

Behavioral Support Root Cause Analysis Workbook

METROPOLITAN CENTER FOR URBAN EDUCATION



Table of Contents

Introduction to Workbook3

What are behavioral outcomes?.....3

An Initial Look at Your School’s Data4

Looking at Discipline Data.....4

 Count of Students Receiving a Disciplinary Referral.....4

 Count of Disciplinary Referrals.....6

 Referrals that result in suspension8

 Reason for Referral10

 Recidivism12

Quality Indicator Review14

Key Question: Does your school have a consistent and comprehensive school-wide behavioral program in place?.....14

Key Question: Do classroom behavioral support systems relate directly to the school-wide behavioral support system? Do non-classroom behavioral support systems relate directly to the school-wide behavioral system?16

Key Question: Do all students feel accepted and valued in the class?17

Key Question: Is instruction thoughtfully designed and delivered to be relevant, appropriately challenging and engaging for all students?18

Key Question: Are classroom activities managed in a proactive, positive and predictable manner so that instructional time is maximized?20

Interventions List.....20

Conclusion.....22

Introduction to Metropolitan Center for Urban Education

The Metropolitan Center for Urban Education (Metro Center), founded in 1978, is housed in New York University's Steinhardt School of Culture, Education, and Human Development. The Metro Center addresses educational problems that are national in scope but are brought into sharp focus in large urban areas. Its mission is to promote an understanding of, and provide services and assistance, to under-served populations (and the educational, governmental and community agencies that serve them) in order to ensure equity and promote excellence in the educational experiences of children and youth.

Why a Behavioral Support Workbook?

Research over the past three decades has identified a variety of educational equity issues such as discipline. Specifically, discipline along with other outcomes (e.g., attendance, credit accumulation) appears to operate as predictors of high school graduation and involvement with juvenile justice systems. Thus Metro Center has developed this workbook as a means to assist school districts to conduct a root cause analysis of their discipline outcomes in relation to behavioral support systems. The core analysis framework is to examine disproportionate representation. In other words, the over-representation of a specific group in behavioral areas relative to the presence of this group in the overall student population.

An Initial Look at Your District/School's Data

This initial look at your school's discipline data is meant to provide both framework to examining at equity in disciplinary outcomes and help your team pose questions about your school's disciplinary practices.

Using your school's data, complete the following tables and answer the reflection questions.

Looking at Discipline Data

Discipline data is often times difficult to interpret because it can be tabulated in two different ways: by student and by referral. Student data counts each student for whom there is a discipline record regardless of how many times the student has been referred for disciplinary action. Referral data counts the total number of infractions, but does not take into account that certain students are counted multiple times. As such, these two different perspectives provide different information.

Moreover, depending on information collected, discipline data can be analyzed in a variety of ways.

The following is a basic framework for analyzing your school's discipline data. It looks at the following four areas: 1) the demographics of those students involved in your school's discipline process, 2) the types of discipline infractions, 3) the outcomes of those infractions, and 4) the effectiveness of suspensions.

Using your school's data, complete the following tables and answer the reflection questions.

Count of Students Receiving a Disciplinary Referral

- How many students are referred for disciplinary action by race/ethnicity (count students)?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Number of students referred for disciplinary action							

- What is the composition of students referred for disciplinary action by race/ethnicity (count students)?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Composition of students referred for disciplinary action							100%

- How many students referred for disciplinary action by gender (count students)?

	Male	Female	Total
Number of students			

- What is the composition of students referred for disciplinary action by gender (percent of students)?

	Male	Female	Total
Composition of students (percentage)			100%

- How many students referred for disciplinary action by English language learner (ELL) status (count students)?

	ELL	Non-ELL	Total
Number of students			

- What is the composition of students referred for disciplinary action by English language learner (ELL) status (percent of students)?

	ELL	Non-ELL	Total
Composition of students (percentage)			100%

How does this compare to your school's overall demographic composition?

Count of Disciplinary Referrals

- How many disciplinary referrals were written by race/ethnicity?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Number of disciplinary referrals							

- What is the composition of disciplinary referrals (count referrals)?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Composition of disciplinary referrals							100%

- How many disciplinary referrals were written by gender?

	Male	Female	Total
Number of disciplinary referrals			

- What is the composition of disciplinary referrals by gender (count referrals)?

	Male	Female	Total
Composition of disciplinary referrals			100%

- How many disciplinary referrals were written by ELL status?

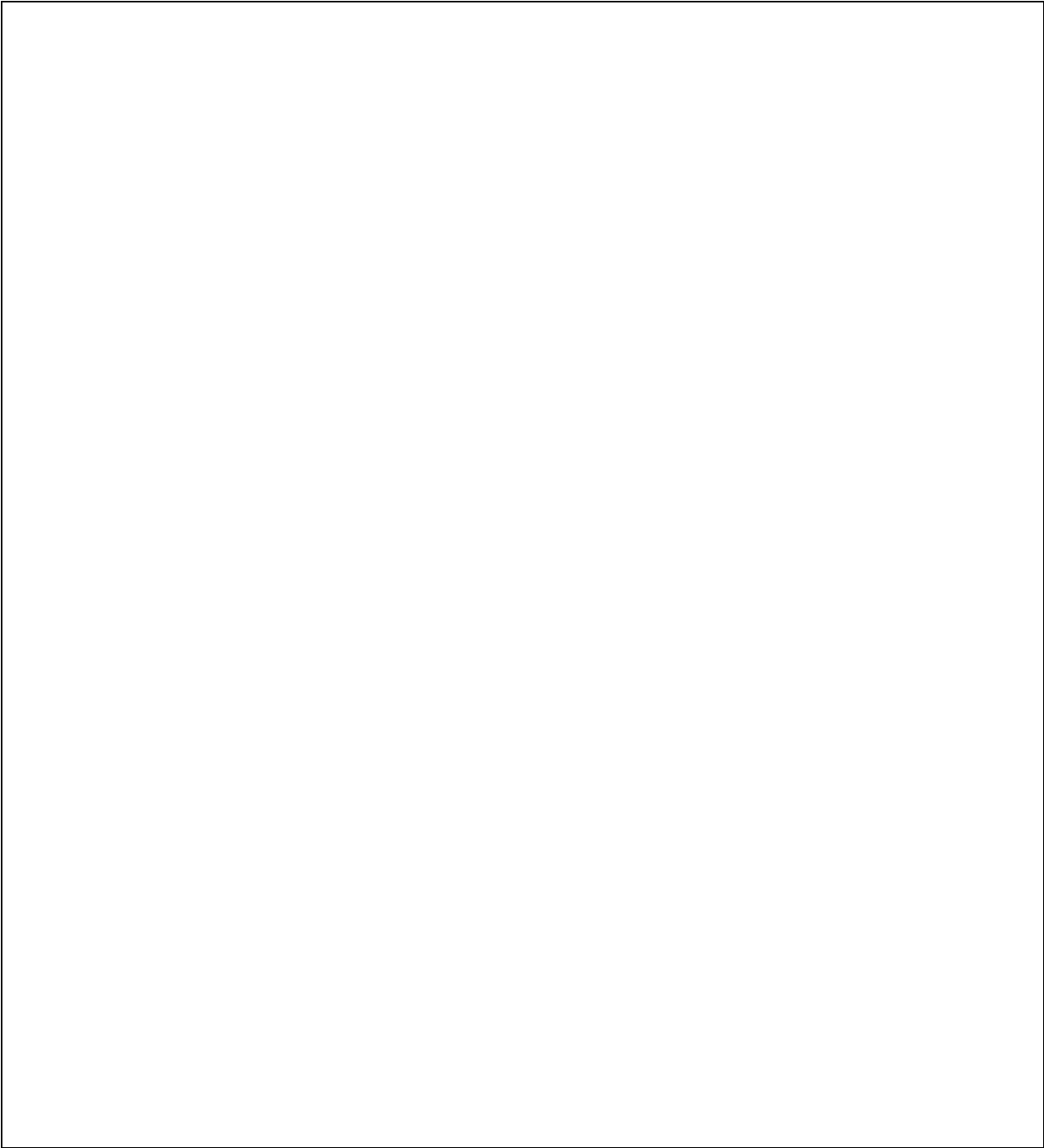
	Male	Female	Total
Number of disciplinary referrals			

- What is the composition of disciplinary referrals by ELL status (count referrals)?

	Male	Female	Total
Composition of disciplinary referrals			100%

Reflection

How do composition of disciplinary referrals compare to overall student composition ?



Referrals that Result in Suspension

In an effective discipline system has multiple possible outcomes with suspensions being one of the most severe. Therefore it is important to focus specifically on referrals that result in suspensions.

- How many disciplinary referrals were written that resulted in a suspension by race/ethnicity?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Number of disciplinary referrals							

- What is the percentage of referrals that resulted in a suspension?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Percentage of referrals that resulted in a suspension							

- What is the composition of disciplinary referrals that resulted in a suspension (count referrals)?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	Total
Composition of disciplinary referrals							100%

- How many disciplinary referrals were written that resulted in a suspension by gender?

	Male	Female	Total
Number of disciplinary referrals			

What is the percentage of referrals that resulted in a suspension?

	Male	Female	Total
Percentage of referrals that resulted in a suspension			

- What is the composition of disciplinary referrals that resulted in a suspension (count referrals)?

	Male	Female	Total
Composition of disciplinary referrals			100%

Reflection

- How do these compositions compare to their representation of students the school?

Reason for Referral

What were the five most cited reasons for disciplinary referrals?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multi-Racial (Not of Hispanic Origin)	All students
Most common							
2 nd most common							
3 rd most common							
4 th most common							
5 th most common							

What were the three most common reasons for disciplinary referrals that were most likely to result in a suspension?

Most common	2 nd most common	3 rd most common

What were the five most cited reasons for disciplinary referrals by gender and ELL Status?

	Male	Female	ELL	Non-ELL	All students
Most common					
2 nd most common					
3 rd most common					
4 th most common					
5 th most common					

What were the three most common reasons for disciplinary referrals that were most likely to result in a suspension?

Most common	2 nd most common	3 rd most common

Reflection

Are different groups of students referred for different reasons? If so, why do you think that is?

What is the relationship between the most common reasons for referrals and the referrals most likely to result in suspensions? What does this tell you about your school's discipline policies and practices?

Recidivism

What is the percentage of student who are suspended receive more multiple suspensions?

	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African American	Hispanic or Latino	White (not of Hispanic Origin)	Multiracial	Total
Percentage of student who are suspended receive more than ONE suspension							
Percentage of student who are suspended receive more than THREE suspension							
Percentage of student who are suspended receive more than FIVE suspension							

What is the percentage of student who are suspended receive more multiple suspensions?

	Male	Female	ELL Status	Non-ELL	Total
Percentage of student who are suspended receive more than ONE suspension					
Percentage of student who are suspended receive more than THREE suspension					
Percentage of student who are suspended receive more than FIVE suspension					

Reflection

What does this tell us about the effectiveness and distribution of suspensions?

A large, empty rectangular box with a thin black border, intended for a student's reflection on the effectiveness and distribution of suspensions.

Quality Indicator Review

The Quality Indicator Review in this book is adapted from the New York State Education Department’s QUALITY INDICATOR REVIEW AND RESOURCE GUIDES for BEHAVIORAL SUPPORTS AND INTERVENTIONS. This sections below focus on school-wide discipline systems, behavior management in the classroom, relationship with and among students, instruction, and classroom management. Each of these sections is framed by a key question followed by several quality indicators related to those questions. Additionally, each quality indicator contains several “Description/Look Fors” that frame the specific elements of the quality indicator as well as suggestions for where to collect evidence related to each “Description/Look Fors.”

This quality review is designed to help

- Assess the quality of a school instructional programs and practices in the areas of literacy, behavioral supports and interventions; and delivery of special education services
- Determine priority need areas; and
- Prescribe and plan activities to change practices and improve outcomes for students

While engaging instruction is the most effective “behavioral intervention,” every school also needs an effective discipline system.

Key Question: *Does your school have a consistent and comprehensive school-wide behavioral program in place?*

Indicator: School-Wide Discipline System		
Quality Indicator	Description/Look Fors:	Comments/Evidence
Instruction in Behavior		
All students are taught behavioral expectations.	<ul style="list-style-type: none"> • Lesson plans for expectations are developed. 	<i>Lesson plans, schedule for teaching, School-wide Evaluation Tool (SET) results/ Survey</i>
	<ul style="list-style-type: none"> • School-wide behavioral expectations have been taught directly & formally to all students. 	
	<ul style="list-style-type: none"> • Students and staff know expectations. 	
	<ul style="list-style-type: none"> • Lessons are re-taught as needed based on analysis of data. 	
	<ul style="list-style-type: none"> • Acknowledgements are appropriate for the culture of the community served by the school. 	
	<ul style="list-style-type: none"> • A system for collecting data on acknowledgements is in place. 	
Consistent Behavioral Consequences		
Consistent consequences are applied for inappropriate behavior across staff and settings.	<ul style="list-style-type: none"> • Consequences for behavioral infractions are clearly defined and documented. 	<i>Teacher handbook, student handbook, interview/survey, school reports, lesson plans, discipline data</i>
	<ul style="list-style-type: none"> • Consequences are appropriate for the entire community and applied proportionately. 	
	<ul style="list-style-type: none"> • There is clarity about behavior handled in the classroom and behavior handled by administration. 	
	<ul style="list-style-type: none"> • All staff and students know consequences. 	
	<ul style="list-style-type: none"> • System for collecting data on infractions is in place. 	
	<ul style="list-style-type: none"> • Frequently broken rules are re-taught. 	

Data Collection and Analysis		
Data on student behavior are collected and used to inform and improve the behavioral system.	<ul style="list-style-type: none"> • Office discipline referral form collects all necessary information. 	<i>Discipline referral form, school data reports, monthly data reports, team minutes, action plans</i>
	<ul style="list-style-type: none"> • Office discipline data are gathered routinely and entered into database. 	
	<ul style="list-style-type: none"> • Team summarizes existing discipline data monthly and reports to staff, including suspension data. 	
	<ul style="list-style-type: none"> • Strengths and areas of focus are identified monthly based on data. 	
	<ul style="list-style-type: none"> • Discipline data are used to make decisions and action plans. 	
	<ul style="list-style-type: none"> • Staff, family and student perception data are also reviewed on an on-going basis. 	
On-going staff development		
All staff understand and implement the school-wide discipline system with fidelity.	<ul style="list-style-type: none"> • School personnel are trained in school-wide plan. 	<i>Training enrollment records, coach report, team action plan, faculty meeting minutes, staff surveys, teacher acknowledgement menu, training materials</i>
	<ul style="list-style-type: none"> • New personnel are oriented to school-wide plan. 	
	<ul style="list-style-type: none"> • Technical assistance is provided to teachers about components of plan. 	
	<ul style="list-style-type: none"> • Re-training provided as needed to staff on plan components. 	
	<ul style="list-style-type: none"> • Reports are made regularly to staff on student data. 	
	<ul style="list-style-type: none"> • Staff are regularly acknowledged for their implementation of the plan. 	
	<ul style="list-style-type: none"> • Professional development includes training on selecting expectations and acknowledgements that are appropriate for the entire school community. 	

Key Question: Do classroom behavioral support systems relate directly to the school-wide behavioral support system? Do non-classroom behavioral support systems relate directly to the school-wide behavioral system?

Indicator: Behavior Management		
Quality Indicator	Description/Look Fors:	Comments/Evidence
Classroom Management		
Effective classroom management strategies are used in all classrooms.	<ul style="list-style-type: none"> Classroom behavioral expectations are aligned with school-wide behavioral expectations. 	<i>Posters of class rules, teacher/student interview, lesson plans, student interviews, office discipline referral forms, observations</i>
	<ul style="list-style-type: none"> Classroom behavioral expectations are explicitly taught, practiced and re-taught when needed in all classrooms. 	
	<ul style="list-style-type: none"> Consequences for problem behavior in the classroom are consistent with school-wide plan. 	
	<ul style="list-style-type: none"> Students in every classroom receive a greater number of positive than negative acknowledgements. 	
	<ul style="list-style-type: none"> Students in every classroom are engaged in meaningful academic work. 	
	<ul style="list-style-type: none"> As teachers develop their routines, they are respectful of the impact their routines have on other classrooms. 	
Non-Classroom Behavioral Supports		
Effective management strategies are used in non-classroom settings.	<ul style="list-style-type: none"> Behavioral expectations for hallways, playgrounds, buses, cafeteria, bathrooms & other non-classroom settings are aligned with school-wide behavioral expectations. 	<i>Posters in each setting, lesson plans, office discipline referral forms, student/staff interviews, training schedule, sign-ins, staff meeting minutes</i>
	<ul style="list-style-type: none"> Behavioral expectations for each setting have been explicitly taught, practiced and re-taught when needed. 	
	<ul style="list-style-type: none"> Consequences for problem behavior in these settings are consistent with school-wide plan. 	
	<ul style="list-style-type: none"> Students receive a greater number of positive than negative acknowledgements in these settings. 	
	<ul style="list-style-type: none"> Paraprofessionals and other staff responsible for these settings have been trained in the school-wide plan. 	
	<ul style="list-style-type: none"> Paraprofessionals and other staff responsible for these settings receive data on plan implementation. 	

Definition: Classroom management is all the actions teachers take to create an environment that supports academic and social-emotional learning. It includes all of the teacher’s practices related to establishing the physical and social environment of the classroom, regulating routines and daily activities, and preventing and correcting behavior.

Key Question: Do all students feel accepted and valued in the class?

Indicator: Caring & Supportive Relationship with and among Students		
Quality Indicator	Description/Look Fors:	Comments/Evidence
Component 1: Positive Classroom Climate		
The teacher has created a positive, warm and accepting environment for all students in the class.	<ul style="list-style-type: none"> The teacher respects students and conveys personal acceptance of each student. 	<i>Observation, lesson plans, student and teacher interviews, activity schedules</i>
	<ul style="list-style-type: none"> The teacher greets students by name. 	
	<ul style="list-style-type: none"> The teacher is aware of personal goals, interests and activities of students and builds classroom connections. 	
	<ul style="list-style-type: none"> The teacher engages class in specific classroom-community and trust-building activities (e.g. shared chores). 	
	<ul style="list-style-type: none"> The teacher holds high expectations of students that are clearly articulated. 	
	<ul style="list-style-type: none"> Students are engaged in specific activities to build positive peer relationships, like peer tutoring, social groups, and after-school activities. 	
	<ul style="list-style-type: none"> Students are engaged in specific activities to build positive student-staff relationships, including mentoring and tutoring. 	
	<ul style="list-style-type: none"> The teacher quickly addresses potential problems in the classroom. 	
Component 2: Culturally Responsive Classroom Practices		
All students feel valued and accepted by adults and peers in the classroom.	<ul style="list-style-type: none"> Instructional strategies reflect and respond to cultural values, experience and learning styles of students in the class. 	<i>Observation, lesson plans, classroom newsletters, communication logs, student and teacher interview</i>
	<ul style="list-style-type: none"> Opportunities for community engagement are a priority for school and teachers. 	
	<ul style="list-style-type: none"> Teacher response to student behavior reflects an awareness of cultural differences in verbal and non-verbal cues. 	
	<ul style="list-style-type: none"> Teacher understands the cultural components of the “conflict-cycle” and intentionally avoids escalating interactions 	
	<ul style="list-style-type: none"> Classroom establishes a system for regular home-school communication. 	
	<ul style="list-style-type: none"> Students engage in self-study and learn about the norms and values of their culture. 	

Key Question: *Is instruction thoughtfully designed and delivered to be relevant, appropriately challenging and engaging for all students?*

Indicator: Instruction Designed to Optimize Learning and Engagement		
Quality Indicator	Description/Look Fors:	Comments/Evidence
Instruction is Planned		
Lessons are carefully planned to accommodate the needs of all students.	<ul style="list-style-type: none"> • The teacher has spent time preparing the lesson. 	<i>Lesson plans, alternative materials, class schedule</i>
	<ul style="list-style-type: none"> • The teacher has adjusted both content and strategies to students' developmental levels. 	
	<ul style="list-style-type: none"> • Complex tasks are broken into small steps. 	
	<ul style="list-style-type: none"> • Regular times are scheduled into the day to provide feedback on independent work. 	
	<ul style="list-style-type: none"> • Activities have clear beginnings, ends and efficient transitions. 	
Instruction is Structured and Predictable		
Lessons are carefully structured and students are aware of lesson objectives and structure.	<ul style="list-style-type: none"> • The teacher clearly communicates directions and objectives so that students have a clear plan of action; e.g., teacher uses an advance organizer. 	<i>Observation, student work</i>
	<ul style="list-style-type: none"> • Instruction follows a sequential order that is logically related to skill development. 	
	<ul style="list-style-type: none"> • The teacher's instructional presentation includes explanation and modeling, followed by coaching, guided and independent practice and timely feedback. 	
	<ul style="list-style-type: none"> • The teacher provides guided practice with error-correction and re-teaching until students attain 80% mastery. 	
	<ul style="list-style-type: none"> • The teacher monitors independent practice at 90-100% mastery. 	
Learning is Actively Monitored		
Students and teachers are continually assessing effectiveness of lessons.	<ul style="list-style-type: none"> • Students are held accountable for completing work on time. 	<i>Student work, grade books, progress monitoring data</i>
	<ul style="list-style-type: none"> • Students are held accountable for performance; teacher provides feedback on all assignments. 	
	<ul style="list-style-type: none"> • The teacher grades student work regularly and frequently. 	
	<ul style="list-style-type: none"> • The teacher systematically collects, graphs, and reviews student data. 	

Instruction is Interactive and Engaging		
Teachers use multiple and varied techniques to engage students in the material in meaningful ways.	<ul style="list-style-type: none"> • Instruction includes research-based strategies to engage students; e.g., high rates of opportunities to respond, choral reading, direct instruction, computer-aided instruction, class-wide peer tutoring, and guided notes. 	<i>Lesson plans, observation</i>
	<ul style="list-style-type: none"> • The teacher employs a variety of grouping options including whole group, small and cooperative learning groups, and individual instruction. 	
	<ul style="list-style-type: none"> • The teacher uses strategies to ensure high frequency learning trials and response opportunities; e.g. choral responding, individual response card, and peer tutoring. 	
	<ul style="list-style-type: none"> • Instructional materials are used that students find educationally relevant. 	
	<ul style="list-style-type: none"> • The teacher gives both written and oral feedback that is specific, provides information about accuracy, and recommends alternatives; feedback is timely. 	
	<ul style="list-style-type: none"> • The teacher uses variations in voice, movement and pacing to reinforce attention. 	
	<ul style="list-style-type: none"> • The teacher explicitly points out the connection between effort and outcome. 	
Instruction is Direct and Explicit		
Students learn to independently use strategies that will help them to successfully acquire and retrieve learned materials.	<ul style="list-style-type: none"> • The teacher provides instruction in cognitive strategies; e.g., taking notes or asking questions, as well as meta-cognitive strategies; e.g., planning, monitoring, and evaluation. 	<i>Lesson plans, observation</i>
	<ul style="list-style-type: none"> • The teacher provides direct instruction in strategies to assist students to acquire new information and learn skills; e.g., activating prior knowledge or think-alouds. 	
	<ul style="list-style-type: none"> • The teacher provides direct instruction in strategies to store and retrieve information by pairing new information to existing knowledge using a visual device; e.g., mnemonics or concept maps. 	
	<ul style="list-style-type: none"> • The teacher provides direct instruction in test-taking strategies which focuses attention on critical aspects of test items, question answering, etc. 	

Key Question: Are classroom activities managed in a proactive, positive and predictable manner so that instructional time is maximized?

Indicator: Classroom Managed to Support Student Engagement		
Quality Indicator	Description/Look Fors:	Comments/Evidence
Behavior Expectations Established and Taught		
There is a system in place to establish and teach clear rules, procedures and consequences.	<ul style="list-style-type: none"> Classroom behavioral expectations are consistent with school-wide expectations. 	<i>Lesson plans, posters, classroom rules or behavioral matrices, observation, student interviews, classroom list of acknowledgements and consequences</i>
	<ul style="list-style-type: none"> A small number (3-5) of classroom behavioral expectations are defined. 	
	<ul style="list-style-type: none"> When possible, students and classroom staff are partners in the development of the behavioral expectations. 	
	<ul style="list-style-type: none"> Behavioral expectations are positively stated and easily understood. 	
	<ul style="list-style-type: none"> Behavior expectations are directly and systematically taught. 	
	<ul style="list-style-type: none"> Behavioral expectations are reviewed frequently and posted about the room. 	
	<ul style="list-style-type: none"> The teacher provides pre-correction and prompting for behavior expectations as well as ongoing feedback. 	
	<ul style="list-style-type: none"> Students know the acknowledgements for appropriate behavior, as well as the consequences for inappropriate behavior. 	
Behavior is Monitored.		
The teacher actively supervises the classroom, including watching for behaviors to acknowledge and behaviors to correct.	<ul style="list-style-type: none"> The teacher engages all children and calls students by name. 	<i>Observation</i>
	<ul style="list-style-type: none"> The teacher knows what the students are doing and what is going on in the classroom. 	
	<ul style="list-style-type: none"> The teacher moves around the classroom at regular intervals. 	
	<ul style="list-style-type: none"> Teacher is able to anticipate and prepare for potential behavioral issues. 	
	<ul style="list-style-type: none"> The teacher actively supervises and monitors by scanning/looking around, interacting frequently with students, correcting errors and providing acknowledgements for behavior consistent with expectations. 	
	<ul style="list-style-type: none"> Behavioral interruptions are dealt with quickly with little or no interruption to the learning process. 	

Planned Responses to Appropriate Behavior		
Students are acknowledged for demonstrating expected behaviors.	<ul style="list-style-type: none"> • The teacher provides specific praise for specific academic and social behaviors linked to classroom expectations. 	<i>Acknowledgement menu, acknowledgement data, student interviews</i>
	<ul style="list-style-type: none"> • Acknowledgement for appropriate behavior occurs four times as frequently as acknowledgement for inappropriate behavior. 	
	<ul style="list-style-type: none"> • The teacher uses a wide repertoire of acknowledgements (e.g., tangible, verbal, social, activities) that are valued by the students. 	
	<ul style="list-style-type: none"> • Acknowledgements are delivered to individuals, small groups and/or the whole class. 	
	<ul style="list-style-type: none"> • Acknowledgements are attainable by students at all levels. 	
	<ul style="list-style-type: none"> • Students can verbalize their successes. • 	
Planned Responses to Inappropriate Behavior		
Students clearly see the connection between the inappropriate behavior and its consequences.	<ul style="list-style-type: none"> • Consequences have clear connections to student behavior. 	<i>Office discipline referrals, behavioral data, observation, student interviews</i>
	<ul style="list-style-type: none"> • Consequences are always paired with re-teaching of appropriate behavior. 	
	<ul style="list-style-type: none"> • Consequences are commensurate with the inappropriate behavior. 	
	<ul style="list-style-type: none"> • Consequences are delivered promptly, consistently and equitably. 	
	<ul style="list-style-type: none"> • Punishment occurs only in the context of a strong program of teaching behavior and providing positive consequences for appropriate behavior. 	
	<ul style="list-style-type: none"> • Punishment is administered matter-of-factly without anger, threats or moralizing. 	
Transitions are Managed		
Classroom transition time results in very few discipline issues, and students move to and from their activities successfully.	<ul style="list-style-type: none"> • Transition time is kept to a minimum and results in minimal loss of instructional time. 	<i>Observation, lesson plans</i>
	<ul style="list-style-type: none"> • The teacher provides instruction and practice in transition procedures at the beginning of the year. 	
	<ul style="list-style-type: none"> • The teacher use cues to signal upcoming transitions. 	
	<ul style="list-style-type: none"> • Transition procedures are reviewed and re-taught as needed throughout the year. 	

Interventions List

What are the types of behavioral interventions that are provided at a building and classroom level?

Considerations for behavioral interventions: 1) **Teaching & reinforcing** context-appropriate social behaviors or skills; 2) **Removing** antecedent factors that **trigger** occurrences of **problem** behavior; 3) **Adding** antecedent factors that **trigger** occurrences of context **appropriate** social skills; 4) **Removing** consequence factors that **maintain** (function) occurrences of **problem** behaviors; 5) **Adding** consequence factors that **maintain** occurrences of context **appropriate** social behaviors¹.

Intervention level	Available Building and Classroom interventions
Primary <i>School/Classroom wide systems for all students, staff and settings</i>	
Secondary <i>Specialized group for students who are demonstrating at-risk behavior</i>	
Tertiary <i>Specialized group for student who are demonstrating high-risk behavior</i>	

¹ Adapted from www.pbis.org

Effectiveness of Implementation and Result

Intervention level	What are the most effective interventions and why?
Primary <i>School/Classroom wide systems for all students, staff and settings</i>	
Secondary <i>Specialized group for students who are demonstrating at-risk behavior</i>	
Tertiary <i>Specialized group for students who are demonstrating high-risk behavior</i>	

Looking at Policy Documents

School Name: _____

Date: _____

Examining at your school's policy documents answer the following questions:

Remember to be aware of your perspective and record all perspective on the team

Code of Conduct

What are some things that you like about this the code of conduct?	
What are some things that you don't like about this code of conduct?	

<p>What is the purpose of the code of conduct?</p>	
<p>How does your school use the code of conduct – how is it used by teachers and how is it used by school administrators?</p>	
<p>How was it created?</p>	
<p>How is it distributed?</p>	
<p>How does your school ensure that all staff members have the same understanding of the code of conduct?</p>	
<p>How does your school ensure that all students have the same understanding of the code of conduct?</p>	
<p>Is there any ambiguous language or language that is open to interpretation in the code of conduct?</p>	

Looking at Policy Documents

Examining at your school's policy documents answer the following questions:

Remember to be aware of your perspective and record all perspective on the team

School discipline/referral forms

What are some things that you like about this form?	
What are some things that you don't like about this form?	

What is the purpose of this form?	
How does your school use this form – how is it used by teachers and how is it used by school administrators?	
When is this form used?	
What are the possible outcomes when this form is used?	

Conclusion

Based on your analysis of your student data and quality review, what are your school’s strengths and what are your school’s weaknesses? How does your data support these conclusions

What additional things do you think should be considered when looking at this data?