**Tiered Fidelity Inventory**

**2.5 Array of Tier II Interventions** Tier II team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need.

**2.7 Practices Matched to Student Need** A formal process is in place to select Tier II interventions that are (a) matched to student need (e.g., behavioral function), and (b) adapted to improve contextual fit (e.g., culture, developmental level).

---

**Making the Case**

▲ While the occurrence of serious violent crimes in schools appears to have been steadily declining since 1994, less serious negative behaviors (e.g., verbal aggression, bullying, disruption) are at an all-time high. Sprague, Walker, Golly, White, Meyers, & Shannon, 2001

▲ If these low-level aggressive behaviors are not addressed effectively, they can escalate creating additional problems affecting the individual's overall instability in school and the home environment. Conoley and Goldstein, 2004

▲ Effective primary prevention measures can help to reduce problem behaviors. Sugai, Lewis-Palmer, & Hagan-Burke, 2000

---

**Without primary prevention measures low-level high frequency behaviors can escalate causing strains on student-teacher relationship.**

**More proactive behavioral management systems have proven widely effective in addressing problem behaviors, especially those using a functional-based approach.**

**Important to address the needs of these students exhibiting low-level behavioral problems, there must be an increased effort to develop less rigorous, teacher-guided interventions that are behavioral based and that are both useful and efficient.**

---

**Purpose:**

▲ A teacher friendly assessment tool used in general education settings to decrease the number of teacher referrals for outside assistance using a Function-based Assessment model.

▲ A process general education teachers and student (if appropriate) can implement to decrease problem behaviors in the classroom.

▲ A behavior support plan developed by teacher (and student) including classroom prevention practices paired with essential features of CICO.
Simple Behavior Support Plan

Student Name:  
Teacher:  
Date:  
Coach:  

**STEP 1: TEACHER AND STUDENT INTERVIEW DATA**  

<table>
<thead>
<tr>
<th>Teacher Interview</th>
<th>Student Interview</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behavior (TEACH)</strong></td>
<td><strong>Behavior (TEACH)</strong></td>
</tr>
<tr>
<td>What are some positive attributes you have observed in this student?</td>
<td>What are some things you like that contributes to your success in this classroom? (at school?)</td>
</tr>
<tr>
<td>What is the most common low level, frequent misbehavior interfering with the student’s social/academic success in your classroom?</td>
<td>What is one thing you do which interferes with your success in this classroom? (at school?)</td>
</tr>
</tbody>
</table>
| Define this behavior so it is observable, specific, and measurable.  
  What does the student do?  
  What does the student say? | **Behavior:**  
  What do you do?  
  What do you say? |
| What SWPBIS expectation does this student need extra practices with to be successful in your classroom? | What is one SWPBIS expectation that would help you be more successful in this classroom? |

<table>
<thead>
<tr>
<th>Teacher Interview</th>
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</thead>
<tbody>
<tr>
<td><strong>Antecedent(PREVENT)</strong></td>
<td><strong>Antecedent(PREVENT)</strong></td>
</tr>
</tbody>
</table>
| When is the misbehavior most likely to occur?  
  a. time during the day:  
  b. specific activities: | What time of the day or activity does (the described behavior) most likely to happen for you? |
| What is the best prevention strategy you could focus on to support (SW-PBIS expectation) behaviors in your classroom?  
  a. Active supervision  
  b. Opportunities to Respond  
  c. Acknowledgement  
  d. Pre-corrections & Prompts  
  e. Instructional Supports  
  f. Other strategy? | What could your teacher do to support you being more successful (SW-PBIS expectation) in this classroom? (or location?)  
  a. Check in with you more often  
  b. Increase your time to respond in class  
  c. Give you feedback on how you are doing  
  d. Provide you prompts and reminders  
  e. Give you choice with….  
  f. Other idea? |
### Teacher Interview

**Consequence (REINFORCE)**

Identify the top 3 responses adults and/or peers almost always do immediately after the student’s misbehavior:
- __verbal reprimand__
- __verbal redirect__
- __restated expectations__
- __physical prompt__
- __assistance given__
- __activity changed, delayed or terminated__
- __student reaction__
- __peer reaction__
- __adult reaction__

(_______________________________)

(_______________________________)

(_______________________________)

Does student enjoy praise from you? Y or N
Other Staff? Y or N

Is the student’s misbehavior reinforced by adult acknowledgement or praise? Y or N

Is the student’s appropriate behavior reinforced by adult acknowledgement or praise? Y or N

What do you think the payoff is for the student?
Choice one: __obtain__
Choice one: __adult__
Choice one: __peer__
Choice one: __activity/task__
Choice one: __object/item__

---

### Student Interview

**Antecedent (REINFORCE)**

What happens in your classroom during (time/activity/routine) when you demonstrate (targeted SWPBIS expectation)?

What happens in your classroom during (time/activity/routine) when you demonstrate (misbehavior)?

Do you like it when your teacher says positive things to you? Y or N
Other Adults? Y or N

Do you enjoy talking with your classmates? Y or N

What activities do you enjoy the most at school?

---

### STEP 2: INTERVIEW DATA

**A. Target Routine:** (When the misbehavior most likely occurs.)

**B. Target Schoolwide Expectation:**

**C. Precision Statement**

<table>
<thead>
<tr>
<th>Antecedent (PREVENT)</th>
<th>Behavior (TEACH)</th>
<th>Consequence (Reinforce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When…….</td>
<td>Student does….</td>
<td>As a result,…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Therefore…</td>
</tr>
</tbody>
</table>
**Targeted Schoolwide Expectations:**

**Precision Statement:**

<table>
<thead>
<tr>
<th>Antecedent (PREVENT)</th>
<th>Behavior (TEACH)</th>
<th>Consequence (Reinforce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce probability of future or continued problem behavior</td>
<td>Increase probability of positive behavior change</td>
<td>Increase probability of positive behavior</td>
</tr>
</tbody>
</table>

- **Function of Behavior: TO OBTAIN/GET**
  - **Antecedent (PREVENT)**
    - Check one:
      - Schedule adult or peer attention
      - Leadership responsibility or a class job giving the student the opportunity to interact with staff
      - Proximity and accessibility for frequent staff attention
      - Pre-corrections/Prompts
      - Pairing/tutoring with peers
  - **Behavior (TEACH)**
    - Increase probability of positive behavior change
  - **Consequence (Reinforce)**
    - Increase probability of positive behavior

- **Function of Behavior: TO AVOID/ESCAPE**
  - **Antecedent (PREVENT)**
    - Check one:
      - Modify assignments to meet student instructional/skill level
      - Peer support/mentoring
      - Visual prompt to cues steps for completing tasks
      - Pre-teaching content
      - Pre-corrections
      - Schedules/Routines for predictability
      - Recruit student interest or preference for activity
  - **Behavior (TEACH)**
    - Increase probability of positive behavior change
  - **Consequence (Reinforce)**
    - Increase probability of positive behavior

- **Check one:**
  - Frequent adult attention for positive or neutral behavior
  - Respond quickly if student appropriately requests adult attention
  - Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior
  - Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately
## STEP 4: SUPPORT/SOLUTION PLAN

<table>
<thead>
<tr>
<th>Precise Problem Statement:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Current Level:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goal and Timeline:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Classroom Prevention Strategy:</th>
<th>(supervision, opportunity, acknowledgment, prompting, instructional supports)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who does what? When?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials needed?</th>
</tr>
</thead>
</table>

### Prevention | Teach | Reinforce

<table>
<thead>
<tr>
<th>Prevent Strategy:</th>
<th>SWPBIS Expectation (SOCIAL SKILL):</th>
<th>Reinforce Strategy:</th>
</tr>
</thead>
</table>

- **Teach Strategy:**
  - Step 1: Task Analysis (what are the steps?)
  - Step 2: Lesson Plan
  - Step 3: When, Where, Who

<table>
<thead>
<tr>
<th>Materials needed?</th>
</tr>
</thead>
</table>

### TEACHING SOCIAL SKILLS:
- ✓ Short lessons (15 min) taught by a student or teacher
- ✓ Half of the lesson is delivered in a classroom environment
  - a. introduce skill and
  - b. initial guided practice
- ✓ After basic skill mastery is acquired, the remainder of lessons are moved to applicable settings
  - a. guided practice in location
  - b. practice with specific people including specific students or adults
  - c. independent practice including an assignment for the rest of the day

**Consequence that re-engages the student and minimizes reinforcement of problem behavior**
STEP 5: FIDELITY AND OUTCOME DATA

What FIDELITY data will we collect? (what, when, who)

**FIDELITY:** After two weeks, answer fidelity questions for all practices defined in the plan.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Was practice implemented as intended?</th>
<th>Did the student respond as intended?</th>
<th>Was the practice implemented as frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Prevent</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Teach</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Reinforce</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

Level of Implementation (Did it work)
- Not Started
- Partially Started
- Implemented with Fidelity
- Stopped

What OUTCOME data will we collect? (what, when, who)

**OUTCOME:** Follow guidelines and procedures for Check-in Check-out

<table>
<thead>
<tr>
<th>DAILY POINT REPORT</th>
<th>Periods/Time</th>
<th>Periods/Time</th>
<th>Periods/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>SWPBIS Expectations</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>SWPBIS Expectations</td>
<td>1 2 3</td>
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<td>SWPBIS Expectations</td>
<td>1 2 3</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

Comparison to Goal
- Worse
- No Change
- Improved but not to goal
- Goal Met
## Interview Checklist

**Qualification:** Is the student a good candidate for a Tier 2 Positive Behavior Support Plan?  \(N = DNQ\)
- Does the student engage in dangerous behaviors?  \(Y\) or \(N\)
- Does student behavior occur in more than 3 school routines?  \(Y\) or \(N\)

**Interview:** Was the interview completed with the person with primary responsibility for the student?  \(Y\) or \(N\)

**Classroom Prevention Practices:** Has an evidence-based practice been identified to support student success?  \(Y\) or \(N\)

**Defining the Problem Behavior**
- Is the misbehavior clearly prioritized to identify level of concern and defined in a clearly observable and measurable way?  \(Y\) or \(N\)
- Is the schoolwide positive behavioral expectation identified to teach?  \(Y\) or \(N\)

**Antecedent** – Is the antecedent described in sufficient detail to inform intervention planning?  \(Y\) or \(N\)

**Consequence & Function** – Have the consequence and function described in sufficient detail to inform intervention planning?  \(Y\) or \(N\)

**Final Summary of Behavior** – Was a clear and detailed precision statement formulated from completed teacher and/or student interview?

## Implementation Planning Checklist

**Classroom:**
- Have classroom practices been assessed and have steps been taken to improve implementation of classroom practices?  \(Y\) or \(N\)

**Prevent:**
- Have antecedent intervention strategies been clearly defined to prevent problem behavior(s) from occurring consistent with the identified function of problem behavior?  \(Y\) or \(N\)
- Does the plan clearly identify “Who” is responsible for PREVENT practices & “When”?  \(Y\) or \(N\)

**Teach:**
- Has explicit teaching of identified schoolwide expectation consistent with the identified function of problem behavior been clearly described?  \(Y\) or \(N\)
- Does the plan clearly identify “Who” is responsible for the TEACH practices & “When”?  \(Y\) or \(N\)

**Reinforce:**
- Are meaningful reinforcement intervention strategies in use when student engages in desired behavior regularly available & achievable for the student?  Are they clearly defined?  \(Y\) or \(N\)
- Does the plan clearly identify “Who” is responsible for REINFORCE practices & “When”?  \(Y\) or \(N\)

**Support:**
- Did the team determine what training and ongoing support would be provided for the classroom personnel responsible for implementing the behavior intervention plan?  \(Y\) or \(N\)

**Fidelity:**
- Is there documented follow-up meeting time to review implementation fidelity & student progress in less than 2 weeks?  \(Y\) or \(N\)

### Reflective Coaching Conversation Questions
- “How do you think the intervention plan worked?”
- “What parts of the intervention plan went well?”
- “What parts of the plan felt less effective?”
- “Were there any tricky parts? What were they?”

### Collaborative Coaching Conversation Questions
- “Have you considered this?”
- “What do you think would be more effective?”
- “Others have found this to work well. Would it work for you?”
- “What are your next steps?” and “What do you need from me?”
**Simple Behavior Support Plan EXAMPLE**

Student Name: Michael  
Teacher: Middle School Language Arts teacher  
Date: October 15  
Coach: PBIS Tier II Team Member  

**STEP 1: TEACHER AND STUDENT INTERVIEW DATA**

*Optional for students grade 4 – 12.*

<table>
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<tbody>
<tr>
<td><strong>Behavior (TEACH)</strong></td>
<td><strong>Behavior (TEACH)</strong></td>
</tr>
</tbody>
</table>
| What are some **positive attributes** you have observed in this student?  
  Likeable and funny | What are some things you like that **contributes** to your **success** in this classroom? (at school?)  
  I'm a cartoonist |
| What is the most common low level, frequent **misbehavior** interfering with the student’s social/academic success in your classroom?  
  **Disruption/Disrespect**  
  Define this **behavior** so it is observable, specific, and measurable.  
  What does the student **do**?  
  What does the student **say**?  
  **Talking out-walking around the classroom-off topic conversations with peers-not turning in assignments** | What is one thing you do which **interferes** with your **success** in this classroom? (at school?)  
  **Behavior**: The teacher telling me to be quiet  
  What do you **do**?  I get out of my seat and do something, sharpen pencil-get a book…  
  What do you **say**? Nothing, I talk to my friends-make sure they are ok |
| What **SWPBIS expectation** does this student need extra practices with to be successful in your classroom?  
  **Respect/Responsibility** | What is one **SWPBIS expectation** that would help you be more successful in this classroom?  
  **Responsibility** |

<table>
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<td><strong>Antecedent (PREVENT)</strong></td>
<td><strong>Antecedent (PREVENT)</strong></td>
</tr>
</tbody>
</table>
| **When** is the misbehavior **most** likely to occur?  
  a. time during the day:  
    **All the time, constant battle- mostly during language arts, 2nd period (after snack)**  
  b. specific activities:  
    Independent reading/writing or group projects | **What time of the day or activity** does (the described behavior) **most likely** to happen for you?  
  (Talking out-walking around the classroom-off topic conversations with peers-not turning in assignments)  
  **2nd Period-English-she hates me** |
| What is the best prevention strategy you could focus on to support (**SW-PBIS expectation**) behaviors in your classroom?  
  g. Active supervision  
  h. Opportunities to Respond  
  i. **Acknowledgement**  
  j. Pre-corrections & Prompts  
  k. Instructional Supports  
  l. Other strategy? | What could your teacher do to support you being more successful (**SW-PBIS expectation**) in this classroom? (or location?)  
  g. Check in with you more often  
  h. Increase your time to respond in class  
  i. Give you feedback on how you are doing  
  j. Provide you prompts and reminders  
  k. Give you choice with doing work  
  l. Other idea? |
### Teacher Interview

**Consequence (REINFORCE)**

Identify the top 3 responses adults and/or peers almost always do immediately after the student’s misbehavior:

- __verbal reprimand__
- __verbal redirect__
- __restated expectations__
- __physical prompt__
- __assistance given__
- __activity changed, delayed or terminated__
- __student reaction__
  (______________________)
- __peer reaction__ (laugh at him-some egg him on, others act annoyed)
- __adult reaction__
  (______________________)

Does student enjoy praise from you? Y or N
Other Staff? Y or N

Is the student’s misbehavior reinforced by adult attention, positive or negative? Y or N

**It must be, he keeps doing it!**

Is the student’s appropriate behavior reinforced by adult acknowledgement or praise? Y or N

**It works for a little while, I’d have to do it all the time**

What do you think the payoff is for the student?

Choice one: __obtain__

Choice one: __avoid__

He also avoids doing his work, but he could do it

### Student Interview

**Antecedent (REINFORCE)**

What happens in your classroom during (time/activity/routine) when you demonstrate (targeted SWPBIS expectation)?

- I’m respectful-raise my hand, talk about what everyone else is talking about during classroom discussion
- I’m also respectful while she’s teaching because I’m drawing cartoons.

What happens in your classroom during (time/activity/routine) when you demonstrate (misbehavior)?

- I get into trouble for talking and not working when we have to do our own work and when I have to work with Sheri-she always calls me names.

Do you like it when your teacher says positive things to you? Y or N

Other Adults? Y or N

Do you enjoy talking with your classmates? Y or N

What activities do you enjoy the most at school?

**Break, art, free time, and science**

### STEP 2: INTERVIEW DATA

#### Target Routine:

(When the misbehavior most likely occurs.)

**Independent and group work time during language arts class**

#### Target Schoolwide Expectation:

**Responsibility**

#### Precision Statement

<table>
<thead>
<tr>
<th>Antecedent (PREVENT)</th>
<th>Behavior (TEACH)</th>
<th>Consequence (Reinforce)</th>
</tr>
</thead>
<tbody>
<tr>
<td>When…….</td>
<td>Student does….</td>
<td>As a result…….</td>
</tr>
<tr>
<td>During LA when asked to work independently or to work with a group on a written assignment</td>
<td>Michael gets out of his seat, walks around the room talking to classmates and doesn’t complete his work</td>
<td>I constantly tell him what to do, engage in arguments and give him extra support Therefore………. He gets my attention and attention from his peers</td>
</tr>
</tbody>
</table>
## STEP 3: FUNCTION OF BEHAVIOR STRATEGY PLANNING WORKSHEET

### Targeted Schoolwide Expectations: Responsibility

**Precision Statement:** During LA when asked to work independently or to work with a group on a written assignment, Michael gets out of his seat, walks around the room talking with classmates and doesn’t complete his work, as a result he gets extra attention and help; therefore the function is to obtain attention.

### Function of Behavior: TO OBTAIN/TO GET

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<th>Consequence (Reinforce)</th>
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<tr>
<td>Reduce probability of future or continued problem behavior</td>
<td>Increase probability of positive behavior change</td>
<td>Increase probability of positive behavior</td>
</tr>
<tr>
<td><strong>Check one:</strong></td>
<td><strong>Check one:</strong></td>
<td><strong>Check one:</strong></td>
</tr>
<tr>
<td>__Schedule adult or peer attention</td>
<td>__Specific Academic Instruction</td>
<td>__Frequent adult attention for positive or neutral behavior</td>
</tr>
<tr>
<td>__Leadership responsibility or a class job giving the student the opportunity to interact with staff</td>
<td>__Specific Social Skill Instruction</td>
<td>__Respond quickly if student appropriately requests adult attention</td>
</tr>
<tr>
<td>__Proximity and accessibility for frequent staff attention</td>
<td>__Specific Classroom Routine</td>
<td>__Eliminate/minimize the amount of attention provided to a student for engaging in problem behavior</td>
</tr>
<tr>
<td>__Pre-corrections/Prompts</td>
<td></td>
<td>__Limit verbal interaction – create a signal to prompt the student to stop the problem behavior and to raise hand to request attention more appropriately</td>
</tr>
<tr>
<td>__Pairing/tutoring with peers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Function of Behavior: TO AVOID/ESCAPE

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</tr>
<tr>
<td><strong>Check one:</strong></td>
<td><strong>Check one:</strong></td>
<td><strong>Check one:</strong></td>
</tr>
<tr>
<td>__Modify assignments to meet student instructional/skill level</td>
<td>__Specific Academic Instruction</td>
<td>__Respond quickly if student asks for help or for a break and provide praise</td>
</tr>
<tr>
<td>__Peer support/mentoring</td>
<td>__Specific Social Skill Instruction</td>
<td>__Provide positive feedback for being on task, trying hard and working</td>
</tr>
<tr>
<td>__Visual prompt to cues steps for completing tasks</td>
<td>__ Asking for Help</td>
<td></td>
</tr>
<tr>
<td>__Pre-teaching content</td>
<td>__ Asking for a Break</td>
<td></td>
</tr>
<tr>
<td>__Pre-corrections</td>
<td>__Specific Classroom Routine</td>
<td></td>
</tr>
<tr>
<td>__Schedules/Routines for predictability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__Recruit student interest or preference for activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**STEP 4: SUPPORT/SOLUTION PLAN**

<table>
<thead>
<tr>
<th>Precise Problem Statement:</th>
<th>Goal and Timeline:</th>
<th>Classroom Prevention Strategy:</th>
<th>Materials needed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>During LA when asked to work independently or to work with a group on a written assignment, Michael gets out of his seat, walks around the room talking with classmates and doesn’t complete his work, as a result he gets extra attention and help; therefore the function is to obtain attention.</td>
<td><strong>By November 10, Michael will decrease off-task, disruptive behaviors during LA to 10-15% of the time</strong></td>
<td>(supervision, opportunity, acknowledgment, prompting, instructional supports)</td>
<td>Classroom Matrix, popsicle sticks, glue, cardstock and his art supplies</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Who does what? When?</strong></th>
<th><strong>Materials needed? Classroom assignments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgment: Give Michael an assignment to create cartoon recognition scripts for the classroom behavior expectations from the classroom matrix, place them on popsicle sticks and I will use them for the whole class as prompts and to acknowledge when I see the classroom-wide expected behavior.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Prevention</strong></th>
<th><strong>Teach</strong></th>
<th><strong>Reinforce</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership responsibility or a class job giving the student the opportunity to interact with staff</td>
<td>Step 1: Task Analysis (what are the steps?)</td>
<td>Who does what? When?</td>
</tr>
<tr>
<td>Who does what? When?</td>
<td>1st step, look at directions</td>
<td>Teacher gives out STAR cards after each demonstration of desired behavior (asking for help)</td>
</tr>
<tr>
<td>Michael hands out the written assignments to each work group and when independent assignment he checks with me before starting his work</td>
<td>2nd step, ask class buddy</td>
<td>Teacher tells student why getting STAR card</td>
</tr>
<tr>
<td>Materials needed? Classroom assignments</td>
<td>3rd step, help signal</td>
<td>Teacher increases use of STAR card for classroom expectations for all kids</td>
</tr>
<tr>
<td></td>
<td>Wait for Teacher response</td>
<td>Teacher increases use of classroom drawings for free time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Materials needed? STAR cards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classroom Reinforcers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consequence and minimize reinforcement of problem behavior:</th>
<th>TEACHING SOCIAL SKILLS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>use brief, contingent and specific error corrections and planned-ignoring (ignore problem behavior, continue teaching and increase specific feedback on behavior expectations to whole class). Follow through with minor/major office referral following schoolwide discipline flow chart</td>
<td>✓ Short lessons (15 min) taught by a student or teacher</td>
</tr>
<tr>
<td></td>
<td>✓ Half of the lesson is delivered in a classroom environment</td>
</tr>
<tr>
<td></td>
<td>a. introduce skill and</td>
</tr>
<tr>
<td></td>
<td>b. initial guided practice</td>
</tr>
<tr>
<td></td>
<td>✓ After basic skill mastery is acquired, the remainder of lessons are moved to applicable settings</td>
</tr>
<tr>
<td></td>
<td>a. guided practice in location</td>
</tr>
<tr>
<td></td>
<td>b. practice with specific people including specific students or adults</td>
</tr>
<tr>
<td></td>
<td>c. independent practice including an assignment for the rest of the day</td>
</tr>
</tbody>
</table>
STEP 5: FIDELITY AND OUTCOME DATA

What FIDELITY data will we collect? (what, when, who)

FIDELITY: After two weeks, answer fidelity questions for all practices defined in the plan.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Was practice implemented as intended?</th>
<th>Did the student respond as intended?</th>
<th>Was the practice implemented as frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Prevent</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Teach</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>Reinforce</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td></td>
<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
</tbody>
</table>

Level of Implementation (Did it work)  Yes, I didn’t need to reinforce everytime...
- Not Started
- Partially Started
- Implemented with Fidelity
- Stopped

What OUTCOME data will we collect? (what, when, who)

OUTCOME: Follow guidelines and procedures for Check-in Check-out

<table>
<thead>
<tr>
<th>DAILY POINT REPORT</th>
<th>2nd period</th>
<th>2nd period</th>
<th>2nd period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>So-so</td>
<td>Good</td>
<td>Great</td>
</tr>
<tr>
<td>Respect</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Responsibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Integrity</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Comparison to Goal
- Worse
- No Change
- Improved but not to goal
- Goal Met
## STEP 6: COACHING SUPPORT

### Interview Checklist

<table>
<thead>
<tr>
<th>Qualification: Is the student a good candidate for a Tier II Positive Behavior Support Plan? <strong>N = DNQ</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Does the student engage in dangerous behaviors? <strong>Y or N</strong></td>
</tr>
<tr>
<td>□ Does student behavior occur in more than 3 school routines? <strong>Y or N</strong></td>
</tr>
</tbody>
</table>

### Classroom Prevention Practices:
Has an evidence-based practice been identified to support student success? **Y or N**

### Defining the Problem Behavior

- Is the misbehavior clearly prioritized to identify level of concern and defined in a clearly observable and measurable way? **Y or N**
- Is the schoolwide positive behavioral expectation identified to teach? **Y or N**

### Antecedent – Is the antecedent described in sufficient detail to inform intervention planning? **Y or N**

### Consequence & Function – Have the consequence and function described in sufficient detail to inform intervention planning? **Y or N**

### Final Summary of Behavior – Was a clear and detailed precision statement formulated from completed teacher and/or student interview? **YES**

### Implementation Planning Checklist

- **Classroom:**
  - ▲ Have classroom practices been assessed and have steps been taken to improve implementation of classroom practices? **Y or N**

- **Prevent:**
  - ▲ Have antecedent intervention strategies been clearly defined to prevent problem behavior(s) from occurring consistent with the identified function of problem behavior. **Y or N**
  - ▲ Does the plan clearly identify “Who” is responsible for PREVENT practices & “When”? **Y or N**

- **Teach:**
  - ▲ Has explicit teaching of identified schoolwide expectation consistent with the identified function of problem behavior been clearly described? **Y or N**
  - ▲ Does the plan clearly identify “Who” is responsible for the TEACH practices & “When”? **Y or N**

- **Reinforce:**
  - ▲ Are meaningful reinforcement intervention strategies in use when student engages in desired behavior regularly available & achievable for the student. Have they been clearly defined? **Y or N**
  - ▲ Does the plan clearly identify “Who” is responsible for REINFORCE practices & “When”? **Y or N**

- **Support:**
  - ▲ Did the team determine what training and ongoing support would be provided for the classroom personnel responsible for implementing the behavior intervention plan? **Y or N**

### Fidelity:

- 2. Is there documented follow-up meeting time to review implementation fidelity & student progress in less than 2 weeks? **Y or N**

### Reflective Coaching Conversation Questions

- “How do you think the intervention plan worked?”
- “What parts of the intervention plan went well?”
- “What parts of the plan felt less effective?”
- “Were there any tricky parts? What were they?”

### Collaborative Coaching Conversation Questions

- “Have you considered this?”
- “What do you think would be more effective?”
- “Others have found this to work well. Would it work for you?”
- “What are your next steps?” and “What do you need from me?”
REFERENCES

Assess, Implement, Monitor

Basic FBA to BSP: Using FBA to Develop Function-Based Support for Students with Mild to Moderate Problem Behavior
www.basicfba.com

Guess and Check

Prevent Teach Reinforce: The School-based Model of Individualized Positive Behavior Support

Responding to Problem Behavior in Schools The Behavior Education Program

Team Initiated Problem Solving Model