

RUNNING HEAD: B.C. GREGORY SCHOOLWIDE INTERVENTION

Innovation Team Project:
B.C. Gregory School, Trenton, NJ

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Portfolio Work Sample

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Mission Statement

We, the Gregory School Family, believe that all of our students are entitled to and will reach their highest academic and social potential in a safe and orderly learning environment.

Demographic Information

B.C. Gregory is an elementary school in Trenton, NJ, that serves students in grades Pre-K through 5. There were 430 students enrolled in the 2004-2005 school year. 49.77% of students were male ($n=214$), and 50.23% ($n=216$) were female. 97.67% of the student body was Black or African-American ($n=420$), and 2.33% was Latino/Hispanic ($n=10$). Of the 27 teachers employed at B.C. Gregory, 59% ($n=16$) hold a Bachelor's degree, and 41% ($n=11$) hold a Master's degree. The 2005 No Child Left Behind Report notes that 10.9% of classes are taught by teachers who are not considered "Highly Qualified" under the NCLB Act. The student-to-faculty ratio is 11:1.

The Trenton Public School District was given a District Factor Grouping rating of "A", which means that it resides in one of the most economically impoverished areas in New Jersey. All schools in Trenton's school district (as well as 30 other districts in NJ) receive *Abbott parity aid*, funds supplied to them by the state of NJ in order to allow for the same per-pupil spending budget as is found in the state's wealthier districts.

The Trenton Public School District resides in Trenton, NJ, an urban area with a population of 85,403 (2000 US Census). 22.7% of the population is of school age ($n=19,454$). Despite Gregory School's disproportionately high percentage of Black/African-American students, this group constitutes only 52.1% of the city's population ($n=44,465$). The remainder

of the city's ethnic makeup is White/Caucasian (32.6%; $n=27,802$) and 15.3% Hispanic/Latino, Asian, and American Indian ($n=13,067$).

Lack of educational attainment, unemployment, and poverty are all problematic in Trenton. Of the portion of the population age 25 and older ($n=53,021$), 37.6% do not have a high school diploma ($n=19,938$). 43.2% of the population age 16 years and over is not currently in the labor force ($n=27,559$), and of the 18,907 families living in the city, 17.6% live below the poverty level ($n=3,328$).

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School Improvement Plan

Teams

Innovation Team

In order to coordinate implementation of the school improvement plan and foster communication, an Innovation Team will coordinate the design, implementation and evaluation of plan related activities. The team consists of the guidance counselor, a teacher, the school psychologist, the disciplinarian, and the principal of Gregory Elementary School. At least one member of the Innovation Team will be a member of each team described below.

PBS Team

The PBS team members will include the Disciplinarian, a teacher, school psychologist, a support staff member, and a cafeteria staff member. This team will primarily be involved with addressing the behavioral needs of students by ensuring that there is a continuum of support at the universal, secondary, and tertiary levels of intervention. Activities will include the collection, examination, and interpretation of data related to behavioral issues and the creation of appropriate interventions. The team will provide a meeting summary and report of findings to the Innovation Team as specified in the plan.

Curriculum Team

The Curriculum team members will include a teacher, the Director of Special Education, LDTC and the Principal. This team will primarily be involved with the academic needs of students by ensuring that there is a continuum of support at the universal, secondary, and tertiary levels of intervention. Activities will include the collection, examination, and interpretation of data related to the quality and implementation of the present curriculum, and any

recommendation for change. The team will provide a meeting summary and report of findings to the Innovation Team as specified in the plan.

Intervention and Referral Services Team (I & RS) Team

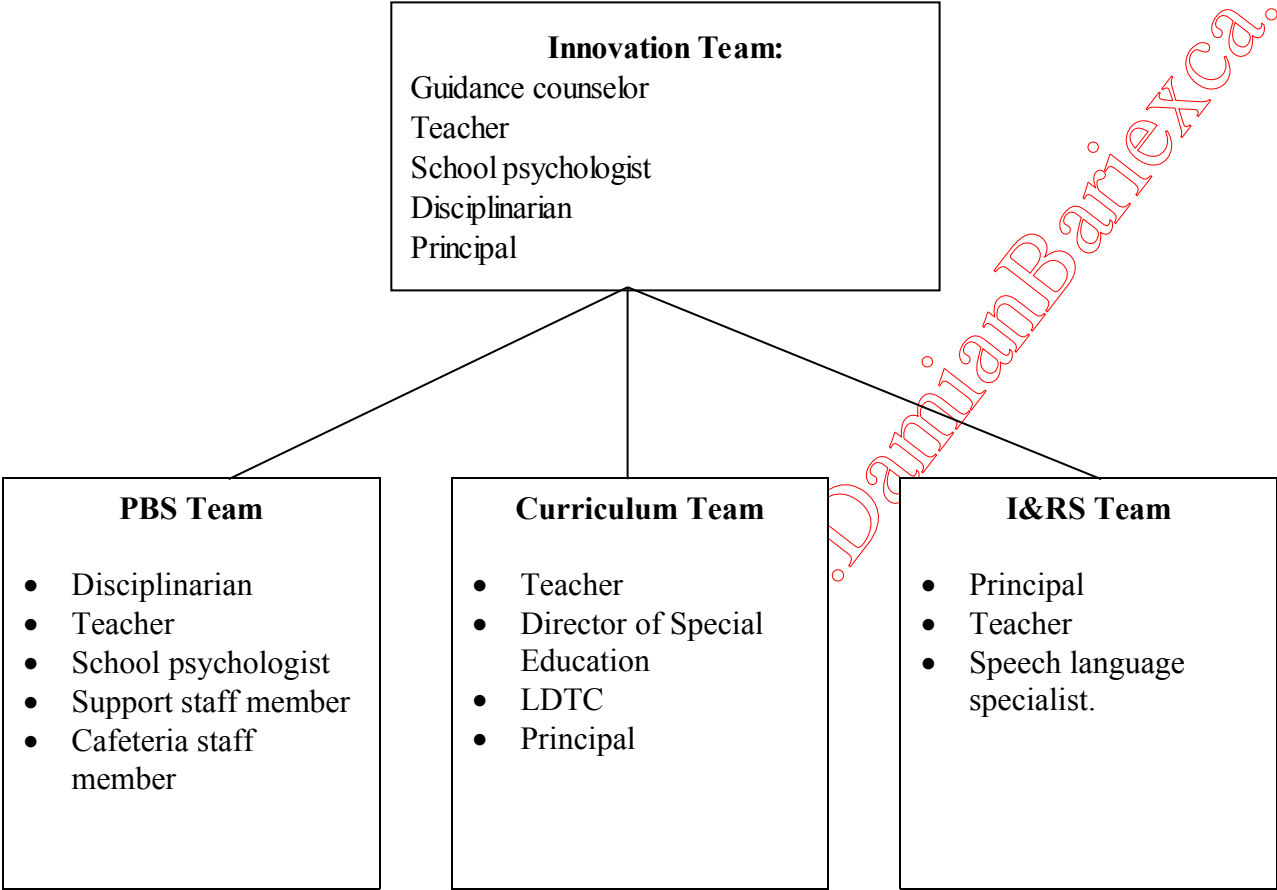
In accordance with N.J.A.C. 6A: 16-7, the I&RS Team is designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who are having difficulties in addressing students' needs in those areas. The I&RS team will include the principal, general education teacher, and the speech language specialist. The team's role under the School Improvement Plan will include the collection, examination, and interpretation of data related to the provision of supplemental and/or specialized instruction at the universal, secondary and tertiary levels of support, and the creation of appropriate interventions. The team will provide a meeting summary and report of findings to the Innovation Team as specified in the plan.

Problem-Solving Philosophy

The foundation for decision making that will occur within this school-improvement plan is the problem solving method. The method includes the following 4 steps:

1. **Define the problem.** During this initial step, problems and causes are identified.
2. **Develop a plan.** A plan is created to address the identified problem.
3. **Implement the plan.** The plan is put into practice, with attention paid to making sure that the plan is implemented as intended.
4. **Evaluate.** Data is examined to see whether the plan is working, or whether changes need to be made.

Figure 1: School Improvement Plan Team Membership



At least one member of the Innovation Team will be a member of each activity-specific team.

Academic***Universal (Timeline: Year 1)******Need 1***

There is currently a lack of data to adequately assess the effectiveness of the core language arts curriculum. Available data include the 2004-2005 New Jersey School Report Card and the 2005 NCLB, which do not allow for problem-solving to occur at the Universal level. Therefore benchmarks need to be established using curriculum-based measures.

Goal 1

Establish school-wide data collection in Language Arts using curriculum-based measures.

Plan 1

The Curriculum Team will design a system for gathering curriculum-based data, train teachers in how data should be collected and reported, and review data in order to assess the effectiveness of the core language arts curriculum. All students will be assessed for language arts skills including phonological awareness, vocabulary, comprehension, and oral reading fluency at the beginning of the school year (September) in an Initial Planning Assessment, with reassessment of language arts skills occurring in January and May in order to monitor progress and determine whether benchmarks have been met. Information regarding those students not making adequate progress towards achieving benchmarks will be supplied directly from teachers to the I&RS Team. A report of findings will be given to the Innovation Team on a monthly basis.

Need 2

Current information on the 2005 NCLB Report reveals 61% of students at the Gregory School are proficient in language arts. The New Jersey standard for Adequate Yearly Progress (AYP) is 75%, indicating a need in the area of language arts.

Goal 2

Increase the percentage of students proficient in language arts to meet the New Jersey standard by examining the curriculum and creating supplemental supports.

Plan 2

In order to evaluate the fidelity of curriculum delivery in the area of Language Arts, the Curriculum Team will formulate and implement methods to determine whether the full 90 minutes of instruction in Language Arts are being provided each day, and to determine whether students are academically engaged for an appropriate amount of time. Shapiro (1996) confirms the link between engaged time and academic achievement, and a goal of engagement for a minimum of 80% of instructional time is targeted in this plan.

Once the data has been collected, the team will determine whether any modifications are recommended based on the level of fidelity found, with a report summarizing the quality of implementation of the curriculum and describing any recommended changes submitted to the Innovation Team.

Data gathered regarding student performance in comparison to benchmarks will be used to identify those students not meeting proficiency, and universal/school wide supplemental measures will be designed and implemented following the problem-solving model in order to

improve student performance in language arts. The Curriculum Team will provide a report of findings following benchmark collection to the Innovation and I&RS Teams.

Need 3

An informal communication with Dr. Angello indicated that an I&RS team exists at Gregory, but that they are not fully functioning, partly due to the need for additional professional development. Determining the content for professional development for this team is needed.

Goal 3

Identify professional development needs of the I&RS team and arrange for appropriate training to occur.

Plan 3

The Innovation Team will explore the I&RS Team's current level of skill, examine the skills necessary for the responsibilities of this team under the school improvement plan, and arrange for professional development in those areas.

Secondary (Timeline: Year 2)

Need 4

Current information on the 2005 NCLB Report reveals 61% of students at Gregory School are proficient in language arts. The New Jersey standard for Adequate Yearly Progress (AYP) is 75%, suggesting a need for supplemental instruction for at least 14% of the students at the Gregory School.

Goal 4

Identify specific areas of academic need for students who did not meet the AYP standard and provide supplemental instruction.

Plan 4

Fuchs, L. S. & Fuchs, D. (as cited in Shinn, M. R., Shinn, M. M., Hamilton, C., & Clark, B., 2002, p.119) suggest using Curriculum-Based Measures (CBM) to evaluate the effectiveness of instruction for individual students. The I&RS Team will review CBM data provided by language arts teachers on a bi-weekly basis in order to determine the need for curricular/instructional change. Specific areas of interest include the quality of instructional presentation, the appropriateness of the curriculum, and the amount of time spent in language arts instruction. Once the specific areas of academic need are identified, the team will make written recommendations of small group supplemental instruction based on areas of academic deficiency and provide the recommendations to the language arts teachers.

CBM data will be examined to identify the areas of need and appropriate format of strategic interventions. Interventions will be customized to meet the needs of the students not meeting proficiency. Simmons, Kame'enui, Good, Harn, Cole and Braun (2002) suggest considering such interventions as modifications to group size, additional instruction time, using a different reading program, pre-teaching critical components, or creating a specialized program focusing on the big ideas of early reading. In determining the type of intervention strategy, the I&RS Team will examine the performance data and follow the problem solving model. A report of findings will be provided to the Innovation Team on a monthly basis.

Need 5

Gunn, Smolkowski, Biglan, Black, and Blair (2005) emphasize the importance of monitoring the progress of students utilizing supplemental instruction to determine if the program is effective. Therefore, a means for progress monitoring is needed.

Goal 5

Monitor the academic progress of those students in supplemental programs.

Plan 5

Language arts teachers will examine bi-weekly CBM data and make any necessary modifications to the curriculum. The I&RS Team will examine CBM data on a monthly basis in order to examine students outcomes. The team will summarize this data and provide a report to the Innovation Team on a monthly basis.

Tertiary (Timeline: Year 3)

Need 6

Crone and Horner (2003) reveal that approximately 5% of students experience academic difficulties even with supplemental instruction. For these students, additional data regarding the basis of the student's academic problems is needed. Therefore, a means for collecting and evaluating data is needed.

Goal 6

Establish a means for collecting and evaluating data for those students with continued low rates of progress despite supplemental interventions.

Plan 6

The I&RS Team will assure that weekly CBM data are collected by language arts teachers for those students who have been identified as having difficulty in making academic progress despite supplemental instruction and are receiving more specialized assistance in order to address individual learning features. The team will summarize this data and provide a report to the Innovation Team on a weekly basis.

Need 7

Allen and Graden (2002) stress the importance of designing a multidisciplinary, problem-solving team to address the academic needs of these students. Therefore, the problem solving team must assess each student's needs, design intervention plans to support the student, and evaluate the efficiency of the intervention plans.

Goal 7

The I&RS Team will create interventions to address the needs of those students experiencing academic difficulties despite supplemental instruction.

Plan 7

Through analysis of CBM data and consultation with language arts teachers, the I&RS Team will identify those students for whom supplemental instruction does not bring about an appropriate level of improvement in academic performance. The Team will design individualized intervention plans, make referrals to the school psychologist when appropriate for more diagnostic assessment, and continue to monitor weekly CBM data in order to evaluate progress and make any necessary modifications.

Behavioral

Universal (Timeline: Year 1)

Need 1

Review of records (e.g., 2004-2005 New Jersey School Report Card and the school website) and information obtained from personal communication with Dr. Angello reveals that no team currently exists to review behavior data and to develop a school-wide positive behavior support program. Crone and Horner (2003) stress the importance of having a multidisciplinary team to address a school's behavior concerns, indicating that a team needs to be established for this purpose at the Gregory School.

Goal 1

Establish a Positive Behavior Support (PBS) Plan.

Plan 1

The Innovation Team will identify members of a Positive Behavior Support Team and arrange for appropriate professional development regarding the purpose of the team and the critical features of PBS. Researchers support the positive, preventative nature of PBS, and it has been found to be an effective method for reducing problem behaviors (Bear, Cavalier & Manning, 2002).

The PBS plan will include a universal approach to discipline, a positive statement of purpose, a small number of positively stated rules for all students and staff, procedures for teaching these rules to students, a continuum of procedures for encouraging displays and maintenance of these rules, a continuum of procedures for discouraging displays of rule-violating

behavior, and procedures for monitoring and evaluation the effectiveness of the discipline system on a regular and frequent basis (National Technical Assistance Center).

In order to enhance consistency and foster home-school communication, the team will create a written overview of the plan, including ideas for home implementation, and provide the overview to teachers for distribution to student homes.

Need 2

Current information on Office Disciplinary Referrals (ODR) is not available in the 2004-2005 New Jersey School Report Card. Nelson, Martella, and Galand (1998) reveal Office Disciplinary Referrals to be an effective method for identifying the behavioral needs of student populations, indicating that ODR forms are needed as well as a database to track them.

Goal 2

Implement a database to track ODRs and generate related reports.

Plan 2

The PBS Team will review the current ODR form being used and make any necessary modifications to assure that the forms gather information needed to provide insights into the nature of the discipline issues. ODRs will be reviewed by the team on a monthly basis to identify recurrent themes. An examination of the nature of disciplinary issues and those students with high numbers of referrals will provide vital information to the PBS Team regarding behavioral interventions that should be included in the PBS plan. The team will also review and select commercial software to track and report ODR data, and report their findings and recommendations to the Innovation Team.

Secondary (Timeline: Year 2)

Need 3

Crone and Horner (2003) explain that approximately 15 – 20% of students do not respond to Universal behavior interventions, indicating a need for small group behavior intervention plans.

Goal 3

Identify those students who do not respond to school-wide behavioral interventions and design appropriate support plans.

Plan 3

The PBS Team will develop small group behavior intervention plans targeting those students identified through ODRs as not responding to interventions at the universal level. The team will receive and review ODR data from the Disciplinarian on a bi-weekly basis and identify those students receiving 2-5 ODRs. The focus of the small groups will be determined by functional analysis of the targeted students' behavior, with the design, implementation, and evaluation of these small groups following the problem solving process described earlier. Functional behavioral analysis greatly improves the effectiveness of behavioral interventions by identifying the events that reinforce the problem behaviors as well as what changes need to be made to reduce behaviors (Sugai, Homer, & Gresham, 2002).

One method for addressing specific skill deficits will be in the form of skillstreaming groups. A written description of the groups will be provided to parents, along with a request for permission to participate.

Need 4

Crone and Horner (2003) stress the importance of evaluating the effectiveness of small group behavior interventions, indicating a need for an efficient method for assessing the effectiveness of these plans.

Goal 4

A system will be in place to monitor the effectiveness of all small group behavioral interventions.

Plan 4

The PBS Team will review ODR data as well as data regarding the frequency of the behaviors gathered during the functional analysis of student behavior. Comparisons will then be made to baseline on a bi-weekly basis in order to evaluate the effectiveness of the small group behavioral interventions. In addition, pre- and post- tests (see appendix) of skillstreaming groups will be analyzed in order to monitor changes in skill levels.

Tertiary (Timeline: Year 3)

Need 5

Crone and Horner (2003) indicate that approximately 5% of students exhibiting chronic, serious problem behaviors do not respond to Universal or Secondary behavior interventions, indicating a need for individual behavior interventions for these students based on problem solving principles. Dr. Angello indicated problem solving teams at Gregory are not fully functioning, partly due to the need for additional professional development. Additional professional development for the PBS team members is needed.

Goal 5

Professional development training in the area of functional behavior assessment methods will be provided for the members of the PBS Team.

Plan 5

The school psychologist will provide in-service training in functional behavioral assessment.

Need 6

Crone and Horner (2003) identify these individuals as students who can benefit from functional-based behavior support which includes an assessment of the function of the student's problem behavior and the development of a support plan that best meets the individual's needs.

Goal 6

Identify students not responding to secondary, small group interventions and conduct functional behavioral assessments when appropriate.

Plan 6

The PBS Team will analyze ODR data and skillstreaming pre- and post- tests. Those students with 10+ ODRs in a 2 week period and those students who do not display an increase in skills will be identified as not responsive to small group interventions.

The PBS Team will assess the function of the student's problem behavior(s) by conducting a functional behavioral assessment, and develop behavior support plans that best meet the student's needs. Behavior support plans "identify alternative, appropriate behavior that the student may use to obtain the same reinforcing outcome produced by the problem behaviors"

(Sugai, Homer, & Gresham, 2002, p. 331) and provide detailed steps for assuring the acquisition of the more appropriate behaviors. When possible, additional information will be collected from and shared with the student's parents/caregivers in order to enhance communication, thoroughly explore the function of the behavior, and encourage generalization.

Need 7

Gibbons and Shinn (2003) stress the importance of evaluating behavior interventions for students based on student outcome data. Therefore, a means for evaluating student progress is needed.

Goal 7

Monitor progress of students receiving individual behavioral interventions.

Plan 7

A functional behavioral analysis requires the collection of data on the problem behavior. Data regarding the frequency, duration, or intensity of the behavior are measurable indicators which will be collected and reviewed daily and compared to baseline on at least a weekly basis, with the results provided in a visual display to the Innovation Team and the teacher.

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Program Evaluation

Academic

Universal

Curriculum-based measurements will be conducted three times a year. For example, one curriculum-based measurement for reading will include a Running Records assessment (Running Records and Benchmark Books). Benchmark books will be used to assess reading accuracy, fluency, comprehension for all grade levels. With training, each teacher will be responsible for administering, grading, and entering the scores into a Microsoft Excel spreadsheet. These spreadsheets will then be sent to the curriculum team for evaluation. The curriculum team will meet one week after the data are collected to discuss the results and formulate hypothesis regarding the identified deficiencies. For example, if 40 percent or more students fall below expectations (an 89 percent reading accuracy or below when using a benchmark book at their approximate reading level), the curriculum team will formulate a hypothesis that there may be a need to modify the core curriculum.

Secondary

Curriculum-based measurements will be given to students receiving supplemental instruction every four weeks. Teachers will be responsible for administering, grading, and entering the data into a Microsoft Excel spreadsheet. These spreadsheets will be sent to the I&RS team for evaluation. The I&RS team will meet one week after the data are collected to discuss whether the supplemental instruction is effective or if other interventions are necessary.

Tertiary

To determine the specific skill deficit a student has in the area of language arts, the DIBELS will be administered. The student's scores will be compared to the DIBELS benchmarks to determine

the specific area of need. Should a student score at an at risk level on any area, an intervention specific to that skill will be implemented. Challenging but attainable goals will be set for improvement in the specific area so the students can “catch-up” to their expected level of performance. Data collection will be specific to the intervention implemented as well as the skill deficit being supported. Students will return to secondary levels of support to ensure the maintenance of the level of acquisition.

Behavior

Universal

Due to the need for data on discipline problems within the school, a new Office Discipline Referral (ODR) form and accompanying explanation guide have been developed for Gregory School (see Appendix). Operational definitions and guidelines for office managed and classroom managed behaviors are in development and will accompany the ODR form.

Gregory School will use the School-Wide Information System (SWIS) online database to track ODR data on a monthly basis. Each day the previous day’s ODR data will be entered into SWIS by the secretary. Monthly reports will be generated by the disciplinarian and discussed with PBS team at the regular monthly meetings. These data will serve as a true baseline of behavioral problems and to identify students who are not responding to universal behavioral interventions.

Gregory School will also implement an incentive program as part of a school-wide Positive Behavior Support program. Incentives will be awarded based on the school wide rules and expectations established by the PBS team, and will be tracked using a Microsoft Excel spreadsheet system. This tracking system will include information about how many incentives a student receives, for which rules and expectations the incentives are given, where incentives are

given, and which staff members have been awarding incentives. The secretary (different from who will be entering ODR data) will enter incentive data to the spreadsheet. The PBS team will generate the reports and discuss the results at their regular monthly meeting. They will work to correct any imbalances for these data. For example, incentive data may show that only a few staff members are rewarding students. One hypothesis for this problem would be that the staff are not receiving enough recognition for participation in the program. Thus, the PBS team would devise a recognition system for the staff increase staff participation. Incentive data may also show that few incentives are awarded in certain locations. The PBS team would devise strategies to increase the number of incentives given in these locations.

To evaluate the school-wide positive behavior support program, a number of surveys will be distributed to the students and staff (see Appendix for examples). These will be collected after the first teaching and training sessions for students and staff each year, as well as periodically throughout the year when re-teaching and retraining occur. The School-wide Evaluation Tool (SET; PBIS, 2006) will also be used (see Appendix). The SET will be used to assess and evaluate the critical features of an effective school-wide behavior support plan across each school year. The results of the surveys and the SET will be used by the PBS team to assess the features that have been implemented, determine annual goals for improving the school-wide behavior support plan, evaluate the continuing efforts toward school-wide behavior support, design and revise procedures as needed, and compare efforts toward school-wide effective behavior support from year to year.

Secondary

Once group interventions have been implemented, the SWIS database for ODR data will be monitored bi-weekly to identify students with 2 – 5 ODRs who would benefit from small

group behavioral interventions. The disciplinarian will generate the reports and discuss with members of the PBS team at a bi-weekly meeting during the lunch period. If an urgent need arises, a full meeting of all PBS members to discuss the need will be held. The PBS team will identify those students who may benefit best from social skills training by administering the skill-streaming pre-test (see Appendix; McGinnis & Goldstein, 1997). Success of this intervention will be measured with the skill-streaming post-test. For students who would not benefit from social skills training, other interventions will be in place. Data collection will be based on the type of intervention used.

Tertiary

ODR data will be used to identify those students who receive six or more ODRs and who have not responded to universal and secondary level behavior interventions. These students will have individualized behavior plans based on a function behavioral assessment. The I&RS team will operationally define the problem behavior, identify the predictors and consequences of the problem behavior, generate a hypothesis about the function of the behavior, and design and behavior support plan based on this hypothesis (Crone & Horner, 2003). The behavior plan will include one overarching goal per problem behavior, as well as multiple smaller goals for the student to meet on a specified timeline. Student progress will be tracked by a system specific to the behavior plan. Data will be monitored daily by the disciplinarian and one member of the PBS team. As goals are met, the student will begin a process of decreasing the amount of support to return to the secondary and universal levels of support. Data decisions will also be made on whether the behavior plan is effective or if the plan needs to be modified.

Staff Development

Prior to the start of the school year, immediately before winter vacation, and during the first week of June, all staff will receive a survey will be distributed to discover the areas of need for professional development and the priority level of the need. The Innovation team will aggregate the data to determine the high priority needs. Workshops will be conducted once per month to help meet these needs. Staff members will complete surveys after each workshop that will be used by the innovation team to determine whether the workshop met the need or if it still exists, and to determine the effectiveness of the speaker.

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Appendix A: Office Discipline Referral Form

Gregory School
Office Discipline Referral Form

Date _____ Student ID Number _____

Name of Student _____ Student Grade _____

Location of Infraction _____ Time of Infraction _____

Name of Staff Member Completing Form _____

Other Party(ies) Involved _____

Infraction: (Mark an X next to the infraction that caused this referral)

Major:

- | | | |
|-----------------------------------------------|------------------------------------------------------|------------------------------------------------|
| <input type="checkbox"/> Harassment | <input type="checkbox"/> Larceny/Theft | <input type="checkbox"/> Threatening self-harm |
| <input type="checkbox"/> Threatening others | <input type="checkbox"/> Fighting | <input type="checkbox"/> Vandalism |
| <input type="checkbox"/> Property destruction | <input type="checkbox"/> Fire alarm pulled | <input type="checkbox"/> Trespassing |
| <input type="checkbox"/> Weapons possession | <input type="checkbox"/> Drug Trafficking/Possession | <input type="checkbox"/> Sex offense |
| <input type="checkbox"/> Assault with weapon | <input type="checkbox"/> Assault without weapon | |

Minor:

- | | | |
|-----------------------------------------------------------|-------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Rude/discourteous | <input type="checkbox"/> Profanity | <input type="checkbox"/> Roaming hallways |
| <input type="checkbox"/> Willful Disobedience/Defiance | <input type="checkbox"/> Disrupting class | <input type="checkbox"/> Sleeping in class |
| <input type="checkbox"/> Tardiness | <input type="checkbox"/> Throwing items | <input type="checkbox"/> Cutting class |
| <input type="checkbox"/> Leaving class without permission | | |

Motivation:

- | | | | | |
|------------------------------------------------|-------------------------------------------------|--------------------------------------------------|-------------------------------------------------|-------------------------------------|
| <input type="checkbox"/> Obtain peer attention | <input type="checkbox"/> Obtain adult attention | <input type="checkbox"/> Obtain items/activities | <input type="checkbox"/> Avoid tasks/activities | <input type="checkbox"/> Avoid work |
| <input type="checkbox"/> Avoid peers | <input type="checkbox"/> Avoid adults | <input type="checkbox"/> Unclear/don't know | <input type="checkbox"/> Other | <input type="checkbox"/> Unknown |

Please describe infraction: _____

Office Use:

Administrator _____ Disciplinary Action Taken _____

Copy Provided to Referring Teacher (yes / no) Copy in Student File (yes / no)

Data Entered Into SWIS (yes / no) Date Entered _____ Entered By _____

Appendix B: Office Discipline Referral Form Explanation

Gregory School
Office Discipline Referral Form Explanation
Last Update 7/12/06

It is important that staff members provide all information requested so that the referral to discipline process will be as efficient as possible. Below is an explanation of what information is being requested. Please post this information where it can be easily accessed when necessary.

Date: Today's date. If different, also provide the date of infraction, however please attempt to make referral at the time of the infraction.

Student ID and Student Name: Student ID is necessary for entry into our database tracking system, as well as to differentiate between students with similar names. Student's full name should be written clearly. Only 1 student name per form should be written (any other student's involved may be written in the Other Party(ies) space; if they also require an office referral, a separate form must be completed).

Student Grade: It will be easy to leave this blank, however, please provide the student's grade. This information is also required for entry into the database.

Location and Time of Infraction: Please note where the infraction occurred. Please be as specific as possible (i.e. "Room 203" rather than "classroom," "5th grade hallway" rather than "hallway"). Please enter the exact time of the infraction ("10:52am" not "3rd period").

Name of Staff Member Completing Form: Please provide your full name. This is important because you will receive this form back to provide you with feedback as to what action was taken. It is also important so that we can verify any story the student (or any other individual) provides.

Other Party(ies) Involved: Please provide any full names of students or staff members who were involved or witnessed the infraction. If no other party was involved, please write the word "none" so that the administrator handling the referral knows the section was not accidentally skipped.

Infraction: Mark an X next to the infraction for which this student is being referred. If there are multiple infractions that occurred at this exact time, they may all be marked on this form. However, multiple students who commit the same infraction may not be included on the same form. Definitions of these infractions should be referred to as necessary. Infractions are separated by major and minor. *Major* infractions refer to those that requires a corrective action from an administrator. *Minor* infractions refer to those that require corrective action from the staff member reporting the incident. Guidelines on how these behaviors should be disciplined are referenced in your handbook. You may also obtain a copy from the office at any time. Minor infractions are only requested for entry into our database tracking system.

Motivation: Mark an X next to the motivation or reason the student exhibited the behavior being referred. Often the student can explain their motivation, or the reason can be found in the behavior itself. Please make every effort to mark the correct motivation. However, if the motivation is unclear or unknown, please mark it accordingly.

Description of Infraction: Please describe with as much detail as possible what actually occurred. This helps in determining the sequence of events, as well as to help verify any story provided by the referred student or any other person involved.

If the infraction is a classroom managed behavior, please fill out the disciplinary action that was taken under Office Use. Otherwise, please leave it blank. The rest of the bottom portion of the form will be used by the office. You will see this part filled out when it is returned to you. The administrator shall clearly indicate what action was taken. The information provided by you and the disciplinary action taken will be entered into the School-Wide Information System (SWIS), our database for tracking referrals. Please keep a copy of the form after it has been returned for your records.

If you have any questions, please do not hesitate to contact one of the PBS team members.

Thank you for your cooperation!

Appendix C: Faculty Evaluation Survey (PBIS, 2006).

School-wide PBS
Faculty Evaluation Survey

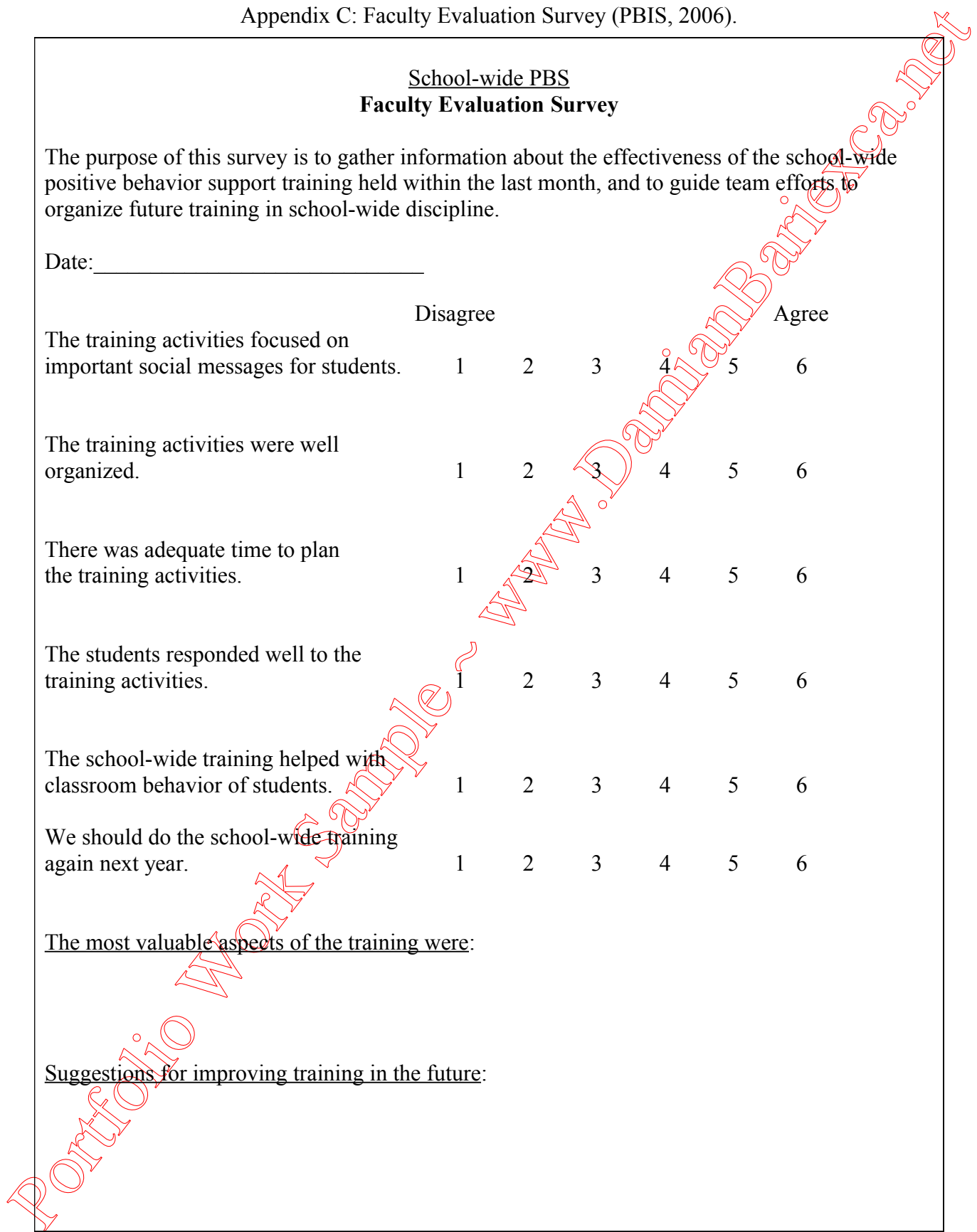
The purpose of this survey is to gather information about the effectiveness of the school-wide positive behavior support training held within the last month, and to guide team efforts to organize future training in school-wide discipline.

Date: _____

	Disagree				Agree	
The training activities focused on important social messages for students.	1	2	3	4	5	6
The training activities were well organized.	1	2	3	4	5	6
There was adequate time to plan the training activities.	1	2	3	4	5	6
The students responded well to the training activities.	1	2	3	4	5	6
The school-wide training helped with classroom behavior of students.	1	2	3	4	5	6
We should do the school-wide training again next year.	1	2	3	4	5	6

The most valuable aspects of the training were:

Suggestions for improving training in the future:



Appendix D: Student Evaluation Survey (PBIS, 2006).

**School-wide PBS
Student Evaluation Survey**

The purpose of this survey is to learn what you found useful about the training you received on school-wide expectations, and how the training can be improved for the future.

Date: _____

Your Grade: _____

Please list the behavioral expectations for your school:

How well do you understand what is expected of you at school?

Not Clear

Very Clear

1

2

3

4

5

6

How well do you believe other students follow the behavioral expectations?

Not at all

Almost Always

1

2

3

4

5

6

Do you believe it is worthwhile to provide orientation to the behavioral expectations for students coming to our school?

Not important

Very important

1

2

3

4

5

6

What did you find most valuable about the training?

What would you recommend to improve the training?

Appendix E: Sample SET (www.pbis.org website, 2006).

School-wide Evaluation Tool (SET) Scoring Guide			
School _____		Date _____	
District _____		State _____	
Pre _____	Post _____	SET data collector _____	
Feature	Evaluation Question	Data Source (circle sources used) P= product; I= interview; O= observation	Score: 0-2
A. Expectations Defined	1. Is there documentation that staff has agreed to 5 or fewer positively stated school rules/ behavioral expectations? (0=no; 1= too many/negatively focused; 2 = yes)	Discipline handbook, Instructional materials Other _____	P
	2. Are the agreed upon rules & expectations publicly posted in 8 of 10 locations? (See interview & observation form for selection of locations). (0= 0-4; 1= 5-7; 2= 8-10)	Wall posters Other _____	O
B. Behavioral Expectations Taught	1. Is there a documented system for teaching behavioral expectations to students on an annual basis? (0= no; 1 = states that teaching will occur; 2= yes)	Lesson plan books, Instructional materials Other _____	P
	2. Do 90% of the staff asked state that teaching of behavioral expectations to students has occurred this year? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
	3. Do 90% of team members asked state that the school-wide program has been taught/reviewed with staff on an annual basis? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
	4. Can at least 70% of 15 or more students state 67% of the school rules? (0= 0-50%; 1= 51-69%; 2= 70-100%)	Interviews Other _____	I
	5. Can 90% or more of the staff asked list 67% of the school rules? (0= 0-50%; 1= 51-89%; 2=90%-100%)	Interviews Other _____	I
C. On-going System for Rewarding Behavioral Expectations	1. Is there a documented system for rewarding student behavior? (0= no; 1= states to acknowledge, but not how; 2= yes)	Instructional materials, Lesson Plans, Interviews Other _____	P
	2. Do 50% or more students asked indicate they have received a reward (other than verbal praise) for expected behaviors over the past two months? (0= 0-25%; 1= 26-49%; 2= 50-100%)	Interviews Other _____	I
	3. Do 90% of staff asked indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I
D. System for Responding to Behavioral Violations	1. Is there a documented system for dealing with and reporting specific behavioral violations? (0=no; 1= states to document; but not how; 2 = yes)	Discipline handbook, Instructional materials Other _____	P
	2. Do 90% of staff asked agree with administration on what problems are office-managed and what problems are classroom-managed? (0= 0-50%; 1= 51-89%; 2= 90-100%)	Interviews Other _____	I

PORTH

www.pbis.org/exca.net