

LEAST
RESTRICTIVE
BEHAVIORAL
INTERVENTIONS

LRBI

Technical Assistance Manual

SEPTEMBER 2015

*Positive Behavioral
Supports & Selection of
Least Restrictive
Behavioral Interventions*

Acknowledgements

Utah created the **Least Restrictive Behavior Interventions (LRBI)** in 1992, and in 2014 appointed a multidisciplinary statewide task force to revise the **Least Restrictive Behavioral Interventions Technical Assistance Manual**. School districts and charter schools staffs, parents, and other stakeholders have found the document useful and requested that an update of the LRBI to provide guidance for both general and special education students.

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I INTRODUCTION

I-A PURPOSE OF THE LRBI GUIDELINES

Schools face a growing challenge in meeting both the academic and behavioral needs of all students. To be effective and demonstrate positive educational outcomes with diverse student populations, schools need to implement a continuum of both academic and behavioral supports and interventions (Horner et al., in press; Lassen, Steele, and Sailor, 2006; Luiselli, Putnam, Handler, and Feinburg, 2005).

The primary purpose of this LRBI document is to provide guidance and information in creating successful behavioral systems and supports within Utah's public schools. Supportive school discipline is a systemic constellation of programs and practices that promote positive behaviors while preventing negative or risky behaviors. Utah's school systems aim to create a safe learning environment that enhances all students' outcomes. Such systems are designed in accordance with state and federal law, board rules, and local education agency (LEA) policies governing behavioral procedures for students from preschool through high school. Most of the laws, rules, and policies apply to all students and are explained first in each section. Those that apply only to some students, usually those with identified disabilities, are addressed in the next section.

This document is a recommended practices technical assistance and a description of required state and federal educational policies/rules for behavior-related services consistent with the IDEA – Public Law 108-446, Utah Code Annotated (UCA), and Utah State Board of Education (USBE) Rules.

Each section of this document contains figures and resource boxes. These are designed to point out additional resources and provide specific examples or step-by-step instructions for designing and implementing particular behavioral supports across multiple levels of both school systems and students' needs.



II STATE AND FEDERAL LAWS, RULES, & POLICIES RELATED TO STUDENT CONDUCT

LAWS, RULES, & POLICIES: ALL STUDENTS

These state and federal laws and USBE rules and policies for discipline and behavior-related issues apply to all students in public schools in Utah and are in place at this time.

<http://www.schools.utah.gov/law/Administrative-Rules.aspx> ;

<http://www.utah.gov/government/utahlaws.html>

(Table 1)

II-A STANDARDS FOR STUDENT CONDUCT & DISCIPLINE POLICIES		
UTAH CODE	USB E RULE	CONTENT
53A-11a-301	R277-613	Bullying and Hazing; Bullying, cyber-bullying, harassment, hazing, and retaliation policy.
53A-11-901	R277-609	Public school discipline policies. Basis of the policies. Enforcement.
53A-11-902	R277-609	Conduct and discipline policies and procedure.
53A-11-910		Disruptive student behavior.
II-B PREVENTION OF CONDUCT PROBLEMS		
UTAH CODE	USB E RULE	CONTENT
53A-11-901	R277-609	Public school discipline policies – Basis of the policies – Enforcement. (Standards for plan content).
53A-11-901	R277-609-3	Public school discipline policies – Basis of the policies – Enforcement. (Responsibility for plan development).
53A-11-906		Alternatives to suspension or expulsion. (Prevention methods).
53A-11-906	R277-514-4	Utah Effective Teaching Standards.
53A-15-1301	R277-620-3	Youth suicide prevention programs required in secondary schools – State Board of Education to develop model programs – Reporting requirements. (Suicide prevention program).
II-C INTERVENTIONS FOR MISCONDUCT		
UTAH CODE	USB E RULE	CONTENT
53A-11-901	R277-609-4	Public school discipline policies – Basis of the policies – Enforcement. (Plan implementation).
53A-11-902	R277-609-3	Conduct and discipline policies and procedures. (Intervention procedures).
53A-11-906		Alternatives to suspension and expulsion.
53A-11-903		Suspension and expulsion procedures – Notice to parents – Distribution of policies. (Disruptive student behavior).
53A-15-1301	R277-620-3	Youth suicide prevention programs required in secondary schools – State Board of Education to develop model programs – Reporting requirements. (Suicide intervention and postvention program and services).

II — LAWS, RULES, & POLICIES RELATED TO STUDENT CONDUCT

(Table 1 Cont'd)

II-D GROUND FOR DISCIPLINARY ACTION INCLUDING REMOVAL FROM SCHOOL		
UTAH CODE	USBE RULE	CONTENT
53A-11-101	R277-613	Bullying, cyber-bullying, harassment, hazing, and retaliation.
53A-11-105	R277-607	Taking custody of a person believed to be a truant minor – Disposition – Receiving centers – Reports – Immunity from liability. (Truancy).
53A-11-806		Defacing or injuring school property – Student's liability – Voluntary work program alternative. (Defacing or injuring school property).
53A-11-904	R277-609	Grounds for suspension or expulsion from a public school.
53A-11-908	R277-613-5	Extracurricular activities – Prohibited conduct – Reporting of violations – Limitation of liability. (Extracurricular Activities / Prohibited conduct).
53A-11-910	R277-609-3	Disruptive student behavior.
II-E CONSEQUENCES OF MISCONDUCT		
UTAH CODE	USBE RULE	CONTENT
53A-11-101.7	R277-607	Truancy – Notice of truancy – Failure to cooperate with school authorities – Habitual truant citation. (Habitual truancy citation).
53A-15-301		Behavior reduction intervention exception for students with disabilities.
53A-11a-402		Bullying and Hazing – Other forms of legal redress. (Criminal consequences of bullying).
53A-11-802	R277-608	Prohibition of corporal punishment – Use of reasonable and necessary physical restraint or force.
53A-11-805		Behavior reduction intervention which is in compliance with Section 76-2-401 and with state and local rules adopted under Section 53A-15-301 is excepted from this part.
53A-11-903	R277-609-5	Suspension and expulsion procedures – Notice to parents – Distribution of policies.
53A-11-904		Grounds for suspension or expulsion from a public school. (Weapons violations).
53A-11-904		Grounds for suspension or expulsion from a public school. (Admission to a school).
53A-11-905	R277-609	Delegation of authority to suspend or expel. Procedure for suspension and readmission.
53A-11-906	R277-609-3	Alternatives to suspension and expulsion.
53A-11-907		Student suspended or expelled – Responsibility of parent or guardian – Application for students with disabilities.
53A-11-910		Disruptive student behavior. (Court Involvement).
II-F PARENTAL NOTIFICATION		
UTAH CODE	USBE RULE	CONTENT
	R277-609-4	Notice of conduct and discipline policies.
53A-11-904	R277-609-6	Parent/guardian notification and court referral.
53A-11a-203	R277-620-3	Parental notification of certain incidents and threats required. (Suicide threats and bullying).
53A-11-401-3		Student use of controlled substances, alcohol, and drug paraphernalia.
53A-11-903	R277-609-5	Suspension and expulsion procedures – Notice to parents – Distribution of policies. (Notice to parents of suspension or expulsion).
53A-11-910 Title IX.E.2. Section 9532	R277-483-4	Disruptive student behavior. (Consequences). Persistently dangerous schools (Title IX.E.2. Section 9532).

(Table 1 Cont'd)

II-G TRAINING FOR STAFF, STUDENTS, PARENTS & VOLUNTERS		
UTAH CODE	USBE RULE	CONTENT
53A-11-904	R277-609-3	LEA responsibility to develop plans.
53A-11a-201	R277-613	Bullying, cyber-bullying, harassment, hazing, sexual battery, and sexual exposure prohibited.
53A-11a-401	R277-613	Bullying and Hazing – Training, education, and prevention.
53A-11-603-9	R277-500	Teacher licensing-suicide prevention training.
53A-11-908	R277-609-3	Extracurricular activities. Prohibited conduct. Reporting of violations Limitation of liability.
53A-15-1301	R277-620-3	Youth suicide prevention programs required in secondary schools – State Board of Education to develop model programs – Reporting requirements. (Suicide prevention training for staff, parents, and students).
53A-15-1301	R277-411	Youth suicide prevention programs required in secondary schools – State Board of Education to develop model programs – Reporting requirements. (Youth protection – related issues).
II-H EVALUATION & REPORTING		
UTAH CODE	USBE RULE	CONTENT
53A-11-101.7	R277-607	Truancy – Notice of truancy – Failure to cooperate with school authorities – Habitual truant citation. (Habitual truancy citation).
53A-15-301		Behavior reduction intervention exception for students with disabilities.
53A-11a-402		Bullying and Hazing – Other forms of legal redress. (Criminal consequences of bullying).
53A-11-802	R277-608	Prohibition of corporal punishment – Use of reasonable and necessary physical restraint or force.
53A-11-805		Behavior reduction intervention which is in compliance with Section 76-2-401 and with state and local rules adopted under Section 53A-15-301 is excepted from this part.
53A-11-903	R277-609	Suspension and expulsion procedures – Notice to parents – Distribution of policies.
53A-11-904		Grounds for suspension or expulsion from a public school. (Weapons violations).
53A-11-904		Grounds for suspension or expulsion from a public school. (Admission to a school).
53A-11-905	R277-609	Delegation of authority to suspend or expel. Procedure for suspension and readmission.
53A-11-906	R277-609-3	Alternatives to suspension and expulsion.
53A-11-904	R277-609-4	Implementation - data collection ESIs.
53A-11-907		Student suspended or expelled – Responsibility of parent or guardian – Application for students with disabilities.
53A-11-910		Disruptive student behavior. (Court Involvement).

II-A STANDARDS FOR STUDENT CONDUCT & DISCIPLINE POLICIES

(R277-609; R277-613; 53A-11-901; 53A-11-902; 53A-11-910; 53A-15-301; 53A-11a-301)

The Utah Legislature and the USBE recognize that every student in public schools should have the opportunity to learn in an environment which is safe, conducive to the learning process, and free from unnecessary disruption. Student and classroom management and school discipline are addressed in both Utah Code and USBE Rule.

Comprehensive Plan for Student Conduct

School districts and charter schools in Utah are required to develop and implement a comprehensive plan or policy regarding student conduct that is clearly written and enforced. The LEA must involve staff, students, parents, and the community council in both policy development and training.

Each plan must contain the definitions of relevant terms in UCA 53A-11-910. The comprehensive plan is a set of written policies and procedures that addresses the issues in the table below.

(Table 2)

Comprehensive Plan for Student Conduct

- Standards for student behavior expectations for both school and classroom management.
- Systematic methods for reinforcement of expected behaviors.
- Strategies for adult supervision.
- Abuse and use of alcohol and controlled substances by students.
- Gang prevention and intervention strategies.
- Defining, prohibiting, and intervening in bullying, cyber-bullying, harassment, hazing, and retaliation.
- Standards for dealing with students who cause disruption in the classroom, on school grounds, on school vehicles, or in connection with school-related activities or events.
- Use of reasonable and necessary physical restraint or force in dealing with disruptive students.
- Imposition of disciplinary sanctions, including suspension and expulsion.
- Notice to parents, students, and staff of the conduct standards, policies and procedures.
- Ongoing staff development program related to each of the components above.
- Uniform methods for annual school level data-based evaluations of efficiency and effectiveness of the plan.
- Standards and procedures for emergency safety interventions.

The policies and procedures regarding bullying shall align with school harassment and hazing policies, complement safe and drug-free school policies, and include strong responsive action against retaliation. They must also include student assessment of prevalence of bullying in various locations in the schools.

The behavior management and discipline plan shall also contain directions to schools for dealing with students who are disruptive.

This includes determining the range of behaviors and establishing the continuum of administrative procedures that may be used by school personnel to address the behavior of habitually disruptive students, as well as identifying by position individuals designated to issue notices of disruptive student behavior. Standards for documentation of such behavior prior to referral to juvenile court are also part of the plan.

II-B PREVENTION OF CONDUCT PROBLEMS

(R277-609; R277-609-3; R277-620; R277-514-4; 53A-11-901; 53A-11-901; 53A-11-906; 53A-15-1301)

Standards for Plan Content (R277-609)

Each LEA shall set standards for student behavior expectations for both school and classroom management and establish systematic methods for reinforcement of expected behaviors.

Prevention Methods (53A-11-906)

The State Superintendent, along with school districts, schools, and charter schools, shall research methods of motivating and providing incentives to students that directly and regularly reward or recognize appropriate behavior.

Teaching and Learning Environments

(Utah Effective Teaching Standards) (R277-514-4)

The USOE has published standards that describe what teaching and learning look like in public schools. These standards align closely with USBE rules regarding student conduct and instruction on behavior expectations, as well as with the need for orderly learning environments.

(Table 3)

Utah Effective Teaching Standards

Standard 2: Learning Differences

- Understands individual learner differences and holds high expectations of students.
- Designs, adapts, and delivers instruction to address each student's diverse learner strengths and needs.

Standard 3: Learning Environments

- Develops learning experiences that engage and support students as self-directed learners who internalize classroom routines, expectations, and procedures.
- Uses a variety of classroom management strategies to effectively maintain a positive learning environment.

USOE Utah Effective Teaching Standards

(<http://www.schools.utah.gov/cert/Educator-Effectiveness-Project/DOCS/Teacher-Standards-Foldout.aspx>)

Suicide Prevention (R277-620-3)

Each LEA shall implement youth suicide prevention programs for students in secondary grades, including grade 6, if grade 6 is part of

a secondary grade model, and grades 7-12. The programs shall include components provided in UCA 53A-15-1301(2).

II-C INTERVENTIONS FOR MISCONDUCT

(R277-609; R277-620; 53A-11-901; 53A-11-902; 53A-11-903; 53A-11-906; 53A-15-1301)

Plan Implementation (R277-609-4; 53A-11-901)

When there is a violation of the code of conduct, the school district, school or charter school must implement the comprehensive plan for intervention with the student(s) involved.

Intervention Procedures (R277-609-3; 53A-11-902)

The conduct and discipline policies of the LEA must include procedures for the development of remedial discipline plans for students who cause disruption in the classroom, on school grounds, in school vehicles, or in connection with school-related activities or events. The plan shall address staff development on effective intervention strategies. Each school district, school, and charter school shall develop, use, and monitor a continuum of intervention strategies to assist students whose behavior in school repeatedly falls short of reasonable expectations. Schools shall use effective, evidence-based interventions matched to student needs prior to administrative referral.

Alternatives to Suspension and Expulsion (53A-11-906)

A school representative shall provide to a parent of a school-age minor a list of resources available to assist the parent in resolving the school-age minor's disruptive student behavior problem. A local school board or governing board of a charter school shall establish procedures for a school counselor or other designated school representative to work with a qualifying minor who engages in disruptive student behavior in order to attempt to resolve the minor's disruptive student behavior problems before the qualifying minor becomes subject to the jurisdiction of the juvenile court as provided for under this section.

Disruptive Student Behavior Assistance (53A-11-910)

The conduct and discipline policies of the LEA must include procedures for the development of remedial discipline plans for students who cause disruption in the classroom, on school grounds, in school vehicles, or in connection with school-related activities or events. The plan shall address staff development on effective intervention strategies. Each school district, school, and charter school shall develop, use, and monitor a continuum of intervention strategies to assist students whose behavior in school repeatedly falls short of reasonable expectations. Schools shall use effective, evidence-based interventions matched to student needs prior to administrative referral.

Suicide Intervention and Postvention (R277-620-3; 53A-15-1301)

School districts, schools, and charter schools shall implement a youth suicide prevention program to include youth suicide intervention and postvention for family, students, and faculty. The USOE, in collaboration with the Department of Health— State Division of Substance Abuse and Mental Health (DSAMH)—and the state suicide prevention coordinator, shall establish model youth suicide prevention programs for LEAs that include training and resources addressing prevention of youth suicides, youth suicide intervention, and postvention for family, students and faculty.

II-D GROUNDS FOR DISCIPLINARY ACTION INCLUDING REMOVAL FROM SCHOOL

(R277-607; R277-609; R277-613; R277-613; 53A-11-105; 53A-11-806; 53A-11-904; 53A-15-301; 53A-11-904; 53A-11-908; 53A-11-910(3))

Grounds for Suspension or Expulsion (R277-609; 53A-11-904)

A student may be suspended or expelled from a public school for any of the following reasons:

- Frequent or flagrant willful disobedience, defiance of proper authority, or disruptive behavior, including the use of foul, profane, vulgar, or abusive language;
- Willful destruction or defacing of school property;
- Behavior or threatened behavior which poses an immediate and significant threat to the welfare, safety, or morals of other students or school personnel or to the operation of the school;
- Possession, control, or use of an alcoholic beverage;
- Possession, control, or use of a drug or controlled substance, an imitation controlled substance, or drug paraphernalia;
- Behavior which threatens harm or does harm to the school or school property, to a person associated with the school, or property associated with that person, regardless of where it occurs; or
- Possession or use of pornographic material on school property.

A student shall be suspended or expelled from a public school for any of the following reasons:

- Any serious violation affecting another student or a staff member, or any serious violation occurring in a school building, in or on school property, or in conjunction with any school activity, including:
- Possession, control, or actual or threatened use of a real weapon, explosive, or noxious or flammable material;
- Actual or threatened use of a look-alike weapon with intent to intimidate another person or to disrupt normal school activities; or
- Sale, control, or distribution of a drug or controlled substance, an imitation controlled substance, or drug paraphernalia; or
- Commission of an act involving the use of force or the threatened use of force which, if committed by an adult, would be a felony or class A misdemeanor.

Students of any age may be suspended consistent with due process and with all requirements of IDEA 2004.

Disruptive Student Behavior (R277-609-3; 53A-11-910(3))

It is unlawful for a school-age minor to engage in disruptive student behavior. A qualifying minor is subject to the jurisdiction of the juvenile court if the qualifying minor:

- i Engages in disruptive student behavior that does not result in suspension or expulsion at least six times during the school year, and
- ii-a Engages in disruptive student behavior that does not result in suspension or expulsion at least three times during the school year, and
- ii-b Engages in disruptive student behavior that results in suspension or expulsion at least once during the school year; or
- iii Engages in disruptive student behavior that results in suspension or expulsion at least twice during the school year.

Defacing or Injuring School Property (53A-11-806)

A student who willfully defaces or injures school property may be suspended or otherwise disciplined. The school district or charter school may decide to withhold grades or diploma, or to implement a voluntary work alternative to paying for damages.

Truancy (R277-607)

Local school boards and charter school boards must have truancy policies that establish programs and meaningful incentives which promote regular, punctual student attendance. The policies must include definitions of approved school activity and excused absence to be provided locally, and criteria and procedures for preapproval of extended absences.

Habitual truant citations may be issued to students. The LEA must including procedures by which school-age minors or their parents may contest notices of truancy and have an opportunity to appeal disciplinary measures.

Extracurricular Activities Prohibited Conduct (R277-613; 53A-11-908)

LEA policies must prohibit these types of conduct while in the classroom, on school property, and during school-sponsored activities regardless of the location or circumstance: foul, abusive, or profane language, illicit use, possession or distribution of controlled substances, drug paraphernalia, electronic cigarettes, alcoholic beverages, or tobacco; hazing, demeaning, or assaultive behavior, including physical violence; restraint, improper touching, inappropriate exposure of body parts, and forced ingestion of any substance, or acts that would constitute a crime against a person. The building administrator will take action and report to the superintendent or charter school director.

Bullying (R277-609; 53A-11a-301)

Bullying conduct, including cyber-bullying, harassment, hazing, and retaliation, must be addressed in LEA policies. These also include prohibition of retaliation against a person who reports prohibited behavior under this code, making a false report of bullying, cyber-bullying, harassment, hazing, or retaliation. A formal disciplinary action may not be based solely on an anonymous report of the prohibited behaviors.

II-E CONSEQUENCES OF MISCONDUCT

(R277-6-7; R277-608; R277-609; 53A-11-101.7; 53A-15-301; 53A-11a-402; 53A-11-802; 53A-11-805; 53A-11-903; 53A-11-904; 53A-11-905; 53A-11-906; 53A-11-907; 53A-11-910)

Delegation of Authority to Suspend or Expel (53A-11-905)

A local board of education may delegate to any school principal or assistant principal within the school district the power to suspend a student in the principal's school for up to 10 school days. A governing board of a charter school may delegate to the chief administrative officer of the charter school the power to suspend a student in the charter school for up to 10 school days.

The board may suspend a student for up to one school year or delegate that power to the district superintendent, the superintendent's designee, or chief administrative officer of a charter school. The board may expel a student for a fixed or indefinite period, provided that the expulsion shall be reviewed by the district superintendent or the superintendent's designee and the conclusions reported to the board, at least once each year.

Procedures for Suspension and Readmission (53a-11-903-5; 53A-11-905)

If a student is suspended, a designated school official shall notify the parent or guardian of the student of the following without delay:

- a that the student has been suspended;
- b the grounds for the suspension;
- c the period of time for which the student is suspended; and
- d the time and place for the parent or guardian to meet with a designated school official to review the suspension.

A suspended student shall immediately leave the school building and the school grounds following a determination by the school of the best way to transfer custody of the student to the parent, guardian, or persons authorized by the parent or legal authority.

A suspended student may not be readmitted to a public school until:

- i the student and the parent or guardian have met with a designated school official to review the suspension and agreed upon a plan to avoid recurrence of the problem; or
- ii in the discretion of the principal or chief administrative officer of a charter school, the parent or guardian of the suspended student and the student have agreed to participate in such a meeting.

A suspension may not extend beyond 10 school days unless the student and the student's parent or guardian have been given a reasonable opportunity to meet with a designated school official and respond to the allegations and proposed disciplinary action.

Parent or Guardian Responsibility for Student Suspended or Expelled (53A-11-907)

If a student is suspended or expelled from a public school for more than 10 school days, the parent or guardian is responsible for undertaking an alternative education plan which will ensure that the student's education continues during the period of suspension or expulsion.

The parent or guardian shall work with designated school officials to determine how that responsibility might best be met through private education, an alternative program offered by or through the district or charter school, or other alternative which will reasonably meet the educational needs of the student. The parent or guardian and designated school official may enlist the cooperation of the Division of Child and Family Services (DCFS), the juvenile court, or other appropriate state agencies to meet the student's educational needs.

Costs for educational services which are not provided by the school district or charter school are the responsibility of the student's parent or guardian. Each school district or charter school shall maintain a record of all suspended or expelled students and a notation of the recorded suspension or expulsion shall be attached to the individual student's transcript.

The district or charter school shall contact the parent or guardian of each suspended or expelled student under the age of 16 at least once each month to determine the student's progress.

Alternatives to Suspension and Expulsion (53A-11-906)

Each local school board or governing board of a charter school shall establish:

- Policies providing that prior to suspending or expelling a student for repeated acts of willful disobedience, defiance of authority, or disruptive behavior which are not of such a violent or extreme nature that immediate removal is required, good faith efforts shall be made to implement a remedial discipline plan that would allow the student to remain in school; and
- Alternatives to suspension, including policies that allow a student to remain in school under an in-school suspension program or under a program allowing the parent or guardian, with the consent of the student's teacher or teachers, to attend class with the student for a period of time specified by a designated school official.

If the parent or guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the conduct and discipline policies of the district or the school.

The parent or guardian of a suspended student and the designated school official may enlist the cooperation of the DCFS, the juvenile court, or other appropriate state agencies, if necessary, in dealing with the student's suspension.

Application for Students with Disabilities (53A-11-907)

The sections of the UCA described here apply to students with disabilities to the extent permissible under applicable federal law, regulation, or USBE Rules. If application of any of these requirements to a student with a disability is not permissible, the responsible school authority shall implement other actions consistent with the conflicting law or regulation which shall most closely correspond to these requirements. The relevant federal laws, regulations, and USBE Rules are detailed on pages 15-17 of this document.

Court Involvement (53A-11-910)

When implementing school administrative and juvenile court referral consequences, LEA policies shall:

- Provide procedures for qualifying minors and their parents to participate in decisions regarding consequences for disruptive student behavior.
- Provide notices of disruptive behavior issued by the school to qualifying minor(s) and parent(s) consistent with the number of disruptions.
- Provide timelines and school and community resources available, to assist parents in resolving disruptive student behavior.
- Address cooperation with the appropriate juvenile court in accessing student school records, including attendance, grades, behavioral reports, and other available student school data.
- Provide due process procedures for minors and parents to contest allegations and citations of disruptive student behavior.
- For any suspension or expulsion process that results in court involvement (after an LEA receives information from the courts that disruptive student behavior will result in court action), conduct and provide a formal written assessment of habitually disruptive students.

Criminal Consequences of Bullying, Hazing, or Retaliation (53A-11a-402)

Nothing in the code prohibits a victim of bullying, cyber-bullying, harassment, hazing, or retaliation from seeking legal redress under any other provisions of civil or criminal law.

Habitual Truancy Citation (R277-607; 53A-11-101.7)

A local school board or charter school governing board may authorize a school administrator, a designee of a school administrator, a law enforcement officer acting as a school resource officer, or a truancy specialist to issue notices of truancy to school-age minors who are at least 12 years old. The board shall establish a procedure for a school-age minor, or the school-age minor's parents, to contest a notice of truancy. The notice of truancy described in may not be issued until the school-age minor has been truant at least five times during the school year, and may not be issued to a school-age minor

who is less than 12 years old. The notice shall direct the school-age minor and the parent of the school-age minor to meet with school authorities to discuss the school-age minor's trancies to cooperate with the school board, local charter board, or school district in securing regular attendance by the school-age minor, and shall be mailed to, or served on, the school-age minor's parent.

Prohibition of Corporal Punishment; Use of Reasonable and Necessary Physical Restraint or Force (R277-608; 53A-11-802)

A school employee may not inflict or cause the infliction of corporal punishment upon a student who is receiving services from the school, unless written permission has been given by the student's parent or guardian to do so. This does not prohibit the use of reasonable and necessary physical restraint or force in self-defense or otherwise appropriate to the circumstances to:

- a Obtain possession of a weapon or other dangerous object in the possession or under the control of a student;
- b Protect the student or another person from physical injury;
- c Remove from a situation a student who is violent or disruptive;
- or
- d Protect property from being damaged.

An employee may be subject to civil or criminal action in the case of corporal punishment that would not be reasonable discipline.

Behavior Reduction Exception for Students with Disabilities (53A-15-301; 53A-15-805)

Specific guidelines for students with disabilities are contained in this LRBI. Limitations on use of force and restraint are needed in compliance with state code regarding student with disabilities. Behavior reduction intervention in compliance with state and local special education rules is exempted from 53A-11-802 above.

Admission to a School (53A-11-904)

A student may be denied admission to a public school on the basis of having been expelled from the current school or any other school during the preceding 12 months.

II-F PARENTAL NOTIFICATION

(R277-483-4; R277-609-4; R277-620-3; R277-609-5; Title IX.6.2.Section 9532; 53A-11a-203; 53A-11a-401, 403; 53A-11-903; 53A-11-910)

Notice of Policies (R277-609-4)

The comprehensive plan for student conduct must include provisions for parents, students, and staff to be notified of the contents of the plan.

Resources (R277-609-4)

LEA policies shall provide for notice to parents and information about resources available to assist parents in resolving school-age minor's disruptive behavior.

R277-609-6

If a crisis situation occurs and an emergency safety intervention is used, a school shall immediately notify a student's parent or guardian.

Disruptive Student Behavior (53A-11-910-4)

A local school board or governing board of a charter school shall authorize a school administrator or a designee of a school administrator to issue notices of disruptive student behavior to qualifying minors and establish a procedure for a qualifying minor, or a qualifying minor's parent, to contest a notice of disruptive student behavior.

Suspension or Expulsion (53A-11-903)

Discipline policies shall include a procedure directing public schools to notify the custodial parent and, if requested in writing by a noncustodial parent, the noncustodial parent, of the suspension and expulsion of, or denial of admission to a student.

Suicide Threat and Bullying (R277-620-3; 53A-11a-203)

Parents must be notified of:

- A student's threat to commit suicide and
- An incident of bullying, cyber-bullying, harassment, hazing, or retaliation involving the parent's child.

Student Use of Controlled Substances or Alcohol (53A-11-401-403)

The designated educator, upon receiving a report of a prohibited act from an educator related to controlled substances, alcohol, or drug paraphernalia, shall immediately report the violation to the student's parent or legal guardian and may report the violation to an appropriate law enforcement agency or official. The designated educator may not disclose to the student or to the student's parent or legal guardian the identity of the educator who made the initial report.

Persistently Dangerous Schools**(R277-483-4; Title IX.E.2.Section 9532)**

Persistently dangerous school status is applied when a school has at least three percent of the student body (based on the October 1 count) which has been expelled, as defined by this rule, in each of three consecutive school years for:

- 1 Violent criminal offenses, as defined in this rule, that occurred on school property or at school sponsored activities; or
- 2 Federal gun-free school violations.

If a school is in the persistently dangerous category, parents must be notified.

II-G TRAINING FOR STAFF, STUDENTS, PARENTS & VOLUNTEERS

(R277-411; R277-613; R277-609-3; 53A-11a-201; 53a-11a-401; 53A-11-603-9; 53A-11-908; 53A-15-1301)

Behavior Strategies (R277-609-3)

LEAs must have an ongoing staff development program related to development of student behavior expectations, effective instructional practices for teaching and reinforcing behavior expectations, effective intervention strategies, and effective strategies for evaluation of the efficiency and effectiveness of interventions.

R277-609-3

LEA policies shall include procedures for ongoing training of appropriate school personnel in crisis intervention training and emergency safety interventions.

Bullying and Hazing (R277-613; 53A-11a-101-102; 53A-11-301-302; 53A-11-401-402)

As school districts and charter schools implement policies to define, prohibit, and intervene in bullying, including cyber bullying, training must take place. The systematic training shall provide:

- 1 Staff and student training on awareness and intervention skills such as social skills training;
- 2 Staff training on awareness and intervention skills related to bullying;
- 3 Trainings for students, parents, and school staff about overt aggression, relational aggression, and bullying based on protected classes of students; and
- 4 Specific training for students, staff, and volunteers on:
 - Overt aggression that may include physical fighting such as punching, shoving, kicking, and verbally threatening behavior, such as name calling, or both physical and verbal aggression or threatening behavior;
 - Relational aggression or indirect, covert, or social aggression, including rumor spreading, intimidation, enlisting a friend to assault a child, and social isolation;
 - Prohibitions against bullying or hazing of a sexual nature or with sexual overtones; and cyber-bullying, including use of e-mail, web pages, text messaging, instant messaging, three-way calling or messaging, or any other electronic means for aggression inside or outside of school.

Extracurricular Activities (53A-11-908)

Prior to any student or employee or volunteer coach participating in a public school sponsored athletic program, both curricular and extracurricular, or extracurricular club or activity, a student or coach shall participate in bullying and hazing prevention training. Student athletes and extracurricular club members shall be informed of prohibited activities and notified of potential consequences for violation of the law or the rule or both. School districts and charter schools that offer athletics shall provide annual training to all new students and new employees and require refresher training for all students and employees at least once every three years. Training curriculum outlines, training schedules, and participant lists or signatures shall be maintained by each school or school district and provided to the USOE upon request.

Youth Protection-Related Issues (R277-411; M53A-15-1302(2))

A local school board or governing board of a charter school shall authorize a school administrator or a designee of a school administrator to issue notices of disruptive student behavior to qualifying minors and establish a procedure for a qualifying minor, or a qualifying minor's parent, to contest a notice of disruptive student behavior.

Suicide Prevention Training (53A-6-104)

Suicide prevention training is required for licensed employees. The required training consists of one hour covering the identification of students who may be at risk, steps that teachers and other licensed personnel can take to ensure that students get help, and resources for educators. The second hour covers an overview and discussion of LEA-specific suicide prevention protocols and practices. Licensed personnel must have this training once in each licensing cycle.

II-H EVALUATION & REPORTING**(R277-609-3; R277-607-3; R277-620; 53A-3-602.5; 53A-11-101; 53A-15-1301; Public Law 107-110)****Attendance and Truancy (R277-607-3)**

Local school boards and charter school boards shall annually review attendance data and consider revisions to policies to encourage student attendance.

Discipline Plan Effectiveness (R277-609-3)

School districts, schools, and charter schools shall have uniform methods for at least annual school-level data-based evaluations of efficiency and effectiveness of their student conduct and discipline plans.

R277-609-4

An LEA shall have procedures for the collection, maintenance, and periodic review of documentation or records of the use of emergency safety interventions at schools within the LEA. The Superintendent shall define the procedures for the collection, maintenance, and review of records. In addition, the LEA shall provide documentation of any school, program, or LEA's use of emergency safety interventions to the Superintendent annually.

Suicide Prevention Programs (R277-620-3)

School districts, schools, and charter schools shall provide necessary reporting information for the Board's report on the coordination of suicide prevention programs and seminar program implementation to the Legislature's Education Interim Committee.

Discipline reporting (53A-3-602-5)

School districts and charter schools must collect and report electronically incidents of student discipline that result in suspension, expulsion, and court referrals.

II-I LAWS, RULES, & POLICIES: STUDENTS WITH DISABILITIES

The Utah Code and State Rules summarized in the previous section and related to conduct and consequences, including suspension or expulsion, apply to students with disabilities to the extent permissible under applicable law or regulation (53A-11-907.5). Additional state and federal laws and regulations and USBE Rules, including Special Education Rules (SER), apply to students with disabilities as defined under ADA, Section 504, and the IDEA.

(Table 4)

FEDERAL LAW/REGULATIONS		CONTENT
A- ACCESS TO FACILITIES & PROGRAMS		
P.L. 101-350		Americans with Disabilities Act (ADA) (1990).
B- CIVIL RIGHTS OF STUDENTS WITH DISABILITIES		
P.L. 93-132		Section 504 of the Vocational Rehabilitation Act of 1973.
C- EDUCATIONAL RIGHTS OF STUDENTS WITH DISABILITIES		
P.L. 108-446		Individuals with Disabilities Education Improvement Act (IDEA). (2004, 2007); 34 CFR 300.1-300.818; 53A-11-907.5

Utah Code	USBE Rules	Content
P.L. 93-132		Education programs for students with disabilities.
	R277-750	Supervision of programs for students with disabilities by USBE.

Fed. Reg.	Spec. Ed. Rules	Content
§300.324 (a) (2) (i); §300.530 (d)	SER III.I.b (5) (a-d); V.C	Behavior interventions.
§300.530 (a-c)	SER V.B.1-4	Authority of school personnel.
§300.536	SER V.D	Change of Placement.
§300.530 (d)	SER V.C	Services during Removal.
§300.530 (e-f)	SER V.E. 1-4	Manifestation Determination.
§300.530 (g)	SER V.E.5	Special Circumstances.
§300.530 (h)	SER V.F	Notice to Parents.
§300.531	SER V.G	Determination of Setting.
§300-532-533	SER VH-I	Appeals and Placement during Appeals.
§300.534	SER V.J	Students Not Yet Determined Eligible For Special Education.
§300.535	SER V.K	Referral to Law Enforcement and Judicial Authorities.

A- ACCESS TO FACILITIES & PROGRAMS (P.L. 101-350)

The ADA ensures access to public buildings and public programs for all persons, including students, parents, and the public. The requirements include adaptations for physical access, as well as other accommodations such that persons with disabilities may participate in events. As examples, schools, LEAs, and regional facilities must provide a way for students and the public who may use mobility devices of various kinds to enter and exit buildings safely. Activities

of the LEA, such as performances, board meetings, athletic activities, and parent conferences, must be made accessible to people who have sensory impairments. Other activities and venues must be accessible to persons with various disabilities that might be barriers to access methods for at least annual school-level data-based evaluations.

B- CIVIL RIGHTS OF STUDENTS WITH DISABILITIES (P.L. 93-132)**Discrimination in Discipline for Students with Disabilities (P.L. 93-132)**

Section 504 is a civil rights or anti-discrimination law that provides that a student with a disability who has been found eligible for accommodations and services must be treated equitably with students with no disabilities. Each school district, school, and charter school must ensure that students with disabilities under Section 504 who engage in violations of the student code of conduct are not inappropriately punished or disciplined for reasons related to their disability. Students with disabilities must not be disciplined more harshly or more frequently than similarly situated students without disabilities for the same infractions.

Under Section 504 and Title II, students with disabilities may not be punished or disciplined for behavior that is caused by or is a manifestation of their disabilities (see detailed discussion of manifestation determination under section C below). Schools must hold a hearing before suspending a student with a disability for more than 10 cumulative days during a school year (United States Department of Education, Office for Civil Rights [OCR], 2012).

C- EDUCATIONAL RIGHTS OF STUDENTS WITH DISABILITIES (R277-750; USBE SER V.A-K; P.L. 108-446; 34 CFR §300.1-300.818; 53A-15-301; 53A-11-907.5)**Behavior Interventions (§300.324(a)(2)(i); SER III.I.b(5)(a-d); §300.530(d); SER V.C)**

When a student's behavior impedes the student's learning or that of others, the Individualized Education Program (IEP) team must consider the use of positive behavioral interventions and supports and other strategies to address that behavior. The team must refer to this document for information on research-based intervention procedures. When a student violates the code of conduct and the resulting removal is a change of placement, the student must also, as appropriate, be provided with a functional behavior assessment (FBA) and behavioral intervention services and modifications that address the behavior violation so that it does not recur.

Authority of School Personnel (§300.530(a-c); SER V.B.1-4)

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with other requirements, is appropriate for a student with a disability who violates a code of student conduct.

Change of Placement (§300.536; SER V.D)

A change of placement occurs if a removal is for more than 10 consecutive school days, or a series of removals constitutes a pattern because the removals total more than 10 days in a school year; because the behavior is substantially similar to the behavior in previous incidents that resulted in removal; and because of other factors such as the length of each removal, the total time of the removals, and the proximity of the removals to one another. The LEA determines if a pattern of removals constitutes a change of placement.

Services During Removal (§300.530(d); SER V.C)

When a removal is a change of placement, a student with a disability must continue to receive educational services so as to participate in the general curriculum and to progress toward the IEP goals. The student must also, as appropriate, be provided with a functional behavior assessment (FBA) and behavioral intervention services and modifications that address the behavior violation so that it does not recur. The services may be provided in an Interim Alternative Educational Setting (IAES).

The LEA is only required to provide services during removals that are not a change of placement to the extent that such services are provided to students with no disabilities that have been similarly removed. If a removal occurs after removals of 10 other days in the school year, and the current removal is for less than 10 days and is not a change of placement, then school personnel, including at least one teacher, determine the extent to which services are needed.

Manifestation Determination (§300.530(e-f); SER V.E.1-4)

Placement during removal depends on whether the misconduct was a manifestation of the student's disability as determined by the IEP team. The student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine (1) If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or (2) If the conduct in question was the

direct result of the LEA's failure to implement the IEP. If the conduct in question was a manifestation, the student is returned to the placement in which the misconduct occurred, unless the IEP team makes a decision to change the placement. The IEP and any behavior intervention plan (BIP) must be reviewed and revised if the team determines that is appropriate. If the student did not have a BIP, the team must conduct an FBA and develop a BIP to prevent the misconduct from reoccurring. If the conduct in question is not a manifestation of the student's disability, the LEA may remove the student to an alternate placement as long as he/she receives services needed for a FAPE after the tenth day of removal.

Special Circumstances (§300.530(g); SER V.E.5)

School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is a manifestation of the student's disability if the behavior falls under the definition of special circumstances. Special circumstances are when a student engages in any of the following conduct at school, on school premises, or at a school function: carrying a weapon or possessing a weapon; knowingly possessing or using illegal drugs, or selling or soliciting the sale of a controlled substance; or inflicting serious bodily injury upon another person.

Notice to Parents (§300.530(h); SER V.F)

On the date a decision is made to make a removal that is a change of placement because of a violation of the student code of conduct, the LEA must notify the parents of that decision and provide the procedural safeguards notice.

Determination of Setting (§300.531; SER V.G)

The student's IEP Team determines the IAES for services if the behavior that results in the removal is (1) not a manifestation of the disability, (2) a change of placement, or if (3) the behavior falls under "special circumstances."

Appeals and Placement During Appeals (§300.532–533; SER VH–I)

A parent who disagrees with a decision about placement or manifestation determination, or an LEA that believes maintaining the student's current placement is substantially likely to result in an injury to the student or others, may appeal by asking for a hearing. A due process hearing will be held by a hearing officer (HO) who will hear the complaint and make a determination within 30 days. The HO may return the student to the setting from which he/she was removed or order a change of placement to an interim alternative educational setting. The appeal may be repeated if the LEA believes returning the student will likely result in injury. The student remains in the IAES during the appeal(s).

Students Not Yet Determined Eligible for Special Education (§300.534; SER V.J)

A student who has not been found eligible under the IDEA or Section 504, and who has violated the student code of conduct, may assert any of the protections under these discipline procedures if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. The LEA is said to have knowledge if (1) the parent of the student has expressed concern in writing to supervisory/administrative personnel or a teacher of the student that the student needs special education; (2) the parent has requested an evaluation of the student for eligibility; or (3) the teacher of the student or other LEA personnel expressed specific concerns about a pattern of behavior directly to the LEA director of special education or other supervisory personnel.

If an evaluation is requested during the time the student is subject to disciplinary measures, the evaluation must be expedited. The student remains in the education placement determined by the school authorities as a result of the behavior during the evaluation.

Referral to Law Enforcement and Judicial Authorities (§300.535; SER V.K)

An LEA may report a crime committed by a student with a disability to appropriate authorities. Law enforcement and judicial authorities may exercise their responsibilities with regard to application of federal and state law to such crimes.

The school must ensure that copies of the special education and disciplinary records are transmitted to the appropriate authorities to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act (FERPA).



III EFFECTIVE SCHOOLS RESEARCH ON SAFE & SUCCESSFUL SCHOOLS FOR ALL STUDENTS

Efforts to improve school climate, safety, and learning are not separate endeavors. They must be designed, funded, and implemented as a comprehensive school-wide approach that facilitates interdisciplinary collaboration and builds on a multi-tiered system of supports (MTSS). This section will summarize best practices and provide information on several comprehensive approaches to achieving safe and successful schools for Utah students. These practices and approaches are applicable for all students from preschool to high school ages.

In the Executive Summary of A Framework for Safe and Successful Schools (Cowan, Vaillancourt, Rossen, & Politt, 2013), the authors make the following recommendations for best practices:

(Table 5)

Best Practices for Creating Safe and Successful Schools	
1	Fully integrate learning supports (e.g., behavioral, mental health, and social services), instruction, and school management within a comprehensive, cohesive approach that facilitates multidisciplinary collaboration.
2	Implement a MTSS that encompasses prevention, wellness promotion, and interventions that increase with intensity based on student need, and promote close school community collaboration.
3	Improve access to school-based mental health supports by ensuring adequate staffing levels in terms of school-employed mental health professionals who are trained to infuse prevention and intervention services into the learning process and to help integrate services provided through school community partnerships into existing school initiatives.
4	Integrate ongoing positive climate and safety efforts with crisis prevention, preparedness, response, and recovery to ensure that crisis training and plans (a) are relevant to the school context, (b) reinforce learning, (c) make maximum use of existing staff resources, (d) facilitate effective threat assessment, and (d) are consistently reviewed and practiced.
5	Balance physical and psychological safety to avoid overly restrictive measures (e.g., armed guards and metal detectors) that can undermine the learning environment and instead combine reasonable physical security measures (e.g., locked doors and monitored public spaces) with efforts to enhance school climate, build trusting relationships, and encourage students and adults to report potential threats. If a school determines the need for armed security, properly trained school resource officers (SROs) are the only school personnel of any type who should be armed.
6	Employ effective, positive school discipline that (a) functions in concert with efforts to address school safety and climate; (b) is not simply punitive (e.g., zero tolerance); (c) is clear, consistent, and equitable; and (d) reinforces positive behaviors. Using security personnel or SROs primarily as a substitute for effective discipline policies does not contribute to school safety and can perpetuate the school-to-prison pipeline. (For further information with regards to school-to-prison pipeline refer to the Discipline Procedures section of this document.)
7	Consider the context of each school and LEA and provide services that are most needed, appropriate, and culturally sensitive to a school's unique student populations and learning communities.
8	Acknowledge that sustainable and effective change takes time, and that individual schools will vary in their readiness to implement improvements and should be afforded the time and resources to sustain change over time.

(Available online at: <https://www.nasponline.org/schoolsafetyframework>.)

A final note, effectiveness is defined by McIntosh, et al., "As the extent to which the practice results in valued outcomes." When effective practices are implemented with fidelity, they are more likely to lead to positive student outcomes. Thus, effectiveness depends on

both the quality of the practice itself and the quality of implementation (McIntosh, et al., 2011).

(Table 6)

Guidelines for Effective Practice
American School Counselor Association: http://www.ascanationalmodel.org/
<ul style="list-style-type: none"> • ASCA National Model, 2009
National Association of Elementary School Principals: http://www.naesp.org/resources/1/Pdfs/LLC2-ES.pdf
<ul style="list-style-type: none"> • Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do, 2008
National Association of School Psychologists Professional Standards: http://www.nasponline.org/standards/2010standards.aspx
<ul style="list-style-type: none"> • Model for Comprehensive and Integrated School Psychological Services, 2010
National Association of School Resource Officers: http://www.nasro.org/sites/default/files/pdf_files/NASRO_Protect_and_Educate.pdf
<ul style="list-style-type: none"> • To Protect and Educate: The School Resource Officer and the Prevention of Violence in Schools, 2012
National Association of Secondary School Principals: http://www.nassp.org/school-improvement
<ul style="list-style-type: none"> • Breaking Ranks: The Comprehensive Framework for School Improvement, 2011
School Social Work Association of America: http://sswaa.org/associations/13190/files/naswschoolsocialworkstandards.pdf
<ul style="list-style-type: none"> • NASW School Social Work Standards, 2012
Cowan, K. C., Vaillancourt, K., Rossen, E., & Pollitt, K. (2013). A framework for safe and successful schools [Brief]. Bethesda, MD: National Association of School Psychologists.
Utah School Counselor Association: http://www.utschoolcounselor.org/
Utah Association of School Psychologists: http://uasp.squarespace.com/

III-A MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Implementing MTSS is a key practice mentioned in the best practices summary provided in the previous section. In their brief on a Framework for Safe and Successful Schools (Cowan, et al.), the authors note that “Modern-day schools are highly complex and unique organizations that operate with an urgent imperative: Educate and prepare all children and youth to achieve their highest potential and contribute to society, no matter their socioeconomic background or geographic location. Creating safe, orderly, warm, and inviting school environments is critical to ensuring that all of our schools meet this goal. In order to create this type of environment, schools must work towards integrating services (academic, behavioral, social, emotional, and mental health) through collaboration using a Multi-tiered System of Supports (MTSS)” (12).

MTSS Defined

The MTSS model is fundamentally based on collaboration among people and partnerships among organizations. The MTSS model makes school improvement and student achievement an educational,

family, and community priority. Collaborative teams focus on implementing standards-based curriculum reforms, enhancing life in classrooms for teachers and students; promoting evidence-based instructional practices; and ensuring that every student has access to qualified teachers, administrators, and pupil service personnel. The MTSS model also focuses on expanding parent involvement, improving the school's climate, completing regular assessments and evaluations, and then using the information to make good decisions. Together these efforts comprise the centerpieces for effective, successful school improvement planning.

MTSS is a framework that integrates an evidence-based model that uses data-based problem-solving to implement academic and behavioral instruction and interventions. Academic instruction and behavioral supports are delivered to students in varying intensities based on student need. “Need-driven” decision making strives to ensure that LEAs’ resources reach the appropriate students at the appropriate levels to accelerate the performance of all students.



MTSS is an effective way to implement integrated services that support school safety and student learning. MTSS encompasses (a) prevention and wellness promotion; (b) universal screening for academic, behavioral, and emotional barriers to learning; (c) implementation of evidence-based interventions that increase in intensity as needed; (d) monitoring of ongoing student progress in response to implemented interventions; and (e) engagement in systematic data-based decision making about services needed for students based on specific outcomes. In a growing number of schools across the country, Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS) constitute the primary methods for implementing an MTSS framework. Ideally, though, MTSS is implemented more holistically to integrate efforts targeting academic, behavioral, social, emotional, physical, and mental health concerns. This framework is enhanced when school-based and community-based service providers coordinate to ensure integration of services among the school, home, and community environments.

Effective MTSS requires:

- Adequate access to school-employed specialized instructional support personnel (e.g., school counselors, school psychologists, school social workers, and school nurses) and community-based services;
- Collaboration and integration of services, including integration of mental health, behavioral, and academic supports, as well integration of school-based and community services;
- Adequate staff time for planning and problem solving;
- Effective collection, evaluation, interpretation, and use of data; and
- Patience, commitment, and strong leadership.

Core Principles for Implementing MTSS

(Table 7)

MTSS Core Principles
Intervene early
Use a multi-tiered model of service delivery
Collaborate with community partnerships and supports
Integrate parent guidance supports
Match instruction to the learners' needs
Use progress-monitoring data to change instruction within each tier
Use research-based interventions and instruction
Monitor student progress frequently
Employ practices to ensure that interventions are implemented consistently and correctly
Document and encourage parental involvement in all steps of the process

MTSS Implementation Models

Currently many states have comprehensive models for multi-tiered systems of support. Following is a list of a few of those models and corresponding web links. This list is offered to provide additional resources.

- Utah: The Utah State Office of Education strives to implement a multi-tiered framework, UMTSS, with a focus on scaling-up implementation through LEA leadership teams. (<http://www.schools.utah.gov/umtss/>)

- Ohio Community Collaboration Model for School Improvement <http://www.cayci.osu.edu/school/occmcsi/occmcsiimplementguide/index.cfm>
- Kansas: <http://www.kansasmtss.org>
- Missouri: <http://www.pbissmissouri.org>
- Florida: <http://www.florida-rti.org/floridamtss>

III-B POSITIVE BEHAVIORAL INTERVENTION & SUPPORTS (PBIS)

Positive Behavioral Interventions and Supports (PBIS), as previously mentioned, are part of an MTSS framework. Both are compatible and preventative approaches to establishing the supports needed for all students in a school to achieve both social and academic success. Described as the most scaled up evidence-based practice in the human services industry (Fixen & Blasé, 2008), school-wide PBIS has been implemented in 50 states and over 1,900 schools across the U.S. (Office of Special Education Programs Technical Assistance Center on Positive Behavioral Interventions and Supports, OSEP TA Center on PBIS, 2013). Students attending schools where PBIS is implemented with fidelity are less likely to receive an office discipline referral (Horner, Sugai, Todd & Lewis-Palmer, 2005; Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008). Improving student academic and behavior outcomes is about ensuring that all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. School-wide PBIS provides an operational framework for achieving these outcomes.

More importantly, PBIS is not a curriculum, intervention, or practice, but is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. The core principles of a PBIS model support and embrace a positive school climate within all school settings. A positive school climate provides the foundation on which instruction will occur and all students will be engaged in learning. PBIS is based on a proactive and preventive approach consistent with USBE (R277-609-3) and the approach used in a multi-tiered model for academic instruction. For further implementation and planning self-assessment, please refer to UMTSS LEA Leadership Team Practice Profile (Appendix XIII.18).

Conceptual Model

PBIS combines consistent use of a data-based problem solving process with a continuum of instructional practices to build socially competent behavior. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Schools implementing school-wide PBIS need to have a behavioral data collection system that is consistent and efficient, and a leadership/implementation team that includes administrative support.

School-wide PBIS schools organize their evidence-based behavioral practices and systems into an integrated continuum in which students experience supports based on their behavioral responsiveness to instruction and intervention.

A three-tiered prevention logic requires that all students receive supports at the universal preventive and proactive (Tier 1). If the behavior of some students is not responsive, more intensive behavioral supports are provided in the form of a targeted intervention (Tier 2) or intrusive individual interventions (Tier 3). Implementation fidelity at the universal level (All) is critical to establish prior to initiating intervention at Tier 2 or 3.

The impact of PBIS is greater when combined with academic tiers. The following table provides an overview of both practices.

The impact of PBIS is greater when combined with academic tiers. The following table provides an overview of both practices.

(Table 8)

PBIS Approach to Instruction in Social, Behavior, and Academic Skills	
Universal (Preventive and Proactive)	<p>Universal preventive and proactive practices are implemented using valid and reliable data, following a team approach school-wide. PBIS implementation includes following a sequence of addressing four Pillars of Implementation: established expectations, explicitly taught expectations, reinforcement and acknowledgment of following expectations, and systematic correction of behavioral errors and re-teaching of social and behavioral skills for all students and staff members. (See conceptual model for PBIS pillars in next section.)</p> <p>Academic components for all students include quality core instruction that is explicit, systematic, and differentiated, and utilizes scientifically-based instructional research to teach critical elements outlined in the Utah Core Standards with fidelity. For preschool, critical elements are outlined in the Utah State Pre-Kindergarten Standards. (http://schools.utah.gov/CURR/preschoolkindergarten)</p>
Targeted Interventions	<p>Supplemental, targeted intervention for students who are in need of behavioral support in addition to school-wide PBIS. Targeted behavioral interventions include matching students to intervention based on need (i.e., function of behavioral error) in an efficient system of delivery that is data-based.</p> <p>Academic components include supplemental targeted instruction (in addition to universal/core instruction) that addresses the specific needs of students who do not meet benchmark requirements. These academic interventions should be targeted, scientifically based, and aligned with core classroom instruction. Behavioral and academic supplemental targeted interventions require continuous collection and analysis of data for decision making and attention to the following:</p> <ul style="list-style-type: none"> • Increasing structure and predictability of environmental and instructional demands • Increasing intensity of instruction • Increasing contingent adult feedback • Increasing home and school communication • Linking academic and behavioral performance
Individual Interventions	<p>Individual interventions for students who have not responded to school-wide PBIS and targeted intervention. This level of intervention often requires collaboration with families, juvenile justice officials, community agencies, and medical professionals, commonly known as wrap-around services.</p> <p>Academic components include intervention designed to provide intensive, targeted support to the most at-risk learners. This level of instruction is more explicit, more intensive, and specifically designed to meet individual needs. The duration and intensity of this intervention is variable based upon student assessment and progress monitoring data.</p>

As noted previously, both PBIS and RTI (Response to Intervention) are multi-tiered processes of instruction, and further explanation of the use of RTI process for academics can be found in Utah's 3-Tiered Model of Reading Instruction at the following websites:
http://www.schools.utah.gov/curr/lang_art/elem/ThreeTier.htm
<http://www.schools.utah.gov/sars/servicesinfo/pdfs/3-tierread.pdf>

<http://www.schools.utah.gov/curr/mathsec/Home/DOCS/Utah3TierModelofMathematicsInstruction.aspx>

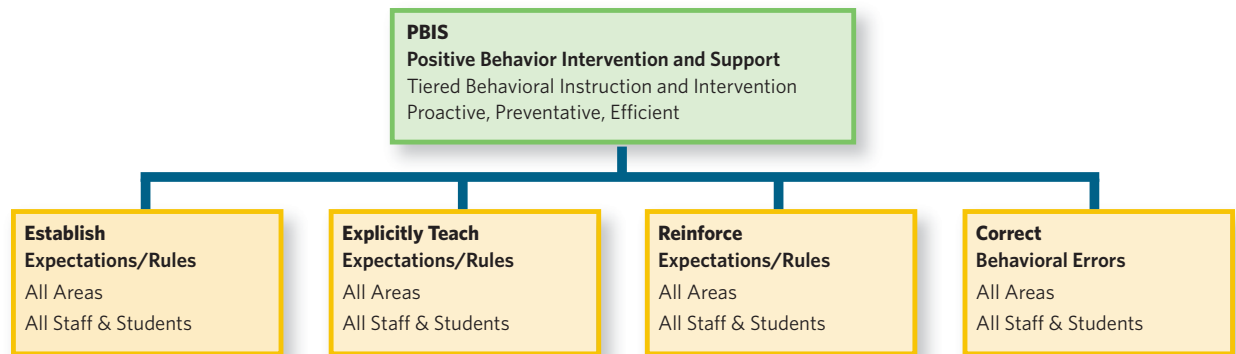
Additional information can be found in the Utah Specific Learning Disabilities Eligibility Guidelines (<http://www.schools.utah.gov/sars/DOCS/resources/sld.aspx>).

(Table 9)

PBIS Web Resources	
Technical Assistance Center on Social Emotional Intervention for Young Children:	http://www.challengingbehavior.org
School-Wide Positive Behavioral Interventions and Supports:	http://www.pbis.org
Missouri School-Wide PBIS:	http://www.pbismissouri.org
Illinois School-Wide PBIS:	http://www.pbisillinois.org

Implementation Pillars for PBIS

The implementation elements for PBIS, either at the school-wide level or within the classroom, involve data-based decision making and instructional planning in four critical areas (USB 277-609).



The next section on *Effective Classroom Management* will address details regarding implementation of positive behavior supports in the classroom that align with these four foundational areas.



IV EFFECTIVE CLASSROOM MANAGEMENT

Effective classroom practices are based on the same overarching school-wide and non-classroom expectations. (Appendix XIII—Classroom Management Checklist)

IV-A PREVENTION EMPHASIS

All students benefit academically and socially when their classroom and school environments are positive, preventive, and responsive (Guerra & Williams, 2003; Horner, Sugai, & Anderson, 2010; Zins, Weissberg, Wang, & Walberg, 2004).

Three assumptions are made by educators when implementing effective classroom management and school-wide PBIS.

1 Schools with effective behavior systems invest in preventing behavioral problems by establishing expectations/rules and by teaching and reinforcing appropriate behavior for all students and staff while consistently correcting behavioral errors and re-teaching behavioral skills. This focus on prevention encourages appropriate behavior and helps schools and school staff avoid a pattern of punishment and reaction to behavioral problems on a case-by-case basis.

2 Effective classroom and school systems have supports readily available to identify and address the needs of students who are at risk of developing behavioral and/or academic problems. Efforts to integrate behavior and academic instruction at the school-wide and classroom level are best practice. Recent studies have demonstrated that there is a predictive relationship between academics and behavior, in that success or proficiency in one domain closely predicts success in the other. Not surprisingly, further research has discovered that the integration of early intervention reading skills, positive behavior intervention, and supports programming resulted in reduced behavioral difficulties and increased academic achievement (Muscott, Mann, & LeBrun, 2008).

3 Effective classroom and school systems develop and maintain policies and practices that deliver high levels of support to students with chronic behavioral and/or academic problems.

IV-B PILLAR 1: ESTABLISH EXPECTATIONS/RULES

Well-defined school expectations/classroom rules and procedures are the foundation for effective behavioral support and academic skill instruction. They constitute the core curriculum for behavior. Best practice dictates that expectations/rules should deal with broad classes of behavior. One of the strongest findings in educational research and literature is that when teachers hold high expectations for students, those students are much more likely to learn academic and behavioral skills (Barbetta et al, 2005; Darch & Kame'enui, 2004).

School-wide expectations differ in breadth from classroom rules, and both are strengthened if aligned with each other. Building-wide behavioral expectations are the foundation of the behavioral core curriculum. Class-wide rules subsequently build on these expectations.

School-Wide Expectations (Table 10)

Characteristics of Effective and Proactive School-Wide Expectations
<ul style="list-style-type: none">▪ Prioritize expectations by limiting the number to three to five succinct school-wide expectations that apply cross all settings.▪ Identify expected behaviors for specific non-classroom settings (e.g., hallways, cafeteria, gym).▪ Develop classroom procedures to guide daily operations.▪ Clarify further by identifying specific behaviors for each expectation.▪ Post the rules publicly for all to see.

Classroom Rules (Table 11)

Characteristics of Effective and Proactive Classroom Rules
<ul style="list-style-type: none">▪ Prioritize expectations by limiting the number to three to five classroom-wide rules.▪ State expected behaviors positively.▪ Use developmentally appropriate language in the wording (vocabulary appropriate to student age, functional level, and skill level).▪ State explicitly what the behavior looks and sounds like.▪ Make rules observable and measurable (able to be counted or quantified for monitoring).▪ Post the rules publicly for all to see.

An example of school-wide expectations aligned with classroom rules: (Table 12)

School-Wide Expectations	Classroom Rules
I am SAFE when I... <ul style="list-style-type: none">▪ Walk with hands at my side▪ Keep hands, feet, and objects to myself▪ Report if someone is or could be hurt▪ Ask permission to leave the area of school	We are SAFE by... <ul style="list-style-type: none">▪ Walking in the classroom and hallway▪ Keeping our bodies to ourselves▪ Remaining in my assigned seat/area unless permission given
I am RESPECTFUL when I... <ul style="list-style-type: none">▪ Use kind words▪ Take care of school property▪ Listen to the speaker with my eyes and ears	We are RESPECTFUL by... <ul style="list-style-type: none">▪ Being in seat when bell rings▪ Relating discussion to current topic▪ Listening when others are talking
I am RESPONSIBLE when I... <ul style="list-style-type: none">▪ Follow directions quickly▪ Am where I am supposed to be▪ Am prepared for instruction▪ Use peaceful words to solve problems	We are RESPONSIBLE by... <ul style="list-style-type: none">▪ Following directions quickly▪ Being on time for class▪ Being prepared with materials▪ Turning assignments in on time

IV-C PILLAR 2: EXPLICITLY TEACH EXPECTATIONS/RULES

Most educators recognize the need for explicit and effective instruction of academic skills. However, the need for formalized practice and procedures for explicitly teaching behavioral expectations/rules is not as commonly recognized in the school setting. Teaching students to understand basic school-wide

and classroom rules/expectations is proactive and often prevents behavioral problems from occurring. One of the greatest benefits is an increase in instructional time. Also, explicitly teaching common routines and procedures helps to support positive behavior and reduce behavioral errors.

(Table 13)

Points to Consider When Teaching Behavioral Expectations/Rules
<ul style="list-style-type: none">• Keep a record of plans for institutional memory (your school handbook or classroom syllabus) and future planning.• Keep notes during the teaching process for things to adjust when re-teaching.• Be sure to adapt lesson presentation for developmental levels (e.g., student age and capacity).• Plan for re-teaching opportunities (e.g., following extended breaks from school).• Plan for how following the expectation/rule will be positively acknowledged.• Plan for how failure to follow the expectation/rule will be corrected and re-taught.

Best practice for teaching expectations/rules is to use an explicit instructional process:

(Table 14)

Suggested Instructional Sequence for Teaching Behavioral Expectations
<ul style="list-style-type: none">• Define expectation/rule.• Provide rationale for expectation/rule.• Teach critical discrimination of expectation/rule (model examples and non-examples).• Practice the behavior (in setting where behavior is required, if possible).• Discuss what will happen when expectations/rules are followed and what will happen if behavioral errors occur.• Provide additional opportunities to make choices (e.g., preferred seating in the classroom).• Provide tangibles (e.g., homework passes, school supplies).• Give parent/guardian feedback (e.g., positive notes or phone calls to home).

(Lewis & Sugai, 1999; Sprick, Garrison, & Howard, 1998).

Classroom Routines and Procedures

In addition to establishing class rules, structuring the classroom for success also involves establishing and teaching classroom routines and procedures for common situations or settings. Defined behaviors/rules are often not enough for students to understand what is expected of them in the classroom. Well-defined classroom procedures are also needed. Classroom procedures are the method or process to follow to accomplish a classroom activity. Classroom procedures are predictable patterns for accomplishing classroom tasks. Procedures break down classroom behavior/rules into teachable steps. When procedures are taught and reinforced over time routines are established that help students consistently meet classroom behaviors/rules.

Effective educators (Ostrosky, Jung, Hemmeter, & Thomas, 2002; Sprick, 2009; Wong & Wong, 2009) advocate teaching procedures and routines to students right from the outset when school begins. Research indicates that establishing routines is one of the many actors in the teacher’s control that aids in building students’ connectedness to school, which has been shown to increase overall student school success (Blum, 2005). By teaching basic procedures that result in classroom routines, responsibility for carrying out routine tasks is put on the students, and less time is spent correcting, redirecting, or deciding how things are to be done each time the situation arises. Routines and procedures help clarify classroom rules in frequently-occurring circumstances, such as procedures for turning in homework, routines for transitions, conversational levels, and personal needs.

There are six tasks related to organizing the classroom for success:

- Arrange an efficient daily schedule.
- Create a positive physical space.
- Use an attention signal.
- Design effective beginning and ending routines.
- Manage student assignments.
- Manage independent work periods.

(Sprick, Garrison, & Howard, 1998).

(Table 15)

Benefits of Teaching Classroom Procedures	
Increases instructional time by preventing problem behavior.	Procedures show students how to behave and minimize the amount of non-academic time while increasing time for academic instruction.
Frees teachers from correcting misbehavior.	When students perform routine functions smoothly, teachers can focus on catching them being good and are freed to take care of instructional tasks, review student work, and provide less correction.
Improves classroom climate.	When educators take time to explain how things are to be done, educators appear fair and concerned. Students then experience higher rates of success and satisfaction, ensuring a positive learning environment.
Creates shared ownership of the classroom.	Involving students in management of the learning environment empowers them, helping them to feel a partnership for their success and that of others.
Develops self-discipline.	Procedures provide students with productive work habits that lead to personal accountability and effectiveness later in life.

IV-D PILLAR 3: SYSTEMATICALLY REINFORCE EXPECTATIONS/RULES

Reinforcement systems should be aligned with expectations/rules and of sufficient intensity to build/maintain desired behavior. School-wide reinforcement systems should include systematic reinforcement for demonstrating the established expectations. An example of a proven practice for school-wide implementation is the use of the Principal's 200 Club as a reinforcement system associated with the school-wide expectations (Jenson, Rhode, Evans, & Morgan 2013).

In general, there is a simple set of rules to follow to make reinforcement more effective. These rules are referenced in an acronym format as IFEEED-AV in *The Tough Kid Book* by Rhode, Jenson, and Reavis (2010, p. 61).

(Table 16)

IFEEED-AV Rules for Reinforcing Expectations/Rules

I = Immediate	Reinforcement is most meaningful when it is received closely following demonstration of the expectation/rule.
F = Frequent	Reinforce students frequently when learning a new behavior skill. Additionally, paying attention to behavior in a positive way helps maintain a pattern of interactions in the school setting that is more positive than negative. Generally accepted targets for positive to negative ratios in schools are at least four positive to every one negative interaction.
E = Enthusiasm	Delivering reinforcement in a congratulatory manner makes the positive more meaningful and therefore more effective in increasing the likelihood of future demonstrations of positive behavior by the student.
E = Eye Contact	Eye contact suggests that the student is important and has the school staff member's undivided attention. This also increases the chance that simple social cues like eye contact will be more meaningful to the student in the future.
D = Descriptive	Teachers often assume that students know what it is they are doing right that has resulted in reinforcement. This is not always accurate. It is best practice to describe the behavior when reinforcing; this highlights the behavior the teacher wishes to acknowledge.
A = Anticipation	Building excitement and anticipation for reinforcement can be a powerful motivator.
V = Variety	Just like adults, students can get tired of the same things. Changing up reinforcement methods can help keep things interesting and make reinforcement more effective over time.

IV-E PILLAR 4: CORRECT BEHAVIORAL ERRORS

Once behavioral expectations/rules have been established and taught and a system of reinforcement for demonstrating appropriate behavioral skills has been implemented for school-wide and classroom management, procedures for systematic correction of behavioral errors and re-teaching of behavioral skills should be implemented. This system for correcting behavioral errors at the school-wide level should be consistent across staff members and school locations including classrooms (Darch & Kame'enui, 2004). An example of a school-wide application would be a majors/minors chart, outlining what behavioral errors result in an office discipline referral (majors), and what behavioral errors result in consequences being applied at the classroom level (minors). Additionally, consequences for behavioral errors should be addressed using a hierarchy of reductive techniques, with consequence levels matched to severity of student behavior and developmentally appropriate practices followed for student chronological and intellectual development levels.

Reductive Techniques

A reductive technique is a research-validated technique that will temporarily stop or reduce a problem behavior (Patterson, 1976). Reductive techniques should be used in partnership with proactive strategies for teaching appropriate replacement behaviors. As teachers, the main focus needs to be on building appropriate replacement skills. Using reductive procedures proven to be effective, rather than those not validated by research, is critical. For example, teacher verbal reprimands are the most frequently used reductive technique, but are often not used effectively. It is important to use more positive reductive techniques, such as differential attention, rather than overuse of punishment, which can lead to more inappropriate behavior. Effective use means using techniques sparingly, with the least amount of cost (time or resources) to get the most change possible.

In *The Tough Kid Book* by Rhode, Jenson, and Reavis (2010), the authors outline five practical suggestions for making reductive techniques more effective (p. 81).

(Table 17)

Principles that Influence the Effectiveness of Reductive Techniques
<ul style="list-style-type: none">• The rate of reinforcement for appropriate behaviors should be high. If the rate is not high, reductive techniques may be ineffective.• Find a behavior that is incompatible with the misbehavior to reward so it can replace the inappropriate behavior.• Use a form of the reductive technique that is potent enough to result in rapid behavior change, so the student does not adapt to it.• Identify the early signs of misbehaviors in a chain (e.g., ignoring, delaying, arguing) and implement reductive procedures early.• Use peer attention to reward appropriate behaviors through the use of group contingencies. Be careful to avoid allowing peers to reward inappropriate behaviors.

(Jenson, Rhode, Reavis, 2010).

The most frequently used reductive techniques used by teachers in the classrooms are requests and reprimands. Requests always come before a misbehavior (antecedent). If requests are used correctly, teachers will have fewer problems and less noncompliance (and therefore fewer reprimands). If requests are used incorrectly, arguing,

excuses, tantrums, aggression, and noncompliance most likely will increase. The following table summarizes variables to remember when making a request or giving a reprimand. (Jenson, et. al, 2010).

(Table 18)

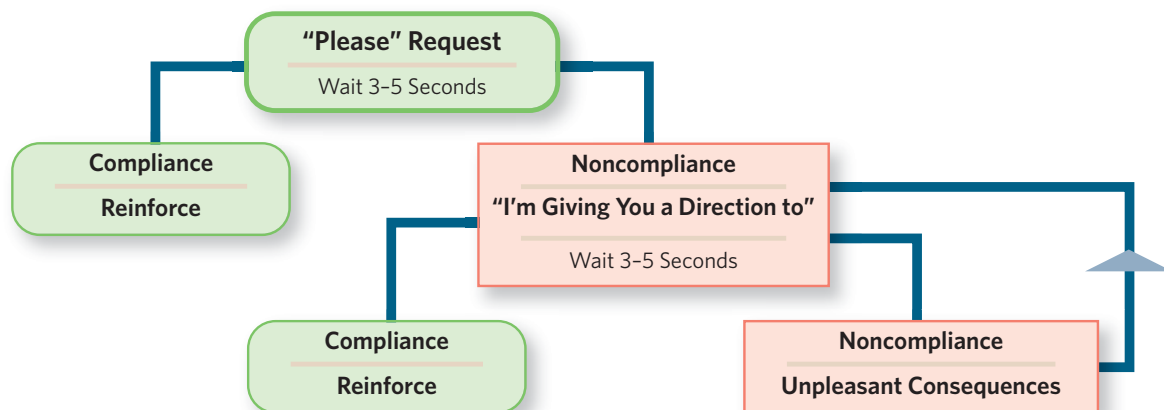
Variables That Affect Behavioral Compliance to Direction	
State the student's name	Say the student's name before a request. This helps to gain the student's attention just before the request is made.
Do not use a question format when making a request	Do not use such statements as "Isn't it time to do your work?" or "Wouldn't you like to start to work?" Instead, make the request a polite one, such as "Please start your work."
Get close to the student when making a request	The optimal distance for giving a command is approximately three feet. Do not make requests from great distances or from behind your desk.
Use a quiet voice, and do not yell	When giving a command, give it in a quiet normal voice, up close, with eye contact.
Look student in the eyes	Ask for eye contact when making a request of a student when appropriate. For example, "John, look me in the eyes. Now I want you to..." Even if the student does not give you eye contact, continue to look him in the eyes. Do not try to force him to look at you.
Give the student time	When making a request of a student, give him/her three to five seconds to begin to respond before making the same request again or making a new request.
Do not nag	Make a request only twice. Then follow through with preplanned consequences. The more times you make a request, the less likely you are to gain compliance.
Do not give multiple requests	Make only one or two requests at a time. Do not string requests together.
Describe the behavior you want	Make specific and well-described request rather than global requests.
Be unemotional	Be calm, not emotional. Yelling, threatening gestures, ugly faces, guilt-inducing statements, rough handling, and deprecating comments about the student or family only reduce compliance.
Make more start requests than stop requests	Requests that start behaviors (Do requests) are more desirable than requests that inhibit behaviors (Don't requests). The majority of teacher requests should be Do requests. If majority of teacher requests are Don't requests, it may mean the classroom rules or planned consequences are poorly designed or are not being implemented correctly.
Verbally reinforce compliance	It is easy to forget to verbally reward a student when he/she complies with your request. If you do not reward the student, compliance will decrease.

Precision Requests

It greatly assists with compliance and classroom management of all students if staff use the same procedures for making requests to start and stop behaviors. A proven practice to build consistency among

staff and reduce noncompliance among students is using a "precision request" (Jenson, et. al, 2010).

Diagram of Precision Request



(Table 19)

Steps for Making Precision Request

Prerequisites	Teach classroom rules and expectations and introduce the pre-planned consequence hierarchy (ex. "What If" Chart) prior to initiating the Precision Request procedure.
Step One	Before you use the procedure, explain the Precision Request and its consequences to the whole class.
Step Two	Make a quiet Precision Request that uses the student's name and the word "Please." For example. "Maya, please get your materials out and start working." Make the request in a non-question format. Get up close to the student, use the student's first name, and make eye contact.
Step Three	Wait three to five seconds (10-15 recommended if student has a processing speed deficit) after making the request, and do not interact further with the student during this time (but do use this time to provide reinforcement to others using differential reinforcement while not engaging with the student).
Step Four	If the student starts to comply, verbally reinforce the student using the IFEED-AV rules described earlier.
Step Five	If the student does not comply with three to five seconds, make the request a second time with the signal word need combined with the direction ("I'm giving you a direction, you need to").
Step Six	If the student starts to comply, verbally reinforce using the IFEED-AV rules.
Step Seven	If the student still does not comply within three to five seconds, follow through with a preplanned reductive consequence.
Step Eight	After delivering the reductive consequence, again repeat the request using the signal words. If the student complies, reinforce. If not, deliver the next preplanned consequence from the hierarchy.

Hierarchy of Consequences for the Correction of Behavioral Errors

It is an important practice for teacher and school staff to preplan reductive consequences. One way of doing this is to utilize a “What If” chart. The chart lists both positive and reductive consequences

for the behaviors demonstrated by students within the classroom. The consequences should be related directly to following the class rules (which should relate to school-wide expectations if possible).

(Table 20)

What If? Chart	
Positive Consequences	Negative Consequences
<ul style="list-style-type: none">▪ Verbal Praise▪ Point Systems▪ Extra Classroom Privileges▪ Tangible Rewards▪ Public Notifications▪ Home Communications	<ul style="list-style-type: none">▪ Redirection▪ Precision Request▪ Loss of Free Privilege▪ Interclass Time Out▪ Document of Conduct▪ Out of Class Time Out/Detention
Mystery Motivator? (Surprise Reinforcer)	Serious Behavior Clause(s) <ul style="list-style-type: none">▪ Visit to Principal▪ Suspension

IV-F CHECKLIST FOR CLASSROOM MANAGEMENT

Research on effective behavioral and academic practices in the instructional setting has yielded the following basic behavior benchmarks: (a) alignment with expectations, (b) disruption,

(c) opportunities to respond, (d) ratio of positive to negative interactions, and (e) time on task. The “Classroom Management Checklist” can be found in the Appendix (page 122).

(Table 21)

Benchmark	Definition
Alignment with Expectations	Alignment with expectations refers to the level of consistency demonstrated by the school staff regarding behavior management. This includes reinforcement and correction of behavior. This also includes measures of compliance and number of prompts per task.
Disruption	Disruption refers to the number of occurrences or amount of instructional time lost when disruptive behavior interrupts the instructional activity.
Opportunities to Respond	Opportunities to respond refers to the number of occasions during the instructional period that students are afforded the chance to participate in the lesson in a meaningful manner. This is demonstrated by teaching interactions and student participation.
Ratio + to – Interactions	Ratio of positive to negative interactions refers to the number of positive interactions between students and school staff as compared to the number of negative interactions. It is recommended that effective instructional settings maintain at least a ratio of four positive to one negative.
Time on Task	Time on task refers to academic engaged time. This is demonstrated by student behavior as it relates to the instructional activity.

IV-G INSTITUTE OF EDUCATION SCIENCES: WHAT WORKS CLEARINGHOUSE

Reducing Behavior Problems in School Classroom

This practice guide offers five concrete recommendations (see Table 22) to help elementary school general education teachers reduce the frequency of the most common types of behavior problems they encounter among their students. This guide offers prevention, implementation, and school-wide strategies that can be used to reduce problematic behavior that interferes with the ability of students to attend to and engage fully in instructional activities.

Although developed with an elementary focus, these five recommendations have practical applications for secondary classrooms also.

(Table 22)

Five Recommendations	
1 Identify the specifics of the problem behavior and the conditions that prompt and reinforce it.	Every teacher experiences difficulty at one time or another in trying to remedy an individual student's behavior problem that is not responsive to preventative efforts. Because research suggests that the success of a behavioral intervention hinges on identifying the specific conditions that prompt and reinforce the problem behavior (i.e., the behavior's "antecedents" and "consequences"), we recommend that teachers carefully observe the conditions in which the problem behavior is likely to occur and not occur. Teachers then can use that information to tailor effective and efficient intervention strategies that respond to the needs of the individual student within the classroom context.
2 Modify the classroom learning environment to decrease problem behavior.	Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
3 Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.	We recommend that teachers actively teach students socially and behaviorally appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate; and manage consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.
4 Draw on relationships with professional colleagues and students' families for continued guidance and support	Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.
5 Assess whether school-wide behavior problems warrant adopting school-wide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.	Classroom teachers, in coordination with other school personnel (administrators, grade-level teams, and special educators), can benefit from adopting a school-wide approach to preventing problem behaviors and increasing positive social interactions among students and with school staff. This type of systemic approach requires a shared responsibility on the part of all school personnel, particularly the administrators who establish and support consistent school-wide practices and the teachers who implement these practices, both in their individual classrooms and beyond.

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf

Key Points

In summary, academic and behavioral success for all students depends upon several key points:

- Recognizing that both students with and without disabilities need access to supports represented by a multi-tiered framework, and that the needs of students with disabilities may fall at Tier I, Tier II, and/or Tier III.
- Creating a positive school climate focused on building positive relationships with students, families, and communities.
- Integrating systems that complement each other for academic and behavioral instruction.
- Utilizing a multi-tiered framework for matching instruction to need, based on data and evidenced-based practices for academic and social behavior.
- Implementing evidenced-based practices with quality and fidelity.
- Improving and adjusting education practices to include behavior and academic supports in an integrated school-wide and classroom system.



V DATA-BASED DECISION MAKING

Data-based decision making is a process of determining the appropriate method of instruction or intervention for a classroom or individual student. Data collection and data review are vital components of the decision-making process that promote the efficiency and adequacy of academic and behavioral instruction. Without accurate and reliable data, educators are forced to make decisions regarding instruction and intervention that may be a poor match for student needs. Educators cannot make informed, consistent decisions about the effectiveness of interventions without valid data. Therefore, steps to data collection and decision-making are described in this guideline document.

Data Collection

Steps to implementing an effective data collection process include (1) defining the target behavior and method of data collection, (2) collecting baseline data, (3) reviewing the data to select an intervention that is appropriately matched to the need, (4) implementing the intervention with consistency, and (5) continuing the data collection process to refine practices and increase student success.

V-A PROBLEM-SOLVING PROCESS

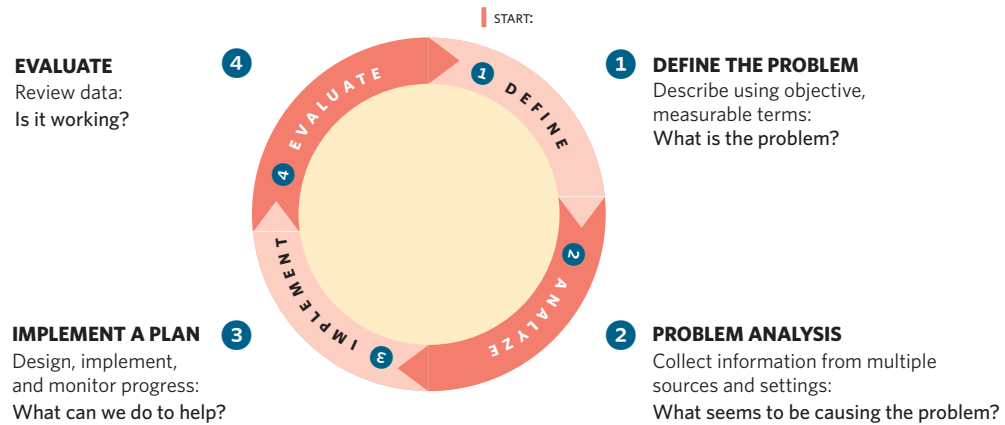
The problem-solving process provides educators with a consistent, step-by-step process to identify problems and to evaluate the effectiveness of interventions. Research has supported the effectiveness of using a defined method to determine student need and to develop and evaluate interventions. At its core, the problem-solving method requires answering four questions:

(Table 23)

Four Questions to Consider
1 Is there a problem, and what is it?
2 Why is it happening?
3 What should be done about it?
4 Did the intervention work?

This thinking process can be applied to all students in a system, to small groups of students, and to individual students.

THE PROBLEM SOLVING PROCESS



Target Behavior

The first step is to define the target behavior and method of data collection. Common questions to ask while defining the target behavior include (a) "What would we like the student(s) to demonstrate more frequently?" and (b) "What would we like the student(s) to demonstrate less frequently?" For example, a target behavior may be increased hand-raising and decreased verbal disruptions or talk-outs. It is important to determine whether the behavior is discrete or non-discrete. If a behavior is discrete, it will have a clear start and stop; for example, a student raising his/her hand to ask a question is a discrete behavior. A non-discrete behavior is any behavior for which it is difficult to determine the exact beginning and end. An example of a non-discrete behavior is off-task behavior, because the student may be doing a number of behaviors that are off task (e.g., out of seat, talking to neighbors, looking off into space, sleeping during instruction, working on things not related to the task). A clear definition of the target behavior and classifying the behavior as discrete or non-discrete will aid in choosing a method of data collection. The method of data collection chosen will be used in the baseline and intervention stages. Methods for collecting data are outlined in section "Additional Technical Assistance" (p. 115).

Baseline Data

Baseline data are collected following defining the target behavior and selection of a data collection method. Best practice dictates that baseline data be collected for at least three sessions. A "session" can be as short as 15 minutes or as lengthy as a whole school day. The target behavior and selected data collection method dictate what a session constitutes. For example, if the target behavior occurs several times a minute, three 15 minute sessions will probably yield adequate baseline data. Conversely, if the target behavior only occurs a few times a day or once or twice a week, three sessions may be spread over several days. Baseline data are collected to assess the frequency and intensity of the target behavior prior to intervention.

V-B DATA-BASED INTERVENTION SELECTION

Once the target behavior has been clearly defined and baseline data are collected, the next step is to choose an appropriate intervention or change in method of instruction. It is important to choose an intervention that has a strong evidence base demonstrating effectiveness and is in published, peer-reviewed research literature.

To meet the criteria of research-based, an intervention should be represented in at least two well-conducted group-design research studies or multiple examples of single-subject research studies.

The studies must include adequate controls, such as random assignment of subjects to treatment conditions for group models and multiple-baseline or reversal designs for single-subject models. In order to properly match intervention to student need, the studies must also include clear identification of the sample characteristics—for example, the behavior expressed or the diagnosis of the population (Morgan & Jenson, 1988).

V-C IMPLEMENTING & MONITORING

Implementation of evidence-based intervention requires attention to detail and consistent professional development and technical assistance. For example, a school may choose a point system for a student's target behavior to reduce talk-outs and increase hand-raising behavior. Once the intervention is implemented, consistent data collection is needed to determine the effectiveness of the intervention and assess need for adjustment. It is suggested that within three to five days or sessions, the data will yield information regarding the effectiveness of the intervention. If the intervention is

not working and the behavior is not improving or is getting to be more problematic, the instructional team should meet to discuss options for modifying and adjusting the intervention. This is also true of academic targets. For example, if reading fluency was determined to be the target behavior and an intervention is selected and implemented, then, following collection of three progress monitoring data points, a team can determine whether the intervention is working or whether an adjustment is needed.



VI INDIVIDUAL BEHAVIOR CHANGE

VI-A FUNCTIONAL BEHAVIOR ASSESSMENT (FBA) & BEHAVIORAL INTERVENTION PLAN (BIP)

When any student engages in problem behavior, and the teacher and school have procedures and expectations in place for all students and have taught those procedures and expectations to mastery, an individual plan to help that student learn a different behavior to meet the student's needs may be needed.

Appropriate behavior for students of various ages may look different. Behavior may also serve a variety of purposes (functions). A young student who has no adequate communication system may use tapping the arm of a peer or adult as a way of expressing needs. A kindergartener might grab a toy or pencil from a peer, not knowing a different way of getting what he wants or needs. If a secondary school student engages in these behaviors, it might be identified as misbehavior. School staff should obtain signed parent or guidance permission prior to conducting a FBA.

For students with disabilities, it is required under IDEA that when the student's behavior disrupts the learning of themselves or others, the team should consider, as appropriate, positive behavior supports and other strategies. These strategies may include a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior (§300.530(d)(1)(ii)). In addition, when a student with disabilities is removed for more than 10 days in a school year, a FBA and BIP must be conducted, or a current BIP reviewed and revised as needed, to prevent recurrence of the misconduct that led to the removal (§300.530(c)(1)(b)).

In conducting an FBA and BIP procedure, a problem-solving process must be followed:

- 1 Identify the target behavior.
- 2 Determine why the student is using that behavior (FBA).
- 3 Select a function-based intervention to reduce the target behavior and teach a replacement behavior (BIP).
- 4 Collect data to determine if the intervention is working.

VI-B PROCEDURES FOR FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)

Functional Behavior Assessment (FBA) is structured information gathering regarding a target behavior and possible functions the behavior may serve for the student. This information is used to design an intervention or set of interventions as part of a BIP to manage and support the student with behavioral needs. FBA is a tool that can be used to avoid problems by determining the purpose of the problem behavior in which the student is engaging. Best practice suggests that this assessment be conducted whenever a serious or chronic problem behavior arises, whether or not it becomes a discipline issue (Cipani & Schock, 2011). FBAs and BIPs should be developed together, as separate parts of the same process. A variety of forms that help with the information gathering process have been included in the Appendix. The FBA and BIP process may be considered a part of Tier 2 or Tier 3 intervention(s) for addressing behavioral issues within an MTSS framework.

If problem behavior increases or continues to occur, it is being reinforced. Problem behavior can be reinforced or maintained by positive or negative reinforcement and/or by social or automatic reinforcement. Positive reinforcement is when the presentation of a stimulus (something is added or enhanced), contingent on behavior (immediately following the behavior), leads to an increase in the future likelihood of that behavior (see example below). Negative reinforcement is when the removal of a stimulus (something is removed), contingent on behavior (immediately following behavior), leads to an increase in the future likelihood of that behavior (see example below). Either positive or negative reinforcers can be social or automatic. Social reinforcement is when another person within the environment is associated with the presentation or removal of a stimulus. Automatic reinforcement is when the behavior produces its own reinforcement.

(Table 24)

Reinforcement	Positive	Negative
Social	<p>Social Positive: A person presents a stimulus contingent upon behavior that increases future likelihood of that behavior.</p> <p>Example: Peers giggle when George yells “chicken” in the classroom. George continues to yell “chicken” when his peers are present.</p>	<p>Social Negative: A person removes a stimulus contingent upon behavior that increases future likelihood of that behavior.</p> <p>Example: Alyssa is disrupting (climbing under desk) the class. The teacher removes Alyssa’s work materials. When it is time for Alyssa to work, she begins disrupting the class.</p>
Automatic	<p>Automatic Positive: The behavior produces a form of pleasurable sensory stimulation.</p> <p>Example: When Sheila is left alone, she begins flapping her hands and twirling in circles. Sheila continues to flap and twirl.</p>	<p>Automatic Negative: The behavior removes unpleasant sensory stimulation.</p> <p>Example: The noise level in the classroom causes discomfort for Brady. Brady runs from the room to escape discomfort.</p>

An appropriate FBA encompasses both indirect and direct methods.

Indirect Functional Behavior Assessment (FBA)

Indirect FBA methods gather information based on informants’ recall of the context in which the behavior occurred or did not occur. Indirect assessment methods include the following:

- Structured interviews with teachers, parents, caregivers, and/or the student him or herself
- Rating scales
- Checklists
- Questionnaires
- Records reviews
- Data reviews

Indirect FBA methods can yield valuable information that can be used to guide subsequent assessments but is usually not reliable enough to be the sole method used to determine function. Examples of forms that can be used as part of indirect FBA have been included in the Appendix.

Direct Functional Behavior Assessment

Direct FBA consists of actually observing the problem behavior(s) in the natural environment and identifying the conditions that surround the occurrences (i.e., the context). It may also, in the case of functional analysis, involve manipulation of events in order to determine the environmental events that contribute to or maintain problem behavior.

Direct FBA assessment methods (non-functional analysis) include the following:

- Antecedent-Behavior-Consequence (A-B-C) recording
- Scatterplots

A-B-C recording allows an observer to organize anecdotal or descriptive information on the student’s interactions with other students and adults in such a way that patterns of behavior often become clear. (Examples of A-B-C charts are found the Appendix.) Observational data are recorded for each occurrence of the target problem behavior, including the environmental events that immediately preceded and followed the behavior.

Scatterplots are used to identify patterns of behavior that relate to specific contextual conditions. A scatterplot is a chart or grid on which an observer records single events (e.g., number of student call-outs) or a series of events (e.g., teacher requests and student responses) that occur within a given context (e.g., during teacher-led reading instruction, at lunch, on the playground). (Examples of a scatterplot form are found in the Appendix.)

Both A-B-C and scatterplot recording procedures are useful not only in identifying problem behavior, but also in identifying the classroom conditions that may trigger or maintain the student’s behavior. It is also important to observe situations in which the student performs successfully so that IEP teams can compare conditions and identify situations that may evoke and maintain appropriate rather than inappropriate behavior.

(Table 25)

Antecedent	Behavior	Consequences
Activity/event typically occurring before the behavior (trigger)	The action or reaction of person under specified circumstances	Events that typically follow the behavior
Example: Time for Alyssa to work.	Example: Alyssa begins throwing materials.	Example: Teacher removes Alyssa’s work materials.

Analyzing Information

The information gathered during the FBA should then be analyzed to determine the environmental variables that appear to evoke or maintain the problem behavior. Data triangulation and competing behavior pathways are two methods that allow for visual comparison and organization of the information under categories (i.e., setting events, antecedents, problem behavior, and likely maintaining consequences). Data analysis approaches specific to forms of FBA have been developed and usually include line graphs showing behavior across sessions.

Data triangulation charts allow teams to organize and compare three or more sources of direct and indirect data. Confirmation of multiple sources of data enables teams to identify patterns of behavior, antecedent events, and consequences that maintain the target behavior, and identify potential functions of the target behavior (examples of data triangulation charts and their use can be found in the Appendix).

Competing behavior pathway or problem behavior pathway charts allow teams to organize and compare various sources of direct and indirect data into columns so as to identify patterns and develop hypothesis statements. Data are organized into the following columns: (a) setting events, (b) antecedents, (c) target behavior, and (d) maintaining consequences (examples of competing behavior pathway charts and their use can be found in the Appendix).

Data analysis approaches vary depending on the specific FBA procedure used. Direct observational data are gathered during the FBA process. Multiple data points are collected across the various conditions identified within the FBA procedure. Data on the frequency, rate or latency of the problem behavior are graphed using line and/or bar graphs. Lastly, data are analyzed to determine function of the problem behavior. The function of the problem behavior is determined by the occurrence of the problem behavior across sessions and conditions (examples of line and bar graphs can be found in the Appendix).

Hypothesis Statement

Once data are collected and analyzed, a hypothesis statement should be written. This is a concise summary of information collected during the assessment phase that explains or represents a “best guess” regarding the reason(s) for the behavior. A concise hypothesis contains a description of the antecedent conditions that trigger/ function(s) a behavior, a description of the problem behavior, and the consequence or maintaining function of the target behavior. A well-written hypothesis statement should also give clear direction to those responsible for developing a BIP.

(Table 26)

Steps for Conducting a Functional Behavioral Assessment	
1	Describe target behavior in measurable observable terms.
2	Collect information on possible functions of the target behavior. <ul style="list-style-type: none">Indirect FBADirect FBA<ul style="list-style-type: none">Descriptive Analysis (ABC recording)Functional Analysis
3	Analyze information (triangulation and/or problem pathway analysis).
4	Generate a hypothesis statement regarding probable function of target behavior.

VI-C PROCEDURES FOR BEHAVIOR INTERVENTION PLAN (BIP)

The IDEA requires that when the behavior of a student impedes his/her learning or the learning of others, the IEP team must consider the use of positive behavioral interventions and supports and other strategies to address the behavior (34 CFR §300.324(a)(2)(i)). These strategies may include a BIP.

Behavior Intervention Plan (BIP)

Using the hypothesis statement generated from the FBA, the team may develop and implement a BIP. Intervention plans and strategies

that emphasize skills students need in order to behave in a more appropriate way or provide motivation to conform to required standards will be more effective than plans that simply serve to control behavior. Interventions based upon control often fail to generalize and many times serve only to suppress behavior. Plans should include methods to monitor the fidelity of implementation and evaluate the effectiveness of the behavior intervention plan (Cipani & Schock, 2011).

(Table 27)

Considerations for Developing a BIP

- 1 Develop clear and measurable definition of target behavior.
- 2 Identify and plan for teaching more acceptable replacement behaviors that serve the same function as the target behavior.
- 3 Determine antecedent and setting event manipulations that lessen the likelihood that target behavior will occur, including changes to the classroom curriculum and/or instructional strategies.
- 4 Identify the consequence manipulations that make the target behavior ineffective, irrelevant, and/or inefficient.
- 5 Consideration of contextual fit:
 - Data collection procedures that directly measure the target behavior to be decreased and/or the replacement behavior to be increased.
 - Timeline for implementation, evaluation and follow-up.

When a BIP has been developed for a student with a disability, it becomes part of the student's IEP as a supplementary aid and service. This plan must be shared with all adults in the educational

environment assisting in the implementation. Steps should be taken for monitoring the implementation, as well as for crisis management, if warranted. (Examples of BIP forms can be found in the Appendix.)



VII DISCIPLINE PROCEDURES

Principals are responsible for maintaining a safe and orderly learning environment. This relies on school discipline being maintained in order for learning to occur. Also, in an increasingly violent society, schools must be safe havens for students. During the last 30 years, a body of case law dealing with discipline has become well developed; these cases initially began by dealing with general education issues. After passage of the Education for All Handicapped Children Act in 1975, courts were also called into service to determine the extent to which discipline was related to IEPs of students with disabilities. Various components from these cases formed the core of practices and procedures to be considered when disciplining all students.

Specific disciplinary procedures for students with disabilities were included in the 1997 and 2004 reauthorization of the IDEA, and these remain in effect. This document addresses considerations for discipline for all students, and then describes additional considerations for students with disabilities.

VII-A SCHOOL SUSPENSIONS

The purpose of suspension from school is to punish students, alert parents, and protect other students and school staff. Suspension from school is directly related to student learning. When students are suspended from school they are deprived of instructional time (Walker, 2006). Suspensions are often used as an individual disciplinary consequence in attempts to reduce problem behaviors in the future. However, suspensions have been shown to be less

effective for students with specific behavioral challenges and problems. When examining suspensions in the context of behaviorist and social-ecological learning theories, suspension may be inappropriate and ineffective to promote learning or behavioral compliance, specifically for students with behavioral skill deficits (Chistle, Jolivet, & Nelson, 2005).

Research on school suspension indicates that:

(Table 28)

Indicators on School Suspension
<ul style="list-style-type: none">• Suspension only works for students who want to be in school.• Repeated suspensions are not an effective form of school discipline.• Students who seem to get suspended repeatedly have little to no supervision at home, so suspension is often a free day.• When not in school, children are more likely to become involved in crime, be sexually active, carry a weapon, and use drugs and/or alcohol.• They have a higher risk of dropping out.• Those who receive free and reduced lunch are more likely to be suspended.• African-American students are twice as likely to be disciplined as white students.• Students who come from single-parent homes are suspended two to four times more than those living in two-parent homes.• Students who were suspended have a "C" or lower GPA.

(Advocates for Children and Youth, 2006; American Academy of Pediatrics, 2003; Clark, n.d)

Fewer discipline issues emerge in classrooms where teachers keep students academically engaged and their classroom rules and consequences are supported by school policies. Similarly, suspension rates tend to be lower in schools that are proactive versus reactive, where the discipline code, expectations, rules, consequences and follow through are clear, and where suspension is a last resort for

only very serious offenses. There are times when suspending a student is very appropriate. Maintaining a safe school with appropriate disciplinary measures while combating the negative effects of suspension is important (<http://educationpartnerships.org>).

The literature suggests several strategies that can be implemented to create a climate supportive of alternatives to suspension.

(Table 29)

Setting the Stage for Alternatives to Suspension

- Provide ongoing staff development on classroom management, academic engagement, and differentiation of instructional practices (R277-528; R277-609).
- Supply opportunities for new teachers to observe their “challenging” students in other classes, as well as having these teachers observe experienced teachers.
- Offer courses for parents on how they can be actively involved in and aware of their teenager’s life (R277-411).
- Examine a school climate and determine what is and is not supporting the desired behaviors (R277-609).
- Establish a school-wide discipline code with clearly articulated levels of consequences (R277-609).
- Teach sportsmanship in physical education classes.
- Offer instruction in bullying prevention for all stakeholders (R277-609; R277-613).
- Provide rewards and incentives for positive behaviors (R277-609).
- Examine behavioral office referral data. Who is referred? Why are they being referred? How often and for what offense(s) is the student being referred? Does the punishment fit the crime?

(Advocates for Children and Youth, 2006; American Academy of Pediatrics, 2003; Clark, n.d.; Delisio, 2007; Peterson, 2007)

Research has also identified several practices that may be used as alternatives to suspension from school.

(Table 30)

Alternatives to Suspension

- Implement a peer mediation and/or conflict resolution program.
- Develop an individualized self-management plan as applicable.
- Hold a conference with the student and parent(s).
- Develop an Intervention School-Based Assistance Team.
- Assure that punishments fit the behavior infraction.
- Require mini-courses where the topic is related to inappropriate behaviors and teach skills in how to deal/handle the same situations(s).
- Provide time for the student to meet with the school counselor or student support staff to discuss and attempt to resolve the issue(s).
- Implement an effective in-school suspension program.

(Advocates for Children and Youth, 2006; American Academy of Pediatrics, 2003; Clark, n.d.; Delisio, 2007; Peterson, 2007)

VII-B REMOVAL: DISCIPLINARY REQUIREMENTS FOR ALL STUDENTS

The school administrator is generally responsible for school-wide discipline and must make decisions regarding disciplinary consequences. When students violate school rules, the school administrator is the one who responds and must make a series of decisions that provide due process protections for all students. When the administrator decides to select removal as a disciplinary consequence, it is assumed that the school has adequate and effective alternative consequences to deter rule-violating conduct and that these have been considered. It is also assumed that removal from school is the appropriate consequence for the particular case at hand. If the administrator has considered the alternatives and

removal is the appropriate consequence in the case, the administrator must be prepared to answer the questions, “Does the behavior exhibited warrant the penalty of removal from school?” Factors to consider in answering the question include:

- Is the penalty consistent with acceptable LEA penalties?
- Have mitigating circumstances surrounding the offense been considered?
- For students with disabilities, is the penalty consistent with those imposed on students without disabilities for the same or similar offenses?

(Table 31)

Rights of All Students	
1	Due process procedures in connection with suspensions of ten school days or less include: <ul style="list-style-type: none">• Oral and written notice of the charges to the student and parents.• An explanation of the evidence school administrators have obtained related to suspension.• An opportunity for the student to present an explanation of the incident.
2	For removals of more than ten days, the student is entitled to a hearing in which he/she can present his/her side of the story and ask questions of school officials.
3	An LEA is considered to have knowledge that a student has a disability if: <ul style="list-style-type: none">• The parent of the student expressed concern in writing to the principal or the teacher that the student is in need of special education.• The parent requested an evaluation of the student.• The teacher of the student or other educational staff expressed specific concerns regarding the student’s behavior in accordance with the LEA’s child find procedures.
4	Principals must keep accurate records on suspensions for all students. It is critical that discipline data be collected and be easily retrievable for all students.

(Jenson, et. al, 2013)

VII-C DISCIPLINE FOR STUDENTS WITH DISABILITIES

Is the Student Protected Under Federal Statute/State Rule?

The student is protected by IDEA and/or Section 504 discipline procedures if:

- The student is eligible for special education under IDEA.
- The student is an eligible individual under Section 504.
- The school had knowledge that the student had a disability before his behavior that precipitated disciplinary action.

The student is not protected by IDEA discipline procedures if:

- The parent has refused an evaluation of the student.
- The parent has refused or revoked consent for special education services.
- The student has been evaluated and found not to be eligible under IDEA 2004.

Short-Term Removal

The school should document short-term removals of all students. Staff should know the process for entering this documentation into the Student Information System (SIS) used by their LEA. This documentation is critical as the data requirements of the Office for Civil Rights (OCR), the Office for Special Education Programs (OSEP), the Safe and Drug-Free Schools Act, the Elementary and Secondary Education Act (ESEA), and the Gun-Free Schools Act require yearly reporting of these data.

- A running total of the number of school days a student with disabilities has been removed in a year is a criterion for decision making related to educational change-of-placement issues.
- If charged with a civil rights violation of disparate disciplinary treatment under Section 504 (a common complaint), the school must provide documentation that the proposed disciplinary consequences are similar for all students with disabilities and those without disabilities.
- LEAs use data to identify areas of strength and improvement for school planning and to conduct professional development.

(Table 32)

Rules for Removal of Students with Disabilities (§300.530)

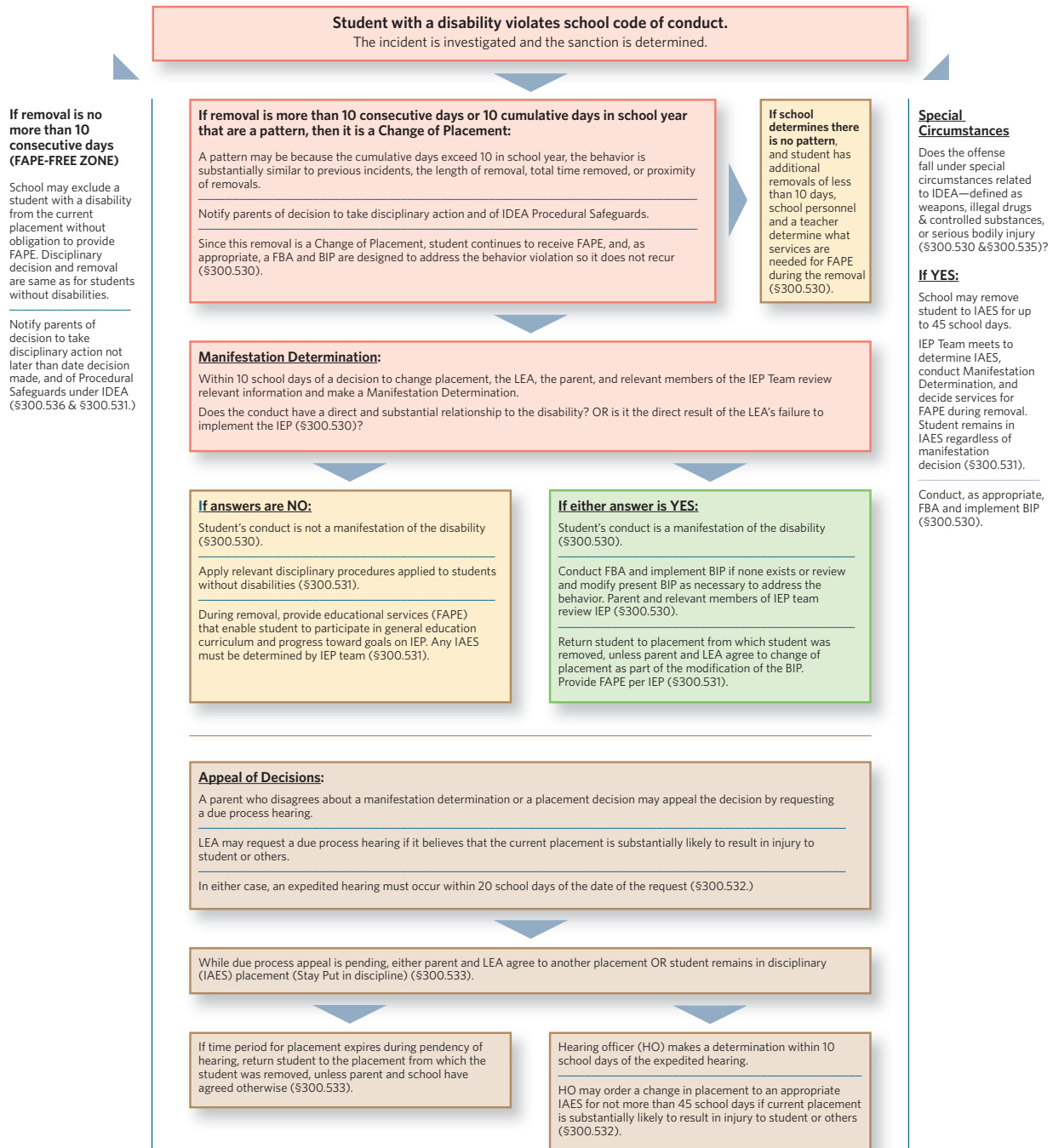
- 1 For students with disabilities, the due process rights for concurrent or cumulative suspensions of ten days or less are the same as for students without disabilities.
- 2 Consequences involving removal are the same for students with disabilities as they are for students without disabilities. Administrators must work through the additional due process rights of the student with a disability to determine other required procedures.
- 3 Educational services must be provided to students with disabilities on the eleventh day of removal.
 - Whether concurrent or cumulative, and whether or not it amounts to a change of educational placement (see discipline flow chart), educational services for IDEA students as listed on their IEPs must be provided on the eleventh day of removal.
- 4 If the parents of an IDEA student agree with a change of educational placement for disciplinary reasons, and with the educational services provided, there is no need for further due process.
- 5 A principal can change the educational placement of a student with disabilities under special circumstances, as directed in IDEA discipline requirements (§300.530V.B.1). School personnel may remove a student to an interim alternative educational (IAES) setting for not more than 45 school days, without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:
 - Carries a weapon to or possesses a weapon at school, on school grounds, or to a school function under the jurisdiction of an LEA.
 - Possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of an LEA.
 - Inflicts serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.
- 6 A manifestation determination must be made prior to the school's final determination of educational change of placement for a student with disabilities. If the behavior is a manifestation of the disability, the student returns to the placement the student was in at the time of the misconduct, unless the IEP team decides on a different placement. If the behavior was not a manifestation, the student may be removed from school as long as the student receives a FAPE on the eleventh day of such removal.
- 7 When a removal constitutes a change of placement, an FBA and a subsequent BIP must be completed for students with disabilities. A removal is a change of placement when it exceeds 10 days in a school year, whether it's an individual instance of removal or cumulative days.
- 8 Principals should find alternatives to out-of-school suspensions (OSS). It is helpful to have effective alternatives to OSS in place to avoid many of the pitfalls surrounding the use of OSS.

(Jenson, et. al, 2013)

VII-D DISCIPLINARY REMOVAL FLOWCHART FOR STUDENTS WITH DISABILITIES & SUMMARY

The disciplinary removal flowchart may be visually overwhelming initially; however, there is only one way in and one way out. In this case, prompts show the way with symbols on the flowchart and short explanations in the summary.

Go through the process step by step. If educators are uncertain about a step, refer to the summary. Educators are ultimately responsible for the disciplinary removal procedures followed in school.



VII — DISCIPLINE PROCEDURES

These procedures apply when a student has an IEP and/or if the LEA had knowledge that the student was a student with a disability before the behavior that precipitated the disciplinary action occurred. The LEA has knowledge if (a) the parent of the student expressed concern in writing to LEA supervisory or administrative personnel or to a

teacher of the student that the student needs special education; or (b) the parent requested an evaluation of the student; or the teacher or other LEA personnel expressed specific concerns about a pattern of behavior demonstrated by the student to the director of special education or to other LEA supervisory personnel (§300.534).

DEFINITIONS

BIP:

Behavior Intervention Plan to enable the student to learn a replacement behavior more appropriate to obtain what the student needs.

Change of Placement:

When a student with a disability engages in misconduct and the student is removed from school for 10 consecutive days, or for 10 cumulative days during a school year, unless there is not a pattern of removal, the removal is considered a change of placement and educational services must be provided from the eleventh day forward.

FAPE:

Free Appropriate Public Education for a student with disabilities means all of the services and related services on the IEP and access to the general education such that the student can make progress on the IEP goals and in the core curriculum.

FBA:

A Functional Behavior Assessment to determine the motivation of a student who engages in misconduct.

IEP:

Individualized Education Program for a student with disabilities specifying annual goals and services for the student.

Manifestation Determination:

An analysis of the relationship of the disability to misbehavior and analysis of the implementation of the IEP.

Procedural Safeguards:

A description of the rights of students with disabilities and their parents.

Removal:

Student suspended from school setting for disciplinary reasons such that the student does not receive his IEP-defined specialized instruction, related services, if any, and access to the general curriculum for the student's grade or courses.

VII-E SELECTING INTERVENTIONS

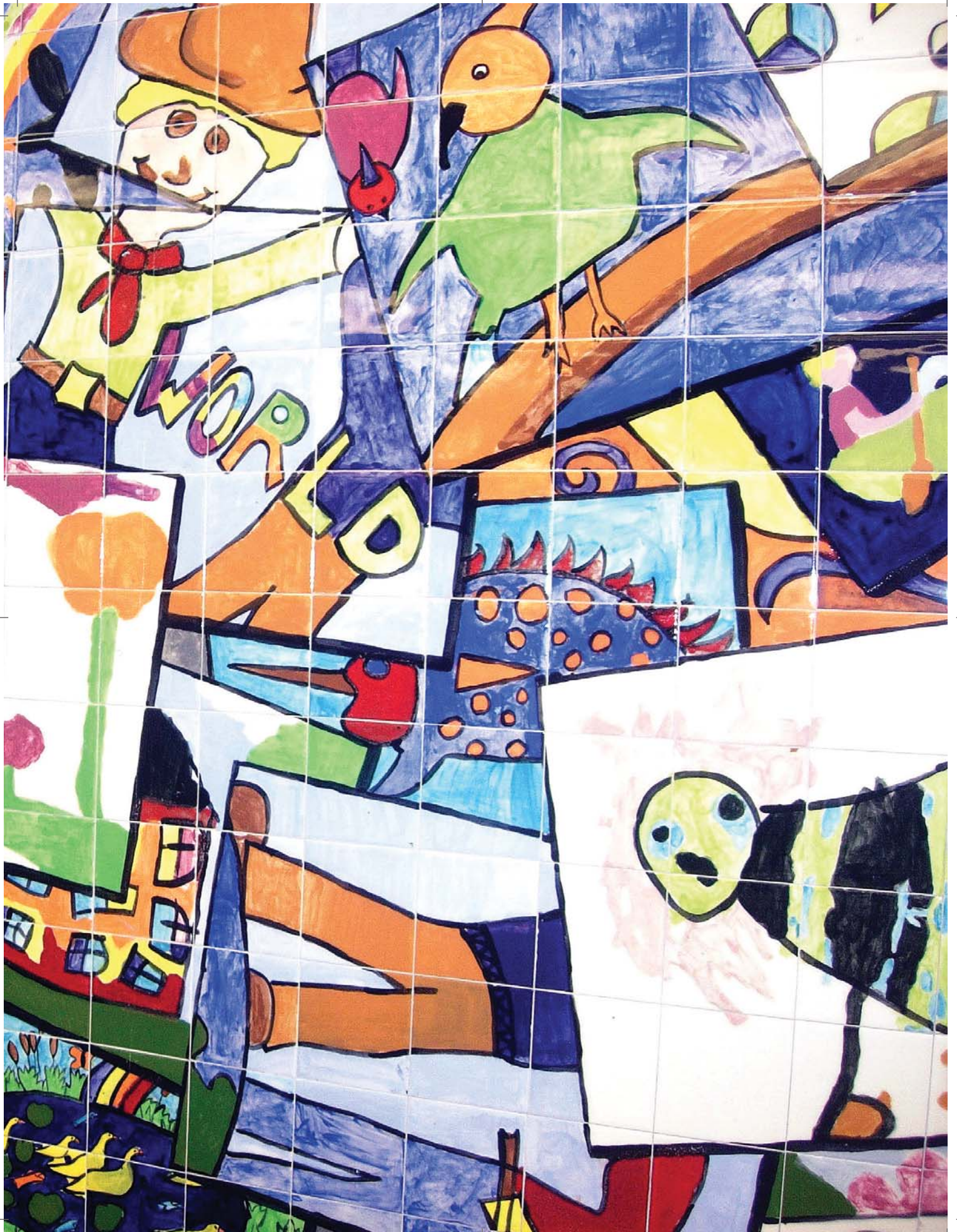
Classroom personnel should document that preventative and proactive practices were adequately implemented and found ineffective before supplemental interventions or highly intrusive interventions are implemented (unless the behavior is severe and warrants emergency interventions to ensure the safety of the students and staff). If less intrusive strategies have not been implemented with fidelity, adjustments in classroom practices should be made prior to moving to a more intrusive intervention.

The interventions selected should be appropriate to the target behavior and the student's developmental level, physical abilities, and communication mode, as dictated by student performance data and the research literature. It is recommended that a minimum of two interventions be implemented and found ineffective within each level before moving on to a higher level of the continuum (Morgan & Jenson, 1988).

As intervention procedures are considered and selected by multi-disciplinary teams (e.g., Student Assistance Team, Professional Learning Community, IEP teams), careful consideration of multiple factors will help the team to make appropriate decisions about behavior intervention procedures.

(Table 33)

Factors for Appropriate Decisions	
Strategies should be aligned with the student's developmental level; motor ability; communication mode; other factors relevant to the student current social and behavioral level of performance; and, when applicable, disability.	Formal and informal individual FBA data should be used to assist the team in selecting interventions for a particular student and a particular behavior.
Less intrusive interventions (including both universal and supplemental) should be in place prior to and during the consideration and use of intrusive interventions. The only exceptions are when the nature or severity of the student's behavior warrants the immediate use of a more intrusive intervention procedure (i.e., ESIs). Implementation and use of the school-wide PBIS system or MTSS model helps to ensure the use of fewer intrusive interventions.	Intrusive behavior intervention procedures should be used judiciously, only when severe behavior threatens the safety of the student or others. These interventions should be monitored closely to ensure appropriate use and to document results. If misbehavior does not decrease, the team should make changes to the BIP when developed.



VIII CRISIS MANAGEMENT

VIII-A EMERGENCY SAFETY INTERVENTIONS (ESIs)

There may be times when a student's behavior escalates to the point that he/she places himself/herself or others in imminent danger. However, it is less likely to have such situations occur if proper prevention and de-escalation strategies are utilized. Understanding the cycle of a crisis and identified ways of responding can often ensure a safe and productive resolution. Training programs are available that teach school personnel to recognize behavioral escalation levels and utilize effective research-based responses. LEAs and schools should address such procedures in their School Safety Plan/Crisis Management Plan, which shall also include a continuum of interventions, from proactive and preventive to more intrusive.

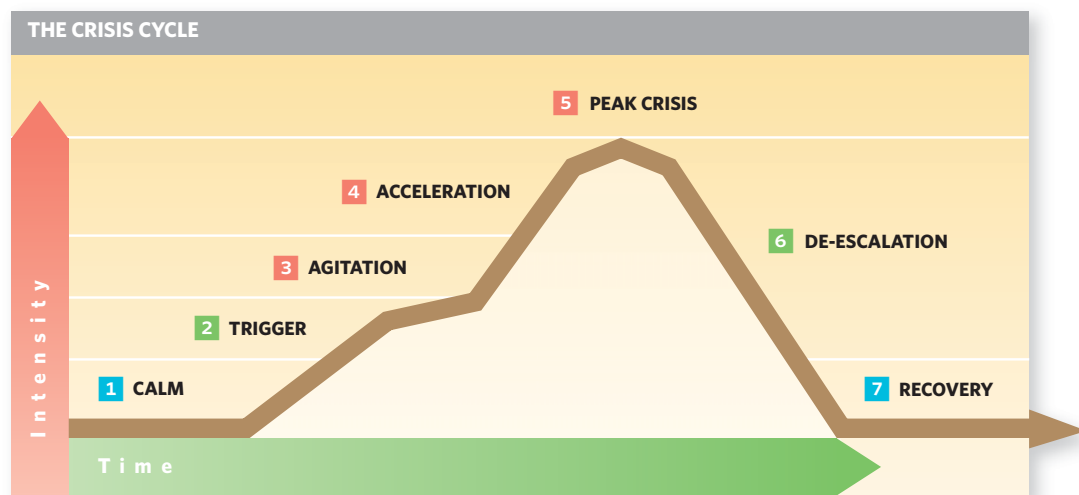
The USOE supports a positive approach to behavior that uses proactive, preventive strategies to create a safe classroom and school climate, recognizing that on rare occasions, a student's behavior, regardless of proper preventive and de-escalation techniques, will escalate to the point where the student's behavior poses an imminent danger to the student and/or others. In order to protect the safety of students and staff, the USOE has adopted R277-609: Standards for LEA Discipline Plans and Emergency Safety Interventions, which limits the use of physical restraint and seclusionary time out to those situations in which a student's behavior poses an imminent danger to himself/herself and/or others. Neither seclusionary time out nor physical restraint are teaching procedures, nor are they behavioral interventions; thus, they are outside of the scope of a tiered intervention system. These types of interventions are considered highly intrusive, and shall only be used in emergency situations; they should not be used as a punishment or for any non-dangerous or non-emergency reasons, such as noncompliance, disrespect, disobedience, misuse or destruction of property, or disruption.

When episodes of problem behavior occur that pose an immediate danger to the student and/or others, it is important to provide a response that helps to ensure the safety of all involved and produces a timely de-escalation of the behavior. The goals of crisis management procedures are to ensure the safety of the student and/or of others, and to de-escalate the problem as quickly as possible. Safe crisis management procedures (crisis cycle) are needed and should be planned thoroughly and in advance. This guidance on Emergency Safety Interventions (ESIs; term also applies to highly intrusive individual interventions—USOE Special Education Rules III.I.(b)(5)(c)) applies to all students and to any learning environment, including any nonprofit institutional day or residential school and any accredited nonpublic school that receives public funding, or over which the USOE has regulatory authority. This definition includes preschools under a public school district. The regulations also apply to all school personnel and individuals hired or contracted by an LEA or school to perform work on behalf of the LEA or the school, including school resource officers. The intended purpose of this section is to provide broad, overarching support to LEAs, schools, school employees, and the general public on the use of ESIs.

VIII-B CYCLE OF ACTING-OUT BEHAVIORS: CRISIS CYCLE

School administrators, teachers, parents, and peers can often be trapped in escalating interactions with students that can prove to be very disruptive, damaging to relationships, and in some cases, extremely dangerous. This behavior escalation pattern has been described as the seven phases of acting-out behavior or crisis cycle (Colvin, 1992; Kauffman, Mostert, Trent, & Hallahan, 1998; Sprague & Golly, 2004). In general, this conceptual model represents the

interdependent behavioral dynamics of the student's behavior during an escalating and de-escalating interaction. These phases involve an escalated interaction between the teacher(s) and student that is intense, explosive, and often unsafe. It is when the phases reach peak crisis that some students may pose an immediate danger to themselves and/or others. The diagram below illustrates this escalation and de-escalation process.



A detailed description of the behavioral characteristics of each of the seven phases, a summary behavioral description of each phase, and a summary check-list for the acting-out behavior cycle can be found in the sections: **XI—ADDITIONAL TECHNICAL ASSISTANCE / D—Phases of the Crisis Cycle** and **XIII—APPENDIX / 16—Crisis Management Plan**.

VIII-C DEFINITION OF TERMS

Chemical Restraint:

Chemical restraint means the use of medication to control a student's violent physical behavior or restrict a student's freedom of movement. The use of chemical restraint is prohibited, except as prescribed treatments for a student's medical or psychiatric condition by a qualified health professional appropriately licensed to issue such treatments. In all instances, medication should only be provided exactly as prescribed, including the appropriate dosage and with the same frequency as prescribed as is outlined in the student's Health Care Plan (HCP) (School Nurse Act—R 156-31b-701a. Delegation of Tasks in a School Setting).

Emergency Safety Intervention:

Emergency safety intervention means the use of seclusionary time out or physical restraint when a student presents an immediate danger to himself/herself or others, and is not for disciplinary purposes.

Immediate Danger:

Immediate danger means the danger of physical violence/aggression towards oneself or others that is likely to cause serious physical harm.

Mechanical Restraint:

Mechanical restraint means any device or object used to limit a student's behavior and/or movement and which cannot be removed by the student. The use of mechanical restraint is prohibited, except for those protective or stabilizing devices ordered and supervised by a person appropriately licensed to issue the order, those required by law, devices used by law enforcement in carrying out law duties, and vehicle safety restraints when used as intended during the transport of a student in a moving vehicle. If vehicle safety restraints are used, school staff shall receive professional development in the proper use of the equipment, including rapid removal in an emergency situation.

Physical Guidance:

Physical guidance means physically guiding a student through the proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to himself/herself and/or others, on behalf of the student, while at the same time it does not restrict, immobilize or reduce the ability of the student to freely move his/her torso, arms, legs, or head.

Physical Restraint:

Physical restraint means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. The length of the restraint and the amount of force used should be for the shortest duration and the least amount necessary to diffuse the emergency situation and ensure the safety of the student(s) and others. The use of prone, or face-down physical restraint; supine, or face-up physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication is strictly prohibited.

Seclusionary Time Out:

Seclusionary time out means involuntary confinement of a student alone in an enclosed room when student is prevented from leaving. Seclusionary time out, when used with a student, means all of the following conditions are met:

(Table 34)

Seclusion Conditions

- 1 The student is placed in a safe enclosed area by school personnel;
- 2 The student is purposefully isolated from adults and peers; and
- 3 The student is prevented from leaving, or the student reasonably believes that the student will be prevented from leaving, the enclosed area.
- 4 School employees may not place a student in a seclusionary timeout for more than 30 minutes.

A student (no matter his/her age) placed in seclusion must be continuously monitored, visually and audibly, by a school employee, and shall be removed from seclusionary time out immediately when the student no longer presents an immediate danger to self and/or others. School employees may not place a student in a seclusionary timeout for more than 30 minutes. LEAs shall identify or develop and implement a professional development program that addresses preventive and de-escalation techniques for staff members whose job responsibilities might warrant the use of emergency safety interventions.

Note: Seclusionary time out does not include a timeout, which is a behavior management technique aimed at reducing reinforcement that is part of an approved program that involves the monitored separation of the student in a non-locked setting and is implemented for the purpose of calming (further guidance can be found in "Additional Technical Assistance," p. 115). In-school suspension (ISS) is also not seclusionary time out. In-school suspension does not typically involve the student being isolated from adults and peers, and thus does not meet the definition of seclusionary time out.

VIII-D DOCUMENTATION

Any time an ESI is used with any student, it must be documented within the Student Information Systems (SIS) records. (A sample ESI Form can be found in the Appendix.) Documentation must include, but is not limited to, the following information:

- Date and time the ESI was used
- Student's behavior that lead to the use of the ESI (defined in measurable and observable terms)
- Type of ESI (seclusionary time out or physical restraint), and the duration the intervention was in place (length of time in minutes)
- Names of school personnel who participated in or supervised the ESI
- Notification of the student's parent(s) as required in R277-609-6.
- Any injuries that resulted from the use of the ESI to the student and/or staff

In addition to the requirements, an LEA may choose to draft a form that includes more than the minimum requirements. This information may help school staff determine how to prevent the need for using an ESI in the future. This documentation becomes part of the student's educational record, which parents may view upon request.

It is best practice that, after using an ESI, a debriefing session takes place with the adults involved. Although not required, such a process is highly recommended, as the goal of the session is to prevent the future use of a similar intervention.

The LEA shall develop procedures for the collection, maintenance, and periodic review of the use of ESIs at each school, including the aforementioned documentation. District-level or charter school staff must follow the LEA procedure for reviewing the ESI data. Upon request from the USOE, documentation of any school, program or LEA's use of ESIs shall be provided. In addition, in accordance with Utah's Program Improvement Planning System (UPIPS), a periodic review of special education programs, procedures or manuals, and emergency safety intervention data as related to IDEA-eligible students will occur.

VIII-E NOTIFICATION

LEAs shall have in place, as part of the LEA's crisis management/safety plan for all students as well as part of their special education policies and procedures, the criteria for using ESIs in accordance with USBE R277-609. LEAs should consider the document the Office of Special Education Programs (OSEP) of the U.S. Department of Education released in May 2012, *Restraint and Seclusion Resource Document* (<http://www2.ed.gov/policy/seclusion/index.html>). This resource identifies 15 principles for states, local school districts, schools, and other stakeholders to consider when developing and implementing policies and procedures related to seclusion and restraint.

At minimum, LEAs policies shall include the following (USBE Rule R277-609):

- Prohibition of the use of prone, or face-down, physical restraint; supine, or face-up, physical restraint; physical restraint that obstructs the airway of a student; or any physical restraint that impacts a student's primary mode of communication.
- Prohibition of the use of mechanical restraint, except those protective or stabilizing or required by law, any device used by a law enforcement officer in carrying out law enforcement duties, and seatbelts and any other safety equipment when used to secure students during transportation.
- Professional development that meets the needs of school personnel and has been approved by the USOE.

These written policies shall be accessible on each school's web site and shall be included in each school's code of conduct, school safety plan, student handbook, or any combination of these.

VIII-F CAUTIONS

Both students and staff have been injured in secluding and physically restraining students. As has been reported by multiple reports (see Table 35), the use of seclusionary time out and physical restraint can have very serious consequences, including, most tragically, death. Furthermore, there continues to be no evidence that using seclusionary time out or physical restraint is effective in reducing the occurrence of the problem behaviors that frequently precipitate the use of such techniques. LEAs should do everything possible to ensure all students can learn, develop, and participate in instructional programs that promote high levels of academic achievement.

To accomplish this, schools must make every effort to structure safe environments and provide a behavioral framework, such as the use of positive behavior interventions and supports that apply to all students, all staff, and all locations in the school so that the use of seclusionary time out and physical restraint is greatly minimized. Such interventions should never be used to obtain compliance, nor as a means of discipline. In addition, the use of such ESIs should only be carried out by trained personnel who have demonstrated competency in their use.

(Table 35)

- *School is Not Supposed to Hurt: Investigative Report on Abusive Restraint and Seclusion in Schools*, National Disability Rights Network, www.NDRN.org
- *Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers*, United States Government Accountability Office, www.gao.gov
- *How Safe Is the Schoolhouse?* The Autism National Committee, www.autcom.org

VIII-G LEA PROFESSIONAL DEVELOPMENT

LEAs must provide appropriate school personnel with professional development consistent with nationally recognized training programs which are approved by the USOE. At a minimum, training must address prevention techniques, positive behavioral supports, crisis reduction and management, de-escalation techniques, and other best practices. Training must be designed to meet the needs of personnel as appropriate to their duties and given their likelihood of using ESIs (e.g., specialized settings). School personnel are required to review the training program as outlined in the chosen program. LEAs shall have the responsibility to maintain documentation on the training provided and a list of those who participated.

The focus of the training should be on behavior preventative and proactive practices when dealing with crisis management. Seclusion and physical restraint shall be taught as a last measure, and only under the premise that the student's behavior poses an imminent danger to self and/or others. The training program should cover data-based decision making and evidence-based positive behavioral interventions and supports; safe physical escort; conflict prevention; behavioral antecedents; FBAs; de-escalation of challenging behaviors; conflict management; and the signs of medical distress, as well as cardiopulmonary resuscitation.



IX RESPONSIBILITIES

IX-A RESPONSIBILITIES OF THE UTAH STATE OFFICE OF EDUCATION (USOE)

Annually or as needed, the USOE will review needed modifications to the content of the LRBI Guidelines and state level policies. This review will ensure that the LRBI Guidelines document and state policies and procedures reflect current evidence-based intervention practices. Any needed changes will be recommended to the Utah State Board of Education.

Annually, the USOE will review data from LEAs on the frequency of use of emergency safety interventions. This information will be used to monitor the application of ESIs and to identify possible technical assistance needs or professional development priorities. Upon LEA request, the USOE will give technical assistance and provide guidance on the content and critical components of LEA policies. As appropriate, assistance in training for development and implementation of a continuum of positive behavioral interventions and supports in Utah schools can be requested by LEAs.

IX-B RESPONSIBILITIES OF THE LOCAL EDUCATION AGENCY (LEA)

Emergency Safety Interventions Committee

It is required by R277-609 that the LEA will organize an ESI Committee to monitor LEA policies on disciplinary plans, actions and behavioral intervention procedures, protections and safeguards. The ESI Committee should meet often enough to monitor the use of emergency safety interventions in the LEA, determine and implement professional development needs, and develop policies for local dispute resolution processes to address concerns regarding disciplinary actions. The LEA will collect summary information regarding the frequency of use of ESIs in the LEA and be able to report this data to the USOE when requested.

- Members of the LEA ESI Committee should include:
- Two LEA Administrators
 - No fewer than two other professionals with behavioral knowledge
 - A parent

(Table 36)

Potential Appeals Procedures and Timeline
<ul style="list-style-type: none">• If a member of the team disagrees with a decision regarding behavioral intervention, an appeal should be made in writing to the LEA.• Within five days of appeal receipt, the ESI committee chairperson should initiate steps to conduct an appeal conference to resolve differences and, if possible, avoid a hearing.• During the pendency of an appeal to the committee, the behavioral intervention in question should not be implemented.• The appeal conference should be completed within 15 school days, and steps should be taken to avoid an adversarial atmosphere. The Local Education Agency (LEA) can grant an extension of up to five school days if extenuating circumstances are present.• The committee's recommendations should not conflict with state or federal law which provides procedural safeguards.• A copy of the written recommendation should be mailed to each party within five school days following the conference.

Behavior Expertise

The LEA should ensure that a recognized specialist in behavioral supports and interventions is a member of the Student Support Team (SST) in situations where highly intrusive interventions procedures are considered. It is recommended that the specialist have expertise in behavioral interventions and an understanding of how different disability characteristics influence and maintain behavior. If the behavior specialist or other personnel require additional professional development on specific interventions, the LEA may request training from the USOE.

Personnel Development

It is the responsibility of the Local Education Agency (LEA) to ensure that the staff receives the training necessary to effectively implement a continuum of behavioral interventions and supports. It is the responsibility of the LEA staff to participate in training as needed. Where LEA staff members think they do not have appropriate training to implement specific behavioral intervention procedures appropriately, it is their responsibility to request needed training from LEA.

IX-C EMERGENCY SAFETY INTERVENTIONS (ESI) & INDIVIDUALIZED EDUCATION PROGRAMS (IEP)

Since seclusionary time out and physical restraint must only be used in emergency situations, an ESI should not be a planned intervention for a specific student under foreseeable circumstances. The use of ESIs should not be included in a student's IEP nor Behavior Intervention Plan (BIP). However, if an IEP team decides to include the use of an Highly Intrusive Emergency Safety Intervention (ESI) in an IEP or BIP, a FBA must be conducted and parental consent must be obtained. In addition, focus should be placed on the teaching and supporting of more appropriate behavior(s) that replace the student's dangerous behavior. Even if an ESI is identified on an IEP and/or BIP, the use of such ESI must follow the regulations set forth; it does not exempt the LEA or school from following the rule.

Seclusionary time out and physical restraint shall not be used as a routine strategy implemented to address instructional problems or inappropriate behavior (e.g., disrespect, noncompliance, insubordination, being out of seat), as a means of coercion or retaliation, or as a convenience. These emergency safety interventions should only be used when a student's behavior poses imminent danger of serious physical harm to self or others. Seclusionary time out and physical restraint are last resorts and shall be avoided to the greatest extent possible without endangering the safety of students and staff; they shall be used only when less intrusive methods have not been effective and when protecting the student and/or others from injury/harm requires their use.

IX-D RESPONSIBILITIES OF THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) TEAM

(§300.324(1)(1))

In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior.

(§300.324(1)(2))

When making decisions on behavioral interventions, the IEP team must refer to the USOE Least Restrictive Behavior Interventions (LRBI) Technical Assistance Manual for information on research-based intervention procedures (USOE Special Education Rules III.I.(b)(5)(a).

IX-E INFORMED CONSENT

When selecting intensive individual interventions and ESI, the IEP team process should be augmented to ensure parental/guardian informed consent and participation in the behavior intervention planning.

(Table 37)

Recommended IEP Team Augmented Practices for Selection of Interventions

Documentation and review of data regarding use of preventative interventions and their results which demonstrate the need for additional levels of intervention.

Discussion and review of suggested new behavior intervention procedures.

Discussion of potential effectiveness of proposed intervention, including possible side effects.

Use of FBA data and development of a formal BIP whenever an intensive (highly intrusive) individual intervention is selected.

Obtain signed parental consent for all (highly intrusive) intensive individual interventions and ESIs when IEP has determined to list on BIP.

IX-F IMPLEMENTATION & MONITORING OF BEHAVIOR INTERVENTIONS

When selecting highly intrusive interventions and certain supplemental interventions, the Student Support Team (SST) process is augmented with the following steps to implement, monitor, and adjust behavior interventions and supports. Behavior interventions can be addressed in the IEP or on a formal BIP for students with disabilities.

(Table 38)

Recommended Implementation and Monitoring of Behavior Intervention Practices for Student Support Teams
<ul style="list-style-type: none">• Prior to selecting and implementing an intervention, operationally define the target behavior and appropriate replacement behavior.• Except for situations when the behavior is extreme (e.g., self-abuse or assaultive behavior) and immediate intervention is required, collect baseline data for a minimum of three sessions or days prior to implementation of a behavior intervention.• Prior to implementing a selected intervention, ensure staff members are trained on the intervention procedure to encourage a high level of fidelity and consistency with the intervention implementation.• Plan for appropriate data collection and monitoring of both student response to the intervention and staff consistency in implementing the intervention.• If a student fails to respond to the intervention, consider conducting an FBA to inform future intervention selection and adjustment of current intervention practices.• If a Student Support Team selects to include an emergency safety intervention, the SST should work with school personnel to submit to the LEA ESI committee documentation of less intrusive interventions and the plan for monitoring the use of ESIs.

IX-G DEVIATION FROM STUDENT'S BEHAVIOR INTERVENTIONS IN IEP OR BIP

Each student's IEP and/or BIP constitutes a binding agreement. School staff deviation from an approved plan, which includes misapplication of approved interventions, use of unapproved interventions requiring informed consent, and/or failure to follow outlined emergency procedures in emergency situations, will subject the responsible school staff members to disciplinary action as dictated by LEA policy.

If the school staff members implementing behavioral supports finds that ESIs are needed, they must refer to the section on emergency situations in this document and follow the steps outlined. A behavior for which ESI is used should occur not more than:

If the frequency of the student behavior requiring ESIs exceeds these limits, child find system §300.109 and §300.111 should be considered with students not qualified under IDEA; for students qualified under IDEA, modifications need to be made to the IEP or existing BIP, or a new BIP must be considered.

(Table 39)

Pattern of Behavior
Once per week.
Two times in a month.
Four times in a year.

IX-H DUTY TO WARN

In a school setting, the term “therapist” pertains to school counselors, school psychologists, school social workers, or anyone licensed by the State of Utah to provide any mental health services. Therapists have a unique relationship with clients that allows them access to intensely personal information. Therapists are required by law to keep this information confidential (UCA 58-60-114). However, there is an important exception to the confidentiality of information that is referred to as the duty to warn. According to Utah Code 78-14a-102, a therapist has a duty to warn when “client or patient communicated to the therapist an actual threat of physical violence against a clearly identified or reasonably identifiable victim.” When such a threat is

communicated to a therapist, that individual must “make reasonable efforts to communicate the threat to the victim, and notify a law enforcement officer or agency of the threat.” Taking action in accordance with the aforementioned statements does not constitute a “breach of trust or privilege, or disclosure of confidential information.” While there is no law or legal precedent that explicitly obligates teachers or administrators with a duty to warn, there is good reason to maintain that teachers, administrators and other school personnel do have a duty to warn. Legal precedent indicates that individuals have a duty to warn when certain conditions are met.

(Table 40)

Conditions Warranting Duty to Warn

- The existence of a special relationship.
- The presence of a reasonable prediction of conduct that constitutes a threat.
- Knowledge of a foreseeable victim.

(XII-C: Additional Technical Assistance, pg 117).



X INTERVENTION PROCEDURES: OVERVIEW & SELECTION

A continuum of evidence-based behavioral support and intervention procedures is listed in this guidelines document. This continuum includes PBIS at three levels. Emergency Safety Interventions are not considered part of this continuum and should only be used under the guidance of USOE Rule (R277-609).

The continuum of intervention procedures identified within each level (universal, targeted, and intensive individual) is sorted alphabetically for convenience.

For each intervention, **(a)** the intervention is defined; **(b)** steps for implementation are described; **(c)** special considerations, including side effects and cautions, are noted; **(d)** methods of data collection for ongoing progress monitoring are recommended; and **(e)** references for more information regarding the intervention are provided.

The three tiers or multi-levels represent a hierarchy; however, the interventions within each tier are not hierarchical. For example, when selecting and implementing a targeted intervention, it is not required that IEP teams start with the first on the list; rather, the intervention is selected based on individual student need based on data. It is recommended that a minimum of two

interventions within each level be implemented and be found ineffective through data-based decision making prior to moving to the next level. Likewise, when selecting and implementing an intensive individual intervention, it is essential that decisions be based on progress monitoring data from the ineffective lower-level interventions and other information which help determine student need, rather than randomly selecting from the intervention list.

Some behavioral interventions can be effectively and appropriately implemented across the continuum but at differing levels of intensity. Specifically, these interventions are selected, designed, and used based on the needs of students. For example, self-management may be implemented with an entire class (i.e., as a universal strategy) to support general classroom behaviors. It may also be used with one student to provide support for target behaviors requiring modification based on student need, as identified through data.

X-A UNIVERSAL (PREVENTIVE & PROACTIVE) INTERVENTIONS – EFFECTIVE EDUCATIONAL PRACTICES

UNIVERSAL INTERVENTION		PARENTAL NOTIFICATION	BEHAVIOR EXPERT ON SS TEAM
U-1	Appropriate and Motivating Instructional Practices	No	No
U-2	Assistive Technology	No	No
U-3	Behavior Momentum	No	No
U-4	Chaining/Sequencing	No	No
U-5	Contingent Observation	No	No
U-6	Differential Reinforcement	No	No
U-6a	Differential Reinforcement of Other Behaviors (DRO)	No	No
U-6b	Differential Reinforcement of High Rates (DRH)	No	No
U-6c	Differential Reinforcement of Low Rates (DRL)	No	No
U-6d	Differential Reinforcement of Alternative/Replacement Behavior (DRA)	No	No
U-6e	Differential Reinforcement of Incompatible Behavior (DRI)	No	No
U-6f	Differential Reinforcement of Functional Communicative Behavior (DRC)	No	No
U-7	Direct Instruction	No	No
U-8	Environmental Engineering	No	No
U-9	Fading	No	No
U-10	Group Reinforcement Response Contingency	No	No
U-11	High Rates of Positive Responses From Teachers	No	No
U-12	Instructional Pacing	No	No
U-13	Monitoring Performance	No	No
U-14	Parent Conference	No	No
U-15	Parent Training	No	No
U-16	Positive Reinforcement	No	No
U-16a	Continuous Schedule of Reinforcement	No	No
U-16b	Intermittent Schedule of Reinforcement	No	No
U-16bi	Ratio Schedules of Reinforcement	No	No
U-16bii	Interval Schedules of Reinforcement	No	No
U-17	Prompting/Cueing	No	No
U-18	Redirection	No	No
U-19	Rules/Expectations	No	No
U-20	Staff Training (Ongoing)	No	No
U-21	Structured Daily Schedule	No	No
U-22	Supervision	No	No

U-1 Appropriate and Motivating Instructional Practices

A curriculum/core instruction which challenges students while enabling them to achieve success.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Probe or pretest for student academic performance level. Deliver instruction. Maintain on-task behavior. Record progress. Evaluate progress. Adjust curriculum/instruction as determined by student's needs. 	<p>A curriculum that is too difficult or easy is likely to increase inappropriate behavior. Teacher testing and evaluation skills are important. To use the appropriate curriculum, teachers must know the level at which their students are functioning.</p>	<p>Progress monitoring: students are progress monitored weekly, biweekly, bimonthly, or monthly, depending on the intensity of the instructional interventions that are being provided. Sufficient data should be gathered to reliably determine progress and instructional level.</p>

Marzano, R., Pickering, D., & Pollock, J. (2000). *Classroom Instruction that Works*. Alexandria: Association for Supervision and Curriculum Development.
 IRIS Center video module on "Providing Instructional Supports." <http://iris.peabody.vanderbilt.edu/module/sca/>

U-2 Assistive Technology

Any item, piece of equipment, product or system used to increase, maintain, or improve functional capabilities of students.

IMPLEMENTATION	CONSIDERATIONS
<p>After discussing the student's present level of performance and developing the measurable annual goals, if you are concerned that the student may need assistive technology to help meet any of the goals in the following areas:</p> <ul style="list-style-type: none"> Communication Reading Learning/studying Math Motor aspects of writing Computer access Composing written material 	<p>This can involve such items as large print material, a laptop computer, visual supports, or augmentative communication devices required by the student to make progress on IEP goals.</p>

Bausch, M. E., Ault, M. J., & Hasselbring, T. S. (2006). *Assistive Technology Planner: From IEP Consideration to Classroom Implementation*.
 Lexington, NY: National Assistive Technology Research Institute.
 IRIS Center video module on "Assistive Technology: An Overview." <http://iris.peabody.vanderbilt.edu/module/at/>
 Lancioni, G. E. & Singh, N. N. (2014). *Assistive Technologies for People with Diverse Abilities*. New York, NY: Springer.

U-3 Behavior Momentum

Increasing compliance by identifying and then making a minimum of three requests with which the student has a high probability of compliance before making a low-probability request.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify high-probability behaviors. Request three or more high-probability behaviors. Request the low-probability behavior. Give appropriate consequences. Collect and review data. Gradually reduce requests for high-probability behaviors. 	<p>It is important to know the particular student and use precision requests for behaviors that he/she is likely to perform. The same requests will not work with every student.</p>	<p>Latency—The time it takes to begin a task or the time the student might delay between problems on the same assignment—should be measured. The purpose of this is to look for a reduction in off-task time and how quickly a student complies with a request.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Belfiore, P. J., Basile, S. P., & Lee, D. L. (2008). Using a high probability command sequence to increase classroom compliance: The role of behavioral momentum. *Journal of Behavioral Education*, 17, 160–171.

USOE LRBI information sheet on "Behavioral Momentum." <http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/BehavMoment.pdf>

U-4 Chaining/Sequencing

Reinforcement of responses in sequence to form more complex behaviors. Chaining can involve both forward and backward steps.

IMPLEMENTATION	CONSIDERATIONS
<ul style="list-style-type: none"> In conjunction with chaining and other behavior management techniques, a strategy known as task analysis must first be used. In task analysis, skills are broken down into concrete, specific component tasks, which in some cases may be very minute. If a student doesn't make progress on a task, it may be that it needs to be task-analyzed further (broken into even smaller steps). 	<p>As each new behavioral step is added, only the most recent step needs to be reinforced.</p>

Bancroft, S. L., Weiss, J. S., Libby, M. E., & Ahearn, W. H. (2011). A comparison of procedural variations in teaching behavior chains: Manual guidance, trainer completion, and no completion of untrained steps. *Journal of Applied Behavior Analysis*, 44(3), 559–569.

Texas Guide for Effective Teaching: Chaining. <http://www.txautism.net/uploads/target/Chaining.pdf>

U-5 Contingent Observation

Telling a student who is doing something inappropriately to step away from the activity, sit, and watch the appropriate behavior of other students while the teacher intentionally reinforces them. After a brief period of observation, the teacher prompts the student to rejoin the activity and reinforces the desired behavior.

IMPLEMENTATION	CONSIDERATIONS
<ul style="list-style-type: none"> Have student move away from activity. Have student observe the other students. Reinforce student demonstrating appropriate behavior. Prompt the student to rejoin the group. Continue to reinforce appropriate behavior. 	<p>The observation will usually be for a brief time. (One- to five-minute periods are as effective as longer ones.)</p>

University of Missouri Intervention Brief: Contingent Observation. <http://ebi.missouri.edu/wp-content/uploads/2011/09/Sit-and-Watch.pdf>

Alberto, P., Heflin, L. J., & Andrews, D. (2002). Use of the timeout ribbon procedure during community-based instruction. *Behavior Modification*, 26, 297-311.

Kostewicz, D. (2010). A review of timeout ribbons. *The Behavior Analyst Today*, 11(2), 95-104.

U-6 Differential Reinforcement

The reinforcement of one form of behavior, but not another; or the reinforcement of a response under one (stimulus) condition but not under another.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Choose desired observable and measurable behavior to be improved. Introduce an alternative, incompatible, or communicative behavior. Select time interval and criterion. Ignore inappropriate behavior. Reinforce appropriate behavior. Check for progress. 	<p>When you are first ignoring negative behavior, the problem behavior will usually increase. Be sure negative behavior can be tolerated, or try a combination of interventions, such as a contract. Reinforce immediately after behavior. Choose an alternative behavior that is functional.</p>	<p>Frequency data on the number of times the student performs the behavior during a 5-10 minute interval.</p> <p>Fidelity data can be collected by using a beeper or vibrator to see if student uses the alternative behavior. Student could receive a raffle ticket each time he/she is on task.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

IRIS Center video module on "Behavioral Interventions: Differential Reinforcement." <http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content>

USOE LRBI Information Sheet on "Differential Reinforcement." <http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/Differential.pdf>

U-6a Differential Reinforcement of Other Behaviors (DRO)

Reinforcement following any appropriate/replacement behavior while ignoring the inappropriate/target behavior in a defined period of time.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Define the problem behavior in clear, observable terms so that other individuals are able to identify instances and non-instances of the behavior. Get a frequency count of the behavior prior to intervention (# of times per minute, day, week, etc.) or a typical length of time between problem behavior occurrences. Use average rate of behavior (step 2) to determine amount of time required for student to refrain from engaging in the problem behavior in order to get a reinforcer. Reinforce student for no instances of the problem behavior (reinforcing other behaviors) during the specified period (step 3). As student gains success at not performing the problem behavior, time requirement for reinforcement is lengthened until it can be removed entirely without the problem behavior re-emerging. 	<p>Strengths of DRO:</p> <p>Does not require a FBA (which can be a time-intensive procedure).</p> <p>Has steps and is relatively easy to use in many classroom settings.</p> <p>Positive alternative for reducing the frequency of undesirable behaviors to that of reductive (punitive) approaches such as response cost or punishment.</p> <p>Limitations on use:</p> <p>Not a particularly good choice for low-frequency or very high-frequency behaviors.</p> <p>May inadvertently reinforce other problematic behaviors.</p> <p>Not designed to teach appropriate adaptive behaviors.</p>	<p>Establishing a baseline behavior rate and then conducting periodic observations and graphing results can provide information as to whether or not the intervention is working. It also provides information about the reinforcement schedule.</p> <p>If the intervention is not working, consider reducing the amount of time between reinforced intervals, enhancing the potency of the reinforcer, using another approach such as conducting a FBA, or teaching more adaptive ways to meet needs and then reinforcing application of acquired more adaptive skills.</p> <p>Fidelity: Behavior count record, record of reinforcements earned, written plan.</p>

IRIS Center video module on "Behavioral Interventions: Differential Reinforcement." <http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content>

Vismara, L., Bogin, J., & Sullivan, L. (2010). *Differential reinforcement of other behaviors: Steps for Implementation*. National Professional Development Center on Autism Spectrum Disorders. http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/DifferentialReinforcement_Steps_0.pdf

U-6b Differential Reinforcement of High Rates (DRH)

Reinforcement given after performing some behavior at a predetermined higher rate.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify the target behavior. Set a specific time period for which the behavior should occur. Identify a specific number of times the behavior should occur in that time period. Identify consequences (positive and negative). Reinforce when the goal is met. Monitor progress. 	<p>DRH is an effective tool to increase the occurrence of a behavior. Expectations should be high but achievable; it is important that the student feel success.</p>	<p>Identify a baseline by recording the number of times the target behavior occurs within a set time period. Record data using an interval data record strategy.</p> <p>Compare with post data and decide whether a change in the intervention is necessary. Fidelity data can be gathered by using the same set interval for both pre and post data.</p>

IRIS Center video module on "Behavioral Interventions: Differential Reinforcement." <http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content>

U-6c Differential Reinforcement of Low Rates (DRL)

Reinforcement given after performing the target/problem behavior at a predetermined low rate.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Provide students with student contracts based on predetermined behavior. Use reinforcements that the student takes interest in or expresses a desire to accomplish. After target behavior has been met, reevaluate student behavior to continue to extinguish the behavior. Extinguish reinforcement so that student moves in to maintain phase. 	<p>Collect baseline data to establish how often the behavior occurs. After you know how often the behavior occurs, then determine the number of occurrences to which the behavior should be reduced (ABC Evaluation).</p> <p>Reduce the behavior by the stated amount.</p> <p>Determine what the reinforcement will be.</p> <p>Consider the severity of the behavior.</p> <p>What disabilities does the student have?</p> <p>When you have established the reinforcement and baseline, explain to the student the contract that has been established.</p>	<p>Keep frequency data on the number of times the behavior occurs, and reinforce the behavior immediately (sticker sheets, point sheets, self-monitoring check sheets, etc.).</p>

IRIS Center video module on "Behavioral Interventions: Differential Reinforcement." <http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content>
 Austin, J. L., & Bevan, D. (2011). Using differential reinforcement of low rates to reduce children's requests for teacher attention. *Journal of Applied Behavior Analysis*, 44(3), 451-461.

U-6d Differential Reinforcement of Alternative/Replacement Behavior (DRA)

Reinforcement of a replacement behavior while ignoring the inappropriate behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Reinforce a student for having appropriate behavior. When the student displays inappropriate behavior, the behavior is ignored. <p>For example, Robert has a problem following the teacher's directions. When Robert follows the teacher's directions, he is highly reinforced with verbal praise. However, when Robert does not follow the teacher's directions, his behavior is ignored and the teacher does not acknowledge his non-compliance.</p>	<p>Ignoring inappropriate behavior may be rewarding for some students.</p>	<p>Frequency data on how often appropriate behavior is reinforced.</p> <p>Reduction in inappropriate behavior, since they are getting reinforced for the desired behavior.</p> <p>Fidelity data gathered on how frequent the inappropriate behavior occurs.</p>

LeGray, M. W., Dufrene, B. A., Mercer, S., Olmi, D. J., & Sterling, H (2010). Differential reinforcement of alternative behavior in center-based classrooms: Evaluation of pre-teaching the alternative behavior. *Journal of Behavioral Education*, 22(2), 85-102
 Western Michigan University video modules on DRA. http://www.stephaniepeterson.org/grant_materials/content/DRA/dra.html

U-6e Differential Reinforcement of Incompatible Behavior (DRI)

Reinforcement of an appropriate behavior that is physically or functionally incompatible with the target behavior, while ignoring the inappropriate behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify target behavior. Select a replacement behavior that is physically or functionally incompatible with the target behavior. For example, if the target behavior is student picking nose, a functionally incompatible replacement behavior would be student using a tissue. Explicitly teach student the replacement behavior. Model appropriate time and use of replacement behavior. Continually reinforce every time behavior is displayed. Fade prompts and reinforcement as needed. 	<p>Select behaviors that are already in the student's ability to perform.</p> <p>Select a replacement behavior that will be naturally reinforced by the environment.</p> <p>Replacement behavior should be accomplished with the same amount of effort or less.</p> <p>DRI has been used successfully with a number of behaviors, including self-injuring, autism self-stimulation, off-task behavior, anti-social actions, or disruptive classroom behavior.</p>	<p>Frequency or event recording—number of times the replacement behavior is performed in an identified setting or situation.</p> <p>Fidelity data on student.</p>

IRIS Center video module on "Behavioral Interventions: Differential Reinforcement." <http://iris.peabody.vanderbilt.edu/module/bi2/cresource/#content>
 Autism Internet Modules on "Differential Reinforcement." <http://www.autisminternetmodules.org/>

Sigafoos, J., Green, V. A., Payne, D., O'Reilly, M. F., & Lancioni, G. E. (2009). A classroom-based antecedent intervention reduces obsessive-repetitive behavior in an adolescent with autism. *Clinical Case Studies*, 8, 3–13.

U-6f Differential Reinforcement of Functional Communicative Behavior (DRC)

Reinforcement of a functional communication skill leading to a needed reward, activity, or alternative while ignoring inappropriate behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select behavior to be decreased or increased. Select communicative behaviors to be taught. Determine time interval. Set criterion. Ignore inappropriate behaviors. Monitor the student's performance. 	<p>The instructor ignores inappropriate behavior and reinforces a communication skill that leads to a needed reward, activity, or alternative.</p>	<p>Identify baseline by recording the number of times the target behavior occurs. Record data using an interval data record strategy. Compare with post data and decide whether a change in the intervention is necessary.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Franzone, E. (2009). Steps for implementation: Functional Communication Training. National Professional Development Center on Autism Spectrum Disorders. <http://autismpdc.fpg.unc.edu/content/functional-communication-training>

Kelley, M. E., Lerman, D. C., Fisher, W. W., & Roane, H. S. (2011). Reinforcement delay fading during differential reinforcement of communication: The effects of signal response maintenance. *Journal of the Experimental Analysis of Behavior*, 96(1), 107–122.

U-7 Direct Instruction

Active teaching or explicit instruction, including explaining to students exactly what they are expected to learn, demonstrating the steps needed to accomplish a task, providing opportunities for practice, and giving feedback based on performance.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Establish learning goals for students. Design assignments or activities that are clear and sequenced in such a way that each is built upon the previous ones to obtain the goal. Provide students with clear and concise explanations of the subject. Ask questions to assess learning, review, and give plenty of opportunities to practice the skills. 	<p>Direct instruction can be effective for teaching basic skills (e.g., identifying colors or naming terms) and more complex skills (e.g., steps to solve a math problem), but may not be effective for general skills such as social skills.</p> <p>Social skills may be most effectively taught with direct instruction and with plenty of opportunities to practice outside of direct instruction, in natural interactions with peers. Direct instruction may be most effective when paired with other strategies.</p>	<p>Use frequency data to determine how many correct/incorrect responses were given during instructional time. One example may be to see what specific steps were correct and incorrect in solving a math problem.</p> <p>May use checklists, etc. to collect fidelity data. Have teachers or observers check off whether direct instruction was implemented as part of the lesson.</p>

Archer, A., & Hughes, C. (2011). *Explicit Instruction: Effective and Efficient Teaching*. Eugene, OR: Pacific Northwest.

Explicit Instruction video modules for elementary and secondary students. <http://explicitinstruction.org/>

National Institute for Direct Instruction video guides. http://www.nifdi.org/resources/downloads/cat_view/54-video-supplements

U-8 Environmental Engineering

The process of arranging the physical environment of the classroom to enhance student learning and behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<p>The physical environment serves as a set of stimuli that influence appropriate and inappropriate behavior. Teachers can pay attention to such factors as basic layout of classroom space, wall displays, traffic patterns, and other aspects of the classroom.</p> <ul style="list-style-type: none"> Determine the instructional format used most frequently. Arrange student seating. Designate specific purposes to each area of the classroom. 	<p>Environmental factors can create antecedent conditions for some students. Become aware of the needs of your students and accommodate differences in their responses. For example, students with autism might need quiet, while students with Attention Deficit Hyperactivity Disorder (ADHD) might respond well to low background music.</p>	<p>Frequency of problem behaviors, especially specific behaviors the teacher may have been targeting through environmental engineering, should be recorded in order to determine whether the strategies have been effective.</p> <p>Going through a checklist again to see if your classroom obtains a better score would give data about how well the strategies have been implemented. Teachers might also choose to use more than one checklist and compare the results.</p>

OSEP Center on PBIS classroom checklists and environmental inventory checklist. http://www.pbis.org/pbis_resource_detail_page.aspx?Type=4&PBIS_ResourceID=192

Kansas Institute for PBS Positive Environment Checklist: http://www.kipbs.org/new_kipbs/files/PositiveEnvironmentChecklist.pdf

Guardino, C., & Fullerton, E. (2010). Changing behaviors by changing the classroom environment. *Teaching Exceptional Children*, 42(6), 8-13.

Ganz, J.B. (2007). Classroom structuring methods and strategies for children and youth with autism spectrum disorders. *Exceptionality*, 15, 249-260.

U-9 Fading

The gradual elimination of cues, prompts, reminders, or suggestions that control a specific response.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Teacher models. Teacher uses full physical gesture/prompt. Verbal prompt. Student independently completes task. Gradually fade out prompts. 	<p>Provide only necessary prompts when teaching.</p> <p>For students who are nonverbal, teachers can determine an accommodation to embed sight words into pictures, and eventually fade out the pictures.</p> <p>Also, teach functional sight words and gradually fade the survival sign pictures.</p>	<p>Latency recording and/or frequency recording.</p> <p>Record, if necessary, which prompt is used.</p>

Park, C., Weber, K. P. & McLaughlin, T. F. (2007). The effects of fading, modeling, prompting, direct instruction on letter legibility for two preschool students with physical and developmental delays. *Child and Family Behavior Therapy*, 29(3), 13-21.

National Professional Development Center on Autism Spectrum Disorders learning module on time delay and fading procedures.
<http://autismpdc.fpg.unc.edu/content/time-delay>

U-10 Group Reinforcement Response Contingency

Group reinforcement response contingency reinforces an entire group when particular members meet the arranged condition or contingency.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select a contingency. Set a criterion. Choose consequences. Give feedback. 	<p>In some instances, one or two students may decide to sabotage the group reinforcement for the whole class. In such cases, these students can form their own group. When they perform appropriately, they can rejoin the class group.</p>	<p>The contingency can be evaluated on the performance of a specific individual, the average of two or three random students' performances, or the average of the high and low student's performance.</p>

Wright, R. A., & McCurdy, B. L. (2012). Class-wide positive behavior support and group contingencies: Examining a positive variation of the good behavior game. *Journal of Positive Behavior Interventions*, 14(3), 173-180.

Maggin, D. M., Johnson, A. H., Chafouleas, S. M., Ruberto, L. M., & Berggren, M. (2012). A systematic review of school-based group contingency interventions for students with challenging behavior. *Journal of School Psychology*, 50(5), 625-654.

U-11 High Rates of Positive Responses From Teachers

Frequent use of positive comments or actions to students who demonstrate appropriate behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Select and define a behavior to increase. • Choose reinforcers. • Deliver positive reinforcement. • Monitor student performance. • The recommended ratio of positive to negative responses is at least 4:1. 	Teachers create a positive environment by frequently praising the student for appropriate behavior and correct academic responses. Positive responses should be specific, so student can repeat the desired behaviors. If too general, students may not know which behaviors to repeat.	Frequency data on the number of positive reinforcements given.

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Myers, D. M., Simonsen, B., & Sugai, G. (2011). Increasing teachers' use of praise with a response-to-intervention approach. *Education & Treatment of Children*, 34(1), 35-59.
The Teaching Channel video on "Specific Praise:" <https://www.teachingchannel.org/videos/positive-feedback-to-students>

U-12 Instructional Pacing

The speed or rate at which the teacher presents instructional material and tasks to the learner.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<p>Instructional pacing is important both to maximize learning and to minimize behavior problems. Present material too quickly or too slowly, and your audience will become disengaged from the lesson and engaged in something else. With brisk, energetic, clear instruction, combined with frequent opportunities for students to respond, students can be engaged throughout the learning process: becoming acquainted with a new topic, becoming accurate with applying the new knowledge or skill, becoming fluent in carrying out the knowledge or skill, and becoming able to identify the instances in which the new knowledge or skill can be properly applied.</p> <p>To get a good instructional pace:</p> <ul style="list-style-type: none"> • Maintain a brisk pace. • Vary the pace. • Ask questions for understanding and give corrective feedback. • Manage classroom behavior. 	<p>A brisk pace of instruction enhances student attention and increases the number of response opportunities. Appropriate pacing may decrease disruptive behavior. Regular formative assessment is required to keep instructional pace at the proper rate.</p> <p>Perhaps the most important component of good instructional pacing is offering lots of opportunities for student response. Student responses should be monitored for understanding.</p>	<p>Be aware of the number of opportunities that students have to respond, and monitor the quality and accuracy of responses.</p> <p>Watch the body language and facial expression of a variety of students (not just the star ones) during instruction to get a sense of understanding and engagement.</p> <p>Ask questions and have regular student activities that allow you to check for understanding.</p> <p>Where appropriate, monitor progress with a formative measurement tool (e.g., CBA, mastery measurement strategies, CBM-ORF, CBM-Spelling, CBM-Math).</p> <p>Fidelity: Lesson plan to include opportunities for student responding.</p>

Gilbertson, D., & Bluck, J. (2006). Improving responsiveness to intervention for English-Language Learners: A comparison of instructional pace on letter naming rates. *Journal of Behavioral Education*, 15(3), 131-147.

IRIS Center video module on "Differentiated Instruction." <http://iris.peabody.vanderbilt.edu/module/di>

U-13 Monitoring Performance

Collecting specific information systematically and consistently on a student's academic or behavioral performance.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify instructional level. Establish baseline by administering three probes and finding the median score. Set up a graph by identifying # of weeks CBM will be monitored identifying desired rate of increase. Draw a projected goal line. 	Collecting information can help the teacher determine whether the program is effective. By analyzing the data, the teacher knows when to make changes in both academic and behavior programs.	Progress monitoring is an ongoing assessment that provides the objective data to determine which students are making adequate progress towards a specific goal and benefiting from the current instruction. Fidelity data can be gathered by using scripts and following the same procedure every time.

IRIS Center video module on "Classroom Assessment." <http://iris.peabody.vanderbilt.edu/module/gpm/>
 IRIS Center video module on "RTI: Assessment." <http://iris.peabody.vanderbilt.edu/module/rti02-assessment/>
 Intervention Central assessments, monitoring forms, and curriculum-based measures.
<http://www.interventioncentral.org/curriculum-based-measurement-reading-math-assesment-tests>
 National Center on Student Progress Monitoring. <http://www.studentprogress.org>

U-14 Parent Conference

A meeting (or other communication) with parents to discuss the student's progress, successes, and difficulties, and to involve parents in problem resolution.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Make introductions. Identify the reason for the conference. Celebrate something about the student. Offer solutions. Ask for parent input. Agree upon a plan. Follow up. 	<p>If parents are English language learners, provide interpreters.</p> <p>Use flexible scheduling for parents who may have special considerations.</p>	<p>Keep phone logs of communication with parents.</p> <p>Use sign-in sheet to track meetings with parents.</p> <p>Use parent feedback (survey or questionnaire worksheet addressing areas of concerns/successes).</p>

IRIS Center video module on "Collaborating with Families." <http://iris.peabody.vanderbilt.edu/module/fam/>
 Jensen, W. R., Rhodes, G., Evans, C., & Morgan, D. (2013). *The Tough Kid's Principal Briefcase*. Eugene, OR: Pacific Northwest.
 Staples, K. E., & Diliberto, J. A. (2010). Guidelines for successful parent involvement working with parents of students with disabilities. *Teaching Exceptional Children*, 42(6), 58-63.

U-15 Parent Training**Training parents to use appropriate behavioral interventions with their child.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Make parents part of the team and establish rapport early on. Focus on difficult issues that the parents may be facing with their child (e.g., non-compliance, aggression, tantrums, poor school performance, social problems, and arguing). Start with increasing positive reinforcement strategies and antecedent strategies before moving on to teaching punitive or reductive strategies; the former generally come less naturally but tend to be more effective (particularly when combined with reductive techniques). 	<p>Parents typically have many competing demands on their time. To help parents with attendance, select convenient times, provide child care, consider helping with transportation (bus passes, gas coupons, etc.), and call before training sessions to remind parents. Keep sessions lively, fun and active, providing activities, practice, discussion time and audiovisuals.</p>	<p>Using interactive presentation style and positive practice will allow the trainer to monitor parent understanding and skill acquisition.</p> <p>Fidelity: written lesson plans, parent evaluations.</p>

Rhode, G., Jenson, W. & Hepworth Neville, M. (2010). *The Tough Kid Parent Book*. Eugene, OR: Pacific Northwest.

Maughan, D.R., Christiansen, E., & Jenson, W.R. (2005). Behavioral parent trainings as a treatment for externalizing behaviors and other externalizing behavior disorders: a meta analysis. *School Psychology Review*, 37(3), 267-286.

Menting, A. T. A., de Castro, B. O., & Matthys, W. (2013). Effectiveness of the incredible years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review*, 33(8), 901-913.

U-16 Positive Reinforcement**Reinforcement of a student contingent upon performing a specific behavior, to maintain/increase a behavior.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify and define desired behaviors to increase. Choose reinforcers (e.g., tokens, candy, etc.). Deliver positive praise with reward and monitor student progress. 	<p>Desired behavior should be observable and measurable. Reinforcers should be immediate, frequent, and presented in an enthusiastic way.</p> <p>Describe the desired behavior, and use variety.</p>	<p>Frequency data records the number of times student uses the desired behavior for a given time.</p> <p>Teachers can also record the frequency for which they positively reinforce student behaviors to ensure they are creating a positive rich environment.</p> <p>Fidelity data can be gathered by choosing one or two behaviors to monitor at any given time.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Neitzel, J. (2009). Steps for implementation: Positive reinforcement. National Professional Development Center on Autism Spectrum Disorders. http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/Reinforcement_Steps-Positive.pdf

U-16a Continuous Schedule of Reinforcement

A schedule of reinforcement in which each occurrence of a response is reinforced.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Determine the behavior that will be shaped. Decide when you are going to shape the behavior (e.g., instruction periods, non-instructional periods). Determine what the reinforcement is going to be (e.g., stickers, verbal praise, etc.). When target behavior is displayed, reinforce target behavior. 	<ul style="list-style-type: none"> Determine what is reinforcing to the student (primary, secondary, or tertiary). Determine what the rate of behavior is (high or low). Determine how much time it will take to reinforce the behavior. Decide who will reinforce the behavior (teacher, paraeducator, or other students). Provide a schedule to fade reinforcement. 	<ul style="list-style-type: none"> Tally sheets. Use a clicker to count high-level occurrences, then transfer to tracking sheet. Use of tangible object (marbles, toothpicks, etc.).

Luczynski, K. C., & Hanley, G. P. (2010). Examining the generality of children's preference for contingent reinforcement via extension to different responses, reinforcers, and schedules. *Journal of Applied Behavior Analysis*, 43(3), 397-409.

Rhode, G., Jenson, W. R., Reavis, H. K. (2009). *The Tough Kid Tool Box*. Eugene, OR: Pacific Northwest.

U-16b Intermittent Schedule of Reinforcement

A schedule of reinforcement in which some, but not all, of the occurrences of a response are reinforced.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Reinforcement occurs randomly when the appropriate behavior is being observed. <p>For example, if Bobby is seen on task he is reinforced with verbal praise, but not every time he is seen on task.</p>	<ul style="list-style-type: none"> Specify the behavior for which you are reinforcing the student. Example: "Bobby, I like how you are on working on your math assignment." With intermittent reinforcement, the behavior is more likely to become a habit. Be careful to not have a widespread schedule of reinforcement. If the reinforcement schedule is too spread out, then behaviors may not decrease or change. 	<ul style="list-style-type: none"> Frequency data on how often reinforcement was given for appropriate behavior. Fidelity data gathered by the frequency of undesired behavior compared to the appropriate behavior desired.

Hagopian, L. P., Boelter, E. W., & Jarmolowicz, D. P. (2011). Reinforcement schedule thinning following functional communication training: Review and recommendations. *Behavior Analysis in Practice*, 4(1), 4-16.

Rhode, G., Jenson, W. R., Reavis, H. K. (2009). *The Tough Kid Tool Box*. Eugene, OR: Pacific Northwest.

U-16bi Ratio Schedules of Reinforcement

A schedule in which reinforcement is made contingent upon a specific number of responses before being reinforced (fixed ratio), or upon the average number of responses (variable ratio).

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select target behavior. Determine number of times the student must exhibit behavior before he/she will be reinforced. Determine whether student will be reinforced by the number of times the behavior is exhibited (fixed ratio) or by (variable ratio). Pair reinforcement with verbal praise. 	<p>Be cautious of a post-reinforcement pause. If a student knows there is a fixed number of responses to earn a reward, he/she will work hard immediately preceding the reinforcement to quickly gain access to the stimulus. However, following the reinforcement, the student's production may decrease because reinforcement seems far away. That is, misbehaviors and academic errors increase immediately following a reinforcer.</p>	<p>Event recording of target behavior will show if the reinforcement is successful. Data can be gathered right before and immediately after a reinforcer. This will determine whether a post-reinforcement pause is occurring. Fidelity data shown by the increase of desired behavior.</p>

Bernstein, H., Brown, B. L., & Sturney, P. (2009). The effects of fixed ratio values on concurrent mands and play responses. *Behavior Modification*, 33(2), 199-206.

Hausman, N. L., Ingvarsson, E. T., & Kahng, S. (2014). A comparison of reinforcement schedules to increase independent responding in individuals with intellectual disabilities. *Journal of Applied Behavior Analysis*, 47(1), 155-159.

U-16bii Interval Schedules of Reinforcement

A schedule in which some specified amount of time must pass, and then the next occurrence of one appropriate response is reinforced.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select target behavior. Determine time interval the reinforcement will be delivered. Pair reinforcement with verbal praise. 	<p>If the work is too much, the student may stop working and become frustrated. If the schedule of reinforcement is too infrequent, it may not produce the desired change in behavior.</p>	<p>Frequency data on how often reinforcement was given for appropriate behavior. Fidelity data gathered by the frequency of undesired behavior compared to the appropriate behavior desired.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Rasmussen, K., & O'Neill, R. (2006). The effects of fixed-time reinforcement schedules on problem behavior of children with emotional and behavioral disorders in a day-treatment classroom setting. *Journal of Applied Behavior Analysis*, 39(4), 453-457.

U-17 Prompting/Cueing

Presentation of a cue (visual, auditory, or physical) in order to facilitate a given response.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Present the situation (e.g., communication, task) and determine whether least-to-most or most-to-least prompting should be used. Example of least-to-most: Prompt first with a visual cue or a verbal prompt. Give a wait time. If task or communication is carried out, provide immediate reinforcement. If not, move up the hierarchy of prompts, such as to direct verbal or modeling to facilitate a response. Continue moving up to more intrusive prompts (full or partial physical, hand over hand) to reach desired response, and provide positive feedback. An additional term for this procedure is graduated guidance. 	<p>Remember that it is important to fade prompts over time to prevent students from becoming prompt dependent. Also, physical prompts may not be appropriate for some students, so each situation should be carefully evaluated before deciding what levels of prompting to use. Most-to-least prompting may be appropriate for students who need more assistance to learn the steps of a task such as hand washing.</p>	<p>Prompting and cueing data may be taken in many ways. One way may include using a task analysis and tracking data on responses to specific steps.</p> <p>Fidelity data may be taken by observing whether the facilitator present prompts and cues during instruction.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

National Professional Development Center on Autism Spectrum Disorders learning module and resources on "Prompting."

<http://autismpdc.fpg.unc.edu/content/prompting-module-menu>

Faul, A., Stepensky, K., & Simonse, B. (2012). The effects of prompting appropriate behavior on the off-task behavior of two middle school students. *Journal of Positive Behavior Interventions*, 14(1), 47–55.

U-18 Redirection

Interruption of a problem behavior and redirection to an appropriate replacement behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Redirect when problem behavior occurs. Usually re-teach desired behavior. Redirect negative conversations with more appropriate positive conversations. Generally redirect with a positive statement or task. 	<p>Provide positive reinforcement.</p> <p>Use positive communication when redirected.</p>	<p>Record data on how many times student was redirected (frequency).</p>

Lydon, S., Healy, O., O'Reilly, M., & McCoy, A. (2013). A systematic review and evaluation of response redirection as a treatment for challenging behavior in individuals with developmental disabilities. *Research in Developmental Disabilities*, 34(10), 3148–3158.

Neitzel, J. (2009). Steps for implementation: Response interruption/redirection. National Professional Development Center on Autism Spectrum Disorders. http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/ResponseInterruption_Steps.pdf

U-19 Rules/Expectations

Behavioral expectations for whole school, classroom, and transitional environments.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify three to five positively stated general rules. Expectations for each unique environment (the bus, lunchroom, playground, commons area) should be taught. Explicitly teach rules in the environment. Role play both examples and non-examples. Post the rules and review them frequently. Reinforce students often for following the rules. 	<p>Rules should be taught to the entire student body. State the rules in terms that apply to the student population. Keep the rules short, easy to understand, and easy to cite and memorize. Review the rules often, and at times other than when they are not followed. Frequently model the expectations for following the rules. Be cautious not to develop too many rules, or to create rules that are wordy or inapplicable.</p>	<p>Office referral forms may have a section that identifies which rule the student has broken. If one rule is fractured more than other rules, the expectations may not have been taught explicitly.</p> <p>Fidelity data gathered by interviewing students to see if they are able to identify rules and expectations for each environment.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies* (2nd ed). Eugene, OR: Pacific Northwest.

Jenson, W. R., Rhodes, G., Evans, C., & Morgan, D. (2013). *The Tough Kid's Principal Briefcase*. Eugene, OR: Pacific Northwest.

OSEP Center on PBIS on primary prevention behavior rules and expectations matrices and examples. http://www.pbis.org/school/primary_level/default.aspx

U-20 Staff Training (Ongoing)

Professional development activities conducted for general and special educators, paraeducators, and administrators to gain and maintain competencies in the strategies required for them to be effective.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Assess staff skills and needs. Select training method. Provide support, incentives, and follow-up. Provide coaching and mentoring to ensure implementation of new skill. 	<p>All staff training should emphasize research-validated procedures.</p>	<p>Staff performance evaluation, implementation fidelity data, and program evaluation.</p>

Barnes, L., Sprick, R., Knight, J., Reinke, W., McKale Skyles, T. (2010). *Coaching classroom management: Strategies and tools for administrators and coaches* (2nd ed). Eugene, OR: Pacific Northwest Publishing.

Sprick, R. (2009). *CHAMPS: A proactive and positive approach to classroom management* (2nd ed). Eugene, OR: Pacific Northwest Publishing.

OSEP Center on PBIS training and coaching resources and manuals. <http://www.pbis.org/training/default.aspx>

U-21 Structured Daily Schedule

A daily outline of classroom activities designed to maximize student learning.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Identify routines or skills that need to be taught in the classroom on a daily basis, including lunch and recess routines. Write down the order in which they should be done every day. Make a visual schedule using words or pictures to display in the classroom where all students can easily see it. Review the daily or weekly schedule with the class and highlight other events that may happen during the week that are not part of the typical schedule. This should be done on a regular basis. Keep the schedule consistent; stick to it. 	<p>Structured daily schedules should be adapted to each individual classroom, and the daily activities should be structured in a way that leads to easily facilitated transitions. It is important to keep in mind that the schedule should be posted where all can see and designed in such a way that all may benefit from it (e.g., you may need to use PECS pictures for some students to more easily understand it). Structured daily schedules are key to increasing appropriate behaviors and decreasing inappropriate behaviors.</p>	<p>Frequency data on the number of times specific behaviors occur during transitions and during what part of the daily routine. Fidelity data may be taken by asking the students to name what comes next during the day to see if they understand the schedule. Observe students to assess knowledge of strategy.</p> <p>Fidelity data may be taken by asking the students to name what comes next during the day to see if they understand the schedule. Observe students to assess knowledge of strategy.</p>

Hume, K. (2009). Steps for implementation: Visual schedules. National Professional Development Center on Autism Spectrum Disorders. http://autismpdc.fpg.unc.edu/sites/autismpdc.fpg.unc.edu/files/VisualSchedules_Steps.pdf

Spriggs, A. D., Gast, D. L., & Ayres, K. M. (2007). Using Picture Activity Schedule Books to Increase On-Schedule and On-Task Behaviors. *Education and Training in Developmental Disabilities*, 42, 209–223.

U-22 Supervision

Systematic management and monitoring to promote academic and behavioral success of students.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> If necessary, monitor students on a daily basis. Provide support/supervision training with teachers and paraeducators. 	<p>Know who your students are.</p> <p>Observe your students.</p> <p>Provide positive behavioral supports.</p>	<p>Provide an observation checklist.</p> <p>Frequency data (how many times student is being supervised).</p>

Haydon, T., Degreg, J., Manheady, L., & Hunter, W. (2012). Using active supervision and precorrection to improve transition behaviors in a middle school classroom. *Journal of Evidence-Based Practices for Schools*, 13(1), 81–94.

Johnson-Gros, K. N., Lyons, E. A., & Griffin, J. R. (2008). Active supervision: An intervention to reduce high school tardiness. *Education and Treatment of Children*, 31(1), 39–53.

USOE LRBI information sheet on "Supervision." <http://www.iseesam.com/teachall/text/behavior/LRBIpdfs/Supervision.pdf>

X-B TARGETED INTERVENTIONS

INTERVENTION		PARENTAL NOTIFICATION	BEHAVIOR EXPERT ON SS TEAM
T-1	Administrative Intervention	No	No
T-2	Behavior Education Program	Yes	No
T-3	Functional Communication	Yes	No
T-4	Home Notes	Yes	No
T-5	Mentoring/School-Based	Yes	No
T-6	Modeling/Differential Reinforcement of Another Person's Appropriate Behavior	No	No
T-7	Peer Tutoring	Yes	No
T-8	Planned Ignoring	No	No
T-9	Precision Requests	No	No
T-10	Self-Management	No	No
T-11	Social Skills Instruction	No	No
T-12	Stimulus Cueing	No	No
T-13	Token Economy	No	No
T-14	Tracking	No	No
T-15	Verbal Reprimand/Correction of Behavioral Error	No	No
T-16	Video Modeling	No	No
T-17	Work Detail	Yes	No

T-1 Administrative Intervention

Interaction between student and designated building administrator regarding problem behavior, including procedures for de-escalating disruptive behavior, obtaining and maintaining instructional control, teaching alternative behaviors, and preparing student for classroom re-entry.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Determine, as a school staff, what will be considered minor behavior infractions handled in the classroom and what will be major infractions and require administrative intervention. • Identify consequences for negative behavior. • Write behavior contract. • Discuss and sign contract with student and anyone else involved. • Implement and monitor progress. 	<p>Administrative intervention should be used for a limited number of extreme behaviors. Classroom behaviors must be managed by the teacher to achieve behavior change in context.</p>	<p>Frequency of office discipline referral forms, number of safe school violations, and both in-school suspensions and out-of-school suspensions.</p> <p>Fidelity data by having student self-monitor contract and explain the behavior.</p>

Jenson, W., Rhode, G., Evans, C., & Morgan, D. (2013). *The Tough Kid Principal's Briefcase*. Eugene, OR: Pacific Northwest.

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Missouri Schoolwide Positive Behavior Support "Tier 1 Workbook-Office Discipline Referrals" <http://pbismissouri.org/archives/980>

PBIS world.com "Behavior Contract" <http://pbisworld.com/tier-2/behavior-contract/>

T-2 Behavior Education Program (BEP)

The Behavior Education Program is designed to help the student who fails to meet school-wide disciplinary expectations but does not require a high level of behavior support.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> One example of a Behavior Education Program is Check-in, Check-out. Student checks in at the beginning of the day with a school employee who greets the student, primes the student for positive behavior, and gives the student a daily behavior report card (DBRC). Classroom teachers mark the DBRC over the course of the day (student could self-monitor as well). At the end of the day, the student checks out with a school employee, who goes over the DBRC with the student and supervises/assists the student's graphing of the percentage of points obtained. The DBRC is sent home with the student for parent notification and home reinforcement. The DBRC is returned to school the following day for filing. 	<p>The BEP is designed to provide additional support for students who have not responded to the school-wide behavior program.</p> <p>Due to time constraints, it would not be a practical procedure for large numbers of students.</p> <p>Some students will need more intensive intervention supports based on functional assessment of the behavior.</p> <p>Students frequently need to be reinforced to ensure that DBRCs are returned.</p>	<p>The DBRC provides information to monitor the student's progress in the program.</p> <p>Staff will also want to look at other relevant indicators, such as number of office referrals, academic outcomes (CBM, report cards, etc.), and classroom observations (e.g., time on task and level of preparation).</p> <p>Fidelity: DBRC (completed and initialed, data graphed), record of reinforcements earned.</p>

Crone, D. A., Hawken, L.S., & Horner, R. H. (2010). *Responding to problem behavior in schools: The behavior education program*. New York, NY: Guilford Press.

Sprick, R., Garrison, M. (2008). *Interventions Evidence-Based Behavioral Strategies for Individual Students (2nd ed)*. Eugene, OR: Pacific Northwest.

Jenson, W.R., Sprick, R., Sprick, J., Majszak, H., Phosaly, L. (2013) *Absenteeism & Truancy Interventions & Universal Procedures*. Eugene, OR: Pacific Northwest.

"Check-On Check-Out Model Video" <https://www.youtube.com/watch?v=ERX8yLRKs48>

T-3 Functional Communication

Behavior directed to another person, who in turn provides related direct or social rewards (interaction between speaker and listener).

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
Reinforce communication modes other than speech (gestures, vocal sounds, eye gaze, voice output devices, picture exchange, etc.) that serve the function of requesting.	If the student uses adequate speech related to the student's environment, functional communication may not be needed.	The student's attempts at initiating communication should be observed. Form, use, and content of communication attempts should be identified.

Gaustad, J. (1992). Tutoring for at-risk students. *Oregon School Study Council*, 36(3), 4-74.

Jenson, W.R., Sprick, R., Sprick, J., Majszak, H., Phosaly, L. (2013). *Absenteeism & Truancy: Interventions & Universal Procedures*. Eugene, OR: Pacific Northwest.

T-4 Home Notes

An informational note that provides clear, precise communication between school and parents about student's academic and behavioral performance.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Create home note for student(s). Choose no more than three observable and measurable goals to focus on. Discuss home note with parents. If desired, have a spot for parent signature. Decide on a reinforcement system for when student meets goal, as well as consequences. 	<p>If students are younger, create home notes with smiley, plain, and frowning faces.</p> <p>If students are older, points from 0-2 are appropriate. Have students self-monitor how they performed. Parents may help to select goals. This will help parents feel involved and able to reward at home.</p>	<p>Frequency data on the number of times the particular goal was performed or not performed.</p> <p>Fidelity data collected by tracking the number of times the student gets all smiley faces or a point total.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2009). *The Tough Kid Tool Box*. Eugene, OR: Pacific Northwest.

Vannest, K. J., Davis, J. L., Davis, C. R., Mason, B. A., & Burke, M. D. (2010). Effective intervention for behavior with a daily behavior report card: A meta-analysis. *School Psychology Review*, 39, 654-672.

T-5 Mentoring/School-Based

The program provides a structured opportunity for at-risk students to build trusting and supportive relationships with an adult at school, and through this relationship, to build a strong school connection that will carry them through to graduation.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Focus on “connections” at school, not monitoring work or nagging regarding behavior. Use a staff volunteer not in classroom and not an administrator. Match student to volunteer: 20 minutes minimum per week. Emphasize the importance of being ready to meet with the student on a regular, predictable, and consistent basis. The goal is not to become a “friend” but a positive adult role model who expresses sincere and genuine care for the student. 	<p>School-based mentoring programs typically target at-risk students based on a variety of factors such as poor attendance, school-related behavior problems, poor grades and/or teacher/counselor referrals. Program objectives vary from improving student self-esteem and attitudes about school to improving student test scores and academic performance.</p>	<p>Mentor’s logs, and student-level data such as:</p> <ul style="list-style-type: none"> Attendance. Grades. Mentoring sessions’ outcomes.

Gaustad, J. (1992). Tutoring for at-risk students. *Oregon School Study Council*, 36(3), 4–74.

Jenson, W.R., Sprick, R., Sprick, J., Majszak, H., Phosaly, L. (2013). *Absenteeism & Truancy: Interventions & Universal Procedures*. Eugene, OR: Pacific Northwest.

T-6 Modeling/Differential Reinforcement of Another Person's Appropriate Behavior

Learning through observation of a peer or adult model's behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select a specific behavior to be taught. Praise and reinforce students performing desired behavior. Adult may demonstrate appropriate behavior. Reward student when he/she performs skill. 	<p>Be sure that the student is capable of modeling behavior and recognizes behavior being modeled.</p>	<p>Frequency data on the number of times selected behavior is performed.</p> <p>Fidelity data collected by asking student to show appropriate behavior.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Richards, L. C., Tuesday-Heathfield, L., & Jenson, W. R. (2010). A class-wide peer-modeling intervention to increase on-task behavior. *Psychology in the Schools*, 47(6), 551–566.

T-7 Peer Tutoring**The use of same- or cross-age peers for academic tutoring, structured social engagement, or peer “buddies.”**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Tutors must be taught how to teach. The teacher models examples and non-examples of the process of peer tutoring. Tutors must be taught what to do if tutee does not comply. Teacher assigns partners. Tutors must be given the option to drop out at any time without penalty. 	<p>It is important for students to play both the role of the tutor and tutee.</p> <p>Expectations and learning objectives should be clearly outlined. Break steps into precise, easy-to-follow directions.</p> <p>Initially, peer tutoring should be undertaken only with close and ongoing teacher supervision to ensure success.</p>	<p>Classroom observations.</p> <p>Student feedback.</p> <p>Fidelity data gathered by keeping a daily tutoring log.</p>

Rathvon, N. (2008). *Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes Second Edition*. New York, New York: Guilford Press.

Shapiro, E. (2010). *Academic Skills Problems: Direct Assessment and Intervention Fourth Edition*. New York, New York: Guilford Press.

Reavis, K.H., Sweeten, T.M., Jenson, W.R., Morgan, D.P., Andrews, D.J., Fister, S.L. (1996). *BEST Practices: Behavioral and Educational Strategies for Teachers*. Longmont, CO: Sopris West.

T-8 Planned Ignoring**Either teacher or student ignores inappropriate behavior of other student(s).**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> This strategy is appropriate with students who are seeking attention using inappropriate behaviors. Do not respond to student's inappropriate behavior. Do not make eye contact, talk, argue or interact in any way. Act emotionally neutral by not looking angry or upset. Appear involved in another activity, or direct attention to students who are being appropriate. Planned ignoring should never be used with dangerous behaviors. 	<p>An extinction burst is likely to occur before the total extinction of the behavior. Expect the behavior to worsen before it gradually gets better. It is especially important to keep ignoring the student's negative behavior during this time. It is also imperative to reinforce the student immediately once he/she uses an appropriate method of communicating, behaving, etc. Peers may reinforce the student, so it may be necessary to use a group contingency or other method to encourage peers to ignore behavior as well.</p>	<p>Duration recording for the length of time the negative behavior occurs, or event recording for frequency of behavior, depending on the type of behavior to be ignored.</p>

Sprick, R. (2012). *The Teacher's Encyclopedia of Behavior Management 100 problems/500 Plans: Second Edition*. Eugene OR: Pacific Northwest.

Kazdin, A. (2012). *Behavior Modification in Applied Settings: Seventh Edition*. Longrove, IL: Waveland Press.

CHAMPS "Planned Ignoring" <https://www.youtube.com/watch?v=xMwPsNM7wx8>

T-9 Precision Requests

Precise verbal statements made by staff to enhance compliance of students.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Say the student's name and then "please..." with specific request. • If the student does not comply with directions after a short delay (five seconds), say the student's name and then "I need you to..." with a specific request. • If the student does not comply with the directions then after another short delay (five seconds), say the student's name and then "You need to..." with the same directions. • If the student complies, reinforce him/her appropriately. • If he/she does not comply, appropriate consequences need to follow the non-compliance. • Deliver instructions for restitution in a neutral voice of voice. • If student begins to engage in inappropriate behavior again, start the restitution activity again. • Be on the lookout during the day to comment on positive behaviors. 	<p>Precision requests are specific, clear, and made directly to the student. They should be related to the inappropriate behavior.</p>	<p>Trial/opportunity-based data can be collected by adding up the number of commands and the number of compliances and dividing the total to get a percentage or rate of compliance.</p> <p>Reduction in numbers of non-compliance.</p> <p>Implementation, checking whether the steps were followed, and assessing the environment.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

Bowen, J., Jenson, W. R., & Clark, E. (2004). *School-Based Interventions for Students with Behavior Problems*. New York, New York: Springer Science + Business Media, Inc.

MacKay, S., McLaughlin, T. F., Weber, K., & Derby, K. M. (2001). The use of precision request to decrease noncompliance in the home and neighborhood: A case study. *Child & Family Behavior Therapy*, 23(3), 41-50.

T-10 Self-Management

Strategies that involve students' management and control of their own behavior through the systematic application of behavioral principles (e.g., self-monitoring, self-reinforcement, self-evaluation).

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none">▪ Teach self-monitoring and targeted social skill simultaneously.▪ Practice self-monitoring until students accurately self-monitor at 80 percent or better.▪ Use periodic checks on accuracy.▪ This is not simply giving students a self-evaluation checklist; teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior.	<p>The desired behavior must be taught using other procedures.</p> <p>Young children may not respond well to self-management interventions.</p>	Self-management system.

Briesch, A. M., & Chafouleas, S. M. (2009). Review and Analysis of Literature on Self-Management Interventions to Promote Appropriate Classroom Behaviors (1988-2008). *School Psychology Quarterly*, 24(2), 106-118.

Evidence Based Intervention Network, "Self-Management." <http://ebi.missouri.edu/?s=self+management+>

T-11 Social Skills Instruction

Individual or group instruction designed to teach appropriate interaction with adults and peers.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Modeling and practice of social skills to mastery is very important. Teachers should take the time to teach them and review them until students can perform them consistently and independently. With school-age students, use of examples and non-examples of appropriate social skills clarifies the desired behavior. Identify critical skills. Develop social skills lessons. Teach, practice, monitor, acknowledge. Match language to school-wide expectations. Use generalization strategies. Provide clear and specific activities all staff follow to promote generalization and utilize strategies. 	<p>For students with a skill deficit in a specific social skill area (e.g., how to perform skills, when to perform skills, etc.).</p>	<p>Methods used to monitor progress on social skills performance can include the following:</p> <ul style="list-style-type: none"> Frequency recording. Duration recording. Time sampling procedures. Latency recording. Response ratio.

Bellini, S. (2006). *Building Social Relationships: A Systematic Approach to Teaching Social Interaction Skills to Children and Adolescents with Autism Spectrum Disorders and Other Social Difficulties*. Lenexa, KS: Autism Asperger Publishing Company.

January, A. M., Casey, R. J., & Paulson, D. (2011). A meta-analysis of classroom-wide interventions to build social skills: Do they work? *School Psychology Review*, 40(2), 242-256.

Sartini, E. C., Knight, V. F., & Collins, B. C. (2013). Ten guidelines to facilitate social groups for students with complex special needs. *Teaching Exceptional Children*, 45(3), 54-62.

T-12 Stimulus Cueing**Use of a random auditory or visual cue to prompt appropriate behavior.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Explain to target students (or class) the exact behaviors they are expected to exhibit in order to earn point or token when cued. Select appropriate stimulus cue. Select a method for recording points or tokens earned. Decide what points or token will be traded for. When cued the teacher should give immediate and specific verbal praise to whoever is doing what he/she is supposed to be doing and inform him/her that he/she has earned a point or token. As appropriate behavior increases, the teacher should use cues with longer intervals. Review the daily or weekly schedule with the class and highlight other events that may happen during the week that are not part of the typical schedule. This should be done on a regular basis. Keep the schedule consistent; stick to it. 	<p>A beeper tape with a tone at random intervals is an example.</p>	<p>Fidelity measures. Outcome measures.</p>

MotivAider. Thief River Falls, MN: Behavioral Dynamics, Inc. <http://habitchange.com/>

Althouse, B. R., Jenson, W. R., Likins, M., Morgan, D. P. (1999). *Get'em on Task*. Longmont, CO: Sopris West.

Spriggs, A.D., Gast, D.L., & Ayres, K.M. (2007). Using picture activity schedule books to increase on-schedule and on-task behaviors. *Education and Training in Developmental Disabilities*, 42, 209-223.

T-13 Token Economy

A system of individual reinforcement of appropriate/replacement behavior in which tokens are given (chips, check marks, paper money) and exchanged later for back-up reinforcers.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Pinpoint behaviors to be changed. Build the token economy. Implement the program. When student displays appropriate behavior a token is given. When the student has the required tokens, he/she exchanges the tokens for a desired reinforcer. 	<p>Token economy can be used in many aspects of teaching. Even if a student did not fully do the behavior the way it is expected, the behavior should still be reinforced. The use of token economies should be used after the student is taught the behavior.</p> <p>Delays when receiving tokens may cause a decrease in the response to the token economy. Note that tokens should not be delayed for too long.</p> <p>When giving student a token, specify the reason the student earned the token.</p>	<p>Frequency data gathered on how many times tokens were received for appropriate behavior.</p> <p>Reduction of inappropriate behavior.</p> <p>Fidelity data gathered by asking students how they earn tokens.</p>

Reavis, K., Sweeten, T. M., Jenson, W. R., Morgan, D. P., Andrews, D. J., & Fister, S., (1996). *Best Practices: Behavioral and Educational Strategies for Teachers*. Longmont, CO: Sopris West Publishers, Inc.

Musser, E.H., Bray, Melissa, A. Kehle, T., Jenson, W.R.(2001). Reducing Disruptive Behaviors in Students with Serious Emotional Disturbance. *School Psychology Review* 30 (2), 294–304.

Classroom Interventions for Children with ADHD: <http://www.uams.edu/add/token.htm>

Applications: Working4 (iPad, iPod Touch, iPhone, and Android); ChorePad HD (iPad, iPod Touch, and iPhone); iReward (iPhone, iPod Touch)

T-14 Tracking

Monitoring a student's academic and/or behavioral performance with regular feedback.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Select target behavior. Explicitly teach desired behavior. Develop a format to record student behavior. For example, if the desired behavior is being on time to class, a daily progress report would be signed by each teacher indicating whether or not the student was on time. Establish a regular time and routine to review progress report. Provide clear feedback to student on a consistent basis. Reinforce students for achieving target behavior. 	<p>Feedback must be consistent. This intervention is best implemented if a scheduled time is set aside to review student performance.</p> <p>Student performance should be tracked and recorded. It should be given in a positive manner from an adult the student trusts.</p> <p>Expected student behavior should be reviewed frequently.</p>	<p>Percentage data recorded on number of points a student earned on tracking sheet.</p> <p>Fidelity data collected by student accomplishing target behavior.</p> <p>Student should be able to explain the expected behavior.</p> <p>Student progress is graphed to show improvement.</p>

Crone, D., Horner, R., & Hawken, L. (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press.

Riley-Tillman, T.C., Chafpouleas, S.M., & Briesch, A.M. (2007). A school practitioner's guide to using daily behavior report cards to monitor student behavior. *Psychology in the Schools*, 44 (1), 77–89.

Intervention Central "Behavior Tracking" <http://www.interventioncentral.org/html/docs/interventions/behavior/edtechng.php>

T-15 Verbal Reprimand/Correction of Behavioral Error

Providing feedback and correction when student engages in an inappropriate behavior, with the goal of teaching the correct behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Reprimands should always be delivered in a calm, strong voice. Reprimands can be helpful in reducing disruptive behavior in a classroom. Reprimands should not be over-used. A teacher should not issue more than one reprimand every four to five minutes. If a consequence is indicated, it should be delivered. Keep track of the number of teacher reprimands he/she delivers in comparison to the number of reinforcing statements. The rate of reinforcement should be four times as high as the rate of reprimands. 	<p>This may be reinforcing and should be used sparingly. Use judiciously, as these techniques interrupt instruction for the entire class. This does not mean yelling at a student.</p>	<p>Frequency data record each incidence of verbal reprimand.</p> <p>Reduction of inappropriate behavior.</p>

Reavis, K., Sweeten, T. M., Jenson, W. R., Morgan, D. P., Andrews, D. J., & Fister, S., (1996). *Best Practices: Behavioral and Educational Strategies for Teachers*. Longmont, CO: Sopris West Publishers, Inc.

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies (2nd ed)*. Eugene, OR: Pacific Northwest.

T-16 Video Modeling

Students are videotaped as they attempt each step of a new skill, with prompts as necessary.*

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Connect—Even students who are extremely difficult to reach may be interested in posing and performing for the camera. With your camera in hand, capture their attention and their moments of success. • Communicate—Clarify the new skill into small, accessible steps that your student can accomplish. Relate the essential background information clearly and effectively • Create sincere, dramatic positive change. Compose the essential information and the video clips into a multimedia PowerPoint presentation. Present it to your students and celebrate their success. 	<p>Since the students' motivation to imitate the video clips of themselves is so strong, it is necessary to avoid having the targeted students demonstrate an inappropriate behavior.</p> <p>Parental permission is required to take pictures and video of the students.</p> <p>For non-readers, a verbal recording of the essential information can be incorporated into the PowerPoint.</p> <p>For nonverbal students, use whichever mode of communication they use.</p> <p>A video clip of them communicating successfully will likely increase their communication attempts.</p>	<p>Record decrease of inappropriate behavior or increase of targeted skills to assess effectiveness.</p> <p>This intervention procedure should not be limited to teaching a replacement behavior. It can be implemented to make any curriculum more motivating and engaging. It can be used to effectively teach:</p> <ul style="list-style-type: none"> • Appropriate behaviors. • Schedules/routines. • Language development. • Classroom expectations. • Social skills. • Independent living skills. • Literacy/comprehension. • Academic concepts. <p>These video PowerPoints can be shared on CD with parents to develop a common understanding of the language and steps of the skill, as well as to increase success in generalizing the skill.</p>

*The video is edited so that it seems the students are completing the steps independently. The video clips can be incorporated into PowerPoint to provide the students with the essential background information necessary to understand the skill. Once the students see themselves as the “movie stars,” they may begin to imitate themselves and initiate the skill in various settings. This is a mixture of two research-validated teaching strategies—video modeling and social stories.

Johnson, W. L., Bowles, K., McCampbell, K., Adair, V. (February, 2013). Video Self-Modeling: A Mirror for Behavior Change.

Mini-skills presentation given at the National Association of School Psychologists Conference, Seattle, W.A

Bellini, S., & Akullian, J. (2007). A Meta-Analysis of Video Modeling and Video Self Modeling Interventions for Children and Adolescents with Autism Spectrum Disorders. *Exceptional Children* 73. 261-284.

Siskin Children's Institute “Video Modeling” <http://www.siskin.org/www/docs/208/vsm-videos/video-self-modeling-videos-buggey.html>

T-17 Work Detail		
As a consequence of relatively serious misconduct, assigning a specific task of labor or engagement in a task for a specified period of time, under the appropriate supervision of a school staff member.		
IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none">• Select a location and specific task.• Specify the amount of time.• Collect and review data.	Note that the work detail is not related to the inappropriate behavior. Do not run afoul of child labor laws. Students should not be assigned to tasks such as cleaning toilets, using dangerous equipment, or those which carry risks of injury or disease.	<p>Design and use a data collection system. For example, each time the intervention is used, an instructor might record the following:</p> <ul style="list-style-type: none">• Date.• Problem behavior.• Length of the work detail.• The student's reaction.

X-C INDIVIDUAL INTERVENTIONS

INTERVENTION		PARENTAL NOTIFICATION	BEHAVIOR EXPERT ON SS TEAM
I-1	Detention, Before and After School	Yes	Staff Discretion
I-2	Detention, Lunch	Yes	Staff Discretion
I-3	Food Delay	Yes	Staff Discretion
I-4	In-School Suspension (ISS)	Yes	Staff Discretion
I-5	Mechanical Restraint (for Bus)	Yes	Yes
I-6	Over-Correction	Staff Discretion	No
I-6a	Positive Practice Over-Correction	Staff Discretion	No
I-6b	Restitutional Over-Correction	Staff Discretion	No
I-7	Physical Guidance	Yes	Staff Discretion
I-8	Response Cost	No	No
I-9	Required Relaxation	Staff Discretion	No
I-10	Time Out, Inter-class	Staff Discretion	Staff Discretion
I-11	Time Out, Non-seclusionary	Staff Discretion	Staff Discretion
I-12	Time Out, Exclusionary	Yes	Yes

I-1 Detention, Before and After School

A school-based intervention whereby a student reports to a supervised study hall for an assigned period of time (usually 30 minutes to two hours) before or after the normal school day.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none">• Student is required to stay at school additional hours, usually to complete an academic assignment.• Student must be well supervised and shouldn't be allowed idle free time.• Student should have a purposeful activity to work on during detention. This may include a behavior processing activity to reexamine what went wrong during his/her infraction and what they could do better the next time.	<p>Detention before and after school may be excessive if the student is dependent on a school bus or other limited form of transportation to get to and from school. Check with your LEA's policy before developing a detention program.</p>	<p>Data could be collected to measure how frequently each student is put in detention. For students who are repeatedly put in detention, consider another level of support.</p> <p>Administrators should make periodic, random observations in order to see if detention is being carried out in the recommended manner.</p>

Kerr, M.M., & Nelson, C.M. (1998). *Strategies for Managing Behavior Problems in the Classroom: Third Edition*. Upper Saddle River, NJ: Prentice-Hall, Inc.

Jenson, W., Rhode, G., Evans, C., & Morgan, D. (2013). *The Tough Kid Principal's Briefcase*. Eugene, OR: Pacific Northwest.

I-2 Detention, Lunch

Similar to before- and after-school detention, except that the time assigned is during the student's lunch period.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Select a location for lunch detention in an isolated, quiet area. • Post the rules in a conspicuous place. • Assign student a seat. • Provide the student with the opportunity to eat. 	To be effective, the detention must occur in a non-reinforcing environment, with no reinforcement from the adult supervisor.	Frequency count on lunch detention log noting student's name, date, time arrived, and time dismissed.

Jenson, W., Rhode, G., Evans, C., & Morgan, D. (2013). *The Tough Kid Principal's Briefcase*. Eugene, OR: Pacific Northwest.

National Association for School Psychologists "Fair and Effective Discipline for All Students: Best Practice Strategies for Educators."
<http://www.nasponline.org/communications/spawareness/efdiscipfs.pdf>

I-3 Food Delay

Delay of food for a specified period of time, contingent on inappropriate behavior.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • Pinpoint the behavior. • Specify when and for how long food will be delayed. • Obtain parent(s)' notification. • Inform administration and food service. • Explain program to student. • Collect and review data. 	<p>Students cannot be completely denied a meal (e.g., lunch). Usually a delay is about fifteen minutes or half of the allotted lunch period. Delay should never be more than two hours. Check with parents regarding medical consideration related to food delays. Signed parental permission is recommended.</p> <p>If food is delayed too long, the student may increase the misbehavior.</p>	<p>Design and use a data collection system. For example, each time the intervention is used, an instructor might record the following:</p> <ul style="list-style-type: none"> • Date. • Problem behavior. • How long food was delayed. • The student's reaction.

Jenson, W. R., Rhodes, G., Evans, C., & Morgan, D. (2013). *The Tough Kid's Principal Briefcase*. Eugene, OR: Pacific Northwest.

I-4 In-School Suspension (ISS)

Removal of a student from the classroom to a non-reinforcing supervised setting inside the school where the student works on assignments.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • In advance, decide on a place for ISS (e.g., carrel, another classroom, or desk space in the office). • Establish rules for ISS (e.g., no talking, no sleeping, stay in your seat, and do your work). • Procedure: Student is removed from his/her typical environment (e.g. class room, PE) and placed in a less reinforcing environment within the school. This could be in another classroom with older or younger students, or in a quiet room with supervision. • Effective ISS generally involves holding students accountable for school assignments AND involves an intervention component (e.g., teaching and reinforcing teacher-pleasing behaviors). 	<p>This procedure tends to be overused in schools, perhaps since it quickly removes a problem behavior from a teacher's classroom. ISS can be quite ineffective if a student is trying to escape a task (e.g., math work). If this procedure is not decreasing the problem behavior, then it is not an appropriate punishment for the student. Furthermore, seclusion away from the classroom can be quite rewarding for some students. Use positive classroom strategies prior to and in addition to ISS. Parents should be informed when ISS is used. Care should be taken that students do not miss out on valuable instructional time.</p>	<p>Keep an ISS log. Teachers should document frequency, duration, and location of ISS. Fidelity: written ISS procedures, faculty training in ISS, ISS log.</p>

Jenson, W., Rhode, G., Evans, C., & Morgan, D. (2013). *The Tough Kid Principal's Briefcase*. Eugene, OR: Pacific Northwest.

Reavis, K.H., Sweeten, T.M., Jenson, W.R., Morgan, D.P., Andrews, D.J., Fister, S.L. (1996). *BEST Practices: Behavioral and Educational Strategies for Teachers*. Longmont, CO: Sopris West.

Skiba, R., Sprague, J. (2008). Safety without suspension. *Association for Supervision and Curriculum Development*, 66(1), 38-43.

I-5 Mechanical Restraint (for Bus)

A mechanical harness or device used during pupil transportation to keep a student from injuring or endangering him/herself or others.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Make certain that all staff who implements individual interventions are thoroughly trained in the proper procedures. Staff should refer to specific LEA policy and procedures relating to the usage of mechanical harness (for bus). 	<p>This intervention applies to a harness, vest or other device on the bus, required as a safety measure when necessary to keep a student from injuring or endangering him/herself or others.</p> <p>Bus personnel must be properly trained in the use of the harness, including its emergency release.</p> <p>District transportation departments may choose to follow National Highway Traffic Safety Administration recommendations regarding child restraints for all preschool students. These restraints are for general safety, not for dangerous behavior by an individual student.</p>	<p>Follow appropriate documentation procedures from specific LEA policy.</p>

I-6 Over-Correction

Performing an appropriate behavior intensely or repeatedly after the occurrence of an inappropriate behavior. There are four types of overcorrection procedures.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Give a verbal cue. Follow the verbal cue with timeout from positive reinforcement. Proceed with restitutorial activity. Minimize attention. Observe the student. 	<p>For all over-correction procedures, forceful physical guidance/manual restraint and forceful physical guidance are not suggested by best practice.</p>	<p>Collect data on the rate, frequency, or percentage of intervals of occurrence of the problem behavior for at least three days before implementing overcorrection procedures.</p>

Bowen, J., Jensen, W.R., Clark, E. (2004). *School-Based Interventions for Students with Behavior Problems*. New York, New York: Springer.

I-6a Positive Practice Over-Correction

Intense practice of an appropriate behavior for a specified number of repetitions or a specified period of time.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<p>Example: Solve a math problem using steps.</p> <ul style="list-style-type: none"> • Re-teach. • Correct problem. • Re-teach if necessary. 	<p>Provide verbal praise for the student.</p> <p>When student is working on a math problem, provide a task analysis that uses concrete steps for each part of the problem.</p>	<p>Duration of how long it took the student to complete the problem and/or task.</p> <p>Latency (how long between request and behavior).</p>

Katzman, A., Carder, S., & McNamara, M. (2012). *How Overcorrection Improves Behavior*. *Journal of Applied Behavior Analysis*. Western Kentucky University Digital Commons Network. <http://digitalcommons.wku.edu/appliedbehavior/10>

I-6b Restitutional Over-Correction

Restoration of the environment to its original condition.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> • When student is engaging in inappropriate behaviors, give verbal cue or prompt specifically pointing out inappropriate behavior in a stern voice. • Immediately following the verbal cue, provide overcorrection and withdraw from positive reinforcement. • Deliver instructions for restitution in a neutral voice of voice. • If student begins to engage in inappropriate behavior again, start the restitution activity again. • Be on the lookout during the day to comment on positive behaviors. 	<p>Be sure to plan the activity and arrange the environment in such a way that the negative behavior will not be reinforced by teacher or peer attention. Avoid physical contact, conversation or eye contact. All restitution activities should be carefully planned to be implemented efficiently and effectively; restitution activities should be related to the inappropriate behavior.</p>	<p>Data may be collected by noting the occurrences of appropriate and inappropriate behaviors in all contexts and whether restitutional over-correction decreased the behavior.</p> <p>Fidelity data may be taken by observing the over- correction and prompts leading up to its implementation, checking whether the steps were followed, and assessing the environment.</p>

Bowen, J., Jenson, W.R., Clark, E. (2004). *School-Based Interventions for Students with Behavior Problems*. New York, New York: Springer.

Gossen, D. (1998). Restitution: Restructuring school discipline. *Educational Horizons*, 76. 182-188.

Behavior Advisor: <http://www.behavioradvisor.com>

Utah State University: <http://www.usu.edu/teachall/text/behavior/LRBIpdfs/Overcorrection.pdf>

I-7 Physical Guidance

Physical guidance means physically guiding a student through the proper motions to complete a task or demonstrate a skill in response to mild resistance that does not pose a risk of danger to him/herself, and/or others, on behalf of the student while at the same time does not restrict, immobilize or reduce the ability of the student to freely move their torso, arms, legs, or head.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Make certain that all staff who implements individual interventions are thoroughly trained in the proper procedures. Staff should refer to specific LEA policy and procedures relating to the usage of physical guidance. 	<p>Student meets with mild resistance.</p> <p>The guidance used is always the least needed to accomplish the task, and is faded out as quickly as possible. This procedure must be used with minimal force so that physical restraint and injury do not occur.</p>	<p>Duration of how long it took the student to complete the problem and/or task.</p>

Ryan, J.B. & Peterson, R.L. (2004). Physical restraints in schools. *Behavioral Disorders*, 29(2), 155-169.

Ysseldyke, J., Algozzine, B., Thurlow, M. (2000). *Critical Issues in Special Education*. New York: Houghton Mifflin Company.

I-8 Response Cost

Contingent withdrawal of a specific amount of available reinforcers following an inappropriate response.

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Decide on a method to give out reinforcers. Pinpoint behaviors to be defined. Set up response cost system. Implement the response cost system. Monitor student performance. 	<p>Response cost must be less than the total amount or number of reinforcers available (i.e., never go in the hole). If students are allowed to go in the hole, all motivation for behaving and performing appropriately is likely to be lost. Further misbehavior may intensify.</p> <p>Any aversive intervention should be implemented in a very positive, rich environment. Be precise and detailed with expectations and consequences. The use of a "what if" chart is an effective tool.</p>	<p>Frequency data record each incidence of response cost. Identify the student, behavior, and penalty, then graph the data.</p> <p>Fidelity data can be gathered by using a response cost raffle.</p>

Rhode, G., Jenson, W. R., Reavis, H. K. (2010). *The Tough Kid Book: Practical Classroom Management Strategies* (2nd ed). Eugene, OR: Pacific Northwest.

Conyers, C., Miltenberger, R., Maki, A., Barenz, R., Jurgens, M., Sailer, A., Haugen, M., & Kopp, B. (2004). A comparison of response cost and differential reinforcement of other behavior to reduce disruptive behavior in a preschool classroom. *Journal of Applied Behavior Analysis*, 37, 411.

Evidence Based Intervention Network "Response Cost Raffle" <http://ebi.missouri.edu/?s=response+cost>

I-9 Required Relaxation**Spending a fixed period of time in relaxation following each occurrence of an upsetting behavior.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Teach relaxation techniques to the student under non-stressful circumstances. A student may resist being touched or struggle when guided through this procedure. 	Physical Guidance may be necessary to implement this intervention. If the student mildly resists, review the Special Considerations section for Physical Guidance. The period is never more than one hour. No talking, eating, listening to radios, or playing with objects is permitted.	<p>Frequency data that records the number of times the behavior occurs.</p> <p>Duration of the required relaxation.</p>

Merrell, K. W., Whitcomb, S. A., Parisi, D.M. (2007). *Strong Kids: A Social-Emotional Learning Curriculum*. Baltimore, MD: Brookes Publishing.

Klein, R. (2008). Ready..., set..., relax!: Relaxation strategies with children and adolescents. *Creative Interventions with Traumatized Children*, 302-320.

Breathe to Relax (application) -

iOS: <https://itunes.apple.com/ca/app/breathe2relax/id425720246>

Android: <https://play.google.com/store/apps/details?id=org.t2health.breathe2relax&hl=en>

I-10 Time Out, Inter-class**Removal of student from a reinforcing setting into another classroom with a lower reinforcing value.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> This procedure requires making arrangements with the other teacher in advance. The student remains in the other room for a specified period of time, not until a particular assignment is completed. 	Effective practice is to place student two or more grade levels away from his or her own.	Frequency data on number of times removal of a student from an activity occurs.

Nelson, J., & Carr, B. A. (2000). *The Think Time Strategy for Schools Kit*. Longmont, CO: Sopris West.

Reavis, K., Sweeten, T. M., Jenson, W. R., Morgan, D. P., Andrews, D. J., & Fister, S., (1996). *Best Practices: Behavioral and Educational Strategies for Teachers*. Longmont, CO: Sopris West Publishers, Inc.

I-11 Time Out, Non-seclusionary**Removal of student from reinforcing activities in the instructional setting for a specified period of time.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> If student displays inappropriate behavior, the reinforcing activity is removed for a certain amount of time and then given back. 	<p>Intervention is most effective if the reinforcing activity is timed out or the chance of getting reinforcement during an activity is timed out.</p> <p>This intervention does not allow physical guidance that is used with force. It is simply removing the object or activity that is reinforcing for a time period.</p> <p>A ribbon or bracelet can allow students to know when they are receiving reinforcement, but if they show inappropriate behaviors, the bracelet or ribbon is removed for a certain amount of time.</p>	<p>Frequency data on number of times removal of a student from an activity occurs.</p> <p>Reductions of inappropriate behavior such as hitting.</p> <p>Fidelity data gathered by having the student tell you when he/she is not able to earn reinforcers.</p>

Wolfgang, C. H. (2001). The many views of "time-out." *Teaching strategies. Journal of Early Education and Family Review.* 8, 18-28.

National Association of School Psychologists "Temper Tantrums" http://www.nasponline.org/resources/behavior/tantrums_ho.aspx

Benner, G.J., Nelson, J.R., Sanders, E.A., Ralston, N.C. (2012). Behavior Intervention for students with externalizing behavior problems: Primary-level standard protocol. *Exceptional Children.* 78(2).181-198.

I-12 Time Out, Exclusionary**Removal of student from a reinforcing setting into a setting with a lower reinforcing value, but not a time-out room.**

IMPLEMENTATION	CONSIDERATIONS	DATA SOURCES
<ul style="list-style-type: none"> Establish designated area/setting to which the student can be referred. Establish the amount of time the student will be in the time out setting (1 min. per year of the age of the student). While in the time out area the student should not be addressed by staff or other students. When amount of time in time out area is complete, student will return to the activity previously engaged in to maintain normal activity. Student should be held accountable for the work done while in time out. 	<p>Time out is used for a relatively short amount of time based on the age of the student, and is not effective unless the classroom is positively reinforcing.</p> <p>Being in the time-out area should not be humiliating to the student (inform students about the time-out area and explain to them the reason why they would be placed there).</p>	<p>Collect data on amount of time student is put into exclusionary time out.</p> <p>ABC evaluation to determine what causes the behavior.</p> <p>After period of time is complete in time out, determine whether or not student was able to return to previous activity without distractions.</p>

Nelson, J. (1999). *Positive Time Out: Over 50 Ways to Avoid Power Struggles in the Home & the Classroom.* Prima Publishing.

Intervention Central "Time-out from reinforcement." <http://www.interventioncentral.org/behavioral-interventions/challenging-students/time-out-reinforcement>

Reavis, K., Sweeten, T. M., Jenson, W. R., Morgan, D. P., Andrews, D. J., & Fister, S., (1996). *Best Practices: Behavioral and Educational Strategies for Teachers.*

Longmont, CO: Sopris West Publishers, Inc.

Teacher's Workshop: <http://www.teachersworkshop.com/twshop/relationaldisc.html>



XI EMERGENCY SAFETY INTERVENTIONS

(Table 41)

Interventions	Parental Notifications	Behavior Expert on SS Team	LEA ESI Committee Involvement	References
E.1 Physical Restraint "Physical restraint" means personal restriction that immobilizes or reduces the ability of an individual to move the individual's arms, legs, body, or head freely.	Yes	Yes	Yes	Fisher, W. W., Piazza, C.C., Bowman, L.G., Hanley, G.P. & Adelinis, J.D. (1997). Direct and Collateral Effects of Restraints and Restraint Fading. <i>Journal of Applied Behavior Analysis</i> , 30(1), 105-120. General Accounting Office (1999). <i>Improper Restraint or Seclusion Use Places People At Risk</i> . Washington, DC: Author.
E.2 Seclusionary Time Out "Seclusionary time out" means when used with a student, all the following conditions are met: 1 The student is placed in an enclosed area by school personnel in accordance with the requirements of R392-200 and R710-4-3 2 The student is purposefully isolated from adults and peers, and 3 The student is prevented from leaving, or reasonably believes that the student will be prevented from leaving, the enclosed area.	Yes	Yes	Yes	Brantner, J. & Doherty, M.A. (1983). A review of time-out: A conceptual and methodological analysis. In A. Axelrod & J. Apsche (Eds.), <i>The effects of punishment on human behavior</i> . New York: Academic Press. Gast, D.L. & Nelson, C.M. (1977). Legal and ethical considerations for the use of time-out in special education settings. <i>Journal of Special Education</i> , 11, 457-467.

Refer to: USBE R277-609 Standards for LEA Discipline Plans and Emergency Safety Interventions.

XI-A EMERGENCY CONTACT FORM

Student Name: _____ Date: _____

School: _____ Grade: _____

Staff member(s) present at time of incident:

1 What were the circumstances surrounding the incident?

Activity	Location	Time of Day
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2 Describe the incident or event.

Antecedent (Activity/event that occurred before the behavior)	Behavior (Measurable and observable)	Consequence (Events that follow the behavior)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

3 What ESI was used used?

Intervention Procedure	Duration of Intervention	Staff Member(s)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

4 Were any injuries a result of the emergency situation?

If yes, describe:

Was medical attention required:

Yes _____

No _____

5 What additional behavior intervention/s could be used to assist in preventing this from happening again?

Preventative Proactive Intervention(s)

Steps Needed to Implement Intervention(s)

<hr/>	<hr/>
<hr/>	<hr/>
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6 Parent or guardian(s):

Written _____

Phone _____

In Person _____

By Whom Notified: _____

Time: _____

Signature of Person Completing Form

Date

Signature of School Administrator

Date

Parent or guardian(s) are encouraged to contact school staff or administrator to obtain additional information if needed or to process documented emergency situation.



XII ADDITIONAL TECHNICAL ASSISTANCE

XII-A METHODS FOR DATA COLLECTION

(Table 45)

Event Recording	<p>A count or tally that examines the frequency of a behavior. The target behavior must be discrete.</p> <ul style="list-style-type: none">• Example: Tallying each time a student raises his/her hand.
Duration Recording	<p>Used to measure the duration of a behavior per occurrence. The target behavior must be discrete. A stopwatch is used to measure the duration by starting the stopwatch at onset of a behavior and stopping it when the behavior ends.</p> <ul style="list-style-type: none">• Example: Duration recording could be used to measure the length of a temper tantrum.
Latency Recording	<p>Measures the period of time between a given stimulus and the initial behavior response. The target behavior must be discrete.</p> <ul style="list-style-type: none">• Example: A teacher instructs the student to sit down; the time between the command and when the student takes his/her seat is measured.
Interval Recording	<p>Used to measure the occurrence of a behavior within a specified time period. Interval recording is a good measurement of non-discrete behaviors. The length of the interval is specified (e.g., ten seconds), and the behavior is marked if it occurs any time within the interval.</p> <ul style="list-style-type: none">• Example: A student is observed for off-task behavior. The observer times ten-second intervals. If the student is off-task anytime within the interval, the observer marks an "O" for off-task. If the student is on-task during the next ten-second interval, the observer marks an "N" for on-task.
Momentary Time Sampling	<p>Similar to interval time sampling. However, instead of sampling the entire length of the interval, you sample one second of the ten-second interval.</p> <ul style="list-style-type: none">• Example: A student is observed for off-task behavior. The observer times ten-second intervals and collects the data at every ninth second of the interval. The observer only marks "O" for off-task if the student is off-task at the ninth second of each interval.
Permanent Products	<p>Measured by an observed impression left on the environment.</p> <ul style="list-style-type: none">• Example: Completed student assignments.

XII-B CONDUCTING A FUNCTIONAL BEHAVIOR ASSESSMENT

Professional practice establishes what constitutes an appropriate FBA. As the intensity of the problem behavior increases or the restrictiveness of the intervention used in the BIP increases, the rigor of the FBA should also be increased. The behavior assessment should be conducted by persons knowledgeable about the student and include at least one person trained in the procedures of functional behavior assessment. Ideally, all members of an IEP team, including the parent(s), have important information to contribute.

Direct assessment methods (functional analysis (FA): FAs are the only form of FBA that empirically demonstrate function of problem behavior. It is necessary for at least one team member to be trained or supervised by a Board Certified Behavior Analyst or behavior specialist with experience conducting FAs. Functional Analysis includes the following:

- Standard functional analysis (FA)
- Brief FA
- Trial-based FA
- Latency FA
- Precursor FA
- Single-function test
- Alone/ignore series test

The standard FA involves exposing the student to multiple sessions of a variety of test conditions (attention, escape, tangible, automatic) and a control (play) condition. Test conditions are designed to examine sensitivity to different potential sources of reinforcement for problem behavior (attention, escape, tangible, automatic). The control condition (play) is compared to the test conditions. In each test condition, the presumed reinforcer (attention, escape, tangible access) is only delivered contingent on the occurrence of problem behavior in order to determine what motivating operations and consequences are functionally related to problem behavior. A number of variations on the standard FA have been developed to meet the needs of particular situations. Some variations may not always be as accurate as a standard FA. They are briefly described below:

(Table 46)

Brief FA:	Similar to the standard FA; however, the duration and number of sessions are abbreviated in cases when assessment time is limited.
Trial-based FA:	Conditions are conducted as brief trials that are embedded into ongoing classroom activities. Each trial includes a test and control component. Trial-based FAs were designed for teachers in cases when access to controlled environments were unavailable.
Latency FA:	Sessions are terminated after the first response. Latency FAs were designed for cases in which problem behavior is high risk because only a single instance of problem behavior can occur per session.
Precursor FA:	FA is conducted using a precursor response rather than problem behavior. Precursor FAs were designed for cases in which problem behavior is extremely high risk because the target problem behavior never has to occur during session. This form of FA may not be useful in cases in which problem behavior is automatically maintained.
Single-function test:	Only test and control sessions for a single function are conducted. The single-function test was designed to provide data to support a suspected function.
Alone/Ignore series:	Student is exposed to only alone/ignore sessions in order to confirm a suspected automatic function. The alone/ignore series was designed to be conducted by itself or in conjunction with a standard FA.

XII-C DUTY TO WARN

The first criterion to establish a duty to warn is a special relationship. Utah case law supports and explains this condition in the case of *Higgins v. Salt Lake County*. This case explains that a special relationship exists when an individual has a responsibility to control the conduct of another individual or when an individual has a responsibility for the protection of another. Utah Code 53A-3-402 establishes the responsibility of school personnel to protect students and to control their conduct.

The second criterion is the reasonable prediction of a threat. Teachers and administrators are not under the same restrictions as therapists in terms of disclosing information. When school personnel perceive a threat they may inform administration, law enforcement, parents, teachers, and other students. Some have been concerned about sharing information because FERPA places limits what information can be shared in school settings. The U. S. Department of Education released the following statement to guide school personnel:

In an emergency, FERPA permits school officials to disclose without consent education records, including personally identifiable information from those records, to protect the health or safety of students or other individuals. At such times, records and information may be released to appropriate parties such as law enforcement officials, public health officials, and trained medical personnel. See 34 CFR § 99.31(a)(10) and § 99.36. This exception is limited to the period of the emergency and generally does not allow for a blanket release of personally identifiable information from a student's education records.

The third criterion is knowledge of a foreseeable victim. If the intended victim of a threat is clearly identified or can be identified with reasonable effort, then an individual has a duty to warn the individual who is the intended victim. In the case of a perceived threat in a school setting, one ought to inform the building administrator, the intended victim, the intended victim's parents, and the parents of the intended perpetrator.

When all three of the above conditions are met, school personnel have a duty to warn. Though this duty may not be explicitly stated at present in Utah law, it is clearly the ethical responsibility of all school personnel to take appropriate and reasonable measures to ensure the safety of all students.

Following are a couple of examples of how to apply the duty to warn.

1) Billy, a sixth grade student, comes to school having had a difficult morning, including missing breakfast and getting in an argument with his mother. He is clearly in a bad mood. While sitting at his desk he is bumped by another student and reacts by standing up and yelling at the student who bumped him. The teacher responds by saying, "Billy! That's enough! Sit down and do your work!" In exasperation Billy yells, "I hate this school! I just want to shoot someone!"

While Billy's response to this situation is clearly inappropriate and ought to be addressed, it does not constitute a duty to warn because there is no "foreseeable victim." Billy did not indicate specifically who it was that he wanted to shoot, and so there is no one in particular that needs to be warned.

2) Mrs. Smith, a tenth grade English teacher, asks Sarah to stay after class to discuss her poor performance in class. Sarah explains that her father recently remarried and she hates his new wife. She describes how it has been hard for her with this new woman in the house. Finally Sarah says, "I should just kill her. Then everything would be okay again. I think I'll just kill her."

In this situation the teacher has a duty to warn Sarah's father as the custodial parent and her stepmother as the intended victim of the threat. The teacher should work with the school administrator and school counselor or psychologist to inform the necessary parties and to work with Sarah to ensure that she does not follow through with her threat.

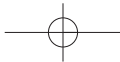
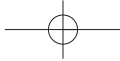
XII-D PHASES OF THE CRISIS CYCLE

(Table 47)

Phases	Description
Calm	Behavior is appropriate, cooperative, and responsive to the teacher's instructional practices. During this phase the student is able to exhibit the essential behaviors to succeed in the classroom. These behaviors include: (a) on-task, (b) following rules, (c) responding to praise, (d) initiating appropriate behavior, and (e) responding to goals and success. Overall behavior is cooperative and acceptable.
Triggers	Triggers are defined as those events that set off the cycle of inappropriate behaviors. The trigger/s serves to increase the behavior level of the student. There are two types of triggers occurring in this phrase: (a) school-based and (b) non-school based. Overall behavior involves a series of unresolved problems.
Acceleration	During the acceleration phrase student behavior becomes focused and directed towards others. The student can exhibit a number of behaviors with features of engaging some other person: (a) questioning and arguing, (b) defiance or noncompliance, (c) off-task, (d) provocation of others, (e) whining and crying, (f) escape and avoidance, (g) threats and intimidation, (h) verbal abuse, and (i) destruction of property. Overall behavior is staff-engaging, leading to further negative interactions.
Peak	The peak phase represents the most serious or intense behaviors. Behaviors are characterized by disruptions so serious that class cannot continue or continues with difficulty. Also, peak behaviors can become a threat to the safety of self or others. These peak behaviors include: (a) serious destruction of property, (b) physical attacks, (c) self-abuse, (d) severe tantrums, and (e) running away. Overall behavior is out of control.
De-escalation	The de-escalation phase marks the beginning of the student's disengagement and reduction in intensity of behavior. There is clear lack of focus and appearances of distraction. The common behaviors in this phase are: (a) confusion, (b) reconciliation, (c) withdrawal, (d) denial, (e) blaming other, (f) avoidance of discussion, and (g) avoidance of debriefing. Overall behavior shows confusion and lack of focus.
Recovery	In the final phase, recovery, the student returns to a normal calm state. The student is able to participate in instructional activities. The specific behaviors for this recovery phrase are: (a) independent work or activities, (b) appropriate behavior in group work, (c) subdued behavior in class discussions, and (d) defensive or cautious behaviors. Overall behavior shows an eagerness for busy work and reluctance to interact.

(Colvin, G., (2004). *Managing the Cycle of Acting-Out Behavior in the Classroom*. Eugene, OR; Behavior Associates.)

1



XIII APPENDIX

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A-1 CLASSROOM MANAGEMENT CHECKLIST

Directions: For each item, place a check mark in the corresponding box for the statement that most closely matches your current classroom. When you are done with each category, count the number of check marks under each column and enter the total on the line provided. Add each category total together to obtain an overall total.

CLASSROOM ENVIRONMENT			
ITEM	RED	YELLOW	GREEN
1 Is a daily schedule posted and large enough for all students to see? Do you refer to/explain the daily schedule and any schedule changes? U-21	<ul style="list-style-type: none"> Not posted Not large Not referred to frequently <input type="checkbox"/>	<ul style="list-style-type: none"> Posted Large Not referred to frequently <input type="checkbox"/>	<ul style="list-style-type: none"> Posted Large Referred to frequently <input type="checkbox"/>
2 Have classroom routines been established and systematically taught (e.g., entering the classroom; procedures to go to the bathroom; get help from the teacher; and sharpen a pencil)? U-19	<ul style="list-style-type: none"> 0-1 routines established OR Procedures not systematically taught <input type="checkbox"/>	<ul style="list-style-type: none"> 2-3 routines established Procedures systematically taught <input type="checkbox"/>	<ul style="list-style-type: none"> At least 4 routines established Procedures systematically taught <input type="checkbox"/>
3 Are transitions between activities structured (e.g., moving from one activity to the next; cues to initiate transitions)? U-17/U-19	<ul style="list-style-type: none"> On average, takes the class about 4 minutes or more to transition <input type="checkbox"/>	<ul style="list-style-type: none"> On average, takes the class about 2-3 minutes to transition <input type="checkbox"/>	<ul style="list-style-type: none"> On average, takes the class under 1 minute to transition <input type="checkbox"/>
4 Is unstructured time kept to a minimum? U-17/U-19	<ul style="list-style-type: none"> More than 45 minutes of unstructured time across the school day <input type="checkbox"/>	<ul style="list-style-type: none"> 20-45 minutes of unstructured time across the school day <input type="checkbox"/>	<ul style="list-style-type: none"> Less than 20 minutes of unstructured time across the school day <input type="checkbox"/>
5 Is the classroom environment arranged and organized to effectively support students (e.g., adequate space to move between areas; postings are not overly distracting; materials, tables are organized)? U-8	<ul style="list-style-type: none"> Inappropriately arranged Inappropriately organized <input type="checkbox"/>	<ul style="list-style-type: none"> Appropriately arranged, but disorganized OR Inappropriately arranged, but organized <input type="checkbox"/>	<ul style="list-style-type: none"> Appropriately arranged Appropriately organized <input type="checkbox"/>
6 Are there mechanisms established for frequent parent communication, particularly for positive events that occur (i.e., home note, "caught you being good," phone calls, class website, parent corner)? T-4	<ul style="list-style-type: none"> Not in place Not in use <input type="checkbox"/>	<ul style="list-style-type: none"> In place Not in use <input type="checkbox"/>	<ul style="list-style-type: none"> In place In use Regularly maintained <input type="checkbox"/>
7 Are there clearly defined and appropriately used classroom spaces (e.g., art area, computers, reading zone, homework center)? U-8	<ul style="list-style-type: none"> No defined areas Not used <input type="checkbox"/>	<ul style="list-style-type: none"> Somewhat defined areas Appropriately used <input type="checkbox"/>	<ul style="list-style-type: none"> Clearly defined areas Appropriately used <input type="checkbox"/>
8 Do all students have a clear and unobstructed view of the teacher and/or instructional area? U-8	<ul style="list-style-type: none"> Less than 75% of students have a clear view <input type="checkbox"/>	<ul style="list-style-type: none"> At least 75% of students have a clear view <input type="checkbox"/>	<ul style="list-style-type: none"> 100% students of have a clear view <input type="checkbox"/>
9 Do students have adequate space or storage for personal belongings (e.g., backpack, lunch bags, learning materials/supplies, coats)? U-8	<ul style="list-style-type: none"> Some or none have a designated space <input type="checkbox"/>	<ul style="list-style-type: none"> Most students have a designated space <input type="checkbox"/>	<ul style="list-style-type: none"> All students have a designated space <input type="checkbox"/>
10 Is there an adequate number of supplies or materials for students and are materials accessible? U-8	<ul style="list-style-type: none"> Inadequate Inaccessible <input type="checkbox"/>	<ul style="list-style-type: none"> Adequate, but inaccessible OR Inadequate, but accessible <input type="checkbox"/>	<ul style="list-style-type: none"> Adequate Accessible <input type="checkbox"/>
CLASSROOM ENVIRONMENT TOTALS			

BEHAVIOR MANAGEMENT			
ITEM	RED	YELLOW	GREEN
1 Are the classroom rules/expectations posted (3–5 rules, positively stated)? U-19	<ul style="list-style-type: none"> 0–1 rules posted <input type="checkbox"/>	<ul style="list-style-type: none"> 3–5 rules posted <input type="checkbox"/>	<ul style="list-style-type: none"> Rules are positively stated <input type="checkbox"/>
2 Have the rules/expectations been systematically taught and reviewed regularly (e.g., beginning of the year, after breaks, monthly)? U-7/U-19	<ul style="list-style-type: none"> Not systematically taught Not reviewed regularly <input type="checkbox"/>	<ul style="list-style-type: none"> Systematically taught Not reviewed regularly <input type="checkbox"/>	<ul style="list-style-type: none"> Systematically taught Rules are reviewed regularly <input type="checkbox"/>
3 Are procedures to address students who are following classroom rules and expectations posted, taught, and consistently implemented? U-6/U-18	<ul style="list-style-type: none"> Not Posted OR Posted, but not taught or implemented <input type="checkbox"/>	<ul style="list-style-type: none"> Posted and taught Inconsistently implemented <input type="checkbox"/>	<ul style="list-style-type: none"> Posted and taught Consistently implemented <input type="checkbox"/>
4 Are procedures to address students who are not following classroom rules and expectations posted, taught, and consistently implemented? U-6/U-15	<ul style="list-style-type: none"> Not Posted OR Posted, but not taught or implemented <input type="checkbox"/>	<ul style="list-style-type: none"> Posted and taught Inconsistently implemented <input type="checkbox"/>	<ul style="list-style-type: none"> Posted and taught Consistently implemented <input type="checkbox"/>
5 Are there positive consequences/rewards (more than verbal praise)? Is a preference assessment regularly conducted to ensure rewards are motivating for students? U-16/T-13	<ul style="list-style-type: none"> No positive consequences No preference assessments <input type="checkbox"/>	<ul style="list-style-type: none"> Positive consequences No preference assessments <input type="checkbox"/>	<ul style="list-style-type: none"> Positive consequences Regular preference assessments <input type="checkbox"/>
6 Is there at least a 4:1 ratio of positive to negative consequences for academic and behavioral responses implemented? <u>Examples of positive:</u> verbal praise, thumbs up, points on a point chart, and classroom bucks <u>Examples of negative:</u> redirections, verbal reprimand, school detention, and response cost U-16/T-13	<ul style="list-style-type: none"> About 1:1 ratio of positive to negative consequences, or less <input type="checkbox"/>	<ul style="list-style-type: none"> About 2:1 ratio of positive to negative consequences <input type="checkbox"/>	<ul style="list-style-type: none"> At least 4:1 ratio of positive to negative consequences <input type="checkbox"/>
7 Is students' performance monitored by circulating among students (i.e., moving around the room while students are working)? U-22	<ul style="list-style-type: none"> No defined areas Not used <input type="checkbox"/>	<ul style="list-style-type: none"> Sometimes <input type="checkbox"/>	<ul style="list-style-type: none"> Almost Always <input type="checkbox"/>
8 How often are you standing in the front of the class and/or sitting at your desk? U-22	<ul style="list-style-type: none"> Almost always <input type="checkbox"/>	<ul style="list-style-type: none"> Sometimes <input type="checkbox"/>	<ul style="list-style-type: none"> Infrequently <input type="checkbox"/>
9 Is there an attention signal to get students on task in less than 5 seconds (e.g., "May I have your attention please?", "One, two, three—eyes on me.")? U-17	<ul style="list-style-type: none"> No <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, but inconsistently used <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, and consistently used <input type="checkbox"/>
10 Are precision requests used to increase student compliance? T-9	<ul style="list-style-type: none"> No <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, but inconsistently used <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, and consistently used <input type="checkbox"/>
BEHAVIOR MANAGEMENT TOTALS			

CLASSROOM INSTRUCTION			
ITEM	RED	YELLOW	GREEN
1 Do you regularly perform assessments of student achievements or needs (e.g., CBM, DIBELS; weekly, monthly)? U-13/T-14	<ul style="list-style-type: none"> Never OR Infrequently <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, but only at the end of a term <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, frequently <input type="checkbox"/>
2 Have the rules/expectations been systematically taught and reviewed regularly (e.g., beginning of the year, after breaks, monthly)? U-7/T-14	<ul style="list-style-type: none"> Never OR Infrequently <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, but only at the end of a term <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, frequently <input type="checkbox"/>
3 Are procedures to address students who are following classroom rules and expectations posted, taught, and consistently implemented? U-12	<ul style="list-style-type: none"> Infrequent opportunities to respond 0-2 strategies/methods <input type="checkbox"/>	<ul style="list-style-type: none"> Frequent opportunities to respond 2-3 strategies/methods <input type="checkbox"/>	<ul style="list-style-type: none"> Frequent opportunities to respond 4 or more strategies <input type="checkbox"/>
4 Are procedures to address students who are not following classroom rules and expectations posted, taught, and consistently implemented? U-7/U-18	<ul style="list-style-type: none"> Infrequently <input type="checkbox"/>	<ul style="list-style-type: none"> Sometimes <input type="checkbox"/>	<ul style="list-style-type: none"> Almost always <input type="checkbox"/>
5 Are there positive consequences/rewards (more than verbal praise)? Is a preference assessment regularly conducted to ensure rewards are motivating for students? U-1/U-16	<ul style="list-style-type: none"> Yes, less than 4 types of instructional strategies used across the week <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, about 5-7 types of instructional strategies used across the week <input type="checkbox"/>	<ul style="list-style-type: none"> Yes, about 8-10 types of instructional strategies used across the week <input type="checkbox"/>
6 Do you have knowledge of individual student needs and have intervention plans or strategies in place (e.g., students with 504 Plans, IEPs)? U-1/U-13	<ul style="list-style-type: none"> Unsure of student needs Unsure of intervention plans <input type="checkbox"/>	<ul style="list-style-type: none"> Some students OR Some interventions in place <input type="checkbox"/>	<ul style="list-style-type: none"> All students All interventions in place <input type="checkbox"/>
CLASSROOM INSTRUCTION TOTALS			
GRAND TOTAL = CLASSROOM ENVIRONMENT + BEHAVIOUR MANAGEMENT + CLASSROOM INSTRUCTION			

If your highest total is:

GREEN

Your classroom management and instructional strategies may be appropriately structured to promote learning for all students.

YELLOW

Your classroom management and instructional strategies may require additional structure in order to effectively promote learning for all students.

RED

Your classroom management and instructional strategies requires a high level of structure and management in order to effectively promote learning for all students.

Next Steps

Review each of the three categories to see if your totals are green, yellow, or red to determine your highest areas of need. Under each specific item is a reference code to an instructional strategy or intervention as listed in LRBI. You may want to refer back to these references for additional information, descriptions, and guidelines for implementation to use in your classroom.

A-2 FUNCTIONAL BEHAVIOR ASSESSMENT FORM

Student: _____ Grade: _____ DOB: _____

School: _____ Teacher: _____

The purpose of this form is to document a **Functional Behavioral Assessment (FBA)**, for
 (1) students who are exhibiting a pattern of behavior resulting in school-wide discipline,
 (2) students who are being considered for an interim alternative placement due to Safe School violations, or
 (3) requests for intensive individual interventions. This form should be kept in the student's file.

I – SOURCES OF BACKGROUND INFORMATION

THE TEAM HAS REVIEWED THE FOLLOWING BACKGROUND INFORMATION (FILL OUT ALL THAT APPLY): PLEASE ATTACH FORMS/PROTOCOLS.

Required	Brief Summary of Results	Other	Brief Summary of Results
Parent Information:		Behavior Checklist Rating/Scale:	
		Name of Instruments:	
Observations:		Previous Behavior Interventions and Effectiveness:	
		Other Agencies/Sources:	
		Social Peers:	
Student Interview:		Academic Assessments:	
		Name of Instruments:	
Past IEP Records:		Dates of Administration:	
Teacher Interview:		Administrator Interview:	
Positive Reinforcement System:		Psychological Evaluation:	

The **FBA** addresses the relationship among precipitating conditions, the behavior, its consequences, and the function of the behavior. The **FBA** also reflects a consideration of all relevant data gathered, both as background information and by using specific assessment techniques.

II – FUNCTIONAL BEHAVIORAL ASSESSMENT SUMMARY

PRECIPITATING CONDITIONS: (Identify one only)

(Setting, time of day, or other situations, with whom behavior occurs, activity, events typically occurring before the behavior, other issues, i.e., illness, hunger, etc.)

Unstructured time in _____	Academic instruction in _____
When given a directive to _____	When too close to _____
When provoked or teased _____	Encouraged by _____
When unable to _____	Other _____
Alone/no attention _____	

TARGET BEHAVIOR PATTERN: (Resulting in discipline)

Exactly what the student does or does not do, e.g., talk out, threaten, (including frequency, intensity, duration, current baseline, etc.)

CONSEQUENCES: (Events that typically follow the behavior)

Teacher attention _____	Removal from class _____
Peer attention _____	In-school suspension (length?) _____
Verbal warning/reprimand _____	Time away from seat _____
Loss of privilege (what kind?) _____	Remain after school _____
Avoids task _____	Other _____

FUNCTION OF THE BEHAVIOR: (Identify one only) (Hypothesized purpose(s) that the behavior serves)

Escape/avoidance _____	Sensory stimulation _____
Gaining attention _____	Relief of fear/anxiety _____
Expression of anger _____	Access to activity or item _____
Frustration _____	Other _____
Seeking of power/control _____	

DESIRED REPLACEMENT BEHAVIOR: (Identify one only) (Which could produce the same consequences as the problem behavior?)

Hand raising _____	Request help from staff _____
Short/time-out break _____	Other _____
Express frustration appropriately _____	Other _____

SUMMARY STATEMENT:

From the information above on this student, write a brief summary statement that includes what sets off the behavior, the behavior itself, and what the student gains from the behavior. For example: When Jason is given an assignment, he will throw his pencil across the room in order to obtain attention from the teacher.

FUNCTIONAL BEHAVIOR ASSESSMENT TEACHER FORM

Student: _____ Grade: _____ DOB: _____

School: _____ Teacher: _____

WHEN does the behavior occur the most? (What time?)

- ☐ morning ☐ before/after school
☐ afternoon ☐ lunch/recess

WHAT events or conditions occur right before the behavior?

- ☐ teacher request
☐ a consequence has been imposed
☐ unexpected schedule change
☐ other

WHERE does the behavior occur the most?

- ☐ regular classroom
☐ cafeteria
☐ hallways
☐ other

WHO is present when the problem behavior is likely to occur?

- ☐ teacher
☐ peers
☐ paraeducators
☐ other

HOW OFTEN does the behavior typically occur?

- ☐ times per day
☐ times per week
☐ other

MOTIVATION ASSESSMENT SCALE**DIRECTIONS:** READ EACH QUESTION CAREFULLY AND CIRCLE THE ONE NUMBER THAT BEST DESCRIBES YOUR OBSERVATIONS:

QUESTION	NEVER	ALMOST NEVER	SELDOM	HALF THE TIME	USUALLY	ALMOST ALWAYS	ALWAYS
1 Would the behavior occur continuously, over and over, if this student were left alone for long periods of time?	O	1	2	3	4	5	6
2 Does the behavior occur following a request to perform a difficult task?	O	1	2	3	4	5	6
3 Does the behavior seem to occur in response to your talking to other students in the room?	O	1	2	3	4	5	6
4 Does the behavior ever occur to get a toy, food or activity that this student has been told he/she can't have?	O	1	2	3	4	5	6
5 Would the behavior occur repeatedly, in the same way, for long periods of time, if no one were around?	O	1	2	3	4	5	6
6 Does the behavior occur when any request is made of the student?	O	1	2	3	4	5	6
7 Does the behavior occur whenever you stop attending to the student?	O	1	2	3	4	5	6
8 Does the behavior occur when you take away a favorite toy, food or activity?	O	1	2	3	4	5	6
9 Does it appear that this student enjoys performing the behavior?	O	1	2	3	4	5	6
10 Does this student seem to do the behavior to upset or annoy you when you are trying to get him/her to do what you ask?	O	1	2	3	4	5	6
11 Does this student seem to do the behavior to upset or annoy you when you are not pay attention to him or her?	O	1	2	3	4	5	6
12 Does the behavior stop occurring shortly after you give this student the toy, food, or activity he or she requested?	O	1	2	3	4	5	6
13 When the behavior is occurring, does the student seem calm and unaware of anything else going on around him or her?	O	1	2	3	4	5	6
14 Does the behavior cease shortly after you stop making demands of this student?	O	1	2	3	4	5	6
15 Does the student seem to initiate the behavior in order to get you to spend some time with him or her?	O	1	2	3	4	5	6
16 Does this behavior seem to occur when the student has been told that he or she can't do something he/she had wanted to do?	O	1	2	3	4	5	6

TRANSFER THE NUMERIC ANSWER FOR EACH QUESTION TO THE BLANKS BELOW:

SCORES ARE ORGANIZED INTO COLUMNS BY TYPE OF MOTIVATION. ADD THE TOTAL SCORE AND CALCULATE THE MEAN SCORE FOR EACH MOTIVATION. THEN DETERMINE THE RELATIVE RANKING BY ASSIGNING THE NUMBER "1" TO THE MOTIVATION WITH THE HIGHEST MEAN SCORE, THE NUMBER "2" TO THE MOTIVATION WITH THE SECOND HIGHEST MEAN SCORE, AND SO FORTH.

SENSORY	ESCAPE	ATTENTION	TANGIBLE	
1 _____	2 _____	3 _____	4 _____	TOTAL SCORE: _____
5 _____	5 _____	6 _____	7 _____	MEAN SCORE: _____
9 _____	10 _____	11 _____	12 _____	_____
13 _____	14 _____	15 _____	16 _____	RELATIVE RANKING: _____

A-3a BEHAVIOR INTERVENTION PLAN

Student: _____ Grade: _____ DOB: _____

School: _____

Teacher: _____ Date Developed: _____ Date Implemented: _____

Summary Statement of Problem Behavior:
 (Trigger and function of target behavior based on FBA)

Baseline Data of Problem Behavior:
 (Frequency, intensity, duration, etc.)

Target Behavior(s) or Problem Behavior(s):
Replacement Behavior: Which could meet the same function/need as the problem behavior? (Identify one only)

☐ Hand raising/Asking for help/"Sure I will"

☐ Short break—e.g., break cards/tickets, scheduled breaks

☐ Peer interaction skills

☐ Sensory break

☐ Responds to choices—e.g., choice of work tasks, preferred activities or interests, offer negotiations

☐ Express frustration/feelings appropriately—e.g., cool down, problem solving ("I" messages), relaxation, diversion, re-direct into activity

☐ Other _____

☐ Other _____

☐ Other _____

Instructional Interventions for Teaching Replacement Behavior:

What will be taught?

When (frequency)?

Who will teach?

How skills will be taught/monitored across settings?

Proactive support strategies based on the Antecedent:

Antecedent/trigger

Strategy based on antecedent/trigger

Consequence Intervention—POSITIVE:
Consequence Intervention—NEGATIVE:

Student: _____ Grade: _____ DOB: _____

Data Collection Method of Target and Appropriate/Positive Behavior:

Data Number/Percentage indicating Increase/Decrease in both Target Behavior and Appropriate/Positive Behavior:
(To be filled out during Initial Behavior Plan Review Meeting)

Emergency Safety Interventions and Possible Side Effects:☐ Not Applicable☐ Other _____☐ **Seclusionary Time-Out:**

Student is placed in a supervised setting for a specified period of time.
Student may become aggressive or injure themselves or staff when being taken to a time-out room.

☐ **Physical Restraint:**

The minimum amount of force necessary is used to hold/restrain a student only as long as the student is a danger to themselves or others.
Risk of physical limb injury, asphyxiation, possible death, internal injuries, aspiration, skeletal injuries—especially if the student fights or struggles.

Data Collection Method:☐ Not Applicable☐ Time-out Logs and Graphs☐ Manual Restraint Logs & Graphs**Summary of Emergency Safety Interventions Data to be Reviewed at the Initial Behavior Plan Review Meeting:****Signature & Title of Student Support Team & Meeting Participants:****Date of Meeting:**

Parent: _____

Student: _____

Special Ed Teacher (if appropriate): _____

Regular Teacher: _____

LEA: _____

Other: _____

Follow-up and Behavior Plan Review Date: (within 2 weeks) _____

Initial Behavior Plan—Summary of Changes: (Summary of changes based on intervention data)**Signature & Title of Student Support Team & Meeting Participants:****Date of Meeting:**

Parent: _____

Student: _____

Special Ed Teacher (if appropriate): _____

Regular Teacher: _____

LEA: _____

Other: _____

Next Behavior Plan Review Date: (review every 2 weeks until progress, then review at the end of every term)

Use the Supplemental Behavior Plan Review Form _____

A-3b BEHAVIOR INTERVENTION PLAN

Student: _____ Grade: _____ Date: _____

School: _____ Age: _____ Review Date: _____

One Target Behavior (TB):	Antecedents:	Replacement Behavior (RB):
What does the TB look like?	Previous Ineffective Consequences:	What does the RB look like?
Baseline Rate:	Probable Function of the Behavior:	Steps of Direct Instruction for RB:

Strategies to Discourage Target Behavior (LRBI hierarchy): Begin with least intrusive U's and add T's and I's as needed.			Strategies to encourage Replacement Behavior/ enhance relationship with the student:
LRBI Code	LRBI Description	Special Considerations	
			1
			2
			3
			4
			5

Planning Team			
Signature	Title	Signature	Title
1		1	
2		2	
3		3	
4		4	

Date of 2-week review:	Target date for 4-week review:
Team Coordinator:	Team Coordinator:
REVIEW OF PROGRESS—2 WEEKS	REVIEW OF PROGRESS—4 WEEKS
Date of Review:	Date of Review:
Current Rate of Target Behavior:	Current Rate of Target Behavior:
Progress Report:	Progress Report:
Adjust Strategies? Yes/No	Adjust Strategies? Yes/No
Adjusted Strategies (if needed): List adjusted positive supports, LRBI codes, and descriptions. Include special considerations for Level F's.	Adjusted Strategies (if needed): List adjusted positive supports, LRBI codes, and descriptions. Include special considerations for Level F's.

Planning Team			
Signature	Title	Signature	Title
1		1	
2		2	
3		3	
4		4	

Date of next review:	Target date for next review:
Team Coordinator:	Team Coordinator:
REVIEW OF PROGRESS	REVIEW OF PROGRESS
Date of Review:	Date of Review:
Current Rate of Target Behavior:	Current Rate of Target Behavior:
Progress Report:	Progress Report:
Adjust Strategies? Yes/No	Adjust Strategies? Yes/No
Adjusted Strategies (if needed): List adjusted positive supports, LRBI codes, and descriptions. Include special considerations for Level F's.	Adjusted Strategies (if needed): List adjusted positive supports, LRBI codes, and descriptions. Include special considerations for Level F's.

Planning Team			
Signature	Title	Signature	Title
1		1	
2		2	
3		3	
4		4	

A-4 ABC OBSERVATION FORM

Antecedent-Behavior-Consequence

Student: _____ Observer: _____

Date: _____ Time: _____ Activity: _____

Context of Incident:

Antecedent:

Behavior:

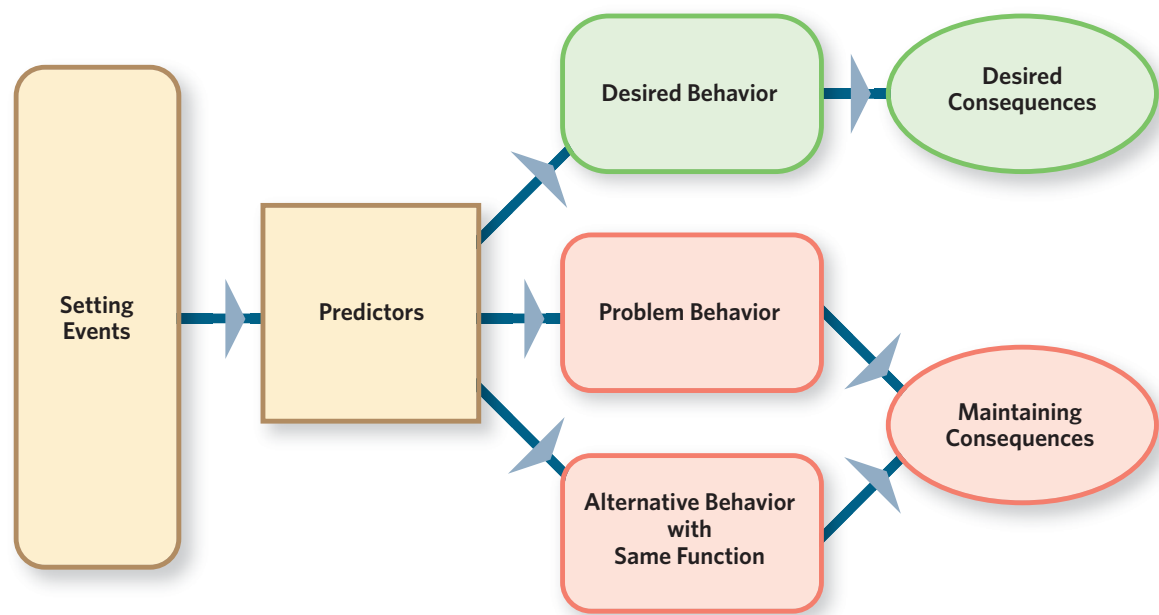
Consequence:

Comments/Other Observations:

Observation Statement:

From the information above, write a brief summary statement that includes what sets off the behavior, the behavior in measurable terms, and what the student gains or avoids.

A-5 DESIGNING FUNCTIONAL INTERVENTIONS FORM



Setting Events	Predictors	Behavior	Consequences
Setting Event Strategies	Predictor Strategies	Teaching Strategies	Consequence Strategies

O'Neil, R.E., Honer, R.H., Sprague, J.R., Storeyand Newtown, J.S. (1995). *Functional assessment and programs development for problem behavior: A practical handbook* (2nd edition), Brooks/Cole Publishing Company.

A-6 DATA TRIANGULATION CHART

Student: _____ Date: _____

Source 1	Source 2	Source 3
Summary:		
Antecedents:		

Student: _____ Date: _____

Source 1	Source 2	Source 3
Summary:		
Antecedents:		

Starting Date: _____ Date of Completion: _____

☐ None of the Behavior

A-8 BEHAVIORAL GRAPHING FORM

Student: _____ Behavior: _____

School: _____ Tracking Period: _____

15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
0															
Date	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

15															
14															
13															
12															
11															
10															
9															
8															
7															
6															
5															
4															
3															
2															
1															
0															
Date	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

A-9 DURATION DATA RECORDING FORM

Student: _____ Class: _____

Target Behavior/Objective: _____

DATE	INCIDENT	START/END	DURATION	INITIALS
	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13			
	14			
	15			
	16			
	17			
	18			
	19			
	20			

Notes/Observations:

A-10 EMERGENCY SAFETY INTERVENTIONS COMMITTEE MEETING FORM

MEMBERS IN ATTENDANCE:

NAME	POSITION

Teacher Reporting Accountability:

NEW FOLLOW-UP ITEMS:

• Elementary Schools—New Items

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

• Secondary Schools—New Items

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

• Special Schools—New Items

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

PREVIOUS FOLLOW-UP ITEMS:**• Elementary Schools—Previous Items**

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

• Secondary Schools—Previous Items

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

• Special Schools—Previous Items

SCHOOL	TEACHER	CONCERN	FOLLOW-UP BY	DATE OF FOLLOW-UP	HOW RESOLVED

CURRENT TRAINING NEEDS:

Review of previous meetings' follow-up items:

-
-
-
-

Overall training issues or considerations:

- -
 -
 -
 -
 -
-

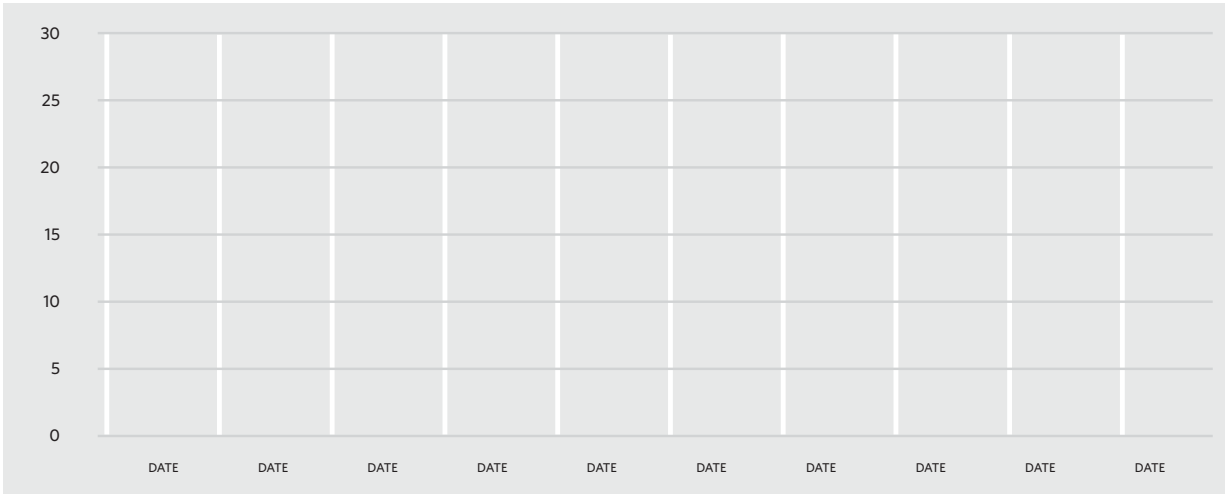
A-11 PHYSICAL RESTRAINT LOG

Student: _____ Grade: _____

School: _____ Teacher: _____

DATE	ANTECEDENT	BEHAVIOR	LENGTH OF RESTRAINT	TYPE OF RESTRAINT	INJURIES TO STUDENT OR STAFF— IF YES, DESCRIBE	STAFF IN ATTENDANCE	PARENTS RECEIVED NOTICE
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person
				1 Person stability 2 Person stability Chair stability			Phone Written Person

Time



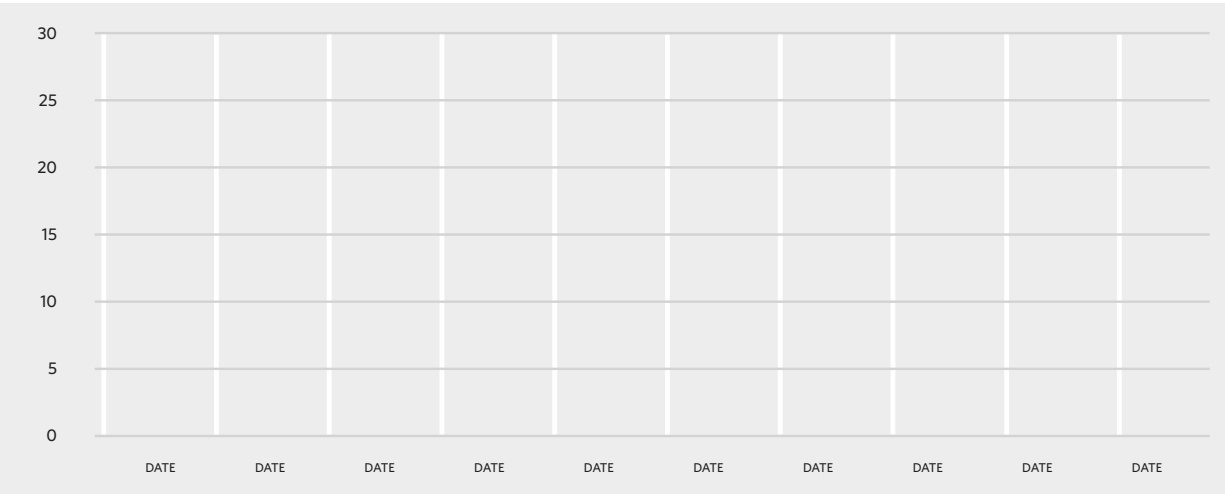
A-12 SECLUSIONARY TIME OUT LOG

Student: _____ Grade: _____

School: _____ Teacher: _____

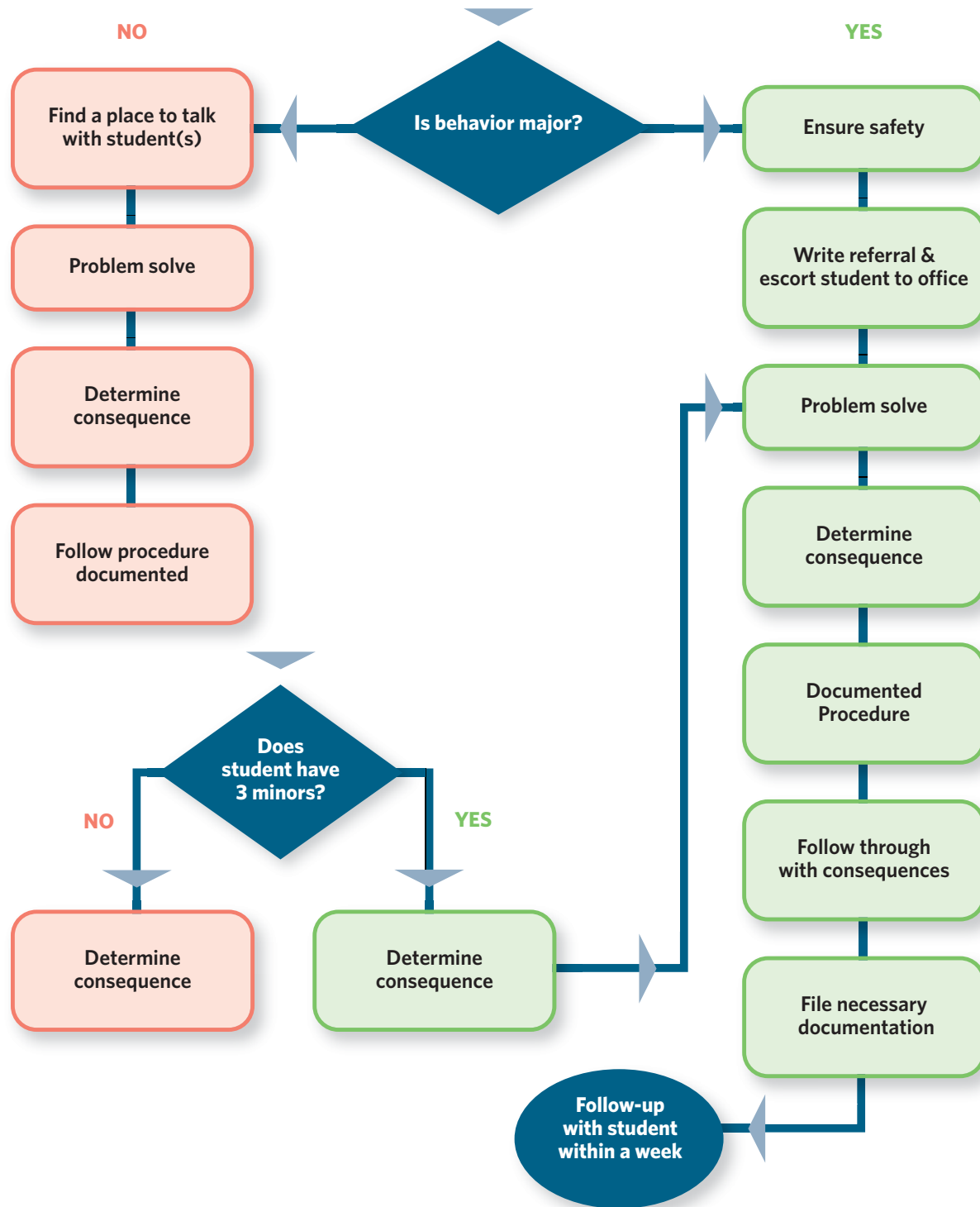
DATE	ANTECEDENT	BEHAVIOR	TIME IN	TIME OUT	BEHAVIOR DURING TIME OUT	STAFF IN ATTENDANCE	PARENTS RECEIVED NOTICE WITHIN 24 HOURS
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person
							Phone Written Person

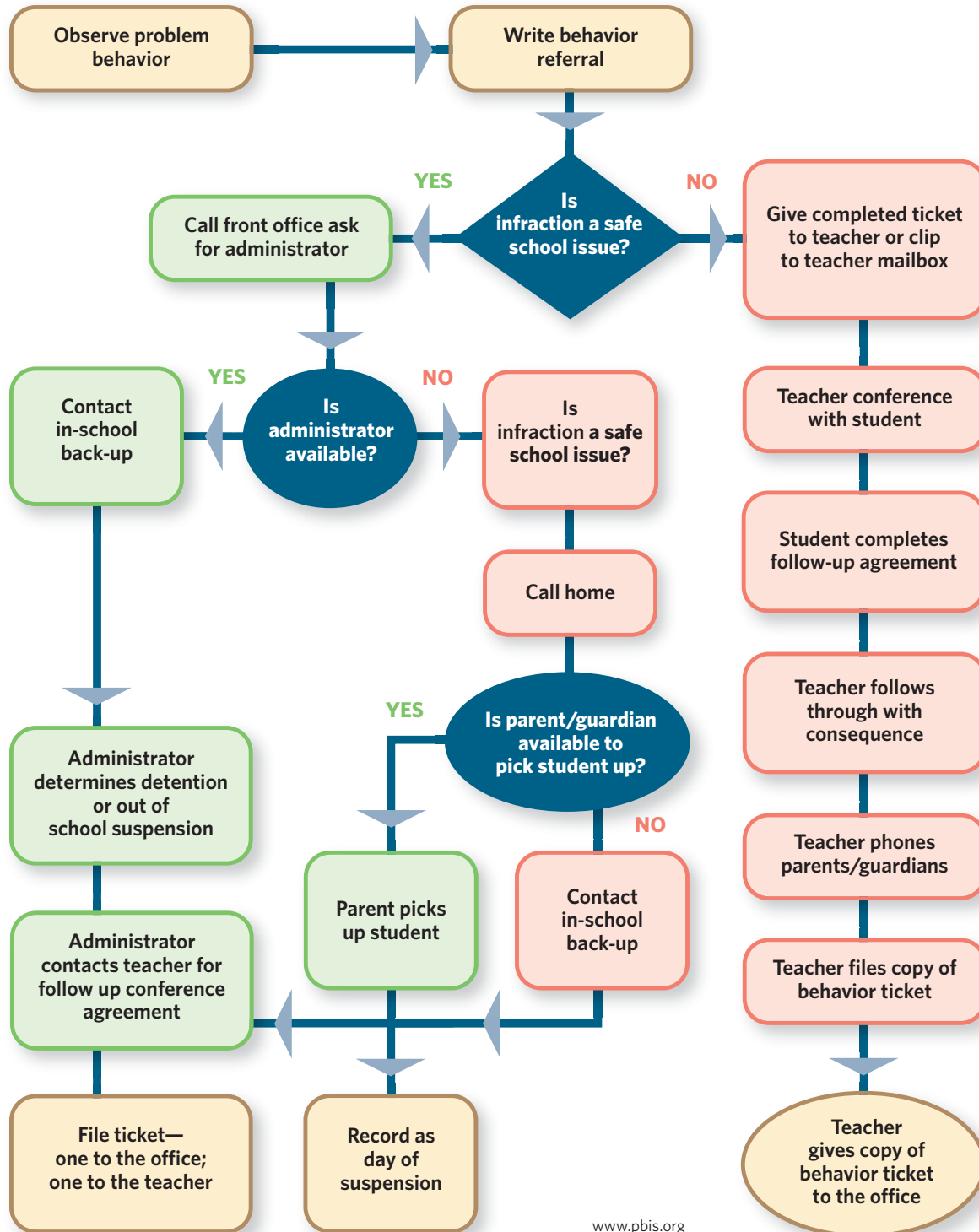
Time



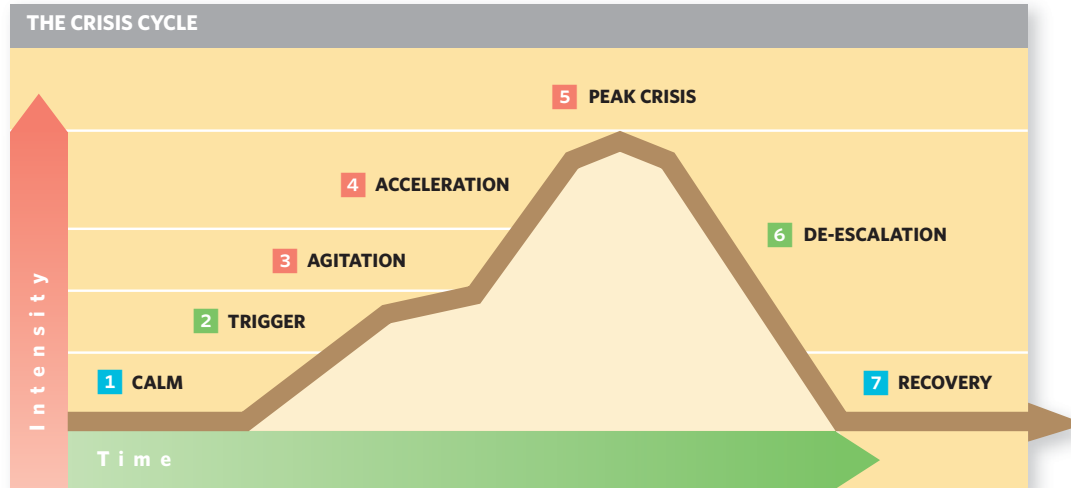
A-13 OFFICE DISCIPLINE CHECKLIST

Is there consensus with staff regarding the purpose of office disciplinary referrals?	Yes	No
Does a clear distinction between problem behaviors that are “reports” versus “referrals” exist?	Yes	No
Is your form easily transportable and a single sheet of paper?	Yes	No
Does your form require mainly check marks, as opposed to writing?	Yes	No
Are all categories clearly defined with no overlap?	Yes	No
Is there consensus with the staff regarding the usage of the form?	Yes	No
Consider your categories—do you have the following required categories?	Yes	No
▪ Student name	Yes	No
▪ Date	Yes	No
▪ Time of incident	Yes	No
▪ Location of incident	Yes	No
▪ Problem behavior	Yes	No
▪ Referring staff	Yes	No
Consider your categories—do you need any of the following categories?	Yes	No
▪ Student grade level	Yes	No
▪ Others involved	Yes	No
▪ Consequences	Yes	No
▪ Possible motivation (function)	Yes	No
▪ General/special education	Yes	No
▪ Minority/non-minority	Yes	No
▪ Other	Yes	No
Do the categories on the form match the database categories?	Yes	No
Are procedures for transferring data into the database in place?	Yes	No
Is there a dedicated person identified for data entry?	Yes	No

A-14 GENERAL PROCEDURE FOR DEALING WITH PROBLEM BEHAVIORS

A-15 DETAILED PROCEDURE FOR DEALING WITH MAJOR BEHAVIOR INFRACTIONS
www.pbis.org

A-16 CRISIS MANAGEMENT PLAN



Crisis Cycle Phases	Responses
1 CALM	•
2 TRIGGER	•
3 AGITATION / ESCALATION	•
4 ACCELERATION	•
5 PEAK CRISIS	•
6 DE-ESCALATION	•
7 RECOVERY	•

A-17 SOCIAL INTERACTION RECORDING FORM

Student: _____ Date of Completion: _____

Social Engagement with Peers (Partial Interval, 1 minute in length)

X - PARTICIPATION

O - NO PARTICIPATION

1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0	1	2	3	4	5	6	7	8	9	0

Social Initiations and Responses (Event/Frequency Recording)

RECORD EACH OBSERVANCE OF AN INITIATION OR RESPONSE DURING THE 30-MINUTE OBSERVATION

Social Initiations:

Opportunities for Response:

Social Response:

Notes:

A-18 UMTSS LEA LEADERSHIP TEAM PRACTICE PROFILE

LEA: _____ Date of Completion: _____

LEA Team Members: _____

UMTSS Representative: _____

INSTRUCTIONS: THE LEA TEAM SHOULD COMPLETE THE LEA PRACTICE PROFILE FORM WITH THE UMTSS REPRESENTATIVE, EVALUATING IMPLEMENTATION OF PRIORITIZED DIRECTIVES IN THE LEA. CALCULATE A SCORE FOR EACH AREA OF IMPLEMENTATION AS WELL AS AN OVERALL SCORE. ALSO PROVIDE EVIDENCE FOR THE SCORE SELECTED IF POSSIBLE.

Prioritized Practice: _____

Target Schools: _____

CRITICAL COMPONENT	CRITICAL COMPONENT OUTCOME	2 (CIRCLE APPROPRIATE SECTION)	1	0	DOCUMENTING EVIDENCE
Foundations	Establishes a well-represented LEA team that meets regularly with defined roles and functions.	1 Team is developed with representation from appropriate range of stakeholders (special education, regular education, families, mental health, etc.). Must include someone with expertise in content area(s) of focus. Also must have liaison with school teams (e.g., coach), and include someone who can make funding decisions.	Team is developed with partial representation of recommended team members.	No team exists.	E.g., mtg. agenda, TIPS.
		2 Team completes or reviews District Implementation Goals Forms (DIG), District Priorities Action Plan, and Team Practice Profile (this document) quarterly.	Team completes or reviews DIG, District Priorities Action Plan, and Team Practice Profile (this document) one to three times in the year.	Team does not complete or review documents.	DIG Form, LEA Priorities Action Plan, LEA Team Practice Profile.
		3 Team meets at least quarterly and uses consistent meeting process (agenda, minutes, etc.).	Team meets less than quarterly OR with inconsistent process.	Team meets less than quarterly AND with inconsistent process.	E.g., mtg. agenda, TIPS, 8-Step Problem-Solving form.
		4 Role and function of team members is identified (facilitator, note-taker, data analyst, active participant etc.).	Role and function of some team members is identified.	Role and function not determined for team members.	E.g., mtg. agenda, TIPS.
Foundations Percentage Score (add scores / 8) =					
Implementation and Funding	Provides a specific plan of steps necessary and resources required for implementing UMTSS. Provides support for building-level MTSS plan development, consensus-building efforts and implementation. Provides monitoring of implementation efforts so that the plan is continued or modified.	5 Team prioritizes and braids together current LEA initiatives to focus implementation (e.g., common language, common goals, collaborative funding allocation).	Communication among initiatives but operating in isolation.	No collaboration among initiatives.	E.g., District Improvement Plan, 8-Step Problem-Solving form.
		6 Implementation plan or calendar is developed based on LEA data and monitored to assure progress.	Implementation plan is developed based on LEA data but not monitored.	No implementation plan is developed.	E.g., PD Calendar, PD Planning Guide.
		7 Team reviews progress toward plan quarterly.	Team reviews progress less than quarterly.	Team does not review progress.	E.g., PD Calendar, PD Planning Guide.
		8 Team works to allocate funding to support implementation fidelity across multiple school site and across multiple years.	Role and function of some team members is identified.	Role and function not determined for team members.	E.g., mtg. agenda, TIPS.
Implementation and Funding Percentage Score (add scores / 8) =					
Communication, Visibility and Political Support	Dissemination strategies are identified and implemented to ensure stakeholders are kept aware of activities and accomplishments. Helps to ensure "buy-in" from the LEA personnel and community. Provides opportunity for feedback to and from schools on implementation, social validity, and student outcomes. Provides opportunity to coach and reinforce staff implementation.	9 Implementation plan, with common vision for LEA-wide supports is shared with school board and community annually and cabinet meetings quarterly.	Information is provided, but not to all key stakeholders or not according to suggested schedule.	Information is not shared.	E.g., PD Calendar, PD Planning Guide.
		10 A policy statement is developed and endorsed by LEA administrators and board of education around UMTSS and success for all students.	Policy statement is developed but not endorsed by administrators and board of education.	Policy statement is not developed.	E.g., LEA Board Policy Manual.
		11 Team demonstrates importance of implementation efforts by including MTSS language in the LEA's annual improvement goals.	Team indicates implementation is a priority but not stated in goals.	Implementation is not indicated as a priority.	E.g., District Improvement Plan.
		12 Documentation exists that feedback loops are established between schools and LEAs to address implementation, and student outcomes.	Feedback loops are stated/implied but documentation does not exist.	No feedback loops exist.	E.g., school data reports, district data meeting notes.
Communication, Visibility and Political Support Percentage Score (add scores / 8) =					

XIII — APPENDIX

CRITICAL COMPONENT	CRITICAL COMPONENT OUTCOME	2 (CIRCLE APPROPRIATE SECTION)	1	0	DOCUMENTING EVIDENCE
Evidence-based Professional Development and Technical Assistance	Develops local capacity for efficient, effective, and evidence-based implementation of LEA-wide supports, rather than dependence on others to implement program.	13 Professional development is aligned with the implementation plan.	Professional development partially addresses the implementation plan.	Professional development is not aligned with implementation plan.	E.g., LEA Action Planning, PD Calendar, PD Planning Guide.
		14 Local expertise (LEA or regional) is identified and provides technical assistance to staff.	Team may provide the technical assistance or coordinate technical assistance by eliciting outside experts.	No technical assistance is provided to staff.	E.g., PD Calendar, PD Planning Guide.
		15 A plan for providing evidence-based professional development to all necessary staff is provided.	The plan for providing evidence-based professional development does not include all necessary staff.	Professional development is not provided.	E.g., PD Calendar, PD Planning Guide.
		16 Evaluation of professional development addresses organization support and change, use of new knowledge and skills and student learning outcomes (See Guskey Five Level of PD Evaluation).	Team provides evaluation on participant reaction to and learning of content.	No evaluation of professional development is taking place.	E.g., PD Planning Guide, Utah EBP Rubric.
Professional Development and Technical Assistance Percentage Score (add scores / 8) =					
Coaching	Provides support and increases capacity for effective implementation.	17 Systems-level coaching support/ technical support provided (i.e., district to school) at least monthly to school teams regarding implementation.	Coaching support provided at least quarterly to school team.	No coaching supports exist.	Coaching Log.
		18 Instructional coaches are trained to provide differentiated and content-specific support to improve teacher practice.	Instructional coaches identified and trained but limited classroom support provided.	No instructional coaching.	E.g., training log/record.
		19 School-level data used on a regular basis to modify systems level supports provided to all students.	Limited data used to consider program planning needs.	Data is not used for systems level coaching.	E.g., school-level data reports.
		20 Classroom-level data should be used on a regular basis to support teacher improvement in evidence-based instructional delivery.	Limited data used to consider classroom instructional needs.	Data is not used for instructional-level coaching.	E.g., classroom-level data reports.
Coaching Percentage Score (add scores / 8) =					
Materials	Materials that are evidence-based, available, and easy to use will increase effectiveness of educational practices.	21 Materials are identified and aligned with goals of the implementation plan.	Materials are partially aligned with goals of the implementation plan.	Implementation materials are not aligned with goals of the implementation plan.	E.g., PD Guide.
		22 Implementation materials and tools are: 1) cost effective, 2) easy to use, and 3) readily available.	Policy statement is developed but not endorsed by administrators and board of education.	Policy statement is not developed.	E.g., LEA Board Policy Manual.
Materials Percentage Score (add scores / 4) =					
Evaluation	Measures fidelity of implementation and impact on student outcomes.	23 LEA team identifies evidence-based tools for measuring fidelity of implementation at school level.	LEA team identifies tools for measuring fidelity of implementation but they have limited or no evidence-base.	LEA team does not identify tools for measuring fidelity of implementation.	PD Planning Guide.
		24 LEA team consistently measures fidelity of implementation of universal practices in academics and behavior.	Instructional coaches identified and trained but limited classroom support provided.	No instructional coaching.	E.g., training log/record.
		25 Team measures fidelity of implementation of targeted (Tier 2) and intensive (Tier 3) interventions at least yearly.	Limited data used to consider program planning needs.	Data is not used for systems- level coaching.	E.g., school-level data reports.
		26 Team reviews quarterly student outcome data as indicator of instruction and interventions in academics and behavior at all tiers.	Limited data used to consider classroom instructional needs.	Data is not used for instructional-level coaching.	E.g., classroom-level data reports.
		27 Team reviews quarterly student outcome data as indicator of instruction and interventions in academics and behavior at all tiers.	Team is either inconsistent (less than quarterly) or only collects student outcome data at universal level.	No student outcome data reviewed.	E.g., student outcome data reports.
		28 Team consistently uses problem-solving process to make decisions.	Team inconsistently uses problem-solving process.	Team does not use problem-solving.	8-Step Problem Solving Process form.
		29 School acknowledgement system is implemented systematically to promote school success (e.g., school recognition in monthly LEA employee newsletter).	Acknowledgement system is informal or inconsistent.	Schools are not acknowledged for success.	E.g., newsletter.
Coaching Percentage Score (add scores / 8) =					

A-19 UTAH EVIDENCE-BASED PROFESSIONAL DEVELOPMENT (EBPD) RUBRIC

LEA: _____ Date of Completion: _____ UMTSS Representative: _____

DIRECTIONS: THE UMTSS REPRESENTATIVE SHOULD COMPLETE THE UEBPD RUBRIC WITH THE DISTRICT LEADERSHIP TEAM OR DISTRICT IMPLEMENTATION TEAM, EVALUATING IMPLEMENTATION OF EVIDENCE-BASED PROFESSIONAL DEVELOPMENT. CALCULATE A SCORE FOR EACH AREA AS WELL AS AN OVERALL SCORE. USE EVIDENCE TO DEMONSTRATE THE SCORE SELECTED IF POSSIBLE.

PROF DEVELOPMENT COMPONENT	SPECIFICATIONS	2 IN PLACE	1 PARTIALLY IN PLACE	0 NOT IN PLACE	SCORE
Professional Development Infrastructure					
1 A district team is in place that will oversee and evaluate the effectiveness of the PD delivered.	Team uses the UEBPD rubric to evaluate their PD efforts.	District team meets regularly, sets specific roles and responsibilities for evaluating PD on all levels, and sets specific timelines for evaluation.	District team in place and completes PD evaluation form, but does not address all levels of PD evaluation, or does not specify all needs and schedules.	District team not sufficiently in place, does not evaluate PD, or does not provide specific methods of evaluation.	
2 District goals are created with benchmarks for collection of implementation and student outcome data (National Implementation Research Network—NIRN).	Fidelity and student outcome data are used to inform modifications to implementation (e.g., how can Selection, Training, and Coaching better support fidelity) (NIRN).	Practice protocols describing program components and steps toward achieving gold-standard implementation are created. Student outcome data, implementation data, and teacher input are used to determine modifications needed.	Protocols for some program components are created, but data are not used frequently for modifications by the district team.	Protocols for implementation not created and data not used for improvements.	
3 Coaching system (i.e., systems and/or instructional coaches) established to ensure follow-up of PD activities.	A description of specific coaching responsibilities is created along with a system for responding to implementation and outcome data.	Specific FTE dedicated to coaching and coaching oversight. This includes job descriptions, interview protocols, training for the coaches, oversight of coaching fidelity, use of fidelity and outcome data to determine further training for coaches, and evaluation of annual progress.	Specific FTE dedicated to coaching, but lacks some specificity in oversight of coaching, evaluation of coaching fidelity, or use of data to modify coaching structure.	Coaching system not in place for the prioritized professional.	
4 Building Leadership Teams (BLT) established in schools receiving PD that use effective teaming structures to evaluate implementation of PD.	Schools receiving PD have representative teams that use data for decision-making regarding the prioritized practice.	Each school receiving PD has established a BLT using an effective team problem-solving model (e.g., Team Initiated Problem Solving; TIPS) in delivering oversight, and evaluating implementation fidelity and student outcomes.	Each school has a BLT in place but they do not use an effective strategy for using data for decision making.	BLT charged with implementation oversight not in place in every school receiving PD.	
5 Administrators and BLT are trained appropriately on the PD area and have knowledge of how to support its implementation.	Describe how steps are taken to ensure administrators support implementation.	Principals are trained in practice implementation including use of student outcome and teacher input data to align systems to ensure valued student outcomes.	Principals receive training in prioritized practices but not in use of student and teacher data to support implementation.	PD is not provided to administrators, or only outlines process for supporting effective implementation.	
6 Data system established for evaluation of implementation fidelity.	Efficient, accessible data system should be in place that evaluates implementation of PD. That data system should also be easily accessible to school personnel for use in decision-making.	Data systems in place that effectively and efficiently evaluate fidelity data related to professional development. School personnel can access the data system easily and make decisions based on that data.	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	
7 Data system established for evaluation of student outcomes.	Efficient, accessible data system should be in place to evaluate student outcomes. That data system should also be easily accessible to school personnel for use in decision-making.	Data systems in place that effectively and efficiently evaluate student outcome data related to professional development. School personnel can access the data system easily and make decisions based on that data.	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	
8 Data system established for teacher evaluation.	Efficient, accessible data system should be in place to evaluate teacher effectiveness. That data system should also be easily accessible to school personnel for use in decision-making. (e.g. PEER, ...)	Data systems in place that effectively and efficiently evaluate teacher effectiveness related to professional development. School personnel can access the data system easily and make decisions based on that data.	Data systems in place but not easily accessible.	Data systems not in place in every school receiving PD.	
9 Resources allocated for effective delivery of PD that sustains and evaluates implementation.	Resources must be allocated to provide effective PD, including coaching, building level teaming structures, and data systems.	District resources allocated for effective delivery of PD, ongoing follow-up and coaching of the practice, establishment of building-level teams to support implementation, and data systems for evaluation.	District resources allocated for delivery of PD, but not all other activities critical for effective implementation.	District resources not sufficiently allocated for effective delivery of PD, or is lacking for several of the other activities critical to implementation success.	

XIII — APPENDIX

PROF DEVELOPMENT COMPONENT	SPECIFICATIONS	2 IN PLACE	1 PARTIALLY IN PLACE	0 NOT IN PLACE	SCORE
10 Implementation and student outcome data are shared regularly w/ stakeholders at multiple levels (SEA, regional, local, individual, community, other agencies). (NIRN)	Describe use of multiple sources of information to guide improvement and demonstrate its impact. Describe specific schedule for presenting outcome data to stakeholders.	Student outcome data and implementation fidelity data is measured ____ times a month by ____ (as determined by the District Implementation Team). That data is shared with the school board and specific stakeholders regularly (e.g., quarterly).	District team considers implementation and fidelity data, but does not share implementation and student data with the school board or SEA on a regular basis.	District team does not consider both implementation and outcome data, and does not share with critical stakeholders.	
11 Specific District Plans in place to share and celebrate successes with all stakeholders (e.g., schools, parents, administration, school board).	Positive recognition processes in place for high degrees of implementation. Plans also include strategies for dissemination of results.	District Implementation Team (DIT) implements specific strategies to reinforce successful implementers including teachers, administrators, and other district personnel. District also has established plans for celebrating school progress toward goals and reporting progress to other stakeholders in the district.	DIT implements some strategies for celebrating success, but does not provide adequate recognition to implementers or does not frequently report progress to important stakeholders.	DIT does not develop specific strategies for celebrating successes.	
Professional Development Delivery					
12 Accountability for delivery and quality monitoring of training is clear (e.g., lead person designated and supported).	Role/job descriptions provided. Expectations for roles provided.	Specific FTE devoted to (1) designing a training plan; (2) ensuring all trainers meet the skill-level expectations; (3) planning training events; and (4) monitoring the overall training plan. Progress is discussed regularly with the DIT.	Trainer is assigned to design and oversee training of personnel. Trainer will ensure training is sufficient to meet the needs of all participants, coaches, teachers, administrators, and others involved in the initiative.	Trainer will provide training but will not ensure training is sufficient.	
13 Content for training is evidence-based.	Evidence-based practices: Show positive results that can be attributed to the practice, are endorsed by credible organization and referenced in peer-reviewed journals.	Content has evidence of effectiveness. (effect size > 0.4)	Content has minimal evidence of effectiveness. (effective size < 0.4)	Content has no evidence-base.	
14 Evidence-based delivery using adult learning principles including the following features: planning, application and deep understanding (Dunst & Trivette, 2009).	Did the training include activities in planning, application and deep understanding? Was there active engagement in the training? Were participants able to demonstrate skills?	Professional development places an emphasis adult learning principles in all aspects of training.	Professional development uses some adult learning principles.	Professional development uses no adult learning principles (Sit & Get, Spray & Pray).	
Professional Development Evaluation					
15 Professional development activities are evaluated for participant reaction (Guskey Level 1).	Was the trainer knowledgeable? Were effective opportunities for practice or application provided? Did the session materials contribute to learning? Were the facilities and equipment conducive to learning? Were the stated session objectives met? In terms of preparing you to do your job better, how would you rate the overall quality of the session?	Specific FTE devoted to (1) designing a training plan; (2) ensuring all trainers meet the skill-level expectations; (3) planning training events; and (4) monitoring the overall training plan. Progress is discussed regularly with the DIT.	Trainer is assigned to design and oversee training of personnel. Trainer will ensure training is sufficient to meet the needs of all participants, coaches, teachers, administrators, and others involved in the initiative.	Trainer will provide training but will not ensure training is sufficient.	

PROF DEVELOPMENT COMPONENT	SPECIFICATIONS	2 IN PLACE	1 PARTIALLY IN PLACE	0 NOT IN PLACE	SCORE
16 Professional development activities are evaluated for participant learning (Guskey Level 2).	Did the participants acquire the intended knowledge and skills? Did participants' attitudes, beliefs or dispositions change?	District tool(s) developed for evaluation of participant learning along with system for evaluating learning and modifying future PD. Tools can include: • Paper-and-pencil instruments • Self assessments • Simulations & demonstrations • Participant reflections • Participant portfolios • Case study analyses	District tool(s) developed for evaluation of participant learning, but no efficient system is established for using the data for improvements in PD.	District tool(s) not developed or implemented for participant learning.	
17 Professional development activities are evaluated for organizational support and change (Guskey Level 3).	Was implementation advocated, facilitated, and supported? Does coaching address problems quickly and efficiently? Were sufficient resources allocated for implementation? Were successes recognized and shared? Was the organization positively impacted?	District data collection system in place to evaluate ongoing support of implementation. Tools for this evaluation can include: • District and school records • Minutes from follow-up meetings • Coaching logs • Participant portfolios	District data collection system in place, but no efficient system is established for using the data for improvements in PD and coaching.	District data system not developed or implemented for ongoing support of implementation.	
18 Professional development activities are evaluated for participant use of new knowledge and skills (Guskey Level 4).	Did participants effectively apply the new knowledge and skills? Did teachers' or teams' practices change? Are the teachers or teams consistently applying the knowledge and skills?	District tool(s) developed for evaluation of participant use of new knowledge and skills, along with a system for analyzing outcomes. Tools can include: • Questionnaires • Structured interviews with participants and coaches • Participant portfolios • Participant reflections • Direct observations • Video or audio tapes	District data collection system in place, but no efficient system is established for using the data for improvements in PD and coaching.	District data system not developed or implemented for ongoing support of implementation.	
19 Professional development activities are evaluated for student learning outcomes (Guskey Level 5).	What was the impact on students? Did it affect students' performance or achievement? Did it influence students' physical or emotional well-being? Is student attendance improving? Are dropouts decreasing?	District data system established for ongoing evaluation of student learning outcomes as a result of professional development. System can include: • Student records. • School records. • Questionnaires. • Structured interviews with students, parents, teachers, and/or administrators • Participant portfolios	District data system established, but not easily accessed regularly or used for decision-making or not evaluated as a result of the professional development.	District system not established or not implemented.	

Total score:

(Total score/38 X 100)

Percent of Features in Place



XIV DISCIPLINE PROCEDURES (§300.530)

DISCIPLINE PROCEDURES FOR STUDENTS WITH DISABILITIES

Consistent with the requirements of Part B of the IDEA and these Rules, each LEA shall establish, maintain, and implement policies and procedures for disciplining students with disabilities.

AUTHORITY OF SCHOOL PERSONNEL

- 1 School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of this section, is appropriate for a student with a disability who violates a code of student conduct.
- 2 School personnel may remove a student with a disability who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten (10) consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.
- 3 After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the LEA must provide services to the extent required.
- 4 For disciplinary changes in placement that would exceed ten (10) consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except after the 10th day of removal that constitutes a change in placement, the LEA must provide services to the student.

AUTHORITY OF SCHOOL PERSONNEL

- 1 A student with a disability who is removed from the student's current placement must:
 - a Continue to receive educational services, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP; and
 - b Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.
- 2 The services may be provided in an interim alternative educational setting.
- 3 An LEA is only required to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for ten (10) school days or less in that school year, if it provides services to a student without disabilities who is similarly removed.

- 4 After a student with a disability has been removed from his or her current placement for ten (10) school days in the same school year, if the current removal is for not more than ten (10) consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the student's teachers, determine the extent to which services are needed, so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student's IEP.

- 5 If the removal is a change of placement, the student's IEP team determines appropriate services to be provided during the removal.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS (§300.536)

- 1 For purposes of removals of a student with a disability from the student's current educational placement, a change of placement occurs if:
 - a The removal is for more than ten (10) consecutive school days; or
 - b The student has been subjected to a series of removals that constitute a pattern:
 - i Because the series of removals total more than ten (10) school days in a school year;
 - ii Because the student's behavior is substantially similar to the student's behavior in previous incidents that resulted in the series of removals; and
 - iii Because of such additional factors as the length of each removal, the total amount of time the student has been removed, and the proximity of the removals to one another.
- 2 The LEA determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceeding.

This LRBI Technical Assistance Manual document does not mandate when a FBA or BIP must be utilized by an IEP team. However, federal regulations (IDEA) and Utah State Board of Education Special Education Rules state that the LEA must:

- (1) conduct a functional behavioral assessment and
- (2) implement a Behavioral Intervention Plan.

As appropriate, the student should receive a functional behavioral assessment and behavior intervention services and modifications that are designed to address the behavior (§300.530(d)(1)(ii)).

A student's IEP team must conduct a manifestation determination whenever it proposes to change the educational placement of a student with disabilities by removing the student from school more than 10 days due to a violation of the school's code of conduct.

For quick reference, the following table outlines IEP team responsibilities regarding disciplinary actions and students who receive IDEA protections.

Fewer than 10 days = Short-Term Removal	More than 10 days = Long-Term Removal
<ul style="list-style-type: none"> No educational services (FAPE) required unless provided to non-disabled students. Not a change of placement. No manifestation determination required. No functional behavior assessment or behavior intervention plan required. 	<ul style="list-style-type: none"> Student must receive services determined to be necessary for student to progress in the general curriculum and advance toward IEP goals. IEP Team must meet and review IEP. Consider special factors, supplementary aides and services. Determine if more assessment data are needed. Conduct FBA. Develop and implement BIP.

MANIFESTATION DETERMINATION (§300.530)

1 Within ten (10) school days of any decision to change the placement of a student with a disability because of a violation of a code of student conduct, the LEA, the parent, and relevant members of the student's IEP team (as determined by the parent and the LEA) must review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine:

- a If the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability; or
- b If the conduct in question was the direct result of the LEA's failure to implement the IEP.

2 The conduct must be determined to be a manifestation of the student's disability if the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was caused by or had a direct and substantial relationship to the student's disability, or was the direct result of the LEA's failure to implement the IEP.

3 If the LEA, the parent, and relevant members of the student's IEP team determine that the misconduct was the direct result of the LEA's failure to implement the IEP, the LEA must take immediate steps to remedy those deficiencies.

4 If the LEA, the parent, and relevant members of the IEP team make the determination that the conduct was a manifestation of the student's disability, the IEP team must:

- a Either:
 - i Conduct a functional behavioral assessment (FBA), unless the LEA had conducted a FBA before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
 - ii If a BIP already has been developed, review the plan, and modify it, as necessary, to address the behavior; and
- b Unless the misconduct falls under the definition of special circumstances in V.E.5, return the student to the placement from which the student was removed, unless the parent and the LEA agree to a change of placement as part of the modification of the BIP.

1 Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

- a Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an LEA;
- b Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an LEA, or
- c Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an LEA.

d For purposes of this section, the following definitions apply:

- i Controlled substance means a drug or other substance that cannot be distributed without a prescription, identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substances Act (21 USC 812(c)).
- ii Illegal drug means a controlled substance but does not include a drug controlled, possessed, or used under the supervision of a licensed healthcare professional or one legally possessed or used under the Controlled Substances Act or under any other provision of Federal law (21 USC 812).
- iii Serious bodily injury means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty (18 USC 1365). Serious bodily injury does not include a cut, abrasion, bruise, burn, disfigurement, physical pain, illness, or impairment of the function of a bodily member, organ or mental faculty that is temporary (20 USC 1365).
- iv Weapon means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than 2-1/2 inches (18 USC 930).

XV ADDITIONAL TRAINING RESOURCES

The Principal's 200 Club

The Principal's 200 Club is a powerful positive behavior support system for the whole school. Designed to serve as a major component of a school's comprehensive positive behavior support system, it is just one component of a more extensive school behavior management system. The Principal's 200 Club focuses on positive behavioral interactions between students and staff across the whole-school environment.

Training materials can be requested at no cost to Utah educators to help support this intervention. Available through the Utah State Office of Education Special Education Services is a training DVD, PowerPoint, and trouble-shooting list for implementation. Please make requests for these materials through carol.anderson@schools.utah.gov.

The Behavior Education Program (BEP)

The Behavior Education Program (BEP) is designed to help the students who fail to meet school-wide disciplinary expectations but do not require a high level of behavior support.

Training materials can be requested at no cost to Utah educators to help support this intervention. Available through the Utah State Office of Education Special Education Services is a training DVD, PowerPoint and trouble-shooting list for implementation. Please make requests for these materials through carol.anderson@schools.utah.gov.

PBIS Blueprint for Implementation

The purpose of the PBIS Implementation Blueprint is to present a rationale for adopting school-wide positive behavior support (SW-PBIS), describe the key features of SW-PBIS, and illustrate processes, structures, and supports of SW-PBIS. The blueprint is intended to make a conceptual theory, organizational models, and specific practices more accessible for those involved in changing how schools, LEAs, and state education systems operate effectively and efficiently. The complete blueprint can be found at <http://www.pbis.org>.

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XVII FREQUENTLY ASKED QUESTIONS (FAQ)

What authority do the school and LEA have when disciplining a student who has a disability?

The federal statute indicates that school personnel may suspend a child with a disability from his/her current placement for violation of the student code of conduct for up to 10 school days per school year, as long as the length of the removal is the same that non-disabled students would receive. The 10 allowable days have been called “FAPE-free” days, meaning that schools may remove the student without providing special education services for up to 10 days. However, following the 10 “free” days, schools must provide a continuation of FAPE for the student with a disability. This means that the school is responsible for providing the student with the services included in his/her IEP (including BIP) to the extent necessary to allow him to progress on the goals, and have access to and make progress in the general education curriculum. When a school exceeds the 10 school days allowable by law, a further removal constitutes a change of placement. This change of placement triggers IDEA 2004 disciplinary procedures.

What is Manifestation Determination Review (MDR), and when must a school conduct MDR?

In the publication *The Complete OSEP Handbook*, Manifestation Determination is defined as “a review of the relationship between the child’s disability and the behavior subject to the disciplinary action (Section 10:19).” The MDR procedure has been greatly simplified from previous authorizations of IDEA. Under the IDEA 2004, within 10 days of any decision to change a student’s education placement for disciplinary reasons, the LEA, the parent, and relevant members of the IEP team must review all relevant information in the student file, IEP (including BIP), teacher observations, and other relevant information provided by the parent to determine the answer to two questions:

- 1 Whether the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; and/or
- 2 Whether the conduct in question was the direct result of the LEA’s failure to implement the IEP (remember, the Behavior Intervention Plan is part of the IEP).

If the answer to question (1) and/or (2) is YES, the student’s conduct shall be determined to be a manifestation of the student’s disability. Conversely, if the answer to both questions is NO, the student’s conduct shall not be determined to be a manifestation of the student’s disability.

If the MDR team finds no manifestation, IDEA 2004 allows the school to change the student’s placement for more than 10 school days. However, during such a change of placement the LEA must continue to provide the student with a free and appropriate public education (FAPE) that will enable the student to make progress toward meeting the goals of his/her IEP and continue participation in the general curriculum (through the alternative setting). At no time may the school discontinue FAPE for a student who has a disability.

What must the school do if the MDR team finds the misconduct was a manifestation of the student’s disability?

The school must do three things:

- 1 Conduct a functions behavioral assessment (FBA), if this has not already been done.
- 2 Implement a behavior intervention plan (BIP), if this has not already been done. If a BIP was already in place, the team must review and modify the existing BIP as necessary to address the misconduct to prevent recurrence.
- 3 Return the student to his/her previous placement, unless:
 - a The offense involved “special circumstances” or
 - b Parent and school agree to a change of placement as part of the modification of the BIP (remember the Behavior Intervention Plan is part of the IEP).

IDEA 2004 defines “special circumstances” as the following:

- 1 The student carries or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the school district.
- 2 The student knowingly possesses or uses illegal drugs (including alcohol and/or tobacco), or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of the LEA.
- 3 The student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the LEA.

Note: A “serious bodily injury” means a serious risk of death; protracted or obvious disfigurement; protracted loss of impairment of the function of a bodily organ, member or mental faculty; or extreme physical pain.

If the offense involved special circumstances, how does the school provide FAPE (45-day removal)?

School personnel may remove a child with a disability to an interim alternative educational setting (IAES) for not more than 45 school days, regardless of the MDR finding in cases where IDEA 2004 defined “special circumstances” were incurred. A noted change with IDEA 2004 is that the IAES is up to 45 school days, not 45 calendar days.

Does this mean that if the student was involved in an assault, he/she automatically qualifies for the 45-day removal pursuant to “special circumstances”?

No, as aforementioned, special circumstances must incur serious bodily injury. Not every assault results in serious bodily injury as defined by IDEA 2004. For example, if a student commits an assault and a weapon is used, then the 45-day rule will apply only if the student has inflicted “serious bodily injury.”

What if the parent of a student with a disability or the school disagrees with any decision regarding placement or manifestation?

Either party has a right to request an appeal. IDEA 2004 indicates that the state shall arrange for an expedited hearing for an appeal to occur within 20 school days of the request. Additionally, a decision shall be reached with 10 school days after the hearing.

In the event of an appeal, where does the student receive FAPE?

IDEA 2004 indicates that the student will remain in the interim alternative educational setting (IAES) pending a final decision, or until the expiration of the time period for removal as ordered by school personnel unless the LEA and parent agree otherwise.

What about students who are not yet eligible for special education services who request protection of the special education laws?

IDEA 2004 spells out three situations in which a regular education student can claim the protections of IDEA.

- 1 The parent of the student has expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the student, that the student is in need of special education and related services.
- 2 The parent of the student has requested an evaluation of the student pursuant to IDEA.
- 3 The teacher of the student or other personnel of the LEA has expressed specific concerns about a pattern of behavior demonstrated by the student directly to the director of special education of such agency, or to the other supervisory personnel of the agency.

What about a student whose parent has not allowed an evaluation of the student or has refused special education services, or when a previous evaluation has determined that the student was not a student with a disability?

If this student commits an expellable offense, the student may be subject to expulsion.

XVIII GLOSSARY OF TERMS

When discussing complicated issues such as students' rights, positive behavioral supports, and intrusive intervention procedures, it is important that all parties have a common understanding of the language that is used. In order to prevent misunderstandings, the following definitions are supplied to help the reader understand the terms in this document.

Assessment

The process of collecting data for the purpose of (1) specifying and (2) making decisions.

Behavioral Intervention

An intervention designed to alter the student's behavior in a very specific, directly observable fashion. An example could be the reduction of a student's out-of-seat behavior through the use of positive reinforcement of in-seat behavior.

Behavior Intervention Plan (BIP) / Behavior Support Plan

A written plan for changing a student's behavior. The plan is a summary of intervention strategies, including setting event strategies, antecedent strategies, behavior-teaching strategies, and consequence strategies along with implementation details of who uses what strategies when, where, how often, and why; how emergency or crisis situations will be handled; and how implementation and effectiveness will be monitored.

Benchmarking

Gathering curriculum-based measurement data on all students at standard intervals, typically three times a year to address ongoing needs and student growth.

Continuum

A range of behavioral interventions, within a level, that are not hierarchical in nature.

Core Instruction

Practices selected by the school or LEA to teach ALL students Utah's Core standards and social behavior standards (i.e., PBIS). Assessing student success and selecting practices that are research-based determine effective core instruction.

Curriculum-Based Measurement (CBM)

A formative assessment procedure that involves assessing students on global outcomes (reading, spelling, written expression, and math), which are long-term curricular goals important for school success. Diagnostic assessment conducted to determine why students are not benefiting from instruction and what skills need to be taught (e.g., phonics, multiple-digit addition with regrouping, social skills). A diagnostic test intends to locate learning needs and/or patterns of error (e.g., functional behavioral assessment). Such tests yield measures of specific knowledge, skills, or abilities underlying achievement within a broad subject. Diagnostic assessment should only be given if it is unclear what skills need to be taught and there is some certainty that new information will be gained and from the diagnostic assessment.

Functional Behavior Assessment (FBA)

A systematic process of identifying problem behaviors and the events that **(a)** reliably predict occurrence and non-occurrence of those behaviors and **(b)** maintain the behaviors across time.

Assessment should produce three main results: first, hypothesis statements that have **(i)** operational definitions of the problem behavior, **(ii)** descriptions of the antecedent events that reliably predict occurrence and non-occurrence, and **(iii)** descriptions of the consequence events that maintain the behavior; second, direct observation data supporting these hypotheses; and third, a behavior support and intervention plan.

Implementation

Process of carrying out the Response to Intervention (RtI) system with fidelity.

Intensive intervention

Individual student-centered intervention based on student need as identified through accurate and reliable data. Intensive interventions are used when core instruction and supplemental instruction and intervention are not intensive enough to yield adequate student progress.

Intervention

In order for an action or practice in a school to meet the criteria of intervention, a few conditions must be met:

An intervention provides additional teaching, re-teaching, practice, and acknowledgement than is provided through core instruction (including differentiation) and is selected based upon data and desired outcomes.

Instructional criteria for interventions:

- Skills taught are selected based upon student needs.
- Instruction is explicit.
- Opportunities to respond and practice are high.
- Feedback and reinforcement regarding performance is immediate.

System-level supports for interventions:

- Shared effort by school staff to implement and sustain.
- Flexible – based on ongoing data collection and assessment to assess responsiveness.
- Adequate resource allocation to sustain over time.
- Student understands need for participation.
- Increases student skill and avoids punishment.

Manifestation Determination

A review of the relationship between a student's disability and a behavior subject to the disciplinary action. This determination is required when the LEA removes or considers removing a student for weapons or drug violations, behavior that is substantially likely to result in injury to the student or to others, or behavior that violates any rule or code of conduct that applies to all students which results in a change of placement.

Monitoring

Progress monitoring is a scientifically based practice that is used to assess students' performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, an entire class, and a school. The key components of progress monitoring tools are:

- Reliability.
- Validity.
- Alternative forms.
- Sensitivity to student improvement.
- Specified rates of progress.

Operational Definition of Target Behavior

Specification of a behavior such that it is observable and measurable, and so that two people can readily agree on when it occurs, begins, and ends.

Outcome Measure

Type of testing that provides a bottom-line evaluation of the effectiveness of instruction in relation to established performance levels. These tests are typically administered at the end of a grading period or school year. Outcome measures can be administered pre/post to assess overall growth. This type of test provides an index of overall efficacy of student learning but does not provide timely instructional information for teachers to use during the instructional sequence with tested students.

Positive Behavior Intervention and Supports (PBIS)

Positive behavior interventions and supports (PBIS) is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between scientific, research-based practices and the environments in which teaching and learning occurs.

Attention is focused on creating and sustaining, at a school-wide level, preventative behavioral core curriculum, supplemental instruction and supports for at risk-students, and intensive individual interventions and supports for students with the greatest needs.

This continuum of support and intervention is intended to improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making problem behavior less effective, efficient, and relevant, and desired behavior more functional.

Positive Behavioral Support

The application of positive behavioral interventions and systems to achieve socially important behavior change.

Problem Solving

Developing and supporting systematic, data-based, team decision making at the school level, that supports school-wide, grade-level, classroom-level, and individual student instruction and intervention plans.

Progress Monitoring

A scientifically-based practice that is used to assess students' performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, an entire class, and a school. The key components of progress monitoring tools are:

- Reliability.
- Validity.
- Alternative forms.
- Sensitivity to student improvement.
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Recognized Behavior Expert

A professional having knowledge of, training, and experience in (1) designing, using and evaluating behavior management and contingency programs; (2) current behavior management practices; (3) the development and use of a wide variety of effective and efficient behavior intervention plans or programs; (4) functional behavior assessment; and (5) valid methods for evaluating program effectiveness.

Reductive Behavioral

A research-valid decelerative behavioral intervention (positive or intervention negative) that temporarily stops or suppresses a behavior.

Reinforcer

A consequent stimulus which increases or maintains the future rate and or probability of occurrence of a behavior.

Response to Intervention (RTI)

Systematically addressing academic and behavior skills through the practice of providing high-quality instruction and intervention matched to student need to create learning environments that are effective, efficient, relevant and durable.

Scientific, Research-based, and Evidence-based

According to the State Educational Resource Center (SERC), scientific research-based instruction (SRBI) includes instructional practices and programs for which original data have been collected to determine their effectiveness. Scientifically-based, rigorous research designs include: randomized, controlled trials; regression discontinuity designs; quasi-experiments; single subject studies; and qualitative research. Scientific evidence is derived from studies that (a) carefully identify and control for variables and (b) demonstrate the level of confidence with which outcomes and results can be associated with those variables.

Screening

Gathering data on all students. Usually conducted to identify students who may be at risk.

Supplemental Intervention

Supplemental intervention is instruction and student support that goes beyond that provided by the comprehensive core instruction because the core program does not provide enough instruction of practice in a key area to meet the needs of the students in a particular classroom or school. Supplemental intervention should be continuously available and accessed by student(s) within a week of referral or identification.

Utah's Core Standards

Utah's Core Standards represent those standards of learning that are essential for all students. They are the ideas, concepts, and skills that provide a foundation on which subsequent learning may be built. The State Core is intended for all students to access and is the basis for content for the state outcome assessment tool, the Student Assessment of Growth and Excellence (SAGE).



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