B8 – Forging Ahead: Building Advanced Tiers Readiness (Tier 2/3)

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www.pbis.org  www.neswpbs.org  www.cber.org

PURPOSE
Summarize core features of effective Tier 2/3 practices & systems

• Foundations
• Features
• Examples
Prevention Logic for All
Redesign of teaching environments...not students

<table>
<thead>
<tr>
<th>Prevention Objectives</th>
<th>Prevention Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decrease development of new problem behaviors</td>
<td>Eliminate triggers &amp; maintainers of problem behaviors</td>
</tr>
<tr>
<td>Prevent worsening &amp; reduce intensity of existing problem behaviors</td>
<td>Add triggers &amp; maintainers of prosocial behavior</td>
</tr>
<tr>
<td>INCIDENCE</td>
<td>PREVALENCE</td>
</tr>
</tbody>
</table>

Biglan, 1995; Mayer, 1995; Walker et al., 1996

PBIS aka SWPBS, MTSS, MTBF, RtI...

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

Academically & behaviorally important outcomes for

All students
IMPLEMENTATION W/ FIDELITY

CONTINUOUS PROGRESS MONITORING

CONTINUUM OF EVIDENCE-BASED INTERVENTIONS

CORE FEATURES MTSS/PBIS

CONTENT EXPERTISE & FLUENCY

TEAM-BASED IMPLEMENTATION

UNIVERSAL SCREENING

DATA-BASED DECISION MAKING & PROBLEM SOLVING

MTSS: CONTINUUM OF SCHOOL-WIDE INSTRUCTIONAL & POSITIVE BEHAVIOR SUPPORT

Primary Prevention: School-/Classroom-Wide Systems for All Students, Staff, & Settings

~80% of Students

~15%

~5%

FEW

SOME

ALL

Secondary Prevention: Specialized Group Systems for Students with At-Risk Behavior

Tertiary Prevention: Specialized Individualized Systems for Students with High-Risk Behavior

~80% of Students

~15%
SECONDARY PREVENTION

- Team led implementation
- Increased social skills instruction
- Increased supervision and pre-correction
- Increased opportunities for reinforcement
- Continuous progress monitoring

TERTIARY PREVENTION

- Multi-disciplinary team led implementation
- Function-based behavior support
- Wraparound culture driven, person centered supports & planning
- School mental health
- Continuous monitoring of progress & implementation fidelity
- Increased pre-correction, supervision, reinforcement

PRIMARY PREVENTION

- Team led implementation
- Behavior priority
- Social behavior expectations
- SW(CW teaching & encouraging of expectations
- Consistency in responding to problem behavior
- Data based decision making

Continuum of Support for All

- Universal: All
- Targeted: Some
- Intensive: Few

SWPBS: Core Practice Features

- Precision
- Engagement
- Feedback
- Practice
- Teamwork
PBIS emphasis

Supporting Important *Culturally Equitable* Academic & Social Behavior Competence

Supporting *Culturally Knowledgeable* Staff Behavior

Supporting *Culturally Relevant* Evidence-based Interventions

Most are responsive…but some need a bit more.
And we know who they are!

<table>
<thead>
<tr>
<th>Grade</th>
<th>ODRs</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>PreK-K</td>
<td>30%</td>
<td>75%</td>
</tr>
<tr>
<td>Elementary</td>
<td>42%</td>
<td>81%</td>
</tr>
<tr>
<td>Middle</td>
<td>44%</td>
<td>83%</td>
</tr>
<tr>
<td>High</td>
<td>40%</td>
<td>79%</td>
</tr>
<tr>
<td>PreK-8</td>
<td>41%</td>
<td>41%</td>
</tr>
<tr>
<td>PreK-12</td>
<td>19%</td>
<td>39%</td>
</tr>
</tbody>
</table>

$N = \begin{array}{c} 
2979 \quad 889 \quad 390 \quad 254 
\end{array}$

$\% \ of \ Students \begin{array}{c} 
9\% \quad 17\% \quad 22\% \quad 14\% 
\end{array}$
Foundations: Function-based Support

PBIS Conceptual Foundations

Behaviorism
ABA
PBS/FBA
SWPBS/FBA

Laws of Behavior
Applied Behavioral Technology
Social Validity
All Students

All Students
Behavior is learned

Behavior & environment are functional related

Behavior is lawful, therefore understandable & influence-able

Adjust environment to influence & teach behavior

Behavior Analytic Approach

<table>
<thead>
<tr>
<th>Setting Conditions</th>
<th>Antecedents</th>
<th>Behaviors</th>
<th>Consequences</th>
</tr>
</thead>
</table>

Biology is important

2 Basic Functions

Problem Behavior

Obtain/Get Something

Escape/Avoid Something

Pos Reinf

Neg Reinf

Stimulation/Sensory

Social

Tangible/Activity

Adult

Peer

Existing aversive condition identified
Ingram, Lewis-Palmer, & Sugai, 2005
Systems Features

- Increased Adult Monitoring
- Increased Opportunities for Positive Reinforcement
- Increased Practice
- Continuous Progress Monitoring
- Team & Data Driven
- Precorrections
- Behavior Expertise
- School-Wide

T2 Core Features
T3 FBA/BIP Elements & System

- Response class
- Routine analysis
- Hypothesis statement

Problem Behavior

Functional Assessment

- Alternative behaviors
- Competing behavior analysis
- Contextual fit
- Strengths, preferences, & lifestyle outcomes
- Evidence-based interventions
- Wraparound

Intervention & Support Plan

- Implementation support
- Data plan

Fidelity of Implementation

- Continuous improvement
- Sustainability plan

Impact on Behavior & Lifestyle

Team-based

Behavior competence

www.pbis.org

School-Wide Tier II Interventions: Check-In Check-Out Getting Started Workbook
T2 Readiness

- Obtain your most recent SET, TIC, &/or BoQ score.
  - If less than a year old, use your most recent SET, TIC, and/or BoQ score.
  - If more than a year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ.

- Proceed if you meet one or more of the following:
  - >80% on Team Implementation Checklist (TIC),
  - >70% on Benchmarks of Quality (BoQ), or
  - >80%/80% on School-wide Evaluation Tool (SET).

Tier II Readiness Self-Assessment

1. Obtain your most recent SET, TIC, and/or BoQ score.
   a. If less than a year old, use your most recent SET, TIC, and/or BoQ score.
   b. If more than a year old or if major changes have occurred with regard to SWPBS implementation in your school, administer the SET, TIC, and/or BoQ.

2. Enter your TIC, SET, or BoQ score.

3. Determine if you meet the Tier II criteria.

<table>
<thead>
<tr>
<th>Decision(s):</th>
<th>TIC/SET/BoQ score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Date administered:</td>
</tr>
</tbody>
</table>

- _____ Proceed with Tier II implementation
- _____ Develop action plan to improve Tier I implementation
- _____ Reconsider Tier II implementation at this time

STOP

>80% Implementation Fidelity Tier I
T2 Commitments

- School Principal has agreed to establish Tier II practices & supports?
- School Principal has agreed to attend training meetings?
- School Principal has agreed to direct financial and personnel resources toward implementation?
- School has established a specialized behavior support team (see next section)?
- School faculty members (>80%) have agreed to implement Tier I practices & systems to support Tier II implementation?
- School faculty members (>80%) have agreed to participate in Tier II implementation as needed?

If commitments haven't been confirmed (≥ "YES"), reconsider implementation of Tier II practices & systems.

STOP
Agreements/Commitments

- Principal & Tier II
- Principal & team meetings
- Principal & resources
- Staff & Tier I implementation
- Staff & Tier II implementation

Specailized Behavior Support Team

<table>
<thead>
<tr>
<th>Team Membership Self-Assessment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Function</td>
<td>Name of Person(s)</td>
<td>Position of Person(s)</td>
<td>If unfilled, Action Steps</td>
</tr>
<tr>
<td>Administration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tier II Coordination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior Support Speculation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Assessment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Res Leadership Team</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self Res Coaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Functions of Tier II Behavior Support Team

<table>
<thead>
<tr>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>Tier II coordination</td>
</tr>
<tr>
<td>Behavior support specialization</td>
</tr>
<tr>
<td>Data assessment</td>
</tr>
<tr>
<td>SWPBS leadership team</td>
</tr>
<tr>
<td>SWPBS coaching</td>
</tr>
</tbody>
</table>

## T2 Examples
Examples…

- “Behavior Education Program”
  - Fern Ridge Middle School, OR
- “Check-in Check-out”
  - Bethel School District, OR
- “H.U.G.”
  - Tualatin Elementary School, OR
- “Social Skills Club”
  - Missouri
- “Think Time”
  - University of Nebraska
- Behavioral Contracts
- Cognitive Behavioral Therapy
- Targeted social skills instruction

<table>
<thead>
<tr>
<th>Characteristics Behavior Support Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluent w/ SW (T1) &amp; CICO procedures</td>
</tr>
<tr>
<td>Respected positively by students &amp; adults</td>
</tr>
<tr>
<td>Effective communication skills</td>
</tr>
<tr>
<td>Consistent w/ task follow-through &amp; completion</td>
</tr>
<tr>
<td>Effective data decision making: student prog &amp; interv fidelity</td>
</tr>
<tr>
<td>Capacity to train others on CICO procedures</td>
</tr>
</tbody>
</table>
Example: FRMS Behavior Education Plan (BEP)

B.E.P. Features

- Tier I
- Identification & Referral
- Contract
- Team & Coordinator
- Data Collection & Decision Making
- Functional Assessment
FRMS Behavior Education Plan (BEP)
(Hawkin, Horner, & March, 2002)

Behavior Education Plan
Daily Progress Report

<table>
<thead>
<tr>
<th>Goals</th>
<th>1/5</th>
<th>2/6</th>
<th>3/7</th>
<th>HR</th>
<th>4/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be respectful</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be responsible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep Hand &amp; Feet to Self</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follow Directions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be There – Be Ready</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Fern Ridge Middle School Behavior Education Program (BEP)**  
(Hawken, Crone, March, & Horner, 2002)

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>BASIC CYCLE</th>
</tr>
</thead>
</table>
| • SW system of behavior support in place  
• Relatively small # (~10-20%) students not responding to SW  
• Need for efficient specialized support system | • Morning check-in  
• Prior to each period, give BEP to teacher  
• End of day check-out  
• Points tallied & reward  
• Copy of BEP form taken home & signed  
• Return signed copy next morning |

<table>
<thead>
<tr>
<th>IDENTIFICATION &amp; REFERRAL</th>
<th>CONTRACT</th>
</tr>
</thead>
</table>
| • Multiple office referrals  
• Recommendations by  
  • Teacher  
  • Parent  
• Time to action = 30 min to 7 days | • Agreement to succeed  
• Student  
• Parent  
• BEP coordinator  
• Teachers  
• Written (pref.) or verbal contract |

**ORGANIZATION & STRUCTURE**
- BEP Coordinator  
  • Chair BEP meetings, faculty contact, evaluation  
- BEP Specialist  
  • Check-in, check-out, meeting, data entry, graphs  
  • Coordinator + Specialist = 10 hrs/wk  
  • BEP meeting 40 min/wk  
  • Coordinator, specialist, sped faculty, related Services  
  • All staff commitment & training  
  • Simple data collection & reporting system.

**DATA COLLECTION FOR DECISION MAKING**
- Monitor BEP points earned each day  
- Office discipline referrals  
- Regular data use by BEP team

**FUNCTIONAL ASSESSMENT**
- Pre-functional assessment interview  
- Defines  
  • Problem behaviors  
  • Routines where problems most likely  
  • Hypothesis statement  
  • Triggers, behaviors, consequences  
  • Function
Importance of Functional Assessment in BEP

<table>
<thead>
<tr>
<th></th>
<th>DECREASE</th>
<th>NO CHANGE</th>
<th>INCREASE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Attention</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Peer Attention</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Escape</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>

Importance of Functional Assessment in BEP

<table>
<thead>
<tr>
<th></th>
<th>DECREASE</th>
<th>NO CHANGE</th>
<th>INCREASE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Peer Attention</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>Escape</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>TOTALS</td>
<td>6</td>
<td>10</td>
<td>8</td>
<td>24</td>
</tr>
</tbody>
</table>
HUG: Hello, Update, Goodbye

Pam Hallvik, Nancy Ferguson, & Sally Helton
Tigard-Tualatin Schools

### H.U.G.
(Hello, Update, Goodbye)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date: ____________________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please indicate whether the student has met the goal during the time period indicated:</td>
<td></td>
</tr>
<tr>
<td>Meets = 2 pts</td>
<td>So, so = 1 point</td>
</tr>
<tr>
<td>HUG Daily Goal</td>
<td></td>
</tr>
<tr>
<td>Teacher Comments: Please state briefly any specific behaviors or achievements that demonstrate the student’s progress.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>AM to Recess</th>
<th>AM Recess to Lunch</th>
<th>Lunch Recess</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Safe</td>
<td>☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
</tr>
<tr>
<td>Be Kind</td>
<td>☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
</tr>
<tr>
<td>Be Responsible</td>
<td>☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
</tr>
<tr>
<td>Total Points</td>
<td>☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
<td>☺ ☺ ☺ ☺ ☺ ☺ ☺</td>
</tr>
<tr>
<td>Teacher Initials</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent’s Signature: ____________________________
Parent’s Comments: ________________________________________________________________
**WHAT AND WHY?**

- The H.U.G. Program is a means to respond positively to students who need extra support with their behavior. On a daily basis, staff can teach them appropriate behaviors and provide them with opportunities to practice as they move from activity to activity. Additionally, the H.U.G. Program provides for reinforcement and positive attention from adults. The H.U.G Program also provides for daily communication between a student and his/her teacher and between the school and parents. Additionally, data is collected to determine whether the program is successful or whether changes need to be made.
- The H.U.G Program was designed to facilitate positive interactions between at-risk students and significant adults, teach good behavior skills, and provide a means for home-school communication. The H.U.G. check-in creates a safe space for these students; they come to trust and respect the adults who are consistently there for them. The program does not include negative consequences or punishment, just encouragement and positive attention. Parents are asked to provide reinforcement at home when the H.U.G goal is met and consistently offer feedback and encouragement to their sons or daughters.

**HOW?**

- The H.U.G. Program consists of a plan and process that allow students to:
  - Check-in with a significant adult before school
  - Carry a tracking form
  - Ask their teacher to rate their behavior
  - Check-out at the end of each day
  - Take the form home to parents
  - Return the H.U.G form the next morning

**“Hello” - Morning**

All H.U.G. students will check in at counselor’s office between 8:00 & 8:30 each morning. At that time they will receive following:
- Positive, sincere greeting
- Check to see if they are prepared for day (lunch ticket, materials, etc.)
- Check to learn how they are feeling (any morning conflicts?)
- Collection of returned H.U.G. form signed by parents
- Verbal reinforcement for returning signed form possibly accompanied by sticker or small reward
- New H.U.G. form
“Update” - During Day

Student: give H.U.G. form to his or her teacher on arrival to class
Teacher will rate student’s behavior at times indicated on form & offer brief, positive comment to student about rating.
Adults in other setting, such as PE, Music, & recess, etc., will complete ratings for time period they have students.

“Goodbye” - End of Day

• Students will return with their H.U.G. forms to counselor’s room at 2:25 each day:
• Students will again receive positive, sincere greeting
• Counselor or H.U.G. assistant will check to see whether student met his/her goal.
  – If so, student will receive small reward.
  – If not, student will receive encouragement to try again tomorrow along with problem-solving discussion of what they might do differently.
• Students will put their H.U.G. forms into their backpacks to take home to share with their parents.
• Parents are asked to also give positive feedback to their children. Parents then sign form & put it in student’s backpack for return to school.
### H.U.G. Participant Responsibilities

<table>
<thead>
<tr>
<th>H.U.G. Coordinator</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Facilitate the check-in and check-out process.</td>
<td>• Accept H.U.G. Report Form daily from students.</td>
</tr>
<tr>
<td>• Provide H.U.G. participants with positive, constructive feedback and small tangible rewards.</td>
<td>• Evaluate student behaviors and complete the form.</td>
</tr>
<tr>
<td>• Instruct involved staff members on the use of the HUG form.</td>
<td>• Offer constructive and positive feedback to students.</td>
</tr>
<tr>
<td>• Collect, summarize, and report H.U.G. data each week.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents of H.U.G. Participants</th>
<th>H.U.G. Student Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sign H.U.G. Contract Agreement.</td>
<td>• Follow all H.U.G. Program Guidelines.</td>
</tr>
<tr>
<td>• Provide positive and constructive feedback.</td>
<td>• GIVE IT YOUR BEST!!</td>
</tr>
<tr>
<td>• Communicate with the school when there are concerns or celebrations regarding the student’s behavior.</td>
<td></td>
</tr>
</tbody>
</table>

### H.U.G Program Contract Agreement

I have read the H.U.G. Team Members’ Responsibilities Form. I understand that my signature indicates that I am willing to participate in the H.U.G. Program and fulfill all my responsibilities.

- Student signature: ____________________ Date ______
- Parent(s) signature(s): ____________________ Date ______
- Teacher signature: ____________________ Date ______
- Administrator signature: ____________________ Date ______
- H.U.G. Coordinator signature: _____________ Date ______

Copies will be given to all H.U.G. participants. Thank you for your participation and support!!!
Tier 2 Intervention in Classroom: Check In Check Out

Fairbanks, Sugai, Guardino, & Lathrop
2007, Exceptional Children

“Responsiveness-to-Intervention

- Increasing intervention intensity based on responsiveness to effective interventions
- “Check In/Out” at classroom level
Classroom Practices & Systems Self-Assessment

Classroom Interventions and Supports Self-Assessment

1. The classroom is **physically designed** to meet the needs of all students. If yes, continue with self-assessment. If no, begin with 1.1 on the interactive map.
2. Classroom **routines** are developed, taught, and predictable. If yes, continue with self-assessment. If no, begin with 1.2 on the interactive map.
3. Three to five positive classroom **expectations** are posted, defined, and explicitly taught. If yes, continue with self-assessment. If no, begin with 1.3 on the interactive map.
4. Pks and active supervision practices are used proactively. If yes, continue with self-assessment. If no, begin with 1.4 on the interactive map.
5. Opportunities to respond are varied and are provided at high rates. If yes, continue with self-assessment. If no, begin with 1.5 on the interactive map.
6. Specific praise and other strategies are used to acknowledge behavior. If yes, continue with self-assessment. If no, begin with 1.6 on the interactive map.
7. Reminders are consistently given before a behavior might occur. If yes, continue with self-assessment. If no, begin with 1.7 on the interactive map.
8. The responses to misbehaviors in the classroom are appropriate and systematic. If yes, continue with self-assessment. If no, begin with 1.8 on the interactive map.
9. Data systems are used to collect information about classroom behavior. If yes on all, celebrate successes! Continually monitor, and make adjustments as needed.

Check In/Out Pt Card

Name____________________ Date ____________

<table>
<thead>
<tr>
<th>GOALS:</th>
<th>8:30</th>
<th>9:30</th>
<th>10:30</th>
<th>11:30</th>
<th>12:30</th>
<th>1:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. RESPECT OTHERS</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2. MANAGE SELF</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. SOLVE PROBLEMS RESPONSIBLY</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

Rating Scale

2 = Great
1 = Ok
0 = Goal Not Met

Goal _______ Pts Possible _______
Pts Received _______
% of Pts _______
Goal Met? Y N
Class B Results

Percent of Intervals Engaged in Problem Behavior

School Days

Class B Results + Composite Peers

Percent of Intervals Engaged in Problem Behavior
### Summary Statement of Problem Behavior Contingencies across Students

<table>
<thead>
<tr>
<th>Student</th>
<th>Setting Events</th>
<th>Antecedents</th>
<th>Behavior(s) of Interest</th>
<th>Consequences</th>
</tr>
</thead>
</table>
| Marcellus | N/A            | (a) Easy unstructured activities  
(b) Difficult math and writing tasks | (a) Out of seat & making faces  
(b) Talk outs, out of seat, & work not completed | (a) Peer attention  
(b) Escape work |
| Blair     | N/A            | Independent work time                                                      | Out of seat & talking to peers                               | Peer & adult attention                       |
| Ben       | N/A            | Teacher-led instruction  
When given direction.                                                          | Non-compliance, talk outs, making jokes                      | Peer & adult attention                       |
| Olivia    | Thinking about the loss of her sibling  
During teacher-led instruction | Playing with things, not looking at teacher, & not following directions     | Teacher attention                                           |                                               |
### Check-In Check-Out Features

- Increased positive adult contact
- Embedded social skills training
- Direct link to SW behavioral goals & expectations
- Frequent feedback
- Daily home-school communication
- Positive reinforcement linked to meeting behavioral goals

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**Increase Precision**

**Behavior Analytic Theory of Action**
# Functional Assessment Checklist for Teachers “FACTS”

**STEP 1:** Student/ Grade: _______ Clarence/ 5th grade _______ Date: January _______

Interviewer: _______ Sugai _______ Respondent(s): _______ Thomas _______

**STEP 2:** Student Profile: Please identify at least three strengths or contributions the student brings to school.

C. has leadership potential. Peers listened to him, and he can be very convincing and sincere. He is academically competent and seems to be moving smoothly and successfully through the school curriculum.

**STEP 3:** Problem Behavior(s): Identify problem behaviors

- Tardy
- Fight/physical Aggression
- Disruptive
- Theft
- Unresponsive
- Inappropriate Language
- Insubordination
- Vandalism
- Withdrawn
- Verbal Harassment
- Work not done
- Other

Describe problem behavior C. may have one of the shortest fuses I’ve seen. One little tease by a peer, and he quickly and predictably escalates through a behavioral sequence that begins with passive in subordination (non response), moves to a mild protest, shifts to harassment and name calling, increases to property damage and even to physical aggression. It’s interesting that he seems to enjoy the reactions he gets from peers that he aggresses toward, and from peers who look up to him for his aggressiveness.

**STEP 4:** Routine Analysis

<table>
<thead>
<tr>
<th>Schedule (Times)</th>
<th>Activity</th>
<th>Likelihood of Problem Behavior</th>
<th>Specific Problem Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>Waiting to enter building</td>
<td>Low 1 2 3 4 5 6</td>
<td>High</td>
</tr>
<tr>
<td>8:15</td>
<td>Advisory &amp; Planning</td>
<td>1 2 4 5 6</td>
<td>Mostly teasing and touching property of others. Doesn’t escalate much further</td>
</tr>
<tr>
<td>9:15</td>
<td>Language Arts</td>
<td>1 3 4 5 6</td>
<td>Occasional name calling/teasing</td>
</tr>
<tr>
<td>10:15</td>
<td>Recess</td>
<td>1 2 3</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>11:30</td>
<td>Math</td>
<td>1 3 4 5 6</td>
<td>Occasional teasing</td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>1 2 3 4 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>12:35</td>
<td>Earth Science</td>
<td>1 2 4 5 6</td>
<td>Minor verbal harassment</td>
</tr>
<tr>
<td>1:15</td>
<td>Art or Phy Ed</td>
<td>1 2 3 4 6</td>
<td>See escalation described above</td>
</tr>
<tr>
<td>2:00</td>
<td>Reading</td>
<td>1 2 3 4 5 6</td>
<td>Rarely a problem</td>
</tr>
<tr>
<td>2:50</td>
<td>Waiting for bus</td>
<td>1 2 3 4 6</td>
<td>See escalation described above</td>
</tr>
</tbody>
</table>
Fundamental Rule!

“You should not propose to reduce a problem behavior without also identifying alternative, desired behaviors person should perform instead of problem behavior”

O’Neill et al., 1997, p. 71
Competing Pathway Logic

- Setting Events
- Triggering Antecedents
- Maintaining Consequences

Pick alternative that is...

- Relevant (socially valid)
- Effective in being reinforced
- Easy to do (efficient)
- Under antecedent control

Acceptable Alternative
- More contextually relevant
- More effective in receiving consequence
- Easier to do
- More likely to be triggered

Compared to problem behavior, alternate behavior must be...
Summary Statement

Setting Events
Lack of peer contact in 30 minutes.

Triggering Antecedents
Do difficult math assignment.

Problem Behavior
Noncompliance, profanity, physical aggression,

Maintaining Consequence
Avoid task, remove from class.

Typical Consequence
Points, grades, questions, more work.

Desired Alternative
Do work w/o complaints.

Acceptable Alternative
Ask for break, ask for help.

Why is function important?
Because of competing stimulus control!!

Competing Behavior Pathway

Setting Events
Peer conflict

Triggering Antecedents
Teacher/peer request

Problem Behavior
Escalated profanity, physical aggression

Maintaining Consequence
Avoid request

Desired Alternative
Comply with request

Request completed

Desired Maintaining Consequence

Acceptable Alternative
Walk away

Caesar
Competing Behavior Pathway

Setting Events
None

Triggering Antecedents
Teacher Request

Problem Behavior
Eyes/head down on arms

Maintaining Consequence
Teacher directs request to another

Desired Alternative
Normal volume response

Desired Maintaining Consequence
Praise for task completion

Acceptable Alternative
Whisper response

Lisa

Summary Statement

Setting Events
Lack of peer contact in 30 minutes.

Triggering Antecedents
Do difficult math assignment.

Problem Behavior
Noncompliance, profanity, physical aggression,

Maintaining Consequences
Avoid task, remove from class.

Typical Consequence
Points, grades, questions, more work.

Desired Alternative
Do work w/o complaints.

Function

Acceptable Alternative
Ask for break, ask for help.
<table>
<thead>
<tr>
<th>Setting Event Manipulations</th>
<th>Antecedent Manipulations</th>
<th>Behavior Manipulations</th>
<th>Consequence Manipulations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange for peer interaction before math class</td>
<td>Introduce review type problem before difficult tasks</td>
<td>Teach options to problem behavior: 1. Ask for break 2. Ask for help 3. Turn in assignment as is. Teach missing math skills</td>
<td>Immediately reinforce entering class. Provide reinforcer w/in 1 min. of starting task (3 min., 5 min., 10 minutes) Give break &amp; help Sit with preferred peer when done</td>
</tr>
<tr>
<td>Provide positive adult contact</td>
<td>Remind of alternative behaviors</td>
<td>Do first problem together</td>
<td>Sit with preferred peer</td>
</tr>
<tr>
<td>Sit with preferred peer</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary Statement**

- **Setting Events**: Rides city bus
- **Triggering Antecedents**: Teacher corrects peers
- **Problem Behavior**: Profanity Verbal protests
- **Desired Alternative**: Ignore & problem solve later
- **Typical Consequence**: Delayed teacher attention
- **Maintaining Consequences**: Teacher attention
- **Function**: Acceptable Alternative  
  Discuss in private
Setting Event Manipulations
On days city bus ridden, check in with counselor to review days schedule & walk with counselor to classroom

Antecedent Manipulations
Give >3 positive acknowledgements per min. to peers during transitions.
Give private & quiet corrections to peers.
Remind J. of acceptable & desired replacement behaviors

Behavior Manipulations
Teach J. how, when, & where to express verbal protest, & how to walk away from problem situations in transitions.

Consequence Manipulations
When J. engages in problem behavior immediately disengage from him, & engage peers.
When J. engages in replacement behaviors provide adult attention (discussion)

COMPETING PATHWAYS

BEHAVIOR SUPPORT PLANNING
COMPETING PATHWAYS

Desired Alternative
- Do quiz without complaints.
- Discussion about answers & homework.
- Avoid doing quiz & homework discussion.

Maintaining Consequence
- Verbal protests, slump in chair, walks out of room.
- Avoids doing quiz & homework discussion.

BEHAVIOR SUPPORT PLANNING

Setting Events Manipulations

Antecedent Manipulations

Behavior Teaching

Consequence Modifications

Setting Events Manipulations

Antecedent Manipulations

Behavior Teaching

Consequence Modifications

COMPETING PATHWAYS

Setting Events

Triggering Antecedent
Daily ungraded quiz on previous night’s homework

Problem Behavior
Verbal protests, slump in chair, walks out of room

Acceptable Alternative
Turn in with name & sit quietly w/o interrupting.

Positive Reinforcement
+ Give time to review homework.
+ Give quiet time before starting.

Positive Reinforcement
+ Give easy “warm-up” task before doing quiz.
+ Precorrect behavior options & consequences.

Positive Reinforcement
- Teach options to problem behavior:
  1. Turn in blank
  2. Turn in w/ name
  3. Turn in w/ name & first item done.
  4. Turn in w/ name & 50% of items done.

Positive Reinforcement
- With first sign of problem behaviors, remove task, or request completion of task next period.
- Remove task based on step in task analysis (STO).
- Provide effective verbal praise & other reinforcers.
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