It is important that team members involved with CLD students have expertise relevant to cultural and linguistic differences. Most commonly, states recommend that an ELL teacher be part of the teams and that team members have training in CLD issues. Team members also need to recognize the complex relationship between developing language proficiency in the second language, literacy development in both languages, and acquiring culturally bound knowledge (e.g., learning the names of the states or capitals; national holidays; vocabulary words, particularly those that are idiomatic and colloquial in meaning and usage; or humor) (Genesee, Lindholm-Leary, Saunders, & Christian, 2005). There is a need for fully integrate processes that require professionals to work together and use their expertise to provide appropriate services to CLD students in a trans disciplinary manner. When documents encourage communication and collaboration across disciplines and reference other documents (e.g., a special education document referencing a Title III document) and there is inclusive professional development to address the educational needs of all students, teams are more likely to be aware of and incorporate each other's areas of expertise.

Finally, it is important that parents of students who are CLD provide consent to participate and be provided with meaningful opportunities to be involved in the team processes, and be able to contribute important information about their children and family needs, values, and culture.

The following questions help guide teams regarding inclusion of knowledgeable participants, particularly parents of CLD students and including ELLs (as age appropriate) and other critical considerations:

- Does the school data–informed problem-solving team have all stakeholders involved, including the general education and English Language Development (ELD) teachers?
- How many years has the student been in the USA?
- Has student received high quality ELD instruction?
- Take English language development(ELD) level into account
- Compare to like peers(ELD level as well as years in US) not English Only students
- Have appropriate and research based ELD interventions been provided to match students ELD level
- Did the student receive "best first instruction" during Tier 1
- Consider L1 instruction as intervention
- Apply culturally responsive practices in terms of assessments, curriculum
- Was parent involvement appropriate?
- Is there a cultural liaison that can link the school and community contexts and parental rights for the parents?
- Is the family informed of the student receiving preventive, tiered intervention in addition to ELD services as part of the school's RTI/multi-tier system of supports (MTSS) model?
- Are the parents involved in the process, problem solving, and monitoring of the educational plan's (instruction and intervention) efficacy and response before the student is referred for special education evaluation?
- Is the parent's consent to a special education evaluation based on an informed understanding of the process and, when necessary, with the support of the cultural liaison, cultural navigator, or translator?
- When appropriate, are parents provided with the opportunity to report on surveys (adaptive, ecological, etc.) with the support of a cultural liaison, cultural navigator, or translator?

- Have the student's parents/guardians participated in the eligibility determination as partners and do they understand how the child will continue to receive the tiered, ELD and specially designed instruction if eligible for special education services?

SECTION 2: THE FOUNDATION OF SUPPORT – TIER 1

Behavior

Positive Behavioral Intervention and Support (PBIS) is an evidence based structure that focuses on system wide prevention of student misconduct. Evidence has shown the following needs to be considered for developing and implementing a sustainable PBIS system within a school site and district:

- **Administrator's Leadership**
- A **PBIS Team** that represents all populations, including parent and community
- **Defined Expectations** by context of the school
- **Expectation taught** and reviewed on a regular base
- **Acknowledgement System** that is well defined and easy to use to honor students who demonstrate the expectation
- **Correction System** to support students with meeting the expectation
- **Data System** to capture and produce useful behavior reports

Expectations

It is an expectation of Woodland Joint Unified School District that all teachers, elementary, middle school and high school, teach the: 1) School-wide (universal) Expectations defined by common area locations on campus, 2) Social-emotional learning skills (SEL) that include social skills, and other areas of character education in order to teach, build, and reinforce pro-social behaviors using PBIS framework.

School-wide (Universal) Expectations

Each school site has developed 3-5 school wide expectations targeting prosocial behaviors that encompass the unique needs of their school sites. The following are examples from WJUSD school sites:

- Responsible
- Respectful
- Professional
- Advocating

Teaching Expectations

Expectations should be taught in the same manner which academic skills are taught. Behavior core instruction is provided by classroom teachers at a regularly scheduled, neutral time. The teaching of expectations and social skills continues throughout the entire school year. Each school site will develop a schedule for teaching and practicing expectations and social skills that will best meet the needs of the students at individual school sites.

Acknowledging and Correcting Expectations

Once expectations and social skills have been taught, acknowledgement and correction (enforcement) should continue throughout the remainder of the day, week, and year by all staff. Depending on the setting (common area, classroom, office, etc.) and level of need, acknowledgement and correction will sound somewhat different. Rule of thumb: the more at-risk a school, a group or an individual student is for demonstrating prosocial behaviors, the more explicit the level of acknowledgement/correction must become.

Social-Emotional Learning

Social emotional learning (SEL) teaches the skills we all need to handle ourselves, our relationships, and our work, effectively and ethically. SEL is an evidence based practice. SEL, when done intentionally and systematically, can explain an 8% increase in standardized testing as well as a 12% decrease in problematic behavior among youth in the school setting (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011).

The Collaborative for Academic, Social and Emotional Learning (CASEL) defines the core competencies supporting positive social-emotional behaviors as: self-management, self-awareness, social awareness, relationship skills, and responsible decision making.

- **Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling

impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

SEL as a school-wide approach can be brought to students in the classroom either by using a planned supplemental curriculum (such as Second Step), or educators may choose to "un-pack" the CCSS currently being delivered to the students thereby teaching them the social skills implied within the standard.

Restorative Interventions

Restorative justice in schools has emerged as an alternative discipline model to reduce exclusionary practices, as well as decrease police and juvenile justice involvement. Restorative justice is not a singular program, rather a philosophy and practice based on a core set of principles that emphasizes healing over punishment, inclusion over exclusion, and individual accountability with a high level of community support. Restorative practices aim to create a supportive community & reintegrate students who have misbehaved as productive members of the school community, rather than excluding them and risking further separation, negative attitudes towards school, and discontinuation of academic learning.

Restorative practices include a variety of proactive and reactive processes that can be implemented school-wide, in the classroom and within the disciplinary structure. There are three fundamental underpinnings:

Engaging Community - Restorative practices rely on building a web of relationships throughout the school community, including administrators, teachers, staff, school resource officers, students, family, and community organizations. This community supports students in making responsible decisions and holds them accountable for misbehaviors. Community engagement could mean building community in the classroom through the circle process, participation of a parent in a restorative process or providing community service opportunities.

Understanding the Impact and Repairing the Harm - Restorative practices in schools focus on understanding the collective impact and repairing the harm associated with misbehaviors, establishing responsibility and meaningful accountability, and preventing future misbehaviors. Each process incorporates the following guiding questions:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done? In what way?
- What do you think you need to do to make thing right? How can other help you?

Giving Voice - Restorative practices focus on giving voice to each member of the community, whether through community building processes or responding to misbehaviors, where those involved and those impacted are empowered to make decisions about how to make things right and prevent future harm.

Site Specific School-Wide Acknowledgement

Each school has developed site specific school-wide acknowledgment systems for reinforcing expectations and pro-social behaviors. Examples of school-wide systems include:

- Wildcat Way tickets

- Zoonie Bucks

Academic

Good first instruction is grounded in the same principles as PBIS of high-quality, differentiated classroom instruction. All students receive high-quality, standards- based (with a focus on state standards), culturally-and linguistically-relevant instruction in their general education classroom settings by highly qualified teachers, who have high academic and behavioral expectations, attained through differentiated learning instructional strategies in, such as Universal Design for Learning.

Each school will work collaboratively with their SCT teams to identify and implement specific good first instruction strategies.

List of possible tier one classroom interventions for academics:

General	ELA	Math	Writing	Oral Expression
● Scaffolding ● Alternative Assessments ● Graphic Organizers ● Multiple Intelligence Options ● Learning Contracts ● Use of Reading Buddies ● Cooperative Learning Groups ● Flexible Groupings ● Small Group Instruction ● Before/After School Tutoring ● Assistive Technology ● Volunteer Tutor ● Other (Ex)	● Phonics ● Individual Instruction ● Phonemic Awareness Skills ● Small Group Instruction ● Vocabulary Development ● Whole Group Instruction ● Reading Comprehension ● Oral reading skills ● Reading Fluency ● Comprehension Strategies ● Literature "thinks-aloud" ● Shared Reading	● Manipulatives ● Timer ● Dry erase boards ● Computers ● Visual Aides ● Calculators ● Schedules ● Other	● Generation of ideas ● Word speed/production ● Organization of thoughts (graphic organizer) ● Spelling (functional and/or tests) ● Sentence Frames ● Spacing/legibility ● Mechanics/editing	● Generation of ideas ● Organization of thoughts ● Pair sharing ● Sentence frames

SECTION 3: TARGETED SUPPORTS: TIER 2 INTERVENTIONS

Behavior

Break Card

Why should I do it:

- To provide students with a cool down time
- To allow students time away from a stressful or potentially stressful situation
- It can help avoid a power struggle between you and the student
- Helps students with poor attention and focus
- Gives kids that need sensory input
- Gives fidgety kids and those who have trouble sitting still for periods an opportunity to get up and move

When should I do it:

- When a student gets off task and is beginning to be disruptive but not problematic
- When student is beginning to be argumentative or confrontational
- When a student is refusing to follow a directive
- When a student is excessively fidgety or moving around a lot in their seats
- When a student has significant ADD/ADHD
- When a student needs the sensory input
- When a student seems to have lost focus and attention
- When a student needs help redirecting or refocusing
- When a student seems sleepy, bored, tired, etc
- When a student seems overwhelmed, anxious, or overly frustrated
- When a student is having trouble following along, following directives/directions, etc
- When a student seems to need a break from the current activity or student they are working with
- When a student seems to be over-emotional, upset, etc

How do I do it:

- Make a laminated card with the word “BREAK” on it and make the card accessible to the student (ex. within arms reach)
- If appropriate provide student with hand held timer setting the timer for no longer than five minutes
- Identify a safe and non-disruptive area to go
- Student returns when timer goes off
- Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
- Explain the process to the student and have them practice it before implementation. The student must be able to do the process in a role play before you require them to do it in real time.
- Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
- If the students abuses the break card intervention, set limits on the frequency of use to deter this

Recommendations:

- Let the student create the look of the break card
- Only use the break card to replace extremely disruptive behaviors that the student uses to escape tasks. The break card will be a slight disruption, but it will be less of a disruption than the interfering behavior.
- A long term goal may be to teach the student to request and receive help.

Break Card Example:

Behavior Contract

Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable
- Provides structure, routine, consistency, and organization
- Promotes self-responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized
- When students consistently fail to compete daily class/school requirements (work, behavior expectations, peer interactions, lunch, etc)
- When students exhibit persistent emotional difficulties, like frustration, anxiety, tantrums, etc.

How do I do it:

- Clearly defined expectations for positive behavior (include student in this process)
    - List of behaviors to increase
        - Be as specific and clear as possible to prevent disagreement
        - Try and choose behaviors that are easy to observe and verify
    - Possible list of behaviors to decrease (best practice is to focus on behaviors to increase)
        - Sometimes we can list a behavior to increase positively that will also decrease an interfering behavior, this is preferred. For example, increasing the positive behavior of the student being in his/her seat would also simultaneously decrease the behavior of being out of their seat.
- Clearly defined conditions to which the student will receive reinforcement (include student in this process)
    - When will they earn a token towards reinforcer?
        - At the end of period?
        - After caught engaging in positive behavior?
    - When does student earn reinforcer?
        - Start the student at a level of expectation that they will likely be successful.
        - After a period of success, increase the expectation.
    - What is the reinforcer? Add picture?
- Day broken down into logical periods of time for age/grade (math, lunch, recess, ELA, etc.)
    - Think creatively about how to divide the day for the student, allow multiple sections so that the student can "turn his/her day around" if they happen to have a rough period.
- Area for signatures of student, teacher, parent or any other stakeholder.
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Plan to specifically teach the positive behavior expected

- What teaching strategies needed to have student engage in contract process?

- What materials are needed?
  - Contract (include student in this process to customize contract)
  - Reinforcers
  - Structure/supports?
- Include a plan to fade this support
  - Our goal is to always have the student functioning appropriately and successfully within the classroom environment. With the team, create a plan to make incremental steps toward increasing the expectations for reinforcement to occur and then building that reinforcement into the classroom environment so that the behavior contract is no longer needed.
  - A possible example: After 2 weeks of student getting at least 5 out of 7 points each day and earning reinforcement, increase the contingency for reinforcement to 6 out of 7 points. This moves the student 1 step closer to more consistent positive behavior using the data from the contract to prove he/she is ready.
  - It is possible that to require more effort from the student may also require a more powerful reinforcer. **It is always important to allow the student an opportunity to choose a new reinforcer from time-to-time to make sure the student doesn't lose interest in the process**.
- Graduate the student from the Behavior contract when the team agrees he/she is ready.
  - Make a big deal about this, lots of praise, include parents, etc!

Behavior Contract Examples:

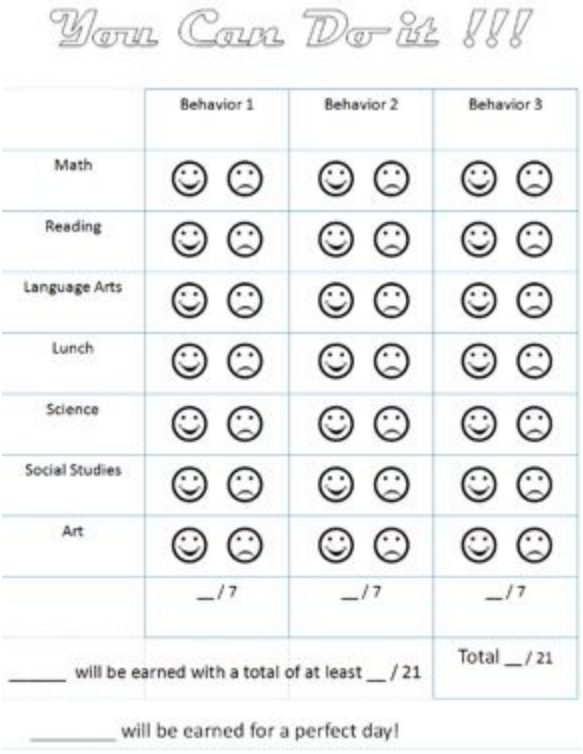
You Can Do it !!!

	Monday	Tuesday	Wednesday	Thursday	Friday
Math					
Reading					
Language Arts					
Lunch					
Science					
Social Stud-ies					
Art					
	__/7	__/7	__/7	__/7	__/7

_____ will be earned for showing _____ behavior in at least __ / 7 areas each day.

_____ will be earned for getting at least __ / 35 points for a week.
_____ will be earned for having a perfect week! 35 / 35

__ / 35



You Can Do it !!!

	Behavior 1	Behavior 2	Behavior 3
Math	☺ ☹	☺ ☹	☺ ☹
Reading	☺ ☹	☺ ☹	☺ ☹
Language Arts	☺ ☹	☺ ☹	☺ ☹
Lunch	☺ ☹	☺ ☹	☺ ☹
Science	☺ ☹	☺ ☹	☺ ☹
Social Studies	☺ ☹	☺ ☹	☺ ☹
Art	☺ ☹	☺ ☹	☺ ☹
	__/7	__/7	__/7

_____ will be earned with a total of at least __ / 21

Total __ / 21

_____ will be earned for a perfect day!

Daily Behavior Form

Why should I do it:

- Provides students with more one on one help, support, and intervention
- Holds students accountable on a daily basis
- Provides structure, routine, consistency, and organization
- Promotes self responsibility
- Improves students' grades and accountability
- Improves student buy-in
- Increases student motivation and effort
- Improves school/home communication

When should I do it:

- When students exhibit persistent behavior problems
- When students are very unorganized

- When students consistently fail to compete daily class/school requirements
- When students exhibit persistent emotional difficulties, like frustration, anxiety, etc.

How do I do it:

- Utilize a daily behavior form, chart, or report card that is easy to understand (typically a rating scale or +/- in each category).
- Decide on 3-4 positive behaviors that you want the student to demonstrate and put these on the chart. Consider using the school expectations that the student needs to work on. If appropriate, get student input on behaviors to target.
- Explain the procedure to the student.
- Rate the student for each period, hour, etc on the targeted behaviors listed on the form.
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly.
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc. Daily form may be best in order to help student and staff see that each day is a fresh start.
- Review the student's daily behavior and focus on what to change or do differently the next day, etc.
- Include a plan to fade this support
    - Our goal is to always have the student functioning appropriately and successfully within the classroom environment. With the team, create a plan to make incremental steps toward increasing the expectations for reinforcement to occur and then building that reinforcement into the classroom environment so that the behavior contract is no longer needed.
    - A possible example: After 2 weeks of student getting at least 5 out of 7 points each day and earning reinforcement, increase the contingency for reinforcement to 6 out of 7 points. This moves the student 1 step closer to more consistent positive behavior using the data from the contract to prove he/she is ready.
    - It is possible that to require more effort from the student may also require a more powerful reinforcer. It is always important to allow the student an opportunity to choose a new reinforcer from time-to-time to make sure the student doesn't lose interest in the process.

- Graduate the student from the Behavior contract when the team agrees he/she is ready.
    - Make a big deal about this, lots of praise, include parents, etc!

Daily Behavior Form Example:

Daily Progress Report

Name:		
Grade:	**Date:**	
Classroom Expectations		
Be Safe	**Be Responsible**	**Be Respectful**
1. Stay in the proper location. 2. Ask for help when upset. 3. Keep hands and feet to self.	1. Check in and out with an adult. 2. Stay on task. 3. Let others know where I am going. 4. Try my best.	1. Be helpful. 2. Use a nice voice. 3. Be flexible. 4. Let adults help me.

Time	Observed Behaviors Scale	Adult initials
10:30	Be Safe: 0 1 2 Be Responsible: 0 1 2 Be Respectful: 0 1 2	
12:30	Be Safe: 0 1 2 Be Responsible: 0 1 2 Be Respectful: 0 1 2	
2:30	Be Safe: 0 1 2 Be Responsible: 0 1 2 Be Respectful: 0 1 2	

Check in/Check Out

Why should I do it:

- Improves student accountability
- Increases structure
- Improves student behavior and academics when other interventions have failed
- Provides feedback and adult support on a daily basis
- Improves and establishes daily home/school communication and collaboration
- Improves student organization, motivation, incentive, and reward
- Helps students to self-monitor and correct
- Internalizes success and accomplishment of goals
- Students get involved and excited about the program, enjoying the structure, support, and incentives of the intervention

- Leads to maintenance free responsible behaviors, habits, and effort

When should I do it:

- When a student has failed to respond to other interventions and general class management techniques and interventions
- When a student is competing little to no work
- When a student is not doing home work
- When a student is not participating, being involved, or taking part in the learning process
- When a student has emotional issues, like anxiety, frustration, etc
- When kids have attention, focus, and impulsivity issues
- When kids have very poor organization
- When a student is exhibiting behavioral problems
- When a student demonstrates low motivation and effort

How do I do it:

- CICO has slight variations from program to program and school to school, but generalized and at its core, this is how to do CICO:
    - A student checks in with a specific adult at the start of the school day. The adult gives the student a point sheet that has the goals the student is working on. The adult speaks briefly with the student, reminding them what they need to focus on or any other things to help the student work toward their goals. The idea is to encourage the student and not say negative comments or blame
    - The student goes through their day with the point sheet, working on their goals and having each teacher check how well they did on each goal on their sheet
    - At the end of the day, the student checks out with the same adult they checked in with. The adult briefly talks with the student, asking them how they feel they did, what they did well on, and what they need to work on. The idea is to encourage the student and not make negative blaming statements.
    - If appropriate, the student then takes their point sheet home to show and discuss with their parent.

- If appropriate, the parent signs and discusses the point sheet and what the student did well on and what they need to work on (The idea is for the parent encourage the student and not say negative or blaming comments)
- If appropriate, the student brings back the signed point sheet the next day.
- The cycle starts all over again every morning.
- The student and their team decide what the overall average point goal is for each week, like 80% of points each week. The weekly average point goals may be used along with a reward system where the student receives a reward at the end of the week for attaining their weekly average point level. Depending on the student, you may need to start rewards for reaching the point goal on a daily basis and work up to a week, so instead of reaching 80% of their points for the week, they only need to reach 80% of their daily points for reward.

- Fade Plan: When the student is checking in and out using the tool independently with their adult mentor, the adult mentor will confer with the teacher and other relevant stakeholders to transfer the tool to the classroom teacher. This process normally takes about 2-3 weeks to transfer to the teacher. Thereafter, the teacher uses the DPR and CI/CO tool in the classroom with minimal intrusiveness. If student is not responding to the DPR or CI/CO supports, refer to the PBIS team or Site leadership team for further behavioral support.

Check in/Check out form Examples:

Check-In, Check-Out Form:
Elementary School Version

Student	Check-Out % of Points Earned	Goal	Check-In	Delivered Contract	Signed Parent Copy of DPR

Check-in/Check-Out Form: High School Version

Student: _____

	Safe			Responsible			Respectful		
1st Period	1	2	3	1	2	3	1	2	3
2nd Period	1	2	3	1	2	3	1	2	3
3rd Period	1	2	3	1	2	3	1	2	3
4th Period	1	2	3	1	2	3	1	2	3
5th Period	1	2	3	1	2	3	1	2	3
6th Period	1	2	3	1	2	3	1	2	3

Today's Goal: _____ Today's Total Points: _____

Staff Initials: _____ Parent Initials: _____

Mentoring

Why should I do it:

- Provides a student with a personal connection and buy-in
- Helps student to feel like someone "has their back"
- Increases student morale
- Improves student motivation
- Source of accountability, encouragement, support, and advocacy
- Helps student to perceive school, teachers, work in a more positive light

When should I do it:

- When students are unsuccessful academically or behaviorally
- When other intervention seem to fail
- When a student is having significant issues getting along with others
- When students exhibit very little motivation and effort or just do not seem to care about work and/or behavior
- When students seem to have little guidance and/or support in the home

- When a student seems suspicious of the school and staff
- For those kids that always seem to get a bad bream and are perpetually in trouble and/or failing
- When a student is frequently suspended and/or is in danger of expulsion
- When a student does not seem to respond to anything else
- When a student does not seem to have any significant connections to learning, academics, behaviors, etc

How do I do it:

- Mentors should be voluntary
- Keep the student with one mentor, don't switch around
- Mentors should not set out to "fix" the student and all the student's issues
- Mentors should be supportive, encouraging, and engaged
- There should be a legitimate bond between the student and the mentor
- Mentors should try to do something fun or engaging with the student, like shooting a basketball, playing cards, or talking about a common topic of interest.
- Mentors should not be tutors or academic instructors.
- Mentors should listen, listen, listen! Use active listening with students
- Mentors should help students to set goals, plans, and solutions
- Mentors only need meet with a student once a week for 15 or so minutes

Academics

The delivery of Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Tier 2 instruction could be provided in the general education classroom by a supplemental instruction teacher or outside of the general education classroom by a supplemental instruction teacher. Any Tier 2 instruction provided to students must be integrated with Tier 1 instruction, content and performance expectations. Providers of Tier 2 instruction are encouraged to incorporate instructional language and materials of Tier 1.

Each school will work collaboratively with their SCT teams to identify and implement specific good first instruction strategies.

General strategies to consider:

- Before/after school focus groups
- Modified homework
- RTI specialist support
- One on one support
- Modified instruction

SECTION 4: INDIVIDUALIZED SUPPORT: TIER 3

Behavior and Academics

If data shows lack of progress with Tier 2 interventions a Tier 2 conference will be held to identify whether additional Tier 2 interventions are needed or if higher level of support is warranted. Students referred to Tier 3 must have documented supports from Tier 1 and Tier 2 before being referred to Tier 3.

Student Support Teams (SST)

For the Woodland Joint Unified School District (WJUSD), a Student Support Team is an important, student centered collaborative problem-solving model within the school (focuses on intense and in depth individual student focus), after Tier 1 and Tier 2 supports and interventions have been tried and monitored. This is a **COLLECTIVE COMMITMENT** and we think that all students can learn and all educators want to make a difference. We will work to relentlessly enhance and support student services on each campus; that will include a comprehensive, multifaceted, and integrated continuum of school-community interventions for students in WJUSD.

The SST is a problem solving and coordinating structure that assists students, families and teachers to develop positive solutions for maximizing student potential. It provides an opportunity for school staff, family members, community agencies, and other important people to present their concerns about an individual student, and through discussion and study, to plan a positive course of action, assign responsibilities and monitor results for a student/family.

We believe:

- SSTs should be requested by a site intervention team (or parent) that have previously tried other levels of support and interventions within the Tier 1 and Tier 2 framework prior---is this is a behavior or academic need?
- SSTs should be done before Special Education or 504s are discussed as options
- There is an inherent need for strategic and intentional focus on Tier 1 universal screening and progress monitoring before Tier 2 and Tier 3 referrals are considered

SST Team Member Roles & Responsibilities

It is recommended that someone be assigned at each site to perform the following roles. Suggested members are in parenthesis.

1. Scheduler (office staff, Student Support Center staff, referring staff, school counselor)
    a. Manage the case file through the SST process: log relevant dates, schedule meetings
    b. Support the referring teacher through the process: follow-up within first week to ensure all members are invited and have responded.
2. Facilitator (administrator, counselor, Student Support Center staff, teacher)
    a. Call meeting to order
    b. Introduce team members
    c. Review purpose of meeting
    d. Summarize problem areas reported by referring teacher
    e. Lead group in problem-solving effort
    f. Allot specified amount of time per agenda item
    g. Monitor team progress
    h. Re-direct discussion as necessary
3. Recorder (any SST member)
    a. Record problem-solving process
    b. Note contributions made by all members
4. Referring Teacher/Staff
    a. Contact child's parent prior to seeking SST assistance
    b. Complete referral packet
    c. State concerns in observable and measurable terms
    d. Be prepared to state expected behavior – academic, attendance and/or social
    e. Attend scheduled meetings
    f. Agree to share responsibility in implementation of the action plan
    g. Collaborate with team to problem-solve solutions
5. Parent/Student
    a. Share perspective – developmental history, contributing factors, etc.
    b. Clearly define student's strengths
    c. Share interventions implemented in the home

    d. Share student's concerns and perceptions
    e. Share parent's concerns and perceptions
    f. Collaborate with team to problem-solve solutions
6. Invited Specialists
    a. Selected for expertise in specific areas of concern such as counselors, classified staff, district foster youth services staff, Alta Regional, County social worker, private therapist
    b. Share perspective from specialist's point of view
    c. Collaborate with team to problem-solve solution
    d. Recommend that parents invite specialists
7. Administrator (principal, assistant principal, site instructional coordinator)
    a. Review readiness assessment and determine if SST is appropriate
    b. Facilitate collaboration
    c. Offer reasonable alternatives
    d. Provide support to student, teacher, student
    e. Focus on student involvement in the general education process
    f. Suggest other available general education programs

Student Study Team (SST) Process

Suggested Materials: Cum Folder, SST Referral Form, Parent Letter/Invitation, Teacher/Staff Input Form, Parent Feedback Form, SST Summary

1. Requesting a Student Study Team Meeting
    a. SST meeting requests are more frequently made by the teacher or counselor, and can be made by the administrator, parent, or sometimes a community partner.
    b. The SST Request Form includes information regarding specific concerns and previously attempted interventions and accommodations. The SST Request Form also includes known data as listed below. *Parents and teachers/counselors should discuss the concern with each other before requesting the SST.
    c. The completed SST Request Form is submitted to the administrator and reviewed to determine if appropriate.
2. Reviewing an SST Request
    a. Completed SST Request Form is submitted to the administrator or their designee.

b. Forms are reviewed for:
    i. Completion – are all fields completed?
    ii. Attempted interventions and parent communication – what has the referring party tried to meet this students need? Has the referring party communicated their concerns to parents?
    iii. Consistency of presenting concern(s) – is the student struggling in just one subject, or many? Are standardized test scores low in addition to class scores? Are named behavior issues persistent?
c. Determination and communication:
    i. If the request is determined appropriate for SST, the Form is forwarded to the Scheduler for scheduling
    ii. If the request is determined NOT appropriate for SST, administrator communicates with referring party and provides suggestions/next steps.

3. Scheduling the SST Meeting
    a. Within two business days of receipt, scheduler establishes a meeting date/time/place when all members may participate and be actively involved in the problem solving process.
    b. Communicate meeting date/time/location to parent(s) via both a phone call home, and the Parent Invitation. Scheduler must document all parent contact attempts in Aeries.
        i. If not confirmed by parent within two business days, place follow-up phone calls until parent is reached. If parent cannot be reached, Administrator decides whether to move forward.
    c. Distribute Teacher Input Form to all necessary individuals (middle and high school).
    d. Reminder to all team members, including parent, one day prior to SST meeting.
4. Preparing for the SST Meeting
    a. Administrator (or designee) collects:
        i. Copy of SST Request Form
        ii. Cumulative folder
        iii. Attendance print-out
        iv. Class schedule (middle and high school)
        v. Completed Teacher Input Forms (middle and high school)
    b. Teacher compiles:

i. Work samples
ii. Relevant assessments

5. Facilitating the SST Meeting
    a. SST meeting is held to summarize concerns (including data collected above, #2), and to discuss and develop an action plan (RTI) with academic or behavioral interventions.
    b. Introductions, purpose of the meeting, & signatures on the SST Summary Discussion of strengths & specific concerns
    c. Present & discuss data (quantitative & qualitative)
    d. Develop an action plan (RTI)
    e. Summarize, make copies for all parties involved, & schedule a follow-up meeting (6-8 weeks, or a relevant time frame)
6. Following Up after a SST Meeting
    a. Immediately after the SST, a short debrief amongst SST members may be necessary.
    b. Provide copies of SST summary for those involved in the action plan who were not present at the meeting.
    c. Team lead/administrator to follow-up with those involved in the action plan.
    d. Team lead to send reminders about the next SST. Reminders/calls can be made by the office staff.
7. Conducting the follow-up SST
    a. Continue with the same SST process to discuss progress or other alternatives. If progress has been made, a 3rd SST may not be necessary. If no progress, discuss other alternatives for RTI.

Participant Engagement

Parents are an integral part of the SST process and bring a wealth of knowledge about their children that can help when strategizing about support services and interventions. It is important to ensure that the SST process is a positive experience for parents. Many parents may have had unsuccessful meetings with schools and may be hesitant or resistant to participate. It is important to keep these things in mind when talking with parents and encouraging them to participate.

*Parent(s) can include the following: custodial parent, foster parent and legal guardian's

Best Practices for Parent Engagement

- When calling home, use a warm, inviting tone
- Present information about SST meeting to parent(s) in a manner in which they understand
- Assure parents that the SST meeting is not to condemn or "bad talk" their child
- Be flexible with scheduling; accommodate parents
- Let the parent know that they are valuable and an important part of the meeting team
- Parents should ALWAYS be included at SST meetings. Meetings should not take place if they are not available
- Have someone greet family at the front office and walk them to the SST meeting room
- Have translation services if needed
- Be respectful and keep the SST environment friendly
- Engagement is a two way process. Allow parents to share their child(s) strengths, weaknesses and concerns with the group at the beginning of the meeting from their perspective
- Give parents the opportunity to clarify any questions and participate in the implementation of interventions developed by the SST team
- Presentation of teacher's concerns should be presented in parent friendly language
- Interventions and support strategies should be focused around the improvement of the child's learning; that is the clear and consistent goal
- Provide parents with a copy of the action plan
- Make sure someone from the team escorts family back to the front office; thank parent(s) for attending
- Follow-up with a phone call home to check in with parents
- Get parent feedback on SST process.
    - How did they feel?
    - Was it a good experience for them?
    - Did the parent(s) feel heard and supported?

Best Practices for Student Engagement

Students are very important part of the SST process and play a significant role in their educational success. Students can become anxious and overwhelmed when sitting in a meeting room full of adults; it can feel like "all eyes" are on them.

- Praise student for attending
- Remind student that all team members are there for them and that each member at the table wants the student to be successful
- Make sure the student is present when team members are discussing their strengths
- At parent/teacher discretion, it may be appropriate to have the student step outside when discussing weaknesses and/or areas of concern. Some students may become emotional and have a negative reaction to the information being presented
- Allow the student to share his/her feelings about how their classroom experience has been
- Allow student to share what works for them when talking about interventions and strategies

Teacher/Staff/Support Services

- If possible, all teachers should be present at SST meetings.
- It shows that they are invested in the students success
- Shows parents that they have respect for them

Language Issues

- Find out what the parent(s) first language is prior to scheduling meeting
- Contact the school site Office Coordinator to help with translating to parent(s) reason for SST meeting
- Contact the school site Office Coordinator and arrange to have translation services provided during the meeting
- Translator should arrive at school site 15 mins prior to meeting
- Translator and school representative should greet family in front office and escort them to the meeting site
- Translation should take place throughout the meeting with frequent breaks to allow parent(s) time to obtain all of the information being presented, provide personal insight and respond to any questions

- Have SST Action Plan translated into parent(s) primary language

Sample Interventions

About the document: Interventions listed below are drawn from a number of sources: input from many Student Study Team (SST) members and other professionals within WJUSD as well as other school districts across the country. The interventions include strategies, modifications, adaptations and resources. In this section you will find suggested goals (Desired Student Outcomes) and methods of monitoring progress (As Evidenced By) for each category.

Attendance Strategies

Student/Family-Focused

1. Alarm clock for parent/caregiver/student
2. Earlier bedtime
3. Give parent/caregiver information re: simpler bus route
4. Help parent/caregiver to find better transportation to school
5. Parent/caregiver agrees to bring child to school daily
6. Parent/caregiver will make sure child gets on bus in morning
7. Parent/caregiver will wake up earlier to get child to school on-time
8. Student will wake up earlier
9. Wake -up call for parent/caregiver and/or student

School-Focused

1. Post the names of perfect attenders in a highly visible place
2. Ask teachers to telephone absent students to inquire about reasons for absence and encourage attendance
3. Awards/rewards for perfect attenders (e.g. Certificate of recognition; opportunity to opt out of one final exam of student's choice; school T-shirt; assist a younger student; special field trips, lunch-time or end-of-school parties; chance to enter a drawing to win special prizes donated by local businesses)
4. Calculate and publish the unearned ADA from unexcused absences

5. Develop a student-school contract system that requires students to document their classroom achievement, citizenship and promptness
6. Display attendance graphs in faculty room to show current and past school years' attendance patterns
7. Elicit the cooperation of doctors, dentists, and other allied health professionals in scheduling appointments after school
8. Involve high-risk students in career education and guidance programs
9. Involve parent volunteers or school aides in contacting parents/caregivers about absences, using a standardized telephone call format
10. Make home visits re: attendance if parents/caregivers cannot be contacted by telephone
11. Post good attendance banners in grade level classrooms that have had the best attendance
12. Provide tutoring to help absent students do better
13. Publicize perfect attendance rewards in the local newspaper
14. Review student attendance records on a weekly basis to catch emerging absence patterns
15. Send commendation letters to students and parents for perfect attendance and improved attendance

Behavioral Strategies

1. After-school program (e.g, Girl Scouts, Boy Scouts, Park and Rec)
2. Allow student to draw to calm down in class
3. Allow student to walk around while reading
4. Apply consequences without anger
5. Ask counselors to do in-class presentations on self-esteem
6. Ask student to describe/define the consequences of inappropriate behavior (to make sure he/she understands them)
7. Avoid anything that looks like rejection of the student
8. Avoid giving in to power struggles
9. Avoid helping too much (student can "learn helplessness")
10. Avoid ignoring the student
11. Avoid threats, punishment, sarcasm, public teasing or shaming
12. Build rapport with student (focus on strengths, interests); schedule regular time to talk

13. Call home on a bad day for support
14. Call home on a good day
15. Call on student to participate more in class
16. Change antecedent event (event that occurs prior to target behavior)
17. Chart/graph student behavior (assess/determine pattern of behavior)
18. Class/counselor change recommended
19. Classroom problem-solving sessions
20. Collaboration with outside sources (e.g., therapist, tutor, after-school program, Student Support Centers)
21. Concentration game
22. Connect family with cultural community center
23. Connect new learning to previously mastered concepts
24. Cooperative Learning Structures
25. Create a "risk-free" learning environment in which mistakes are invited
26. Daily check-in with student
27. Develop behavioral contract
28. Develop/alter classroom rules ("Development of Classroom Rules")
29. Display exemplary student work (classroom, hallway, etc.)
30. Earlier bedtime
31. Eat breakfast at school
32. Encourage student to ask for help when needed
33. Encourage student to make friends
34. Extra P.E.
35. Follow-up on parent's request to transfer student
36. Give leadership responsibilities
37. Give student important jobs
38. Give student opportunities to show work that he/she is proud of
39. Go out at recess
40. Have a peer model appropriate behavior
41. Help parent/caregiver set up home reward/management system
42. Help student to identify what he/she is feeling
43. Home visit
44. Home/School Communication Book
45. Ignore negative behavior, if possible
46. Immediately recognize positive behaviors
47. Increased parent/caregiver attention at home

48. Introduce student to School Resource Officer (SRO) for mentoring
49. Lunch time with Principal
50. Match learning tasks with the student's learning style strengths
51. Model positive thinking and attribution statements
52. Model, teach and reinforce anger control strategies
53. Move student's seat (preferential seating)
54. Non-Verbal Signals Between Teacher and Student
55. Offer student limited choices
56. Organize playground activities to reduce fighting/inappropriate behavior
57. Pair student with older or younger student for structured academic activity, with emphasis on social skills
58. Parent/caregiver will call teacher weekly
59. Parent/caregiver will visit or spend time in classroom
60. Post rules in the classroom and review them
61. Praise other students for appropriate behavior
62. Present tasks that are slightly challenging and worth doing
63. Provide assignments that match student's instructional level
64. Provide student frequent breaks for relaxation or small-talk
65. Provide student time for physical activities/movement
66. Reduce aggressive behavior at home
67. Refer for ADHD evaluation
68. Refer for mental health assessment
69. Refer student/family for counseling at community-based organization
70. Refer to conflict manager training
71. Refer to mentor program
72. Refer to school sports program
73. Refer/provide school or district-based counseling for student
74. Rehearse expected behavior
75. Reinforcers in the classroom/home
76. Relaxation techniques
77. Remind child to use words, not aggression
78. Role-play social interactions
79. Self-Esteem Building Techniques
80. Showcase student strengths in group learning situations
81. Survey/interview student to determine interests
82. Teach student how to set short-term daily goals

83. Teach student self-monitoring/self-management
84. Teach student self-talk strategies
85. Teach the link between effort and outcomes
86. Use classroom-wide anger management strategies
87. Use game formats to teach needed information
88. Use high-interest activities
89. Use music to quiet the class during independent work activities
90. Use nonverbal cues to signal recognition of negative behaviors and reinforcement of positive behaviors
91. Use time-out ("Time-Out Guidelines for Teachers")
92. Utilization of site-team support (e.g., principal, teacher, psychologist, counselor, social worker, student advisor, resource specialist)

Health Strategies

1. Asthma class
2. Child Abuse Reporting
3. Collaborate With Primary Medical Provider
4. Dental exam/dental emergencies
5. Fact Sheets on Communicable Diseases and School Age Illnesses
6. Hearing screening/exam
7. Improve hygiene
8. Make sure child wears glasses
9. Medication Administration
10. Obtain glasses for student
11. Refer to School Nurse
12. Vision screening/exam

Instructional Strategies and Modifications

1. Academic contract
2. Active Note Taking
3. Allow previewing of content, concepts and vocabulary
4. Allow student to have sample or practice tests
5. Arrange transportation for attendance at after-school program

6. Ask parent/caregiver to structure study time (give them information about long-term assignments)
7. Ask student to repeat directions before beginning tasks
8. Assess/determine student's instructional level
9. Assignment notebook
10. Check student's work frequently to determine level of understanding
11. Collect homework daily instead of weekly
12. Communicate with after-school program staff (e.g., re: homework help)
13. Communicate with last year's teacher
14. Complete documentation for a 504 plan
15. Connect student with tutoring
16. Consider ELL/bilingual placement
17. Consider retention
18. Content-Area Logs (reading log, literature log, math journal/log, science log, social science research log)
19. Create a blank book for the student to fill in ("A Book About Me")
20. Cue/maintain eye contact with student when giving directions
21. Direct Instruction
22. Give student immediate feedback (make sure assignments are started correctly)
23. Give student options for presentation (written/oral or illustration/model)
24. Graphic Organizers
25. Help parents/caregivers to learn reading strategies
26. Homework checklist or folder
27. Intersperse brief periods of instruction with supervised practice
28. Manipulative and Visual Prompts
29. Move child's seat (preferential seating)
30. Parent/caregiver will ask another family member to give child homework help
31. Parent/caregiver will give more homework help
32. Parent/caregiver will pick up homework when student is absent
33. Principal will check-in with student daily regarding classwork
34. Provide frequent feedback and praise
35. Provide opportunity for extra drill before test
36. Provide printed copy of board-work/notes
37. Provide study guides/questions
38. Questions First
39. Quick Write

40. Read aloud to parent/caregiver at home
41. Reduce classroom distractions and noise
42. Review test scores from past 3 years and utilize in instructional planning
43. Send home extra work
44. Send home unfinished classwork
45. Simplify instructions/directions (short, specific, direct)
46. Student will teach/tutor/read to a peer or younger child (e.g., "Big Buddies/Little Buddies")
47. Summer school
48. Supply student with samples of work expected
49. Teach notetaking
50. Teach student problem-solving skills
51. Tutor (Peer, Cross-age, Agency, Parent, etc.)
52. Use focused question in reviewing student work ("Focused Question")
53. Use techniques of repetition, review and summarization
54. Use visuals to motivate reading and support understanding of concepts
55. Utilization of site-team support (e.g., counselor, elementary advisor, OT/PT specialist, principal, psychologist, resource specialist, speech/language specialist)
56. Work with student 1:1 or in small group
57. Write assignments on board

Math Strategies

1. Do informal assessment of student's math skills
2. Get extra help with math word problems (from peer, volunteer, etc.)
3. Send home math flash cards
4. Study math facts at home
5. Teach student to make estimates and choose appropriate strategies

Math Adaptations - Physical Assistance

1. Adapted materials (e.g., enlarged calculators, pencils)
2. Assist student with proper alignment of problems (e.g., graph paper)
3. Color code for different operations (e.g., red for addition problems)
4. Use software programs

Math Adaptations - Multi-Level Instruction and Performance Standards

1. Adapted text books (e.g., cut concepts into smaller steps than regular textbooks provide
2. Allow/encourage student to use times tables
3. Create & illustrate personal word problems relevant to students' lives
4. Create classroom situations where kids need to use fractions (e.g., dividing treats for a party or art materials for a project)
5. Flashcards
6. Have students find examples of fractions used in real life and organize by categories on a chart
7. Have students verbalize the problem step by step to make sure he/she understands each stage
8. Permit student to work out the problem on scrap paper
9. Provide steps necessary to complete problems on tape or study sheet
10. Reduce number of problems (shorten assignments)
11. Simplify patterns (e.g., ABAB instead of ABBCD)
12. Touch Math program
13. Use calculators instead of performing paper and pencil steps
14. Use manipulatives such as money, clocks

Overlapping Participation

1. Counting objects (e.g., inventory office supplies, lunch count, classroom jobs that require counting)
2. Identify numbers on spinner or dice
3. Weighing and measuring related to cooking

Extension

1. Connect math concepts to careers or personal life
2. Create and play math board games
3. Creating math sheets for other students
4. Peer Tutoring
5. Research mathematicians and/or musicians

6. Write in math journals

Motor Skills Strategies

1. Color in small areas
2. Collaboration with outside sources
3. Encourage drawing to develop muscles
4. Have student sit in an appropriate size chair for 90-90-90 posture
5. Practice drawing & coloring in simple shapes
6. Provide parent/caregiver lists of home activities for student
7. Tracing: write model in pen/pencil, give student felt pen to trace letters

Motor Skills Adaptations

1. Make a large dot to cue student where to start when tracing letters
2. Encourage student to use finger movements (instead of arm movements) while coloring or writing
3. Support wrist and elbow on table
4. Use hand over hand to guide movement; gradually fade out as student learns motions
5. Utilization of site-team support

Oral Language Adaptations

Physical Assistance

1. Allow all students time for oral expression
2. Deliver oral reports/presentations using high or low-tech augmentative communication device
3. Point to pictures to cue or elicit speech from student or communication device

Multi-Level Instruction and Performance Standards

1. Add gestures or agreed upon visual cues
2. Ask some yes/no questions
3. Give student choices for answers

4. Give student opportunity to preview questions prior to activity
5. Present student with two answers and let child choose one
6. Teacher asks student a direct question - comes back for answer
7. Teacher or peer models turn taking
8. Utilize choral speech, plays, role modeling

Overlapping Participation

1. Establish and maintain eye contact
2. Peer or teacher reads student's passage during round robin
3. Peers or teacher reads student's work out loud
4. Reinforce classroom etiquette (e.g.: raising hand)

Extension

1. Adjust volume, tone, phrasing and pace of speaking for various situations/audiences
2. Make presentations to other classes, organizations
3. Records other student's written work
4. Student writes and/or records simplified versions of text
5. Student writes a play for peers to perform
6. Use eye contact, posture and gesture to engage audience

Reading Strategies

1. Accept some homework papers typed or dictated by student
2. Alternate Reading
3. Brainstorming
4. Choral Reading
5. Class illustrates a big book ("Creating Your Own Big Book")
6. Collaborate with Reading Recovery Teacher
7. DEAR (Drop Everything and Read) Time
8. Family will borrow books from library in student's primary language
9. Leveled reading groups
10. Literature Study Circles
11. Loan student books to family in student's primary language

12. Matching Pictures
13. Model the thinking processes a good reader engages in when reading ("Think Aloud")
14. Parent/caregiver will have child cut out pictures that start with a chosen letter ("Letters And Pictures")
15. Parent/caregiver will write letters to student ("Family Letters")
16. Pocket Chart Reading with Predictable Texts
17. Poetry In the Classroom
18. Popcorn Reading/Break-In Reading
19. Provide partial outlines of chapters, study guides, and testing outlines
20. Read & Retell
21. Reciprocal Reading
22. Reciprocal Teaching
23. Refer for Reading Recovery (including literacy group)
24. Refer parent/caregiver to ELL class
25. Segment sentences on flash cards
26. Send home books
27. Send home word games
28. Shared Reading across Genre of texts
29. Shared Reading of Poetry & Song
30. Shared Reading With Predictable Texts
31. Sight-Word Bingo
32. Simplify complex directions
33. Sing, Speak, Spell
34. Small group reading
35. SQ3R (Survey, Question, Read, Recite and Review)
36. Story Sequencing for Reading
37. Storyboard
38. Student creates a poetry word bank
39. Student fills in a (student or teacher-created) book for sounds or for reference
40. Student identifies number of pages to be read and uses post-its …
41. Student prepares a grocery list; looks for environmental print ("A Shopping Trip")
42. Student will go to library with teacher
43. Student will read books in primary language
44. Sustained Silent Reading
45. Teacher Read-Aloud

46. Using The Newspaper To Improve Reading Skills
47. Word Making
48. Word Necklaces
49. Word Walls

Reading Adaptations - Physical Assistance

1. Enlarge print
2. Have student use bookmarks for tracking
3. Use augmentative communication devices
4. Use book stand
5. Use books on tape
6. Use Braille
7. Use computers

Multi-Level Instruction and Performance Standards

1. Color code textbook, highlighting important sentences, phrases, vocabulary
2. Create interest for material to be read by bringing in items that will stimulate discussion about a topic
3. Do not force student to read orally; encourage peer tutoring and have pairs take turns reading together orally to group
4. Do not require lengthy outside reading assignments
5. Have student be responsible for one main idea
6. Have student draw a picture
7. Have student fill in the blanks
8. Have student hold prop that is related to story (e.g., puppet)
9. Have student match text to pictures
10. Pre-teach vocabulary
11. Provide photocopies of teacher's notes
12. Provide supplementary materials that student can read
13. Reduce workload
14. Review words periodically
15. Substitute symbols for written text
16. Use books on tape
17. Use character web

18. Use collage
19. Use computer software
20. Use graphic organizer
21. Use images on overhead
22. Use modified text or assign a smaller portion
23. Use music-related stories
24. Use peer or community volunteer tutors
25. Use pictures/symbols
26. Use props (e.g., puppet, magnets on cookie sheet, felt board)
27. Use small group settings or pairs and assign various paragraphs; put a good average reader with a less able reader; encourage discussion of material read and sharing to the whole class
28. Use storyboard sequencing
29. Use video or film strips to supplement text

Reading Adaptations - Overlapping Participation

1. Art project related to story, i.e. collage, a story board
2. Categorize
3. Demonstrate appropriate listening behavior
4. Get books, hand out and put away
5. Hold book in front of class for teacher
6. Identify sight words, pictures, etc.
7. Pointing to picture related to story to test comprehension
8. Practice letter recognition
9. Practice writing or copying words on topic
10. Retell story to younger kids
11. Turning the page appropriately at correct time

Extension

1. Find vocabulary words in the newspaper or magazine
2. Have student connect stories to background knowledge or experience
3. Have student create story map
4. Have student create story timelines

5. Have student design a comic book about the story; other students can color the characters or write/copy the sentences
6. Have student write a play for the story that other students can act out
7. Have student write a song about the story (e.g., tap song and other kids participate)
8. Read other books by the same author
9. Read the story to students who cannot read

Writing Strategies

1. ABC Wall Chart or Class Book
2. Author's Chair
3. Buddy Journals
4. Content Area Logs
5. Copying
6. Creating Texts for Wordless Books
7. Dialectic (Response) Journal
8. Guided Writing Activities
9. Interactive Journals
10. Interactive Writing
11. Letter Writing
12. Metacognitive Journal
13. Modeled Writing Aloud
14. Patterned Writing With Predictable Text
15. Personal Dictionaries
16. Plan, Do and Review
17. Practice writing daily
18. Real-Life Writing Activities
19. Story Sequencing For Writing
20. Storyboarding
21. Student will write in cursive all the time
22. Student will write in daily home journal
23. Writer's Workshop

Writing Adaptations - Physical Assistance

1. Adapted keyboard

2. Adaptive writing materials (e.g., pencil grip, larger felt pen)
3. Computer/typing on keyboard
4. Dictate to a peer
5. Give student oral examinations and quizzes
6. Substitute oral reports/projects for writing
7. Tape paper to desk
8. Use adaptive paper (e.g., lines, larger lines, lined columns)
9. Use assistive technology device that allows student to orally dictate writing and/or with voice output
10. Use physical and verbal prompts for placement of fingers on pencil and wrist on table
11. Use stencils
12. Use tape recorder to dictate
13. Write on a vertical/slanted surface (e.g., chalkboard)
14. Write on top of a textured surface (e.g., sandpaper)

Multi-Level Instruction and Performance Standards

1. Complete one part of assignment
2. Create and use personal dictionary
3. Organize pictures to tell story
4. Pictorial collage
5. Provide sentence or paragraph starters
6. Shorten assignment
7. Trace or copy dictated answers
8. Utilize Spelling Styles and Vocabulary Attributes charts
9. Use editing checklist (caps, periods, commas, etc.)
10. Use graphic organizers
11. Use stamps
12. Use word bank
13. Use word prediction and other writing software

Overlapping Participation

1. Match pictures to words
2. Pass out materials for writing assignment

3. Practice copying
4. Trace other students' writing
5. Use communication device
6. Use storyboard
7. Write down keywords (i.e., personal vocabulary list)
8. Write name, heading and date on top of paper

Extension

1. Incorporate features such as italics, footnotes and bibliography into writing
2. Peer uses rubric to check work
3. Put words to peers picture collage
4. Use dictionary or spell check tools to edit work
5. Write from a peer's dictation

Attendance

Desired Student Outcome

1. Arrives at school on time except for excusable reasons
2. Attends school every day except for excusable absence
3. Improved attendance
4. Improved punctuality

As Evidenced By

1. Attendance record
2. Community agency reports
3. Teacher/staff observation/report (e.g., checklist)

Behavior/Social-Emotional

Desired Student Outcome

1. Attend/concentrate adequately in school environment
2. Decreased incidences of verbally aggressive behaviors
3. Diminished impact of loss or event on academic performance

4. Follows school and classroom rules
5. Improved classroom behavior
6. Improved self-esteem
7. Improved socialization skills/peer relationships
8. Increased ability to follow routines/transitions in and out of classroom
9. Increased use of positive statements
10. Maintains relationships to successfully function in school
11. No incidences of physically aggressive behaviors
12. No incidences of verbally aggressive behaviors

As Evidenced By

1. Behavior checklist
2. Class period count
3. Community agency reports
4. Daily count
5. Health report
6. Hourly count
7. Parent/caregiver report/checklist
8. Report from home visit
9. Student self-report checklist
10. Teacher/staff observation/report (e.g., checklist)
11. Weekly count

Health

Desired Student Outcome

1. Comes to school clean and free of odor
2. Has a plan of action for chronic health condition
3. Has adequate meals throughout the day
4. Has adequate sleep each night
5. Healthy enough to attend school daily
6. Improved health
7. Lives in a safe environment free of abuse/neglect
8. Stays awake in class

9. Visual acuity is adequate for school functioning

As Evidenced By

1. Behavior checklist
2. Community agency reports
3. Exam/screening results
4. Health report from primary medical provider
5. Parent/caregiver report/checklist
6. Report from home visit
7. Teacher/staff observation/report (e.g., checklist)

Math

Desired Student Outcome

1. Improved addition skills
2. Improved application skills
3. Improved division skills
4. Improved measurement skills
5. Improved multiplication skills
6. Improved subtraction skills
7. Student demonstrates understanding of concept of addition
8. Student demonstrates understanding of concept of division
9. Student demonstrates understanding of concept of multiplication
10. Student demonstrates understanding of concept of subtraction
11. Student demonstrates understanding of place value
12. Student matches numeral with collection of objects
13. Student recognizes numerals to _____,
14. Student rote counts to _____,
15. Students demonstrates one-to-one correspondence

As Evidenced By

1. Basic Math Skills Test
2. Curriculum-Based Measurement – Math Computation

3. Functional Skills Analysis
4. Math Assessments
5. Other WJUSD Performance Standards
6. Portfolio Review
7. Student counting by rote
8. Student counting objects
9. Student making a pattern
10. Student matching a pattern
11. Student reading numerals
12. Student reading numerals and building sets with objects
13. Student writing numerals to name sets
14. Teacher-designed test

Motor Skills

Desired Student Outcome

1. Improved fine motor skills
2. Improved gross motor skills
3. Improved perceptual motor skills
4. Uses appropriate assistance device

As Evidenced By

1. Parent/caregiver report/checklist
2. Student self-report checklist
3. Teacher/staff observation/report (e.g., checklist)

Oral Language

Desired Student Outcome

1. Improved oral expression
2. Asks for clarifications in different situations
3. Begins to speak to peers in some small group situations
4. Contributes to classroom discussions/responds to questions/debates issues
5. Dramatizes/gestures/draws pictures to show comprehension/needs

6. Expresses responses in phrases/simple sentences
7. Improved listening comprehension/receptive language
8. Produces a full range of grade-appropriate grammatical structures/vocabulary in unfamiliar situations
9. Responds to simple commands/questions through actions or one/two-word phrases
10. Speaks comfortably with peers in small groups
11. Uses age-appropriate vocabulary

As Evidenced By

1. California English Language Development Test (CELDT)
2. Into English – Student Progress Form
3. LALAR (Language & Literacy Assessment Rubric)
4. LAS (Language Assessment Scale)
5. Teacher/staff observation/report (e.g., checklist)

Reading

Desired Student Outcome

1. Demonstrates book sense (tracking; locating cover, author, title; matching pictures to words)
2. Follows along in text as story is read aloud
3. Has mastered skills at the early fluency level
4. Has mastered skills at the emergent level
5. Has mastered skills at the fluency level
6. Identifies/associates written symbols; recognizes/identifies letters
7. Improved comprehension/comprehension strategies
8. Improved reading fluency
9. Reads across variety of genres; identifies features of different reading materials
10. Reads familiar words and phrases aloud
11. Reads independently; chooses increasingly difficult texts; makes predictions/inferences about readings
12. Reads/comprehends grade-level text with complex language/vocabulary
13. Reads/follows simple written directions

As Evidenced By

1. Continuum of Reading Growth in the Primary Grades
2. Anecdotal Record Log
3. Audiotape Reading Survey – Child
4. Background Survey on Reading (Primary)
5. California English Language Development Test (CELDT)
6. Child Interest Inventory – Grades 1 to 5
7. Curriculum-Based Measurement – Reading Fluency
8. DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
9. Dolch word list - graded lists
10. Feb/March Reading Evaluation Survey
11. First Grade Instant Words
12. Graded spelling lists
13. Initial Sounds assessment
14. Letter/Sound Identification
15. Literature Logs
16. Observation Survey
17. Phonemic Awareness Assessment (Yopp-Singer)
18. Phonics Test
19. Phono-Graphix Pre and Post Tests
20. Phonological Awareness Profile
21. Reading Experience and Interest Survey
22. Reading Inventory Summary Sheet
23. Reading Self-Evaluation Survey
24. Reading Strategies Intermediate Survey
25. Second Grade Instant Words
26. Self-Evaluation Checklist for Lit Responses
27. Strategies That Help Me Understand A Story (Primary)
28. Student Profile of Print Concepts
29. Third Grade Instant Words

Written Expression

Desired Student Outcome

1. Applies the steps in the writing process to writing tasks
2. Experiments with variety of writing styles/genres
3. Generates ideas for simple stories with awareness of sequence/detail
4. Improved conventions of written language
5. Improved organization of thoughts/information
6. Participates in revising/editing own work
7. Uses invented spelling and familiar words or short phrases
8. Uses some conventions of print including spacing between words, names and letters
9. Uses writing to get and give information
10. Writes from various points of view
11. Writes on all topics normally required for grade level
12. Writes to describe a drawing or illustration

As Evidenced By

1. Analytic Writing Assessment Guide
2. California English Language Development Test (CELDT)
3. Continuum of Written Language Development
4. Curriculum-Based Measurement – Spelling
5. Curriculum-Based Measurement – Written Expression
6. Grade 4 Informative Writing Rubric
7. Grade 4 Narrative Writing Rubric
8. Grade 4 Persuasive Writing Rubric
9. Grade 4 Writing Rubric
10. Interactive Journal Assessment
11. K-2 Writing Rubric
12. Literature Logs
13. Observation Survey
14. Phonetic Spelling Test
15. Phonological Awareness Profile - Invented Spelling
16. Portfolio Conference
17. End of Unit Assessments
18. School-based Math Program

19. School-based Reading Program
20. Teacher-designed test
21. Writer's Workshop Assessments

Misc

Desired Student Outcome

1. Improved academic performance
2. Increase in acquired credits
3. No decrease in academic performance

As Evidenced By

1. Community agency reports
2. Parent/caregiver report/checklist
3. Student self-report checklist
4. Teacher/staff observation/report (e.g., checklist)

Woodland Joint Unified School District

SST Referral Form

Date of Referral: _____ Person Making Referral: _____

Student: _____ ID # _____ Grade: _____

Gender: _____ Date of Birth: _____ Age: _____

Student Lives With: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____

Primary Language: _____ Home Language: _____

School of Attendance: _____ Teacher Name: _____

School Attended Last Year: _____ Teacher from Last Year: _____

Is the student currently identified as, or receiving any of the following (check all that apply):

Foster Youth ☐ Homeless ☐ Bilingual Ed ☐ Counseling ☐ Special Ed ☐

Please check all of the people that you would like to have in attendance for the meeting:

Principal ☐ Nurse ☐ Speech ☐ RSP ☐ Psychologist ☐ Other _____

Attendance:

Days Enrolled: _____ Days Present: _____ Tardies: _____

Unexcused Absences: _____ Excused Absences: _____

Student Strengths: _____

_____

_____

_____

Specific Concerns: _____

_____

_____

_____

Communication (Please list details about communication with parent(s), other teachers or support staff regarding these issues/concerns: _____

_____

_____

_____

Vision: Good ☐ Needs Checked ☐ Hearing: Good ☐ Needs Checked ☐

If student is currently on any medication, please list medications: _____

_____

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Oral Expression	
☐	☐	☐	Responds frequently with more than one or two word responses	
☐	☐	☐	Vocabulary development is comparable to peers	
☐	☐	☐	Able to provide verbal labels for common objects in school or home	
☐	☐	☐	Verbal statements communicate ideas adequately	
☐	☐	☐	Grammatical structure is comparable to peer group	
☐	☐	☐	Verbal fluency is comparable to peer group	
☐	☐	☐	Uses inflection and tone in speech to communicate meaning	
☐	☐	☐	Verbal production adequate when picture stimuli is provided	
☐	☐	☐	Able to relate experiences, stories, or tales in sequential order	
			Listening Comprehension	
☐	☐	☐	Attends to peers when they are talking	
☐	☐	☐	Follows simple verbal directions (requiring a single response)	
☐	☐	☐	Follows multiple verbal commands	
☐	☐	☐	Can verbally paraphrase sentences of stories presented orally	
☐	☐	☐	Detects humor or sarcasm in the verbal expression of others	
			Written Expression	
☐	☐	☐	Generates ideas orally	
☐	☐	☐	Demonstrates motor coordination and motor fluency	
☐	☐	☐	Writes a single sentence from a sentence starter	
☐	☐	☐	Writes a single sentence from a picture	
☐	☐	☐	Writes a paragraph from a sequence of pictures	
☐	☐	☐	Writes a paragraph with a topic sentence	
☐	☐	☐	Writes a paragraph from a topic	
☐	☐	☐	Uses descriptive words in writing	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Reading Fluency	
☐	☐	☐	Reads with expression and intonation	
☐	☐	☐	Self-corrects word recognition errors	
☐	☐	☐	Reads accurately	
☐	☐	☐	Reads at the benchmark for words per minute	
			Reading Skills and Comprehension	
☐	☐	☐	Accurately recognizes letters and letter order (no reversals or transposition)	
☐	☐	☐	Reads fluently without overly relying on pointing with a finger	
☐	☐	☐	Accurately sounds out unfamiliar words: smoothly blends new words	
☐	☐	☐	Has mastered frequently used irregular words (especially *th* and *wh* words)	
☐	☐	☐	Has mastered reading silently without inappropriate subvocalizing	
☐	☐	☐	Reads and scans fluently without excessive omissions and substitutions	
☐	☐	☐	Accurately reads new words in context after they have been introduced	
☐	☐	☐	Has mastered sight words or reading material	
☐	☐	☐	Does not lose his/her place when reading	
☐	☐	☐	Comprehends the meaning of words in the reading vocabulary	
☐	☐	☐	Recalls facts after reading orally	
			Math	
☐	☐	☐	Comprehends place value for grade level	
☐	☐	☐	Has mastered basic mathematical facts for grade level	
☐	☐	☐	Works through math problems as quickly as classmates	
☐	☐	☐	Can remember the steps for basic algorithms for grade level	
☐	☐	☐	Can recognize and comprehend key words in a word problem	
☐	☐	☐	Understands basic concepts of money	
☐	☐	☐	Can tell time to the hour and minute	
☐	☐	☐	Can explain how a problem has been solved	
			Attention	
☐	☐	☐	Amount of time on task is comparable to 90% of the rest of the class	
☐	☐	☐	Able to focus on task at hand and filter out the irrelevant stimuli	
☐	☐	☐	Able to transition from task to another without losing focus	
☐	☐	☐	Able to remain calm and collected during instruction	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Memory	
☐	☐	☐	Long term memory is comparable to other students in the class	
☐	☐	☐	Short term memory is comparable to other students in the class	
☐	☐	☐	Can verbally recall what was taught as well as other students	
			Working Style	
☐	☐	☐	Work is completed in a neat and organized manner	
☐	☐	☐	Accuracy of work is improved when the amount of work is reduced	
☐	☐	☐	Quality of student's work is comparable to the rest of the class	
☐	☐	☐	Understands basic organizational skills on paper (name placement, etc)	
☐	☐	☐	Keeps desk area neat and organized	
☐	☐	☐	Keeps track of belongings and can find things easily	
			Social Skills	
☐	☐	☐	Appropriately follows rules established for the classroom	
☐	☐	☐	Works effectively with other students	
☐	☐	☐	Understands and accepts teacher's corrective feedback	
☐	☐	☐	Has developed friendships among classmates	
☐	☐	☐	Is willing to try a new activity presented by the teacher	
☐	☐	☐	Is aware of non-verbal cues within social interactions	

Do you believe that the following are the primary reasons for the challenges that your student is currently facing? If you answer yes to any of these questions, please explain.

	Yes	No	Additional Comments
Attendance Problems	☐	☐	
Attitude / Motivation Problems	☐	☐	
Emotional Problems	☐	☐	
Excessive School Transfers	☐	☐	
Illness or Other Medical Problems	☐	☐	
Vision or Hearing Problems	☐	☐	
Other (please specify)	☐	☐	

Woodland Joint Unified School District

Student Study Team Parent Meeting Invitation

Date: _____

Student: _____

Dear Parent/Guardian,

The Student Study Team (SST) is a group of teacher and support staff here at your child's school, who are dedicated to your child's success. We invite you to join us, as you are a critical part of the Student Study Team. This team will be meeting soon to identify how we can best serve your child's educational needs. *Your presence at this meeting is very important and will be beneficial to your child*. Please see meeting details below, and return the bottom portion of this form to the front office of your child's school.

Thank you!

The meeting with the Student Study Team will be held on:

Date: _____

Time: _____:_____ AM/PM

Location: _____

If this appointment is not convenient, please contact us to reschedule:

Name: _____ Title: _____

Phone: _____ E-mail: _____

~ ~

Please complete this portion and return it to the school office immediately:

Student: _____ Classroom # _____

Parent/Guardian: _____

Please check **one**:

☐ Yes, I will attend the SST meeting.

☐ No, I cannot attend the SST meeting.

☐ Please call me to reschedule the SST meeting at (_____) _____-_____

Woodland Joint Unified School District

SST Teacher Input Request Form

Dear Teacher,

We will be holding a Student Study Team (SST) meeting for:

Student: _____

The meeting with the Student Study Team will be held on:

Date: _____

Time: _____:_____ AM/PM

Location: _____

In the meantime, your input on this student is critical to his/her success and we would like you to complete this form by: _____; and return it to: _____.

Thank You!

Teacher Name: _____ Subject Taught: _____

Date Completed: _____ Student's Current Grade: _____

Student's Attendance: Tardies: _____ Excused Absences: _____ Truancies: _____

Student Strengths: _____

_____

_____

_____

Specific Concerns: _____

_____

_____

_____

Communication (Please list details about communication with parent(s), other teachers or support staff regarding these issues/concerns: _____

_____

_____

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Oral Expression	
☐	☐	☐	Responds frequently with more than one or two word responses	
☐	☐	☐	Vocabulary development is comparable to peers	
☐	☐	☐	Able to provide verbal labels for common objects in school or home	
☐	☐	☐	Verbal statements communicate ideas adequately	
☐	☐	☐	Grammatical structure is comparable to peer group	
☐	☐	☐	Verbal fluency is comparable to peer group	
☐	☐	☐	Uses inflection and tone in speech to communicate meaning	
☐	☐	☐	Verbal production adequate when picture stimuli is provided	
☐	☐	☐	Able to relate experiences, stories, or tales in sequential order	
			Listening Comprehension	
☐	☐	☐	Attends to peers when they are talking	
☐	☐	☐	Follows simple verbal directions (requiring a single response)	
☐	☐	☐	Follows multiple verbal commands	
☐	☐	☐	Can verbally paraphrase sentences of stories presented orally	
☐	☐	☐	Detects humor or sarcasm in the verbal expression of others	
			Written Expression	
☐	☐	☐	Generates ideas orally	
☐	☐	☐	Demonstrates motor coordination and motor fluency	
☐	☐	☐	Writes a single sentence from a sentence starter	
☐	☐	☐	Writes a single sentence from a picture	
☐	☐	☐	Writes a paragraph from a sequence of pictures	
☐	☐	☐	Writes a paragraph with a topic sentence	
☐	☐	☐	Writes a paragraph from a topic	
☐	☐	☐	Uses descriptive words in writing	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Reading Fluency	
☐	☐	☐	Reads with expression and intonation	
☐	☐	☐	Self-corrects word recognition errors	
☐	☐	☐	Reads accurately	
☐	☐	☐	Reads at the benchmark for words per minute	
			Reading Skills and Comprehension	
☐	☐	☐	Accurately recognizes letters and letter order (no reversals or transposition)	
☐	☐	☐	Reads fluently without overly relying on pointing with a finger	
☐	☐	☐	Accurately sounds out unfamiliar words: smoothly blends new words	
☐	☐	☐	Has mastered frequently used irregular words (especially *th* and *wh* words)	
☐	☐	☐	Has mastered reading silently without inappropriate subvocalizing	
☐	☐	☐	Reads and scans fluently without excessive omissions and substitutions	
☐	☐	☐	Accurately reads new words in context after they have been introduced	
☐	☐	☐	Has mastered sight words or reading material	
☐	☐	☐	Does not lose his/her place when reading	
☐	☐	☐	Comprehends the meaning of words in the reading vocabulary	
☐	☐	☐	Recalls facts after reading orally	
			Math	
☐	☐	☐	Comprehends place value for grade level	
☐	☐	☐	Has mastered basic mathematical facts for grade level	
☐	☐	☐	Works through math problems as quickly as classmates	
☐	☐	☐	Can remember the steps for basic algorithms for grade level	
☐	☐	☐	Can recognize and comprehend key words in a word problem	
☐	☐	☐	Understands basic concepts of money	
☐	☐	☐	Can tell time to the hour and minute	
☐	☐	☐	Can explain how a problem has been solved	
			Attention	
☐	☐	☐	Amount of time on task is comparable to 90% of the rest of the class	
☐	☐	☐	Able to focus on task at hand and filter out the irrelevant stimuli	
☐	☐	☐	Able to transition from task to another without losing focus	
☐	☐	☐	Able to remain calm and collected during instruction	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Memory	
☐	☐	☐	Long term memory is comparable to other students in the class	
☐	☐	☐	Short term memory is comparable to other students in the class	
☐	☐	☐	Can verbally recall what was taught as well as other students	
			Working Style	
☐	☐	☐	Work is completed in a neat and organized manner	
☐	☐	☐	Accuracy of work is improved when the amount of work is reduced	
☐	☐	☐	Quality of student's work is comparable to the rest of the class	
☐	☐	☐	Understands basic organizational skills on paper (name placement, etc)	
☐	☐	☐	Keeps desk area neat and organized	
☐	☐	☐	Keeps track of belongings and can find things easily	
			Social Skills	
☐	☐	☐	Appropriately follows rules established for the classroom	
☐	☐	☐	Works effectively with other students	
☐	☐	☐	Understands and accepts teacher's corrective feedback	
☐	☐	☐	Has developed friendships among classmates	
☐	☐	☐	Is willing to try a new activity presented by the teacher	
☐	☐	☐	Is aware of non-verbal cues within social interactions	

Do you believe that the following are the primary reasons for the challenges that your student is currently facing? If you answer yes to any of these questions, please explain.

	Yes	No	Additional Comments
Attendance Problems	☐	☐	
Attitude / Motivation Problems	☐	☐	
Emotional Problems	☐	☐	
Excessive School Transfers	☐	☐	
Illness or Other Medical Problems	☐	☐	
Vision or Hearing Problems	☐	☐	
Other (please specify)	☐	☐	

Woodland Joint Unified School District

SST Meeting Summary Form

Student: _____ ID # _____ Grade: _____

Gender: _____ Date of Birth: _____ Age: _____

Student Lives With: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____

School of Attendance: _____ Teacher Name: _____

Participants in Plan Development (All Participants Print Name and Title):

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Student Strengths: _____

_____

_____

_____

Follow-up Staffing Date: _____

Additional Background Information: _____

_____

_____

_____

Follow-up Staffing Additional Information: _____

Concern #1:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #2:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #3:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #4:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:

SECTION 5: IDENTIFYING STUDENTS FOR TIER 2 SUPPORTS

Multiple methods are used to identify students in need of Tier 2 interventions. No single method is likely to identify all students who may need Tier 2 supports. Students with externalized and/or internalized problem behaviors may be identified for Tier 2 supports. Students may be identified through various methods including: (a) Office Discipline Referrals; (b) a universal screener, (c) requests for support, and (d) other means determined appropriate by school sites (i.e. health/office logs, attendance, buddy teacher logs).

Considerations

It is important to note that students should not receive Tier 2 services unless Tier 1 systems are established with fidelity within the environment in which a student is exhibiting behavior. If Tier 1 is not in place, the focus of intervention should be at the Tier 1 level (i.e. environmental changes, refining reinforcement systems for acknowledging desired behavior, strengthening relationships, strengthening community).

Considerations for Students in Need of Intervention:

The tiers are differentiated by the "intensity" of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as "more intensive instruction." Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The "focus" would be in the area of greatest need for the student. If the focus of the intervention is behavior, the process is very much the same, in that, Tier 2 would be defined as the additional intervention needed in addition to what is already provided at Tier 1. For example, the additional behavior intervention needed in Tier 2

might be; CI/CO, buddy classroom, home note, etc. The best practice approach is to consider behavior and academics at the same time, not separately, focusing on the whole-student approach. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the "What" (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most "intensive" instruction the building can offer.

Considerations for Students with Disabilities and Consent for Screenings

Federal regulations require that schools obtain consent for observations, testing, or interviews of a student that may be used to evaluate a student for special education services. As a general rule, if educators are collecting new data for the purpose of determining disability, an assessment plan is necessary as is parent/guardian consent. If educators do not suspect a disability and are reviewing existing data, such as how a student is responding to behavior supports or instruction, no consent or assessment plan is required. As such, behavioral screening or progress monitoring that gathers information by reviewing existing data or gathering input from classroom teachers and other educators, with no direct contact with the student, does not require parent/guardian consent or development of an assessment plan. The use of ODRs and the SRSS consider existing information and do not require administration of a screening instrument directly to a student; therefore they do not require consent. If it is suspected that the student may have a disability, an assessment plan should be developed.

Data Collection Following the Identification of Students

Once students have been identified as potentially needing Tier 2 supports, the RtI Specialist should gather additional data to assist the Tier 2 team in determining how to respond to the students' need(s). Additional data may include: (a) a review of student records, classroom behavior data), (b) analysis of the environment(s) , (c) interviews with teacher(s), parents, other providers, and (d) review of other records.

Behavior

Sources for Identifying Students for Tier II Supports

Office Discipline Referrals (ODRs)

ODRs are a general indicator of externalized behavior. Each school should establish the decision making rule for the number of referrals a student must receive within a given time period before consideration for Tier 2. Generally, receiving two or more ODRs in a four week time period should trigger consideration for support in an elementary school. Three or more in a four week time period may be more appropriate for secondary schools. However, the decision making criteria should be established by the Tier 2 team so that the school may maximize available resources.

Student Risk Screening Scale (SRSS)

The SRSS is a universal screener designed to identify students with externalized behaviors. The screener is research based and has validated technical adequacy for use in K – 12 grade settings. Teachers are provided the screening tool to consider the needs of students in their class listed. Teachers then rate students in their class on seven items with a 4-point scale. The screening takes roughly 10 – 15 minutes. As such, it efficiently allows for identification of students at risk. The screening tool is then collected by the RtI Specialist and used by the Tier II team to identify potential candidates for Tier 2 support. The SRSS should be conducted during the first two weeks in October and again by the start of February. This allows for two opportunities to identify students who may not be identified through the other methods (request process or ODRs). Secondary schools may want to have teachers complete the SRSS as a grade level or department.

Requests for Assistance

Students presenting the need for support may also be identified through a Requests for Assistance. Parents, staff, and students may directly request service. Requests for assistance are often the best way to identify students with internalized behaviors (i.e. disengagement, withdrawal, depression, anxiety). Staff should be encouraged to utilize requests for assistance forms for students displaying internalized behaviors. In theory, students displaying more externalizing behaviors (i.e. tantrum, aggression, verbal and physical aggression) should be identified through the SRSS and ODRs. A sample staff request form is contained in the Appendix section of this guidebook. Though not directly a

request for Tier 2 support, bullying complaints from students, parents, and staff may also be useful in identify students in need of service. Often, students who perceive they are being bullied need assistance in social skills in order to address difficult or challenging situations. This does not imply that bullying solutions should focus solely on victims of bullying. Bullying should be taken seriously and halted immediately. Older students may refer friends or themselves for support. Student requests for support should be taken seriously.

Other Sources

The purpose of these screening tools and/or strategies is to accurately identify students in need of Tier 2 supports prior to students failing and/or disengaging from instruction. Many schools have identified other sources of information that are useful in determining which students may be in need of additional support. Some of these sources include: health office logs, office logs, attendance, logs of students leaving the class to take breaks (e.g. teacher buddy systems) sudden declines in grades, classroom behavior systems (e.g. low level referrals, Class Dojo records, etc.).

Resources
The Student Risk Screening Scale (SRSS) is made available from the Michigan Integrated Behavior and Learning Support Initiative (MiBLSi) ● SRSS Screening Tool (Word Doc) ● SRSS Electronic Tool with Graphs (Excel File) ● SRSS Overview Training (PPT and Video File) ○ Can be retrieved from: ○ http://miblsi.cenmi.org/MiBLSiModel/Evaluation/Measures/StudentTiskScreeningScal.aspx ● Sample Staff Request Form - Adapted from: http://pbismissouri.org

Academics

The delivery to Tier 2 instruction is focused on skills that pose a barrier to the acceleration of student learning. Tier 2 instruction could be provided in the general education classroom by a supplemental instruction teacher or outside of the general education classroom by a supplemental instruction teacher or outside of the general education classroom. Any Tier 2 instruction provided to students must be integrated with Tier 1 content and performance expectations. Providers of Tier 2 instruction are encouraged to

incorporate instructional language and materials of Tier 1.

Sources for Identifying Students for Tier 2 Supports

		SCREENING	DIAGNOSTIC	FORMATIVE
Reading	TK-3	RESULTS	RESULTS	New Adoption
		Dibels (1st-3rd)	Dibels (1st-3rd)	
	Grades 4-6	i-Ready	RESULTS/Dibels (if needed)	New Adoption
			i-Ready	
	Grades 7-8	NWEA	NWEA	New Adoption
	Grades 9-12	NWEA	NWEA	New Adoption
Math	TK-3	Beginning of Year Test	Unit Quiz	Unit Tests
				*SBAC Interim
	Grades 4-6	Beginning of Year Test	Unit Quiz	Unit Tests
				*SBAC Interim
	Grades 7-8	Beginning of Year Test	NWEA	Unit Tests
		MDTP		*SBAC Interim
	Grades 9-12	Beginning of Year Test	NWEA	Unit Tests
		MDTP		*SBAC Interim
EL	TK-3	CELDT	Unit Tests	New Adoption
	Grades 4-6	CELDT	Unit Tests	New Adoption
	Grades 7-8	CELDT	Unit Tests	New Adoption
	Grades 9-12	CELDT	Unit Tests	New Adoption
Writing	TK-3	Cold Write	Student Writing Samples	WRITE
			Rubric - TBD	
	Grades 4-6	Cold Write	Student Writing Samples	WRITE
			Rubric - TBD	
	Grades 7-8	Cold Write	Student Writing Samples	SBAC Interim
			Rubric - TBD	
	Grades 9-12	Cold Write	Student Writing Samples	SBAC Interim
			Rubric - TBD	

Students identified as needing tier 2 supports will have Aeries pre-referral interventions inputted, progress monitoring during PLC's (at least 2 times per month), and an assessment checkpoint within 4-6 weeks of tier 2 intervention implementation. A second tier 2 conference will be held by SLT site leadership to identify any interventions that plc has not thought of, environmental change, do we need to move to tier three intervention (SST).

SECTION 6: IDENTIFYING STUDENTS FOR TIER 3

Behavior and Academics

If data shows lack of progress with Tier 2 interventions a Tier 2 conference will be held to identify whether additional Tier 2 interventions are needed or if higher level of support is warranted. Students referred to Tier 3 must have documented supports from Tier 1 and Tier 2 before being referred to Tier 3.

SECTION 7: PROGRESS MONITORING

Behavior & Academic Progress Monitoring Tools

Students identified as needing tier 2 supports will have individualized progress monitoring tools developed utilizing reference materials in forms section. Tools can include brief assessments, reliable, valid and evidence based assessments that are brief and can be used as repeated measures to capture student learning.

Brief assessments include but not limited to:

ELA	**Math**
i-Ready	Quick Quizzes
Results	Unit Tests
Lexile	District Benchmark
Diebels Measurements)	CBM (Curriculum Based
WRITE	
CBM (Curriculum Based Measurements)	

Progress monitoring is a systematic approach to gather academic and behavioral information using a variety of data collection methods. Methods used to monitor student progress should be determine before student begin an intervention. Commonly, Daily Progress Reports (DPRs) provide a flexible method of gathering and recording data on student progress. Office Discipline Referrals (ODRs) may also be used to monitor progress concurrently or as a stand-alone measure.

Consistent progress monitoring is essential to successful implementation of Tier 2 and 3 interventions as it allows the team to obtain data for decision making and refinement of systems. Data should be collected on all students receiving Tier 2 and 3 interventions. The team should use the data to evaluate progress and make decisions.

The focus for Tiers should always be a “problem solving approach” and not just trying to change forms or update binders so that that we move kids into the second tier for support/intervention. This should be an authentic focus on relationships, social-emotional learning, PD, classroom instruction, Professional Learning Community teams, class swaps, counselors, progress monitoring, using data regularly and often, use of existing campus supports.

Section 8: Evaluating Fidelity of Tiered Systems of Intervention

Monitoring of a tiered system is essential to ensure fidelity of implementation and identify areas for refinement. When interventions are not applied with fidelity, student behavior generally remains unaffected. Failure to consider fidelity of implementation when making decisions regarding student progress may mislead Tier 2 and Tier 3 team decision making.

Likewise, national assessment measures help to ensure the effective implementation of Tiers 1, 2, and 3 as well as provide feedback for refinement and action planning. This section include the assessment measure used in the Woodland Joint Unified School District.

Behavior

The Tiered Fidelity Inventory (TFI) is considered to be a valid and reliable measure of the implementation of Tiers 1, 2 and 3.

Resources – Intervention Fidelity
These resources are intended to provide assistance to schools in developing school-based ways of determining intervention fidelity. Tiered Fidelity Inventory (TFI): - http://www.pbis.org/evaluation/evaluation-tools Crone, D., Hawken, L., & Horner, R. (2010). Responding to Problem Behavior in Schools: The Behavior Education Program (2nd Ed.). The Guilford Press, IL *Book provided to all RtI Specialists containing resources for implementing CICO

PBIS Positive Behavioral Interventions & Supports
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SWPBIS Tiered Fidelity Inventory

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Introduction and Purpose

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

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

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

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

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

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

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

Cost

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

Intended Participants

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

Schedule of Administration

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

the TFI, and as they improve their implementation of Tier I, they may add assessment of Tier II and/or Tier III features.

Preparation for Administration/ Completion Time

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

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

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

Outcomes

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

Glossary and Acronym Key

Aggregated Data: Individual data that are averaged at the school or district level (e.g., the percent of all students on check-in check-out meeting their daily point goals).

FTE (Full-Time Equivalent): Funding allocated to an individual for specific responsibilities (e.g., behavior consultant), with 1.0 = full time work. Allocated FTE may be an individual's position or official release time for tasks.

Life Domain: Each area of a student's life to consider when planning comprehensive support, such as educational/ vocational, emotional/psychological, family, medical, residence, safety, and social.

Natural and Formal Supports: Natural supports are the relationships that occur in everyday life, usually involving relationships with family, friends, co-workers, neighbors, and acquaintances. Formal Supports usually involve some sort of payment and may include relationships with service providers such as teachers, other school staff, or community agency representatives.

Person Centered Planning: A team-based approach involving a range of strategies and activities designed to help assist students in planning their life and supports. The focus is on personal self-determination and enhancing independence.

Quality of Life: The extent to which physical, mental, social, and emotional functioning is consistent with personal preferences. It is determined by the student and family.

RENEW (Rehabilitation for Empowerment, Natural supports, Education, and Work): A wraparound-based process specifically designed for adolescents and young adults that emphasizes self-determination and student voice. The focus of RENEW is on high school completion, employment, post-secondary education and training, and community integration.

Targeted Interventions Reference Guide: A matrix used to indicate a school's Tier II interventions and indicate which student needs (e.g., function of problem behavior) they can support. It is included in Appendix B.

Tiered Fidelity Inventory (TFI): A validated SWPBIS fidelity of implementation measure that assesses all three tiers of support (this measure).

TFI Behavior Support Plan Worksheet: A sheet used to score the school's existing behavior support plans for the Tier III scale. It is not needed for the Tier I or II scales. It is included in Appendix C.

TFI Walkthrough Tool: An interview form used for the Tier I scale that includes questions for randomly selected staff and students. Completed by an external reviewer (for evaluation purposes) or a member of the school team (for progress monitoring purposes). It is not needed for the Tier II or III scales. It is included in Appendix A.

Walkthrough (informal): Any type of walkthrough used to assess quality of instruction (not the TFI Walkthrough Tool).

Wraparound: A person-centered process for developing and implementing individualized care plans for youth at-risk of emotional and behavioral disorders. Wraparound brings the student, family, school, agency staff members and informal supporters together as a team to develop a coordinated supports.

Tier I: Universal SWPBIS Features

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

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

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

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

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

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

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

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

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

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

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

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

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

Tier II: Targeted SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Teams		
2.1 **Team Composition:** Tier II (or combined Tier II/III) team includes a Tier II systems coordinator and individuals able to provide (a) applied behavioral expertise, (b) administrative authority, (c) knowledge of students, and (d) knowledge about operation of school across grade levels and programs.	• School organizational chart • Tier II team meeting minutes	0 = Tier II team does not include coordinator or all 4 core areas of Tier II team expertise 1 = Tier II team does not include coordinator and all 4 core areas of Tier II team expertise OR attendance of these members is below 80% 2 = Tier II team is composed of coordinator and individuals with all 4 areas of expertise, AND attendance of these members is at or above 80%
2.2 **Team Operating Procedures:** Tier II team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier II team meeting agendas and minutes • Tier II meeting roles descriptions • Tier II action plan	0 = Tier II team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1= Tier II team has at least 2 but not all 4 features 2 = Tier II team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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

Feature	Possible Data Sources	Scoring Criteria
2.3 **Screening:** Tier II team uses decision rules and multiple sources of data (e.g., ODRs, academic progress, screening tools, attendance, teacher/ family/student nominations) to identify students who require Tier II supports.	• Multiple data sources used (e.g., ODRs, time out of instruction, attendance, academic performance) • Team decision rubric • Team meeting minutes • School policy	0 = No specific rules for identifying students who qualify for Tier II supports 1 = Data decision rules established but not consistently followed or used with only one data source 2 = Written policy exists that (a) uses multiple data sources for identifying students, and (b) ensures that families are notified promptly when students enter Tier II supports
2.4 **Request for Assistance:** Tier II planning team uses written request for assistance form and process that are timely and available to all staff, families, and students.	• School handbook • Request for assistance form • Family handbook	0 = No formal process 1 = Informal process in place for staff and families to request assistance 2 = Written request for assistance form and process are in place and team responds to request within 3 days
Subscale: Interventions		
2.5 **Options for Tier II Interventions:** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.	• School Tier II handbook • Targeted Interventions Reference Guide	0 = No Tier II interventions with documented evidence of effectiveness are in use 1 = Only 1 Tier II intervention with documented evidence of effectiveness is in use 2 = Multiple Tier II interventions with documented evidence of effectiveness matched to student need

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

Feature	Possible Data Sources	Scoring Criteria
2.6 **Tier II Critical Features:** Tier II behavior support interventions provide (a) additional instruction/time for student skill development, (b) additional structure/predictability, and/or (c) increased opportunity for feedback (e.g., daily progress report).	• Universal lesson plans • Tier II lesson plans • Daily/weekly progress report • School schedule • School Tier II handbook	0 = Tier II interventions do not promote additional instruction/time, improved structure, or increased feedback 1 = All Tier II interventions provide some but not all 3 core Tier II features 2 = All Tier II interventions include all 3 core Tier II features
2.7 **Practices Matched to Student Need:** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).	• Data sources used to identify interventions • School policy • Tier II handbook • Needs assessment • Targeted Interventions Reference Guide	0 = No process in place 1 = Process for selecting Tier II interventions does not include documentation that interventions are matched to student need 2 = Formal process in place to select practices that match student need and have contextual fit (e.g., developmentally and culturally appropriate)
2.8 **Access to Tier I Supports:** Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II supports have access to, and are included in, Tier I supports.	• Universal lesson plans and teaching schedule • Tier II lesson plans • Acknowledgement system • Student of the month documentation • Family communication	0 = No evidence that students receiving Tier II interventions have access to Tier I supports 1 = Tier II supports are not explicitly linked to Tier I supports and/or students receiving Tier II interventions have some, but not full access to Tier I supports 2 = Tier II supports are explicitly linked to Tier I supports, and students receiving Tier II interventions have full access to all Tier I supports

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

Feature	Possible Data Sources	Scoring Criteria
2.9 **Professional Development:** A written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention that is in place.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in all aspects of intervention delivery, including request for assistance process, using progress report as an instructional prompt, delivering feedback, and monitoring student progress
Subscale: Evaluation		
2.10 **Level of Use:** Team follows written process to track proportion of students participating in Tier II supports, and access is proportionate.	• Tier II enrollment data • Tier II team meeting minutes • Progress monitoring tool	0 = Team does not track number of students responding to Tier II interventions 1 = Team defines criteria for responding to each Tier II intervention and tracks students, but fewer than 5% of students are enrolled 2 = Team defines criteria and tracks proportion, with at least 5% of students receiving Tier II supports
2.11 **Student Performance Data:** Tier II team tracks proportion of students experiencing success (% of participating students being successful) and uses Tier II intervention outcomes data and decision rules for progress monitoring and modification.	• Student progress data (e.g., % of students meeting goals) • Intervention Tracking Tool • Daily/Weekly Progress Report sheets • Family communication	0 = Student data not monitored 1 = Student data monitored but no data decision rules established to alter (e.g., intensify or fade) support 2 = Student data (% of students being successful) monitored and used at least monthly, with data decision rules established to alter (e.g., intensify or fade) support, and shared with stakeholders

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

Feature	Possible Data Sources	Scoring Criteria
2.12 **Fidelity Data:** Tier II team has a protocol for ongoing review of fidelity for each Tier II practice.	• Tier II coordinator training • District technical assistance • Fidelity probes taken monthly by a Tier II team member	0 = Fidelity data are not collected for any practice 1 = Fidelity data (e.g., direct, self-report) collected for some but not all Tier II interventions 2 = Periodic, direct assessments of fidelity collected by Tier II team for all Tier II interventions
2.13 **Annual Evaluation:** At least annually, Tier II team assesses overall effectiveness and efficiency of strategies, including data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers; and evaluations are shared with staff and district leadership.	• Staff and student surveys • Tier II handbook • Fidelity tools • School policy • Student outcomes • District reports	0 = No data-based evaluation takes place 1 = Evaluation conducted, but outcomes not used to shape the Tier II process 2 = Evaluation conducted at least annually, and outcomes shared with staff and district leadership, plus clear alterations in process proposed based on evaluation

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

Tier III: Intensive SWPBIS Features

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

Feature	Possible Data Sources	Scoring Criteria
	Subscale: Teams	
3.1 **Team Composition:** Tier III systems planning team (or combined Tier II/III team) includes a Tier III systems coordinator and individuals who can provide (a) applied behavioral expertise, (b) administrative authority, (c) multi-agency supports (e.g., person centered planning, wraparound, RENEW) expertise, (d) knowledge of students, and (e) knowledge about the operations of the school across grade levels and programs.	• School organizational chart • Tier III team meeting minutes	0 = Tier III team does not include a trained systems coordinator or all 5 identified functions 1 = Tier III team members have some but not all 5 functions, and/ or some but not all members have relevant training or attend at least 80% of meetings 2 = Tier III team has a coordinator and all 5 functions, AND attendance of these members is at or above 80%
3.2 **Team Operating Procedures:** Tier III team meets at least monthly and has (a) regular meeting format/ agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	• Tier III team meeting agendas and minutes • Tier III meeting roles descriptions • Tier III action plan	0 = Tier III team does not use regular meeting format/ agenda, minutes, defined roles, or a current action plan 1 = Tier III team has at least 2 but not all 4 features 2 = Tier III team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan

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

Feature	Possible Data Sources	Scoring Criteria
3.3 **Screening:** Tier III team uses decision rules and data (e.g., ODRs, Tier II performance, academic progress, absences, teacher/family/student nominations) to identify students who require Tier III supports.	• School policy • Team decision rubric • Team meeting minutes	0 = No decision rules for identifying students who should receive Tier III supports 1 = Informal process or one data source for identifying students who qualify for Tier III supports 2 = Written data decision rules used with multiple data sources for identifying students who qualify for Tier III supports, and evidence the policy/rubric includes option for teacher/family/student nominations
3.4 **Student Support Team:** For each individual student support plan, a uniquely constructed team exists (with input/approval from student/family about who is on the team) to design, implement, monitor, and adapt the student-specific support plan.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = Individual student support teams do not exist for all students who need them 1 = Individual student support teams exist, but are not uniquely designed with input from student/family and/or team membership has partial connection to strengths and needs 2 = Individual student support teams exist, are uniquely designed with active input/approval from student/family (with a clear link of team membership to student strengths and needs), and meet regularly to review progress data

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Resources		
3.5 **Staffing:** An administrative plan is used to ensure adequate staff is assigned to facilitate individualized plans for the students enrolled in Tier III supports.	• Administrative plan • Tier III team meeting minutes • FTE (i.e., paid time) allocated to Tier III supports	0 = Personnel are not assigned to facilitate individual student support teams 1 = Personnel are assigned to facilitate some individual support teams, but not at least 1% of enrollment 2 = Personnel are assigned to facilitate individualized plans for all students enrolled in Tier III supports
3.6 **Student/Family/Community Involvement:** Tier III team has district contact person(s) with access to external support agencies and resources for planning and implementing non-school-based interventions (e.g., intensive mental health) as needed.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = District contact person not established 1 = District contact person established with external agencies, OR resources are available and documented in support plans 2 = District contact person established with external agencies, AND resources are available and documented in support plans
3.7 **Professional Development:** A written process is followed for teaching all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.	• Professional development calendar • Staff handbook • Lesson plans for teacher trainings • School policy	0 = No process for teaching staff in place 1 = Professional development and orientation process is informal 2 = Written process used to teach and coach all relevant staff in basic behavioral theory, function of behavior, and function-based intervention

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Support Plans		
3.8 **Quality of Life Indicators:** Assessment includes student strengths and identification of student/family preferences for individualized support options to meet their stated needs across life domains (e.g., academics, health, career, social).	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet) 0 = Quality of life needs/goals and strengths not defined, or there are no Tier III support plans 1 = Strengths and larger quality of life needs and related goals defined, but not by student/family or not reflected in the plan 2 = All plans document strengths and quality of life needs and related goals defined by student/family
3.9 **Academic, Social, and Physical Indicators:** Assessment data are available for academic (e.g., reading, math, writing), behavioral (e.g., attendance, functional behavioral assessment, suspension/expulsion), medical, and mental health strengths and needs, across life domains where relevant.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = Student assessment is subjective or done without formal data sources, or there are no Tier III support plans 1 = Plans include some but not all relevant life-domain information (e.g., medical, mental health, behavioral, academic) 2 = All plans include medical, mental health information, and complete academic data where appropriate
3.10 **Hypothesis Statement:** Behavior support plans include a hypothesis statement, including (a) operational description of problem behavior, (b) identification of context where problem behavior is most likely, and (c) maintaining reinforcers (e.g., behavioral function) in this context.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = No plans include a hypothesis statement with all 3 components, or there are no Tier III support plans 1 = 1 or 2 plans include a hypothesis statement with all 3 components 2 = All plans include a hypothesis statement with all 3 components

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

Feature	Possible Data Sources	Scoring Criteria
3.11 **Comprehensive Support:** Behavior support plans include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = No plans include all 7 core support plan features, or there are no Tier III support plans 1 = 1 or 2 plans include all 7 core support plan features 2 = All plans include all 7 core support plan features
3.12 **Formal and Natural Supports:** Behavior support plan(s) requiring extensive and coordinated support (e.g., person centered planning, wraparound, RENEW) documents quality of life strengths and needs to be completed by formal (e.g., school/district personnel) and natural (e.g., family, friends) supporters.	• At least one Tier III behavior support plan requiring extensive support (see TFI Tier III Support Plan Worksheet)	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but they are not related to the quality of life needs and/or do not include natural supports 2 = Plan includes specific actions, linked logically to the quality of life needs, and they include natural supports
3.13 **Access to Tier I and Tier II Supports:** Students receiving Tier III supports have access to, and are included in, available Tier I and Tier II supports.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = Individual student support plans do not mention Tier I and/or Tier II supports, or there are no Tier III support plans 1 = Individual supports include some access to Tier I and/or Tier II supports 2 = Tier III supports include full access to any appropriate Tier I and Tier II supports and document how access will occur

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

Feature	Possible Data Sources	Scoring Criteria
Subscale: Evaluation		
3.14 **Data System:** Aggregated (i.e., overall school-level) Tier III data are summarized and reported to staff at least monthly on (a) fidelity of support plan implementation, and (b) impact on student outcomes.	• Reports to staff • Staff meeting minutes • Staff report	0 = No quantifiable data 1 = Data are collected on outcomes and/or fidelity but not reported monthly 2 = Data are collected on student outcomes AND fidelity and are reported to staff at least monthly for all plans
3.15 **Data-based Decision Making:** Each student's individual support team meets at least monthly (or more frequently if needed) and uses data to modify the support plan to improve fidelity of plan implementation and impact on quality of life, academic, and behavior outcomes.	• Three randomly selected Tier III student behavior support plans created in the last 12 months (see TFI Tier III Support Plan Worksheet)	0 = Student individual support teams do not review plans or use data 1 = Each student's individual support team reviews plan, but fidelity and outcome data are not both used for decision making or not all teams review plans 2 = Each student's individual support team continuously monitors data and reviews plan at least monthly, using both fidelity and outcomes data for decision making
3.16 **Level of Use:** Team follows written process to track proportion of students participating in Tier III supports, and access is proportionate.	• Student progress data • Tier III team meeting minutes	0 = School does not track proportion or no students have Tier III plans 1 = Fewer than 1% of students have Tier III plans 2 = All students requiring Tier III supports (and at least 1% of students) have plans

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

Feature	Possible Data Sources	Scoring Criteria
3.17 **Annual Evaluation:** At least annually, the Tier III systems team assesses the extent to which Tier III supports are meeting the needs of students, families, and school personnel; and evaluations are used to guide action planning.	• Tier III team meeting minutes • Tier III team action plan • Team member verbal reports	0 = No annual review 1 = Review is conducted but less than annually, or done without impact on action planning 2 = Written documentation of an annual review of Tier III supports, with specific decisions related to action planning

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

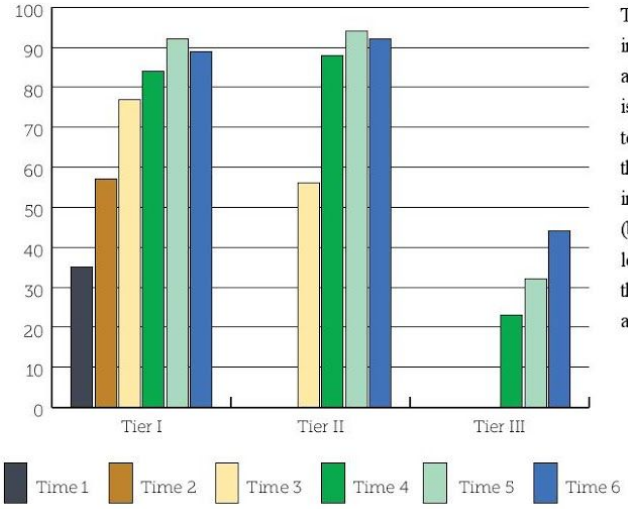
Scoring the SWPBIS Tiered Fidelity Inventory

The TFI generates scores reflecting the percentage of implementation for Tier I, Tier II, and Tier III core features. Scores are determined by calculating the percentage of possible points awarded for items in each tier (section). No weighting of items is included in this calculation (see below).

Core Features	Items/ Points	Points Award/ Possible Points	Percentage of SWPBIS Implementation
Tier I	1-15 / 30 points	_____/ 30	
Tier II	1-13 / 26 points	_____/ 26	
Tier III	1-17 / 34 points	_____/ 34	

Across time, a school may monitor progress on implementation of SWPBIS by tier as depicted in the simulated data for a school in the figure below. This sample school used the TFI to assess Tier I at six different points in time, Tier II during the last four points in time, and Tier III during the last three points in time.

Tiered Fidelity Inventory Scores for One School Across Six Administrations of the Survey



The Inventory also provides a "by Item" report in the PBIS Assessment application, available at www.pbisassessment.org. This Item Report is the basis for Action Planning and is designed to facilitate the decision-making of a team as they identify (a) which items will be the focus of implementation efforts for the coming month, and (b) what the specific action(s) will be, who will lead in completing the action, and a date by which the action is expected to be completed. A sample action planning format is provided below.

Action Planning Form

Item	Current Score	Action	Who	When
Tier I				
1.1 Team Composition				
1.2 Team Operating Procedures				
1.3 Behavioral Expectations				
1.4 Teaching Expectations				
1.5 Problem Behavior Definitions				
1.6 Discipline Policies				
1.7 Professional Development				
1.8 Classroom Procedures				
1.9 Feedback and Acknowledgement				
1.10 Faculty Involvement				
1.11 Student/ Family/ Community/ Involvement				
1.12 Discipline Data				
1.13 Data-Based Decision Making				
1.14 Fidelity Data				
1.15 Annual Evaluation				
Tier II				
2.1 Team Composition				
2.2 Team Operating Procedures				
2.3 Screening				
2.4 Request for Assistance				
2.5 Options for Tier II Interventions				
2.6 Tier II Critical Features				
2.7 Practices Matched to Student Need				

Item	Current Score	Action	Who	When
2.8 Access to Tier I Supports				
2.9 Professional Development				
2.10 Level of Use				
2.11 Student Performance Data				
2.12 Fidelity Data				
2.13 Annual Evaluation				
Tier III				
3.1 Team Composition				
3.2 Team Operating Procedures				
3.3 Screening				
3.4 Student Support Team				
3.5 Staffing				
3.6 Student/ Family/ Community Involvement				
3.7 Professional Development				
3.8 Quality of Life Indicators				
3.9 Academic, Social, and Physical Indicators				
3.10 Hypothesis Statement				
3.11 Comprehensive Support				
3.12 Formal and Natural Supports				
3.13 Access to Tier I and Tier II Supports				
3.14 Data System				
3.15 Data-Based Decision Making				
3.16 Level of Use				
3.17 Annual Evaluation				

Appendix A: SWPBIS Tiered Fidelity Inventory Walkthrough Tool

Overview

Purpose

This form is used as part of completing the SWPBIS Tiered Fidelity Inventory's Tier I subscale. Use this form to interview a random selection of staff (at least 10% of staff or at least 5 for smaller schools) and students (minimum of 10). This process should take no more than 15 minutes.

Who Should Complete the Tool

It is recommended that this tool is completed by an individual who is external to the school (e.g., external coach, coordinator, evaluator). This use allows for the Tiered Fidelity Inventory to serve as more of an external evaluation than self-assessment. Alternatively, an individual from the school team may complete this tool if the purpose of assessment is for progress monitoring between external evaluations.

Procedure

Randomly select staff and students as you walk through the school. Use this page as a reference for all other interview questions. Use the interview form to record staff and student responses.

Staff Interview Questions

Interview at least 10% of staff or at least 5 for smaller schools

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you taught the school rules/behavioral expectations this year?
3. Have you given out any _____ (rewards for appropriate behavior) since _____ (2 months ago)?

Student interview Questions

Interview a minimum of 10 students

1. What are the _____ (school rules, high 5's, 3 bee's)? (Define what the acronym means)
2. Have you received a _____ (reward for appropriate behavior) since _____ (2 months ago)?

SWPBIS Tiered Fidelity Inventory Walkthrough Tool
Interview and Observation Form

School _____ Date _____

District _____ State _____

Data collector _____

School-wide Expectations:

1. _____
2. _____
3. _____
4. _____
5. _____

Name of School-wide Expectations:

_____

Name of Acknowledgment System:

_____

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

	Student Questions (at least 10 students)	
	What are the (school rules)? Record the # of rules known	Have you received a _____ since _____?
1		Y N
2		Y N
3		Y N
4		Y N
5		Y N
6		Y N
7		Y N
8		Y N
9		Y N
10		Y N
11		Y N
12		Y N
13		Y N
14		Y N
15		Y N
Total		

Appendix B: Targeted Interventions Reference Guide

A Reference Guide for Function-Based Support Options (Horner & Todd, 2002)

Purpose of Reference Guide

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this reference guide when trying to determine intervention options for individual students.

Targeted Interventions Defined

Components of a targeted intervention include (a) increased structure & prompts, (b) instruction on skills, (c) increased regular feedback, and (d) the intervention is available to anyone at anytime.

Instructions

List the targeted interventions that are available in your school. Identify the possible functions that the intervention is designed to deliver by putting an X in the cell of the matrix.

Examples

- **Check In-Check Out** may offer predictable adult attention, organizational structure, and an option for accessing choices through the day.
- **Social Skills Club** participation may offer opportunities for instruction and practice on skills, choice, peer and adult attention and individualized support.
- **Reading Buddies** may offer access to peer attention, choice, option to avoid aversive situation, and individualized support.

Targeted Intervention	Check in, Check out	Social Skills Club	Reading Buddies	Homework Club	Lunch Buddies
Access to Adult Attention	yes	yes	yes	yes	yes
Access to Peer Attention	yes	yes	yes		yes
Access to Choice of Alternatives/Activities	yes	yes	yes	yes	yes
Option for Avoiding Aversive Activities	yes	yes	yes		yes
Option for Avoiding Aversive Social Peer/ Adult Attention	yes				yes
Structural Prompts for 'What To Do' Throughout the Day	yes	yes			
At Least 5 Times During the Day When Positive Feedback is Set Up	yes				
A School-Home Communication System	yes			yes	
Opportunity for Adaptation into a Self-Management System	yes	yes	yes	yes	yes

Targeted Interventions Reference Guide Map

This Reference Guide is designed to be used as a map when discussing function based support needs for students. Use this Reference Guide when trying to determine intervention options for individual students.

School: _____ Date: _____

Targeted Intervention					
Access to Adult Attention					
Access to Peer Attention					
Access to Choice of Alternatives/Activities					
Option for Avoiding Aversive Activities					
Option for Avoiding Aversive Social Peer/ Adult Attention					
Structural Prompts for 'What To Do' Throughout the Day					
At Least 5 Times During the Day When Positive Feedback is Set Up					
A School-Home Communication System					
Opportunity for Adaptation into a Self-Management System					

Appendix C: TFI Tier III Support Plan Worksheet

(used for scoring features 3.4, 3.6, 3.8-3.13, and 3.15)

Directions: Select 3 current Tier III plans created in the last 12 months for students needing behavior support. If there are more than 3 plans available, randomly select 3. If there are no plans available, score a 0 for all TFI feature scores. If there are only 1 or 2 plans available, score a TFI feature as 2 only if all plans are scored as 2.

TFI Feature	Scoring Criteria	Plan #1	Plan #2	Plan #3	Sum of Points	TFI Score
3.4 Plans include uniquely constructed team (with input/approval from student/ family about who is on the team).	0 = Plan does not identify the individual student's team 1 = Plan identifies team, but no evidence it was designed with input from student/family or connected to strengths/needs 2 = Plan identifies team designed with input from student/family, connected to strengths/needs, and meets regularly	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.6 Plans document (a) district contact person for external agency support and (b) external resources available.	0 = No contact person or resources documented 1 = Contact person OR resources documented 2 = Contact person AND resources documented	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.8 Plans include quality of life (QOL) needs/goals and strengths.	0 = No QOL needs/goals or strengths defined 1 = QOL needs/goals or strengths defined, but not by student/family or not reflected in plan 2 = QOL needs/goals or strengths defined by student/ family AND reflected in plan	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.9 Assessment data are available for academic, behavioral, medical, and mental health strengths and needs, where relevant.	0 = No formal data sources for student assessment 1 = Includes some but not all relevant life-domain information 2 = Includes medical, mental health information, and complete academic data where appropriate	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.10 Plans include a hypothesis statement, including (a) operational description, (b) identification of antecedents, and (c) behavioral function.	0 = Hypothesis statement does not include all 3 parts (or is missing) 2 = Hypothesis statement includes all 3 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.11 Plans include or consider (a) prevention, (b) teaching, (c) removing rewards for problem behavior, (d) rewards for desired behavior, (e) safety, (f) process for assessing fidelity and impact, and (g) action plan.	0 = Plan does not include all 7 parts 2 = Plan includes all 7 parts	0 2	0 2	0 2		0 = 0 2-4 = 1 6 = 2
3.12 Plans requiring extensive support include specific actions linked to quality of life (QOL) for formal (e.g., school/district personnel, natural supporters (e.g., family, friends).	0 = Plan does not include specific actions, or there are no plans with extensive support 1 = Plan includes specific actions, but unrelated to QOL needs and/or do not include natural supports 2 = Plan includes specific actions related to QOL needs and include natural supports	0 1 2	Only one plan needed.			0 = 0 1 = 1 2 = 2
3.13 Plans include access to Tier I/II supports.	0 = Plan does not mention Tier I/II supports 1 = Plan notes access to Tier I/II supports 2 = Plan documents how access to Tier I/II supports occurs	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2
3.15 Each student's individual team meets at least monthly and uses data to modify plan to improve fidelity or outcomes.	0 = No evidence of meetings, plan review, or use of data 1 = Evidence of review, but no use of both fidelity and outcomes data 2 = Evidence of at least monthly review, with use of both fidelity and outcomes data	0 1 2	0 1 2	0 1 2		0 = 0 1-5 = 1 6 = 2

SECTION 9: RESOURCES

Websites
Positive Behavioral Interventions and Supports (PBIS) www.pbis.org
Managing On-site Discipline for Effective Learning (Model)- San Bernardino City Unified www.modelprogram.com
Association for Positive Behavior Supports (APBS) www.apbs.org
Florida's Positive Behavior Support Project http://flpbs.fmhi.usf.edu/
Maryland's Positive Behavior Support www.pbismaryland.org
Illinois Positive Behavior Support www.pbisillinois.org
Colorado Positive Behavior Support www.cde.state.co.us/pbs
Texas Behavior Support Initiative http://www.txbsi.org/
Missouri PBIS http://pbismissouri.org/
Institution on Violence and Destructive Behavior www.uoregon.edu/~ivdb/
PBIS World www.pbisworld.com

Strategies to Address Behaviors by Function (Ventura PBI handbook)

The attached documents come from the Positive Behavior Interventions (PBI) Handbook from the Ventura County SELPA. The handbook outlines procedures for Functional Behavior Assessment (FBA) and Behavior Intervention Plans (BIP) that align to the requirements of Federal Regulation Sections 300.324 (a)(2)(i) and 300.530 (f)(1).

The attached pages present strategies for addressing the following 20 different problem behaviors commonly seen in students:

Attendance	Out of Seat
Biting	Physical Aggression
Difficulty Organizing and Caring for Materials	Resists Transitions Between Activities or Places
Dishonesty	Runs Away/Elopement
Drops to the Ground	Spitting
Inappropriate Social Interactions with Peers and/or Adults	Stealing
Inappropriate Personal Touching	Talking Out/Back/ Inappropriate Comments
Minor Fine Motor Annoyances	Throwing Objects
Non-Compliance to Teacher and Other Adult Requests	Verbal Aggression
Difficulty Focusing On/Completing Task	Withdrawn

For each problem behavior there are suggested replacement behaviors aligned to the communicative function (Escape, Attention, Sensory, and Tangible) of the student. Also, there are strategies for teachers that may reduce the problem behavior.

The following pages is a resource for members of the Tier 2 team to utilize when addressing problem behaviors with students. In the event a student does not respond to Tier 2 interventions, or they display behavior that requires an individualized plan, the Tier 2 team may draw upon these resources to assist them in supporting the student and staff.

Although it is not recommended that a formal functional behavior assessment be completed for each student identified for Tier 2 supports, it is helpful to consider the function of the problem behavior(s) when placing a student in an intervention or designing an individual plan.

1. ATTENDANCE
Definition: Poor attendance. "Ditching classes." School refusal.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**
- ☐ Wants to avoid work
- ☐ Wants to avoid social situations
- ☐ Wants to avoid problems on bus or on walk to school
- ☐ Wants to avoid individuals or groups of people
- ☐ Hates to get up
- ☐ Other _____

☐ **Attention**
- ☐ Seeks attention from peers
- ☐ Wants to avoid attention from staff
- ☐ Other _____

☐ **Sensory**
- ☐ Wants to avoid element in school (e.g., noise, temperature, overcrowding, smells)
- ☐ Feels overloaded by environmental or work demands
- ☐ Feels overwhelmed
- ☐ Feels hungry
- ☐ Other _____

☐ **Tangible**
- ☐ Other

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When feeling wary about situations at school or on the way to school, student will:
- ☐ Ask for help.
- ☐ Let the teacher know about a specific concern.
- ☐ Request time with teacher or counselor.
- ☐ Seek out a trusted friend.
- ☐ Other _____

The student will…

Attention

When needing assurance or attention, student will:
- ☐ Request counseling time.
- ☐ Ask to work with a peer.
- ☐ Request opportunity to lead lesson, state opinion, help others, etc.
- ☐ Other _____

When seeking to avoid attention, student will:
- ☐ Ask for acceptable alternatives to class, setting, or responsibilities.
- ☐ Request counseling time to work on coping strategies.
- ☐ Other _____

Sensory

When preparing for next day's activities, student will:
- ☐ Ready materials for closure and next day.
- ☐ Let the teacher know about elements contributing to feelings of being overwhelmed.
- ☐ Other _____

When feeling hungry, student will:
- ☐ Ask teacher for access to available food items.
- ☐ Plan to bring acceptable food items to school on another day.

Tangible
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Reward for reduced or lack or absences.
- ☐ Arrange with peer or relative to call in morning.
- ☐ Develop a contract for attendance.
- ☐ Refer to School Attendance Review Committee (SARC).
- ☐ Speak to parents about better transportation.
- ☐ Develop acceptable alternative to transportation.
- ☐ Speak to bus driver about issues on bus.
- ☐ Pair with a peer for walking to school or taking bus.
- ☐ Other _____

Attention

- ☐ Give lots of attention to those in attendance when student is present.
- ☐ Connect family with cultural community center to validate school participation.
- ☐ Give awards or rewards for perfect attendance (e.g., certificate of recognition, school T-shirt, opportunity to assist a younger student, lunch-time or end-of-school parties).
- ☐ Calculate and publish the unearned Average Daily Attendance (ADA) from unexcused absences.
- ☐ Display chart comparing school-wide attendance year to year.
- ☐ Support student in making friends (e.g., pair for activities, encourage peers to mentor).
- ☐ Interact in a welcoming manner.
- ☐ Other _____

Sensory

- ☐ Organize assignments and class activities in ways that are less overwhelming.
- ☐ Sit with student daily or weekly to help with organization and planning.
- ☐ Regulate classroom environment to be less overwhelming (e.g., change desk groupings, adjust lighting, monitor noise level).
- ☐ Other _____

Tangible

- ☐ Provide small, healthy snacks for students to access if hungry.
- ☐ Allow students to bring acceptable snacks to eat according to classroom rules.
- ☐ Other _____

2. BITING

Definition: Biting with teeth of self, others or objects

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**	☐ Wants to avoid work	☐ Wants to avoid groups of people	☐ Wants to avoid situations
	☐ Other _____		
☐ **Attention**	☐ Attempts to play or socialize with peers	☐ Seeks attention from an adult	
	☐ Other _____		
☐ **Sensory**	☐ Seeks deep pressure	☐ Seeks taste	☐ Seeks oral sensory input
	☐ Other _____		
☐ **Tangible**	☐ Socially inappropriate attempt to obtain a desired object	☐ Other _____	

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced.*

Escape — **When feeling the need to escape, student will:**
- ☐ Express need using appropriate words, cards, pictures, or signals.
- ☐ Ask for a break.
- ☐ Ask for a different peer or setting.
- ☐ Use arm gestures to express need for personal space.
- ☐ Other _____

The student will…

Attention — **When desiring the attention of others, student will:**
- ☐ Ask for opportunity to share his or her work with the class.
- ☐ Ask to work or play with a peer.
- ☐ Raise hand.
- ☐ Other _____

Sensory — **When seeking deep pressure or oral sensory input, student will:**
- ☐ Use agreed-upon card, picture, or signal to request appropriate item.
- ☐ Request food or other item for oral input (crunchy, sweet, or sour food, plastic straw, etc.).
- ☐ Use predetermined deep tissue activity (stress ball, hand massage, etc.).
- ☐ Use appropriate words to express need.
- ☐ Request whole class or individual stretch break.
- ☐ Other _____

Tangible — **When desiring an item from another person, student will:**
- ☐ Ask for it politely.
- ☐ Let teacher know.
- ☐ Select another activity until it is his or her turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Change proximity to other people or reduce number of peers in group.
- ☐ Provide designated break area.
- ☐ Change level of task.
- ☐ Change number of demands.
- ☐ Reward socially appropriate behavior demonstrated by others.
- ☐ Work with parents to develop a consistent response to biting which will not result in escape.
- ☐ Require task completion after intervention.
- ☐ Other _____

Attention

- ☐ Supervise play to prompt appropriate social interactions.
- ☐ Praise students who demonstrate appropriate social interactions.
- ☐ Structure social interaction to help student get involved in preferred activity or play with preferred peer.
- ☐ Other _____

Sensory

- ☐ Speak to parents/guardians about recommended food items that meet school guidelines.
- ☐ Provide acceptable food items or chewy toy for oral sensory input.
- ☐ Provide opportunities for varied sensory activities (e.g., running, carrying item, using weighted lap pad, doing push-ups on desk or wall, or safely stretching arms through exercise or on play equipment).
- ☐ Change or modify meal, nutrition, snack, or eating schedule.
- ☐ Teach student to recognize need and use appropriate communication to request oral sensory object or food.
- ☐ Other _____

Tangible

- ☐ Communicate with parents/guardians about supplying desired items.
- ☐ Provide access to desired item when appropriate.
- ☐ Structure turn-taking by using a visual schedule or timer.
- ☐ Articulate process for sharing.
- ☐ Other _____

3. DIFFICULTY ORGANIZING AND CARING FOR MATERIALS

Definition: Student does not bring, store or care for materials such as books, papers, writing implements.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape**	☐ Wants to avoid task perceived to be too difficult ☐ Lacks skills to organize	☐ Resists making time to organize ☐ Other _____
☐ **Attention**	☐ Wants others to take care of him or her ☐ Other _____	☐ Cry for help ("I need someone to pay attention!")
☐ **Sensory**	☐ Dislikes pens, pencils, or paper provided (too scratchy, too large to hold, etc.) ☐ Other _____	
☐ **Tangible**	☐ Wants items others have	☐Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When student is frustrated or trying to avoid a task he/she will appropriately:**

- ☐ Let teacher know his concerns.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for assistance.
- ☐ Use a daily or weekly "opt out" card (a pass for an activity or task).
- ☐ Other _____

When lacking organization skills or willingness to get organized, student will:

- ☐ Use a checklist to bring required materials
- ☐ Ask peer for help organizing
- ☐ Ask teacher for extra set of materials
- ☐ Use "help" flag or a similar signal.
- ☐ Other _____

The student will…

Attention **When seeking attention from others, student will:**

- ☐ Raise hand.
- ☐ Ask only one student for help.
- ☐ Approach teacher's desk.
- ☐ Offer to share materials with others.
- ☐ Ask for leadership opportunity.
- ☐ Other _____

Sensory **When having sensory difficulty with certain materials (pens, pencils, paper, etc.), student will:**

- ☐ Let teacher know.
- ☐ Ask to use an alternate type.
- ☐ Bring alternate materials.
- ☐ Other _____

Tangible **When desiring a different item, student will:**

- ☐ Let teacher know.
- ☐ Ask teacher to call home or write parents a note.

- ☐ Talk to parents/guardians.
- ☐ Other _____
- ☐

Strategies for Reducing the Problem Behavior

Escape

When student lacks organization skills or willingness to get organized,

- ☐ Give student time to put away materials each day.
- ☐ Draw direct connections between being organized and the student's life (e.g., college requirements, job responsibilities).
- ☐ Provide extra set of materials that student can access during school and return at end of period.
- ☐ Provide checklist of materials to bring each morning.
- ☐ Assign peer to help with organizing materials.
- ☐ Assign peer to help with organizing daily activities or homework.
- ☐ Other _____

The teacher will…

When student is frustrated or trying to avoid a task,

- ☐ Assist student in organizing materials prior to activity.
- ☐ Provide necessary materials.
- ☐ Other _____

Attention

- ☐ Give specific positive feedback for bringing materials or being organized.
- ☐ Allow student to share materials with others.
- ☐ Avoid giving attention when student is not organized.
- ☐ Give extra responsibilities or privileges when student comes prepared for class.
- ☐ Other _____

Sensory

- ☐ Provide preferred materials (pens, pencils, pencil adapters, type of paper, etc.).
- ☐ Other _____

Tangible

- ☐ Give opportunity to earn desired materials (pens, notebooks, etc.).
- ☐ Communicate with parents/guardians about supplying desired materials.
- ☐ Other _____

4. DISHONESTY

Definition: Not telling truth to adults or peers.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape**
- ☐ Wants to avoid consequences for inappropriate behavior.
- ☐ Other _____
- ☐ Wants to hide a particular problem to avoid embarrassment

☐ **Attention**
- ☐ Wants to get someone else in trouble
- ☐ Seeks attention by bragging or trying to look "cool"
- ☐ Seeks attention by "gossiping"
- ☐ Other _____

☐ **Sensory**
- ☐ Other _____

☐ **Tangible**
- ☐ Wants to keep an item that he or she is not supposed to have (toy, food, etc.)
- ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When trying to avoid the consequences of behaviors, student will:
- ☐ Talk it over with an adult.
- ☐ Request counseling time.
- ☐ Other _____

Attention

When wanting to get someone in trouble, student will:
- ☐ Talk it over with an adult to explore better options.
- ☐ Other _____

When wanting to use gossip to gain attention, student will:
- ☐ Use interesting conversation starters to engage a peer.
- ☐ Tell interesting stories that are flattering to peers.
- ☐ Tell interesting stories about self.
- ☐ Other _____

Sensory
- ☐ Other _____

Tangible

When wanting to keep an item that he or she is not supposed to have, student will:
- ☐ Ask to keep it five minutes longer.
- ☐ Ask to have it later.
- ☐ Ask to have it first tomorrow.
- ☐ Other _____

The student will…

The teacher will…

Escape

- ☐ Keep behavior chart and give reward for good "truth-telling" behavior.
- ☐ Provide positive reinforcement for truthful acts.
- ☐ Give fair consequences and then an opportunity for a fresh start after an incident.
- ☐ If student tells you that he or she is afraid to face the consequences of telling the truth, explain the consequences in greater detail and remind student that he or she will get a fresh start once the consequence has been "paid."
- ☐ Agree to negotiate the consequences if student talks to you.
- ☐ Reinforce others who tell the truth in difficult situations.
- ☐ Model/discuss honesty.
- ☐ Other _____

Attention

- ☐ Encourage other students to ignore gossip.
- ☐ Use socially competent peers to model and reinforce socially appropriate conversation that is not hurtful to others.
- ☐ Increase amount of attention/praise for honesty.
- ☐ Other _____

Sensory

- ☐ Other _____

Tangible

- ☐ Keep out of reach or sight the items that student is not supposed to have.
- ☐ Acknowledge appropriate requests for items.
- ☐ Use a "check in" system to be sure that everyone has turned in their items.
- ☐ If student asks appropriately for an allowable item, let student keep the item for a set amount of time.
- ☐ Use a visual schedule to let students know when their turn will come.
- ☐ Encourage student to speak up about his or her needs and reward student for honesty.
- ☐ Surprise student with other acceptable desired items if truthful about this one.
- ☐ Other _____

5. DROPS TO GROUND
Definition: Student drops when asked to do something or go somewhere.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid work ☐ Wants to avoid people ☐ Wants to avoid destinations
☐ Other _____

☐ **Attention** ☐ Seeks negative attention from an adult ☐ Seeks attention from peers, e.g., by being "class clown"
☐ Other _____

☐ **Sensory** ☐ Seeks deep tissue input by rolling or laying on the ground
☐ Wants to avoid a sensory element in the environment
☐ Other _____

☐ **Tangible** ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape **When feeling the need to escape, student will:**
- ☐ Let the teacher know that he or she needs more time, help, support, etc.
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for help from an adult or peer.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- ☐ Other _____

Attention **When wanting to get the attention of others, student will:**
- ☐ Request counseling time.
- ☐ Ask to talk to an adult.
- ☐ Use office pass.
- ☐ Ask to be a leader or helper.
- ☐ Ask to pass out papers.
- ☐ Ask to work with a peer.
- ☐ Request time to entertain peers.
- ☐ Other _____

Sensory **When feeling the need to avoid sensory elements in the environment, student will:**
- ☐ Let the teacher know what is overwhelming or overstimulating.
- ☐ Move his or her chair away from the sensory element.
- ☐ Stand up and walk to the opposite side of the room.
- ☐ Choose a deep pressure activity, such as wearing a weighted backpack.
- ☐ Other _____

Tangible **When wanting access to desired object, student will:**

- ☐ Ask teacher.
- ☐ Refer to his or her visual schedule to know when it is time for turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

If student must complete assignments before moving on, consider the following suggestions:

- ☐ Shorten work or allow separate location for student to finish.
- ☐ Set up another time when student can finish or continue first activity.
- ☐ Give warning before transition.
- ☐ Provide choice of 2 activities.
- ☐ Ask student to be a helper by carrying important items to the next activity.
- ☐ Other _____

Attention

- ☐ Have student be line leader or give responsibility, such as turning out lights.
- ☐ Have student pass out materials for activity.
- ☐ Pair with positive or preferred peer.
- ☐ Provide opportunities to entertain others (with presentations, jokes, etc.).
- ☐ Other _____

Sensory

- ☐ Have student wear backpack with 3-5 pounds of books during transition. (Check with occupational therapist).
- ☐ Have student put all of the chairs up on desks for class when leaving.
- ☐ Check out specific sensory aspects of the next location or activity and create plan to minimize overstimulation.
  - If cafeteria is too loud and crowded, have peer get lunch and meet student outside at a set location.
  - For assemblies, create special seat at back and have student enter last.
  - If carpet time is too unstructured, allow student to sit on chair to the side or on designated square, beanbag, or cushion.
  - If the student is uncomfortable being in line due to space and noise sensitivity, allow student to transition after other students have left.
- ☐ Other _____

Tangible

- ☐ Write students' names on the board with the times that they will have access to preferred item.
- ☐ Consider having the student be the last in rotation. Provide another fun activity during the wait.
- ☐ Other _____

6. INAPPROPRIATE SOCIAL INTERACTIONS WITH PEERS AND/OR ADULTS
Definition: Inappropriate social interactions such as inappropriate touching, invasion of personal space, interrupting, bizarre comments.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**	☐ Avoids social contact situations	☐ Other _____	
☐ **Attention**	☐ Attempts to socialize	☐ Inappropriate play attempt	☐ Other _____
☐ **Sensory**	☐ Needs physical input (hugging, pushing, "smacking" people, etc)	☐ Avoids overwhelming sensory situations	
	☐ Neurological, i.e., Tourette Syndrome.	☐ Other _____	
☐ **Tangible**	☐ Wants an item that another student has	☐ Other _____	

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape **When feeling uncomfortable in a social situation, student will:**
- ☐ Let teacher know.
- ☐ Excuse himself.
- ☐ Walk away.
- ☐ Ask for library pass.
- ☐ Seek out a trusted friend alternate setting.
- ☐ Other _____

Attention **When wanting to greet a friend or join a conversation or social group, student will:**
- ☐ Use appropriate words.
- ☐ Use *Stop &Think* strategy and ask self, "What are you going to do?"
- ☐ Use *Mind Gap Map* strategy.
- ☐ Initiate an activity asking peers to join.
- ☐ Select a structured activity (such as school club) during unstructured time.
- ☐ Use a "cool" conversation starter.
- ☐ Make a plan for social activities.
- ☐ Maintain appropriate space.
- ☐ Other _____

Sensory **If seeking tactile input or avoiding overwhelming sensory situations, student will:**
- ☐ Shake hands to greet.
- ☐ Request a sensory activity that provides physical input (e.g., climbing on monkey bars, carrying books to another classroom).
- ☐ Request a less-stimulating space (e.g., back of the line, table alone).
- ☐ Give "high fives," etc.
- ☐ Other _____

Tangible **When wanting to obtain an item from another person, student will:**
- ☐ Ask politely.
- ☐ Let teacher know so that teacher can help mediate.

- ☐ Ask parents if student can earn the item.
- ☐ Negotiate with peer.
- ☐ Use established self-monitoring tool to wait for turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Allow to work alone, if appropriate
- ☐ Prepare and prompt student prior to possibly stressful social situations and encourage him or her to ask for help if needed.
- ☐ Provide a limited number of "escapes" from social contact situations per day or per week.
- ☐ When student requests escape, acknowledge as soon as possible and respond or mediate.
- ☐ Reduce the number of people in group.
- ☐ Allow student to choose social group with which to work.
- ☐ Other _____

Attention

- ☐ Include unit on social greetings, proximics, etc., as part of overall curriculum.
- ☐ Pair with a peer of high social status.
- ☐ Provide frequent feedback on positive behavior.
- ☐ Intentionally pair students.
- ☐ Provide decision-making strategies such as *Stop & Think* or *Mind Gap Map*.
- ☐ Other _____

Sensory

- ☐ Arrange workspace so there is appropriate adult supervision at all times.
- ☐ Provide sensory input prior to social situations (e.g., jumping, rolling, or "crashing" on soft items).
- ☐ Arrange student's furniture to discourage inappropriate touching.
- ☐ Allow scheduled stretch breaks.
- ☐ Provide immediate relief when student indicates need for sensory input.
- ☐ Remind of appropriate and inappropriate hugs.
- ☐ Encourage peers to acknowledge appropriate interactions.
- ☐ Other _____

Tangible

- ☐ Consider seating and proximity of desired objects.
- ☐ Use a visual schedule to let students know when their turn will come.
- ☐ Develop self-monitoring tool to assist student in waiting for turn.
- ☐ Review "sharing" rules with class.
- ☐ Other _____

7. INAPPROPRIATE PERSONAL TOUCHING

Definition: Any sexually self-stimulating behavior including touching private parts, hands in pants, masturbation, rocking, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid non-preferred activities or people ☐ Other _____

☐ **Attention** ☐ Wants attention from teacher ☐ Wants attention from peers ☐ Other _____

☐ **Sensory** ☐ Seeks Pleasure ☐ Seeks reduction of stress ☐ Feels Bored
☐ Other _____

☐**Tangible** ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When trying to avoid a non-preferred activity, student will:**
- ☐ Use words, signs, pictures, or gestures to appropriately express need and will participate in finding a mutually acceptable solution.
- ☐ Let teacher know his or her concerns.
- ☐ Ask for choice of alternate activity.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task
- ☐ Request a supervised walk for a brief period of time.
- ☐ Other _____

The student will…

Attention **When desiring attention, student will:**
- ☐ Ask to tell a joke or read a story.
- ☐ Request a leadership role (passing out papers, etc).
- ☐ Other _____

Sensory **When feeling the need to inappropriately touch himself or herself, student will:**
- ☐ Ask to use the restroom.
- ☐ Use another relaxation technique.
- ☐ Engage in physical activity (e.g., sports).
- ☐ Choose a socially appropriate activity from choice board.
- ☐ Other _____

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape
- ☐ Reward for reduced or lack of incidence.
- ☐ Teach appropriate ways to request help.
- ☐ Other _____

Attention
- ☐ Teach appropriate ways to touch at school, explaining personal space and privacy.
- ☐ Give frequent attention when student is not engaged in behavior.
- ☐ Ignore mild behaviors.
- ☐ Other _____

Sensory
- ☐ Provide opportunity for vigorous exercise or more interesting activities.
- ☐ Provide fidget items to keep hands busy.
- ☐ Teach stress management and relaxation strategies.
- ☐ Discuss socially appropriate behaviors and concepts.
- ☐ Call in school nurse to confer with family or find out health issues (rashes, etc.).
- ☐ If behavior plan specifies, allow student to go to bathroom when requested.
- ☐ Other _____

Tangible
- ☐ Other _____

8. MINOR FINE MOTOR ANNOYANCES

Definition: Any mildly disruptive, in seat behavior such as pencil tapping, tics, finger drumming, toe tapping, chair rocking, skin picking, nail biting, etc.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid non-preferred activity ☐ Feels uncomfortable or nervous
☐ Other _____

☐ **Attention** ☐ Wants attention from teacher ☐ Wants attention from peers
☐ Other _____

☐ **Sensory** ☐ Feels restless ☐ Feels anxious ☐ Feels bored ☐ Feels overwhelmed
☐ Other _____ (May be a symptom of Tourette Syndrome, ADHD or autism.)

☐ **Tangible** ☐ Other_____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When frustrated or trying to avoid a task, student will:

- ☐ Let teacher know his or her concerns.
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for assistance.
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- ☐ Other _____

The student will…

Attention

When wanting attention, student will:

- ☐ Ask to tell a joke or read a story.
- ☐ Request leadership role (passing out papers, etc).
- ☐ Other _____

Sensory

When feeling uncomfortable, nervous, or trying to increase alertness, student will:

- ☐ Let teacher know.
- ☐ Select a calming activity, such as one that provides tapping, drumming, etc.
- ☐ Select an alternative activity.
- ☐ List steps needed to complete task and check with peer or teacher.
- ☐ Select an activity to increase alertness.
- ☐ Ask for opportunity to explain to class the cause of symptoms (e.g., Tourette Syndrome, ADHD, autism, etc.).
- ☐ Other _____

Tangible

☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Give opportunity to change seat to location that will not impact others.
- ☐ Give movement breaks after acceptable intervals of time, (e.g.,10 or 20 minutes).
- ☐ Teach relaxation/stress reduction techniques.
- ☐ Teach student to doodle or take notes.
- ☐ Provide selection of activities for student to choose from when bored or overwhelmed (e.g., drawing, classroom chore, stretch in back of the room).
- ☐ Other _____

Attention

- ☐ Give special tokens or praise for increments of time when target behavior does not occur.
- ☐ Other _____

Sensory

- ☐ Teach strategies to adjust alertness level.
- ☐ Allow student to stand up to do work.
- ☐ Provide opportunity for vigorous exercise before task which requires long periods of sitting/attending.
- ☐ Replace pencil with item that makes less noise.
- ☐ Provide fidget items (squeeze balls, etc.) to keep hands busy.
- ☐ If behavior stems from Tourette Syndrome, consult parents and medical/mental health professionals for ideas of triggers.
- ☐ Place "quiet" card on student's desk when behavior begins.
- ☐ Other _____

Tangible

- ☐ Other _____

9. NON-COMPLIANCE TO TEACHER AND OTHER ADULTS REQUESTS
Definition: Refusing to comply with requests of teachers or other adults in authority.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**
☐ Wants to avoid work, activities, or people
☐ Wants to avoid situations which may be embarrassing
☐ Other _____

☐ **Attention**
☐ Wants attention from teacher
☐ Wants attention from peer
☐ Feels angry, sad, or frustrated about something else
☐ Other _____

☐ **Sensory**
☐ Wants to maintain something in the environment which is present in the current activity
☐ Wants to avoid something in the environment of the upcoming activity
☐ Feels overloaded by environmental or work demands
☐ Other _____

☐ **Tangible**
☐ Wants to keep something the teacher is asking him or her to return
☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape

When feeling the need to escape, student will:
☐ Request teacher's help.
☐ Request to work on an alternate assignment or choose a different book or different materials.
☐ Ask to be in a different group.
☐ Let teacher know what task or activity he or she does not want to do, e.g., read out loud, participate in P.E.
☐ Request to move to private area.
☐ Request to talk to appropriate adult about feelings of embarrassment.
☐ Other _____

Attention

When wanting attention from the teacher or a peer, student will:
☐ Ask to be teacher's helper.
☐ Ask to show off completed work.
☐ Ask to work with specific peer.

When feeling angry, sad, or frustrated about something else, student will:
☐ Request to talk about feelings with an adult.
☐ Write out feelings.
☐ Other _____

Sensory

When trying to maintain or avoid elements in the sensory environment, student will:
☐ Use words, cards, pictures, or signals to let the teacher know.
☐ Other _____

Tangible **When possessing an item that he or she does not want to return when asked, student will:**

- ☐ Negotiate a plan with teacher to get item back at a more appropriate time.
- ☐ Develop a plan to earn the item.
- ☐ Refer to a visual schedule to know when it is his or her turn.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Teach student to identify feelings (embarrassment, fear, etc.).
- ☐ Give student specific expectations for assignment.
- ☐ Develop behavior contract with student to include both specific rewards for compliant behaviors and consequences for non-compliance.
- ☐ Allow student not to participate, which will result in loss of reward or lower grade in participation.
- ☐ Encourage student to work toward reward for being compliant, which will result in reduction in noncompliance or increase in completed assignments).
- ☐ Tell student the assignment and then walk away to allow processing time and reduce power conflict.
- ☐ Provide appropriate time-away area in or adjacent to classroom.
- ☐ Other _____

Attention

- ☐ Seat close to you for frequent positive feedback if on task.
- ☐ Seat next to positive role models.
- ☐ Allow students who have finished their work to share or show what they have done
- ☐ Allow student to hand out papers, help someone having difficulty understanding the material, or be a peer tutor if own work is done.
- ☐ Ignore student when non-compliant.
- ☐ Give lots of attention when student is compliant.
- ☐ Provide counseling time.
- ☐ Acknowledge student's feelings when angry.
- ☐ Allow access to talk to a trusted adult (school counselor, other teacher, or someone at home).
- ☐ Address source of anger if possible.
- ☐ Other _____

Sensory

- ☐ Teach relaxation strategies, e.g., deep breathing, progressive relaxation, creative visualization.
- ☐ Work with student to identify what is uncomfortable in a setting and develop a plan to address that specifically.
- ☐ Allow younger students to bring a preferred item with them during transition.
- ☐ Assist student in developing a prioritized checklist for work.
- ☐ Other _____

Tangible

- ☐ Give early warning for time to return tangible item.
- ☐ Delay privileges until item is returned.
- ☐ Reward other students for turning in item.
- ☐ Control access to the tangible item.
- ☐ Other _____

10. DIFFICULTY FOCUSING ON/COMPLETING TASK

Definition: Student often does not stay focused on or complete task within time allowed. Student does not participate in classroom activities and discussions. Does not complete tasks that he/she is capable of.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐Escape
☐ Avoids task perceived to be too difficult or too easy
☐ Avoids task perceived too embarrassing
☐ Avoids task perceived to be not interesting and relevant
☐ Other _____

☐Attention
☐ Wants reassurance ☐ Wants physical/social contact ☐ Other _____

☐Sensory
☐ Feels overloaded with environmental demands ☐ Feels restless ☐ Experiences low level of alertness
☐ Focuses on irrelevant environmental stimuli ☐ Other _____

☐ Tangible
☐ Other_____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When frustrated or trying to avoid a task, student will:
- ☐ Let teacher know his or her concerns
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity
- ☐ Use a daily or weekly "opt-out" card when wanting to avoid a specific activity or task.
- ☐ Other _____

The student will…

Attention

When needing assurance or attention to complete task, student will:
- ☐ Raise hand
- ☐ Express need by using appropriate words, cards, pictures, or signals.
- ☐ Ask only one student for help
- ☐ Approach teacher's desk to ask for help.
- ☐ Other _____

Sensory

When having difficulty focusing on or completing tasks due to low level of alertness, student will:
- ☐ Take deep breaths.
- ☐ Stand and stretch limbs.
- ☐ Ask to get a drink of water.
- ☐ Ask to take a quick walk to an approved location.
- ☐ Ask to carry a heavy load, e.g., books, to a specified location.
- ☐ Other _____

When having difficulty focusing on or completing tasks due to overstimulation, student will:
- ☐ Ask to use appropriate quiet work space or "private" office.
- ☐ Ask to use headphones
- ☐ Ask to use wiggle cushion.

- ☐ Ask to use cardboard desk partition.
- ☐ Other _____

Tangible
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape
- ☐ Provide a checklist linking acquired skills with mandatory assessment requirements.
- ☐ Assess task difficulty in relation to ability.
- ☐ Have student set own time limits based on student contract.
- ☐ Remove competition.
- ☐ Require student to finish uncompleted work at lunch or after school.
- ☐ Other _____

Attention
- ☐ Utilize small group instruction to give student more individual attention.
- ☐ Allow student to share completed work with class or partner.
- ☐ Establish signals to request assistance.
- ☐ Give student extra responsibilities or privileges as work production increases.
- ☐ Assist student with complete assignments.
- ☐ Other _____

Sensory
- ☐ Divide assignments into parts and check off as completed.
- ☐ Reduce auditory and visual distractions.
- ☐ Create a quiet area to reduce environmental distractions.
- ☐ Change schedule to promote success – (e.g., schedule preferred subject after non-preferred).
- ☐ Train student to keep only necessary materials on desk.
- ☐ Provide carrel or divider to offer separation from others.
- ☐ Other _____

Tangible
- ☐ Other _____

11. OUT OF SEAT
Definition: Getting out of seat or out of desk and leaving group.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**
☐ Wants space, a break, to get away from person or situation
☐ Is avoiding task perceived as too difficult, not interesting, or irrelevant
☐ Other _____

☐ **Attention**
☐ Wants attention ☐ Other _____

☐ **Sensory**
☐ Wants something more stimulating to do ☐ Needs distance from others
☐ Needs to use restroom ☐ Needs to stretch muscles
☐ Other _____

☐ **Tangible**
☐ Wants an item or food ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When feeling the need to escape, student will:**
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for help.
- ☐ Put a sign or sticky note on desk to indicate the need for assistance.
- ☐ Put head down.
- ☐ Request shortened or alternative assignment.
- ☐ Other _____

The student will…

Attention **When seeking attention, student will:**
- ☐ Raise hand.
- ☐ Use "help" card.
- ☐ Let teacher know he or she would like to be leader.
- ☐ Ask only one peer for help.
- ☐ Other _____

Sensory **When experiencing sensory needs, student will:**
- ☐ Request access to predetermined activity or item.
- ☐ Let teacher know by using appropriate words, signs, cards, or signals.
- ☐ Use one of a limited number of bathroom passes, "stretch" cards, etc.
- ☐ Other _____

Tangible **When desiring a particular item or food, student will:**
- ☐ Use checklist to gather all needed supplies prior to lesson.
- ☐ Let teacher know if hungry.
- ☐ Use card, sign, or signal to indicate need.
- ☐ Be able to increase *wait* times for desired items.

- ☐ Keep acceptable items in desk.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape
- ☐ Schedule short activities.
- ☐ Prevent lag time between activities.
- ☐ Reduce competiveness.
- ☐ Provide high-interest tasks.
- ☐ Other _____

Attention
- ☐ Publicly acknowledge increasing time in seat.
- ☐ Interact frequently.
- ☐ Other _____

Sensory
- ☐ Allow to sit on edge of group if sensitive to crowds.
- ☐ Provide carrel to offer separation from others.
- ☐ Allow student to carry item to another location.
- ☐ Consider age and expectations.
- ☐ Other _____

Tangible
- ☐ Establish specific times for access to preferred items.
- ☐ Allow limited access or remind of upcoming access when food is requested
- ☐ Provide checklist for gathering required materials (by subject).
- ☐ Provide *wait* card.
- ☐ Other _____

12. PHYSICAL AGGRESSION

Definition: Any instance of hitting, kicking, scratching, pinching of adults or other students, instigating fights, or sexually provocative touching.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid a non-preferred demand or task ☐ Wants to protest a non-preferred demand or task
☐ Other _____

☐ **Attention** ☐ Wants attention ☐ Displaying control or domination over others.
☐ Attempt at social interaction ☐ Other _____

☐ **Sensory** ☐ Seeks sensory stimulation through physical contact. (especially children with autism)
☐ Other _____

☐ **Tangible** ☐ Attempts to obtain an item that another person has ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid or escape a task, student will:

☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
☐ Express need by using appropriate words, cards, pictures, or signals, and participate in establishing an acceptable solution.
☐ Other _____

The student will…

When wanting to avoid or escape a task, student will:

☐ Select feelings from *Feelings* chart.
☐ Select problem-solving strategy from chart.
☐ Use "I feel…" statement to express feelings.

Attention

When seeking attention from peers or adults, student will:

☐ Ask peer to play.
☐ Show *Play* card.
☐ Ask teacher for help.
☐ Ask to be leader.
☐ Other _____

Sensory

When feeling need for stimulation through hitting, kicking, scratching, etc., student will:

☐ Go to his or her pillow or bean bag.
☐ Other _____

Tangible

When wanting a specific toy or item that another child has, student will:

☐ Request a turn by using appropriate words, cards, pictures, or signals.
☐ Other _____

The teacher will…

Escape
- ☐ Reduce activities that might be threatening.
- ☐ Reduce emphasis on perfection.
- ☐ Other _____

Attention
- ☐ Reward, support and assist attempts to get peer's attention.
- ☐ Reinforce productivity vs. accuracy.
- ☐ Other _____

Sensory
- ☐ As appropriate, provide non-human item (pillow, bean bag, etc.) for student to hit, kick, or scratch in a non-disruptive way when necessary.
- ☐ Prompt student to hit or kick pillow or bean bag if he or she appears to be agitated, unfocused, etc.
- ☐ Provide deep-tissue sensory input (rolling, pulling, "high fives," etc.).
- ☐ Provide vestibular input (spinning, etc.).
- ☐ Reduce or remove sources of overstimulation.
- ☐ Other _____

Tangible
- ☐ Make desired items more readily available if appropriate.
- ☐ Ensure that student gets item when appropriately requested or acknowledge appropriate request and reward ability to delay
- ☐ Other _____

13. RESISTS TRANSITIONS BETWEEN ACTIVITIES or PLACES
Definition: Student shows misbehavior when asked to stop one task or activity and begin another or going from one setting to another.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape**
☐ Avoidance of new task ☐ Avoidance of leaving a current preferred activity ☐ Avoidance of change
☐ Wary of new environment ☐ Wary of factor in transitional environment (e.g., hallway)
☐ Other _____

☐ **Attention**
☐ Enjoys peer interaction during transition and wants to prolong
☐ Wants to prolong attention from specific adult or peer in the previous setting
☐ Other _____

☐ **Sensory**
☐ Avoidance of some sensory aspect of next task ☐ Difficulty shifting attention ☐ Doesn't like being in a crowd
☐ Loses track of time and purpose ☐ Other _____

☐ **Tangible**
☐ Wants to keep playing with or using item in current environment (ie, toy ,computer)
☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When wanting to avoid transitions, student will:**
☐ Let teacher know of concerns.
☐ Negotiate more time with current activity or a later time.
☐ Other _____

Attention **When seeking time with peers or adults, student will:**
☐ Talk to friends about more appropriate times to interact.
☐ Ask to be a leader when at the next activity.
☐ Request limited time with peers or adults at beginning of new activity.
☐ Other _____

The student will…

Sensory **When preparing for transition, student will:**
☐ Monitor when end of task is near.
☐ Prepare materials for closure and change.
☐ Ask for a peer escort.
☐ Ask to go early (or later).
☐ Use prearranged support.
☐ Use a stopwatch to remind self of timeframe.
☐ Use a checklist of classes.
☐ Other _____

Tangible **When reluctant to give up an item, student will:**
☐ Use a schedule to determine next turn.
☐ Negotiate with teacher for more time with the item at a more appropriate time.
☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Make sure the next task is at the instructional level of the student.
- ☐ Provide schedule.
- ☐ Provide schedule which shows activities for class.
- ☐ Change order of activities (preferred following not preferred).
- ☐ Schedule with time on board or at student desk, countdown clock on student's desk.
- ☐ Use transitional objects to carry to next activity.
- ☐ Provide safe, familiar environments with clear boundaries.
- ☐ Provide support during transition, e.g., escort.
- ☐ Other _____

Attention

- ☐ Provide opportunities for peer or adult interactions in the next environment.
- ☐ Allow extra peer or adult time on subsequent day for timely transition.
- ☐ Other _____

Sensory

- ☐ Change unpleasant sensory aspect of the next task.
- ☐ Provide students specific directions to indicate a task is ending, i.e., write your last sentence…pencils down…close books and hands on desk.
- ☐ Clearly mark spots for student to stand while waiting.
- ☐ Allow to leave early or late.
- ☐ Provide stopwatch to remind of timeframe.
- ☐ Assist students in putting away items before requesting transition.
- ☐ Adjust line-up area to be less noisy or crowded.
- ☐ Other _____

Tangible

- ☐ Have students put all items away in advance of transition time.
- ☐ Other _____

14. RUNS AWAY/ELOPEMENT
Definition: Student runs out of classroom, playground area, or school. Student leaves class without permission.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid a new task ☐ Wants to avoid a situation ☐ Wants to avoid people ☐ Wants to avoid work
☐ Other _____

☐ **Attention** ☐ Seeking attention from teacher ☐ Other _____

☐ **Sensory** ☐ Doesn't like some sensory aspect of current of upcoming task or activity ☐ Is overstimulated
☐ Needs large motor activity such as running or walking ☐ Other _____

☐ **Tangible** ☐ Wants to get food or other item available on campus ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to escape an activity in the classroom, student will:
- ☐ Use appropriate words to express need.
- ☐ Ask for help.
- ☐ Let the teacher know.
- ☐ Put head down quietly on the desk.
- ☐ Ask to complete work at home.
- ☐ Ask to take a walk (with a hall pass) and return.
- ☐ Do task differently (e.g., orally, with pictures, as a PowerPoint).
- ☐ Ask to work with a peer.
- ☐ Use a study carrel.
- ☐ Other _____

The student will…

Attention

When needing attention, student will:
- ☐ Ask teacher.
- ☐ Raise his or her hand.
- ☐ Ask to be a leader for the next activity.
- ☐ Other _____

Sensory

When feeling overstimulated, student will:
- ☐ Use appropriate words to let teacher know.
- ☐ Use "quiet area" card.
- ☐ Request use of head phones.
- ☐ Ask to use or go to the quiet area.
- ☐ Go to the tent in the classroom and stay there until a five minute timer rings (small children only).
- ☐ Ask to use a study carrel.
- ☐ Other _____

When needing large motor activity, student will:
- ☐ Ask to take a walk to an approved location.
- ☐ Ask to stand while working.

- ☐ Stand and stretch arms.
- ☐ Ask for "whole class" desk aerobics.

When seeking to avoid some sensory aspect of the environment, student will:

- ☐ Let teacher know.
- ☐ Tell a trusted friend who will inform the teacher.
- ☐ Talk to teacher about acceptable alternative methods of participating in the task.

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Give daily reinforcement for attendance.
- ☐ Reinforce student as he or she is getting work done and participating in activities.
- ☐ Reinforce for attendance at end of each day.
- ☐ Give points for attendance which can be cashed in for "early-out" or "free time."
- ☐ Other _____

Attention

- ☐ Provide lots of attention to all students for staying with group.
- ☐ Do not run after student if not necessary for safety.
- ☐ Provide fun activity for students who are with the group.
- ☐ Remind student of next turn to be in leadership role.
- ☐ Give attention for staying with group.
- ☐ Other _____

Sensory ☐ Other _____

Tangible

- ☐ Provide food items sought.
- ☐ Allow students to purchase needed food item and return/bring to class.
- ☐ Other _____

15. SPITTING
Definition: Spitting of saliva, regurgitation, food items or water.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**	☐ Attempts to avoid non-preferred people or activities	☐ Other _____
☐ **Attention**	☐ Wants attention from adults or peers	☐ Other _____
☐ **Sensory**	☐ Enjoys sensation of spitting	☐ Other _____
☐ **Tangible**	☐ Attempt to inappropriately obtain a desired food item from another person ☐ Other _____	

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape **When wanting to avoid a task, student will:**
- ☐ Use appropriate words, cards, pictures, or signals to communicate displeasure, anger, frustration, etc. and participate in establishing acceptable solutions.
- ☐ Go to quiet area when recognizing escalation of feelings.
- ☐ Use signs, etc. to let the teacher know, and participate in acceptable solutions.
- ☐ Use break card.
- ☐ Other _____

Attention **When seeking attention from peers or adults, student will:**
- ☐ Use words, cards, pictures, or signals to express need.
- ☐ Engage other students.
- ☐ Request to lead a group, help a peer, or have some other responsibility.
- ☐ Other _____

Sensory **When feeling the need to spit, student will:**
- ☐ Take a drink.
- ☐ Spit into a tissue.
- ☐ Ask for a chewy item.
- ☐ Spit into trash can.
- ☐ Swallow when prompted.
- ☐ Other _____

Tangible: **When wanting a specific toy or item that another child has, student will:**
- ☐ Use words, cards, pictures, or signals to ask for item.
- ☐ Ask teacher to help mediate.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Teach student to recognize internal feelings of frustration and remove self from situation.
- ☐ At beginning of lesson or period, remind student of rewards being earned for not spitting, and then reward student each time he or she appropriately requests escape.
- ☐ Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- ☐ Other _____

Attention

- ☐ Encourage student to use appropriate communication to request attention.
- ☐ Remind student of rewards for requesting attention appropriately.
- ☐ Encourage student to get attention by helping others, leading group, etc.
- ☐ Change groupings so that student can "shine" in his or her group.
- ☐ Other _____

Sensory

- ☐ Allow free access to water fountain for all students.
- ☐ Allow students to have water bottles at desks.
- ☐ Provide appropriate items for oral stimulation (gum, chewy candies, etc.).
- ☐ Provide tissues.
- ☐ Teach student to use tissue.
- ☐ Make students aware of social implications of spitting.
- ☐ Remind student to take a drink if desired.
- ☐ Schedule regular drink breaks.
- ☐ Allow student to go to restroom to spit in sink or toilet.
- ☐ Remind student to use oral stimulator items.
- ☐ Provide visual cue to swallow.
- ☐ Other _____

Tangible

- ☐ Provide small, healthy snacks for students to access if hungry.
- ☐ Allow students to bring acceptable snacks to eat according to classroom rules.
- ☐ Other _____

16. STEALING
Definition: Taking something that belongs to somebody else, illegally or without the owner's permission. Presenting someone's work as own.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape** ☐ Other _____

☐ **Attention** ☐ Seeks attention from adults or peer ☐ Other _____

☐ **Sensory** ☐ Seeks sensory input from the item (manipulative or toy) ☐ Other _____

☐ **Tangible**: ☐ Socially inappropriate attempt to obtain a desired object ☐ Student is hungry (wants food item)
☐ Student wants to keep an item that he/she is not supposed to have
Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape Other _____

Attention **When seeking adult or peer attention, student will:**
- ☐ Ask to be leader, share a story, tell a joke, etc.
- ☐ Ask teacher or adult for assistance.
- ☐ Use appropriate words to ask another student to play.
- ☐ Ask in an appropriate way to be included in an activity.
- ☐ If feeling excluded from a group, scan the area for someone who is alone and engage that person.
- ☐ Other _____

Sensory **When seeking sensory input from an item, student will:**
- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
- ☐ Let the teacher know he or she is feeling restless and ask for alternatives.
- ☐ Other _____

Tangible **When trying to obtain or keep a desired item that does not belong to him or her, student will:**
- ☐ Ask the person if he or she can borrow it for an agreed upon period of time.
- ☐ Let the teacher know of desire and ask for assistance in mediating.
- ☐ Ask for a plan to earn the item back if returned appropriately.
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Other _____

Attention

- ☐ Encourage student to engage other children in play or joint activities appropriately.
- ☐ Encourage student to quietly seek adult intervention if needed.
- ☐ Other _____

Sensory

- ☐ Allow student to bring own item to school which meet s the sensory need.
- ☐ Provide limited access to desired items at appropriate times.
- ☐ Encourage other students to keep items put away.
- ☐ Talk with student about other ways to get the sensory need met (e.g., stretching hands, doodling, holding a pen or pencil, etc.).
- ☐ Other _____

Tangible

- ☐ "Check in" items to be sure that everyone has turned theirs in.
- ☐ Encourage him/her to speak up about his/her needs and reward for his/her honesty.
- ☐ Keep the items that student is not suppose to have out of reach and sight.
- ☐ Make a chart that limits the amount of times student can have the item, then check off when he or she has had it.
- ☐ Other _____

17. TALKING OUT/BACK/INAPPROPRIATE COMMENTS

Definition: Talking out of turn during class time, talking back in rude manner to adults, inappropriate comments in class.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape**	☐ Wants to avoid a demand or non-desired activity ☐ Other _____		
☐ **Attention**	☐ "Showing off" for peers	☐ Wants to get the teacher's attention	☐ Other _____
☐ **Sensory**	☐ Difficulty due to ADHD ☐ Other _____	☐ Difficulty due to Tourette Syndrome	☐ Has difficulty waiting
☐ **Tangible**	☐ Other _____		

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape **When wanting to avoid a task, student will:**

- ☐ Use appropriate words, cards, pictures, or signals to let the teacher know and participate in finding a mutually acceptable solution.
- ☐ Politely suggest an appropriate alternative for participating in the activity.
- ☐ Other _____

Attention **When seeking attention, student will:**

- ☐ Raise hand or use pre-determined "secret signal" to gain teacher's attention
- ☐ Use a card to indicate desire to speak. (Require increasing intervals of delay.)
- ☐ Ask for time to speak with a person privately if there are problems.
- ☐ Ask for a problem-solving session with an adult mediator if there are issues with another student.
- ☐ Request opportunity to be line leader, supply person, office runner, etc.
- ☐ Other _____

Sensory **When having difficulty with waiting, student will:**

- ☐ Use a written or pictorial system to record ideas, questions, or comments he or she would like to make.
- ☐ Explain disability to group leader beforehand, and ask for assistance and support.
- ☐ Count silently to ten.
- ☐ Put head on desk and breathe deeply.
- ☐ Other _____

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ If requested inappropriately, ask to rephrase more appropriately.
- ☐ If request is rephrased appropriately, acknowledge and attempt to mediate (e.g., provide alternatives, other means of participating, other ways to complete work).
- ☐ Remind student of classroom rule for speaking respectfully and remind of rewards/consequences.
- ☐ Ignore (if possible and not too disruptive) and praise others for appropriateness.
- ☐ Ask another student to model an appropriate way of disagreeing.
- ☐ Other _____

Attention

- ☐ Provide activities that require talking or reporting back to large group.
- ☐ Ignore talking back and talking out of turn if not too disruptive.
- ☐ Remind student of classroom rule for speaking respectfully and remind of rewards and consequences.
- ☐ Reward others not talking out.
- ☐ Give student visible means of requesting attention, such as note or sticky note on desk, flag, or pre-determined "secret signal."
- ☐ Do not respond to blurted remarks.
- ☐ Reinforce students who are using appropriate behavior.
- ☐ Acknowledge student who is talking out, but remind to raise hand or use other system for getting attention.
- ☐ Other _____

Sensory

- ☐ Provide opportunities to talk, be noisy, and express self in an appropriate place (e.g., quiet space, empty room).
- ☐ Teach student to wait.
- ☐ Reward gradual improvements in using appropriate means.
- ☐ Allow to state remarks quietly to an elbow partner if not disruptive to whole group.
- ☐ Allow to jot down questions or comments on paper or dry-erase board.
- ☐ Allow to stand up at seat if having difficulty with waiting.
- ☐ Other _____

Tangible

- ☐ Other _____

18. THROWING OBJECTS
Definition: Any instance of throwing objects whether aimed at people or not.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid certain people ☐ Wants to avoid certain tasks
☐ Wants to avoid certain environments ☐ Wants to protest or get back at someone
☐ Other _____

☐ **Attention** ☐ Wants someone to pay attention to him/her ☐ Other _____

☐ **Sensory** ☐ Enjoys proprioceptive or large muscle input from throwing motion ☐ Enjoys sound as items hit.
☐ Other _____

☐ **Tangible** ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

The student will…

Escape

When feeling the need to escape, student will:
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Speak politely to teacher about ideas for alternate ways to participate and complete the work.
- ☐ Other _____

When wanting to protest or get back at someone, student will:
- ☐ Use appropriate words, cards, pictures, or signals and participate in establishing acceptable solutions.
- ☐ Write down "I feel…" statements.
- ☐ Other _____

Attention

When seeking attention, student will:
- ☐ Ask to be leader, read story out loud, help others, etc.
- ☐ Count to ten if needing to wait.
- ☐ Will write ideas or questions on paper or dry-erase board.
- ☐ Other _____

Sensory

When feeling the need to throw, student will:
- ☐ Use appropriate words, cards, pictures, or signals to request appropriate activities (shooting baskets, playing Nerf target games, etc.).
- ☐ Other _____

Tangible
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Encourage student to speak to teacher if feeling the need to escape something in the environment.
- ☐ Reward when student engages in non-preferred activities and in other appropriate behaviors.
- ☐ Limit access to items which can be thrown.
- ☐ Other _____

Attention

- ☐ Model and practice appropriate strategies for getting attention.
- ☐ Teach student to ask for roles that promote positive attention (leader, reader, helper, etc.).
- ☐ Other _____

Sensory

- ☐ Provide appropriate games and activities that include throwing.
- ☐ Incorporate active games into the curriculum as appropriate.
- ☐ Play music as appropriate to meet need for auditory input.
- ☐ Other _____

Tangible

- ☐ Other _____

19. VERBAL AGGRESSION

Definition: Any instance of swearing, rudeness, sexually provocative language or outburst which feels threatening to the listener.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment**, and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid work ☐ Wants to avoid of groups of people ☐ Wants to avoid frustrating situations
☐ Wants to avoid "down" time ☐ Other _____

☐ **Attention** ☐ Wants to appear "cool" to peers ☐Seek attention from an adult.
☐ Other _____

☐ **Sensory** ☐ Likes sound or pitch of voice ☐ Talks for self stimulation
☐ Other _____

☐ **Tangible** ☐ Inappropriate attempt to obtain a desired object through threats or intimidation
☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape

When wanting to avoid work, people, or situations, student will:

- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Go to a pre-determined quiet area when recognizing escalation of feelings.
- ☐ Use acceptable ways to communicate displeasure, anger, or frustration.
- ☐ Let the teacher know by using a card, sign, note, or signal.
- ☐ Request change of group.
- ☐ Request to work alone.
- ☐ Other _____

The student will…

When wanting to avoid "lag" time, student will:

- ☐ Write, draw, or read.
- ☐ Select a "free-time" activity.
- ☐ Other _____

Attention

When wanting to be "cool," student will:

- ☐ Work with a peer of choice.
- ☐ Request to help others.
- ☐ Ask to help a peer, lead a lesson, etc.
- ☐ Other _____

When wanting attention from an adult, student will:

- ☐ Let the teacher know that he or she wants to share his or her work.
- ☐ Raise hand.
- ☐ Approach the teacher's desk quietly.
- ☐ Show "help" card.
- ☐ Other _____

Sensory **When feeling the need for "verbal vocalization," student will:**

- ☐ Ask to sing or rap for group.
- ☐ Ask to step outside to vocalize.
- ☐ Other _____

Tangible **When wanting a particular item that someone else has, student will:**

- ☐ Ask for it politely.
- ☐ Ask teacher to help mediate.
- ☐ Use a self-monitoring checklist to help with "wait time."
- ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Prevent lag time between activities.
- ☐ Remind student of appropriate method of seeking escape when he or she begins to verbally escalate.
- ☐ Remind student at beginning of lesson or period of rewards for not using verbal aggression, and reward student each time he or she requests escape in a socially appropriate way.
- ☐ Teach student to recognize internal feelings of frustration and to remove self.
- ☐ Provide quiet area when student recognizes escalation of aggressive feelings.
- ☐ Give acceptable choices for completing work.
- ☐ Allow some work to be finished at home if requested appropriately.
- ☐ Other _____

Attention

- ☐ Provide socially appropriate ways for student to shine, e.g. by demonstrating work or accomplishments to peers.
- ☐ Allow student to voice opinion in socially appropriate ways to help him or her avoid escalation of anger.
- ☐ Separate student from person who is primary focus for aggression.
- ☐ Avoid arguing with student.
- ☐ Avoid embarrassing student in front of others.
- ☐ Try various groupings for student success.
- ☐ Pair with a peer.
- ☐ Other _____

Sensory

- ☐ Provide verbal activities, such as choral reading, drama, role-playing, chanting of facts, etc.
- ☐ Other _____

Tangible

- ☐ Encourage peers to share when student appropriately requests an item.
- ☐ Provide frequent access to desired object.
- ☐ Put objects away.
- ☐ Encourage other students to seek adult help if intimidated.
- ☐ Develop a schedule for use of item.
- ☐ Other _____

20. WITHDRAWN

Definition: Student refuses to talk or engage in classroom discussions or activities. Student often alone.

Communicative Function: In the following boxes, check the Communicative Function, as determined on the **Functional Behavior Assessment,** and check the most appropriate description.

☐ **Escape** ☐ Wants to avoid non-preferred activity ☐ Wants to avoid people ☐ Wants to avoid interactions.
☐ Wants to avoid public speaking ☐ Other _____

☐ **Attention** ☐ Wants to avoid attention from adults or peers
☐ Other _____

☐ **Sensory** ☐ Feels nervous ☐ Feels anxious ☐ Feels overwhelmed.
☐ Other _____

☐ **Tangible** ☐ Other _____

Replacement Behavior

The **Replacement Behavior must** serve the same Communicative Function (obtains the same outcome) as the Problem Behavior and is a skill that *may need to be systematically taught and/or reinforced*.

Escape **When trying to avoid a task, people, social interactions, or oral sharing, student will:**

- ☐ Privately let teacher know of concerns.
- ☐ Use *break* card–a card that allows the student to take a break for a certain amount of time in a specified location or allows student to sit quietly and not participate for a certain amount of time.
- ☐ Ask for choice of alternate activity.
- ☐ Ask for help from an adult.
- ☐ Use a daily or weekly "opt out" card when wanting to avoid an activity or task.
- ☐ Ask to work alone.
- ☐ Ask to share in a one-to-one setting.
- ☐ Other _____

The student will…

Attention **When wanting to avoid attention, student will:**

- ☐ Ask to sit at back of room.
- ☐ Ask to share work one-on-one.
- ☐ Ask to work alone.
- ☐ Other _____

Sensory **When nervous, anxious, or overwhelmed, student will:**

- ☐ Let teacher know which variables in the environment are causing student to withdraw.
- ☐ Select a calming activity.
- ☐ Select an alternate activity.
- ☐ Use deep breathing to calm self.
- ☐ Use positive self-talk.
- ☐ Other _____

Tangible ☐ Other _____

Strategies for Reducing the Problem Behavior

The teacher will…

Escape

- ☐ Reduce competition.
- ☐ Allow student to choose activities within subject to reduce stress.
- ☐ Provide lessons at student's ability level.
- ☐ Allow student to work alone when appropriate.
- ☐ Allow student to attempt something new in private before doing it in front of peers.
- ☐ Allow student to opt-out of oral presentations or to co-present.
- ☐ Allow student to move seat away from non-desired persons.
- ☐ Allow student to leave class and go to agreed upon location after assignment is completed.
- ☐ Provide a quiet, reasonably private area where student can work.
- ☐ Provide counseling.
- ☐ Other _____

Attention

If avoiding attention

- ☐ Allow student to avoid attention if on-task.
- ☐ Encourage student to share publically in short intervals in which he or she can experience success.
- ☐ Encourage student to work with one or two trusted peers to increase ability to work with others.
- ☐ Other _____

Sensory

- ☐ Resolve source of anxiety (fear of speaking, fear of feeling "stupid," misunderstanding of instructions, etc.).
- ☐ Teach calming activities.
- ☐ Teach positive, self-talk strategies.
- ☐ Provide checklist of strategies to reduce feelings of being overwhelmed.
- ☐ Other _____

Tangible

- ☐ Other _____

Behavior Intervention Matrix

The following table is a resource guide for staff to refer to when addressing individual students having problematic behavior in the classroom. These interventions presume that all TIER1 strategies are in place.

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Talking out of turn	1. Restate the positive classroom rule. 2. Ignore the students calling out and show them a hand up sign while continuing class. 3. Reinforce hand raising by calling on the student when appropriate.	○ Proximity support ○ Logical Consequences ○ Review expectations and rules ○ DRA
Entering and exiting the classroom in a disruptive manner	1. Have the student "try again." 2. Praise the student for successful correction.	○ Review expectations and rules ○ Practice and Reinforce the student during the school day for generalizing the skill. ○ Behavior contract

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Out of seat without permission	1. Redirect student back to seat. 2. Remind student to raise their hand if they need something that doesn't already have an established procedure.	○ Redirection ○ Hurdle Help ○ Alter Work Space
Off task/Disruptive noises (humming, whistling, tapping, etc.)	1. Use close proximity and nonverbal cues to redirect student. 2. Reinforce students for appropriate on-task behavior.	○ Proximity support ○ Planned Ignoring ○ Alter Work Space ○ DRL
Bringing personal items/toys/food into class	1. Remind student of the classroom rule/expectation for item. 2. Ask to hold item until it is appropriate to use. (Do not physically take it from the student)	○ Logical Consequences ○ Talk to Parent
Arguing with adults	1. Avoid engaging in argument. 2. Give student choices for ongoing behavior that include logical outcomes. 3. Reinforce student effort to follow through with a choice.	○ Planned Ignoring ○ Redirection ○ Logical Consequences ○ Touch Base with Student

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Refusal to follow directions	1. Give student limited appropriate choices. 2. Remind student of the positive and negative consequence to their choice. 3. Reinforce good choices.	○ Choices ○ Wait for Compliance ○ Behavior Contract / CICO ○ DRO
Horseplay: Physical behavior that is not likely intended to cause harm to others.	1. Remind students why they can't do this at school. 2. Give students options to replace the behavior that are school appropriate.	○ Teach Social Skill ○ Alternate Seating ○ Logical Consequence ○ Talk to Parent
Destroying school property (minor)	1. If possible have student fix, help fix, or replace object that was destroyed. 2. Explain to student how their actions affect others.	○ Logical Consequence ○ Talk to Parent ○ Alternatives to Suspension
Hurtful or unacceptable language	1. Have student apologize and give them appropriate language to express themselves. 2. Teach alternative behaviors that meet the same need. In other words, teach the student how to properly protest.	○ Behavior Contract ○ Teach Social Skill ○ DRO ○ Alternatives to Suspension

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Inflexible about change	1. Try to announce schedule changes as soon as possible. 2. Give student choices for what they can do when they feel this way. 3. Teach coping skills for student.	○ Give the student planned flexibility and choices throughout the day ○ Behavior Contract ○ Teach Coping Skills ○ Visual Schedule
Struggles with transitions	1. Reteach transition expectations. 2. Have student "try again" and show expected behavior. 3. Reinforce appropriate transition behavior.	○ Break ○ Send Student on Errand ○ Practice ○ Visual Schedule ○ Transition Warning

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Failing to turn in work	1. Talk to student one on one and figure out root of the problem. 2. Discuss a solution to the problem with student and reinforce the student for following the plan.	○ Give the student planned flexibility and choices throughout the day ○ Behavior Contract ○ Talk to Parent ○ Learner Accommodations
Withdrawn (Nonresponsive)	1. Check-in with student privately if possible. 2. Remind student how to get help if needed. 3. Clarify expectations and check for understanding. 4. Praise student for effort.	○ Touch Base with Student ○ Give the student planned flexibility and choices throughout the day ○ Assign a Classroom Job ○ Send Student on Errand

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Tired/Sleeping	1. Have entire class take a 2-minute "brain break" to get up and move around/talk with peers. 2. Check-in with student about why they are tired. 3. Ask student to do an errand or classroom job.	○ Alternate Seating ○ Send Student on Errand ○ Touch Base with Student ○ Classroom Exercise Breaks
Misuse of school supplies	1. Reteach expectations and provide logic for why we use supplies in certain ways. 2. Reinforce students that are using supplies appropriately. 3. Only have necessary materials out.	○ Proximity Support ○ Teach Organizational Skills ○ DRI ○ Behavior Contract
Attention seeking (from teacher)	1. Calmly remind the student of expectation at that time and reinforce others that are doing it. 2. Find time to engage the student and build a positive relationship.	○ Engage Student ○ Planned Ignoring ○ Behavior Contract ○ 2:10 Intervention

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Attention seeking (from peers)	1. Remind student when they can use this behavior (recess, choice time, etc.). 2. Reseat student in an area where they can be more successful.	○ DRA (reinforce student talking to peers at appropriate times) ○ Assign a Classroom Job ○ Teach Social Skills
Lying	1. Speak in a calm and neutral tone and apply a logical consequence that requires the student to reflect on their behavior. 2. Praise student for completing the task.	○ Avoid Power Struggles ○ Teach Social Skills ○ DRI (Reinforce honest behavior) ○ Talk to Parent
Misuse of privileges	1. Reteach expectations for that specific privilege. 2. Remind student of possible loss of privilege if behavior continues.	○ Choices ○ Logical Consequence (temporary removal or modification of privilege) ○ Touch Base with Student

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Cheating	1. In a calm, neutral voice remind the student of the social consequences to their actions (loss of trust, damaged friendships, etc.). 2. Remind student of further logical consequences if behavior continues.	○ Logical Consequences ○ Alter Work Space ○ Hurdle Help ○ Learner Accommodations ○ Teach Student to ask for Help
Perseverating on a certain activity or task	1. Let the student know when they can engage in the activity/task (recess, choice time, after completing other tasks, etc.) 2. Redirect them to the current demand.	○ Transition Warning ○ Engage Student ○ Redirection ○ Set a time to talk about it later ○ 2:10 Intervention
Stealing (item recovered)	1. In a calm, neutral voice remind the student of the social consequences to their actions (loss of trust, damaged friendships, etc.). 2. Remind student of further logical consequences if behavior continues.	○ Touch Base with Student ○ Logical Consequences ○ Reflection Sheets

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Appear suspicious, tense, nervous, uptight, etc.	1. Be supportive and nonjudgmental. 2. Do not issue directives. 3. Make time to check-in with the student about what is going on. 4. Offer a break and remind the student that they can finish the assignment later (if possible).	○ Touch Base with Student ○ Speak in Calm Neutral Tone ○ Switch out Staff ○ Break ○ 2:10 Intervention
Emotional Tantrums	1. Supportive role. 2. Assist the student in calming down, remove audience if possible. 3. After the student is calm, asses issue/teach skills.	○ Clear the Classroom ○ Teach Relaxation Skills ○ Visual Prompts (for breaks and coping techniques) ○ Nonverbal Cues and Signals

Specific Student Behavior (Disruptive Behaviors)	Immediate staff response to behavior	Skill building for ongoing or repetitive behaviors
Unmotivated	1. Engage student. 2. Give the student classroom job or send them on a classroom errand. 3. Reinforce/praise the student for positive behavior.	○ First, refer to task completion section. ○ Make sure student has the ability to do the work. ○ Look for a pattern of behavior to determine your point of intervention. ○ DRO

SECTION 10: FORMS

Behavior

Check-In/Check-Out

CHECK-IN/CHECK-OUT: BEHAVIOR REPORT CARD

Student Name:_____ **Grade:** _____

Person Completing This Report Card: _____

Directions: At the end of each school day, please rate the student on the behaviors below. Write your ratings into the appropriate box on the right of the page and record the *date* of each rating. You may also write daily comments about the student's behavior on the back of this sheet.

Student Behaviors	MON _/_/_	TUES _/_/_	WED _/_/_	THURS _/_/_	FRI _/_/_
The student got along with classmates and used socially appropriate behaviors. **1 2 3 | 4 5 6 | 7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student was respectful to the teacher and other adults and complied with their requests in a timely manner. **1 2 3 | 4 5 6 | 7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments. **1 2 3 | 4 5 6 | 7 8 9** Never/Seldom Sometimes Most/All of the Time					
The student completed and turned in classwork and homework assignments. **0-19% 20-39% 40-59% 60-79% 80-100%**					
(Optional Behavior) _____ _____ **1 2 3 | 4 5 6 | 7 8 9** Never/Seldom Sometimes Most/All of the Time					

Parent Sign-Off (Optional): I have reviewed this Behavior Report Card and discussed it with my child.

Parent Signature: _____ Date: _____

Check-In/Check-Out: Behavior Report Card: Progress-Monitoring Chart

Directions: Plot daily teacher DBRC ratings and summarize notable teacher comments on the progress-monitoring charts below.

Student Name: _____

Start Date: Wk 1: ___/___/___ Wk 2: ___/___/___ Wk 3: ___/___/___ Wk 4: ___/___/___

M T W Th F M T W Th F M T W Th F M T W Th F

The student got along with classmates and used socially appropriate behaviors.

	9	○	○	○	○	○	○	○	○	○	9	○	○	○	○	○	○	○	○	○	9	
Usually/Always	8	○	○	○	○	○	○	○	○	○	8	○	○	○	○	○	○	○	○	○	8	Usually/Always
	7	○	○	○	○	○	○	○	○	○	7	○	○	○	○	○	○	○	○	○	7	
	6	○	○	○	○	○	○	○	○	○	6	○	○	○	○	○	○	○	○	○	6	
Sometimes	5	○	○	○	○	○	○	○	○	○	5	○	○	○	○	○	○	○	○	○	5	Sometimes
	4	○	○	○	○	○	○	○	○	○	4	○	○	○	○	○	○	○	○	○	4	
	3	○	○	○	○	○	○	○	○	○	3	○	○	○	○	○	○	○	○	○	3	
Never/Seldom	2	○	○	○	○	○	○	○	○	○	2	○	○	○	○	○	○	○	○	○	2	Never/Seldom
	1	○	○	○	○	○	○	○	○	○	1	○	○	○	○	○	○	○	○	○	1	
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	

The student was respectful to the teacher and other adults and complied with their requests in a timely manner.

	9	○	○	○	○	○	○	○	○	○	9	○	○	○	○	○	○	○	○	○	9	
Usually/Always	8	○	○	○	○	○	○	○	○	○	8	○	○	○	○	○	○	○	○	○	8	Usually/Always
	7	○	○	○	○	○	○	○	○	○	7	○	○	○	○	○	○	○	○	○	7	
	6	○	○	○	○	○	○	○	○	○	6	○	○	○	○	○	○	○	○	○	6	
Sometimes	5	○	○	○	○	○	○	○	○	○	5	○	○	○	○	○	○	○	○	○	5	Sometimes
	4	○	○	○	○	○	○	○	○	○	4	○	○	○	○	○	○	○	○	○	4	
	3	○	○	○	○	○	○	○	○	○	3	○	○	○	○	○	○	○	○	○	3	
Never/Seldom	2	○	○	○	○	○	○	○	○	○	2	○	○	○	○	○	○	○	○	○	2	Never/Seldom
	1	○	○	○	○	○	○	○	○	○	1	○	○	○	○	○	○	○	○	○	1	
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	

The student paid attention to teacher instructions and classroom lessons and focused on his/her work assignments.

	9	○	○	○	○	○	○	○	○	○	9	○	○	○	○	○	○	○	○	○	9	
Usually/Always	8	○	○	○	○	○	○	○	○	○	8	○	○	○	○	○	○	○	○	○	8	Usually/Always
	7	○	○	○	○	○	○	○	○	○	7	○	○	○	○	○	○	○	○	○	7	
	6	○	○	○	○	○	○	○	○	○	6	○	○	○	○	○	○	○	○	○	6	
Sometimes	5	○	○	○	○	○	○	○	○	○	5	○	○	○	○	○	○	○	○	○	5	Sometimes
	4	○	○	○	○	○	○	○	○	○	4	○	○	○	○	○	○	○	○	○	4	
	3	○	○	○	○	○	○	○	○	○	3	○	○	○	○	○	○	○	○	○	3	
Never/Seldom	2	○	○	○	○	○	○	○	○	○	2	○	○	○	○	○	○	○	○	○	2	Never/Seldom
	1	○	○	○	○	○	○	○	○	○	1	○	○	○	○	○	○	○	○	○	1	
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	

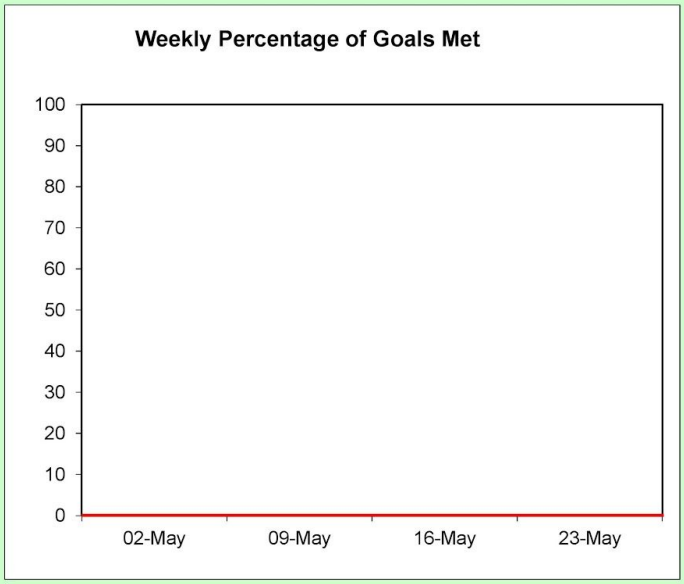
Progress Monitoring

Behavior Contract Data Summary

Student's Name		**Year**	
Comments		**Standard**	

Data Entry Section

Week	# of times goals were met	# of times goals were met	Weekly %
5/2/2016			
5/9/2016			
5/16/2016			
5/23/2016			



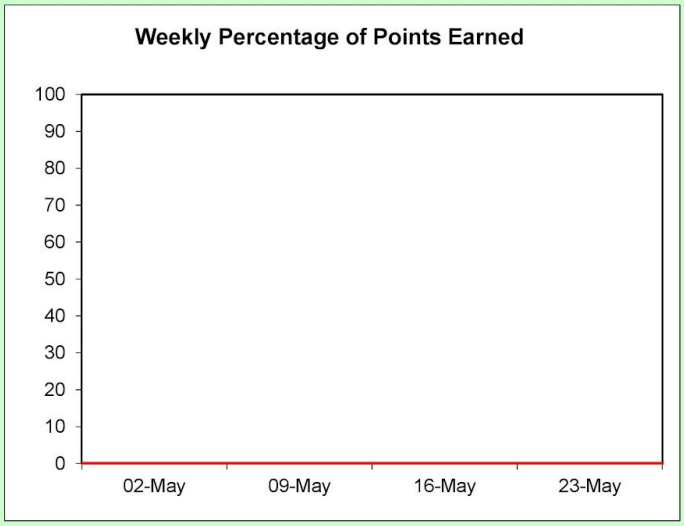
Daily Behavior Form Data Summary

Student's Name _____ **Year** _____

Comments _____ **Standard** _____

Data Entry Section

Week	Possible Points	Points Earned	Weekly %
5/2/2016			
5/9/2016			
5/16/2016			
5/23/2016			



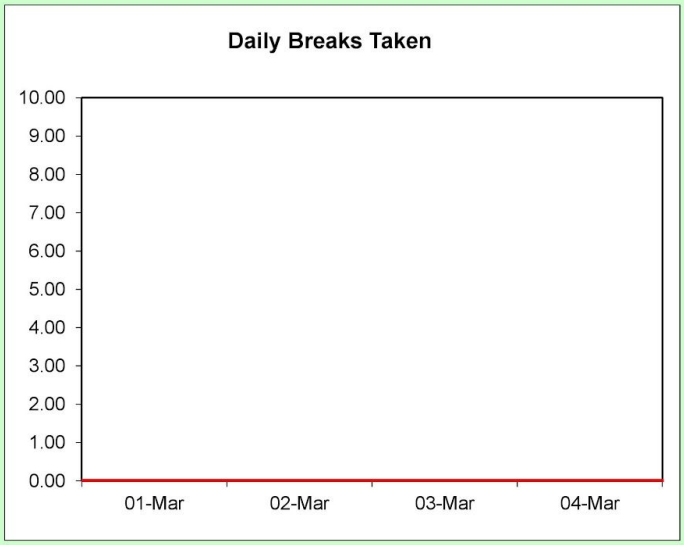
Daily Break Data Summary

Student's Name | **Year**

Comments | **Standard**

Data Entry Section

Date	# of breaks (AM)	# of breaks (PM)	Weekly Total
3/1/2016			
3/2/2016			
3/3/2016			
3/4/2016			

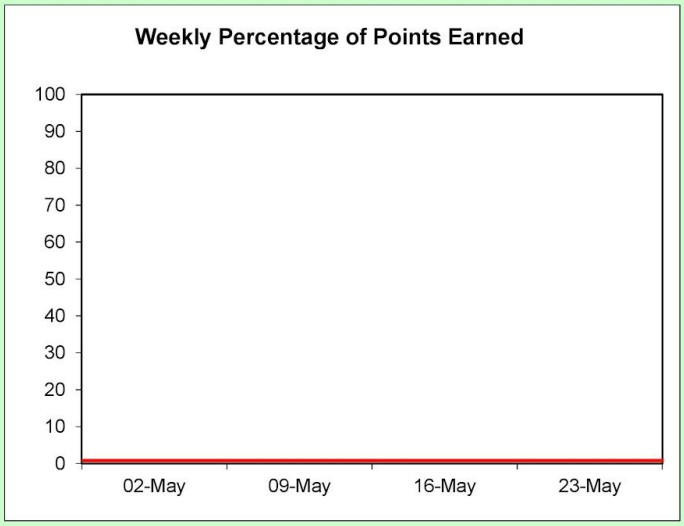


Weekly Check In Check Out Data Summary

Student's Name		Year	
Comments		Standard	80%

Data Entry Section

Week	Possible Points	Points Earned	Weekly %
5/2/2016			
5/9/2016			
5/16/2016			
5/23/2016			



PBIS Referral Form

PBIS Referral Form

Student Name _____ **Grade**:____ **Date:** _____ **504: Yes No**

Teacher Completing: _____ **RTI Specialist Involved: Yes No**

Academic/Health Information

Do you believe that academic skills, including task completion, are impacting the problem behavior?

Medical diagnosis:

Is the student currently taking any medications?

Internalized Behavior Concerns

Check those that apply:

___Emotionally flat ___Shy ___Withdrawn ___Anxious

___Sad/depressed often ___Lonely ___Difficulty making friends ___Hurts self

Other _____

Externalized Behavior Concerns

Check those that apply:

___Frequently absent/tardy ___Contraband use/possession ___Disruptive

___Non-cooperative ___Lying/cheating ___Tantrums

___Bullying ___Aggressive towards others ___Steals

Problem Behavior Occurrence

When, where, and with whom are problem behaviors most/least likely to occur?

Schedule (Times)	Activity	Specific Problem Behavior	Likelihood of Problem Behavior	With Whom does Problem Occur
			Low 1 2 3 4 5 6 High	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	
			1 2 3 4 5 6	

Possible Function of the Problem Behavior

___Obtain Adult Attention ___Escape/Avoid Adult Attention

___Obtain Peer Attention ___Escape/Avoid Peer Attention

___Obtain Tangible/Activity ___Escape/Avoid Tangible/Activity

___Obtain Stimulation/Sensory ___Escape/Avoid Stimulation/Sensory

Evidence supporting possible function: _____

_____

Strategies You Have Tried to Address Problem Behavior

Check those that apply:

____Established positive relationship with student ____Self-monitoring

____Pre-correction and redirection ____Modified assignments

____Tangible recognition for expected behavior ____Change of schedule for activities

____4:1 positive verbal feedback ____Provided extra assistance

____Retaught expected behavior ____Parent/Guardian contact

____Role played/practiced expected behavior ____Other (Specify)

Please attach any supporting documents and data

Other Information

What are the student's strengths, talents, and specific interests? _____

_____

_____

What other information you think is important to know about this student? _____

_____

_____

Academic

SST Forms

Woodland Joint Unified School District

SST Referral Form

Date of Referral: _____ Person Making Referral: _____

Student: _____ ID # _____ Grade: _____

Gender: _____ Date of Birth: _____ Age: _____

Student Lives With: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____

Primary Language: _____ Home Language: _____

School of Attendance: _____ Teacher Name: _____

School Attended Last Year: _____ Teacher from Last Year: _____

Is the student currently identified as, or receiving any of the following (check all that apply):

Foster Youth ☐ Homeless ☐ Bilingual Ed ☐ Counseling ☐ Special Ed ☐

Please check all of the people that you would like to have in attendance for the meeting:

Principal ☐ Nurse ☐ Speech ☐ RSP ☐ Psychologist ☐ Other _____

Attendance:

Days Enrolled: _____ Days Present: _____ Tardies: _____

Unexcused Absences: _____ Excused Absences: _____

Student Strengths: _____

_____

_____

_____

Specific Concerns: _____

_____

_____

_____

Communication (Please list details about communication with parent(s), other teachers or support staff regarding these issues/concerns: _____

_____

_____

_____

Vision: Good ☐ Needs Checked ☐ Hearing: Good ☐ Needs Checked ☐

If student is currently on any medication, please list medications: _____

_____

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Oral Expression	
☐	☐	☐	Responds frequently with more than one or two word responses	
☐	☐	☐	Vocabulary development is comparable to peers	
☐	☐	☐	Able to provide verbal labels for common objects in school or home	
☐	☐	☐	Verbal statements communicate ideas adequately	
☐	☐	☐	Grammatical structure is comparable to peer group	
☐	☐	☐	Verbal fluency is comparable to peer group	
☐	☐	☐	Uses inflection and tone in speech to communicate meaning	
☐	☐	☐	Verbal production adequate when picture stimuli is provided	
☐	☐	☐	Able to relate experiences, stories, or tales in sequential order	
			Listening Comprehension	
☐	☐	☐	Attends to peers when they are talking	
☐	☐	☐	Follows simple verbal directions (requiring a single response)	
☐	☐	☐	Follows multiple verbal commands	
☐	☐	☐	Can verbally paraphrase sentences of stories presented orally	
☐	☐	☐	Detects humor or sarcasm in the verbal expression of others	
			Written Expression	
☐	☐	☐	Generates ideas orally	
☐	☐	☐	Demonstrates motor coordination and motor fluency	
☐	☐	☐	Writes a single sentence from a sentence starter	
☐	☐	☐	Writes a single sentence from a picture	
☐	☐	☐	Writes a paragraph from a sequence of pictures	
☐	☐	☐	Writes a paragraph with a topic sentence	
☐	☐	☐	Writes a paragraph from a topic	
☐	☐	☐	Uses descriptive words in writing	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Reading Fluency	
☐	☐	☐	Reads with expression and intonation	
☐	☐	☐	Self-corrects word recognition errors	
☐	☐	☐	Reads accurately	
☐	☐	☐	Reads at the benchmark for words per minute	
			Reading Skills and Comprehension	
☐	☐	☐	Accurately recognizes letters and letter order (no reversals or transposition)	
☐	☐	☐	Reads fluently without overly relying on pointing with a finger	
☐	☐	☐	Accurately sounds out unfamiliar words: smoothly blends new words	
☐	☐	☐	Has mastered frequently used irregular words (especially *th* and *wh* words)	
☐	☐	☐	Has mastered reading silently without inappropriate subvocalizing	
☐	☐	☐	Reads and scans fluently without excessive omissions and substitutions	
☐	☐	☐	Accurately reads new words in context after they have been introduced	
☐	☐	☐	Has mastered sight words or reading material	
☐	☐	☐	Does not lose his/her place when reading	
☐	☐	☐	Comprehends the meaning of words in the reading vocabulary	
☐	☐	☐	Recalls facts after reading orally	
			Math	
☐	☐	☐	Comprehends place value for grade level	
☐	☐	☐	Has mastered basic mathematical facts for grade level	
☐	☐	☐	Works through math problems as quickly as classmates	
☐	☐	☐	Can remember the steps for basic algorithms for grade level	
☐	☐	☐	Can recognize and comprehend key words in a word problem	
☐	☐	☐	Understands basic concepts of money	
☐	☐	☐	Can tell time to the hour and minute	
☐	☐	☐	Can explain how a problem has been solved	
			Attention	
☐	☐	☐	Amount of time on task is comparable to 90% of the rest of the class	
☐	☐	☐	Able to focus on task at hand and filter out the irrelevant stimuli	
☐	☐	☐	Able to transition from task to another without losing focus	
☐	☐	☐	Able to remain calm and collected during instruction	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Memory	
☐	☐	☐	Long term memory is comparable to other students in the class	
☐	☐	☐	Short term memory is comparable to other students in the class	
☐	☐	☐	Can verbally recall what was taught as well as other students	
			Working Style	
☐	☐	☐	Work is completed in a neat and organized manner	
☐	☐	☐	Accuracy of work is improved when the amount of work is reduced	
☐	☐	☐	Quality of student's work is comparable to the rest of the class	
☐	☐	☐	Understands basic organizational skills on paper (name placement, etc)	
☐	☐	☐	Keeps desk area neat and organized	
☐	☐	☐	Keeps track of belongings and can find things easily	
			Social Skills	
☐	☐	☐	Appropriately follows rules established for the classroom	
☐	☐	☐	Works effectively with other students	
☐	☐	☐	Understands and accepts teacher's corrective feedback	
☐	☐	☐	Has developed friendships among classmates	
☐	☐	☐	Is willing to try a new activity presented by the teacher	
☐	☐	☐	Is aware of non-verbal cues within social interactions	

Do you believe that the following are the primary reasons for the challenges that your student is currently facing? If you answer yes to any of these questions, please explain.

	Yes	No	Additional Comments
Attendance Problems	☐	☐	
Attitude / Motivation Problems	☐	☐	
Emotional Problems	☐	☐	
Excessive School Transfers	☐	☐	
Illness or Other Medical Problems	☐	☐	
Vision or Hearing Problems	☐	☐	
Other (please specify)	☐	☐	

Woodland Joint Unified School District

Student Study Team Parent Meeting Invitation

Date: _____

Student: _____

Dear Parent/Guardian,

The Student Study Team (SST) is a group of teacher and support staff here at your child's school, who are dedicated to your child's success. We invite you to join us, as you are a critical part of the Student Study Team. This team will be meeting soon to identify how we can best serve your child's educational needs. *Your presence at this meeting is very important and will be beneficial to your child*. Please see meeting details below, and return the bottom portion of this form to the front office of your child's school.

Thank you!

The meeting with the Student Study Team will be held on:

Date: _____

Time: _____:_____ AM/PM

Location: _____

If this appointment is not convenient, please contact us to reschedule:

Name: _____ Title: _____

Phone: _____ E-mail: _____

~ ~

Please complete this portion and return it to the school office immediately:

Student: _____ Classroom # _____

Parent/Guardian: _____

Please check **one**:

☐ Yes, I will attend the SST meeting.

☐ No, I cannot attend the SST meeting.

☐ Please call me to reschedule the SST meeting at (_____) _____-_____

Woodland Joint Unified School District

SST Teacher Input Request Form

Dear Teacher,

We will be holding a Student Study Team (SST) meeting for:

Student: _____

The meeting with the Student Study Team will be held on:

Date: _____

Time: _____:_____ AM/PM

Location: _____

In the meantime, your input on this student is critical to his/her success and we would like you to complete this form by: _____; and return it to: _____.

Thank You!

Teacher Name: _____ Subject Taught: _____

Date Completed: _____ Student's Current Grade: _____

Student's Attendance: Tardies: _____ Excused Absences: _____ Truancies: _____

Student Strengths: _____

_____

_____

_____

Specific Concerns: _____

_____

_____

_____

Communication (Please list details about communication with parent(s), other teachers or support staff regarding these issues/concerns: _____

_____

_____

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Oral Expression	
☐	☐	☐	Responds frequently with more than one or two word responses	
☐	☐	☐	Vocabulary development is comparable to peers	
☐	☐	☐	Able to provide verbal labels for common objects in school or home	
☐	☐	☐	Verbal statements communicate ideas adequately	
☐	☐	☐	Grammatical structure is comparable to peer group	
☐	☐	☐	Verbal fluency is comparable to peer group	
☐	☐	☐	Uses inflection and tone in speech to communicate meaning	
☐	☐	☐	Verbal production adequate when picture stimuli is provided	
☐	☐	☐	Able to relate experiences, stories, or tales in sequential order	
			Listening Comprehension	
☐	☐	☐	Attends to peers when they are talking	
☐	☐	☐	Follows simple verbal directions (requiring a single response)	
☐	☐	☐	Follows multiple verbal commands	
☐	☐	☐	Can verbally paraphrase sentences of stories presented orally	
☐	☐	☐	Detects humor or sarcasm in the verbal expression of others	
			Written Expression	
☐	☐	☐	Generates ideas orally	
☐	☐	☐	Demonstrates motor coordination and motor fluency	
☐	☐	☐	Writes a single sentence from a sentence starter	
☐	☐	☐	Writes a single sentence from a picture	
☐	☐	☐	Writes a paragraph from a sequence of pictures	
☐	☐	☐	Writes a paragraph with a topic sentence	
☐	☐	☐	Writes a paragraph from a topic	
☐	☐	☐	Uses descriptive words in writing	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Reading Fluency	
☐	☐	☐	Reads with expression and intonation	
☐	☐	☐	Self-corrects word recognition errors	
☐	☐	☐	Reads accurately	
☐	☐	☐	Reads at the benchmark for words per minute	
			Reading Skills and Comprehension	
☐	☐	☐	Accurately recognizes letters and letter order (no reversals or transposition)	
☐	☐	☐	Reads fluently without overly relying on pointing with a finger	
☐	☐	☐	Accurately sounds out unfamiliar words: smoothly blends new words	
☐	☐	☐	Has mastered frequently used irregular words (especially *th* and *wh* words)	
☐	☐	☐	Has mastered reading silently without inappropriate subvocalizing	
☐	☐	☐	Reads and scans fluently without excessive omissions and substitutions	
☐	☐	☐	Accurately reads new words in context after they have been introduced	
☐	☐	☐	Has mastered sight words or reading material	
☐	☐	☐	Does not lose his/her place when reading	
☐	☐	☐	Comprehends the meaning of words in the reading vocabulary	
☐	☐	☐	Recalls facts after reading orally	
			Math	
☐	☐	☐	Comprehends place value for grade level	
☐	☐	☐	Has mastered basic mathematical facts for grade level	
☐	☐	☐	Works through math problems as quickly as classmates	
☐	☐	☐	Can remember the steps for basic algorithms for grade level	
☐	☐	☐	Can recognize and comprehend key words in a word problem	
☐	☐	☐	Understands basic concepts of money	
☐	☐	☐	Can tell time to the hour and minute	
☐	☐	☐	Can explain how a problem has been solved	
			Attention	
☐	☐	☐	Amount of time on task is comparable to 90% of the rest of the class	
☐	☐	☐	Able to focus on task at hand and filter out the irrelevant stimuli	
☐	☐	☐	Able to transition from task to another without losing focus	
☐	☐	☐	Able to remain calm and collected during instruction	

Yes	No	N/A	When This Student Is Compared to Others in the Regular Class . . .	Comments . . . if needed
			Memory	
☐	☐	☐	Long term memory is comparable to other students in the class	
☐	☐	☐	Short term memory is comparable to other students in the class	
☐	☐	☐	Can verbally recall what was taught as well as other students	
			Working Style	
☐	☐	☐	Work is completed in a neat and organized manner	
☐	☐	☐	Accuracy of work is improved when the amount of work is reduced	
☐	☐	☐	Quality of student's work is comparable to the rest of the class	
☐	☐	☐	Understands basic organizational skills on paper (name placement, etc)	
☐	☐	☐	Keeps desk area neat and organized	
☐	☐	☐	Keeps track of belongings and can find things easily	
			Social Skills	
☐	☐	☐	Appropriately follows rules established for the classroom	
☐	☐	☐	Works effectively with other students	
☐	☐	☐	Understands and accepts teacher's corrective feedback	
☐	☐	☐	Has developed friendships among classmates	
☐	☐	☐	Is willing to try a new activity presented by the teacher	
☐	☐	☐	Is aware of non-verbal cues within social interactions	

Do you believe that the following are the primary reasons for the challenges that your student is currently facing? If you answer yes to any of these questions, please explain.

	Yes	No	Additional Comments
Attendance Problems	☐	☐	
Attitude / Motivation Problems	☐	☐	
Emotional Problems	☐	☐	
Excessive School Transfers	☐	☐	
Illness or Other Medical Problems	☐	☐	
Vision or Hearing Problems	☐	☐	
Other (please specify)	☐	☐	

Woodland Joint Unified School District

SST Meeting Summary Form

Student: _____ ID # _____ Grade: _____

Gender: _____ Date of Birth: _____ Age: _____

Student Lives With: _____

Home Address: _____

Home Phone: _____ Cell Phone: _____

E-mail Address: _____

School of Attendance: _____ Teacher Name: _____

Participants in Plan Development (All Participants Print Name and Title):

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

Student Strengths: _____

_____

_____

_____

Follow-up Staffing Date: _____

Additional Background Information: _____

_____

_____

_____

Follow-up Staffing Additional Information: _____

Concern #1:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #2:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #3:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step:
Concern #4:	Modifications Tried:	New Strategy/Action Plan:	Who/When	Follow-up Staffing Progress Made as Evidenced By: Next Step: