

EAST HAMPTON HIGH SCHOOL



POSITIVE BEHAVIOR INTERVENTION SUPPORT (PBIS)

TEACHER HANDBOOK

Positive Behavior Intervention Supports

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2017-2018 PBIS Team Members

Administration

Nancy Briere - Interim Principal

Michael Dalton – Assistant Principal

Kaitlin Sullivan-Freithmouth - Guidance Director, Dean of Students

Support Services

Robin Wilks – Psychologist

Desiree Sweeney – Social Worker

Alyssa Suhre – Guidance

Pamela Malcolm - Guidance

Educators

Joe Holloway – English

Jarad Demick – Math

Kevin Pelczar – Special Education

Samantha LaBonte – Social Studies

Andrew Groves – Unified Arts

Andrea Giuliano - Science

Nikki Galvez – World Languages

Joseph Caruso - Student Member (11th Grade)

TBD - Student Member

**EAST HAMPTON HIGH SCHOOL
MISSION STATEMENT
CORE VALUES, BELIEFS, AND EXPECTATIONS FOR STUDENT
LEARNING**

MISSION STATEMENT

East Hampton High School, with the support of the community, is committed to developing informed, responsible, and contributing members of a global society through a challenging academic program in an environment that promotes healthy social, emotional, and physical development.

CORE VALUES, BELIEFS, AND EXPECTATIONS

Active Learning: Students access, interpret, and analyze ideas and information to develop insightful conclusions.

Perseverance: Students take initiative to pursue challenging goals, demonstrate persistent effort, and adapt to change.

Collaboration: Students work collaboratively to solve challenging problems and to effectively communicate information in different contexts for a variety of purposes.

Compassion: Students demonstrate empathy, ethical behavior, cultural understanding, and active citizenship.

Innovation: Students identify problems, ask questions, synthesize information from a variety of sources, and apply new knowledge to create original solutions to real-world scenarios.

Academic Expectations:

Students will apply 21st century learning skills by:

1. communicating effectively.
2. demonstrating self-expression with craftsmanship.
3. utilizing critical thinking skills.

Social and Civic Expectations:

Students will demonstrate responsible citizenship by:

1. exhibiting individual responsibility and ethical behavior.
2. using interpersonal skills that positively contribute to school and community.
3. respecting diversity and displaying global awareness.

What is PBIS?

Positive Behavior Interventions and Supports (PBIS) is a proactive systems-change approach for developing and sustaining safe, effective, and efficient learning environments for all students. PBIS is currently being implemented in over 10,000 elementary, middle, and high schools nationally and internationally. With consistent expectations and data-driven decision making, every student's social and emotional needs are appropriately addressed. Within each East Hampton school, we teach our students the behaviors that are expected through clear social skills lessons.

We provide reinforcement when they demonstrate those behaviors instead of relying on punishment procedures when students exhibit inappropriate behaviors. This approach allows our students to see and hear models of what *to* do versus what *not* to do. The purpose of School Wide Positive Behavior Intervention Support is to encourage a climate where appropriate behavior is championed.

Why PBIS

Previously, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior are important aspects of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

RECORDING STUDENT DATA

SWIS

The **School-Wide Information System (SWIS)** is a web-based information system designed to help school personnel to use office referral data to design school-wide and individual student interventions. The three primary elements of SWIS are:

- An efficient system for gathering information
- A web-based computer application for data entry and report generation
 - A practical process for using information for decision making

These three elements give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

SWIS was developed to be an efficient, reliable and confidential strategy for managing office-discipline referral information. SWIS can be used for:

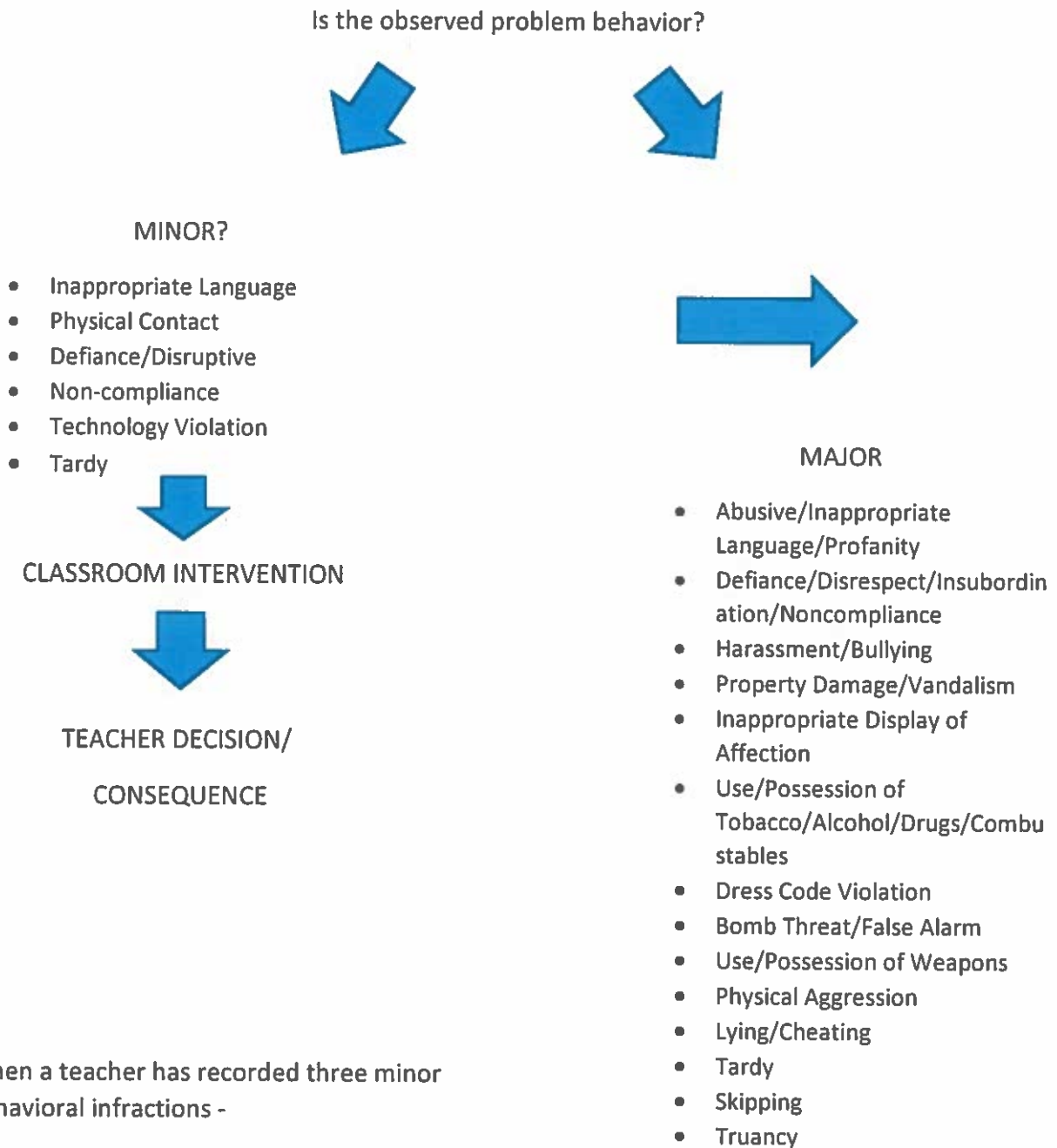
- a. Internal decision making as schools improve their discipline practices.
- b. Support plan design with individual students and their families.
- c. Reporting to district, state and federal agencies about school outcomes.
- d. As a method of collecting aggregated data across schools.

SWIS database is housed on a secure and dedicated server at the University of Oregon, and is managed by system administrators employed by the Positive Behavioral Interventions and Supports Technical Assistance Center projects at the University.

While SWIS is flexible and can be adapted to the needs of individual schools, the major uses involve monitoring:

- a. The number of office discipline referrals per month.
- b. The type of problem behaviors leading to office referrals.
- c. The locations of problem behavior events.
- d. The problem behavior events by time of day.
- e. The students contributing to office discipline referrals.

PBIS Behavior Flow Chart



When a teacher has recorded three minor behavioral infractions -

- Forgery/Theft
- Gang Affiliation Display
- Arson
- Fighting
- Cut Class



OFFICE INTERVENTION

ADMINISTRATIVE
DECISION/CONSEQUENCE

MAJOR AND MINOR BEHAVIORAL INFRACTIONS

East Hampton Public Schools	
School: East Hampton High School	
Minor Behavioral Infractions:	Major Behavioral Infractions:
Minor physical contact	Repeated minor offenses
Refusal to work	Assault (inappropriate physical contact or fighting)/Risk of Injury to student/faculty/staff (Intent to harm)
Unexcused tardiness to class	Bullying (blackmailing, intimidation, threatening)
Sleeping in class	Bus behaviors (Safety issues, repeated offenses)
Electronic device usage	Detention – repeated failure to serve
Abuse of pass privileges	Use/Possession of illegal/inappropriate items (drugs, tobacco, alcohol, or weapons)
Disruptive behaviors	Extended detention – failure to serve
Profanity (undirected)	Threatening school environment (fire alarm, etc.)
Uncooperative behavior	Sexual harassment/Inappropriate sexual conduct/Harassment
Technology violations	Leaving class/school grounds without permission/ Cutting class
Plagiarism/Forgery/Cheating	Vandalism/Theft
Verbal Arguments	Use of racial/stereotypical labels (hate crime)
	Insubordination
	Profanity (directed towards staff/obscene gestures)



East Hampton High School

John H. Fidler, Principal
Michael L. Dalton, Assistant Principal

Disciplinary Referral

Student Name: _____ Grade: _____

Teacher Making Referral: _____

Date of Incident: ____ / ____ / ____ Time/Period: _____

Location: _____

Teacher Action Prior to Referral: Minor Infractions:

Communication with parent/guardian: ____ / ____ / ____ Person contacted: _____

Infraction	Date	Action Taken	Date	Action Taken	Date	Action Taken
Inappropriate Language						
Physical Contact						
Defiance/Disruptive						
Non-compliance						
Technology Violation						
Tardy						
Other (explain below)						

Comments: _____

Action Taken By Staff:

1-Verbal Warning 2-Written Warning 3-Seat Change 4-Detention 5-Writing Assignment 6-Removal From Class * 7-Other

Administrative Referral: Major Infractions

- Abusive Language/Inappropriate Language/Profanity_____ - Physical
 - Aggression_____
 - Defiance/Disrespect/Insubordination /Non Compliance_____ - Lying/Cheating_____
 - Harassment/Bullying_____ - Tardy_____
 - Property Damage/Vandalism_____ - Skipping_____
 - Inappropriate Display of Affection_____ - Truancy_____
 - Use/Possession Tobacco/Alcohol/Drugs/Combustibles_____ - Forgery/Theft_____
 - Dress Code Violation_____ - Gang Affiliation
 - Display_____
 - Bomb Threat/False Alarm_____ -Arson_____
 - Use/Possession of Weapons_____ -
 - Fighting_____
 - Other_____ -Cut class /
 - Truancy_____
- Comments: _____

Administrative Action: *If a student fails to serve a consequence, the next consequence in order will be assigned.*

Student seen by administrator: ____ / ____ / ____ Parent/Guardian Contact ____ / ____ / ____

Consequence to be served: ____ / ____ / ____

- * Written Warning (1)
- * Office Detention (2)
- * Extended Detention (3)
- * Other _____
- * In-School Suspension (4)
- * Out of School Suspension (5)

Administrator's Signature: _____

Copies: White to parent; Yellow to file; Pink to originator; Goldenrod to student

TIER 1

Bellringer Certificates

1. All staff members will have BELLRINGER certificates with them during the school day.
2. When a student is observed acting in a positive manner, as defined by the core values and expectations, they will be awarded a certificate. Record the name of the student and the name of the presenter and put a circle around the core value that best describes the positive behavior observed.
3. Students will add their certificates to a container in the main office. There will be one container for each of the four grades.
4. Each quarter a drawing will be conducted and the winner (or winners) from each grade level will receive an \$25 Amazon gift card. In addition, a yearly winner will be chosen from each grade and will receive a school yearbook.
5. Certificates are only valid for the quarter that they were issued.

TIER 2

CICO



AWARDED TO:

GRADE: _____

DATE: _____

RECOGNIZED BY:

Advisory: Civic and Social Rubric Review and Goal Setting: Teacher Notes

Tailor the lesson as needed for your group. The following are suggestions as how to approach this activity. You know your advisory and what will work best. However you go about it, **by the end of the advisory, you and your students should have:**

1. Brainstorm why these social and civic expectations are important. (project the expectations).
2. Brainstormed examples of how the expectation could be met (like we did as a faculty).
3. Had the student then individually evaluate themselves based on the rubric.
4. Have the students pick at least one area to work on improving in the first semester, list possible ideas as to how they could improve in that area and set a goal for before the holiday break.
5. Collect the rubric from the student. (Perhaps make a copy and give them back the original to hold onto and review)

Teaching Points: Why does this matter? What is the purpose?

1. Goals as a school is to prepare you with life skills to be successful beyond these school walls.

Core Values 2016 PowToon

<https://www.powtoon.com/online-presentation/bDXzRJcZgiS/?mode=movie>

Group Member Names _____

Core Values Treasure Hunt

For each of the core values listed, your group of three must come up with 3 examples of how the value has been demonstrated within the school setting in the past 2 years. Your group must have people from at least two grades. The first three groups to complete the activity will receive a gift card to a local business. All groups who complete the activity will receive a bellringer certificate.

For each idea, you must

1. explain the lesson/activity
2. explain HOW it is tied to the core value that you chose
3. get a teacher to sign off on the explanation
** See the example for clarification (you cannot use the example as it is over 2 years old)

Rules:

1. Teachers can only be used **one time, so choose wisely.**
2. Each department can only be used **two times, so choose wisely.**
3. Extracurricular activities can only be used **three times, so choose wisely.**
4. The group must travel together at all times.

When all boxes have been filled in and all signatures have been obtained, the group should bring completed sheet to Mr. Fidler who will be standing outside of the T-Bell. The first three groups completed will receive gift cards to a local business.

Homeroom Matchups

Meet in room listed			Meet in room listed		
Kuhr	205	Gionfriddo	Abraham	101	Fleehar
Chambers	203	Dean	DellaVolpe	600	Groves
LaBonte	40	Lucas	Krupp	LMC	Hill
Demick	32	Holloway	Tietjen	LMC	Dunn
Galvez	601	Prill	Flannery	44	O'Donnell
Straub	33	Banack	Russell	402	Pelczar
K. Reynolds	204	Strong	Frederick	602	Yarbrough
Keska	31	Norton	M. Reynolds	42	Girardi
Lupacchino	55	Riggio	Moore	41	Warner
Martin	208	Merkent	Giuliano	201	Ochterski
			Angelo	200	Seeley

Group Members _____

For each idea, you must

1. explain the lesson/activity
2. explain HOW it is ties to the core value that you chose
3. get a teacher to sign off on the explanation
** See the example for clarification (you cannot use the example as it is over 2 years old)

Rules:

1. Teachers can only be used **one time**, so choose wisely.
2. Each department can only be used **two times**, so choose wisely.
3. Extracurricular activities can only be used **three times**, so choose wisely
4. **Groups must travel together at all times.**

Done? Bring it to **Mr. Fidler who will be standing outside the TBell**. First three groups to finish win gift cards. **All students** who complete it will receive a Bell certificate that will put them in a drawing for a chance at a prize.

Compassion: Students demonstrate empathy, ethical behavior, cultural understanding, and active citizenship.

Task/Assignment/Activity	Link to the values:	Teacher signature
Winter Festival for Haiti: Raised funds for Haiti after the earthquake. Students, parents, and teachers volunteered their time to run the festival on a Friday night.	Shows the EHHS went out of our way for someone else. That we assisted another community to help Haiti because they were in desperate need	

Innovation: Students identify problems, ask questions, synthesize information from a variety of sources, and apply new knowledge to create original solutions to real-world scenarios.

Task/Assignment/Activity	Link to the values:	Teacher signature

Perseverance: Students take initiative to pursue challenging goals, demonstrate persistent effort, and adapt to change.

Task/Assignment/Activity	Link to the values:	Teacher signature
Student struggled with content in an AP course.	Student took it upon themselves to make appointments with teacher after school. Created a study group for the subject to help for tests.	

Collaboration: Students work collaboratively to solve challenging problems and to effectively communicate information in different contexts for a variety of purposes.

Task/Assignment/Activity	Link to the values:	Teacher signature

Active Learning: Students access, interpret, and analyze ideas and information to develop insightful conclusions.

Task/Assignment/Activity	Link to the values:	Teacher signature

Tier 2

Check-In/Check-Out

What and Why?

The Check-In/Check-Out (CICO) Program is a means to:

- respond positively to students who need extra support with their behavior
- teach them appropriate behaviors
- provide them with opportunities to practice as they move from activity to activity
- provide reinforcement and positive attention from adults
- provide daily communication between a student and his/her teacher
- collect data to determine whether the program is successful or whether changes need to be made

The CICO Program was designed to facilitate:

- positive interactions between at-risk students and significant adults
- teach good behavior skills

The CICO check-in creates a safe space for these students; they come to trust and respect the adults who are consistently there for them.

Parents are asked to provide reinforcement at home when the CICO goal is met and consistently offer feedback and encouragement to their sons or daughters.

How?

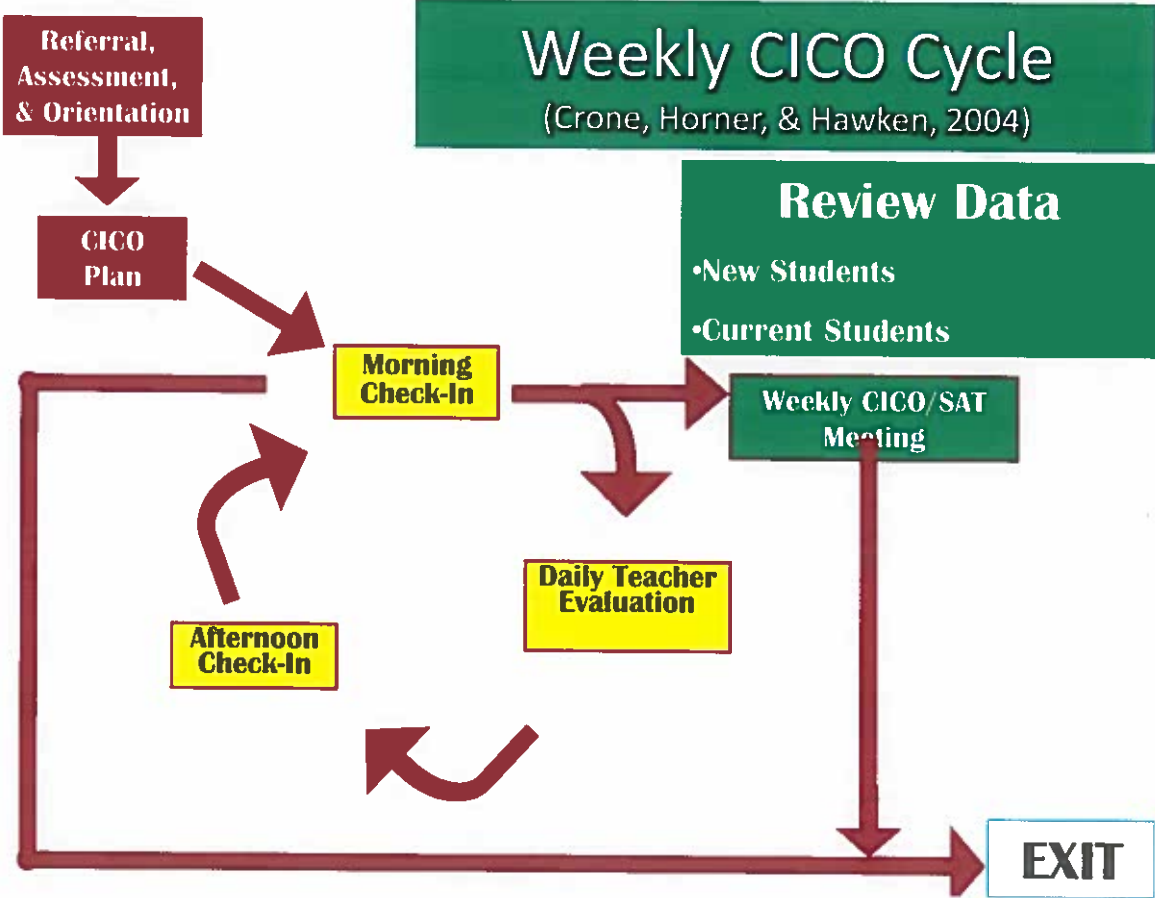
Students are eligible for the CICO program based on the following:

- Three major infractions (Office discipline referrals) in a four week period.
- Student Assistance Team (SAT) or teacher nomination

The CICO Program consists of a plan and process that allow students to:

- Check-in with a significant adult before school
- Carry a CICO point sheet
- Ask their teacher to rate their behavior
- Check-out at the end of each day

Daily/Weekly/Monthly Procedures



Daily

Morning Check-In

All CICO students will check-in at the guidance office with the CICO staff monitor between 7:20 and 7:30 a.m.

At that time students will:

- Receive a positive greeting
- Check to see if they are prepared for the day
- Check to determine if student needs to meet with a counselor during the school day.
- Receive a new CICO point sheet

Throughout Day

- Student will give the CICO point sheet to his or her teacher at the beginning of each period.
- Teacher will rate student's behavior at times indicated on sheet.
- Student will pick up CICO point sheet at the end of class.

End of Day Check-Out

- Students will return their CICO point sheet to the CICO staff monitor in the guidance office at 2:05 pm
- Students will again receive a positive greeting
- CICO staff monitor will check to see whether student has met his or her goal each day and at the end of the school week.
 - If so, student will receive one "CICO Cash" after meeting his or her goal for a majority of the days each week (i.e. met goal 4 out of 5 days, met goal 3 out of 4 days, met goal 2 out of 3 days).
 - If the student has reached 90% of the points for a majority of the days each week, the student will receive one bonus CICO Cash.
 - The student can either "bank" the CICO Cash or receive a reward from the menu of incentives.
 - If the goal is not met for the day, the student will receive encouragement to try again tomorrow.

Weekly

The CICO/SAT team will meet weekly to:

1. Review data regarding students currently in the program and determine their status (e.g. remove, continue, or go to next step)
2. Review new referrals
 - a. CICO/SAT member will meet with new students to do training the Friday before they begin the program.
3. Discuss other CICO/SAT issues or students

Monthly

1. The CICO/SAT team will meet with and share data with the PBIS team
2. Every four weeks update student profiles
 - a. Student stays on CICO intervention
 - b. Student moves back to School Wide PBIS (Tier 1)
 - c. Student requires either a modified and/or increased behavioral intervention (i.e. Tier 3)

Appendix A

Check-In/Check-Out Student Training

1. Enter the guidance office **respectfully**
2. Check in with the CICO staff monitor
 - If other students are ahead of you wait **respectfully** and **responsibly** for your turn.
3. Greet CICO staff monitor and receive new point sheet at the beginning of the school day or hand her your point sheet at the end of the day
4. Wait for the CICO staff monitor to review your point sheet. You may talk quietly with her during this process.
 - If personal goal is met for the week, you will receive your CICO Cash and you can either bank your points or receive a reward from the reinforcement menu.
 - If 90% or higher is reached for a majority of the days, you will receive an extra CICO Cash.
5. Leave the guidance office respectfully
6. Go directly to 1st period class at the beginning of the day or wait for dismissal at the end of the day.

CICO Participant Responsibilities

<u>CICO Staff Monitor</u> <ul style="list-style-type: none"> ➤ Sign CICO Program Contract Agreement ➤ Facilitate the check-in/check-out process ➤ Provide participants with positive feedback, encouragement, and rewards as warranted. ➤ Collect point sheets and give sheets to specified data entry individual at the end of each week. 	<u>Teachers</u> <ul style="list-style-type: none"> ➤ Accept Check-in/Check-out point sheet from students ➤ Provide constructive positive feedback to students
<u>Parents of CICO Participants</u> <ul style="list-style-type: none"> ➤ Sign CICO Program Contract Agreement ➤ Provide and constructive feedback to student ➤ Communicate with school regarding concerns or celebrations regarding student's behavior 	<u>CICO Student Participants</u> <ul style="list-style-type: none"> ➤ Sign CICO Program Contract Agreement ➤ Follow guidelines ➤ Put forth your best effort!

EHHS CICO Program Contract Agreement

I have read the CICO agreement and understand that my signature indicates that I will participate in the program and fulfill my responsibilities.

Student signature: _____ Date: _____
Parent signature: _____ Date: _____
Administrator signature: _____ Date: _____
CICO/SAT Member signature: _____ Date: _____
CICO Staff Monitor signature: _____ Date: _____



East Hampton High School Check-In/Check-Out Point Sheet



Name: _____ Date: _____ Grade: _____

Teachers: Please indicate YES (2), SOMEWHAT (1), or NO (0) regarding the student's achievement of the following goals during your class.

Core Value/Belief	Period 1	Period 2	X Block	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
Compassion	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Innovation	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Perseverance	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Collaboration	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Active Learning	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points									
Teacher Initial									
Positive Teacher Comments									

CICO Daily Goal: 64 points out of a possible 80 points (80%) **BOUNS: 72 out of a possible 80 points (90%)**

CICO Daily Total: _____/80

CICO Staff Monitor signature: _____ Student signature: _____

Thank you for participating! Have a great day!

Appendix C
CICO/SAT Nomination form for the Check-In/Check-Out System

Request Generated By: _____ Student Name: _____
 Grade: _____
 IEP: Yes No (Please circle) 504: Yes No (Please circle)

1. Please check the box(es) to indicate(s) the expectations and routines in which the nominated student requires additional support to be successful (i.e., which expectations or routines are associated with the highest level of problem behavior).

	Classroom	Hallway	Lunch	Lavatory	School Sponsored Activities	Bus	Emergency Situations (fire drills, lockdown)
Compassion	<input type="checkbox"/> Help and encourage others to do their best <input type="checkbox"/> Volunteer <input type="checkbox"/> Participate <input type="checkbox"/> Ask questions	<input type="checkbox"/> Use kind words <input type="checkbox"/> Be polite <input type="checkbox"/> Be orderly and calm <input type="checkbox"/> Solve problems	<input type="checkbox"/> Be helpful <input type="checkbox"/> Use kind words <input type="checkbox"/> Encourage the students at your table to keep the area clean	<input type="checkbox"/> Look for opportunities to maintain an appropriate environment <input type="checkbox"/> Be a positive role model for others to follow	<input type="checkbox"/> Appreciate the point of view of all people <input type="checkbox"/> Be polite <input type="checkbox"/> Volunteer <input type="checkbox"/> Invite others to join in	<input type="checkbox"/> Be ready to help when needed <input type="checkbox"/> Be polite <input type="checkbox"/> Lead by example <input type="checkbox"/> Be positive	<input type="checkbox"/> Accept the concerns of others during an emergency <input type="checkbox"/> Encourage others to remain calm
Innovation	<input type="checkbox"/> Be prepared <input type="checkbox"/> Be engaged	<input type="checkbox"/> Adapt to change <input type="checkbox"/> Be on-time to class	<input type="checkbox"/> Be orderly <input type="checkbox"/> Be patient <input type="checkbox"/> Recycle	<input type="checkbox"/> Demonstrate cleanliness <input type="checkbox"/> Maintain an appropriate environment	<input type="checkbox"/> Be accepting <input type="checkbox"/> Follow directions	<input type="checkbox"/> Exhibit safe behaviors <input type="checkbox"/> Follow directions <input type="checkbox"/> Be courteous	<input type="checkbox"/> Be orderly <input type="checkbox"/> Be attentive <input type="checkbox"/> Be helpful
Perseverance	<input type="checkbox"/> Work cooperatively <input type="checkbox"/> Be courteous	<input type="checkbox"/> Acknowledge personal space <input type="checkbox"/> Keep common areas clean <input type="checkbox"/> Be courteous	<input type="checkbox"/> Make appropriate choices <input type="checkbox"/> Follow instructions <input type="checkbox"/> Be courteous	<input type="checkbox"/> Make appropriate choices	<input type="checkbox"/> Make appropriate choices <input type="checkbox"/> Represent yourself and your school positively	<input type="checkbox"/> Follow directions <input type="checkbox"/> Be courteous	<input type="checkbox"/> Follow directions <input type="checkbox"/> Understand the importance of authority
Collaboration	<input type="checkbox"/> Volunteer <input type="checkbox"/> Participate	<input type="checkbox"/> Be orderly and calm	<input type="checkbox"/> Encourage the students at your table to keep the area clean	<input type="checkbox"/> Be a positive role model for others to follow	<input type="checkbox"/> Volunteer <input type="checkbox"/> Invite others to join in	<input type="checkbox"/> Lead by example <input type="checkbox"/> Be positive	<input type="checkbox"/> Encourage others to remain calm

2. Identify Routines: Where, when, and with whom problem behaviors are most likely:

Period/Activity	With Whom Does Problem Occur?	Likelihood of Problem Behavior (Low-High)	Specific Problem Behavior
Period 1		1 2 3 4 5 6	
Period 2		1 2 3 4 5 6	
X Block		1 2 3 4 5 6	
Period 3		1 2 3 4 5 6	
Period 4		1 2 3 4 5 6	
Period 5		1 2 3 4 5 6	
Lunch		1 2 3 4 5 6	
Period 6		1 2 3 4 5 6	
Period 7		1 2 3 4 5 6	
Period 8		1 2 3 4 5 6	

3. Please provide additional information to indicate why you are requesting assistance for this student.

Antecedents (situations that typically precede)	Problem Behaviors (Describe what behaviors "look like")	Consequences (Most Common Result)
<input type="checkbox"/> Demand or request <input type="checkbox"/> Reprimand or correction <input type="checkbox"/> Teacher directed instruction <input type="checkbox"/> Independent seatwork <input type="checkbox"/> Small group activity <input type="checkbox"/> Transition <input type="checkbox"/> Peer conflict <input type="checkbox"/> Preferred item or activity removed <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Abusive language/inappropriate language, profanity <input type="checkbox"/> Physical aggression <input type="checkbox"/> Harassment/Bullying <input type="checkbox"/> Defiance/Disrespect/Insubordination/Non-Compliance <input type="checkbox"/> Tardy/Truant/Skipping class <input type="checkbox"/> Off-task <input type="checkbox"/> Withdrawn <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Demand or request removed or avoided <input type="checkbox"/> Difficult task removed or avoided <input type="checkbox"/> Get/obtain teacher attention <input type="checkbox"/> Escape/avoid teacher attention <input type="checkbox"/> Escape/avoid peer attention <input type="checkbox"/> Get/obtain tangible item <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

4. Please indicate what strategies you have tried to date by checking an appropriate box or describing in space provided.

Antecedents (Changes you have made to the situation)	Problem Behaviors (Instruction delivered to student or class)	Consequences (Ways you have addressed the behavior)
<input type="checkbox"/> Modified assignments/tasks <input type="checkbox"/> Modified instruction <input type="checkbox"/> Provided additional instruction or tutoring <input type="checkbox"/> Changed seating arrangements <input type="checkbox"/> Changed schedule <input type="checkbox"/> Increased prompts or reminders for expected behaviors <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Delivered explicit instruction in rules to class (including modeling) <input type="checkbox"/> Provided additional instruction in expected behavior to individual <input type="checkbox"/> Provided additional practice opportunities for the student to demonstrate expected behavior <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Provided corrective feedback to student about expected behaviors <input type="checkbox"/> Implemented reinforcement system to increase appropriate behaviors <input type="checkbox"/> Removed privileges <input type="checkbox"/> Referred to office/counselor <input type="checkbox"/> Contacted student's parents <input type="checkbox"/> Detention <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____

Criteria

1. The likelihood of a problem behavior in section 2 has to be higher than 4 in 7 out of 9 possible time periods
2. Two strategies from each category of section 3 must be implemented with fidelity for three weeks without success (data should be provided)