

**Transferring Student Outcomes
to the Next School Year:**

**A Planned Positive Behavioral Support
System (PBSS) Process**

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Transferring Student Outcomes to the Next School Year

Advanced Organizers in the Context of Positive Behavioral Support Systems (PBSS)

- **Project ACHIEVE's PBSS**
- **The Definition of Articulation, and Importance of Planned, Year-End Articulation Strategies**
- **School-Level Articulation Strategies:
Transferring PBSS Committee-to-Committee
Decisions, Activities, and Successes**

Identifying and Addressing School-Level "Special Situations" for the New Year

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Transferring Student Outcomes to the Next School Year

Advanced Organizers in the Context of Positive Behavioral Support Systems (PBSS)

- **Staff-Related Articulation Strategies:
Year-End Academic Achievement and
Behavioral Instruction/Incident Audits
SPRINT Consultation Referral Audits**
- **Student-Related Articulation Strategies:
The "Get-Go" Process
Student Focused Briefing Reports and
Pre-School Start Briefings**

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What is Project ACHIEVE?

Project ACHIEVE is:

A district-wide school improvement/school success model focused on maximizing the academic and social, emotional, behavioral development and progress of all students



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Project ACHIEVE

An Evidence-Based National Model Prevention Program through the

**U.S. Department of Health & Human Service's
Substance Abuse and Mental Health Services
Administration (SAMHSA)**

and

**U.S. Department of Justice's Office of Juvenile Justice
and Delinquency Prevention (OJJDP)**



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What does the Project emphasize?

A school effectiveness or school improvement process that uses an effective whole-school design process to:

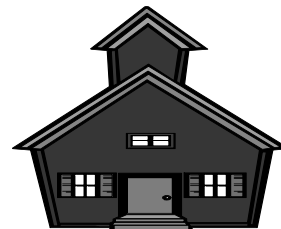
- Maximize Students' Academic Achievement
- Create Safe School Environments and Positive School Climates
- Build Effective Teaching and Problem Solving Teams that
 - Speed Successful Interventions to Challenging Students
- Increase and Sustain Effective Classroom Instruction
- Increase and Sustain Strong Parent Involvement
- Develop and Implement Effective Strategic Plans
- Organize Building Committees and Student Learning Clusters
- Develop Effective Data Management Systems for Outcome Evaluations

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Who's Involved: Fifteen Years of Implementation

- Arkansas Department of Education—State Improvement Grant
- Florida State Department of Education
- Alaska State Department of Education
- Shelby (OH) County Schools
- Upper St. Clair (PA) Schools
- Native American/BIA Schools in Alaska, Arizona, New Mexico, North Dakota, Wyoming
- Cobb County School District (GA)
- Montgomery County Public Schools (MD)
- Dallas Independent School District (TX)
- Katy (TX) Independent School District
- Little Rock School District (AR)
- Polk County School District (FL)
- Hillsborough County Schools (FL)
- Baltimore City School District (14 schools)
- Ft. Knox Department of Defense Schools District

- Training in over 1,500 schools nationwide



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Positive Behavioral Support Systems (PBSS)

Are:

Systemic, school-wide approaches that are explicitly integrated into a school's strategic planning and school improvement process. . . that

- (a) Create and sustain positive classroom climates and safe school settings;**
- (b) Facilitate the social, emotional, and behavior development and needs of all students;**
- (c) Increase students' interpersonal, social problem-solving, and conflict resolution skills over time; and**
- (d) Help to maximize students' academic engagement while supporting the entire learning process.**

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Positive Behavioral Support Systems (PBSS)

Positive Behavioral Support Systems include:

- (a) The strategic interventions and intensive services (including school-based mental health services) needed by students who do not respond to whole-school, preventative approaches;**
- (b) Crisis prevention, intervention, and response; and**
- (c) Community and Family outreach, involvement, and participation.**

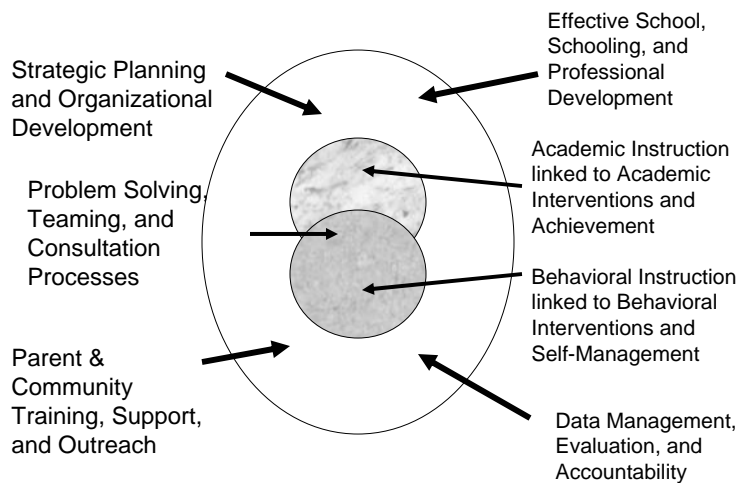
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Desired Goals and Outcomes of a Positive Behavioral Support Program

1. Significant reductions in discipline problems to the school office.
2. Significant reductions in suspensions and expulsions.
3. Increased academic engaged time for students.
4. Increased consistency in discipline approaches by staff across the classrooms and building.
5. Significant increase in teachers reporting their confidence in dealing with students behavior problems.
6. Improved critical thinking, reasoning, and problem-solving skills by students.
7. Parent support and involvement in student self-management.

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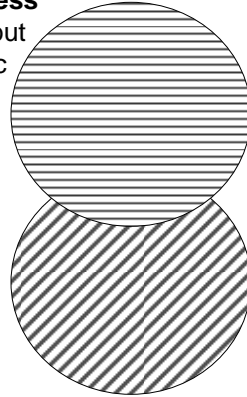
“Building Strong Schools to Strengthen Student Outcomes”



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The Interdependency between Academics and Behavior

Academic Success
Do students act out due to academic frustration?

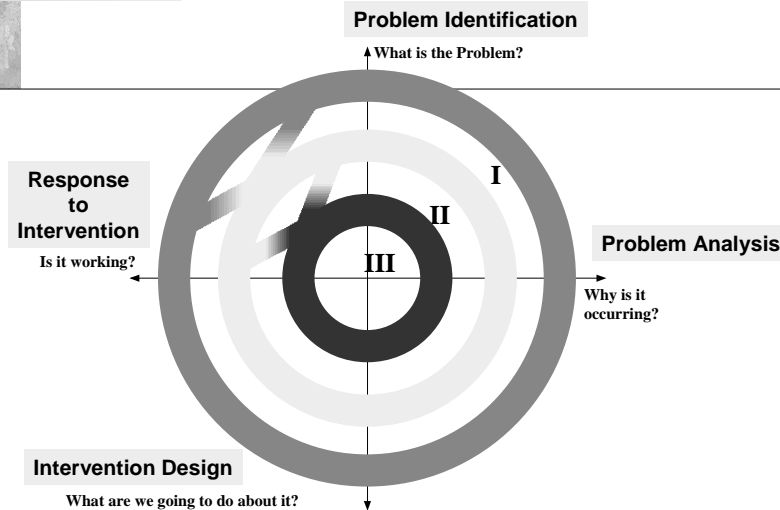


Behavioral Success
Do students have less academic success when they do not have certain behavioral skills?

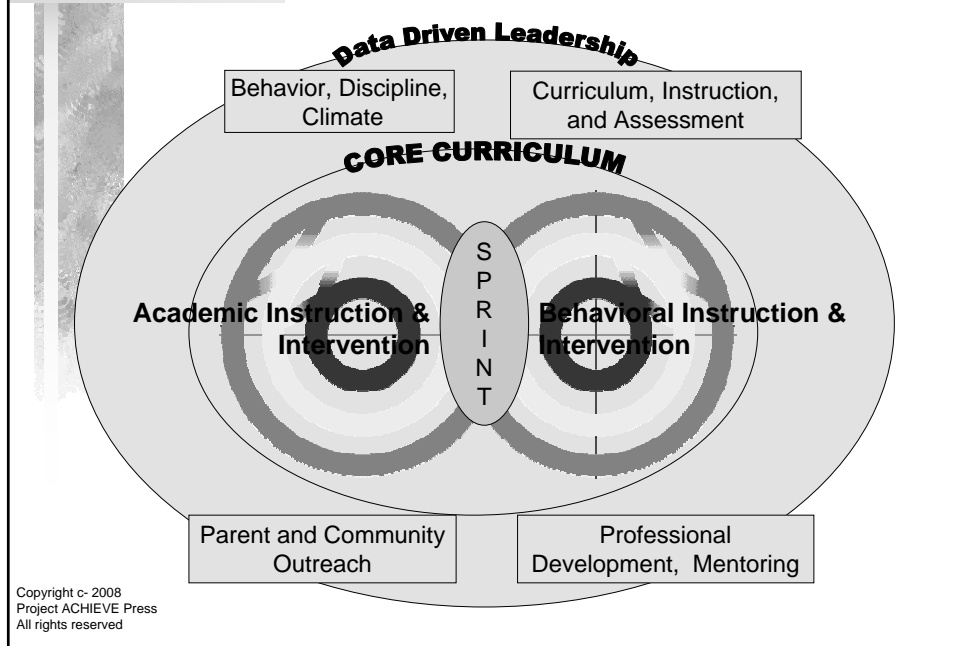
Functional Assessment and Data-Based Problem Solving
Helps us to tell the difference.

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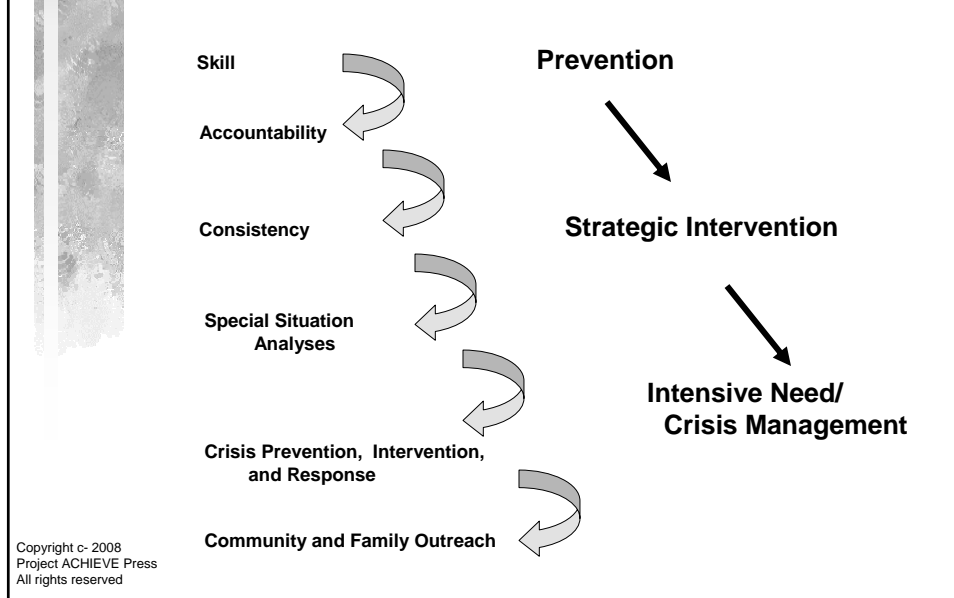
Problem Solving and Response-to-Intervention



Organizational Model For Maximizing Student Achievement



Project ACHIEVE's Positive Behavioral Self-Management System (PBSS) Blueprint



The “Core” of the Positive Behavioral Self-Management System

Skill	The <u>Stop & Think Social Skills</u> Interpersonal, Problem-Solving, and Conflict Resolution Skills Classroom/Building Routines
Accountability	The Behavioral Matrix Grade-Level Classroom Expectations Building and Common Area Expectations The Educative Time-Out Process
Consistency	Skills, Accountability, Staff, Students, Parents
Special Situations-Setting and Student	

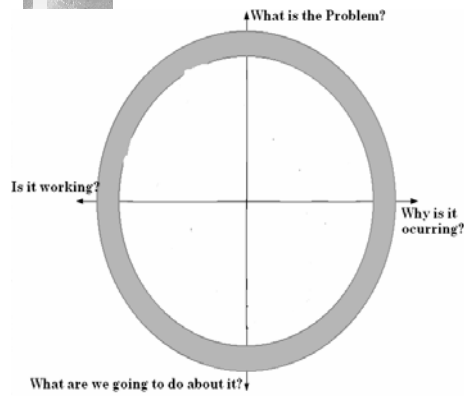
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WHO are Our “Behaviorally Challenging” Students?

- ✓ **Social Skill Deficit Students**
(Interpersonal, Problem-solving, Conflict Resolution skills)
- ✓ **Emotional/Self-Control Deficit Students**
- ✓ **Academically or Socially Frustrated Students**
- ✓ **Risk-taking Students**
- ✓ **Rebellious/Authority-defying Students**
- ✓ **Rejected Students**
- ✓ **Isolated/Fearful Students**
- ✓ **Behaviorally Disordered Students**
- ✓ **Mentally Ill Students**

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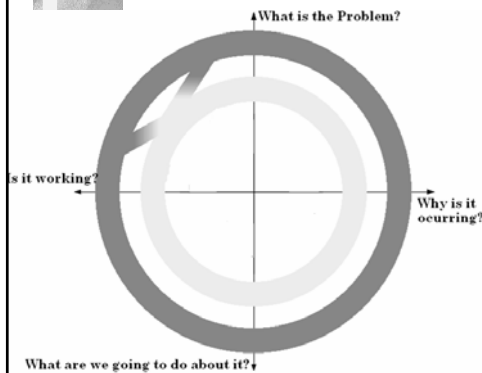
Prevention Services for All Students



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Positive School and Classroom
Climates
Effective Classroom Instruction
Effective Instructional Grouping
Effective Classroom Management
Student Instruction in "Zones of
Success"
Social Skill Instruction and Use
Well-Designed and Implemented
Accountability Systems
Consistency
Student Modifications &
Accommodations
Early Behavioral Intervention

Strategic Intervention Services for Some Students



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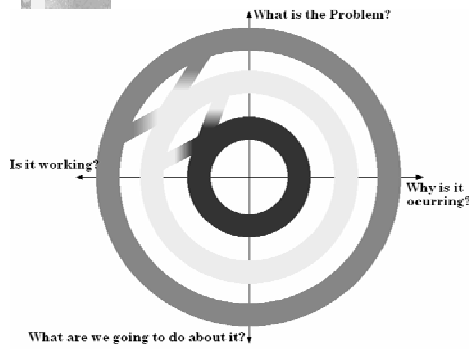
Peer/Adult Mentoring Programs
Peer/Adult Mediation Programs

Strategic Behavioral Interventions
(Behavioral Matrix Intensity II and III)
[Response Cost, Positive Practice/
Restititional Overcorrection, Group
Contingencies, Cognitive-Behavioral
Strategies, etc.]

Small Group Social Skills/
Socialization Training
Anger-/Emotion-/Self-Control Training
Attention-Control Training

Special Situation Groups: Ex.
Divorce, Loss, PTSD, Self-Concept

Crisis Management/Intensive Need Services for Few Students



Individual Counseling/Behavior Therapy
(Behavioral Matrix Intensity III and IV)
[Relaxation Therapy, Desensitization, Cognitive-Behavioral Strategies, etc.]

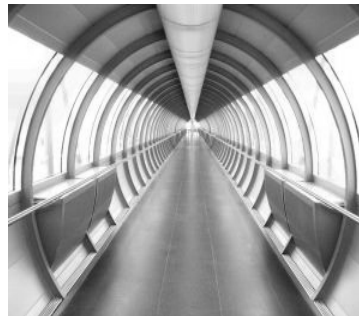
School-Based Mental Health Services

Intensive Wrap-Around/
Continuum of Care Programming

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Articulation...

Refers to the planned and systematic transfer of system, staff, and student information, interventions, and other “lessons learned” across school years, and teachers, grade level teams, administrators, and schools.



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Articulation. . . a rationale

Many times, at a School or Committee level, organizational goals are discussed and determined, strategies are planned and implemented, outcomes are evaluated and attained, and progress is realized and celebrated.

When these strategies and successes are not transferred systematically and systemically to the next school year, at the School and Committee level, organizational progress is disrupted, professional momentum is interrupted, productive time and energy are wasted, and staff become disenchanting and burned out.

This lack of coordination and articulation represents organizational inefficiency, and this is a disservice to the school and staff.

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Articulation. . . a rationale

Many times, at a Grade- or Teacher-level, professional development, supervision, consultation, and technical assistance is delivered—often focused on evidence-based practices, differentiated instruction, and effective classroom management for all students.

When the progress that teachers make, academically and behaviorally, with their students, or when the “lessons” they learn about ways to effectively teach specific students are not transferred systematically to the next year’s Grade-level Team or Teachers, students may not receive the instructional approaches or materials that they need to be successful on the first day of school. This results in too many “reinvented wheels,” and too much loss of time, momentum, and motivation.

This lack of coordination and articulation represents professional inefficiency, and this is a disservice to the staff and students.

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Articulation. . . a rationale

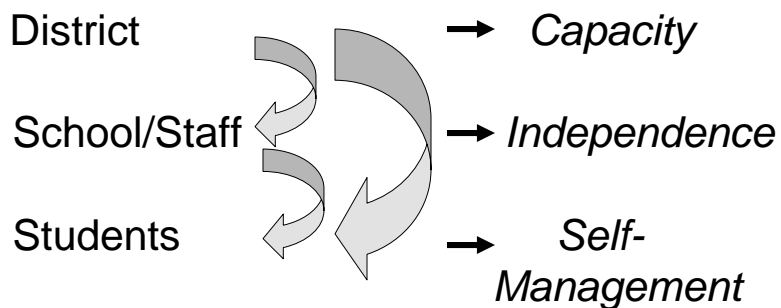
Many times, at a Classroom or Student level, functional assessment, data-based problem-solving, consultation, and strategic intervention is delivered—focused on students with significant academic or behavioral challenges who need these more intensive interventions and supports.

When these strategies, their successes, and their “lessons learned” are not transferred systematically and systemically to the next school year, at the Classroom and Student level, student progress is disrupted, student achievement is interrupted, student motivation is negated, and students either act out or check out.

This lack of coordination and articulation represents instructional inefficiency, and this is a disservice to the students and their futures.

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Desired Systemic Outcomes of a Positive Behavioral Support System



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Transferring Student Outcomes to the Next School Year

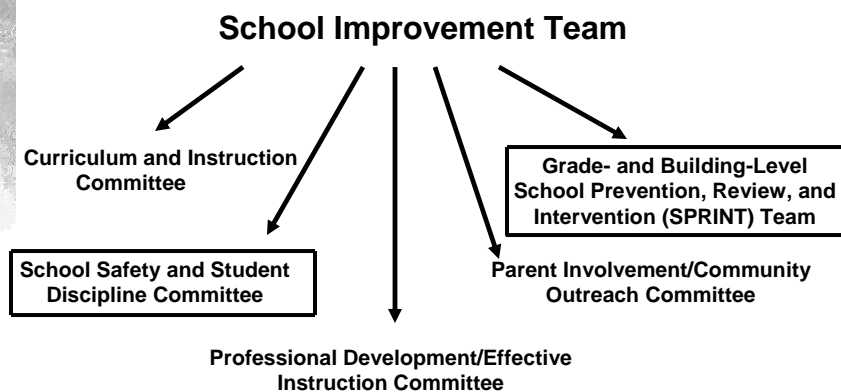
**Advanced Organizers in the Context of
Positive Behavioral Support Systems (PBSS)**

➤ **School-Level Articulation Strategies:**

**Transferring PBSS Committee-to-
Committee Decisions, Activities,
and Successes**

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Building-Level Committee Infrastructure



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Building the PBSS Infrastructure

The School Discipline Committee:

Building Principal/Administrator
Teacher from each Grade-level, Teaching Team,
and/or Teaching Cluster
Representative of "Specials" Teachers (Music, Art, PE,
Media, Computers)
Representative of Special Education Teachers
Representative of "Specials" Teachers
Representative to Paraprofessionals, Teacher Assistants,
Cafeteria/Playground Aides
Representative of Secretaries, Custodians, Cafeteria
Workers, Bus Drivers
Counselor
School Resource Officer
Representative to District Crisis Team
Others as Determined/Needed

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A Recommended Staffing Pattern for an Effective School's Committee Structure

Example: School Discipline/Safety Team

<u>To Start</u>	<u>Next Term of Office</u>
K/3/Parapro: 4 years	3 years: Cohort 1
1/4/Specials: 3 years	3 years: Cohort 2
2/5/SpeEd: 2 years	3 years: Cohort 3

Others: Administrator, Counselor, School
Resource Officer

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Building the PBSS Infrastructure

The School Prevention, Review, and Intervention Team (SPRINT):

Building Principal/Administrator
Curriculum/Academic Intervention Specialists
Behavioral/Behavior Management Specialists
Special Education Teachers
Counselor
School Psychologist
Social Worker
Speech Pathologist
School Nurse

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Building the PBSS Infrastructure

The School Leadership Team (SLT):

Building Principal/Administrator
Chairs of the following Committees:

- a. School Improvement Committee
- b. Curriculum and Instruction Committee(s)
- c. School Discipline/School Climate Committee
- d. Professional Development and Effective Instruction/Teacher Mentoring Committee
- e. Parent and Community Outreach Committee
- f. Other Committees as needed

School Counselor and/or School Psychologist
Others as determined

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Every Committee/Team has a

- ✓ Chair and Recorder
- ✓ Rotating Grade-level (and School-level) Representation
- ✓ Monthly Meetings with Agendas and Posted Minutes
- ✓ Annual Goals, Outcomes, Evaluation Processes, and Reporting Responsibilities
- ✓ Quarterly Formative Evaluations with Opportunities for Mid-Course Corrections
- ✓ Annual Summative Evaluations with Strategic Transitioning to the “Next Level” of Success
- ✓ Focus on how they need to Collaborate with other Committees, Grade-level Teams, and Others

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A Blueprint for Committee Meetings During the School Year -1

APRIL: Choose New Committee Members, New Committee Chair/Secretary.

APRIL-JUNE: Hold at least three meetings with the Out-going and In-coming Committee membership to plan New School Year Transition; One focused on Summative Evaluation of Goals and Outcomes

AUGUST PRE-PLANNING: First Committee Meeting of New Year

SEPTEMBER-OCTOBER: Monthly meetings

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A Blueprint for Committee Meetings During the School Year -2

NOVEMBER: Goal-focused Formative Evaluation and Planning Meeting for next four months activities

DECEMBER-JANUARY: Monthly meetings

FEBRUARY: Committee drafts School Improvement Plan (SIP) Committee Goals, Objectives, Needed Resources, and Need Funding for NEXT YEAR's SIP for Submission to School Improvement Team

MARCH: Goal-focused Formative Evaluation and Planning Meeting for next three months

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Committee Articulation

- **Planning**
 - "The Beginning of the New School Year starts in April." [See Calendar]
- **People**
 - Committee Rotation in April
- **Process**
 - Committee Annual Action Plan drafted in February, to be integrated into SIP in May.
- **Productivity**
 - Written Meeting Minutes; Stable Staff-driven Leadership; Semester 1 Implementation Calendar written by May; Needed Resources accessed or purchased during Summer; Pre-school Opening Committee Meeting and Staff Briefing; Committee Meetings on Master Calendar

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➤ **School-Level Articulation Strategies:**

**Identifying and Addressing
School-Level “Special Situations”
for the New Year**

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The "Core" of the Positive Behavioral Support System

Skill



Accountability



Consistency



Special Situations

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Two Types of “Special Situations”

Setting:

Common Areas of the School: Hallways, Bathrooms, Buses, Cafeteria, Playgrounds, Auditorium, Meeting Spaces

Student:

Teasing, Taunting, Bullying, Harassment, and Physical Aggression/Fighting

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Protocol for a School-Based, Special Situations Analysis

Setting-Specific Special Situations:

Examples: Cafeteria, Hallways, Recess, Buses

Analysis:

- I. Student Characteristics, Issues, and Factors
- II. Teacher/Staff Characteristics, Issues, and Factors
- III. Incentives and Consequences
- IV. Environmental Characteristics, Issues, and Factors: Physical Plant and Logistics
- V. Resource/Resource Allocation and Deployment

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Special Situations Analysis

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

I. Student Characteristics: Aggressors, Victims, By-standers

What does each group contribute to the situation?
Is each group willing to become part of the solution?
Do they have the skills?

II. Peer Group Characteristics: What does the peer group contribute to the situation?

Is the peer group willing to become part of the solution?
Does the peer group have the skills?

III. Teacher/Staff Characteristics: Skills, Attitudes, Issues, and Factors

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Special Situations Analysis

Teasing, Taunting, Bullying, Harassment, Fighting

Domains of Analysis:

IV. Incentives and Consequences

For the Aggressors? For the Victims? For the By-standers?
For the Adults? For the Schools as a System? For the Community?

V. Environmental Characteristics, Issues, and Factors:
Physical Plant and Logistics

VI. Resources/Resource Allocation and Deployment

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Committee Articulation

- **Planning**
 - Identify one Target Special Situation in April for Intervention Development and Implementation in August
[Easiest versus Most Challenging]
- **People**
 - Decide who will Complete the Analysis and Intervention Development (in April), and Intervention Preparation/Implementation (in August)
- **Process**
 - Complete a Special Situations Analysis in April/May using Data-based Problem Solving and Functional Assessment approaches
- **Productivity**
 - Develop an Action Plan by May; Review it during the Pre-school Committee Meeting and Staff Briefing; Implement is on Day-One of the new school year.

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Setting-Specific Special Situation Interventions

<u>Domain</u>	<u>Prevention</u>	<u>Response</u>
Students:	Instruction in Expectations and Behavioral Skills Select Strategic Groupings of Students	Receive Planned Incentives and Consequences Deliver "Good Choice" Students, "Re-educate" "Bad Choice" Students
Staff:	Provide Training, Support, Supervision, Reinforcement Involve Teaching Staff "Tag-team" Setting-Class Communication, Personnel	Have a "Crisis Plan" Ready to Use when needed Meet periodically together (to debrief and plan) with Staff and Teachers/Administrators

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Setting-Specific Special Situation Interventions

<u>Domain</u>	<u>Prevention</u>	<u>Response</u>
Incentives/ Consequences	Identification of Meaningful Incentives/Consequences In-Setting and Out-of-Setting Delivery of I/C Organized Obtain Materials/Coordinate Personnel	Deliver Planned Incentives and Consequences Identify "Strategic" I/C for Specific, Problematic Students "Re-educate" "Bad Choice" Students
Physical Plant/ Logistics	Identify Traffic Patterns Set-Out Physical Prompts, Cues, and Signs Train Students and Staff Ensure Supervision and Coverage	Have "Contingency Plans" Ready to Use when needed Control Student Numbers or Stagger Student Presence Increase Supervision or Physical Prompts, Cues, and Signs

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Setting-Specific Special Situation Interventions

<u>Domain</u>	<u>Prevention</u>	<u>Response</u>
Resources:	Analysis of Needed Resources: People, Time, Schedules, Materials, Technology, Money Use and "Deployment" of Needed Resources Evaluation of Impact of Used Resources	Identification and Use of Strategic Resources to Address Problematic Situation Increase in the Number or Intensity of Existing Resources Use of District or Community Resources to Ameliorate or Resolve Problematic Situation

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Student-Specific Special Situations Interventions: Fighting Example

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Intervention Strategy</u>
Students-- Aggressor(s):	Immediate Separation of Students Involved Transport of Aggressor to Secure Place in School Interview, Collect Information Call Parents/Arrange Transport Home	Determine if Administrative Action will Prevention Repeat of Inappropriate Behavior If not, Complete Functional Assessments and Develop Intervention Plan Begin Plan Implementation
Victim(s):	Immediate Separation of Students Involved Transport of Victim to Secure Place in School Interview, Collect Information Call Parents/Arrange Transport Home	Determine if Administrative Action will Prevention Repeat of Inappropriate Behavior If not, Complete Functional Assessments and Develop Intervention Plan Begin Plan Implementation
Peers/ By-Standers:	Immediate Separation of Students Involved Transport of Peers to Secure Place in School Interview, Collect Information Determine their Contribution to the Problem	Determine if Administrative Action will Prevention Repeat of Inappropriate Behavior If not, Complete Functional Assessments and Develop Intervention Plan Begin Plan Implementation

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Student-Specific Special Situations Interventions: Fighting Example

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Intervention Strategy</u>
Adults: Administrators	Implementation of Relevant Crisis Intervention Plan(s)	Planning Meeting with relevant Administrative, Security, Mental Health, and other School and Community resources to develop Action Plan
Teachers/Staff	Lock-down of Building with Non-Involved Students	Implementation of developed Action Plan
Parents	Notified of Incident and its Resolution via Communication sent home with all Students	Involvement in Community Problem-Solving and Action Meetings
Community	Notified as needed through District Public Information Officer	Involvement in Community Problem-Solving and Action Meetings, along with other Outreach and Intervention Initiatives

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Student-Specific Special Situations Interventions: Fighting Example

<u>Domain</u>	<u>Stabilization Strategy</u>	<u>Intervention Strategy</u>
Physical Plant/ Logistics:	Immediate Lock-down of Building, Supervised release of students at end of the day	Increased Security/Adult Supervision in hallways, Staggered passing of students between periods
Accountability:	Immediate delivery of district-set consequences for involved students and peer groups	Discussion of incentives and consequences with entire student body
Resources:	District/Community resources (Police, others) involved as needed to gain control of the building and situation	Priority use of building, district, and community resources to implement Action Plan as designed

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➤ Staff-Related Articulation Strategies:

Year-End Academic Achievement and Behavioral Instruction/Incident Audits

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Strategic Placement of Students from One Grade to Another Based on Functional Reading Skill

Grade	Student Functional Skill Groups	Grade	Student Grade Assignments
1a	A (@ 3 rd g.e.)	2a	A
	* → B		E
	→ C		I
1b	→ D	2b	B
	→ E		F
	→ F		J
1c	→ G	2c	C
	→ H		G
	→ I		K
1d	→ J	2d	D
	→ K		H
	L (@ P.P. level)		L

* Skill-based Functional Reading Instruction Groups

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Early to Middle Elementary School Stop & Think Social Skills

At the Grade 2 through Grade 3 level, the ten primary skills are:

Listening	Waiting for an Adult's Attention-
Following Directions	How to Interrupt
Asking for Help	Dealing with Losing
Ignoring Distractions	Apologizing
Dealing to Teasing	Dealing with Consequences
Contributing to Discussions/ Answering Classroom Questions	

At the Grade 2 through Grade 3 level, the ten advanced skills are:

Deciding What to Do	Avoiding Trouble
Asking for Permission	Dealing with Anger
Joining an Activity	Dealing with Being Rejected or Left Out
Giving/Accepting a Compliment	Dealing with Accusations
Understanding Your/Others' Feelings	Dealing with Peer Pressure

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The Stop & Think Social Skills Calendar Classroom and Building Routines

Grade Levels: K and 1

Week 1 Classroom/Building Routine Skills

Building Routines:

- Day 1: Line/Hallway Walking
Lunchroom behavior (behavior in line, busing trays after lunch, getting to the Playground—release behavior)
Getting on the Bus to get home
- Day 2: Getting off the bus and to class in the morning
Bathroom behavior
- Day 3: Recess behavior (Especially getting into line and returning to the classroom)
- Day 4/5: Reinforcement of all routines above

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Behavioral Articulation Data

ADDRESS Data:

- **Areas of Concern**
- **Number of Students**
- **Grade Level of Students**
- **Place/Time of Events**
- **Relationship/Impact on Academics and Academic Engagement**
- **Behavioral Interventions, SPRINTs, 504's, IEPs**

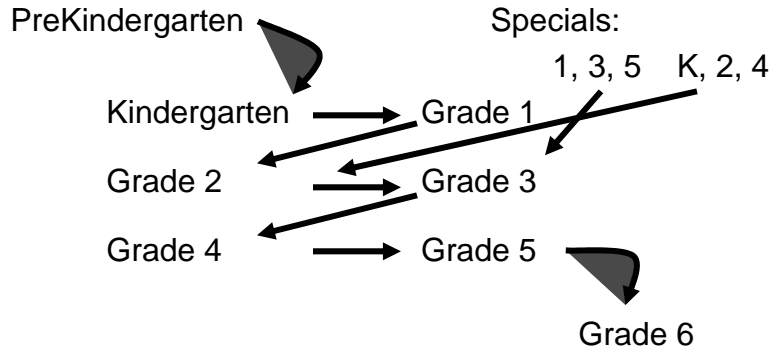
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Student Placement Meetings

Meeting 1: 8:30 AM to 11:30 AM

Break: 11:30 AM to Noon

Meeting 2: Noon to 3:00 PM



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SPRINT Consultation Referral Audits

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The SPRINT Process:

Data-Based, Functional Assessment
Linked to Strategic Intervention

SPRINT: **S** chool
 P revention,
 R eview, and
 IN tervention
 T eam

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What are the Goals of the SPRINT Process?

To address the needs of students experiencing academic or behavioral difficulties by:

- Using a systematic problem-solving process that links functional assessment to evidence-based or research-based interventions.
- Consulting with classroom teachers so that the identified interventions are implemented with integrity and success.
- To establish assessment and intervention baselines in case more intensive interventions are needed later.
- To increase the knowledge and skills of all of the teachers and other professionals involved.

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The SPRINT Consultation Referral Audit

WHEN: Completed in April/May (Sometimes also in November/December)

WHO: The entire Building-level SPRINT Team and Selected Others

WHAT: A review and cross-analysis of all SPRINT Referrals (Building and/or Grade-level)

WHY: Efficient planning of Resources, Intervention Preparation, Professional Development, SPRINT Responsibility

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The SPRINT Consultation Referral Audit

- **Area of Concern**
- **Number of Students**
- **Month of Initial Referral**
- **Percentage of Total Referrals**
- **Grade- or Building level SPRINT Referral**
- **SPRINT Consultant(s) Used**
- **Interventions Implemented**

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The SPRINT

Consultation Referral Audit

Areas of Referral Concern:

Literacy—Phonemic Awareness, Sound-Symbol Association/Phonics,
Decoding/Fluency, Vocabulary, Comprehension

Mathematics—Numeration, Calculation, Application

Language Arts

Science, Social Studies, Technology

Increasing or Establishing New Behaviors

Decreasing or Eliminating Inappropriate Behaviors

Teaching Attention and Engagement Skills

Teaching Social, Self-Management, and Self-Control Skills

Addressing Externalizing Behavior (Anger, Acting Out, Aggression)

Addressing Internalizing Behavior (Anxiety, Withdrawal, Depression)

Increasing Student Motivation

Peer Engagement and Management Skills

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The SPRINT

Consultation Referral Audit

Outcomes

- Identify and Analyze “High-Hit” Referrals:
 - Prevention Activities for Future Students
 - Early Intervention for At-Risk Students
- Professional Development for Staff:
 - Prevention, Early Intervention, Intensive Need
- Ensure Appropriate SPRINT Intervention
 - Knowledge and Skill
- Ensure School Curricular Materials and
 - Intervention Resources

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Transferring Student Outcomes to the Next School Year

**Advanced Organizers in the Context of
Positive Behavioral Support Systems (PBSS)**

➤ **Student-Related Articulation Strategies:**

The “Get-Go” Process

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Special Situations: Individual Student Transitions into the New School Year

The “GET-GO” Students

Need Immediate Day 1 Interventions

The “AT-RISK” Students

Need Transition Planning and Preparation

The “CHECK-IN” Students

Need a Safety Net in Place

***** Completed in April/May by SPRINT
and Grade-level Teams**

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The “Get-Go” Process

The “Get-Go” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)

WHO: Special Education and 504 Students; Students who need Immediate Day 1 Interventions; Medically Fragile/ Procedure Students; Identified Others

WHAT: Intervention Identification, New Staff Briefing and Training, Parent Outreach and Involvement prior to Day 1 of the New School Year

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The “Get-Go” Process

The “At-Risk” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)

WHO: Students who have received classroom- or SPRINT-level interventions whose Next Year’s Teachers/Teaching Team need to be fully briefed/prepared

WHAT: Intervention Briefing Paper and Pre-School Briefing Meeting, Parent Outreach and Involvement as needed, Last Year Teacher availability as on-going consultant to New Year Teacher

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The “Get-Go” Process The “Check-In” Students

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)

WHO: Any Student that a SPRINT Team or Teacher feels needs a “Check-In” (Academic, Behavioral, Attendance, Family Special Situation) anywhere between Week 1 and Week 9 of the New School Year

WHAT: New Teacher “Pink Sheet”/Attendance or Report Card Scan

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The “Get-Go” Process Implementation and Execution

WHEN: Completed in April/May (by SPRINT Team and Grade-level Teams)

HOW: Review of Grade-level/Class roles; SPRINT referrals; Related Service/Counselor/Nurse/Administrator roles/files

WHAT: Get-Go/At-Risk/Check-In/No designation
Area of Concern identified and briefly described
Responsible Person for Next Steps identified, prepared, tracked

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Transferring Student Outcomes to the Next School Year

**Advanced Organizers in the Context of
Positive Behavioral Support Systems (PBSS)**

➤ **Student-Related Articulation Strategies:**

**Student Focused Briefing Reports
and Pre-School Start Briefings**

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Potential Targets of Behavioral Change and Intervention

- Increase or establish new behaviors
- Decrease or eliminate inappropriate behaviors
- Teach attention & engagement skills
- Teach social, self-management & self-control skills
- Modify externalizing behavior (anger, acting out, aggression)
- Modify internalizing behavior (anxiety, withdrawal, depression)
- Increase motivation
- Increase engagement skills
- Increase protective, self-efficacy, and self-satisfaction

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Interventions and Intervention Plans

Interventions should:

Be linked to the results of a data-based functional assessment that answers the question
“WHY is the referred problem occurring?”

Intervention Plans should identify:

Short-term outcomes
Long-term outcomes
Implementation steps and needed resources
Time-frame needed before outcomes will be seen
How implementation integrity and outcomes
will be evaluated

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Student-Focused Briefing Reports

- **Completed by Primary Teacher/ Teaching Team as a End-of-Year Administrative Check-Out Responsibility**
- **Standardized Format across the School**
- **Computerized**
- **Running Record Format– Across Years and During Year**
- **Secure**
- **Objective and Data-based**

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Student-Focused Briefing Report

Contents:

- a. Academic and Behavioral Background of the Student— including Critical Factors (physical, medical, social, supportive) that Impact or Contribute to this Background
- b. Academic/Behavioral Strengths and Progress during the Past School Year
- c. Academic/Behavioral Weaknesses and Functional Reasons Why they Exist
- d. Description of Successful Strategies or Interventions to Address the Student's Needs and How they were Implemented
- e. Description of Less or Unsuccessful Strategies/Interventions with/for the Student
- f. Keys to Helping this Student be Successful
- g. Other Information of Note

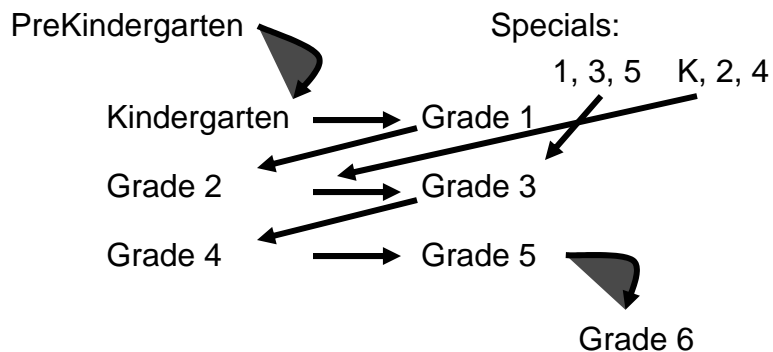
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Pre-School Briefing Meetings

Meeting 1: 8:30 AM to 10:00 AM

Break: 10:00 AM to 10:30 AM

Meeting 2: 10:30 AM to Noon



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Transferring Student Outcomes to the Next School Year

Advanced Organizers in the Context of Positive Behavioral Support Systems (PBSS)

- **Project ACHIEVE's PBSS**
- **The Definition of Articulation, and Importance of Planned, Year-End Articulation Strategies**
- **School-Level Articulation Strategies:
Transferring PBSS Committee-to-Committee
Decisions, Activities, and Successes**

Identifying and Addressing School-Level "Special Situations" for the New Year

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Transferring Student Outcomes to the Next School Year

Advanced Organizers in the Context of Positive Behavioral Support Systems (PBSS)

- **Staff-Related Articulation Strategies:
Year-End Academic Achievement and
Behavioral Instruction/Incident Audits
SPRINT Consultation Referral Audits**
- **Student-Related Articulation Strategies:
The "Get-Go" Process
Student Focused Briefing Reports and
Pre-School Start Briefings**

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For More Information About the:

Project ACHIEVE E-Documents

Contact: Dr. Howard Knoff
knoffprojectachieve@earthlink.net

OR

**ORDER FROM the Project ACHIEVE
website:**

www.projectachieve.info

More **Stop & Think** Social Skills and Scripts
Developing the Behavioral Matrix
The Educative Time-Out Process
Response-to-Intervention and /Data-based Problem-Solving
Special Situation Analyses in Schools
The Project ACHIEVE Forms Book

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Preschool to Early Elementary School Stop & Think Social Skills

NEW SUPPORT MATERIALS:



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Using Brave Talk

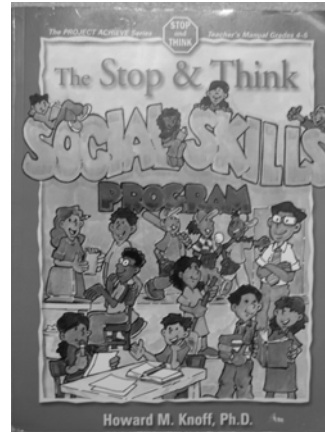
1. **Think** about what you want to say.
2. **Look at** or **walk up** to the person involved.
3. **Hands** by your side, take a deep breath.
4. **Be calm** and **say** what you want to say.

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**For More Information About the:
Stop & Think Social Skills Program**

Contact: Sopris West Publishers
800-547-6747
Website: www.sopriswest.com

ASK FOR THE Pre-K to Grade 1
Manual and materials



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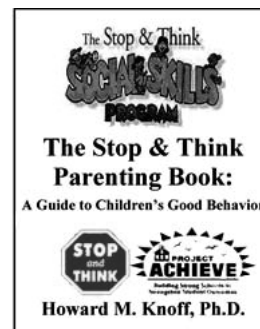
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