Individual Student Systems Evaluation Tool ^{Version 2.8}

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Individual Student Systems Evaluation Tool (ISSET)
Overview

The Individual Student Systems Evaluation Tool (ISSET) is a research tool designed to assess the implementation status of secondary (targeted) and tertiary (intensive) systems within a school. The ISSET consists of 35 items and is divided into three parts: foundations, targeted interventions, and individualized interventions. Questions in each of these parts are grouped into feature areas (e.g., commitment, implementation, assessment, etc.). A summary score is obtained for each of the three parts of the ISSET.

The table below depicts the three parts of the ISSET and corresponding feature areas. A sample graph summarizes the percent of features implemented for each of three parts. Each part has 2, 3, or 4 feature areas.
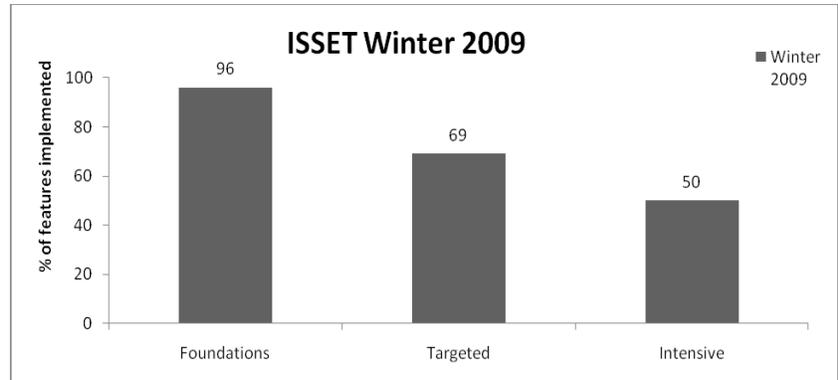
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ISSET Winter 2009

■ Winter 2009

(Y-axis: % of features implemented, 0 to 100)

- Foundations: 96
- Targeted: 69
- Intensive: 50

The ISSET is conducted by an external evaluator and takes approximately two to three hours to complete. Two data sources are used to score the ISSET: interviews and a review of permanent products/documented procedures. Interviews involve a) an administrator (approximately 15 minutes), b) behavior support team leader (approximately 30 minutes), and c) five staff members for 1 minute each.

The permanent product review requires the review of multiple documents outlining the procedures for interventions that provide students with additional social support. The permanent products might include:

- Documentation of the implementation status of school wide PBS,
- Meeting minutes for any team concentrating on student behavior,
- Description of targeted interventions that are available to students,
- At least two and up to five functional behavior assessments and behavior support plans
- Behavior Support Team Notebook and/or Procedures Manual
- Orientation/Training material for staff and volunteers on targeted interventions and/or Staff Handbook
- Job description for BST Leader showing FTE allocation for coordinating the targeted intervention
- Description of process for working with families or notification letter
- Decision rules for monitoring, modifying, or discontinuing the targeted intervention
- ODR Form

For a full sequence of activities required for completing the ISSET efficiently, refer to the ISSET Data Collection Protocol.

ISSET Data Collection Protocol

Completing the ISSET requires a sequence of four activities: 1) interviews, 2) permanent product review, scoring, and 3) summarizing the data. Begin data collection by conducting the ISSET interviews. At the end of the interviews, ask for the specified permanent products. Nineteen of the thirty-five questions require a review of permanent products. To increase efficiency gather permanent products prior to the ISSET data collector's visit. This requires an administrator and a behavior support team leader to gather documents before the ISSET administration date.

1. Schedule the ISSET
    a. Work around administrator and behavior support team leader availability
    b. Explain the written materials that you will want to review
    c. Determine steps for making the materials available when you arrive for interviews.

2. Conduct Interviews
    a. Administrator
    b. Behavior Support Team Leader
    c. Five Staff Members

3. Review Permanent Products
    a. Gathering materials
    b. Use materials for answering the ISSET evaluation questions

4. Complete the ISSET Scoring Guide
    a. Use completed interview questions and available permanent products to score each evaluation question as defined on the Scoring and Interview Matrix
    b. Use the data sources (completed interviews/permanent products) that are identified for each evaluation question when determining the score for each question

ISSET Interviews

<u>Introduction of ISSET to Administrator and Behavior Support Team Leader/PBS Coach</u>

Provide an overview of the ISSET and, if relevant {i.e. the school has used the SET}, of the difference between the SET and the ISSET.

- The SET is the School wide Evaluation Tool that measures the implementation status of SWPBS.

- The ISSET is the Individual Student Systems Evaluation Tool that measures the implementation status of programs for individual students

- The ISSET is organized in three parts
    - foundations needed for individual student systems
    - targeted or secondary interventions used for groups of students, and
    - intensive individualized student support.

- A <u>targeted intervention</u> is defined as an intervention designed for students who are not responding to universal interventions. These interventions are implemented in a similar manner for all students receiving it. Eligible students might need additional social, academic, and/or organizational support.

- An <u>intensive individual intervention</u> is defined as an intervention for students who need individualized behavior support.

"This conversation will focus on the individual student support systems in your school. Individual student support systems include targeted and individualized interventions that are available for students who need more support than the SW or Universal system provides. What questions do you have?"

Permanent Products to Collect and Review

Before ending the Administrator interview ask to review the following permanent products. Collect those products and then ask for any remaining materials from the Behavior Support Team Leader.

Permanent Products to Collect and Review		
Documentation	**Possible Data Sources**	**ISSET Question**
Status of SWPBS implementation	SET, TIC, BOQ	A2
ODR form categories	ODR Form	C2
Documentation showing how often the BST meets	BST meeting minutes	B2
Information showing that staff members and parents of students on targeted/intensive interventions are notified and kept current of their child's progress	Description of process for working with family or notification letter	D4, D5
Description of most commonly used targeted intervention	Procedures manual, BST notebook, staff handbook	E1
Orientation and training materials for staff, volunteers, substitutes and families on targeted intervention	Staff handbook, Training or orientation materials	E2
Job description showing FTE allocation for coordinating the targeted intervention	Coordinator job description	E3
Decision rules for monitoring, modifying, or discontinuing the targeted intervention	Decision-making matrix	F1
Functional Behavior Assessments and Behavior Support Plans	Student Files	G 1-2, H 1-2 & 4-6, I 1-2.

School _____   Date of Completion _____/_____/_____

ISSET Interview Questions
(ISSET Evaluation Question information)

ADMINISTRATOR INTERVIEW QUESTIONS

First let's talk about your team.

1) Do you have a team of two or more people at your school that receives requests for assistance, develops support plans and monitors intervention results? (B1)   Yes   No   if no, skip to question 2

    How often does this team meet? (B2) _____

    How often are you able to attend those meetings? (A1) _____

               (0= 0-24%, 1= 25%-49% of meetings, 2= 50% or more)

2) Is there someone identified as the coordinator of function-based support for all the students in your school? (A4)   Yes   No

    If yes, is that person on your school staff?   Yes   No   If yes, who is it?   _____

3) Is there a person(s) on, or available to, the school behavior support team who is trained to conduct functional behavioral assessments and lead a team in the use of functional behavioral assessment information to develop behavior support plans? (A5)   Yes   No

4) Is the number of students receiving targeted or intensive interventions and their overall progress reported to faculty? (D3) Yes   No

    If yes, how often? _____

Before ending the administrator interview check the list of permanent products on page 4 and collect and/or review any that he/she has available.

BEHAVIOR SUPPORT TEAM LEADER INTERVIEW QUESTIONS

Repeat the introduction if needed.

Let's talk about your Behavior Support Team and the processes associated with the team.

1) How many people are on the team and what are their roles in your school?

2) Is there a process for requesting assistance from the team for a student that may need extra behavior support? (C3) Yes No

    If yes, what is the process? _____

    (Get copy of Request for Assistance forms)

3) Have at least 4 of 5 of the most recent requests for assistance received support (meeting held or had an FBA conducted/started and/or intervention planned) within 10 school days of the request? (C4) Yes   No

4) Do any BST team members attend annual professional development training in targeted and intensive interventions? (B3)   Yes   No

    If so, how many?

5) When the team meets to complete an FBA, does the team include individuals with knowledge about:

    The student?   Yes   No

    The setting in which the problem behavior usually occurs?   Yes   No

    An understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? (G3)   Yes   No

    What about when the team meets to complete a BSP, does the team include individuals with knowledge about:

    The student?   Yes   No

    The setting in which the problem behavior usually occurs?   Yes   No

    An understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? (H3)   Yes   No

Now let's talk about Targeted and Intensive Interventions:

   A targeted intervention is defined as an intervention designed for students who are not responding to universal interventions. These interventions are implemented in a similar manner for all students receiving it. Eligible students might need additional social, academic, and/or organizational support.

   An intensive individual intervention is defined as an intervention for students who need individualized behavior support.

6) Does your school have any targeted interventions available to students who might need them? (E1)

    Yes   No   If yes, what are they? _____

    Do you have anything written down that describes these interventions?   Yes   No

        (If no, skip targeted interventions questions 7, 8, 18-21)

    Which one is most commonly used? _____ *(When referring to the school's targeted intervention for the remainder of the interview, use the name provided by the BST Leader.)*

7) In reference to (the most commonly used targeted intervention) (E1)   *(Get written information about this intervention to score for documentation.)*

   a. Is the intervention organized around SW expectations or SW academic goals?   Yes   No

   b. Is the intervention available for students to enter at any time?   Yes   No

   c. When students are identified for the intervention do they begin the intervention within 3 school days of determination?   Yes   No

   d. Do student assessment/progress data prompt the need for modification?   Yes   No

   e. Does the intervention include structured prompts for what to do during the day (relevant situations)?   Yes   No

   f. Do students on the intervention receive positive feedback from staff on a daily basis?   Yes   No

   g. Does the intervention include a weekly check-in with the student's family?   Yes   No

   h. Are orientation materials available for students entering the intervention?   Yes   No

   i. Are orientation materials available for staff/substitutes/volunteers that have students using the intervention?   Yes   No

   j. Do students using the intervention have daily opportunities to use their new skills?   Yes   No

   If yes, tell me about that process. Give me an example.

8) Who manages, coordinates and monitors the (most commonly used targeted intervention, their program name)? (E3)

   Does this person have formally allocated time apart from their other job responsibilities for this coordination?   Yes   No
   Is that documented in their job description? Yes   No

   If yes, ask to see the job description. (If yes, ask for a copy)

9) Are office discipline referral data reviewed and used to identify students who currently are not receiving an intervention but who might benefit from a targeted or intensive intervention? (C1) Yes   No

   If yes, how often? _____

10) Do you have a process for determining if a student begins a targeted intervention? (C5)   Yes   No

   If yes, tell me about the process.

   How about a process for determining if a student begins an intensive intervention?   Yes   No

   If yes, tell me about the process.

11) Do you monitor the outcomes for students receiving targeted or intensive behavior support? (D1)   Yes   No

   If yes, how often? _____

   Is that documented somewhere? Yes   No (If yes, ask to review)

12) If a behavior support plan focuses on a problem behavior that places a student or others at physical risk, does the team have a strategy for identifying risk and implementing a safety plan if needed? (H6) Yes   No *(see BSPs for documentation)*

13) Does a team (school-wide or BST) review data across all students across the school (e.g., ODR patterns, formative evaluation) to determine whether the school needs to develop or modify their existing targeted and intensive interventions? (D2)
   Yes   No

   If yes, how often? _____

14) Does the school-wide team monitor the number of students on targeted and/or individual supports? (A3)

   Yes   No   If yes, how often? _____

15) Once it has been determined that a student needs targeted and intensive support, is there a process for notifying *and* including family members? (D5) Yes   No

   If yes, is the process written down? _____

   Once an intervention has been implemented, do parents continue to receive information about their child's progress?

   Yes   No

16) Do you notify staff members involved with those students? (D4) Yes   No

   If yes, is the process written down?   Yes   No

   Once an intervention has been implemented, does staff continue to receive information about their student's progress?   Yes   No

17) How are decisions made about how to monitor and when to modify or discontinue a targeted intervention? (F1)

   _____

   Are there written decision rules or a process for how this happens?   Yes   No   (ask to review them)

18) How much time does the (most commonly used targeted intervention) require per day for instructional staff to implement/monitor (this refers to instructional staff who implement the program with students during the school day)? (E4) _____

19) How do you train or orient staff, volunteers, substitutes, students and families about the (most commonly used targeted intervention)? (E2) _____

   Do you have anything written down that describes this orientation or training? (E2)   Yes No   (ask to review it)

20) Does the team collect and review data at least once a year to evaluate that the (most commonly used targeted intervention) is being implemented as planned (with fidelity)? (F2) Yes   No

Before ending the Behavior Support Team Leader interview check the list of permanent products on page 4 and collect and/or review any that he/she has available.

STAFF MEMBER INTERVIEW QUESTION

Ask 5 randomly selected staff members the following question to answer ISSET question C3

To determine staff member agreement, use the Behavior Support Team Leader Interview Question #2

Give brief explanation of who you are and what you are doing:

   " Hi, my name is _____ and I work with _____and am conducting an assessment of the individual student systems in the school and would like to ask you a question."

Staff Member	1	2	3	4	5	Total Agrees
1. **What is the process used to request assistance for an individual student needing extra behavior support?**	Agree Disagree	Agree Disagree	Agree Disagree	Agree Disagree	Agree Disagree	

School (full name)_____   Date of Completion _____/_____/_____

District (full name) _____   State _____

Pre _____   Post _____

Individual Student Systems Evaluation Tool
(ISSET)
Scoring Guide

Part I: Foundations					
Feature	**Evaluation Question**	**Data Source** P=product I=interview		**Glossary**	**Corresponding Interview Question**	**Score: 0-2**
A. Commitment	1. Does the administrator regularly attend meetings focused on targeted or intensive interventions in the school? 0= 0-24%, 1= 25%-49% of meetings, 2= 50% or more	Administrator interview Other	I	Team (meetings): At least two people who meet regarding students receiving targeted or intensive supports (same two people). A targeted intervention is defined as an intervention designed for students who are not responding to universal interventions. These interventions are implemented in a similar manner for all students receiving it. Eligible students might need additional social, academic, and/or organizational support. An intensive individual intervention is defined as an intervention for students who need individualized behavior support.	How often are you able to attend those meetings? _____	
	2. Do summary scores on an assessment of fidelity of the universal level of SWPBS (e.g., SET, TIC, BoQ) indicate that the universal level is in place and is implemented with fidelity? SET & TIC 　0= 0%-49%, 1= 50%-79%, 2= 80%-100% BoQ 　0= 0%-39%, 1= 40%-69%, 2= 70%-100%	SET, TIC, BOQ or equivalent measure. Other	P	SET: School-wide Evaluation Tool TIC: Team Implementation Checklist BoQ: Benchmarks of Quality		

Part I: Foundations

Feature	Evaluation Question	Data Source P=product I=interview		Glossary	Corresponding Interview Question	Score: 0-2
	3. Does the BST Leader report that the school-wide team monitors the number of students receiving targeted and/or intensive supports on at least a monthly basis? 0= no, 1= yes, but less than monthly, 2= yes	Behavior support team leader interview	I	SWPBS Team: The team that monitors implementation of the universal level of school-wide PBS. BST: Behavior team that meets regarding students receiving targeted or intensive supports.	Does the school-wide team monitor the number of students on targeted and/or individual supports? Yes No If yes, how often? _____	
	4. Can the administrator identify a person(s) who is coordinating targeted and intensive interventions across all students in the school? (0= no, 1= identified, but works outside of the school, 2= identified and on school staff)	Administrator interview Other	I	Coordinating: Summarizing outcomes graphically and reviewing progress at least every other week and making data-based decisions about student progress. Works outside the school: An itinerant position—not in the school full-time.	Is there someone identified as the coordinator of function-based support for all the students in your school? (Yes No If yes, is that person on your school staff? Yes No If yes, who is it?	
	5. Is there a person(s) on, or available to, the school behavior support team who is trained to conduct functional behavioral assessments and lead a team in use of functional behavioral assessment information to develop behavior support plans? (0=no, 2= yes)	Administrator interview Other	I		Is there a person(s) on, or available to, the school behavior support team who is trained to conduct functional behavioral assessments and lead a team in the use of functional behavioral assessment information to develop behavior support plans? Yes No	
B. Team Based Planning	1. Is there a team that receives requests for behavioral assistance, monitors behavior support plans, and monitors intervention results? (0= no, 2= yes)	Administrator interview Other	I	Team (meetings): At least two people who meet regarding students receiving targeted or intensive supports (same two people).	Do you have a team of two or more people at your school that receives requests for assistance, develops support plans and monitors intervention results? Yes No	
	2. Do meeting minutes/meeting schedule reflect that the behavior support team meets at least monthly? (0= no, 2= yes)	Behavior support team meeting minutes Other	P		How often does this team meet?	

Part I: Foundations

Feature	Evaluation Question	Data Source P=product I=interview		Glossary	Corresponding Interview Question	Score: 0-2
	3. Does the behavior support team leader report that at least 50% of behavior support team members attend annual professional development training in targeted and intensive interventions? (0= none attend., 1= less than 50%, 2 = yes	Behavior support team leader interview Other	I	A <u>targeted intervention</u> is defined as an intervention designed for students who are not responding to universal interventions. These interventions are implemented in a similar manner for all students receiving it. Eligible students might need additional social, academic, and/or organizational support. An <u>intensive individual intervention</u> is defined as an intervention for students who need individualized behavior support.	Do any BST team members attend annual professional development training in targeted and intensive interventions? Yes No If so, how many?	
C. Student Identification	1. Does the behavior support team leader report that office discipline referral (ODR) patterns are regularly used to identify individual students who might benefit from a targeted or intensive intervention? (0= no, 1= yes, but less than monthly, 2= yes, scheduled review, at least monthly)	Behavior support team leader interview Other	I	<u>Who reviews ODRs</u>: The SWPBS Team or BST could do this screening.	Are office discipline referral data reviewed and used to identify students who currently are not receiving an intervention but who might benefit from a targeted or intensive intervention? Yes No If yes, how often? _____	
	2. Does the ODR form have preliminary FBA information: (a) time, (b) location, (c) behavior (d) administrative decision, (e) possible motivation, and (f) others involved? (0= 0-2 items, 1= 3-4 items, 2= 5-6 items)	ODR form Other	P			
	3. Does at least 80% of staff asked (at least 5) agree with the team leader on the process for requesting behavioral assistance? (0= less than 50%, 1= 51-79%, 2= 80% or higher)	Behavior support team leader interview and staff interviews Other	I		Is there a process for requesting assistance from the team for a student that may need extra behavior support? Yes No If yes, what is the process? *(Get copy of Request for Assistance forms*) Staff Question: What is the process used to request assistance for an individual student needing extra behavior support?	

Part I: Foundations

Feature	Evaluation Question	Data Source P=product I=interview		Glossary	Corresponding Interview Question	Score: 0-2
	4. Does the BST Leader report that least 4 of 5 of the most recent requests for assistance received support (meeting held or had an FBA conducted/started and intervention planned) within 10 school days of the request? (0= no or 1, 1= 2-3 of most recent requests for assistance, 2= yes)	Behavior support team leader interview or Other	I	Clarification: FBA and intervention may be in process and incomplete.	Have at least 4 of 5 of the most recent requests for assistance received support (meeting held or had an FBA conducted/started and intervention planned) within 10 school days of the request?	
	5. Does the BST leader report that a consistent process is used to decide whether a student should receive a specific targeted intervention or an FBA and an intensive intervention? (0= no, 1= targeted or intensive only, 2= both)	Behavior support team leader interview Other	I		Do you have a process for determining if a student begins a targeted intervention? Yes No How about a process for determining if a student begins an intensive intervention? Yes No	
D. Monitoring & Evaluation	1. Is there documentation that the progress of all students on targeted or intensive interventions is reviewed by the BST at least monthly? (0= no 1= less than monthly or verbal report only 2= at least monthly)	Behavior support team leader interview and Team meeting minutes Other	I P		Do you monitor the outcomes for students receiving targeted or intensive behavior support? Yes No If yes, how often? _____ Is that documented somewhere? Yes No *If yes, ask to review documentation.*	
	2. Does a team (school-wide or BST) review data across all students in the school (e.g., ODR patterns, formative evaluation) at least three times per year to assess whether the school needs to develop new targeted interventions, or modify existing targeted and intensive interventions? 0= no, 1= yes, but less then three times per year, 2= yes	Behavior support team leader interview	I		Does a team (school-wide or BST) review data across all students across the school (e.g., ODR patterns, formative evaluation) to determine whether the school needs to develop or modify their existing targeted and intensive interventions? - Yes No If yes, how often? _____	

Part I: Foundations

Feature	Evaluation Question	Data Source P=product I=interview		Glossary	Corresponding Interview Question	Score: 0-2
	3. Does the administrator report that the number of students receiving targeted or intensive interventions and their overall progress is reported to faculty at least 3 times a year? (0= no, 1=1-2 times a year, 2=yes)	Administrator interview Other	I		Is the number of students and their status as a group reported to the entire faculty? Yes No If yes, how often? _____	
	4. Is there a documented process for notifying staff members involved with students needing targeted or intensive behavior support? (0= no 1= yes, initial contact is documented but staff are not informed of on-going progress/outcomes, 2= yes)	Behavior support team leader interview Staff handbook and/or process description Other	I P	Documented Process: Something written in the staff handbook or BST handbook	Do you notify staff members involved with those students? Yes No If yes, is the process written down? Yes No Once an intervention has been implemented, does staff continue to receive information about their student's progress? Yes No	
	5. Is there a documented process for notifying and routinely updating family members when a student needs targeted and intensive behavior support? (0= no documentation 1=yes, initial contact documented to obtain consent but family members are not informed of /included in on-going progress/ outcomes, 2= yes	Behavior support team leader interview Parent notification letter/form and/or process description Other	I P	Documented Process: Something written in the staff handbook or BST handbook.	Once it has been determined that a student needs targeted or intensive support, is there a process for notifying and including family members? Yes No If yes, is the process written down? _____ Once an intervention has been implemented, do parents continue to receive information about their child's progress? Yes No	

Part II: Targeted Interventions

Feature	Evaluation Question	Data Source P=product	I=interview	Glossary	Corresponding Interview Question	Score: 0-2
E. Implementation	1. Is it documented that the most commonly used targeted intervention include 80% of implementation features as defined on the Targeted Intervention Implementation Feature Checklist? (0= 0-49% features, 1= 50%-79% features, 2= 80%-100% features)	Targeted intervention feature checklist & written program description Behavior support team leader interview	I P	Targeted Intervention Implementation Feature Checklist ❑ Is the intervention organized around SW expectations or SW academic goals? Yes No ❑ Is the intervention available for students to enter at any time? Yes No ❑ When students are identified for the intervention do they begin the intervention within 3 school days of determination? Yes No ❑ Do student assessment/progress data prompt the need for modification? Yes No ❑ Does the intervention include structured prompts for what to do during the day (relevant situations)? Yes No ❑ Do students on the intervention receive positive feedback from staff on a daily basis? Yes No ❑ Does the intervention include a weekly check-in with the student's family? Yes No ❑ Are orientation materials available for students entering the intervention? Yes No ❑ Are orientation materials available for staff/substitutes/volunteers who have students using the intervention? Yes No ❑ Do students using the intervention have daily opportunities to use their new skills? Yes No	Does your school have any targeted interventions available to students who might need them? Yes No If yes, what are they? Do you have anything written down that describes these interventions? Yes No Which one is most commonly used? _____ *Use their name for the program for the interview.* In reference to (the most commonly used targeted intervention) Get written information about this intervention to score for documentation and use the Targeted Intervention Implementation Feature Checklist to score	
	2. Are training and orientation procedures for the most commonly used targeted intervention documented for staff, volunteers, substitutes, students, and families? (0= no, 1= training and orientation occurs, but not documented 2= yes)	Behavior support team leader interview Training & orientation materials	I P		How do you train or orient staff, volunteers, substitutes, students and families about the (most commonly used targeted intervention)? Do you have anything written down that describes this orientation or training? Yes No (ask to review it)	

Part II: Targeted Interventions

Feature	Evaluation Question	Data Source P=product I=interview		Glossary	Corresponding Interview Question	Score: 0-2
	3. Does the most commonly used targeted intervention have dedicated FTE (set-aside time apart of their other job responsibilities) allocated for managing, coordinating, and monitoring the intervention? (0= no, 1= yes, but not documented, 2= documented in a written job description)	Behavior support team leader interview & coordinator job description for most commonly used targeted intervention Other	I P		Who manages, coordinates and monitors the (most commonly used targeted intervention, their program name)? Does this person have formally allocated time apart from their other job responsibilities for this coordination? Yes No Is that documented in their job description? Yes No If yes, ask to see the job description.	
	4. Does the behavior support team leader report that the most commonly used targeted intervention requires no more than 10 min per day from any instructional/supervisory staff (other than people who coordinate, implement, or manage the program)? (0= requires more than 30 min, 1= requires 11-29 min, 2= requires 10 min or less)	Behavior support team leader interview Other	I		How much time does the (most commonly used targeted intervention) require per day for instructional staff to implement/monitor (this refers to instructional staff who implement the program with students during the school day)? _____	
F. Evaluation & Monitoring	1. Are there documented decision rules for monitoring, modifying, or discontinuing the targeted intervention for a student? (0=no, 1= decision rules exist, but not documented, 2=yes)	Behavior support team leader interview Decision-making matrix Other	I P		How are decisions made about how to monitor and when to modify or discontinue a targeted intervention? Are there written decision rules or a process for how this happens? Yes No (ask to review them)	
	2. Does the team gather data at least annually to evaluate fidelity of implementation of the most commonly used targeted intervention? (0= no, 2=yes)	Behavior support team leader interview Other	I		Does the team collect and review data at least once a year to evaluate that the (most commonly used targeted intervention) is being implemented as planned (with fidelity)? Yes No	

Part III: Intensive Individualized Interventions

Feature	Evaluation Question	Data Source		Glossary	Corresponding Interview Question	Score: 0-2
G. Assessment	1. Do at least two, but no more than 4, randomly chosen functional behavior assessments (written within the past academic school year) include an operational definition of problem behavior that is observable and countable? (0=no, 1= in at least one plan, 2= yes)	Written FBA summary/ BSP Other	P	<u>Operational Definition of Problem Behavior</u>: What the student says or does.		
	2. Do at least two, but no more than 4, randomly chosen functional behavior assessments (written within the past academic school year) include a statement that indicates the problem behavior, events that trigger the problem behavior (antecedent), and events that maintain the problem behavior (consequence)? (0= no, 1= in at least one plan, 2= yes)	Written FBA summary/ BSP Other	P	<u>Antecedents:</u> events in the setting that trigger the problem behavior <u>Consequences</u> and events in the setting that maintain the problem behavior.		
	3. When a team meets to complete an FBA, does the team include individuals with knowledge about a) the student, b) the setting in which problem behavior most often occurs, and c) an understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? (0= 0-1 feature 1= 2 features 2= yes, all three features)	Behavior support team leader interview Other	I		When the team meets to complete an FBA, does the team include individuals with knowledge about: 1. The student? Yes No 2. The setting in which the problem behavior usually occurs? Yes No 3. An understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? Yes No	

Part III: Intensive Individualized Interventions

Feature	Evaluation Question	Data Source		Glossary	Corresponding Interview Question	Score: 0-2
H. Implementation	1. Do at least two, but no more than 4, randomly chosen behavior support plans (written within the past academic school year); include a statement that indicates the problem behavior, events that trigger the problem behavior (antecedents), and events that maintain the problem behavior (consequences)? (0= no, 1 = in at least one plan, 2= yes)	Written Behavior Support Plans Other	P	<u>Antecedents:</u> events in the setting that trigger the problem behavior <u>Consequences</u> and events in the setting that maintain the problem behavior.		
	2. Do at least two, but no more than 4, randomly chosen behavior support plans, (written within the past academic school year) include a statement that identifies at least one strategy for preventing the problem behavior? (0= no, 1= in at least one plan, 2= yes)	Written Behavior Support Plans Other	P			
	3. When a team meets to complete a BSP, does the team include individuals with knowledge about a) the student, b) the setting in which problem behavior most often occurs, and c) an understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? (0= 0-1 feature 1= 2 features 2= yes, all 3 features)	Behavior support team leader interview Other	I		When the team meets to complete an BSP, does the team include individuals with knowledge about: The student? Yes No The setting in which the problem behavior usually occurs? Yes No An understanding of functional behavior assessment and building behavior support plans linked to the functional behavior assessment? Yes No	
	4. Do at least two, but no more than 4, randomly chosen behavior support plans, (written within the past academic school year) include at least one strategy for minimizing reinforcement of problem behavior (e.g. extinction)? (0= no, 1 = in at least one plan, 2= yes)	Written Behavior Support Plans Other	P	Minimizing reinforcement of problem behavior: (e.g., extinction, redirection, consistent response)		

		Part III: Intensive Individualized Interventions				
Feature	**Evaluation Question**	**Data Source**		**Glossary**	**Corresponding Interview Question**	**Score: 0-2**
	5. Do at least two behavior support plans, (written within the past academic school year) include at least one strategy for reinforcing the use of the desired/alternative behaviors? (0= no, 1 = in at least one plan, 2= yes)	Written Behavior Support Plans Other _____	P			
	6. If a behavior plan focuses on a problem behavior that places the student or others at physical risk, do at least two plans (written in the past year) include procedures for preventing physical harm to self or others? 0 = risk exists and no procedures defined, 1 = two plans with risk exist and one indicates plan for preventing harm, 2 = two plans with risk exist and both include plans for preventing harm, or plans with risk not reviewed but behavior support team coordinator indicates that team has strategy for identifying risk and implementing a safety plan if needed.	Written Behavior Support Plans Other _____	I P		If a behavior support plan focuses on a problem behavior that places a student or others at physical risk, does the team have a strategy for identifying risk and implementing a safety plan if needed? Yes No *(see BSPs for documentation)*	
I. Evaluation and Monitoring	1. Do at least two, but no more than 4, randomly chosen behavior support plans (written within the past academic school year) include a system for assessing the fidelity with which the plan of support is being implemented, at least twice a month? (0= no, 1 = in at least one plan and/or less frequently than twice a month 2= yes)	Written Behavior Support Plans Other _____	P			
	2. Do at least two, but no more than 4, randomly chosen behavior support plans (written within the past academic school year) include a system for assessing the impact of the plan on student outcomes at least twice a month? (0= no, 1 = in at least one plan and/or less frequently than twice a month 2= yes)	Written Behavior Support Plans Other _____	P			

Targeted Intervention Implementation Feature Checklist
ISSET Evaluation Question E1.

1. Use this checklist to answer the evaluation question in E1:

Does the most commonly used targeted intervention include 80% of implementation features as defined on the Targeted Intervention Implementation Feature checklist?

2. Using the definition below, ask the behavior support team leader what targeted interventions exist at the school and which one is the most commonly used targeted intervention. List the targeted interventions identified by the team leader and score each one below. Use the most commonly used targeted intervention to score ISSET question E1.

<u>Targeted Intervention Defined:</u> **A targeted intervention is an intervention designed for students who are not responding to universal interventions. These interventions are implemented in a similar manner for all students receiving it. These students typically need additional social, academic, and/or organizational support.**

School: _____ Date: _____	Targeted Intervention 2 = documented, 0= not included				
Critical Features	Most Commonly Used Intervention				
1. Intervention is linked directly to school wide expectations or school wide academic goals.	2 0	2 0	2 0	2 0	2 0
2. Intervention is continuously available for student participation.	2 0	2 0	2 0	2 0	2 0
3. Intervention is implemented within 3 school days of determination that the student should receive the intervention.	2 0	2 0	2 0	2 0	2 0
4. Intervention can be modified based on assessment and/or outcome data.	2 0	2 0	2 0	2 0	2 0
5. Intervention includes structured prompts for 'what to do' in relevant situations.	2 0	2 0	2 0	2 0	2 0
6. Intervention results in student receiving positive feedback from staff.	2 0	2 0	2 0	2 0	2 0
7. Intervention includes a school-home communication exchange system at least weekly	2 0	2 0	2 0	2 0	2 0
8. Orientation materials provide information for a student to get started on the intervention	2 0	2 0	2 0	2 0	2 0
9. Orientation materials provide information for staff/substitutes/volunteers that have students using the intervention.	2 0	2 0	2 0	2 0	2 0
10. Opportunities to practice new skills are provided daily	2 0	2 0	2 0	2 0	2 0
Total Points					

Intensive Individualized Interventions Features Checklist

Use for scoring ISSET Part III, Questions G 1-2, H 1-2 & 4-6, I 1-2.

FBA includes	Plan #1	Plan #2	Total yes's
1. An operational definition of problem behavior(s) that is observable & countable. (G1)	Y N	Y N	
2. A statement about the relation between events that precede (trigger) problem behavior and/or events that follow and maintain the behavior (G2)	Y N	Y N	

Behavior Support Plans include	Plan #1	Plan #2	Total yes's
1. An operational definition of problem behavior (or attached FBA that included the operational definition). (G1)	Y N	Y N	
2. A statement about the relation between FBA results and the BSP. (H1)	Y N	Y N	
3. A statement that that identifies at least one strategy for preventing the problem behavior. (H2)	Y N	Y N	
4. At least one strategy for minimizing reinforcement of problem behavior. (H4)	Y N	Y N	
5. At least one strategy for reinforcing the use of the desired/alternative behaviors. (H5)	Y N	Y N	
6. A statement that identifies a safety plan for preventing physical harm to self or others. (H6)	Y N N/A	Y N N/A	
7. A formal and regular (at least twice a month) system for assessing the fidelity with which the plan of support is being implemented. (I1)	Y N	Y N	
8. A formal and regular (at least twice a month) system for assessing the impact of the plan on student outcomes. (I2)	Y N	Y N	

Scoring the ISSET

Summarize ISSET Scores

1. ISSET results are summarized as a percent of features implemented score for each of the three parts
2. Calculate a percent implemented for each feature area
   a. Use the summary score template at the end of the scoring guide to record the total number of points for each feature area.
   b. Convert each feature area to a percent implemented score by dividing the total points received by the total possible points for that feature area.
   c. Calculate a percent implemented for each of the three parts
   d. For each of the three parts, calculate the percent of percents
      i. Total the percentages for the feature areas in each part
      ii. Divide the total percent received by the total number of feature areas within that part
         1. Part I has four feature areas
         2. Part II has two feature areas
         3. Part III has three feature areas

	Foundations	Targeted	Intensive
Feature Area Implementation Scores	A = /10 = %	E = /8 = %	G = /6 = %
	B = /6 = %	F = /4 = %	H = /12 = %
	C = /10 = %		I = /4 = %
	D = /10 = %		
Summary Score for each ISSET Part	Total %'s & divide by 4 Part I:	Total %'s & divide by 2 Part II:	Total %'s & divide by 3 Part III:

Share Summary Scores

1. Create two graphs
   a. A graph with the percent implemented for each of the nine feature areas
   b. A graph with the percent implemented for each of the three parts
   c. Prepare a brief written explanation of the data focusing on the things that the school is doing well and have in place as well as the areas where some revisions may strengthen the existing procedure(s).
   d. Ideally, share the information with the team when they meet to review the status and Action Plan for the future.