

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-out 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 the foundation for classroom and individual student behavior support.

Behavior interventions cannot be selected at random. The student’s behavior challenge(s) must be defined clearly and in detail. Then, the probable functions of the targeted behavior(s) are identified to determine appropriate intervention. The link between the targeted behavior and intervention must be specific to the deficit area (academic, behavior, life, and social skills), as this link is essential to increase the likelihood of success.

Progress monitoring is a critical component to the success of behavior intervention. Progress monitoring is a scientifically based practice used to assess students’ progress and evaluate the

effectiveness of instruction. Progress monitoring must occur on a regular basis (typically on a weekly or bi-weekly basis).

Another critical component is that of data-based decision making. Data-based decision making is an ongoing process of analyzing and evaluating information to inform important educational decisions and actions. Progress monitoring data should be the primary evidence utilized when making behavior decisions for students.

School administrators must allocate time in the schedule for the implementation of interventions and meetings to review the progress monitoring data in order to make appropriate educational decisions. In addition, teachers and staff must also be provided with targeted, ongoing professional development in the area of behavior interventions.

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 school actively support the use of positive behavioral interventions?**

## Instructions

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

- 1) **Written Policies, Procedures, and Forms**
- 2) **Professional Development Resources or Presentations**
- 3) **Student Specific Data: Office Discipline Referral (ODR), Behavior Data Collection Form, Positive Behavior Support Plan etc.**

## Stages of Practice

The self-assessment is intended to identify an LEA's stage of practice in the area of behavior and provide guidance for LEAs in improving their practice. 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

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

## Components

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

- 1) **Defined Behavioral Expectations**
- 2) **Discipline Referral Form Aligned with School-wide Behavioral Expectations**
- 3) **Availability of Behavioral Intervention Material**
- 4) **Professional Development**
- 5) **Decision Making**

# Behavioral Interventions: Administrator Self-Assessment Instructions

## Self-Assessment Team

The self-assessment should be completed by a team of at least 3-5 individuals. The Self-Assessment Team may include:

- 1) Administrator(s) (Superintendent/Principal/Asst. Principal)
- 2) Special Education Teacher(s)
- 3) General Education Teacher(s)
- 4) Special Education Services Director
- 5) Community providers(s) (Daycare, Head Start, etc.)
- 6) Related Service Providers
- 7) Parent(s)
- 8) School psychologist

List the team here:

Name	Role	Signature

## Components

### 1) Defined Behavioral Expectations

**Best Practice:** All behavioral expectations (at minimum 3) are posted throughout the school environment. Explicit school wide teaching of the expectations is conducted on a *monthly* basis for secondary schools and on a *weekly* basis for elementary schools. Expectations are evaluated by staff on a *monthly* basis.

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:

- School staff defines three to five school-wide behavioral expectations that are aligned with the school’s mission statement and lays the foundation for the positive behavior support framework.
  - Ex. The 3 Be’s- Be Respectful, Be Responsible, Be Resourceful
- The expectations are followed by all staff and students in both classroom and non-classroom settings.
  - Ex. Concrete, tangible examples of expectations are displayed throughout the school building: students hold the door open for others; teachers are heard appreciating students engaging in appropriate behavior.
- The expectations are clearly displayed and posted throughout the school.
  - Ex. Expectations are posted in the hallways, cafeteria, gym, bathrooms, bus line, etc.
- Students receive behavioral expectations instruction that is focused on defining, teaching, and encouraging expectations for all settings.
- Staff meets monthly to discuss and evaluate the implementation of school-wide expectations.
  - Ex. Common planning time is available for teachers to meet frequently; time is set aside during faculty meetings to address behavior expectations.

Documentation/Comments:

## 2) Discipline Referral Form Aligned with School-wide Behavioral Expectations

**Best Practice:** The office discipline referral (ODR) form is aligned to school-wide behavioral expectations. It lists the five most crucial elements (i.e., day, student, location, time, and behavior). *Referrals are documented as major (addressed by school administrator) and minor incidents (addressed by classroom teacher).* The form is used as intended by all staff.

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 office discipline referral (ODR) form is aligned with the established set of school-wide behavioral expectations.
  
- For the purpose of behavior data collection, the ODR form lists the five crucial elements; day of the week, student name, location of behavior, time of day, and type of behavior.
  - Ex. The ODR forms are catalogued and documented in such a way that a report or graph can be produced to present the data.
  
- The school has a coherent ODR form procedure that includes the definitions of behavior that will indicate whether the referral is either an office-managed or classroom managed referral.

Documentation/Comments:

### 3) Availability of Behavioral Intervention Material

**Best Practice:** Research-based behavioral intervention materials are available based on the identified needs of the school in quantities effective to meet the needs of the school. *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 data collected throughout the behavioral intervention process are analyzed by a school-based team to determine student and school level needs.
- Research-based behavioral intervention materials have been developed or purchased to meet the needs of the school.
  - Ex. A thorough intervention library exists which includes not only the interventions, but also all the necessary materials required to implement with fidelity.
- Behavioral intervention materials are evaluated for effectiveness through data analysis on a continuous basis.
  - 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:

## 4) Professional Development

**Best Practice:** School based professional development for behavioral interventions are provided to teachers *on a quarterly basis. The effectiveness of the professional development is evaluated and results are considered for future professional development.*

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:

- Professional development for behavioral interventions is provided to teachers at least quarterly.
- A process is in place to evaluate the effectiveness of the professional development.
  - Ex: Administer a pre-test before and post-test after the professional development.
  - Ex: Conduct an evaluation of the professional development.
- The data collected is analyzed by a school-based team to determine student needs and effectiveness of school level interventions.
- The professional development provided for behavior interventions is continuously being improved upon depending on feedback from staff and student outcome data.
- The evaluation data is also utilized to determine if additional professional development is needed.

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 (minimum 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.