Sycamore Elementary School

Multi-Tiered Systems of Support (MTSS)

Focus: RTI2 Focus on Behavior/Social Emotional & Self-Regulation Strategies & Intervention
Systems:

No Excuses University Exceptional Systems; RTI2 Model; RTI2 Flow Chart; Multi-Tiered, Multi-Domain System of Supports (MTMDSS); PBIS Behavior Expectation Matrix; Discipline Flow Chart; Health Clerk/Office Flow Chart
Culture
Sycamore

It is our fundamental belief that values help advance our mission to create successful learners and stewards of the world. We are committed to our responsibility to provide excellent service to students, schools, districts, and our community where we live and work. We strive for continuous improvement.

Our Mission
To create successful learners and stewards of the world.

Our Values
Our values are a declaration of our core beliefs and the defining features of a culture that promote achievement.

CKH Principles
Capturing Kids’ Hearts is an immersive, participatory experience. Teachers, staff, and administrators learn and practice skills they will use and model in their classrooms, schools, and districts, including:

- How to build meaningful, productive relationships with every student and every colleague.
- How to use the EXCEL Model of teaching to create a safe, effective environment for learning.
- How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract.
- High payoff techniques for dealing with conflict, negative behavior, and disrespect issues.
MTSS
Sycamore has developed a Multi-Tiered Support System (MTSS) approach for social-emotional, behavioral, and academics. Our goal is to provide early identification and support of students with learning and behavior needs. Our Response to Intervention Systems include Social-Emotional/Behavior and Academics.

Community
We partner with several organization in our community in order to serve the needs of our students. These organizations provide social emotional support, academic support, meeting of basic needs, school facilities improvements and positive influence.

- Faith Based Organizations
- Lions Club
- Volunteers
- Mentors
- Foster grandparents

Student Focus
We are deeply committed to meeting the academic and social emotional needs of all our students.

Collaboration
We know that to be successful we must work together to understand and meet the changing needs of our students. We realize that sharing ideas, lessons, conversations, strategies and having discussions are all valuable tools to help us serve our students.
**Performance**
We strive for continuous improvement in our performance, and ensure that integrity and respect for people are never compromised.

We challenge each other by asking:
- How can we improve something so our students can benefit?
- How can we use data to improve our pedagogy so students benefit?
- How do I apply a growth mindset to model continuous growth?

**Respect for People**
We adhere to our social contract when collaborating with each other or resolving disagreements. The professional respect we show for colleagues, parents and students promotes positive relationships through respect.

**Summary**
At Sycamore we recognize that we must create a culture that welcomes and values all of the stakeholders at our school in order to create an atmosphere where kids can thrive at being successful learners and stewards of the world.
Collaboration

At Sycamore we understand that we can improve our pedagogy through meaningful interactions with our colleagues. These interactions range from discussion, observations and sharing successful lessons. Teachers collaborate once a week, and depending on the time of the month/year, analyze the data from these assessments to articulate the prescriptive plan for each child in need of re-teaching, intervention, or next skill to be mastered. As we grow from the interactions with one another we improve for our students and promote a growth mindset.

Results of collaboration and interactions

- Developing and practicing sacred time for collaboration that is evident throughout the schedule
- Having multiple data-driven, inquiry-based teams functioning in various capacities, grade level, site leadership, district leadership, content specific departments, vertical alignment
- Engaging in partnerships
- Having candid professional relationships
- Learning and doing together
- Practicing professional norms and commitments
- Celebrating success
- Appropriate academic and social interventions will be discussed and implemented with the support of the classroom teacher, instructional coach, and paraprofessionals.
Standards Alignment

The staff at Sycamore is dedicated to providing our learners with quality instruction that will ensure preparation for, and success in, college, career, and life. In order to do this, we devote part of our collaboration time to “unwrapping” the common core standards and following an implementation process to make sure we are providing the best learning experiences that focus on our students’ needs, interests, and learning styles.

As a collaborative group, we walk through the “unwrapping” process to determine what the students need to know and what they need to be able to do. This technique of “unwrapping” the standards involves 4 steps: analyzing & deconstructing the standards to determine specific concepts and skills needed; assigning the Depth Of Knowledge levels of rigor to those concepts and skills; uncovering the big ideas we want the students to discover on their own; and creating essential questions that will keep the students engaged throughout the unit.

Once we have a clear understanding of the target standard, we determine how we are going to assess the students. These assessments are measurable evidence and criteria that will help drive our instruction and assist in evaluating student mastery of the standard. If we conclude that students have not reached mastery, then we re-plan, re-teach, or repeat the process.
Assessment

At Sycamore, our teachers understand that assessments are an integral part of the learning process. Knowing whether or not our students are meeting academic expectations is essential to their educational growth. Our teachers use three main types of assessments to help inform and drive their instruction: formative, summative, and diagnostic.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Examples</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formative</td>
<td>Thumbs up/Thumbs down</td>
<td>To gain feedback during instruction so adjustments can be made in order to increase student achievement of intended learning targets.</td>
</tr>
<tr>
<td></td>
<td>Think-Pair-Share</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quick Writes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>K-W-L</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-2-1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exit Tickets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quizzes</td>
<td></td>
</tr>
<tr>
<td>Summative</td>
<td>Wonders Weekly Assessments</td>
<td>To determine student’s mastery towards CCSS in ELA &amp; Math.</td>
</tr>
<tr>
<td></td>
<td>EDM Unit Assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District Math Benchmarks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>District Writing Prompts</td>
<td></td>
</tr>
<tr>
<td>Diagnostic</td>
<td>Basic Skills Phonics Test</td>
<td>To determine student’s instructional level and to provide information for prescriptive teaching (small group &amp; Tier 2/3 intervention.)</td>
</tr>
<tr>
<td></td>
<td>AlMSweb</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Accelerated Reader STAR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SRSS (Universal Screener for SEL)</td>
<td>To examine student behavior for indicators of SE issues or possible SE issues in the future.</td>
</tr>
</tbody>
</table>
Data Analysis

Promoting Sycamore's improvement is supported by the power of data. Assessing student progress is the key to guiding our instruction through collaboration, re-teaching, and intervention. We strive to effectively use our data to measure social-emotional, academic, school climate, healthy lifestyles and parental involvement. Our rationale in using data effectively also includes evaluating our program and instructional effectiveness, guide curriculum pacing, promote accountability, and most importantly, to ensure that every child learns successfully.

We collect data from our Summative Assessments (District Benchmarks, four times a year); Formative Assessments (Curriculum and Classroom assessments) see assessment page; and anecdotal assessments as determined by the classroom teacher (i.e. project based, checking for understanding strategies).

Teachers collaborate once a week, and depending on the time of the month/year, analyze the data from these assessments to articulate the prescriptive plan for each child in need of re-teaching, intervention, or next skill to be mastered. Appropriate academic and social interventions will be discussed and implemented with the support of the classroom teacher, instructional coach, and paraprofessionals. During this time it may also be determined that a CORE team meeting is essential and our MTSS team will review the data and interventions that have already taken place. Progress monitoring is also implemented and reviewed about identified students to assess their needs in smaller increments of time.

As a result of data analysis of our Formative Assessments and Universal Screeners, teachers assist their classes to develop class L to J goals, and individual goals in English Language Arts, Math, and Socio-Emotional Learning. Class goals are motivating to show that each and every correct response matters as a collective group. Individualized goals allow students to focus on specific areas of need and to maximize his/her potential
Interventions

Sycamore has developed a Multi-Tiered Support System (MTSS) approach for social-emotional, behavioral, and academics. Our goal is to provide early identification and support of students with learning and behavior needs. Our Response to Intervention Systems include Social-Emotional/Behavior and Academics.

Our RTI process begins with high-quality instruction and universal screening of all students.

★ **High-Quality Instruction**- As a school staff, we are utilizing the Leadership Science process mapping to continuously analyze our instruction, data, pacing, progress, and adjust our processes to meet our students’ needs based on these analysis. This Tier 1 approach for both Social-Emotional/Behavioral Learning and Academics is the result of our work in the Collaboration, Standards Alignment, Assessment, and Data Analysis steps in the NEU Exceptional Systems.

★ **On-going Student Assessment**- Universal screening and progress monitoring for Social-Emotional/Behavioral Learning and Academics provide data about a student’s social-emotional/behavior rate and level of academic achievement both individually and in comparison with the peer group. This information is then used in determining the students in need of progress monitoring and/or intervention. Students receiving intervention are progress monitored frequently to assess the effectiveness of the intervention instruction/"prescription".

★ **Tiered instruction**- Our multi-tiered approach is used to guide our efficiency in differentiating instruction (Social-Emotional/Behavior and Academic) for all students. Our model incorporates increasing intensities of instruction (Tier 1, Tier 2, Tier 3) offering prescriptive interventions matched to student needs.

★ **Parent Involvement**- Our Academic Parent-Teacher Teams (APTT) provides parents information about their child’s progress and specific tools, 4 times a year, that they can use at home to support their child as well.
**MTSS CORE Team:**
- Teacher
- Administrator
- Resource Teacher
- Counselor
- Instructional Coach
- School Psych
- Speech Pathologist

**Intervention Curriculum**

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Assessments</th>
<th>Skills Taught</th>
<th>Grades</th>
<th>Instructor</th>
<th>Location/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lexia/Lexia Scripted Lessons</td>
<td>Lexia/BPST IV/STAR</td>
<td>Phonemic Awareness, Phonics, Fluency, Grammar, Vocabulary, Comprehension</td>
<td>K-5</td>
<td>Teacher Para</td>
<td>Classroom 5X per week for 20-30 minutes</td>
</tr>
<tr>
<td>SIPPS (Beg, Extension, Challenge)</td>
<td>BPST IV/Sight Words</td>
<td>Phonemic Awareness, Phonics-Multi-Syllabic Words, Fluency, Sight Words,</td>
<td>K-5</td>
<td>Teacher Para</td>
<td>Classroom 5X per week for 20-30 minutes</td>
</tr>
<tr>
<td>Read Naturally</td>
<td>AimsWeb/STAR</td>
<td>Fluency, Comprehension</td>
<td>1st-5th</td>
<td>Teacher Para</td>
<td>Classroom 5X per week for 20-30 minutes</td>
</tr>
<tr>
<td>Social-Emotional/ Behavior Programs/ Instruction</td>
<td>Assessment</td>
<td>Skills Taught</td>
<td>Grades</td>
<td>Instructor</td>
<td>Location/Time</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------------------------------</td>
<td>--------</td>
<td>---------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>PALZone Routine</td>
<td>SRSS</td>
<td>Self-Regulation, Self-Control, Reflection</td>
<td>TK-5</td>
<td>Para</td>
<td>PALZone</td>
</tr>
<tr>
<td>Mind Up Curriculum</td>
<td>PENT-Matching Need Inventory</td>
<td>Socio-Emotional need identified on inventory</td>
<td>K-5</td>
<td>School Psych, Counselor</td>
<td>1-2X a week</td>
</tr>
</tbody>
</table>

Forms for Response to Intervention, Discipline Flow Chart, Office Flow Chart are uploaded on the network.
Social and Emotional (SEL) Core Competencies
Sycamore Elementary School

**Self-awareness:** the ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**Self-management:** the ability to effectively regulate one’s emotions, thoughts, and behaviors in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**Social awareness:** the ability to take the perspective of and empathize with others, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and support.

**Relationship skills:** the ability to establish and maintain healthy and rewarding relationships with both peers as well as adults. This includes communicating clearly, actively listening, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**Responsible decision making:** the ability to make positive, respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.
Sample Multi-Tiered, Multi-Domain System of Supports
Secondary Delivery Model
(Direct and Indirect)

Referral to Resources

Indiv. Counseling/Advisement
- Very Credit Deficient
- Admission Rescinded
- Crisis Response

USE OF DATA FOR NEXT-LEVEL INTERVENTIONS

Individual/Small Groups (Sample)
- Study Skills
- Credit Check Workshops
- Intentional Groups Addressing Demographic Needs
- Anger Mgmt.
- Conflict Res.
- Impulse Control

Consultation and Collaboration

USE OF DATA FOR APPROPRIATE INTERVENTIONS

District Core Curriculum (9-12 Sample)
- Credits Count!
- Individual Learning Plans
- Acad. Mindsets & Behav.
- Transcript Review
- Career Development
- College Knowledge
- College Applications
- 8 Components CCR
- Social Skills
- Early Warning Signs
- HS Keys to Success

Districtwide Programs and Activities (Sample)
- Transition to High School
- Orientation
- PSAT
- College Signing Day
- FAFSA Challenge
- Restorative Practices
- Suicide Prevention

ACADEMIC

DATA ELEMENTS (Sample)
- Academic testing/assessments

COLLEGE/CAREER

DATA ELEMENTS (Sample)
- College Going Rates

SOCIAL/EMOTIONAL

DATA ELEMENTS (Sample)
- Youth Behavior Risk Survey
<table>
<thead>
<tr>
<th></th>
<th>Staff</th>
<th>Library, Computer Lab, PE Room</th>
<th>Bathrooms</th>
<th>Walkways</th>
<th>Arrival/Dismissal Areas</th>
<th>Cafeteria</th>
<th>School Wide</th>
<th>Playground</th>
<th>Safety Drills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Respectful</td>
<td>I will</td>
<td></td>
<td>Keep it clean</td>
<td>Voice level at zero</td>
<td>Use kind words</td>
<td>Exhibit good manners</td>
<td>Bullying is not tolerated</td>
<td>Keep your body to yourself</td>
<td></td>
</tr>
<tr>
<td>(Treating other people, property, and the way I want to be treated)</td>
<td></td>
<td></td>
<td>Give privacy to others</td>
<td>Respect posters and artwork on walls</td>
<td>No food or drink</td>
<td>Listen to your adults</td>
<td>Be kind</td>
<td>Listen to your adults</td>
<td>Keep kind words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walk my turn patiently</td>
<td>Yield to oncoming people</td>
<td>Listen to your driver/adult</td>
<td>Follow directions the first time</td>
<td>Use positive and appropriate language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>I will</td>
<td></td>
<td>Return quickly</td>
<td>Focus on destination</td>
<td>No electronics</td>
<td>Clean my area</td>
<td>Be responsible</td>
<td>Be a problem solver</td>
<td></td>
</tr>
<tr>
<td>(Do what I need to do and be where I need to be with the materials I need)</td>
<td></td>
<td></td>
<td>Flush the toilet</td>
<td>Keep your body and your belongings to yourself</td>
<td>Use my utensils correctly</td>
<td>Accept consequences</td>
<td>Agree on rules before you play</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use water and supplies wisely</td>
<td>Only go where you have permission to go</td>
<td>Use your time to eat wisely</td>
<td>Apologize for your mistakes</td>
<td>Let anyone join</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Safe</td>
<td>I will...</td>
<td></td>
<td>Wash and dry my hands</td>
<td>Walk on white lines</td>
<td>Stay seated</td>
<td>Sit on your bottom</td>
<td>Keep your body and belongings to yourself</td>
<td>Use and return equipment properly</td>
<td></td>
</tr>
<tr>
<td>(Managing my own body and mind so I am healthy and aware of those around me)</td>
<td></td>
<td></td>
<td>Use the bathroom for bathroom reasons only</td>
<td>Keep your hands to yourself</td>
<td>Seatbelts on</td>
<td>Raise your hand and ask to leave your seat</td>
<td>Line up quickly and carefully</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Ready</td>
<td>I will...</td>
<td></td>
<td>Use the bathroom before class, during breaks, or with adult permission</td>
<td>Quiet voices</td>
<td>Quiet voices</td>
<td>Quiet voices</td>
<td>Walk at all times</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sycamore Elementary School
Behavior Flow Chart

Observe Problem Behavior

Teacher/Staff managed behaviors

Redirect student

Teacher/Staff

Intervention 1:
✓ Reteach appropriate behavior to meet S.R.R. expectations.
✓ Document minor

Intervention 2:
✓ Reteach appropriate behavior to meet S.R.R. expectations.
✓ Reflect (verbal): discuss behavior one-on-one, reviewing S.R.R. expectations.
✓ Document minor

Intervention 3:
✓ Reteach appropriate behavior to meet S.R.R. expectations.
✓ Reflect (written): student completes reflection worksheet
✓ Contact home
✓ Document minor

Intervention 4:
✓ Complete referral: complete referral form and attach documentation of prior behavior violations.
✓ Call office. Send paperwork & student to principal for appropriate admin intervention.

Every week starts with a fresh slate

Is the behavior Teacher/Staff or Administrator Managed

Administrator managed behaviors

Teacher/Staff notifies office of major infraction; student sent to office with written referral.

Response:
✓ Investigate written report.
✓ Conference with student. Discuss/reteach/rehearse expected behaviors.
✓ Assign consequences according to policy.
✓ Communicate with parent(s).
✓ Complete referral form.
✓ Provide feedback to reporting teacher/staff.
✓ Enter incident into Aeries.

Reoccurrence:
✓ Refer student to CORE and/or to a SST for BSP.

Teacher/Staff Managed Problem Behaviors

Inappropriate Language
-Name calling

Physical Contact (reactive)
-Wrestling w/another student
-pushing/shoving/kicking
-biting (w/no marks)

Disrespect
-Talking back
-Minor dishonesty

Defiance
-Not completing class work
-Not following directions
-Non compliant

Observable behavior
-running in the hallway
-poor line behavior
-throwing food

Disruptive
-tattling
-distracting other students
-unprepared for class

Property Misuse
-"Snooping" in other's desk or bag
-Chromebook violations

Dress code violation
-Inappropriate language on clothing
-Spaghetti straps/short skirts

Stealing
-Petty theft (little to no value)
-Cheating/Plagiarism

Administrator Managed Problem Behaviors

Abusive Language
-Racial/Sexual Taunting

Physical Aggression (intent)
-Fighting, kicking, hitting, pushing, shoving, biting etc. with harmful intent

Leaving School Campus
(w/out permission)

Threat or intimidation
-Bullying
-Verbal threats of aggression against another person

Vandalism
-School property
-Personal property

Weapons/Alcohol/Drugs
-Knives, bullets, lighters, matches, razor blades, etc.
-Unprescribed meds, alcohol, marijuana

Lying/Cheating
-Forgery

Harassment
-Sexual
-

Theft
-Major theft (high value)
Possible interventions:
- Verbal warning/redirection
- Removal from activity
- Seat change
- Private conversation
- Time out in “buddy” classroom
- Individual practice during recess
- Reflection form
- Apology note/journaling
- Call(note) to parent
- Community service
  - Picking up trash
  - Cleaning cafeteria
  - Working for the teacher/office staff
- Other natural consequences
- Break card (walk/PALZ room)
- “Quiet” space inside the classroom
- Earned privilege
# Minor Infraction Form

Student Name: ___________________  Teacher Name: ___________________

<table>
<thead>
<tr>
<th>Location: cafeteria  classroom  playground  hallway  restroom  other: __________________________</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 1 Description:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 1:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location: cafeteria  classroom  playground  hallway  restroom  other: __________________________</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 2 Description:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 2:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location: cafeteria  classroom  playground  hallway  restroom  other: __________________________</th>
<th>Date:</th>
<th>Time:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incident 3 Description:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervention 3:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comments:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4th Minor Infraction:** Write a **Student Behavior Referral** and attach the minor infraction form to it. Submit to the office for Administrative response.
Sycamore Elementary School
Health Office Protocol Flow Chart

Reported Incident (Illness)  Reported Incident (Injury)

Is the incident Teacher/Staff or Health Office Managed?

Teacher/Staff managed behaviors

Follow suggested classroom protocols on the back. If student’s condition persists or worsens, contact health office for guidance.

Health Office managed behaviors

Teacher/Staff notifies health office of incident and sends student to see the nurse.

<table>
<thead>
<tr>
<th>Teacher/Staff Managed Problem Behaviors</th>
<th>Health Office Managed Problem Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Illness</strong></td>
<td><strong>Illness</strong></td>
</tr>
<tr>
<td>Headache</td>
<td>Head Injury</td>
</tr>
<tr>
<td>-No fever</td>
<td>-Slight bumps to heavy blows to the head need to be reported</td>
</tr>
<tr>
<td>Stomachache/Nausea</td>
<td>Fever</td>
</tr>
<tr>
<td>-No fever</td>
<td>-Student feels very hot to the touch</td>
</tr>
<tr>
<td>Coughing</td>
<td>Blood</td>
</tr>
<tr>
<td>-Minor, associated with common cold, allergies, etc.</td>
<td>-Large amounts from scrapes or open wounds</td>
</tr>
<tr>
<td>Runny Nose/Congestion</td>
<td>Lice</td>
</tr>
<tr>
<td>-Minor, associated with common cold, allergies, etc.</td>
<td>-Live bugs</td>
</tr>
<tr>
<td>Earache/Toothache</td>
<td>Major Cuts</td>
</tr>
<tr>
<td>-No fever</td>
<td>-Deep</td>
</tr>
<tr>
<td>-No severe pain involved</td>
<td>-excessive bleeding</td>
</tr>
<tr>
<td>Poison Oak/Mosquito Bites</td>
<td>Allergic Reaction</td>
</tr>
</tbody>
</table>

Response:
✅ Examine student.
✅ Follow health office protocols set by the District.
✅ Communicate with parent(s) if necessary.
✅ Provide feedback to reporting teacher/staff.
✅ Log incident.

Send student back to class.
Send student home.
# Teacher/Staff

## managed behaviors

## Suggested Classroom Protocols

<table>
<thead>
<tr>
<th>Illness</th>
<th>Injury</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Headache</strong></td>
<td><strong>Cuts</strong></td>
<td>- No fever</td>
</tr>
<tr>
<td>- No fever</td>
<td>- Minor</td>
<td>- Minimal bleeding</td>
</tr>
<tr>
<td><strong>Stomachache/Nausea</strong></td>
<td><strong>Nose Bleed</strong></td>
<td>- No fever</td>
</tr>
<tr>
<td>- Minor, associated with common cold, allergies, etc.</td>
<td>- Minimal bleeding</td>
<td>- No head down to rest</td>
</tr>
<tr>
<td><strong>Coughing</strong></td>
<td><strong>Bruising</strong></td>
<td>- No head down to rest</td>
</tr>
<tr>
<td>- Minor, associated with common cold, allergies, etc.</td>
<td>- Minor</td>
<td>- Barely visible</td>
</tr>
<tr>
<td><strong>Runny Nose/Congestion</strong></td>
<td><strong>Scratches/Scrapes</strong></td>
<td>- No head down to rest</td>
</tr>
<tr>
<td>- Minor, associated with common cold, allergies, etc.</td>
<td>- skinned knees or elbows</td>
<td>- Send student to bathroom to wash w/soap and water. Apply band aid to cut.</td>
</tr>
<tr>
<td><strong>Earache/Toothache</strong></td>
<td><strong>Lost Tooth</strong></td>
<td>- No fever</td>
</tr>
<tr>
<td>- No fever</td>
<td>- No severe pain involved</td>
<td>- Send student to bathroom to wash w/soap and water. Apply band aid to cut.</td>
</tr>
<tr>
<td><strong>Poison Oak/Mosquito Bites</strong></td>
<td></td>
<td>- No head down to rest</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Send student to bathroom to wash w/soap and water. Apply band aid to cut.</td>
</tr>
</tbody>
</table>

- Have student get a cold, wet paper towel and apply to affected area(s).
- Have student go to the bathroom, get a drink, put head down to rest, eat a snack, & place trash can by desk.
- Have student remove jacket (if overheated), get a drink of water, & put head down to rest.
- Have student get a tissue, drink of water, & put head down to rest.
- Have student get a drink and put head down to rest.
- Have student get a cold, wet paper towel and apply to affected area(s).
Tier 1 Social Emotional/Self-Regulation Strategies
Help for Billy
A Beyond Consequences Approach to Helping Challenging Children in the Classroom
Heather T. Forbes, LCSW

Fostering Resilient Learners
Strategies for Creating a Trauma-Sensitive Classroom
Kristin Severs with Pete Hall
Unique learners
&
Self-Regulation Examples

The "Wiggle Worm" student can't seem to sit still and is impulsive. They do things before thinking and are constantly in motion. They bounce, rock side to side or fall off their chair often. This student may also be up and moving around the classroom without permission. This student may also appear to be hyper. They may also cause regular classroom disruptions. No amount of correction seems to help the student stay in their seat on task. The "Wiggle Worm" student can self-regulate by using a tension workout band at the base of the chair or desk seat, a sensory chair, or a textured seat cushion.

The "Visual Seeking/Avoiding" student may stare at objects or other peers. This student will avoid bright light/sunlight. The student refuses to participate in activities with too many children who are moving around and stimulating their visual system. This student may also avoid eye contact with peers and or adults. The "Visual Seeking/Avoiding" student can self-regulate by watching a sand timer, a liquid floating timer, or an oil drop tool.

The "Spacehog" student is frequently bumping into stuff and or others. This student tends to have the inability to use space correctly and is unaware of how they interact physically with others. This student may be a messy eater and looked messy or not put together. This student may also bounce in their chair or rock side to side. The "Spacehog" student can self-regulate by using a weighted lap pad, a tension workout band, a sensory chair, a textured seat cushion and/or a personal space "hula hoop" social story.

The "Fidgeter" student is a sensory seeker. This student may have a desire for excessive amounts of stimulation to "regulate" themselves. This student is always fidgeting with toys and or classroom tools. This student may also be fast moving and like physical activity. The "Fidgeter" student can self-regulate by using a variety of different finger/hand fidgets, Velcro on or under the desk (rough or soft side), or therapy putty.

The "Touchy Feely" student craves touch. This student is unable to keep hands or feet to themselves. This student has no sense of personal boundaries. This student will talk and play very close to peers. This may cause them to frequently bump into others. This student may also put objects in mouth, rub or bite themselves and or their clothing. This student needs physical touch. The "Touchy Feely" student can self-regulate by a sensory lap pad, dots & squeezies, and/or a chewie.
Understanding our Sensory Needs
7 types of Sensory Seekers

1. **Proprioceptive** (The ability to sense stimuli arising within the body regarding position, motion, and equilibrium) **Needs**
   - Loves a tight hug or firm touch
   - Grasps objects too tightly
   - Craves deep pressure and vibration
   - Fears uneven surfaces or stairs/escalators
   - Prefers jumping or skipping to just walking

**Proprioceptive Solutions**
- Provide a pressure or weighted vest, lap pad, toy or tool
- Provide a ball or wiggle cushion for seating
- Use grips for writing
- Practice walking over pillows and soft uneven surfaces

2. **Vestibular** (the sense of balance in relation to the inner ear) **Needs**
   - Loves to hang upside down
   - Craves movement that is fast or intense
   - Loves to spin
   - Always in motion

**Vestibular Solutions**
- Provide a spin disc
- Suspend a swing that can be used regularly
- Have a trampoline nearby

3. **Oral** (mouth/chewing/eating) **Needs**
   - Bites
   - Chews on sleeves, non-food objects, fingers, etc.
   - Picky eater
   - Craves spicy, salty, or sour flavors
   - Does not like textured food
   - Does not like brushing teeth or having teeth cleaned

**Oral Solutions**
- Provide crunchy or chewy snacks such as apples, carrots, celery, or mini bagels
- Provide a favorite chewy to have on hand
- Provide chewing gum
- Encourage use of electric toothbrush or oral vibration device

4. **Auditory** (sound) **Needs**
   - Easily startled by fireworks, loud noise, or crashing sounds
   - Turns volume up on music or TV
   - Always tapping feet or hands, or likes drumming

**Auditory Solutions**
- Provide noise-cancelling earmuffs or earphones for computer/chromebook
• Seating away from noise
• Cotton in the ears
• Tap a q-tip

5. **Olfactory** (smell) **Needs**
• Super sensitive to smells like air freshener, coffee, etc

**Olfactory Solutions**
• Use more natural deodorizers like essential oils
• Use an electric air deodorizer for the room
• Smell the Flower
• Smencils or scented erasers

6. **Visual** (sight) **Needs:**
• Avoids bright lights
• Shifts gaze to avoid eye contact

**Visual Solutions**
• Sunglasses
• Use a mirror or animal toy to practice eye contact
• Make sure wall decorations are soothing and not over stimulating
• Use Visuals
• Have diffused light covers in classroom

7. **Tactile** (touch) **Needs**
• Avoids clothing in general
• Touches things that are smooth or soothing
• Avoids being barefoot or walking on grass, sand, carpet
• Avoids seams and wears socks inside out
• Cleans hands a lot
• Does not like showers or getting wet
• Does not like being touched
• Avoids certain textures or textured material

**Tactile Solutions**
• Buy seamless or tagless clothing
• Provide soft tactile exploration like pellets or cooking flour
• Encourage putty play, fine motor games and use of manipulatives
• Suggest chores that use water such as washing dishes
• Play outside often and run in grass, walk on sand, etc.
Self-Regulation Strategies

1. **Proprioceptive** (The ability to sense stimuli arising within the body regarding position, motion, and equilibrium) Strategies

   **Without Sensory Tools**
   - Pressure: hand and leg clenching
   - Dots and squeezies
   - Hand to hand pressure
   - Wall presses

   **With Sensory Tools**
   - Weighted lap pad
   - Sensory seat
   - Sensory seat cushion
   - Balance ball
   - Sensory band

2. **Vestibular** (the sense of balance in relation to the inner ear) Strategies

   **Without Sensory Tools**
   - Sit and wiggle in chair
   - Repetitive alternating and rhythmic movement
   - Shake legs
   - Tap feet to beat
   - Leg Lifts

   **With Sensory Tools**
   - Sensory seat cushion
   - Sensory desk
   - Balance Ball
   - Sensory band on chair

3. **Oral** (mouth/chewing/eating) Strategies

   **Without Sensory Tools**
   - Roll tongue
   - Jaw clences

   **With Sensory Tools**
   - Chewy
   - Gum
   - Chewy snacks
4. Auditory (sound) Strategies

Without Sensory Tools
- Preferred seating away from noise

With Sensory Tools
- Headphones
- Cotton in ears
- Visuals

5. Olfactory (smell) Strategies

Without Sensory Tools
- Smell the flower

With Sensory Tools
- Essential oil
- Diffuser
- Smencils or scented erasers

6. Visual (sight) Strategies

Without Sensory Tools
- Preferred seating away from sensory overload

With Sensory Tools
- Glasses
- Sensory visual tools (i.e. visual schedule)
- Diffused Light Covers

7. Tactile (touch) Strategies

Without Sensory Tools
- Feel different textures around desk
- Feel different textures of personal clothing

Without Sensory Tools
- Fidget tools
- Velcro under/on desk
Self-Regulation Strategies

**Proprioceptive** (The ability to sense stimuli arising within the body regarding position, motion, and equilibrium) Strategies

- Hand Clenching
- Dots
- Squeezies
- Hand to Hand Pressure
- Wall Presses
- Weighted Lap Pad
- Sensory Seats
- Bouncy Band
Self-Regulation Strategies

Vestibular (the sense of balance in relation to the inner ear) Strategies

- Sit and Wiggle in chair
- Rhythmic Movement
- Shake my legs
- Tap Feet to Beat
- Leg Lifts
- Bouncy Band
- Sensory Seat Cushion
- Sensory Desk
- Balance Ball Seating
Self-Regulation Strategies

Oral (mouth/chewing/eating) Strategies

Roll Tongue

Chewy Sensory Item

Chewy Snack
Self-Regulation Strategies

**Auditory (sound) Strategies**

- Sit away from noise
- Headphones

**Olfactory (smell) Strategies**

- Smell the Flower
- Essential Oil Diffuser
- Scented Pencil or Eraser
Self-Regulation Strategies

Visual (sight) Strategies

Preferred Seating Away from Visual Overload

Sunglasses

Morning Schedule

- Eat breakfast.
- Put on shoes.
- Put on coat.
- Put on backpack.
- Get in the car.
- Have a good day!

Visual Schedule

Diffused Light Covers

Tactile (touch) Strategies

Touch Own Clothing or Desk Textures

Velcro on Desk or Name Tag

Fidget Tools
Hands Down

Check Schedule

Look

First

Then
Say Nice Words
"No Problem"
"I like your picture"
"That's funny"

O.K.

Raise Hand Before Talking

Cover Cough

Time for Break
Share

Choose

Take Turns

Clean Up
What Zone Are You In?

**BLUE ZONE**
I am feeling...
• sad
• sick
• tired
• bored
• slow-moving

**GREEN ZONE**
I am feeling ...
★ happy
★ okay
★ focused
★ calm
★ ready to learn

**YELLOW ZONE**
I am feeling...
• frustrated
• worried
• silly/ wiggly
• excited
• a little out of control

**RED ZONE**
I am ...
• mad
• mean
• scared
• yelling / hitting
• out of control
Asking a Question in Class

Sometimes in class I have a question.

When I want to ask a question, I raise my hand and wait until the teacher calls my name. When the teacher calls my name, that means it is my turn to ask my question.

I will put my hand down and ask the teacher my question.

The teacher will do her best to answer my question.

I will try to listen carefully to her answer.

Sometimes the teacher will not have an answer. That is OK too.

I will try to wait patiently and quietly until my teacher calls on me to ask my question.
My Taking a Break Story

My name is _______________ and I am in ____________________ class.

Sometimes in class I feel frustrated or mad. Everyone feels frustrated or mad at some time.

When I feel frustrated or mad, I can take a break.
When I want to take a break, I tell my teacher, “I need a break” or I hand her a break card.

Sometimes my teacher will let me take a break in my class. Sometimes my teacher will let me go to _____________ to take a break.

When I get to leave the class to take a break, I walk to the _____________ and stay there until my break is over.
When my break is finished, I walk back to class.

I hope he isn't hurt.

I can't find Isaac!

It is NOT OK to leave the school to take a break. If I leave the school, my teachers get worried when they can't find me.

My teachers and parents will be happy that I know how to take a break!

Copyright © 2006 by Autism Inspiration. All rights reserved.
Break Card

I am feeling upset. I need to calm down. What do I do?

I can take deep breaths.  
I can count to 5.  
I can use my break card and go to a quiet place.
Evaluating and Resolving Problematic Behavior

Complete this worksheet following the occurrence of a "problematic behavior." It will help with identifying why the behavior occurred, the effect it had, and better strategies to utilize in the future.

1. Describe the behavior that was not appropriate:

2. Describe your thoughts and feelings:

3. Describe the outcome of your behavior:

4. Describe better ways to deal with the situation:

5. Describe the likely outcome if you had chosen better actions:

Learning the R.O.P.E.S. for Improved Executive Function
Evaluating and Selecting Appropriate Actions

Fill in the diagram by describing possible actions and their likely outcomes, given the identified situation. Identify whether the outcome is desirable (+) or undesirable (-). Circle the action that is best in the current situation. Once the best action is identified, create an Action Plan Card.
Self Improvement Contract

Complete this contract as part of a comprehensive self-management plan for any identified behavior.

☐ The behavior I want to change is: ________________________________

☐ The reason I want to change the behavior is: ________________________________

☐ My measurable goal for the behavior is: ________________________________

△ If I meet the goal then: ________________________________

△ If I do not meet the goal then: ________________________________

😊 ⏳ I will enlist the help of: ________________________________

This person/device will help me by doing the following: ________________________________

Review Notes:

Learning the R.O.P.E.S. for Improved Executive Function
Behavior Problem Solving Worksheet

Complete this worksheet following the occurrence of a "problematic behavior." It will help with identifying why the behavior occurred, the effect it had, and better strategies to utilize in the future.

☐ Describe your behavior that was not appropriate:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

☐ Describe the situation that led to your behavior:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Describe your thoughts and feeling during the situation:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Learning the R.O.P.E.S. for Improved Executive Function
△ Describe what happened as a consequence of your behavior (example: others angry with me, loss of privilege):


△ Describe better ways to deal with the situation:


△ Describe what would have been a more positive outcome if your behavior had been appropriate:


Learning the R.O.P.E.S. for Improved Executive Function
Tier 2 Social Emotional/Self-Regulation Strategies
Photos of our PALZone. Sensory items examples are swing, foam deep pressure roller, rocking chairs, kinetic sand, hour glass timers (in the buckets on wall under “Create Happiness” sign are different types of finger fidgets. We also have weighted blankets for resting on bean bags, a balance, exercise ball seating. On the right you can see bags. Each bag is for a student that has behavior intervention. There is a ring of three photos of the child inside that shows which sensory item to do first, second, and third and how many minutes (1-3 minutes per item), which we call their “Sensory Diet”. Then there is also a journal to do a circle, square, triangle (ROCES curriculum) entry for the child to reflect on their emotion and reaction to situations and how to apply the self-regulation strategies to situations in their classroom and on the playground. (Photos of the ring and the journal entry page are in RTI-Behavior Intervention Part 2. The intervention session lasts no more than 10 minutes so that students return to class de-escalated and ready to learn. We use it proactively as a regular, daily intervention for students; as a reward (preferred activity) for students using Behavior Bingo (this is uploaded as well) and reactively if a student needs a break.
My Goals by ____________________

DATE:

My daily goal is to go to the PALZone only: 1 time  2 times  3 times  Other ____

My weekly goal is to go to the PALZone only: 1 time  2 times  3 times  Other ____

My monthly goal is to go to the PALZone for only: 1 month  2 months  3 months

Why do I want to meet these goals?

To Reach My Goals, I will do these 3 things:

1. Keep a calendar that shows how many times I have been to the PALZone.

2. Check in with Mrs. Looney when I see her at recess or lunchtime or at the end of my PALZone visit.

3. Use the self-regulation strategies that I am learning in my classroom or on the playground when I need them.

2 things that will help me stick to reaching my goals are:

1. Knowing that I’m earning time to have lunch bunch with Mrs. Looney on Fridays.

2. Having a Positive Principal Call at the end of the day ____ or end of the week ____ that I met my goal.

3. My choice: ____________________________

______________________________
Reflecting on and understanding my feelings

Feeling words:
Calm - cool, peaceful, relaxed, composed, tranquil
Happy - glad, delighted, elated, cheery, merry
Afraid - scared, frightened, fearful, intimidated
Frustrated - anxious, worried, nervous, concerned
Sad - unhappy, “blue”, miserable, dejected, sorrowful

How was I feeling just before I came to PALZ?

What did I do?
How did it work for me?

What did I choose to self-regulate and what I can do differently next time?
<table>
<thead>
<tr>
<th>Date</th>
<th>Adult Sign-In</th>
<th>Student</th>
<th>Time In</th>
<th>Time Out</th>
<th>Followed Prescribed Routine</th>
<th>Used Regulation Item</th>
<th>Did Journal Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Redding School District
Level 1 Behavior Intervention Plan

Student:  Devon Peters  School:  Sycamore  Date:  2/23/17

Description of behavior impeding learning:  Devon threatens adults by saying minor things like, “No, I’m NOT going to listen to you,” or “You are a jerk,” “I hate you.” He can escalate to saying things such as, “I want to hit you in the head with a baseball bat,” “I hope you die and go to hell.” With students, he says things such as, “I will break your pencil on you face.” SAFETY- Devon will elope from class and refuse to go with an adult back to class, to the PALZone, and/or to the office. He demonstrates threatening body postures to both adults and students such as raising a clenched fist, punching in the air towards the person, to raising an object and doing the body movement of throwing it towards the adult aggressively without letting the object go. He had put hands on an adult to push him/her out of the way.

Team Estimate of severity of problem behavior:  ___Mild  _X  Moderate  ___Serious  ___Extreme
(If Serious or Extreme are marked, attach the prior BIPs and data that has been collected to accompany them.)

Current FREQUENCY/INTENSITY/DURATION (attach data):  As measured by teacher documentation: Adult defiance (verbally): 6-10 times a day; Elopement: 2-4 times a week; SAFETY: 1 documented incident with RPD involved.

Identify predictors/triggers from immediate or immediate past environment:  Adult and peer conflicts listed above occur in structured (classroom) and unstructured (recess) environments. SAFETY: Escalated behaviors occur during transitions (to and from structured to unstructured/vice versa)

What in the environment might be reinforcing the student’s target behavior, or causing it to happen?
(What is in the environment that might need to be removed, or missing in the environment that may need to be added?)  Devon does not yet have frontloading prior to transitions; does not yet have a visual schedule; a positive self-talk social story; nor does he have mastery of self-regulation strategies through his current sensory “diet” (routine).

What in the environment might need to be changed to be more supportive to remove the student’s need to use the target behavior? (What may need to be taught, added or removed from environment?)
Devon will receive frontloading of upcoming transitions from the classroom teacher during structured time and from yard duty personnel prior to recess ending; Devon will have a visual schedule provided by the teacher; Devon will have a positive self-talk social story to read daily; Devon will continue his sensory “diet” (routine) in the PALZone.

Team believes the behavior occurs because (hypothesis)—(write in terms of functional behavioral terms: to get, or to reject, avoid, protest): The team believes that the behavior occurs because Devon is trying to get adult and peer attention.

What the team wants the student to do in order to get their SAME need met?  (FERB: Functionally Equivalent Replacement Behavior—must serve the exact SAME purpose for the student as their target behavior, but is more tolerable):  Devon will get positive adult and peer attention through the use of Behavior Bingo. He will earn squares/initials on his Behavior Bingo sheet for appropriate classroom behaviors throughout the school day.
Teaching strategies and/or necessary curriculum changes to teach the NEW replacement behavior to the student:

- The classroom teacher will set up a location for __________ to practice calming strategies. __________ and his teacher will identify signals (verbal and/or nonverbal) they can use to communicate with each other around assignments, work expectations and when feeling like needing to take a break.
- __________ will be taught by the classroom teacher an appropriate procedure to take a break from the environment where a potential antecedent/trigger has occurred.
- Teaching FERB (Attention): __________ will be taught by the classroom teacher alternative ways to achieve teacher attention and recognition through the use of a Behavior Bingo sheet (see attachment) and social stories that will be developed by the principal.
- Classroom staff, as well as yard duty, and reading intervention assistants will be taught by the classroom teacher how to “catch” __________ being good or using one of the appropriate skills listed on the Bingo sheet and will initial that box.
- A Daily Progress Report (DPR) will be designed by the principal for the teacher to track the frequency of both the problem behavior and replacement behavior (earning positive attention through appropriate social skills) and the frequency of earned points. __________ will be taught by the classroom teacher the importance of ensuring the DPR goes home for parent review and input.

Environmental structures/supports to be provided (time, space, materials, interactions):
* A visual schedule will be developed by the teacher.
* Frontloading of transitions will be provided by the teacher, yard duty, and reading intervention assistant.
* A behavior bingo with the desired behaviors __________ is working on will be developed by the principal and monitored by the teacher, instructional coach, school counselor, principal, and instructional assistants.
* A Daily Progress report (DPR) will be developed by the principal in correlation with the desired behaviors on the Behavior Bingo, as well as tracking the frequency of problem behavior. This will be monitored by the teacher and parents.
* A verbal and non-verbal signal for breaks will be arranged between __________ and his teacher. The teacher will monitor is the signal and expectation for return is being utilized appropriately.
* Social Stories will be developed by the principal and __________ that include positive self-talk and how to seek positive attention from both adults and students.
* The established “sensory diet” (routine for self-regulation) in the PALZone will continue 1-2 times daily for 10 minutes each session.

How will student be meaningfully reinforced for using the new replacement behavior?
* The teacher, instructional coach, school counselor, principal, and instructional assistants will initial the desired behavior box on the Behavior Bingo upon observing the behavior.
* When __________ gets 5 in a row (Bingo) he will receive 10 minutes of his preferred activity (i.e. Basketball with a staff member). For every Bingo this would occur.
* When __________ gets a black out (all boxes initialed) the entire class will have 10 minutes of a preferred activity.

How will student be prompted to use new replacement behavior?
The student will be prompted verbally, allowed wait time to consider, and visually guided to see the desired behavior box on bingo sheet, as well as the preferred activity listed. If __________ responds positively to the re-direction he will be immediately praised and initials will be written in the desired behavior box. __________ also may choose to use his break card appropriately or go to the PALZone to complete is “sensory diet” (routine). This would be done by the teacher, instructional coach, school counselor, principal, and instructional assistants.

If target behavior occurs again—reactive strategies, safety procedure, debriefing, consequences:
If problem behavior persists, The teacher or designee (e.g. Principal, School Counselor, Instructional Coach) will give a firm “Stop” command and allow time (1-2 minutes) for self-reflection. SAFETY: If problem behavior persists or presents a threat to self or others, a site administrator or designee will be contacted immediately. __________ may need to be escorted to an alternate location (e.g. the office, PALZONE, outside). Following problem behavior, allow time for __________ to calm down and regain composure. Re-establish child-adult relationship. The Principal or designee will debrief with __________ and
discuss the situation, what happen, how he went about it and what he could have done differently using the ROPES Curriculum “Circle-Triangle-Square” (Attached). No points towards his reinforcement activity are being earned due lack of completing his tasks, demonstrating pro-social behaviors or utilizing his FERB which would have earned points towards his reward schedule. Site and district procedures may have to be implemented

Two-way communication provisions (daily/weekly reports, record keeping):
Communication will be DAILY through the hard copy of the Daily Progress Report, Classroom Dojo, and verbal interaction at pick-up time. The information will include the frequency of positive desired behaviors through Behavior Bingo, as well as the frequency of problem behavior during each day. Parents will report back and sign confirming that DPR was received. Parents will also provide comments, as needed. This will be between the teacher, [name], and his mom, step-dad and/or dad.

Team Member Signatures:

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Date Behavior Plan was developed:

........................................................................................................................................

Next anticipated team review date:

........................................................................................................................................
# Behavior BINGO

**Staff: Catch Me Behaving Well and Initial the Skill I Was Using**

<table>
<thead>
<tr>
<th>ON TASK</th>
<th>FOLLOWS DIRECTIONS</th>
<th>Self-Respect/Positive Self Talk</th>
<th>RESPECTS Adults</th>
<th>SLANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses Break Cards correctly</td>
<td>Self-Respect/Positive Self Talk</td>
<td>RESPECTS Adults</td>
<td>Following Social Contract</td>
<td>NICE TO PEERS</td>
</tr>
<tr>
<td>SLANTS</td>
<td>ON TASK</td>
<td>PRESENT AT SCHOOL</td>
<td>Self-Respect/Positive Self Talk</td>
<td>RESPECTS Adults</td>
</tr>
<tr>
<td>NICE TO PEERS</td>
<td>RESPECTS Adults</td>
<td>Uses Break Cards correctly</td>
<td>ON TASK</td>
<td></td>
</tr>
<tr>
<td>FOLLOWS DIRECTIONS</td>
<td>Self-Respect/Positive Self Talk</td>
<td>Following Social Contract</td>
<td>NICE TO PEERS</td>
<td></td>
</tr>
<tr>
<td>Uses Break Cards correctly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**BINGO Earns 10 Minutes of Preferred Activity, (i.e. Basketball with preferred adult):**

**Black Out Earns 10 Extra Mins of Preferred Activity for whole class**
DAILY PROGRESS REPORT FOR

Teachers, please use pen & write any comments. The “YES” column is to tally the number of times an expectation was demonstrated by. Teachers can use the “NO” column or the “DETAILS” part to mark tally marks for each infraction, disruption, out of seat, etc.)

3rd grade Date: ____________________

Teacher: (Circle one) Day of Week: M T W Th F (Circle one)

Did [Student]...

<table>
<thead>
<tr>
<th>IMPORTANT BEHAVIORS</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>IF NO, PLEASE GIVE DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated Self-Respect/+ Self talk</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Followed directions?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used Break Cards appropriately?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SLANTS?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was on task?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respectful to adults?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present at school?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work without disrupting others? (verbally or visually) Following Social Contract?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nice to peers?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

WOW! (Bonus) (Something outstanding that I saw do today!!! 😊)

Total tallies

Other Teacher Comments:

Parent Comments/Questions:

(Teacher Signature)

(Parent Signature)
Student Outcomes Form

Name: [Redacted]

Grade: 3

Screened/Progress Monitoring Tool: Lv. 1 BIP (Daily Progress Report); Progress Monitoring Tool developed by PENT; Effect Size Generator developed by PENT

Problem behaviors of Concern: Threatens adults by saying things such as "No, I'm not going to listen to you," "You are a jerk," and "I hate you" when given an adult directive. If continued to be pressed, he will escalate his verbal threats and say things such as "I want to hit you in the head with a baseball bat," and "I hope you die and go to hell." He has eloped from the classroom and refused adult directives. As a safety concern, has put his hands on an adult to push him/her out of the way on one occasion.

Intervention: Tier-1 and Tier-2 consisted of Tier-1 Behavior Support Matrix (attached) and a sensory diet at the Sycamore School PALZone beginning on 12/09/2016. The team determined that Devon did not respond well to Tier-2 intervention supports and needed to be bumped up to a more intensive level of supports. A level 1 Behavior Intervention Plan (lv. 1 BIP) was then developed and implemented on 3/03/17. [Redacted] was believed to engage in problem behaviors to seek adult/peer attention. As a replacement behavior, [Redacted] would get positive adult and peer attention through the use of Behavior Bingo. Environmental strategies were necessary and communication with the home was implemented as noted in the lv.1 BIP (attached).

Fidelity of Implementation: The home-school communication was followed on 88% of the daily basis with missing DRPs due to suspensions. Sensory Diet in the PALZ zones attendance, as measured by [Redacted] PALZone Data, reflect 24 dates attendance since 12/09/16 spending an average 13 minutes and 55 seconds with a range of 5 minutes to 27 minutes in duration during sessions.

Daily Progress Report data on lv.1 BIP:

[Image of a graph showing % of daily positive behaviors with data points and trend line indicating progress monitoring graph.]

- Aim Line
- Student Progress Data
Effect Size: The Pent.Ca.Gov Effect Size generator was utilized to help determine the effect size of the Behavior Plan implemented. An effect size objectively compares two data sets (Baseline and Progress Monitoring data) to objectively measure progress. An effect size of a 0.5-0.79 reflects a medium/moderate effect. An effect size of a 0.80 or greater indicates a high degree of effect. *yielded an effect size of a 0.38 indicating MINIMAL effect of his Level 1 BIP.*

In Summary: [Redacted] is a 3rd grade student at Sycamore Elementary School in Redding, California. While at Sycamore, [Redacted] Threatened adults by saying things such as “No, I’m not going to listen to you,” “You are a jerk,” and “I hate you” when given an adult directive. If continued to be pressed, he will escalate his verbal threats and say things such as “I want to hit you in the head with a baseball bat,” and “I hope you die and go to hell. He has eloped from the classroom. He has been suspended six times from school as a result of physically and verbally attacking peers and adults. As supports, [Redacted] received a tier-1 behavior supports from his teacher and support staff. He began a sensory routine diet on 12/09/16 and results found that he utilized the PALZone (sensory room) 24 times with an average duration in the sensory room at 13 minutes and 55 seconds. A level 1 Behavior Intervention Plan was formally implemented on 3/03/17. The lv. 1 BIP yielded minimal effect on difficult behaviors at school. Student Support Team meetings have been held and Best Behavior organization was brought for additional supports.
Student: [redacted]  School: Sycamore  Date: October 3, 2016

1. Description of Behavior Impeding Learning: When something does not go [redacted] way, she reacts by: yelling, screaming, crying, running around classroom, kicking things, and throwing objects. It is noted, by her teacher, that when she has not had her ADHD medication, she exhibits increased activity with putting objects in her mouth (any object such as paper, pencils, straws, toys, clean or unclean). [redacted] also will take any material available to twist, stretch, or pull material. At times, [redacted] will also crawl around on the floor, stand on furniture and jump on and off repeatedly, and make distorted figures with her limbs. [redacted] picks up “treasures” inside and outside and has a difficult time not playing with them, putting them away, and refuses to give the item/s to staff.

Team Estimate of Current Severity of Problem: ___Mild  __X_Moderate  ___Serious  ___Extreme

2. Current Frequency/Intensity/Duration: [redacted] gets frustrated on a daily basis, 1-7 times daily, displaying one or more of the behaviors above. She will hit, push, kick or throw/tear something. This escalates to verbal aggression (screaming), and may escalate further to physical aggression at times. The initial outburst may only last 30-60 seconds, and she struggles with self-regulation techniques.

3. Team believes the behavior occurs because (hypothesis): 1) [redacted] is PROTESTING her feelings of wanting to do what she wants to do rather than adhering to the class schedule or structure. 2) [redacted] is also seeking one-one ATTENTION from peers and adults.

4. What Team believes student should do instead (alternative replacement behavior): 1) [redacted] will protest her feelings by learning alternative strategies through additional modeling by the teacher, instructional assistant, Foster Grandma, or BEST behavior specialist in self-regulation techniques and refocusing strategies. She will have her own Ziploc bag to keep her “treasures” and have her own tray in the science center. [redacted] will be allowed to chew sugarless gum (being taught how to do appropriately and throw away correctly). She will have the ability to move around with her desk location having a larger area in which to move. 2) [redacted] will gain 1:1 attention when she positively redirects herself and gets a star on her behavior card from the teacher and is given a Good Dragon ticket by the teacher, instructional assistants, Foster grandparent, or yard duties.

5. What environmental or instructional consequences might be contributing (reinforcing) to the student’s inappropriate behavior (what is in or missing in the environment)? A structured environment, with timed activities may contribute to her frustration when wanting to do what she wants to do or does not want to do. She has not yet developed skills of self-control and alternative strategies to deal with her perceived feelings of frustration. She also does not have a sensory item that can be utilized for her oral fixation that works on a continual basis (had a chewy necklace in the past but it was difficult to keep clean and not lost).

6. Teaching strategies and necessary curriculum or materials for new behavior instruction: [redacted] will be instructed in alternative strategies and coping skills for her frustration (emotion/Help Me Be Good books in classroom, redirection from adults); a daily behavior card that is divided into three sections (before recess, before lunch, and after lunch) and if [redacted] can refocus herself and do her work, she gets a star. She also receives Good Dragon tickets for positive choices; a “heads up” from the teacher before switching activities, and a verbal countdown to give her time to adjust.
By Whom? Teacher, Inst aides, Foster Grandma, room volunteer, BEST behavior specialist
How Frequent? Daily

7. Environmental structure and supports to be provided (time/space/materials/interactions): Daily behavior card; Ziploc bag for “treasures”; tray in science center; desk in area with more mobility; sugarless gum; Good Dragon Tickets; Help Me Be Good classroom books

Who establishes? Teacher, Inst aides, Foster Grandma, room volunteer, BEST behavior specialist
Who Monitors? Teacher, Inst aides, Foster Grandma, room volunteer, BEST behavior specialist

8. Reinforcement Procedures: When _____ uses her ‘plan’ of alternative strategies to protest rather than verbal/physical aggression, she will earn a star on her behavior card and could earn Good Dragon tickets. Parents will also use reinforcement procedures at home to encourage _____ to use appropriate strategies. _____ is willing to work towards time to use her “treasures” bag, time towards using her science tray, and additional time reading with/to Foster grandparent or volunteer. The time allotment for this reinforcement will be determined by her teacher.

By Whom? Teacher, Inst aides, Foster Grandma, room volunteer, yard duties Frequency? Daily

9. Reactive strategies & debriefing procedures to use if problem behavior occurs again: verbal/visual reminders to _____ to use the ‘plan’; perhaps a visual reminder (index card, hand signal from teacher, which reminds _____ to get back on track). If behavior escalates and safety is an issue for her or other students/staff, a school discipline referral will be completed by the witnessing adult and consequences will be determined by the principal. Discussion after the event about how the ‘plan’ works, what went wrong, what could be done differently next time, and that there is always a fresh start.

Personnel: Teacher, staff, principal

10. Communication provisions (daily/weekly reports/record keeping): Communication will occur daily via the behavior card and as needed through phone calls between teacher and parents; and phone calls or in person for the after school program.

Between: Teacher & Parents Frequency? Daily/Weekly (to be determined)

Team Member Signatures:

______________________________

______________________________

______________________________

______________________________

Date of Behavior Plan Development:

Next anticipated team review date:
Student Outcomes Form

Name: [redacted]

Grade: 1st Grade

Screen/Progress Monitoring Tool: Lv. 1 BIP (Daily Progress Report); Progress Monitoring Tool developed by PENT; Effect Size Generator developed by PENT

Problem behaviors of Concern: [redacted] would react to something not going her way by yelling, screaming, crying, running around the classroom, kicking things, and throwing objects. It was also observed by her teacher that when [redacted] would miss a dosage of her ADHD medication she exhibited increased activity of putting items/objects in her mouth. At times, she also crawled on the floor, stood on furniture, and would jump on and off repeatedly.

Intervention: Tier-1 and Tier-2 consisted of Response to Intervention strategies as outlined with Ferrah’s behavior matrix form. The team determined that these supports needed to be bumped up to a more intensive level of supports. A Level 1 Behavior Support Plan was developed on 10/03/2016 and implemented on 10/04/2016. Utilizing Behavior Bingo as the progress monitoring tool, desired behavior outcomes were reinforced and a Daily Progress Report tracked the data of [redacted] success (positive to negative behaviors) each day in reaching those positive behavior outcomes from 10/04/2016-4/07/2017. The hypothesis of the team reflected that Ferrah’s used the above behaviors to PROTEST her feelings of wanting to do what she wants to do rather than adhering to the class schedule or structure, as well as SEEKING one-to-one attention from peers and adults. The Lvl. 1 BSP consisted of environmental strategies and communication with the home to better support [redacted] needs.

Fidelity of Implementation: The home-school communication was followed at least 95% of the daily basis from 10/04/2016-4/07/2017. 100% of the DPR’s were turned in by the teacher to the principal.

Daily Progress Report data on Lv.1 BIP (demonstrated here for the month of March):

![Progress Monitoring Graph]
**Effect Size:** Daily Progress Report data on Lvl.1 BSP: The Pent.Ca.Gov Effect Size and Social Science Statistics generator was utilized to help determine the effect size of the Behavior Plan implemented. An effect size compares two data sets (Baseline and Progress Monitoring data) to objectively measure progress. It is calculated by determining the mean difference between baseline and progress monitoring data, and then dividing the result by the pooled standard deviation. 'Effect Size' is a simple way to quantify the size of the difference between the two data sets. It allows the team to decide regarding measures of effectiveness by answering, "How well did it work in a range of contexts?" Rather than significance, Effect Size emphasizes the more important aspect of an intervention: the size of the effect.

An effect size of a 0.5-0.79 reflects a medium/moderate effect. An effect size of a 0.80 or greater indicates a high degree of effect. **\[\text{John}\]** yielded an Effect Size of 0.85, indicating a high degree of effect for her Behavior Intervention Plan.

**In Summary:** **\[\text{John}\]** is a 1st grade student at Sycamore Elementary School in Redding, California. While at Sycamore **\[\text{John}\]** would react to something not going her way by yelling, screaming, crying, running around the classroom, kicking things, and throwing objects. It was also observed by her teacher that when **\[\text{John}\]** would miss a dosage of her ADHD medication she exhibited increased activity of putting items/objects in her mouth. At times, she also crawled on the floor, stood on furniture, and would jump on and off repeatedly. A Level 1 Behavior Support Plan was formally implemented on 10/04/2016. The Lvl. 1 BSP yielded a HIGH degree of effect on these difficult behavior indicating that it was a successful support for **\[\text{John}\]**. The team recommends **\[\text{John}\]** to exit from this Lvl. 1 BSP and to continue Tier 1 supports in the classroom.
's Daily Behavior Chart

Date: ___________ Goal: ___________ %: ___________ Reward: ___________

<table>
<thead>
<tr>
<th>7:15-7:45</th>
<th>7:45-8:15</th>
<th>8:15-8:45</th>
<th>8:45-9:15</th>
<th>9:15-9:45</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9:45-10:15</th>
<th>10:15-10:45</th>
<th>10:45-11:15</th>
<th>11:15-11:45</th>
<th>11:45-12:15</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>12:15-12:45</th>
<th>12:45-1:15</th>
<th>1:15-1:45</th>
<th>1:45-2:30</th>
<th>AFTERSCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Behavior Goals:
1. I will ___________________________.
2. I will ___________________________.
3. I will ___________________________.

If I do not ________________, I will ___________________________.
If I do not ________________, I will ___________________________.
If I do not ________________, I will ___________________________.

50% = 7😊
75% = 10😊
95% = 13😊

Reward Choices:
1. ___________________________
2. ___________________________
3. ___________________________
4. ___________________________

Parent Signature: ___________________________ Date: ___________________________
Universal Screener SRSS, Student Risk Screening Scale (Elementary, Middle/High School)

Entrance/Exit Criteria

Whole Child Matrix

Tier 2 Student Matching Inventory

Performance Deficit Student

Acquisition Deficit Student
**Student Risk Screening Scale for Internalizing and Externalizing Behavioral (SRSS - IE)**

**DATE:**

**TEACHER NAME:**

**PERIOD RATED:**

0 = Never  
1 = Occasionally  
2 = Sometimes  
3 = Frequently  

Use the above scale to rate each item for each student.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
<th>Late, Chat, Sneak</th>
<th>Lickel's, Freund</th>
<th>Peer Rejection</th>
<th>Low Academic Achievement</th>
<th>Negative Attitude</th>
<th>Aggressive Behavior</th>
<th>Emotionally Flat</th>
<th>Shy, Withdrawn</th>
<th>Sad, Depressed</th>
<th>Anxious</th>
<th>Lonely</th>
<th>SRSS-E TOTAL</th>
<th>SRSS-IE TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>111111</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>13</td>
<td>16</td>
</tr>
<tr>
<td>Example: Lane, Scarlet</td>
<td>112341</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

Notes: Peer rejection is summed in the SRSS-E and SRSS-IE TOTAL scores. Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.
<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Smith, Sally</td>
<td>11111</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>16</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>18</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>22</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>24</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>26</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>27</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>28</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>30</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>
**Column C -** Cell must be filled for the formulas to remain stable.

**Before you screen ...**

Please see recent publications for current information on the reliability and validity of the SRSS-IE as used in (a) elementary settings (preliminary cut scores are established) and (b) middle and high school settings (preliminary cut scores are established).

**Please review the following documents before screening:**
- 2015 07 22 SRSS IE Screening Protocol Example
- 2015 07 22 SRSS IE Site-Level Coaching Protocol Example


**Note:** Results from this initial study comparing the SRSS-IE screening scores (SRSS-IE scores) to the TRF internalizing broadband scores, offered the following proposed cut scores for the SRSS-IE: 0-3 low risk, 4-5 moderate risk, and 6-18 high risk for internalizing behavior patterns as applied with middle and high school students. We encourage readers to note, the item peer rejection is included in both subscale scores: SRSS-E7 (range: 0-21) and SRSS-I6 (range: 0-18). Although guidelines regarding how to use the total scale SRSS-IE12 scores to inform instructional programming are not yet available, we note the peer rejection item is added only once in the total score and should not be counted twice.
Evidenced-Based Research on Behavioral Entrance & Exit from Tiers

- Identify ODRs (Office Discipline Referrals) and set MTSS system for students with frequent ODRs. Example:
  - >2 ODR - Continue with Tier-1 supports
  - 2-5 ODRs - Begin with Tier-2 supports
  - 6+ ODR - Tier 3
  - Set the cut-offs to meet behavioral needs of specific school; review ODR data on a monthly basis; Begin interventions automatically when students meet cutoff.

- Steps to build Tier-1:
  - Staff Buy-in: train Teachers on Tier-1 supports and behavioral strategies: 17 Proactive Classroom Management Strategies.
  - Identify a Universal Screener. The Screener has to be: fast; efficient and; Accurate
  - If we make a screening error, the error should be a false positive (Type 1) error (e.g. positively identifying students that are NOT at-risk).
  - Screening Measure should be a Gated Procedure to help reduce Type 1 error. This includes: using universal screener repeatedly, teacher nominations, and additional rating forms.
  - Develop a site Behavioral Leadership Team. Meet Monthly.
  - Reinforce Expectations: [Include current reinforcement strategies]

- Tier-1 to Tier-2 Entrance Criteria:
  - Sycamore Demographics: 195 students (tk-5)
  - Three prong. Must meet all of the following:
    - 1) Set ODR cutoff scores (e.g. 2-5 ODR for the current school year)
    - 2) Establish Screener Cutoff score (e.g. Bottom 15% of SRSS Universal Screener)
    - 3) Team Confirmation at monthly meetings
    - Submit to teacher-> Student Intervention Matching form
    - Re-convene Team to identify targeted interventions.
    - Notes to consider: SRSS has established correlations to a larger instrument. ODRs alone does not pick up internalizing identifiers and subjective to teacher/adult tolerance threshold. Teams would meet monthly to analyze behavioral data.

- Tier-2 Progress Monitoring and Exit Criteria:
  - Establish progress monitoring tools: e.g. Direct Obs [30 mins per student per week]; DBR [2 mins per student per week]; BBRS [5 mins per student per week].
  - Establish cut-off scores of progress monitoring tools
  - Once the child hits below cut-off scores, exiting criteria becomes met and should be presented at upcoming monthly behavior meeting. Once approved, child is returned to
Tier-1 supports.
  - Follow through? Collect Post-intervention data to see follow-up progress.

Step-by-Step Process

Step 1: Construct your assessment Schedule
  - Sycamore SRSS screening Schedule:
  - Screener #1 - September; Screener #2 - February; Screener #3 - May
  - Sycamore ODR schedule: Monthly
  - Sycamore Attendance review: Monthly

Step 2: Make a master list of intervention supports, make intervention grid, define intervention, and; select additional supports with evidence-based research

Step 3: Determine Entry & Exit criteria (Page above)

Step 4: Identify Outcome Measures
  - Identify what specific data you will use on the students to measure progress

Step 5: Identify Exit Criteria
  - Set a specific guideline as to what it will take to exit the student from additional support. (e.g. “successful reduction in ODRs”)

Step 6: Consider Additional Needs
Date: (This is distributed to teachers who have students that have been identified by the MTSS/CORE team as Tier 2 candidates based on the multiple measures, whole child matrix)

RE: Student Intervention Matching

Dear Sycamore Teachers,

Thank you very much for all your hard work and perseverance working with our Sycamore students this school-year. Your helpful feedback with the social-emotional Universal Screener (SRSS) was carefully monitored between the first screening and the second screening. Several Tier-1 environmental changes were made to our school thanks to your results. Our second screening results suggested environmental improvements as a whole, in terms of meeting our student’s needs.

At this time, we are now in the process of generating targeted interventions for our Tier-2 and Tier-3 students based on your results and our team discussions. For the student(s) in your class that have been selected for targeted intervention, we are trying to determine if s/he has not yet learned expected behaviors (acquisition deficit) or if they are not electing to engage in expected behaviors (performance deficit) for various reasons. Please take a moment to answer these 7 rating questions to help us determine which deficit is likely impeding performance for your selected student(s). Once completed, please return to my mailbox in the front office. Once collected, I will send you an email to try to schedule a 1:1 interview so we can determine the evidence-based intervention that matches your student’s unique needs.

Please complete these short questions by Monday, May 7th. I look forward to helping support all of our Sycamore family. If you have any questions, please don’t hesitate to contact me.

Warm Regards,

_________________________

School Psychologist
STUDENT-TO-INTERVENTION MATCHING SYSTEM (SIM) FORM

Student: ____________________

When students display behavior problems, it is important to determine if the student has not yet learned expected behaviors (Acquisition deficit) or if they are electing to not engage in expected behaviors (Performance deficit) for various reasons.

Please answer the following questions using the following rating key:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>&quot;Never&quot;</td>
</tr>
<tr>
<td>1</td>
<td>&quot;some of the time&quot;</td>
</tr>
<tr>
<td>2</td>
<td>&quot;Most of the time&quot;</td>
</tr>
</tbody>
</table>

Use your best judgement when rating each item.

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Student is unable to perform expected behaviors even when properly motivated.</td>
<td></td>
</tr>
<tr>
<td>2. The student is fully capable of exhibiting the desired behaviors when he or she wants.</td>
<td></td>
</tr>
<tr>
<td>3. Even if the student receives prompts, encouragement and praise, s/he still struggles to exhibit desired behavior.</td>
<td></td>
</tr>
<tr>
<td>4. When the right incentive or reward is in place, the student is able to behave and perform well.</td>
<td></td>
</tr>
<tr>
<td>5. The student possesses the skills to meet the academic and social demands of the environment but lacks the motivation to consistently use them.</td>
<td></td>
</tr>
<tr>
<td>6. The student is able to exhibit the desired, expected behavior if s/he put his or her mind to it.</td>
<td></td>
</tr>
<tr>
<td>7. Even when the student appears to try, she or he has difficulty exhibiting desired behaviors consistently.</td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your feedback!
STUDENT-TO-INTERVENTION MATCHING SYSTEM

When students display behavior problems, typically externalizing behavior problems, it is important to determine if the student has not yet learned expected behaviors (acquisition deficit) or if they are electing to now engage in expected behaviors (performance deficit) for various reasons.

Use the dropdown to select a response for each item.
0 = "Never"
1 = "Some of the time"
2 = "Most of the time"
Use your best judgement when rating each item.

A total score will be calculated to suggest whether the student's problem is mainly due to an acquisition deficit or a performance deficit. The base score is 6 and will adjust with each rating provided. For students who earn a borderline score (8-10), it is important for the team to consider what type of intervention (acquisition-based intervention involving teaching skills or performance-based intervention embedded in the environment to prompt, encourage, and motivate the student to use a skill she or he already possesses) is likely to be the best for the student considering other factors not included in the SIMS.

<table>
<thead>
<tr>
<th>Items</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student is unable to perform expected behaviors even when properly motivated.</td>
<td>1</td>
</tr>
<tr>
<td>The student is fully capable of exhibiting the desired behaviors when he or she wants to.</td>
<td>2</td>
</tr>
<tr>
<td>Even if the student receive prompts, encouragement and praise, she/he still struggles to exhibit desired behavior.</td>
<td>1</td>
</tr>
<tr>
<td>When the right incentive or reward is in place, the student is able to behave and perform well.</td>
<td>1</td>
</tr>
<tr>
<td>The student possesses the skills to meet the academic and social demands of the environment but lacks the motivation to consistently use them.</td>
<td>1</td>
</tr>
<tr>
<td>The student is able to exhibit the desired, expected behavior if she or he puts her mind to it.</td>
<td>1</td>
</tr>
<tr>
<td>Even when the student appears to try, she or he has difficulty exhibiting desired behaviors consistently.</td>
<td>1</td>
</tr>
</tbody>
</table>

| TOTAL                                                                 | 8      |

Values equal to or greater than 10 - student classified as a **Can't Do** (Acquisition deficit)

Values equal to or less than 9 - student classified as a **Won't Do** (Performance deficit)
## PERFORMANCE DEFICIT STUDENT

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School has a good relationship with the student's parents.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student seeks and responds well to adult.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student is rejected or isolated by peers.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student is eager to earn rewards or access privileges.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student seems to exhibit disruptive classroom behavior to get out of doing academic work.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student's parents are open and willing to collaborate with the school.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Student is able to only work for small periods of time before engaging in off-task behaviors.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student could benefit from having a positive, adult mentor outside of the home</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Student needs constant reminders to stay on-task.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Student withdraws from social situations and spends most of free time alone.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student's problem behavior happens numerous times throughout the day and requires constant redirections.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Student is unaffected by warnings or typical school disciplinary practices (loss of privileges, reprimand, removal from class, etc.).</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Student academic skills are low and, as a result, frequently takes his/her own breaks during instruction or learning</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>When the right incentive is in place, the student's behavior improves.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Student could benefit from starting the day off with a positive interaction with an adult and ending the day with praise or feedback.</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Student has difficulty concentrating and staying focused until completing a task.</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Student could benefit from having other students say nice things about him/her.</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Student can behave well she s/he wants to or the appropriate incentive is available (e.g. recess, computer time, field trip, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
ACQUISITION-BASED DEFICIT Questionnaire

I. Behavior or Emotion Regulation deficit

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student struggles to manage emotions.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student is capable of behaving and performing well when calm, but is unable when s/he becomes upset.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student is relatively calm most of the time.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student’s emotions appear to get the best of him or her.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student gets upset easily.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student appears to be in control of his/her feelings.</td>
<td></td>
</tr>
</tbody>
</table>

Emotion Regulation Skill deficit = Value equal to or greater than 12
Behavior Regulation Skill deficit = Values equal to or less than 11

II. Emotion Regulation Questions

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student has a history of exposure to trauma.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student exhibits anger that is not proportional or justified given the situation.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student appears tense and anxious.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student worries.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student is aggressive with others when s/he becomes upset.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student experiences significant adversity outside of school.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Student withdraws from or tires to avoid participating in classroom activities.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student has a hard time staying calm when given an unfavorable direction or request and the adult pushes him or her to comply.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Student is likely confronted with significant adverse experiences at home or within the community.</td>
<td></td>
</tr>
</tbody>
</table>

--OR--
### III. Behavioral Regulation Questions

<table>
<thead>
<tr>
<th>Item</th>
<th>Question</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student is impulsive.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Student lacks self-management skills.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Student mainly struggles during social situations.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Student has a hard time staying focused until task completion.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Student puts in effort but has a hard time interacting with others.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Student is disorganized with regard to school materials and time.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Student experiences difficulties cooperating with others.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Student could benefit from learning interpersonal skills to better navigate social interactions</td>
<td></td>
</tr>
<tr>
<td>Column 1</td>
<td>Column 2</td>
<td>Column 3</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Data 1</td>
<td>Data 2</td>
<td>Data 3</td>
</tr>
<tr>
<td>Data 4</td>
<td>Data 5</td>
<td>Data 6</td>
</tr>
</tbody>
</table>

**Table Note:**
- Column 1: Description
- Column 2: Description
- Column 3: Description

**Table Footer:**
- Total: Total of all values
- Calculation: Formula for total calculation

**Footnote:**
- Additional information or notes related to the table.

**Diagram:**
- Diagram showing relationships or data visualization.

**Additional Information:**
- Additional context or information related to the table content.

**Table Legend:**
- Legend explaining the symbols or codes used in the table.

**Table Source:**
- Source of the table data.

**Table Analysis:**
- Analysis of the data presented in the table.