

The single most common request for assistance from teachers is related to behavior and classroom management (Elam, Rose, & Gallup, 1999). School attempts to respond to behavior challenges often result in an over-reliance on the use of aversive and exclusionary consequences. Reactive management practices, rather than proactive strategies, are predictable because teachers, parents, and administrators realize prompt reductions or removals of the disruptive behavior. However, these tactics are only temporary and do not address the more serious underlying issues, nor create a school environment where students feel safe and are eager to come to school and learn. In addition, a number of negative side effects are associated with the exclusive use of reactive approaches to discipline (Shores, Jack, Gunter, Ellis, DeBriere & Wehby, 1993; Sugai & Horner, 1999; Sulzer-Azaroff & Mayer, 1994; Tolan & Guerra, 1994). For example, (a) problem behaviors get worse, (b) negative school climate is established, (c) relationships between teachers and students break down, and (d) academic achievement declines.

The science of human behavior has taught us that students are not “born with bad behavior,” and that they do not learn better ways of behaving when presented aversive consequences for their problem behaviors (Alberto & Troutman, 2001; Sulzer-Azaroff & Mayer, 1994; Walker et al., 1996). In addition, addressing target behavior successfully requires an increased focus on proactive approaches in which socially appropriate behaviors are explicitly taught, routinely practiced in the natural environment to increase the generalization of skills, and followed by recurring behavior specific positive reinforcement.

School-wide behavior intervention is considered a **primary prevention** which involves all students and adults within the school and is implemented across school settings. The goal is to create a positive social culture in which pro-social behaviors are explicitly taught and reinforced, and all adults respond to the occurrence of inappropriate behavior in a consistent manner.

Behavior expectations should be posted through the school environment as well as in the classrooms. Behavioral expectations and supports (i.e., proactive discipline) are for all students and staff members, across all school settings that together serve as foundation for classroom and individual student behavior support.

Teachers should use the time allocated in the schedule for the implementation of interventions and meetings to review the progress monitoring data in order to make appropriate educational decisions.

It is very important to note that behavior interventions should be provided to ALL students [regular education, special education, English Language Learners (ELL)] in need of intervention.

Driving Question: Does the teacher define classroom expectations; employ strategies and routines for behavior management by using research-based interventions, and make decisions based on data?

Instructions

Prior to beginning the self-assessment, the teacher may need to gather and review educational records, processes, information, and documents related to **behavioral interventions**. This information may include:

- 1) **Written classroom expectations and procedures**
- 2) **Example of data collection forms used to track behavior**
- 3) **Examples of student video-modeling of the behavior expectations for the classroom/school**
- 4) **Positive behavior support plans for particular students (these students are not necessarily special education students)**

Stages of Practice

The self-assessment is intended to identify a teacher's stage of practice in the area of behavioral interventions. The Oklahoma State Department of Education, Special Education Services division (OSDE-SES) envisions stages of practice along this continuum:

- 1) None
- 2) Exploring
- 3) Partial
- 4) Adequate
- 5) Best

A teacher may assess its practice as "Best" if the teacher has measurable/observable evidence of the practice and documentation of consistent use.

Behavioral Interventions: Teacher Self-Assessment Instructions

Components

For the area of **behavioral interventions**, the OSDE-SES has identified five components critical in the intervention process.

- 1) **Defined Behavioral Expectations**
- 2) **Classroom Strategies for Managing Behavior**
- 3) **Classroom Routines for Promoting Positive Behavior**
- 4) **Use of Research-based Behavioral Interventions**
- 5) **Decision Making**

Self-Assessment Team

The self-assessment may be completed by an individual teacher or group of teachers (such as a grade level). If a group of teachers is completing the self-assessment, list the team here.

List the team here:

Name	Role	Signature/Date

Components

1) Defined Behavioral Expectations

Best Practice: All behavioral expectations (minimum 3) are posted in a highly visible location within the classroom. Expectations are aligned to school wide expectations. Expectations are taught and embedded into daily interactions with students. *Classroom implementation of school wide expectations is evaluated with student input.*

To determine your level of practice, consider the following points. Data collected from these measures should be gathered by reviewing school-wide behavior procedures, classroom observations and through class and faculty meetings.

Measures:

—All behavioral expectations (minimum 3) are posted in a highly visible location within the classroom.

—Expectations are aligned to school wide expectations.

- Ex. This symbol demonstrates the expectations for a school. Classrooms can easily incorporate these expectations into their own format.



—Expectations are taught and embedded into daily interactions with students.

- Ex. Teacher and students comment when they notice an expectation being followed, “It’s great how you are being respectful of the environment by picking up trash on the ground and putting it in the garbage”.

—Classroom implementation of school wide expectations is evaluated with student input.

- Ex. Conduct class meetings to discuss and assess if the expectations are clear and helpful in guiding students to make appropriate choices.

Documentation/Comments:

2) Classroom Strategies for Managing Behavior

Best Practice: The teacher consistently uses positive strategies for correcting behavior, such as restating behavior expectations and stating an appropriate replacement behavior. The teacher assesses the effectiveness of the strategies. *The teacher maintains a 4:1 ratio for positive to negative statements.*

To determine your level of practice, consider the following points. Information for these measures should be gathered by reviewing classroom/school-wide procedures, site observations, and discussions with students.

Measures:

- The teacher consistently uses positive strategies for correcting behavior, such as restating behavior expectations and stating an appropriate replacement behavior.
 - Ex. Teacher says, “Class we need to be respectful of our classroom environment. Everyone pick up the trash around your desk and put it in the garbage”.
- The teacher assesses the effectiveness of the strategies.
 - Ex. Is the classroom floor cleaner after the teacher’s request for trash clean-up?
- The teacher maintains a 4:1 ratio for positive to negative statements.
 - Ex. Is the teacher using a system of collecting and recording this data, like paperclips in the pocket? This is a simple technique to keep track. Begin the day with one pant or skirt pocket of 30 small paperclips. Each time a positive statement is made, the teacher puts one paperclip in a paper cup labeled “positive”. Each time a correction statement is made; the teacher takes back four paper clips from the “positive” cup and puts them in a paper cup labeled “correction”.

Documentation/Comments:

3) Classroom Routines for Promoting Positive Behavior

Best Practice: The teacher has consistent classroom routines in place. The schedule reflects classroom routines. The daily schedule is posted in a highly visibly location. Individual schedules for specific students are privately available for both teacher and student. *Routines and schedule are regularly referenced throughout the day to reinforce students' understanding.*







To determine your level of practice, utilize the following measures. Data collected from these measures should be gathered by reviewing school-wide behavior procedures, classroom observations and through class and faculty meetings.

Measures:

- The teacher has consistent classroom routines in place.
 - Ex. Each morning upon arrival and each afternoon before dismissal, teacher leads a positive affirmation statement for students to recite; “I am a great thinker. Today I will do my best to focus on my learning in order to fill my brain with knowledge.”

- The schedule reflects classroom routines.
 - Ex. Always update the schedule to reflect the activities you have planned for the day, as well as any impromptu changes.

- The daily schedule is posted in a highly visibly location.
- Individual schedules for specific students are privately available for both teacher and student.
 - Ex.

Ben's Schedule	
1. Breakfast 	<input type="checkbox"/>
2. Math Class 	<input type="checkbox"/>
3. PE Class 	<input type="checkbox"/>
4. Speech 	<input type="checkbox"/>
5. Reading 	<input type="checkbox"/>
6. Lunch 	<input type="checkbox"/>

- Routines and schedule are regularly referenced throughout the day to reinforce students' understanding.
 - Ex. Teacher says, "Remember class, today is our day to visit the library, so after lunch recess, we will line up together and walk directly to the library".

Documentation/Comments:

4) Use of Research-Based Behavioral Interventions

Best Practice: The teacher uses research-based interventions for all students in need of behavioral interventions. The teacher monitors and documents the students' responses to the interventions. The teacher uses data to make decisions about necessary changes to the intervention and/or the needs for additional supports/ interventions. *Behavioral intervention materials are evaluated for effectiveness through data analysis.*

To determine your level of practice, utilize the following measures. Data collected from these measures should be gathered by reviewing school-wide behavior procedures, classroom observations and through class and faculty meetings.

Measures:

—The teacher uses research-based interventions for all students in need of behavioral interventions.

- Ex. A thorough intervention library exists which includes not only the interventions, but also all the necessary materials required to implement with fidelity.

—The teacher monitors and documents the students' responses to the interventions.

- Ex. Progress monitor and record data weekly. An intervention should be in place for at least two weeks before evaluating for effectiveness.

—The teacher uses data to make decisions about necessary changes to the intervention and/or the needs for additional supports/ interventions.

—Behavioral intervention materials are evaluated for effectiveness through data analysis.

- Ex. Evaluate student progress each time an intervention is implemented or changed.

A graph with data points is a useful way to view data.

Documentation/Comments:

5) Decision Making

Best Practice: All teachers follow a consistent and effective written process to document, analyze, and utilize behavioral intervention data. Teachers and administrators (and other professionals, as needed) meet on a regular basis to make necessary adjustments to behavioral interventions.

To determine your level of practice, utilize the following measures. Data collected from these measures should be gathered by reviewing school-wide behavior procedures, classroom observations and through class and faculty meetings.

Measures:

- All teachers follow a consistent and effective written process to document, analyze, and utilize behavioral intervention data.
 - Ex. The Behavior Intervention Team often creates and provides for all staff, a behavior intervention binder complete with all of the processes for staff members to use as a guide. Along with the binder, professional development on the use of the binder should be conducted.

- Teachers and administrators (and other professionals, as needed) meet on a regular basis to make necessary adjustments to behavioral interventions.
 - Ex. The school-based intervention team meets on a regularly scheduled basis during the school year (min. of once per month for at least one hour) to examine the effectiveness of school level interventions.
 - Ex. The school-based intervention team includes teachers, administrators, related service providers, various school-based personnel, parents, and students (for secondary schools).

Documentation/Comments:

Additional Comments

The Behavioral Interventions, Professional Development Resources document included in this Self-Assessment packet includes resources for the Oklahoma Tiered Intervention System of Support (OTISS). OTISS is Oklahoma’s tiered intervention model for identifying and addressing academic and behavioral difficulties that interfere with PreK-12 student success. This model was developed, and is currently supported, by the 2011 Oklahoma State Personnel Development Grant II (OK SPDG II), a grant from the U.S. Department of Education.

A school does not have to be currently implementing a tiered system of behavioral interventions, in order to utilize the resources developed to support the implementation of OTISS.