

# Designing Secondary Prevention Systems of Positive Behavior Support

## *Targeted Group Interventions*

*Plymouth State University – December 7, 2007*

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- Our school partners
- Our family partners
- Our leadership team members

# Designing Targeted Group Interventions Agenda

1. Preview the Day and Outcomes
2. Secondary Prevention Systems
  1. Targeted Practices
    1. Targeted Group Interventions
      1. BEP
      2. Teaching Social/ Emotional Skills
      3. PASS

# Outcomes for the Day

1. To learn the critical features of Targeted Group Interventions (TGIs).
2. To inventory and assess your existing TGIs
3. To learn the critical features of 3 TGIs –
  1. The Behavior Education Program (BEP)
  2. Preparing and Supporting Self-Managers (PASS)
  3. Teaching Social/ Emotional Skills

# Continuum of Behavior Supports: New Hampshire's System of Care and Education

School-wide and General Education Classroom Systems for Preventative  
Instructional and Behavior Management Practices  
Systematic Screening  
Promote Positive Parent Contact

Efficient Systematic Intervention for Students Who Do Not Respond to SW  
and Classroom Prevention and Response Systems

Array of Evidence-Based Group Interventions Addressing  
Prevalent Functions of Behavior Available for Students Who  
Don't Respond to SW and Social Contracting

Function-Based Support Planning  
(Functional Assessment and Intervention Planning)  
Available for SW  
and Group non-responders

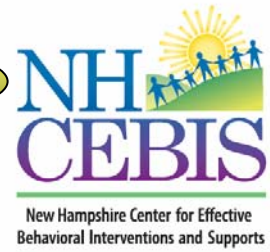
School-based  
Intensive Supports

Intensive  
Behavior Support Plans  
and  
Crisis Intervention

Linkages to  
Community-based  
Supports

Linkages to Wrap-NH  
Facilitation

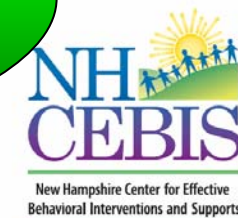
Linkages to  
Case Centered  
Collaboratives



Mann &  
Muscott (2007)

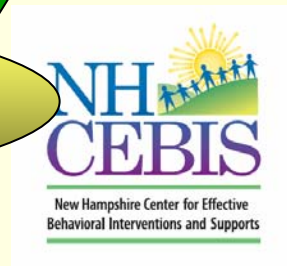
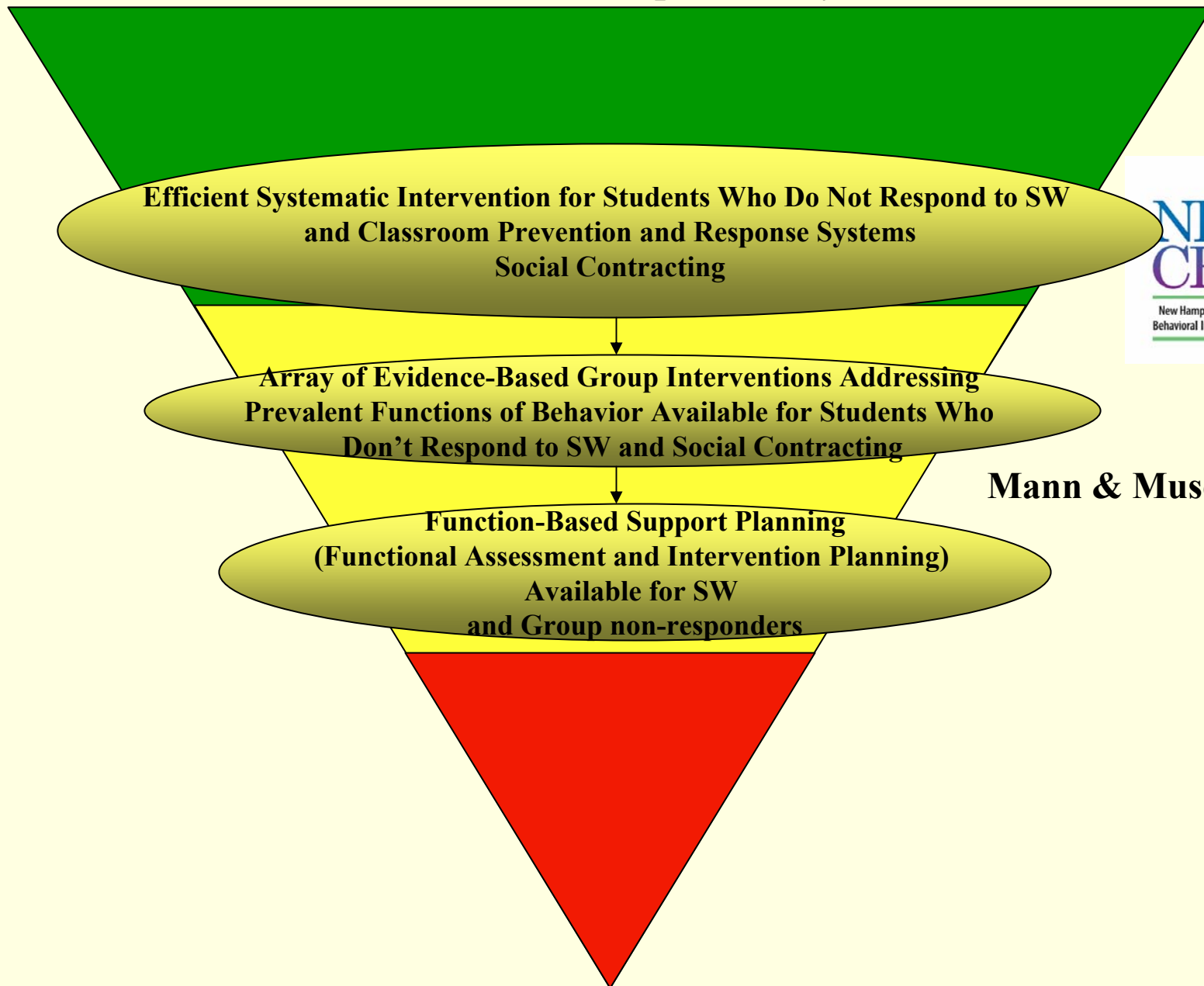
# Continuum of Behavior Supports: New Hampshire's System of Care and Education

**School-wide and General Education Classroom Systems for Preventative  
Instructional and Behavior Management Practices  
Systematic Screening  
Promote Positive Parent Contact**



**Mann & Muscott (2007)**

# Continuum of Behavior Supports: New Hampshire's System of Care and Education



**Mann & Muscott (2007)**

## SYSTEMS

1. Targeted Team  
And Processes

2. Early Identification  
and Referral  
Processes

3. Communication  
with Staff and  
Families

Secondary  
Prevention:

Targeted Approaches

Muscott & Mann (2007)

4. Social Contracting

5. Functional  
Assessment

6. Targeted Group  
Interventions

7. Behavior  
Support Plans

8. Data-Based  
Decision Making

Universal Primary  
Prevention

## PRACTICES

SAU/District-wide  
Administrative Team



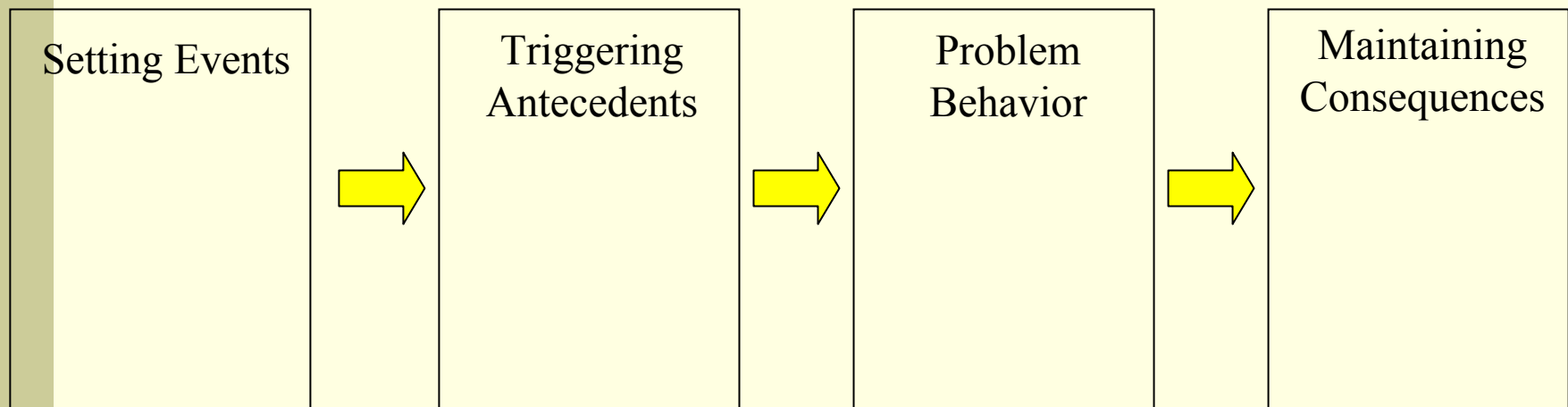
Before implementing a  
secondary intervention,

you must determine whether or  
not the student is receiving an  
adequate ‘DOSE’ of universal  
supports

# Something to Consider Before Targeted Interventions...

- Establishing a Universal System (School-Wide) does **not** guarantee that **all** teachers are *implementing with fidelity*
- Students who appear “at-risk” may benefit more from improvements in their teacher’s *behavior management skills* or ability to make *academic accommodations* than from participation in Targeted Group Interventions

# Testable Hypothesis: The Behavior Pathway



*FBA*: Identification of the events that reliably predict behavior

*Behavior Support Plan (BSP)*: Antecedent and /or consequence manipulations and teaching new behavior(s) to increase likelihood of socially appropriate behavior and decrease likelihood of problem behavior

# Quick FBA

- Teacher completes request for assistance form with background information.
- Team meets & interviews teacher to gather information about behavior, context & routines to complete a behavior pathway & generate hypothesis about function.
- If high confidence in function, assign to a function-based targeted group intervention or a function-based behavior support plan is developed and monitored.

# Targeted Group Interventions Lewis-Palmer (2007)

- TGIs are specialized support systems for addressing multiple students who display high-risk problem behavior & are not responsive to universal interventions.
- Approximately 5-10% of the student population

# Targeted Group Interventions... Why?

- TGIs fill potential gaps in a full continuum of support
- TGIs provide efficient solutions/ interventions for the students who need more than SW & classroom interventions but less than an individualized BSP
- Helps the TT ease into support mode within a school
- Helps TT to be seen and utilized in alignment with their mission: *to support at-risk students - not students with intensive and chronic needs*
- Helps TT to gain credibility because they manage and support efficient processes

# Targeted Group Interventions... Why?

- Helps create an early collaborative model between teacher, T Team & home.
  - Family engagement matters: interventions that involve family are more likely to be successful
- The intervention itself provides higher rates of attention for positive performance to those who need high rates of adult attention
- The intervention may help prevent:
  - Escalating problem behavior
  - Repetitive school failure
  - Disengagement
- Provides readily available ‘next step’ for classroom teachers

# Big Idea: Addressing the Functions

- **Big Idea** with *Targeted Group Interventions* is efficient /effective support targeted to more prevalent ‘functions’ of behavior:
  - **Gain Adult Attention**
  - **Gain Peer Attention**
  - **Escape Academic Tasks**
  - **Escape Social Contexts**
- At Targeted Group level, student *function* should influence referral to a particular support



# Considerations When Organizing Targeted Group Interventions

1. Can be efficiently accessed
2. Designed to be available for multiple students
3. Has data gathering component to provide evidence-basis for progress
4. Utilizes teaching, feedback, reinforcement & assessment components

# Targeted Group Interventions

- **Efficient** - Similar set of behavioral strategies are used across a group of students needing similar levels of support
- **Effective** – Designed to decrease problem behavior in classroom, increase academic engagement, & decrease office discipline referrals
- **Early** – TGI's are provided as soon as it is clear that the student will not respond to less complex interventions (*before failure is ingrained in the student & the teachers has 'had it' with the student*)

# Targeted Group Interventions

TGIs address groups of students who:

1. Fail to respond to school-wide and classroom expectations and
2. Are not currently engaging in dangerous or extremely disruptive behavior
3. Share similar functions based on a functional assessment and
4. Require similar skill development

# Major Features of Targeted Interventions

adapted from Horner, Hawken & March (2005)

- Intervention is continuously available
- Rapid access to intervention (72 hr)
- Very low effort by classroom teachers
- Consistent with school-wide expectations
- Known/ implemented by all staff/faculty
- Different interventions available based on functional assessment
- Adequate resources for support and implementation with fidelity (administration, team)
- Student chooses to participate
- Continuous monitoring for decision-making

# Targeted Group Interventions and Functions of Behavior

- Access Adult Attention/Support
  - **The Behavior Education Plan (BEP)**
  - Mentoring Programs
- Access Peer Attention/Support
  - **Social Skills Instruction**
  - Peer Mentoring
  - Self-management Programs
- Access Academic Support
  - **PASS Program**
  - Homework Club
  - Peer Tutoring

# Halls Ferry Elementary School

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

**High Five Approach - school wide social skill lessons**  
**Central Data System**  
**Produced school-wide expectations video**  
**Cafeteria routine and lessons**

**Playground routine and lessons**  
**Produced bathroom expectations & routines video**  
**Produced indoor recess expectation & routines video**

**Newcomer's Club**  
**Study Skills - Homework Support**

**Social Skills Club**

**FBA Training**  
**Coaches Training**


**Present to Board**


**Mentoring**  
**Champs Theater**

**District wide web based data system**  
**District level leadership team**  
**District level collaborative team**  
**District wide networking system**

**Classroom**  
**Bus expectations**

**Function-Based**  
**Student Support**  
**Team**

 **Universal School-wide Systems**

 **Secondary / Targeted Group**

 **Tertiary / Individual Student**

 **District Level Systems**

# Procedures for Assigning Students to Targeted Group Interventions

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1. Student does not respond to SW PBIS supports or Social Contracting and there is confidence in hypothesis of function
2. T-Team & teacher(s) view available TGIs and determine which is best fit based on student function & skills – if none, initiate procedure to develop function-based BSP

# Procedures for Assigning Students to Targeted Group Interventions

3. T-Team provides student information to the lead staff member of the identified TGI to determine if/ when the intervention could begin
4. Parent contacted/ engaged; options discussed
5. Meeting with student (& parent as needed) is scheduled & program information, duration & outcomes of participation are discussed.
6. Student agrees to participate & contract is signed by student & staff.





# “Working Smarter” Targeted Group Interventions

(Some interventions such as Service Learning may be available to all students as a universal intervention)

<b>Intervention</b>	<b>Function Served</b>	<b>Common Behaviors</b>	<b>Staff Involved</b>	<b>Schedule</b>	<b>Data Available</b>
<b><i>Check-In, Check Out</i></b>	Access adult attention	Varied, result in attention from adults	Muscott, Mann	Daily Arrival /Dis	Yes
<b><i>Peer Mentoring</i></b>	Access peer attention	Attention-Seeking from peers	Dillon Griswold	Individual schedules	Yes
<b><i>Service-Learning Programs</i></b>	Avoid typical classroom; Gain adult attention	Attention-Seeking; Class / school avoidant; Work oriented	Muscott Apfel, LeBrun	Individual Schedules / after school	Yes
<b><i>Tutoring / After School HW Group</i></b>	Access adult attention; Access academic support	Demonstrates Academic Need; Fail classes; Not completing HW; Seeks adult help	Gately, Bradley, Lapointe, LeClair	M, W, F 1-3 PM and after school	Yes
<b><i>Social Skills Group</i></b>	Peer and adult attention	Trouble make/keep friends; disruptive to gain peer attention	Smith, Jones	Mondays at 1:00	No
<b><i>Family / Parent Supp Group</i></b>	Access Behavior Support; Access Attention	Frequent parent contact with school	Gleckel, Mann	T 2 PM; Th 7:30 PM	Yes

# Brief Targeted Group Interventions Activity

- Who: Targeted Team
- What:
  1. Complete the ‘Intervention’ column of the targeted group interventions chart
  2. For ONE intervention, complete the full line
- Timeframe: 15 minutes
- Report Out: Volunteers 5 minutes

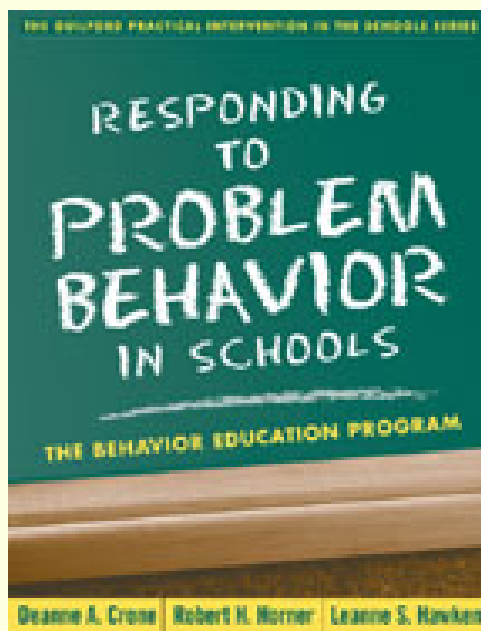
# *Responding to Problem Behavior in Schools: The Behavior Education Program*

*(AKA: Check-In / Check-Out)*

By Deanne A. Crone, Robert H. Horner, and Leanne S. Hawken

Guilford Publishing, Inc. ISBN 1-57320-940-7; Cat. #0940

**[www.guilford.com](http://www.guilford.com)**



# What Does BEP add to Social Contracting?

BEP is similar to Social Contracting, but provides additional support:

- Targeted Team takes lead (weekly progress review)
- AM & PM meetings with CI/CO Coach
- AM Check & PM Check-out occur *outside* classroom
- Relationship-building occurs with an outside of classroom support person
- Behaviors Targeted to identify specific behaviors to increase
- Specific teaching, practice & acknowledgement of desired behaviors occurs

# What Does BEP add to Social Contracting?

- AM provides a ‘readiness’ check with positive acknowledgement & an individualized ‘pre-correct’ for the day
- Increased opportunity for peer attention embedded since AM Check-in & PM Check-out occur with a group of students
- Home-School communication expectations increase (daily feedback)
- Easily adapted into self-monitor system

# Behavior Education Program: School Readiness Features

- SW PBIS (Green Zone) is in place (SW is well-established & SET score is 80/80 or better)
- Administrative support in place (FTE established and supported)
- BEP Coach(es) are identified
- Faculty/staff buy-in is established
  - Overview is provided
  - Staff agree to support
- Stable school characteristics/environment
  - e.g. no teacher strikes, administrative turnover, major changes in funding expected

# Who Benefits from BEP? Common Student Characteristics

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- Organization/planning challenges
- Sensitivity to change, stress
- History of low levels of meaningful reinforcement for positive behavior
- History of poor relationships
- Low self-esteem
- Need for adult attention



# For Whom is BEP Appropriate or Inappropriate?

## APPROPRIATE

- **Low-level problem behavior (not severe)**
- **Repeated (not extreme or constant) behavior referrals**
- **Behavior occurs across multiple locations**
- **Behavior Examples:  
talking out  
minor disrupt  
not working**

## INAPPROPRIATE

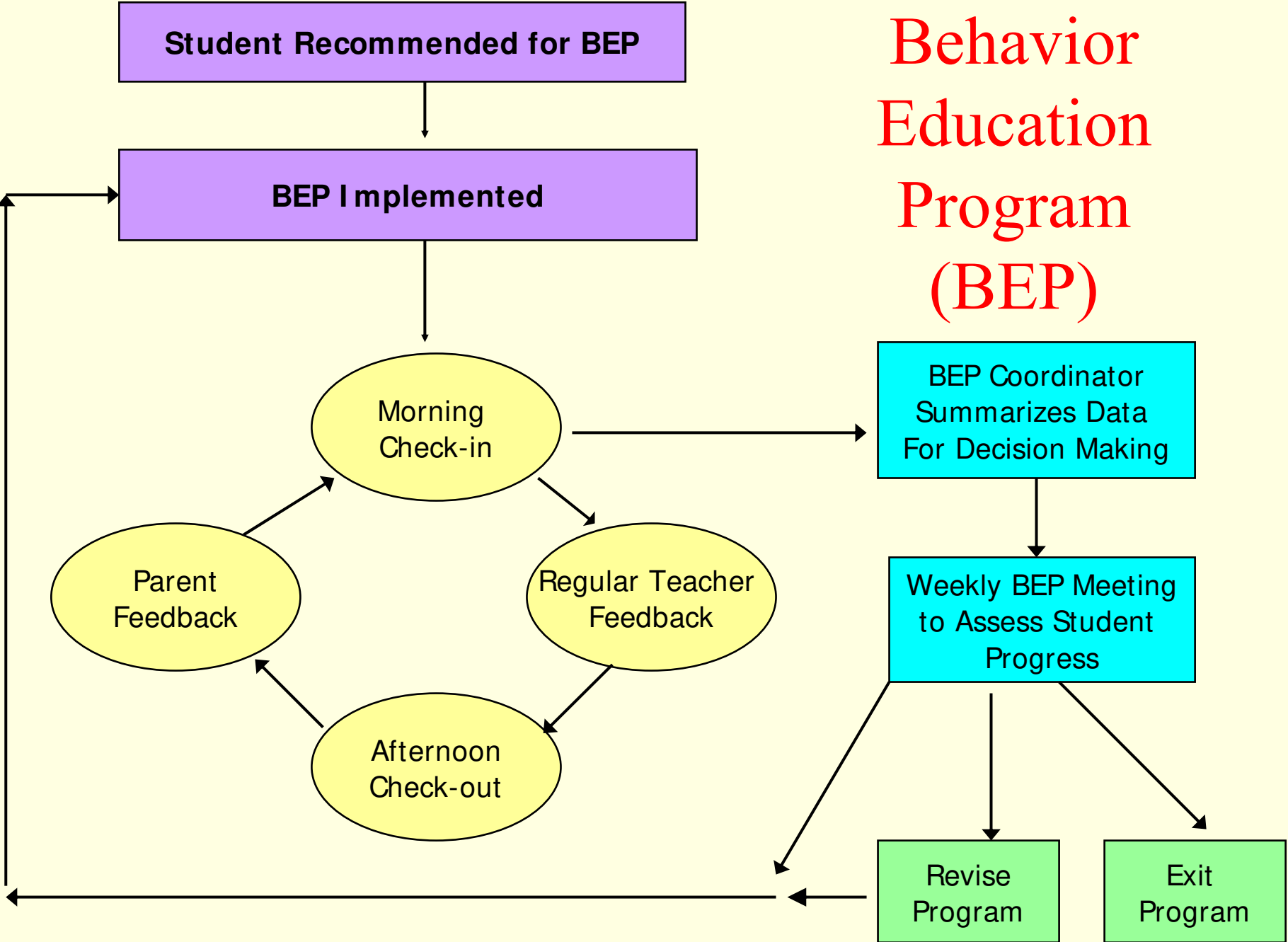
- **Serious or violent behaviors/ infractions**
- **Extreme chronic behavior (8-10+ referrals)**
- **When student requires more individualized support**
  - **Functional Assessment**
  - **Individual BSP**
  - **Wraparound**

1. *Behavior Education Program system*
  - First thing in morning, last thing before home (some use mid-day check-in)
2. *Frequent Positive Adult Contact All Day*
  - Powerful protective factor for at-risk students
3. *Increased Attention to Behavioral Goals*
  - Goal-Setting
  - Daily Progress Report (DPR)

# BEP Components

4. *Used in all school settings*
5. *Home-School-Student partnership*
  - Parents/ Student meet with BEP Coach
  - Parents sign behavior contract
  - Parents review, comment and sign Daily Progress Report daily

# Behavior Education Program (BEP)



# Qualities and Roles of the BEP Coach

## 1. **Must be Enthusiastic**

***\*SOMEONE THE STUDENTS ENJOY AND TRUST\****

***\*SOMEONE WHO ENJOYS THE STUDENTS!\****

2. Enters data daily (Excel)
3. Creates graphs for meetings
4. Prioritizes which students to address at monthly CI/CO meetings
5. Schedules and Leads CI/CO meetings
6. Processes referrals

# Qualities and Roles of the BEP Coach

7. Coordinates orientations for students and families
8. Maintains records
9. Contributes to decisions regarding students
10. Coordinates availability of reinforcers
11. Coordinates staff trainings (1-3 hour in-service)

# Procedures for BEP

- Central location
- Greet students
- Collect yesterday's signed DPR
- Check bags/backpacks
- Provide supplies
- Record names, preparedness, yesterday's DPR
- Recognition for completing requirements
- Prompt to have a good day

# Example Check-in Record

From Crone  
et. al, 2004

Date: \_\_\_\_\_

Check-in Leader: \_\_\_\_\_

Check-in

Check-out

<i>Student Name</i>	<i>Paper</i>	<i>Pencil</i>	<i>Notebook</i>	<i>DPR Parent Copy</i>	<i>DPR School Copy</i>	<i>% Daily Points</i>
<i>John A.</i>						
<i>Richard C.</i>						
<i>Donald R.</i>						



## Daily Progress Report

Points Possible: \_\_\_\_\_

Points Received: \_\_\_\_\_

% of Points: \_\_\_\_\_

Goal Achieved? Y N

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Rating Scale: 3=Good day 2= Mixed day 1=Will try harder tomorrow

### GOALS:

	HR	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	L	5 <sup>th</sup>	6 <sup>th</sup>
<b>BE RESPECTFUL</b> 'Arrived on Time'								
<b>BE RESPONSIBLE</b> 'Prepared with Materials'								
<b>POSITIVE LEADER</b> 'Modeled Hard Work'								

Positive Behaviors Today:

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Parent Signature(s) and Comments: \_\_\_\_\_

# Daily Progress Report

Adapted from Crone, Horner & Hawken (2004)

Points Possible: \_\_\_\_\_

Points Received: \_\_\_\_\_

% of Points: \_\_\_\_\_

Goal Achieved? Y N

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rating Scale: 😊 = Good day: 3 points    😐 = Mixed day: 2 points

☹️ = Will try harder tomorrow: 1 point

## GOALS:

	<i>Calendar</i>	<i>Reading</i>	<i>Spelling &amp; Writing</i>	<i>Math</i>	<i>Lunch</i>	<i>Centers</i>
<b><i>Hands to self</i></b> <i>(Be Respectful)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<b><i>Finish all work</i></b> <i>(Be Responsible)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️
<b><i>Keep chair legs on floor</i></b> <i>(Be Safe)</i>	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️	😊 😐 ☹️

Positive behaviors today: \_\_\_\_\_

Parent Signature(s) and Comments: \_\_\_\_\_

# Establishing a Goal

- 80% of total points possible
  - May be adjusted for some students
    - Better to establish an attainable initial goal before starting
    - During introductory meeting (or after any changes), students will know what their target point total is
    - Check for understanding

# Behavior Education Program: Weekly Data

		<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Week Avge</i>
<b>1</b>		8/8	8/9	8/10	8/11	8/12	
<b>2</b>	<i>John A.</i>	40	80	80	100	100	80
<b>3</b>	<i>Richard C.</i>	60	50	40	0	50	40
<b>4</b>	<i>Donald R.</i>	100	100	100	100	100	100
<b>5</b>							
<b>6</b>							

# Bob - Middle School

## Check-In 8–8:25

Bob arrives at library with two of his friends and is greeted by Mrs. D (Check-in adult). Bob gives her yesterday's DPR (signed by Bob's father). Mrs. D tells Bob she is glad to see him at Check-in today and she gives him a new DPR. Bob puts name and date on the form. Mrs. D asks Bob to show the supplies needed for the day. Bob opens his backpack, and she sees that Bob forgot to bring paper with him. Mrs. D gives Bob a few sheets of paper and reminds him to use his supplies checklist tomorrow (rehearses the process with Bob and praises his role play). She asks Bob to state a specific behavior to focus on today that would help him meet his DPR goal (She circles this behavior on the DPR). She gives him a 'Learning Zone' Ticket for completing check-in.

# Bob – Middle School *Classroom Check*

Bob arrives at class and gives DPR to the teacher who welcomes him to class and asks Bob to show he is ready (has his materials). Teacher praises for ‘being ready’ (one of the school’s expectations) and says that he is very glad to see him. During the period, the teacher looks for opportunities to reinforce Bob for appropriate behavior (looks for targeted behaviors that including the behavior Bob chose for focus). At the end of class, teacher gives the DPR back to Bob, and *briefly* tells him how each score was decided (stating specific behaviors when possible). Bob leaves thinking about a positive behavior he displayed.

# Check Out Procedures

- Recognize student for coming to check out
- Collect copy of the DPR
- Recognition if daily goal has been met
- Prompt for a good day tomorrow

# Bob – Middle School Check-Out

Check-out. Bob leaves class 5-10 minutes early so he can return to the library for check-out. He gives DPR to Mrs. D, who keeps one copy for school's records and returns one copy to Bob so he can have his parents sign it. If Bob has met his goal for the day, he receives a 'Learning Zone' ticket. The coordinator congratulates Bob for his behavior and rehearses how/when he will show his DPR to his parents.



# Getting Started: BEP Team Checklist

- Administrator Commitment established (FTE and space made available)
- BEP Leader Identified
- Referral Criteria and Process Established
- Goals for Students on Program is Established
- System in Place to Track Student Progress on the (Daily Progress Report and spreadsheet created)
- Reinforcers (tangible recognition) Identified and Supplied
- In-service for all Staff on How to Refer, Implement, Support BEP Process
- Staff Commitment Established
- Process for Parent Orientation Established
- Process for Student Orientation Established

# Classroom Teacher Time Commitments

<u><i>Task</i></u>	<u><i>Total Time</i></u> <i>(Maximum)</i>
<i>Buy-in, In-service Training</i>	<i>1-1<sup>1/2</sup> hours</i>
<i>Greet/Prompt student(s) at beginning of each class/activity</i>	<i>1 minute per student</i>
<i>Reinforce/Prompt student during class</i>	<i>2 minutes per student</i>
<i>Rate DPR at end of each class/activity</i>	<i>2 minutes per student</i>
<i>Review DPR ratings with student at end of each class/activity</i>	<i>1 minute per student</i>

# Potential Problems

- Doesn't like check-in/out adult
- Being punished by parents for poor DPRs
- Teachers using DPR points punitively
- Needs more support
- Teacher(s) not implementing with fidelity

# Lessons Learned From Schools

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- Action Plan
- Start Small
- Meet often at beginning of implementation
- Select staff who are positive and students trust
- Provide support to CI/CO coaches
- Appoint and train a back up CI/CO Coach
- Every school is unique
- Careful selection of students
- Keeping students too long or not long enough

# Indian Head Elementary School



# Critical Features of BEP

- Principal Support
- Students agree to participate
- Positive Staff
- Continuous intervention for students
- Data shared with staff



# BEP (Check-In/Check-Out)

- Students are trained in the Check-In/Check-Out program.
- Students check-in each morning before breakfast.
- Students check-out according to the schedule below:
  - 3:10 – 5<sup>th</sup> Grade
  - 3:20 – 4<sup>th</sup> Grade
  - 3:30 – 2<sup>nd</sup> and 3<sup>rd</sup> Grade
- Students shop for prizes when they reach their daily goal five times.
- Students receive a Dream Catcher for checking in and out each day.

# What Happens When Our Students Reach the Goals?

## ■ Self-Monitoring

- 90% of the time for 6 weeks
- Student completes a DREAM Card along with the classroom teacher.

## ■ Independent Self-Monitoring Card

- Teacher and student cards match for (85% or more) of the items on the DREAM Card.
- Lunch celebration with Principal, Vice Principal, School Psychologist, BEP Staff, and Parent!
- Monthly meeting with BEP Team to discuss progress.



# Classroom Teacher's Role Indian Head Elementary School

- Greet the student kindly
- Provide feedback at predetermined times by:
  - Rating behaviors on the DREAM Card
  - Explain the rating to the student
- Prompt appropriate behavior by saying, “Tomorrow, let’s work on...”

# \$\$ Resources

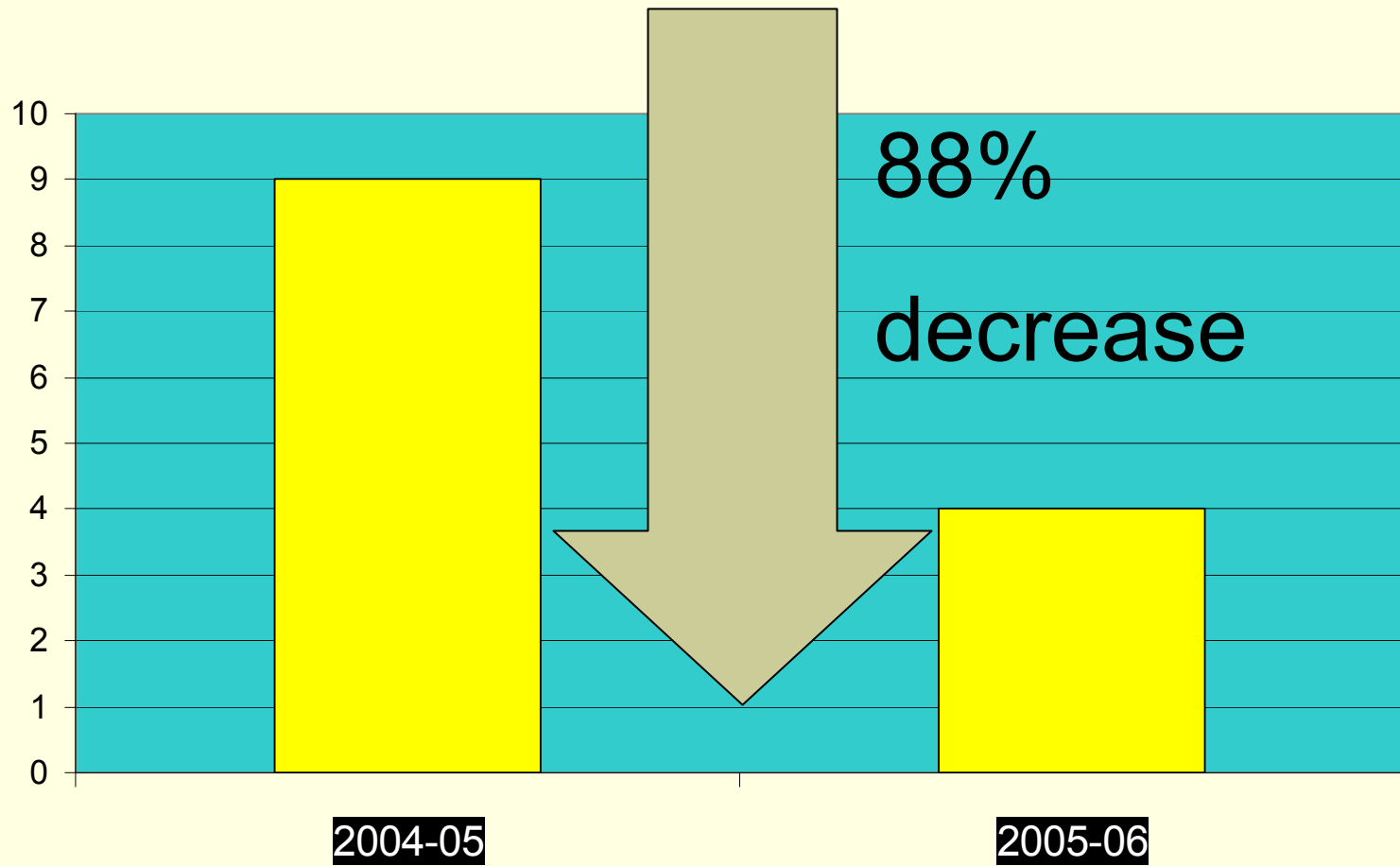
- School Allocation
- Donations from local businesses
  - Wal-mart
  - Jaycees
- Our PTO

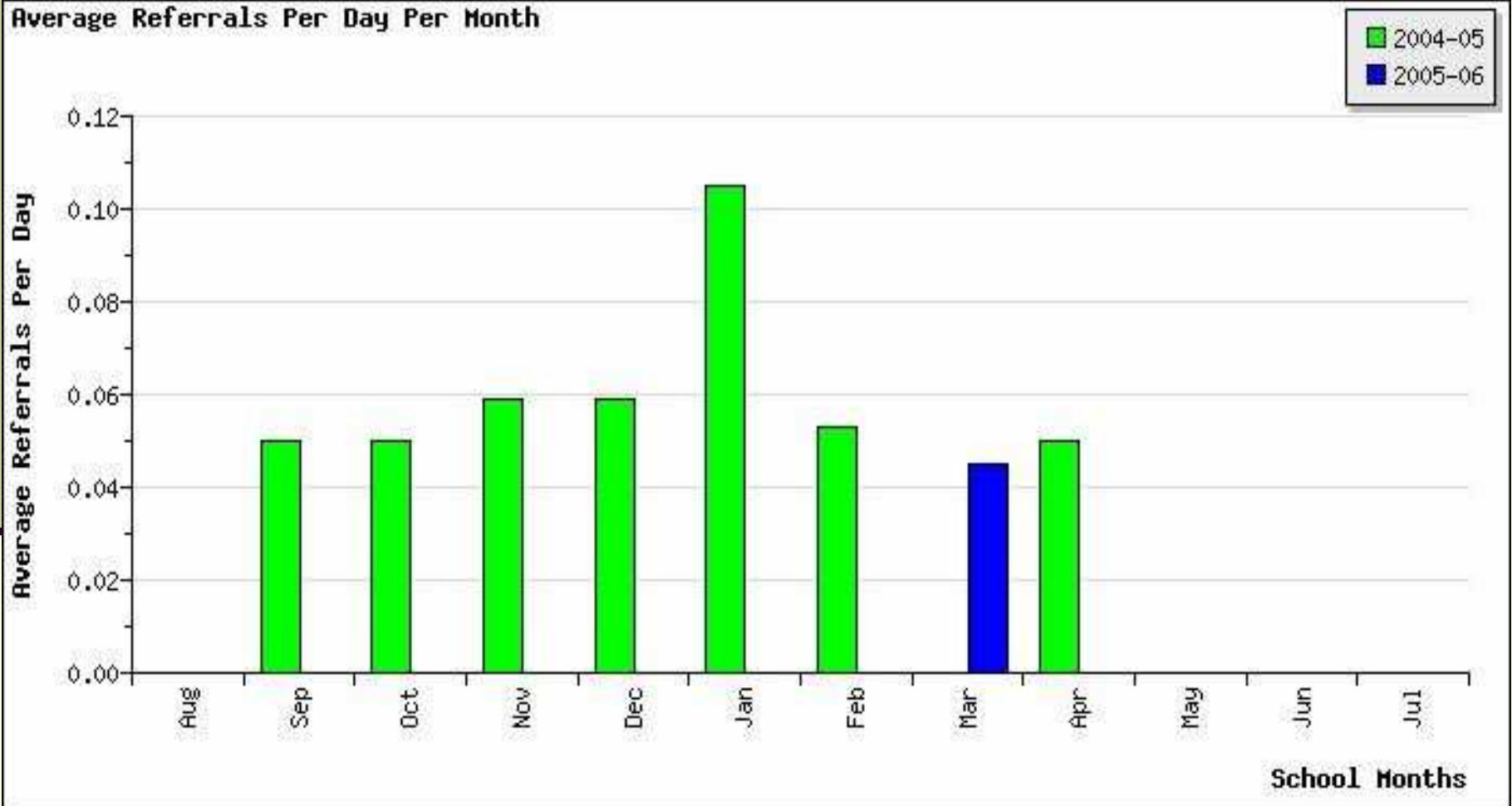
# Why Does the BEP Work

## *Indian Head Elementary School*

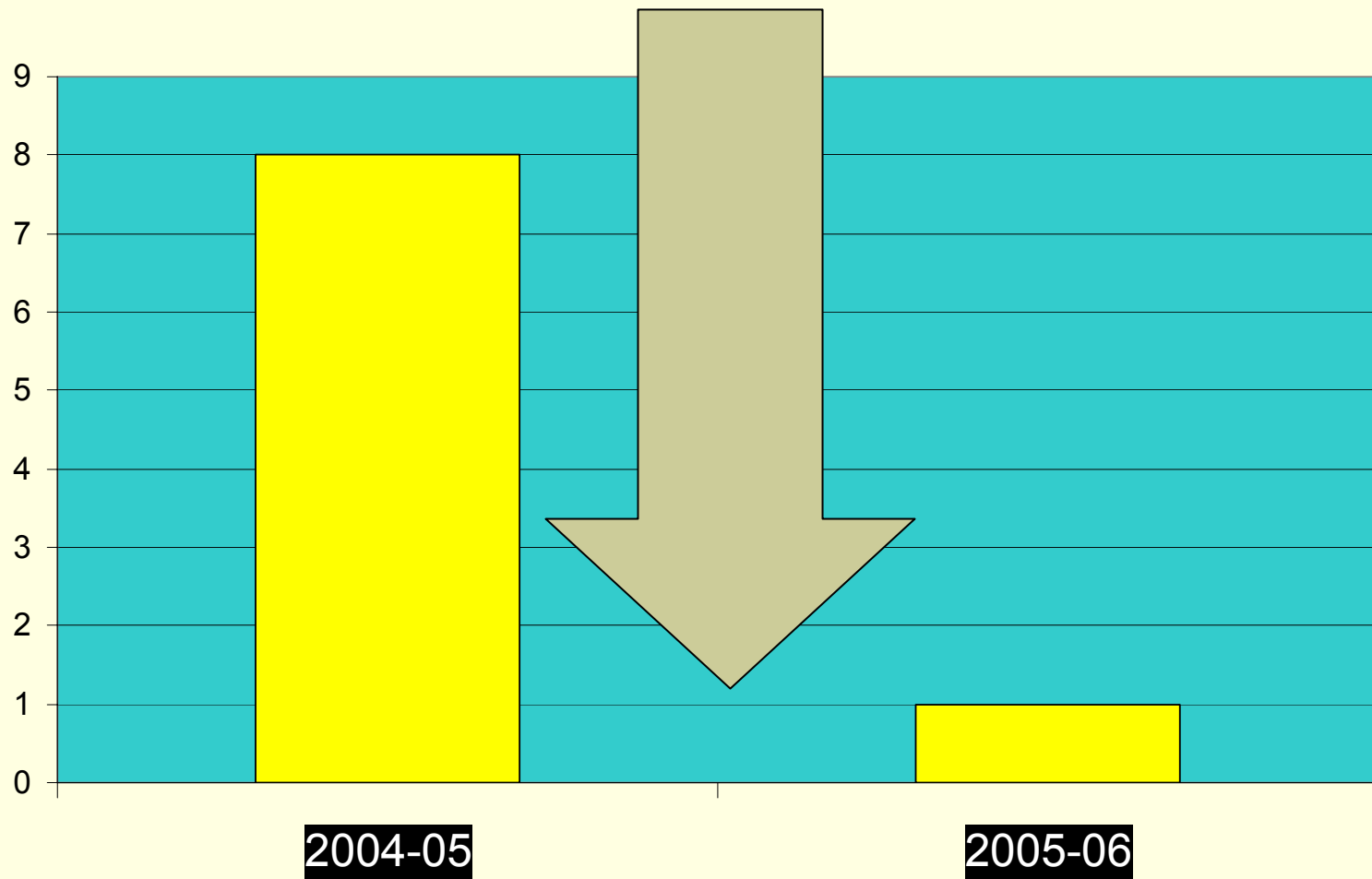
- Improved structure
  - Prompts are provided throughout the day for correct behavior.
  - System for linking student with at least 1 positive adult.
- Student is “set up for success”
  - First contact each morning is positive
  - First contact each class or activity period is positive.
- Increase in feedback to student
  - Feedback occurs more often and is tied directly to student behavior.
  - Inappropriate behavior is less likely to be ignored or rewarded.

# Dan's Office Referrals



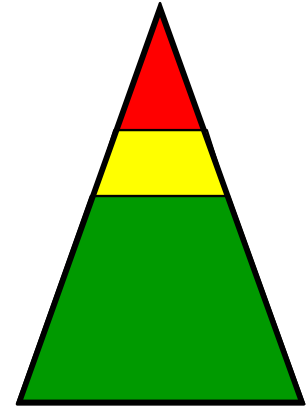


# Jane's Office Referrals



# Matthew Henson Middle School

## Positive Behavior Intervention and Support Program (PBIS)



Lynne Weise—PBIS Team Leader  
lweise@ccboe.com

Ronald E. Stup, Principal  
rstup@ccboe.com

## Husky Consequences

1. Warning—self-monitoring
2. Student/Teacher Conference
3. Parent/Teacher conference
4. Student/Guidance conference
5. Administrative referral



3535 Livingston Road  
Indian Head, MD 20640

(301) 375-8550 Main Office  
(301) 753-1784 Metro Line  
(301) 375-9216 FAX  
[www.ccboe.com/henson](http://www.ccboe.com/henson)

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## Husky Expectations

### **Pride**

*In yourself  
In others  
In your school*

### **Spirit**

*Be involved  
Interact with others in a  
caring way  
Use a positive tone of voice  
and body language  
Have fun*

### **Commitment**

*Be there  
Make good choices  
Carry and use your student  
planner  
Be prepared  
Complete classwork  
Complete homework  
Study*

# Permission for HUSKIES REPORT Program

(Helping "yoU" Succeed...Keeping It Excellent In School)

Student \_\_\_\_\_ Grade \_\_\_\_\_

Dear Parent / Guardian \_\_\_\_\_

We would like to include your child in our HUSKIES REPORT Program for a minimum of nine weeks. A report will be filled out daily by the teachers and checked at the end of the day by a Behavioral Assistant. Students pick up their report every morning between 8:30 and 8:45 a.m. and then return it between 3:00 and 3:15 p.m. The student will be able to earn incentives and rewards for appropriate behavior. As parents, you are responsible for making sure your child arrives on time each day for check-in and that you review and sign the daily HUSKIES REPORT and return the white copy to the school. Together, we can make this a positive experience for your child.

\_\_\_\_\_ I do give consent for my student to participate.

\_\_\_\_\_ I do not give consent for my student to participate.

\_\_\_\_\_  
( Parent / Guardian Signature )

\_\_\_\_\_  
(Date)

For further information, please call:

Nina Huff - 6th grade and 8th grade (M - Z)

Rob Babiak - 7th grade and 8th grade (A - L)



# **Baseline Data Collection:**

## **Matthew Henson Middle School**

- Each teacher collects data for up to 10 days
- Student is not aware that data is being collected
  - Baseline percentage is established for each class
  - Established goal is determined by SST after reviewing all baseline data
  - WOW area for notes and effective interventions

# Huskies Report:

## Matthew Henson Middle School

- Check in
- 3 Major Positive Traits – ***“Pride”***, ***“Spirit”***, and ***“Commitment”***
  - 6 possible points per period
    - Flexible goal setting
  - WOW area for positive comments
    - Parent signature – daily
- One copy home and one copy for school

**Matthew Henson Middle School School**  
**HUSKIES Report Program**  
**(Helping "YoU" Succeed... Keeping It Excellent In School)**

Date \_\_\_\_\_

Student Name \_\_\_\_\_

Grade \_\_\_\_\_

Dear \_\_\_\_\_ *(Parent/Guardian Name)*

As you know, your child has been participating in the HUSKIES Report Program here at Matthew Henson Middle School. Although your child is bringing home a copy of the HUSKIES Report for you to sign, we thought that you might like to see the enclosed graph showing your child's progress for the last month. Overall, it looks as if your child is making good progress and is benefiting by participating in the program.

If you have any questions about this graph or about the HUSKIES Report Program, please feel free to give your child's vice principal a call at (301) 375-8550.

Thank you so much for your continued support of the HUSKIES REPORT Program.

Sincerely,

Rob Babiak, Vice Principal - 7th grade and 8th grade (A - L)  
Nina Huff, Vice Principal - 6th grade and 8th grade (M - Z)

# BEP at Matthew Henson

- In SY 2005 – 2006 we had a check-in/check-out person for each of the three grade levels. We had 18 students on the BEP throughout the year with several who graduated from the program
- Regular education and special education students were served through the BEP

# BEP at Matthew Henson – A Case Example

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## Background info

- 13-year-old, 7<sup>th</sup>-grade student
- Previously identified as Emotionally Disturbed
- Educated in an inclusion setting

# BEP at Matthew Henson – A Case Example

## Behaviors Prior to BEP

### **2004-2005 School Year**

- 15 referrals last year (physical aggression, disrespectful, disruptive, non-complaint, etc.)
- 3 out-of-school suspensions
- Suspended to the Superintendent and placed in an alternative setting for 45 days (2004-2005)
- Citizenship grades were Satisfactory -> Unsatisfactory for the year

### **2005-2006 School Year**

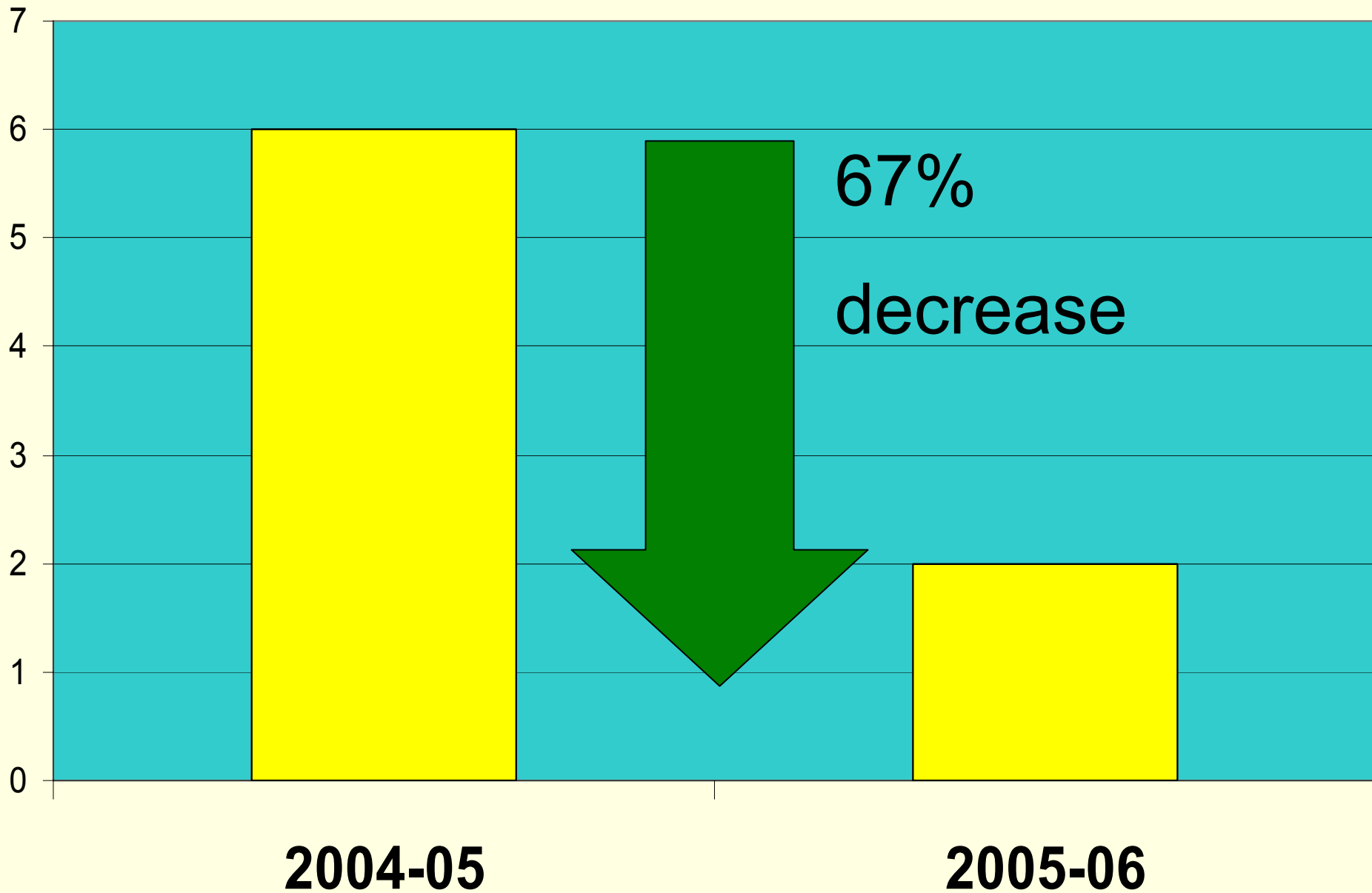
- 4 referrals between September to December 2005
- 1 out-of-school suspension
- Citizenship comments ranged from Satisfactory -> Unsatisfactory

## Behaviors Since BEP

### **Since 1/25/2006**

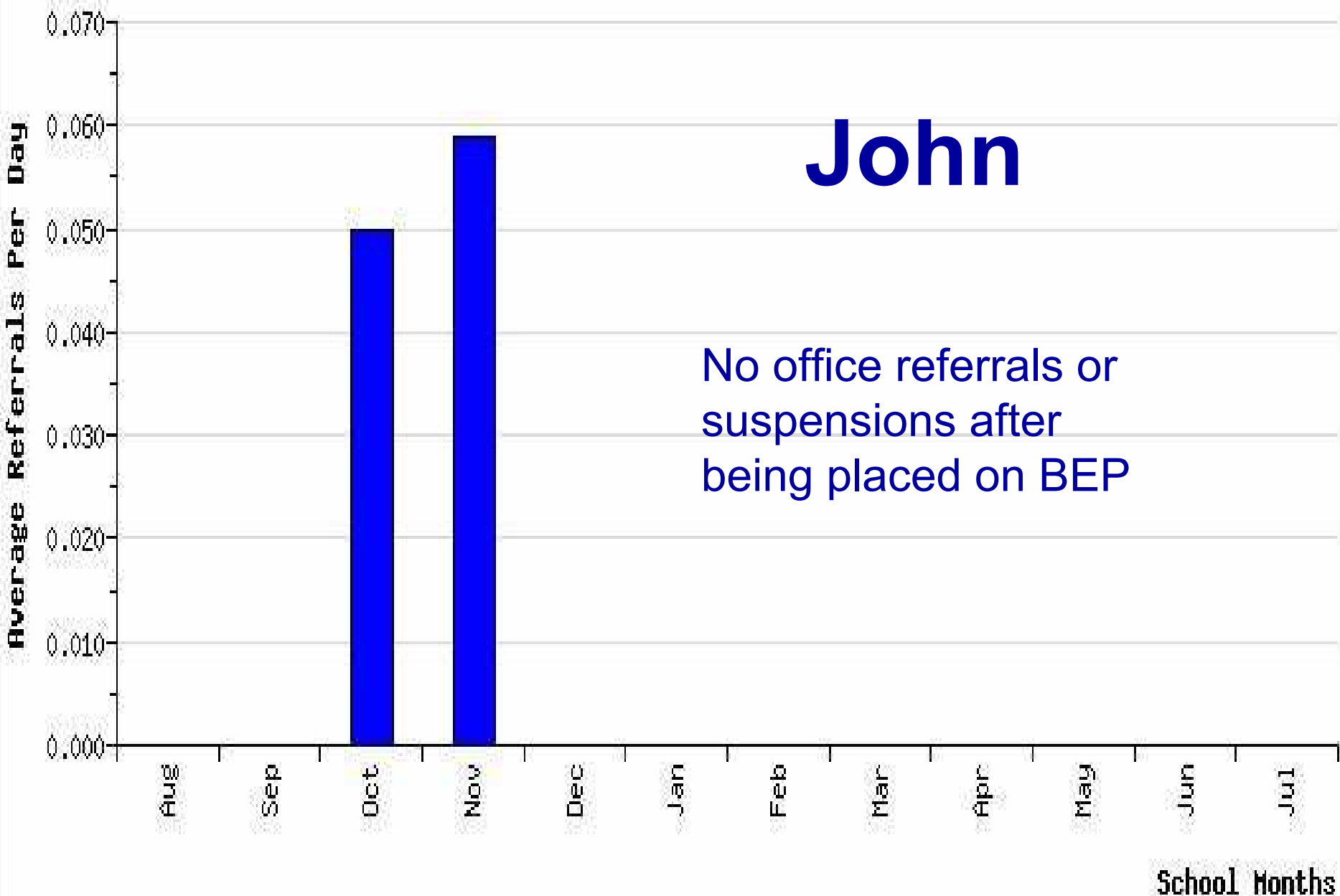
- 0 referrals
- Citizenship grades ranged from Outstanding -> Satisfactory
- Grades improved 3<sup>rd</sup> and 4<sup>th</sup> Quarter
- BEP data (next slide)

# Josh - Office Referrals



# Average Referrals Per Day Per Month

2005-06





# For more information -

**visit our website:**

**<http://www.ccboe.com/henson/>**

**or contact Ron Stup, principal**  
**[rstup@ccboe.com](mailto:rstup@ccboe.com)**

**Lynne Weise, PBIS co-chairperson**  
**[lweise@ccboe.com](mailto:lweise@ccboe.com)**



# Assessing Adult Attention Activity

Who: Targeted Team

What: Complete the chart on the next slide to determine existing supports for a student with challenging behavior who is motivated by adult attention.

Time: 15 minutes

Report out: None

# Are there available supports in place for a student motivated by adult attention?

What do you call the support?	How many students use this support?	How is evidence of progress determined (how do you know it's working)?	Is progress monitored (are there regular checks for progress) ?	How much adult time does it take to provide the support?	Who provides the support?

# Basic Targeted Group Interventions that Address Most Prevalent Functions

---

1. Behavior Education Program
2. **Social Skills Instruction**
3. Academic Support (PASS)

## Social Behaviors -

- individual, discrete, observable acts that make up more complex social skills
- Examples
  - Eye contact
  - Shaking hands
  - Saying hello



# Social Skills are

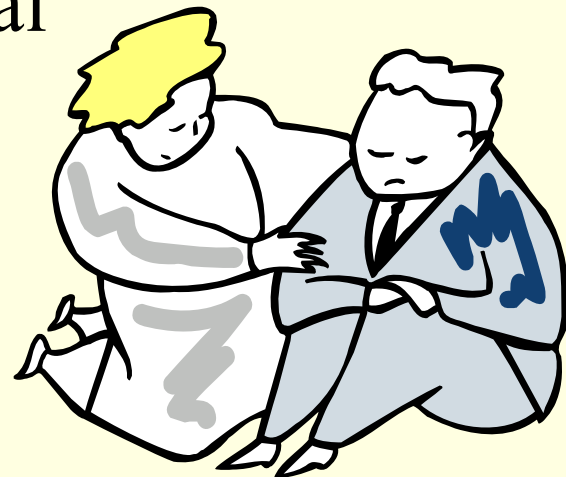
Specific, identifiable, and learned social behaviors, performed effectively that produce social consequences in social situations



# Social Competence

Social Competence is:

- A judgment-based evaluation by peers, teachers, family members, friends, about a person's social functioning
- The highest form of skill acquisition
- More than just the sum of individual social behaviors and skills



# Types of Social Skills

## 1. Basic Social Skills or Classroom Survival Skills

- Listening, Asking for Help, Asking a Question

## 2. Friendship-Making Skills

- Introducing Yourself, Beginning a Conversation
- Offering Help, Sharing, Apologizing

## 3. Skills for Dealing with Feelings

- Expressing Feelings, Showing Understanding of Another's Feelings, Dealing with Anger



# Types of Social Skills

## 4. Skill Alternatives to Aggression

- Dealing with an Accusation,  
Responding to Teasing

## 5. Skills for Dealing with Stress

- Dealing with Losing, Saying No,  
Responding to Peer Pressure

## 6. Social Problem Solving and Planning Skills

- Setting a Goal, Making a Decision



# Social Skills Assumptions

1. Social skills are learned skills.
2. Social skills can be taught given effective instruction.
3. Effective instruction is instruction that is matched to the needs of the learner.
4. Learning skills in isolation and/or in a training setting is not sufficient. Students must be able to generalize and transfer the skills across settings, time, and situations.
5. Social skills are culture and context specific.

# Social Skills Assumptions

6. Students who are socially incompetent are at risk for a wide variety of problems in adulthood.
7. Students learn new social skills and retain previously learned ones through modeling and reinforcement strategies.
8. The most robust learning takes place when all or close to all of the members of the student's environment share a common set of values regarding which behaviors are important.
9. Effective instruction moves students from external to internal control of their behaviors.
10. Students should be taught to self-manage their behaviors.

# Common Teaching Methods: Academic vs. Behavioral Skills

<b>Academic Skill</b>	<b>Behavioral Skill</b>
<ul style="list-style-type: none"> <li>■ Instruction occurs</li> <li>■ Opportunities for practice occur</li> <li>■ Assessment occurs</li> <li>■ Tangible acknowledgement of progress occurs</li> <li>■ Feedback and support occurs</li> <li>■ Correction for incorrect responses occurs               <ul style="list-style-type: none"> <li>■ Reminders</li> <li>■ Re-teaching</li> </ul> </li> <li>■ Individualized supports occur               <ul style="list-style-type: none"> <li>■ Pre-correction</li> <li>■ Increased attention</li> <li>■ Alternative methods used</li> <li>■ Replacement skills considered</li> <li>■ Modifications considered</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>■ Assume already knows correct behavior</li> <li>■ Notice incorrect behavior / state to stop</li> <li>■ Re-state rule</li> <li>■ Re-state consequence</li> <li>■ Provide reprimand / warning</li> <li>■ Detention</li> <li>■ Conference with student</li> <li>■ Suspension</li> <li>■ Contact with parent</li> </ul>

# Using a Teaching Approach is the *most* likely way to increase desired behavior

- Provide Instruction
- Provide opportunities for Practice
- Provide Recognition for demonstrating what is expected and what has been taught
- Utilize effective methods for Correction of incorrect behavior
  - Pre-correction
  - Reminding
  - Re-teaching
  - Alternative teaching methods
  - Teach replacement behavior or skill
- Use Assessment for Decision-Making

# Teaching Social Skills Using a Structured Learning Instructional Approach

- Why is the skill important?
- Define the skill
- Demonstrate/model the skill
- Show multiple prosocial examples
- Show one low key non-example
- Have students role play the skill
- Provide performance feedback
- Provide opportunities for generalization



# 1. Establish Need for Skill

## Goldstein & McGinnis

- Identify the reasons and rationale for teaching the skill
- Have each student describe, when, where and with whom would you find the skill useful



## 2. Define the Skill Goldstein & McGinnis

- Define the skill to be taught
- Include abstract meaning and concrete examples
- Solicit examples from group





# 3. Effective Modeling

## Goldstein & McGinnis

1. Specify the exact behavior to be taught.
2. Be sure the student is cognitively and developmentally able to model the behavior or strategy.
3. Simplify the modeled behavior.
4. Provide clear, concise, and easy to imitate models.
5. Provide models that have high status with the student (s).



## 4. Effective Modeling

### Goldstein & McGinnis

---

6. Use a variety of high status models.
7. Be sure that the student(s) are attending to the model.
8. Be sure that the desired behavior is clearly and consistently modeled.
9. Provide multiple opportunities for practice (at least 2).
10. Reinforce both the model and target student(s) for performance.

## 5. Role-Playing Goldstein & McGinnis

- Each student role-plays skill
- Set context for role-play using established need
- Select main actor
- Pick co-actor that resembles real-life person
- Gain physical setting and background details
- Conduct the role-play
- Coach actors as needed
- Continue until all have participated



## 6. Performance Feedback Goldstein & McGinnis

- Co-actor reacts first
- Other students next
- Trainers next
- Comment on how well steps were followed
- Provide social reinforcement
- Main actor last



# 7. Generalization and Transfer of Training



1. Teaching students self-control strategies.
2. Teaching skills in multiple settings.
3. Having different adults teach the skills.
4. Having the students practice the skills under different conditions, with different people and in different places.
5. Providing specific homework activities.

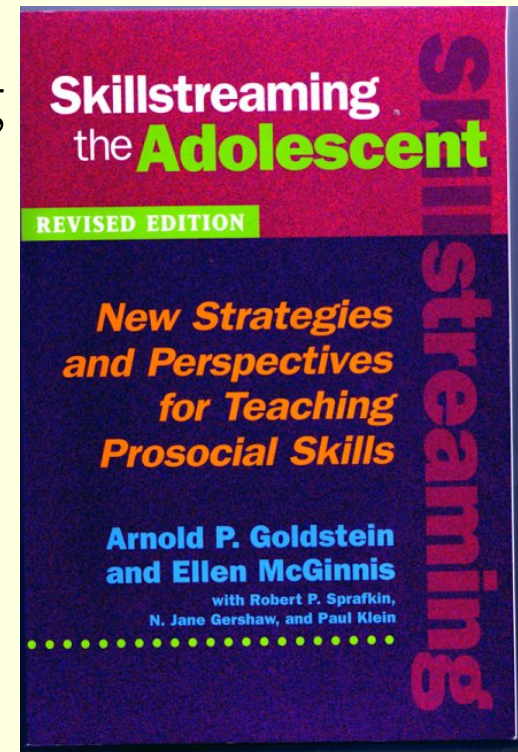
- 60 Prosocial Skills
- 5 Categories
  - Classroom Survival Skills
  - Friendship-Making Skills
  - Skills for Dealing with Feelings
  - Skill Alternatives to Aggression
  - Skills for Dealing with Stress

# Skillstreaming the Adolescent

Ellen McGinnis & Arnold Goldstein  
Research Press

## 50 Prosocial Skills in 6 Categories

- Beginning Social Skills (Listening)
- Advanced Social Skills (Convincing Others)
- Friendship-Making Skills (Reading Others)
- Skills for Dealing with Feelings (Dealing with Someone Else's Anger)
- Skill Alternatives to Aggression (Negotiating)
- Skills for Dealing with Stress (Standing Up for a Friend)



# Prerequisites for Social Skills Instruction Program are Identified

- School-wide and classroom practices that must take place prior to referral are identified
- Evidence that student is not responding to school-wide program is available
- Evidence that student is not responding to social contracting is available



# Implementing Social Skills Instruction as a Targeted Group Intervention

- Unlike the Behavior Education Program, schools typically have a social skills instructional programming offered by a number of educators
- On the one hand, this makes implementation easier because there is instructional expertise
- On the other hand, implementation is confounded by systems integration challenges

# Implementing Social Skills Instruction as a Targeted Group Intervention

In order to address this challenge, it is recommended that an inventory of available social skills groups (e.g., Skills for dealing with feelings; Skill alternatives to aggression, etc.) and their specific skill set be available to the targeted team.

# Social Skills Instruction

## Asset Inventory

<b>Type of Social Skills</b>	<b>Function(s) Served</b>	<b>Skills Addressed</b>	<b>Staff Involved</b>	<b>Schedule</b>	<b>Referral Procedures</b>
<i>Classroom Survival Skills</i>					
<i>Friendship-Making Skills</i>					
<i>Skills for Dealing with Feelings</i>					
<i>Skill Alternatives to Aggression</i>					
<i>Social Problem Solving</i>					
<i>Skills for Dealing with Stress</i>					
<i>Other</i>					

# Social Skills Asset Inventory

## Activity

- Who: Targeted Team
- What: Complete one line on the Social Skills Asset Inventory
- Timeframe: 10 minutes
- Report Out: None

# Implementing Social Skills Instruction as a Targeted Group Intervention

1. The Targeted Team (with teacher and parent input) determines what type of social skills instruction the student would benefit from.
2. If the group exists, a referral is made following the procedures outlined.
3. If the group does not exist, the TT has three options –
  1. Choose another TGI
  2. Create a TGI that meets the need (with administrator approval)
  3. Begin function-based support

# Implementing Social Skills Instruction as a Targeted Group Intervention

- Remember that TGI are NOT long term interventions – typically 2-4 weeks of instruction
- Data is collected in similar fashion to Social Contracting using the “contract card”
- Specific social skills are identified on the “contract card”
- Data is analyzed every two weeks to determine effectiveness of the program
- A reinforcement plan is identified that aligns with success in the program (80% of points to begin)

# Basic Targeted Group Interventions that Address Most Prevalent Functions

---

1. Behavior Education Program
2. Social Skills Instruction
3. **Academic Support (PASS)**

# PASS System: Elementary School

---

*Students are taught and supported by a PASS Mentor using a planning process for successful work completion and self-advocacy*



# Vignette: Who are We Talking About?

Jake is consistently inconsistent with his work completion & is a bit of a whirling dervish. He gets started on his work after prodding but work is messy, rushed & incomplete. Its very difficult to read his writing. There are reams of frayed papers & old food items in his desk. He needs reminders for everything and if you look at him during paper/pencil tasks, he's often not working. He's impulsive – but he generally means well and is very happy when he pleases adults or peers. When I talk with him about behavior he usually tells the truth, & usually says the right things (“I’m sorry” or “I won’t do it again”), but you sense that he’s forgotten the conversation the moment he starts to walk away.

# PASS System:

## Needs / Issues Addressed at Elementary Level:

- Planning / Time management
- Basic academic content & skill instruction (not rising to the level of specialized instructional support)
- Work completion skills
- Knowing when & how to ask for help
- Readiness for independent work
- Problem behavior motivated by work escape / avoidance
- Problem behavior motivated by need for adult attention

## Remember – This is Targeted, Not Intensive Have the Right Student in Mind

- Jake has his moments but it doesn't feel as though he really wants to be difficult or unkind. He gets into some trouble (he knows the assistant principal well), but you mostly sense it's about immaturity, impulsivity and disorganization rather than a desire to be non-compliant. He wants to please peers and/or adults, yet he isn't skilled in how to make good social connections. Jake hasn't done well in school although he shows average ability and his achievement is in the average range. His problem behavior increases when assigned group tasks or with longer or multi-step assignments. You worry that if his school performance continues as is he's going to be a candidate for school failure. You & the counselor do not suspect a learning disability, emotional /behavioral disorder or mental health disorder at this time.

## *Issues not addressed by PASS*

- Underlying and unaddressed learning disability that impacts the learning of presented material
- Underlying and unaddressed emotional, behavioral or mental disorder influencing function of behavior

# Supporting Jake Activity

Who: Targeted Team

What: Complete the chart on the next slide to determine existing supports for Jake.

Time: 15 minutes

Report out: None

# Are there existing supports in place to address Jake's motivation to escape academic tasks?

What do you call the support?	How many students use this support?	How is evidence of progress determined (how do you know it's working)?	Is progress monitored (are there regular checks for progress) ?	How much adult time does it take to provide the support?	Who provides the support?

# We Know That

- If effective supports can be provided *prior* to lengthy school failure, the likelihood of disengagement (and resulting behaviors) decreases
- If the function of the problem behavior is *escape* motivated, the behavior becomes unnecessary if the reason to escape is no longer present.
- In other words, with increased mastery in the skills required to complete a task, the need to escape the task is reduced & escape-motivated problem behavior is reduced.
- A teaching process that includes instruction, practice, positive feedback, and assessment is the most effective process for assuring that learning will occur.

# Adapting PASS to Your Needs

- In some schools, existing group interventions (e.g. Instructional Support; Tutoring) can be ‘morphed’ into PASS which provides focus for fidelity of intervention / implementation and contains measures for assessing progress/ success
- In some schools, PASS can be adapted to provide broader supports. For example, a school could decide to adapt PASS into a general classroom support either at a full classroom level or as a first support for early non-responders to the classroom system



# PASS Process

- Establish nomination criteria
- Assign PASS Mentor
- Gather and summarize baseline data
- Contract for participation (teacher, student, parents, PASS Mentor)
- Identify initial progress goals (individualized)

# PASS Process: Teaching

- The PASS Mentor teaches and provides practice in PASS components
- Teach and practice completing a PASS Work Plan:
  1. Subject
  2. Materials Needed
  3. Knowing When & How to Ask for Help
  4. Getting Started

# PASS Process: Teaching

- Teaching of the Work Plan process includes:
  - Verbal instruction with visual tools
  - Opportunities to *practice* the planning process
  - Frequent feedback
    - Acknowledge successful planning
    - Simplify planning form when necessary
    - Corrective feedback
      - Remind and re-teach
  - Pre-correction
  - Assessment and monitoring of progress using Daily Progress Report form

# Daily Assessment

- Participation in daily PASS process occurs for 20 school days initially:
  - AM check with Mentor
  - Completion of Work Plans throughout day
  - PM review of teacher feedback/ daily data with Mentor

# Individualized Academic Mastery Instruction (if applicable)

- Reviewing the work plans, Mentor identifies emerging patterns that may reveal needed instruction to build mastery
  - Instructional needs are assessed & addressed
    - Assure issues do not rise beyond scope of PASS
    - Mentor provides or accesses instructional support

# Preparing And Supporting Self-Managers (PASS) Referral Process- Elementary School

School-Wide and Classroom System Fidelity is In Place;  
Full Staff receives Orientation to PASS System

Higher Level Classroom Support (Social Contract; Individualized Attention) has been provided

- Student Meets Established Criteria for PASS System Referral:
1. Office Disciplinary Referrals with possible function of escape / avoidance of task and /or adult attention
  2. Repeated academic work incomplete or not done/ not responding to school-wide or classroom supports for work completion
  3. Parent referral
  4. Other

Parent is contacted; permission to refer to PASS program obtained

Teacher Makes Referral to Targeted Team. PASS Mentor is assigned

Baseline Data is Gathered

Parent is informed of PASS System recommendation and attends PASS meeting with Mentor and Teacher

Home-School Partnership Form is Signed

Student Receives PASS Overview and signs Agreement  
First review Meeting Date is established (20 school days following start of PASS)

# *Guidelines for Optimal Referral to PASS*

- Classroom teachers implement SW & classroom supports with fidelity
  - Use ‘Classroom Management: Self-Assessment Tool’
  - Use strategy for school-wide non-responders such as ‘Social Contracting’ (if such a support is available)
  - Some individualized attention provided
- There is early evidence of repeated non-response to school-wide & classroom supports
  - Long-term failure is NOT a pre-requisite for referral
  - The earlier the intervention the more likely to avert chronic problem behavior

# *Guidelines for Optimal Referral to PASS*

- Non-completion of work & associated problem behaviors CAN be explained by:
  1. A skill deficit re: one or more of the skills required to complete the task
  2. A deficit in content knowledge that would be required to complete the task
  3. A need to gain a high rate of adult attention



# *Guidelines for Optimal Referral to PASS*

- Non-completion of work & associated problem behaviors **CANNOT** be attributed to an unaddressed:
  - Learning disability
  - Behavioral, emotional or mental disorder
  - Cognitive or achievement deficit which would require further evaluation or specialized instruction

# PASS Implementation Process – Elementary School

## Student Receives thorough instruction about the PASS Process

- 1) Instruction and Practice in completing a WORK PLAN
- 2) Instruction and Practice in when to ask for help
- 3) Instruction and Practice in how to ask for help

Student meets with PASS Mentor at beginning & end of each day to provide an AM readiness check and a PM review

Student has PASS reminder card attached neatly to desk;  
Work Plan forms are easily accessed

Work tasks are teacher prompted throughout the day; a pre-correct is provided to get started right away on Work Plan

Completed Work Plans are handed to Teacher – Bonus Points awarded on Daily Progress Sheet for Work Plan completion

Daily Progress Sheets completed by teachers and turned into PASS Mentor's mail box at end of day

Mentor reviews progress with student daily; summarizes data weekly  
feedback for positive performance is emphasized  
address patterns that indicate instructional / tutoring needs

Tutoring and instructional boosters are provided

**Mentor summarizes progress data for sharing at review meetings with classroom teacher and parents after one month (20 school days)**

*PASS: Work Plan (complete when there is work to do)*

Subject (circle): Reading









Writing

Math

Art

Science

Social Studies

Question:	Answer	What to do next?
<p>Do I have what I need to do the work?</p> <div style="display: flex; justify-content: space-around; align-items: center;"></div> <p>___ Book or Workbook</p> <p>___ A Pen or Pencil</p> <p>___ Paper</p> <p>_____ Something else?</p>	<p>___ Yes</p>   <p>___ No or Not Sure</p> 	<p>If Yes: Move to next question</p>  <p>If Not Sure: ASK FOR HELP</p> 
<p>Can I get started now?</p>	<p>___ Yes</p>   <p>___ Not Sure</p> 	<p>If Yes: Do your work</p>  <p>If Not Sure: ASK FOR HELP</p> 
<p><b>Each Time a WORK PLAN is completed, hand it in for a bonus point</b></p>		



# Work Plan



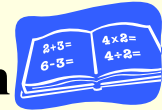
1. Subject? Read



Write



Math



Art



2. Do I Have?

Pencil



Paper



Book



3. Should I:

■ Ask for help?



Get to work?



# Gathering Baseline Data

- ✓ Appropriately asked for help when needed *Simple Count: # of child initiated requests for help with academic task*
- ✓ Time takes to get started on a work task (Assess at least twice per day): *Approximate # of minutes till task is initiated -- begin timing after instructions*
- ✓ Tasks Completed: *Simple count: # of work tasks completed to > 70% accuracy*
- ✓ Frequency of problem behaviors during academic tasks *Simple count: # of Behaviors*

***PASS Reminder Card (to be  
laminated and attached to  
desk)***

# PASS: DAILY PROGRESS REPORT (Completed Daily by Teacher)

2 = Very Successful



1 = Sometimes Successful



0 = Not Successful Today



Date: _____  Subject/ Routine:	Got Started on PASS WORK PLAN after task instructions (within 1 minute)	Appropriately Asked for Help When Needed	Completed the Work Assignment	Total Points	Bonus Points for handing in PASS WORK PLAN
Reading					
Math					
Totals				____ / ____ % ____	

# PASS Forms

- **Student Agreement Form** 
- **Home-School Partnership Form** 
- **PASS Review Meeting Decision Form** 



# PASS System: Middle / High School

## **PASS ‘Big Idea’:**

*Students are taught and supported  
by a PASS Mentor using a  
Homework Planning process  
designed to teach and support  
successful homework completion  
planning and self-advocacy*

# Vignette: Who are We Talking About?

- Joe is consistently inconsistent with his work completion and is a bit of a pain. He gets *some* of his homework done on most days, but usually it's messy and incomplete. The reams of stray papers in his backpack and locker are ripped and frayed -- you could find worksheets from last October that he forgot to hand in. Joe needs reminders for everything. He's sometimes tired, sometimes negative, he's often impulsive – but he generally means well and is happy when he pleases adults. When Joe leaves school at the end of the day, he has no real homework plan – he just quickly grabs what he thinks he might need from his locker and runs to the bus.

# *Participation Criteria: Needs / Issues at Middle / High Level*

- ‘Executive Function’ challenges
- Time management
- Skill development in organization / executive function skills / planning / sustained attention during less preferred activities / self-awareness
- Mastery
- Preparation for in-class homework review
- Attaining and maintaining skill competencies (assuring adequate practice)
- Anticipation of negative interactions with classroom teacher when asked for HW
- Poor grades / school failure
- Peer humiliation
- Problem behavior motivated by escape / avoidance of academic tasks and /or homework

# *Guidelines for Optimal Referral to PASS*

Long-term failure is not a pre-requisite for referral

- Early evidence of repeated non-response to school-wide and classroom supports
- Earlier the intervention, more likely to avert chronic problem behavior

Classroom teachers implement SW and classroom supports with fidelity

- Use ‘Classroom Management: Self-Assessment Tool’
- Use a SW strategy for school-wide non-responders such as ‘Social Contract’ (if such a support is available)

Non-completion of work and associated problem behaviors:

CAN be reasonably explained by:

- A skill deficit re: one or more of the skills required to complete the task
- A deficit in content knowledge that would be required to complete the task
- A need to gain a high rate of adult attention

## Remember – This is Targeted, Not Intensive: Have the Right Student in Mind

- Joe has his moments but, but he is not an oppositional-defiant nor conduct disordered kid. He gets into a little trouble (knows the assistant principal well), but you mostly sense its more about immaturity and impulsivity rather than a desire to be non-compliant. He may be diagnosed with ADHD, but he has not yet disengaged from peers and/or adults – yet, he may not be very skilled in how to best make social connections. Joe has never done particularly well in school and it is clear that his achievement is far lower than his ability.

# Issues not addressed by PASS

- Underlying and unaddressed learning disability that impacts the learning of presented material
- Underlying and unaddressed emotional, behavioral or mental disorder influencing function of behavior

# Supporting Joe Activity

Who: Targeted Team

What: Complete the chart on the next slide to determine existing supports for Joe.

Time: 15 minutes

Report out: None

# Are there existing supports in place to address Joe's motivation to escape academic tasks?

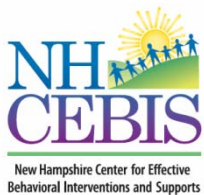
What do you call the support?	How many students use this support?	How is evidence of progress determined (how do you know it's working)?	Is progress monitored (are there regular checks for progress) ?	How much adult time does it take to provide the support?	Who provides the support?



- What is it?
- Who has access to it?
  - Executive function
- Who staff?
  - Mentor as member or designee targeted team
  - Classroom teacher role
  - Resources
    - Space
    - Time
  - Systematic communication loop

# PASS Process

- Establish nomination criteria
- Gather and summarize baseline data
- Assign PASS Mentor
- Contract for participation (teacher, student, parents, PASS Mentor)
- Identify progress goals (individualized and incremental)



# PASS Referral Process – MS/HS

**Mann &  
Muscott,  
2007**

School-Wide and Classroom System Fidelity is In Place;  
Full Staff receives Orientation to PASS System

Higher Level Classroom Support (Social Contract; Individualized Attention) has been provided

Teacher Requests Referral Packet from Targeted Team. PASS Mentor is assigned

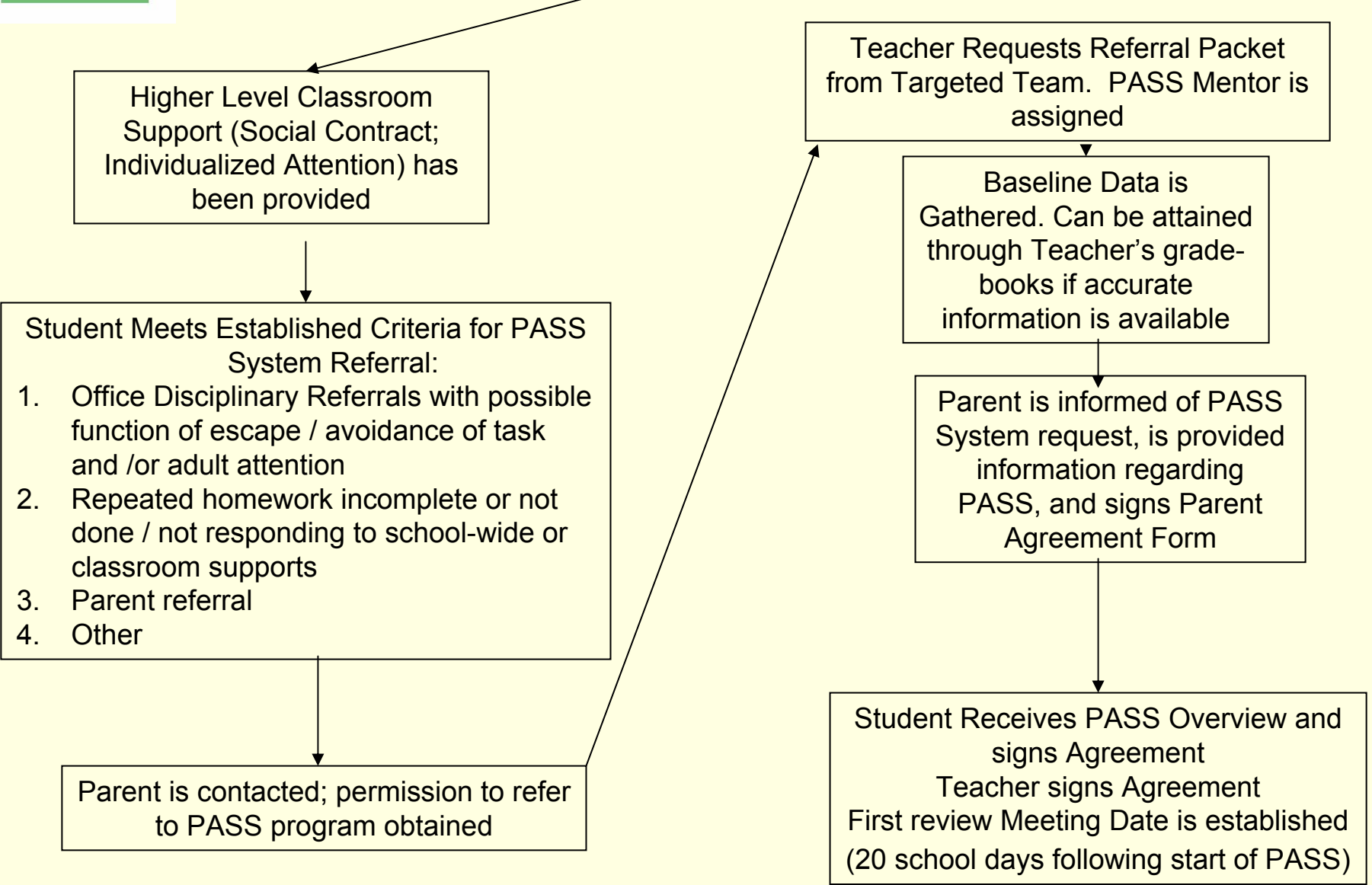
Baseline Data is Gathered. Can be attained through Teacher's grade-books if accurate information is available

Parent is informed of PASS System request, is provided information regarding PASS, and signs Parent Agreement Form

- Student Meets Established Criteria for PASS System Referral:
1. Office Disciplinary Referrals with possible function of escape / avoidance of task and /or adult attention
  2. Repeated homework incomplete or not done / not responding to school-wide or classroom supports
  3. Parent referral
  4. Other

Student Receives PASS Overview and signs Agreement  
Teacher signs Agreement  
First review Meeting Date is established (20 school days following start of PASS)

Parent is contacted; permission to refer to PASS program obtained



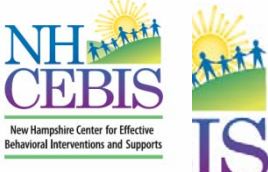
# Baseline Homework Completion Data Form

Subject: \_\_\_\_\_

Week of _____	Homework was Assigned	Homework was Completed (completed means done to 70% accuracy or greater)	Problem Behaviors During Class Time (state behavior and frequency if applicable)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Total			
	# Completed ____ / # Assigned ____ ____% Completed		

# PASS Forms

- **Student Agreement Form** 
- **Home-School Partnership Form** 
- **PASS Review Meeting Decision Form** 



# PASS Implementation Process – MS/HS

**Mann & Muscott (2007)**

**Student receives thorough instruction of the PASS process and in each item of the homework planning form**

**Student practices completing the assignment portion of the form to fluency**

**PASS schedule is determined: Student meets with Mentor at the end of day (either last period or after school) to complete a PASS HW Plan and review with PASS Mentor**

AM: Student picks up PASS HW Planning Form

Student Completes the 'Assignment' section for each class throughout the day

Daily Progress Sheets are completed by teachers and turned into PASS Mentor's mail box at end of day

Progress Sheets are gathered by mentor and shared with students and positive feedback is emphasized (If reports indicate work not completed, review what occurred without judgment and incorporate what is learned into tonight's plan)

Student meets with Mentor and completes a HW plan and gets started on homework

**Mentor Summarizes Progress Data to Share at Review Meetings**

# Teaching of the homework planning process includes

- Clear verbal instruction with visual tools for clarification
- Ample opportunity to practice the planning process
- Frequent positive feedback
  - Acknowledgement for successful planning
- Corrective feedback
  - Remind and Reteach
- Assessment of progress (charting daily progress)
- Monitoring progress over time

# Homework Planning Form

	Math	English	Science	Soc. St.	Art	Health	Time for Myself
Assignment							
Materials needed							
Estimated time to complete							
Place to work without distraction							
Start time / End time							
Problems that may arise							
Who to contact if stuck							
Who to contact for encouragement							
Plan makes sense given what I know about myself							



# Daily Data Form for PASS

Date: _____ Subject: _____	Homework was due today (yes/no)	Homework was handed in today (yes/no)	Homework was completed with > 70% accuracy	Student met behavioral expectations (2 = The full period 1 = Some of the time 0 = Not at all)
Math				
Science				
Social St.				
Art				
English				
Health				