



Schoolwide Positive Behavior Support for Mental Health (SESAME)

First Conceptualization of the SESAME model

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Introductory remarks

The following model represents a conceptualization of the American framework School-wide Positive Behavior Support (SW-PBS) for mental health focusing on the prevention and intervention of internalizing behavior disorders, such as anxiety or depression, in secondary school students. It was developed as part of the Erasmus+ funded project “School-wide Positive Behavior Support for Mental Health (SESAME)”. In SESAME, the focus will be on the following goals:

1. Development, implementation, and first evaluation of a SW-PBS approach to prevent internalizing behavior disorders in secondary school students (SESAME model)
2. Development, implementation, and first evaluation of a training pathway for educators to use the SESAME model developed in 1).
3. Development of a SESAME App to digitally support the use of SW-PBS tools and to increase the usage of the SESAME model by teachers, and students.

SESAME will be implemented in four European countries: in France, Germany, Italy, and Portugal. The project language is English, but all materials will be provided in each country’s primary language.

The primary intention of this model is to provide a SW-PBS framework that will lead the upcoming project activities. Therefore, the here presented SW-PBS model requires to be usable in the four aforementioned European contexts.

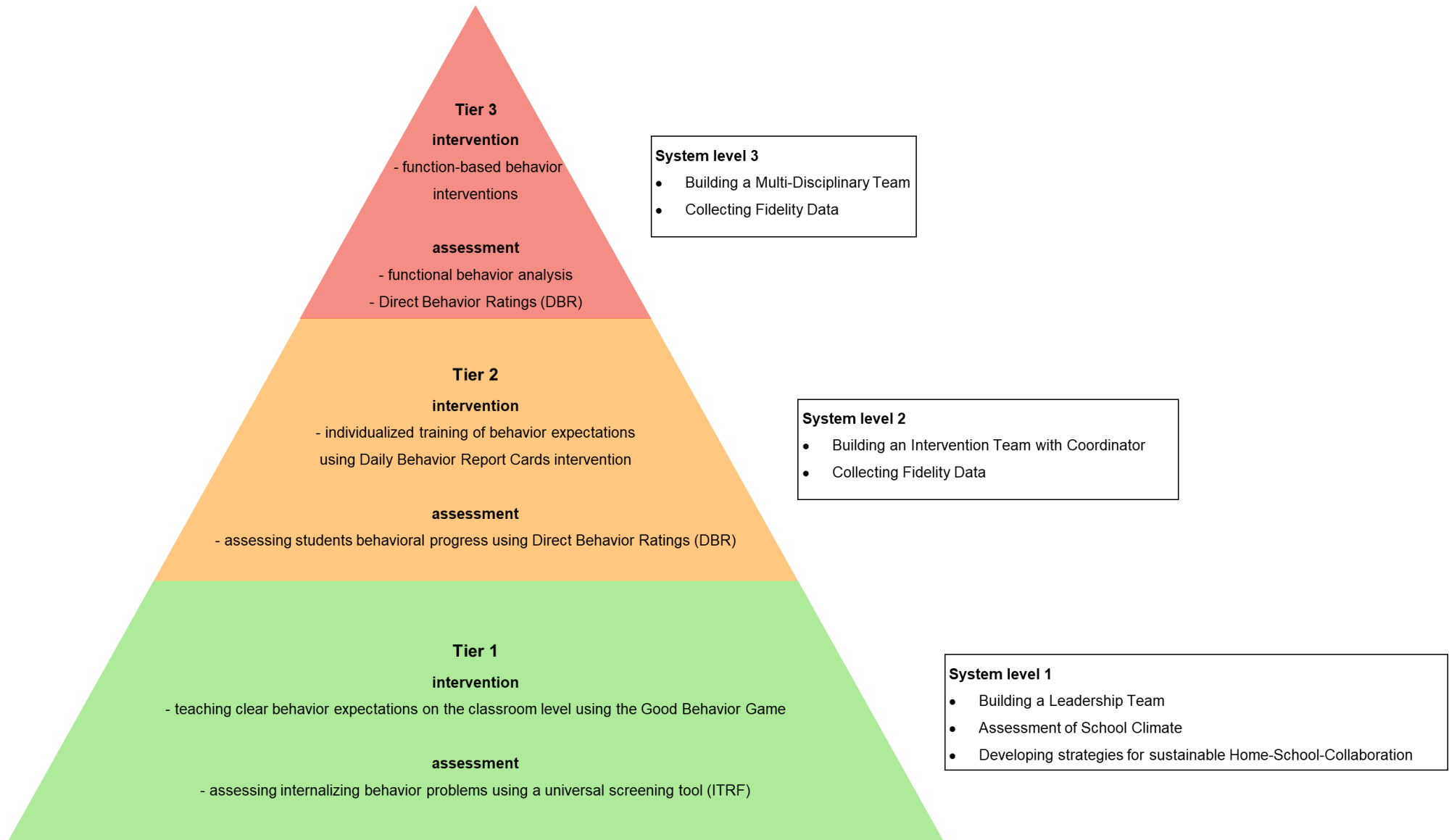
The following model includes SW-PBS strategies on the student level (i. e., assessment and intervention tools), the teacher level (i. e., teacher training), and the school-wide system level (i.e., school climate assessment and intervention).

The following criteria were applied to decide what tools will be included in the model:

- The strategies are evidence-based.
- The strategies focus on internalizing behavior problems or disorders in secondary school students.
- The strategies are usable in diverse European contexts, i. e. the required materials exist in English, French, German, Italian, and the Portuguese language.

For a basic understanding of the contents presented below, the entire document should be read. The main text provides an insight into all the actions undertaken under SESAME. The annexes then provide a more detailed description of the methods described and how they are implemented.







Description of the SESAME model components

Tier 1:

Creating a safe learning environment and viable student-teacher-interactions through clear behavioral expectations taught by Classroom Management

On Tier 1, shared values and behavioral expectations will be developed. The shared values should represent common attitudes regarding the behavior of all persons interacting in schools (i.e., teachers, students, principal, other personnel, parents). The overwhelming goals of Tier 1 intervention are to create a safe learning environment for the students and to foster positive student-teacher-interactions. Based on common values, clear behavior expectations with a focus on internalizing behaviors will be defined. An expectation matrix including the behavioral expectations will be developed. The formulation of the values and the development of the expectation matrix will be coordinated by the Leadership Team.

To effectively teach the behavioral expectations in the classroom, the teachers will use classroom management strategies. Classroom Management (CM) is defined as

“the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning. In other words, classroom management has two distinct purposes: It not only seeks to establish and sustain an orderly environment so students can engage in meaningful academic learning, it also aims to enhance students’ social and moral growth. From this perspective, how a teacher achieves order is as important as whether a teacher achieves order.” (Evertson & Weinstein, 2006, p. 4).

Greenberg, Putman, & Walsh (2014, p. 3) structure classroom management in primary and secondary strategies. Primary strategies are strongly evidence-based. Greenberg et al. (2015) propose the so-called “Big 5 of CM”:

1. Rules, i.e., developing positively stated behavior expectations
2. Routines, i.e., teaching of specific guidelines how to act in a variety of situations
3. Praise, i.e., positively reinforcing positive behavior
4. Misbehavior, i.e., determining and applying consequences for noncompliance
5. Engagement, i.e., engaging students in the lessons





In addition, Greenberg et al. define secondary CM strategies, which are not strongly evidence-based, but also very important in creating safe learning environments:

1. Management of the physical classroom
2. Motivation of students
3. Use of the least intrusive means
4. Involvement of parents and school, community
5. Attendance to social/cultural/emotional factors that affect the classroom's social climate.

In SESAME, the teachers will use a variety of methods to realize these strategies in their classroom. As an example, the classroom rules – based on the school-wide behavior expectations - will be closely linked to the internalizing behavioral dimension using the results from the universal behavior screening (the Integrated Teacher Report Form, see below). The rules should be a) clear and concise, and b) commonly developed by teacher and students. We recommend not to exceed a number of five rules.

Another potential tier 1 intervention might be the [Good Behavior Game](#) (GBG, Barrish, Saunders, & Wolff, 1969). The GBG is evidence-based, since preliminary studies showed that it a) can effectively increase desirable classroom behaviors, and b) effectively reduces problematic classroom behaviors. The GBG is played with the entire classroom, so it is very suitable for Tier 1. The GBG is an easy-to-use and time-efficient interdependent group contingency intervention utilizing students' mutual dependence to reach behavioral targets. Specifically, students of a pre-determined group receive rewards for reaching a criterion for appropriate behavior. The main features of this game are easily comprehensible:

- (1) selection of goals and rules
- (2) recording of rule violations
- (3) explaining the rules of the games and determining rewards
- (4) dividing the students in two or more teams to play against each other
- (5) playing the GBG for a specified game time

In the GBG, the students in the classroom are organized in different teams. These teams play against in showing the best classroom behavior (i.e., following the determined classroom rules). A team receives a mark ("foul") when a team member breaks a rule. At the end of the game, the team with the fewest fouls wins. The GBG was originally developed to reduce disruptive behaviors, but it is also used to improve prosocial, cooperative, and academic behaviors.





[Integrated Teacher Report Form \(ITRF: Volpe & Fabiano, 2013\)](#)

The Integrated Teacher Report Form (ITRF) is part of a multi-gated screening procedure for childhood internalizing problems that was developed in the United States. The system was designed to address common barriers to the use of school-based universal screening procedures including the amount of time needed to complete the screening process and the limited degree to which screening data are used in the design interventions. Cook, Volpe, and Livanis (2010) referred to this latter concern as the “silo problem.” The silo problem is that assessments for screening and assessments for treatment planning typically are distinct and separate assessment tasks. Using the ITRF, teachers can screen a classroom of 30 students in between 5 and 10 minutes (Daniels, Volpe, Briesch, & Fabiano, 2014). The procedure involves teachers nominating five students of concern, and those students are subsequently rated on each ITRF item based on the degree of teacher concern with the problem behavior (0 = Not a Concern, 1 = Slight Concern, 2 = Moderate Concern, 3 = Strong Concern; Volpe & Fabiano, 2013). Resultant scores are used to: (a) quantify the level of risk for each rated student, (b) rank order the level of risk for students within classrooms, and (c) rank order behaviors of concern to aid in the selection of specific target behaviors for intervention. The ITRF is part of a broader assessment and intervention system wherein each identified problem behavior is linked to a target for classroom-based interventions that can be delivered by a general education teacher (the Daily Behavior Report Card Intervention; see Volpe & Fabiano, 2013 and the description below).

The ITRF measures both externalizing (i.e., oppositional/defiant behavior, academic productivity problems), and internalizing behaviors (anxious/depressed behavior, social withdrawal). In the SESAME model, only the version for internalizing behavior problems will be used. The ITRF for internalizing behavior comprises of 24 items representing internalizing behavior problems commonly observed in classroom settings. These items load on two factors: anxious and depressed behavior (e. g. “Makes self-deprecating comments”), and social withdrawal (e.g., “Avoids group interactions”). Initial psychometric analyses support the two-factor structure of the ITRF (Volpe et al., in press). Different indices for internal consistency are above .90, which indicates an excellent reliability of the ITRF. The ITRF exists in English, French, German, Italian, and Portuguese language.

In the SESAME model, the ITRF will be used as a universal screening tool to identify those students who do not benefit from the tier 1 intervention. Students, who are positively screened on the ITRF will be involved in a targeted and peer-based group intervention focusing on individualized behavior problems on tier 2. The teachers should screen all students of their classroom twice within six months to ensure that every student with additional needs will be identified.

The interpretation of the ITRF results is comparatively easy. First, the sum scores will be calculated for each scale (i.e., anxious/depressive behavior, social withdrawal) and for both scales together. Second, students will be rank-ordered in regard to their ITRF sum score. Depending on the individual student group, the





sum scores for a sub-scale or for both scales together can be used to rank-order students. Finally – based on the rank-order – the teacher has to decide, which students should be targeted with Tier 2 interventions. In addition, the ITRF scores can be used as a formative measure to evaluate the internalizing classroom behavior before and after an intervention.

Leadership Team

On tier 1, leadership teams will be established on the school level. These teams are responsible for the successful implementation of the strategies and practices for tier 1 support. That is, monitoring of school-wide data, ensuring students receive equitable access to these supports, and evaluating the program's overall effectiveness. The leadership team should be representative for all school personnel involved in behavior interventions. The team should have behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about how the school operates across grade levels and programs. We recommend to include at least the following expertise:

- A SW-PBS expert, who is familiar with the approach, the strategies, systems, and tools. In SESAME, this will be the colleagues trained by the scientific experts in SW-PBS in the Train-the-Trainer event in Portugal. This person coordinates the team.
- A representative of the school administration
- A proponent of the SW-PBS approach from the teaching personnel
- A teacher, who is critical towards the SW-PBS approach
- A representative of the students
- A representative of family/ parents
- A representative of the group of non-teaching personnel

The Leadership Team will meet on a regular basis (i.e., every two weeks for one hour). They will work out a commitment statement for establishing a positive school-wide social culture. In addition, the Leadership Team will be responsible for collecting schoolwide data used for decision-making processes (i. e., school climate, information about home-school-collaboration). Finally, the Leadership team will be responsible to work out a professional development plan, and an evaluation plan to assess the personnel's development.

In the Leadership Team, one of the major responsibilities of the SESAME project team representative is, to recommend questionnaires for data collection. In this context, a School Climate Survey will be provided (The Georgia School Climate Survey; LaSalle and Colleagues, 2020). This survey exists in different languages, and can be completed by personnel, students, and parents.





Tier 2:

Peer-based Daily Behavior Report Cards

In SESAME, a targeted and peer-based Daily Behavior Report Cards (DBRC; Volpe & Fabiano, 2013) intervention will be provided for those students, who were positively screened on Tier 1. In its original conceptualization, DBRC represent an individualized behavior intervention for tier 2 support. A DBRC is a simple card, on which individualized target behaviors are presented. The behavior targets refer to specific classroom situations (e.g., independent seatwork), and every day it is checked if the students has met his behavior goals or not. If the student successfully reached his behavior targets, a reward is provided.

The DBRC intervention efficacy is based on two important pillars: first, the teacher's feedback is important for student's success. This means, the teacher needs to feed up before the intervention starts (i.e., a reminder of the relevant behavior goals, and what is meant by showing the appropriate behaviors), to feed back within the classroom situation, and to feed forward after the behavior was evaluated. Second, the parents can be involved in the intervention. For instance, if a student showed positive behaviors in the classroom, the reward will be given at home (e.g., extra computer time, dinner at a restaurant).

In the SESAME model, we modify the original DBRC intervention to a peer-based targeted intervention. That means, the evaluation of the behavioral outcomes, the feedback, and the reward will not be provided by the teacher, but by a group of peers. Therefore, the students take responsibility for their own behavioral development. At the end of each school day, a group of students will meet for 30 – 45 minutes, and based on the DBRC, the school-wide expectations matrix, and the classroom rules, the students' behavior will be discussed, feedbacked, and rewarded. The group should ideally consist of 3 to 6 pupils and can be either heterogeneous (pupils at all tiers) or homogeneous (only pupils at tier 2). The peer meetings will follow a ritualized procedure (i.e., Welcoming, Round of behavior reflection of each participant, Evaluation of and feedback for the behavior goals, reward, conclusion & outlook), and they will be held in a trustful and appreciating atmosphere.

The DBRC intervention is closely linked to the ITRF, the universal screening tool on tier 1. That is, the results from the screening tool will be used to identify those problem behaviors that are of the strongest concern. A conversion table, which is part of the intervention system, can be used to convert the problem behaviors of the ITRF to positively worded behavior targets for the DBRC intervention. Each teacher will get a guideline on a) how to implement the DBRC in the classroom, and b) how to prepare the students for the group meetings. In the group meetings themselves, the teacher involvement should be as low as possible, and can successively shut down.





Several studies support the effectiveness of the DBRC intervention. Systematic reviews and meta-analyses have shown that DBRC can effectively increase prosocial and cooperative behaviors. Furthermore, Check-and-Connect (e.g. Anderson et al., 2004), an intervention that is very comparable to the DBRC, is considered as one of the most evidence-based interventions for students with internalizing behavior problems.

Direct Behavior Ratings

On tier 2, the behavioral progress will be tracked through progress monitoring tools. These tools are assessment procedures that are used with a high frequency (e.g., every day) to assess a student's response to behavioral intervention.

Direct Behavior Rating (DBR) represents a well-established tool for behavioral progress monitoring (Christ, Riley-Tillman, & Chafouleas, 2009). DBR combines the advantages of systematic direct observation and behavior rating scales by asking educators to rate student behavior in a specific situation immediately after an observation session. In recent years, two broad methods of DBR have been developed and evaluated for progress-monitoring purposes: Single-Item Scales (DBR-SIS) and Multi-Item Scales (DBR-MIS). DBR-SIS typically target behavioral domains (i.e., academically engaged, disruptive behavior) and may be efficient indicators of these broad domains. However, DBR-SIS have typically not been used to assess specific classroom behaviors that might be particularly informative for evaluating a student's response to behavioral intervention (e.g., raising hand, out of seat). In contrast, DBR-MIS, like traditional rating scales, usually include three to five specific items (e.g., completes classwork in allowed time, starts work independently) that serve as indicators of a behavioral domain (e.g., academic engagement). These more specific items can therefore be analyzed individually or their raw scores can be summed to generate a composite score (Volpe & Briesch, 2012, 2015).

In the SESAME model DBR-MIS focusing on internalizing behaviors will be used. The target behavior will be generated from the ITRF results, and a number of items (i.e., 3 – 5) will be provided on the DBR. The DBR should be completed twice a day. The data will be used to regularly progress the students' behavioral progress.

Intervention Team with Coordinator

On tier 2, an intervention team including a coordinator will be established. The main responsibilities of the Intervention Team are a) ensure the provision of the behavior interventions, b) monitor the implementation of the interventions, and c) check the students' behavioral progress using the data from the DBR.





The members of the Intervention Team should have expertise in behavior management, and data-use for decision-making. One main responsibility is to coach the colleagues in the PBS strategies. Therefore, the team should be able

- to understand and review data
- to encourage, teach, prompt, provide practice, and model for school personnel
- to communicate with stakeholders
- to distribute information and gathering input
- to organize and promote professional learning.

We recommend at least the following persons to include in the intervention team:

- A coordinator with high expertise in behavior management, assessment, and data-use for decision-making;
- A School Administrator
- A Behavior Specialist
- A Classroom Teacher

The intervention team will meet on a regular basis. In addition, the intervention team will serve as a consultation address for colleagues, who need support in the implementation of the SESAME practices. The team will analyze, interpret, and communicate behavioral progress data from the DBR. In addition, they will collect intervention fidelity assessment data using standardized checklists.





Tier 3:

Functional Behavior Assessment

A Functional Behavior Assessment (FBA) is a process that identifies specific target behavior, the purpose of the behavior, and what factors maintain the behavior that is interfering with the student's educational progress. This process leads to development of intervention plans to teach acceptable alternative behavior. The resulting intervention plan focuses on teaching new behavior and social skills but usually also requires modification of the school or classroom environment and activities, adaptation of curriculum and instructional delivery, and changes in the teacher/student relationship that maintain the undesirable behavior.

FBA usually consists of four phases (Ervin et al., 2001): (1) collect behavioral data, (2) develop hypotheses about the function of the behavior, (3) formally test of the developed hypotheses, and (4) develop interventions based on tested hypotheses. FBA generally describes a process of systematically manipulating environmental factors to test behavioral hypotheses (Cone, 1997). This manipulation is based on the three most common reinforcement categories: positive reinforcement (e.g., attention), negative reinforcement (e.g., escape from academic or social demands), and sensory reinforcement (e.g., play). In FBA, these conditions are experimental manipulated, and the condition that shows the highest frequency/duration of the behavior represents the primary maintaining variable (e.g., Solnick & Ardoin, 2010). Once identified, the maintaining condition is addressed by an intervention.

In the SESAME model, the problematic target behaviors have already been identified by the ITRF. On tier 3, the main purpose of the FBA is to identify the function of the problematic behaviors, and how these functions can be addressed by intervention practices. Therefore, standardized FBA measures in each country context will be identified to measure the symptoms of internalizing behaviors and the related functions (e.g., systematic direct observation). In SESAME, a guideline for teachers will be developed that could be applied to successively test hypotheses about the function of behavior. This guideline will be based on basic principles of experimental single case research. The FBA will be conducted for those students, who do not benefit adequately from the tier 2 interventions.

Function-based Behavior Interventions

Function-Based Intervention is an action plan that is developed by taking into consideration the information obtained from the Functional Behavior Assessment (FBA) and must address the purpose that the behavior serves for the child. The general goal of the Function Based Intervention is to have the child gain access to the same reinforcement that was maintaining the inappropriate behavior but now have it





maintain alternative appropriate behaviors. In addition, the intervention must reduce or eliminate the reinforcement obtained when the child exhibits the inappropriate behavior.

The functions for internalizing behavior problems can be very different from case to case. Therefore, in the SESAME model, different function-based behavior interventions will be implemented. The first approach will be to provide the DBRC intervention with more intensity, and with a focus on those factors that cause the behavior problems. The second approach will be a cognitive-behavioral therapy (CBT) approach that teaches, practices, and reinforces adequate positive behaviors. An example: If a pupil is too shy to play with his/her classmates during the break, he/she will be taught a method to actively approach his/her classmates. If this pupil succeeds in interacting with his classmates, he will be rewarded/enhanced accordingly.

Direct Behavior Ratings

On tier 3, the DBR-MIS will be used with higher frequency. Furthermore, the items will be modified according to the results from the FBA, and the selected intervention. The items on the DBR-MIS should be closely linked to the behaviors targeted in the intervention.

Multidisciplinary Team

On tier 3, a multidisciplinary team will be established. This team ideally includes the following professionals:

- A school administrator
- a coach/behavior representative
- others with basic knowledge of problem solving
- a person with expertise in functional behavior analyses
- a person that knows the students on tier 3

In addition to the multidisciplinary team, it can be efficient to establish tier 3 support teams, which represent a team focusing collaboratively on the intervention of 1-2 tier 3 students.

On tier 3, the teams collect fidelity assessment data, behavioral progress data, and student and teacher outcome data.





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Annexes





The Good Behavior Game: Step-by-step Guide

I. General information

In the 1960s, the Good Behavior Game was invented by an US-American teacher. It has been evaluated by Barrish, Saunders and Wolf in 1969 for the first time. Lots of investigations proved the effectiveness of the game regarding social behavior, learning effectiveness and reduction of drug abuse and crime. The measure is very accepted by teachers. It is one of the simplest and most effective prevention programs!

II. Objectives of the program

The game can be played at group level as well as at class level in kindergarten, preschools, elementary schools and secondary schools. Furthermore, an implementation in inclusive settings as well as in special education settings is proved. To introduce the game to class, it will take 1-2 lessons. After a few weeks, there is the possibility to transfer the students' requested behavior into other situations.

For students: reducing of classroom disruptions, increased attention during the lessons, more time for learning in class, improving self-control, better cohesiveness, increased motivation, and experiencing success after adequate behavior

For teachers: practical strategies to control the students' behavior, more time for learning, better learning atmosphere and better classroom climate

III. The Good Behavior Game at a glance

The Good Behavior Game is a kind of behavior control by giving rewards to students due to positive working behavior in class during playing time. The group is divided into two competing teams. For each inadequate behavior ("foul") of a group member, this team scores. The team with the best working behavior (which implicates the lowest score) at the end of the playing time, wins the group reward that day. If both teams are able to keep their score below a predetermined level, both groups will receive the reward.

The following provides an overview of the introduction process of this simple game:

1. Step: Preparation of the game

First, the teacher decides the exact phase of school day in which the Good Behavior Game will be played (playing time 10-15 minutes). At the beginning, it's best to choose those playing times where it is very easy for the students to show adequate behavior (e.g. reading, Mathematics, free work time).

2. Step: Survey of the starting conditions

The starting frequency of inadequate behavior is surveyed by secret observations (3 times per day 15 minutes). After that, the average has to be determined.





3. Step: Choice of rewards

The teacher has to choose the rewards, which should be an incentive to take part in the game. A good idea is a game at the end of the school-day. Moreover, material rewards can also be incentives for the students (e.g. tokens on a winner board).

4. Step: Introduction of the game in class

After this, the game is introduced to the students. The teacher has the possibility to present the „Perfect School“ (reading a story, hearing a report on tape,...) and can clarify disturbing behavior in a group discussion. Afterwards, the teacher explains that from now on all students in class play the Good Behavior Game and mentions the playing times (1-2 time per day). The class is divided into two (or three) teams by the teacher. The easiest way is according to the seating order.

5. Step: Definition of the inadequate behavior

The teacher and the students together define disturbing classroom behavior that can be denoted as “fouls”. This is based on their paper of their “Perfect school”. What you would not like to see, hear and feel in your wonderful school?

If there is a foul during the playing time, it will count. Those behavior pattern often is:

- standing up without permission,
- talking without permission,
- showing behavior that disturbs the lesson e.g. playing, knocking on the table, writing and distributing slips of paper...).

Fouls must be clearly defined. Both teacher and students should be able to identify all fouls.

The students are informed that all predetermined fouls will lead to a score for the own team. To clarify the fouls, some examples can be presented but after that, there have to be examples for positive behavior (“goals”). The students have to know that the team with the lowest score wins and receive a reward. Here, it can also be said that both teams will have the chance to win the reward if they don’t score higher than a predetermined sum of fouls (limit of four fouls often is used). A further benefit for the winner team with the lowest score can also be implemented at the end of the week.

6. Step: Realization of the game in class

After this, the game can start. The teacher holds the lesson as usual but the only difference by verbalizing and writing down the fouls during the playing time („This was a foul for team...“) that everyone can see and hear it. The notification of fouls should be implemented consequently. After playing time, the winner team will receive commendations and will get the reward at the same day.





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After a few months (1-2), the teacher surveys all fouls by secret observations and as a result, he or she can get information about the success of the measure. The transfer of the requested behavior into another situation can be supported by playing the game without prior notice. The teacher starts the game secretly and after playing time, he or she announces the result.





My ideas for implementation ...

Step 1: Preparing the game

Think about what you want to improve in your class before you begin - you can focus on learning and working behavior or on social behavior. Against this background, decide in which phases of a school day the game should be played (the game is played for 10-15 minutes at a time).

Tip:

At the beginning, teaching phases in which it is very easy for the students to show adequate behavior (free work, individual work, etc.) are particularly suitable.

Step 2: Selecting rewards

Select rewards that motivate students to participate in the game. At the beginning, it is recommended to use material reinforcements such as winning badges, sweets or stickers. A few weeks after the introduction of the game, a switch to social enhancers or a token system can and should be made to maintain the students' motivation. If necessary, social boosters can be used right from the start (e.g. saving points for a trip with the whole class, the winning team may leave the classroom before the break, the winning team may choose a movement game for the class for the next movement break...) - depending on the students' level of development.

Tip:

Make the choice of rewards dependent on the level of development of your students! Especially for older students, it is also possible to determine the rewards together with the students in order to increase identification and motivation. Think about which rewards are generally possible for you and which ones you exclude - and make this transparent for your students.

Step 3: Introducing the game to the class - including definition of the class goal and the inadequate behavior

Now introduce the game to the class. Work out the ideal of a good learning atmosphere with the students and clarify any conflicting, disturbing behavior in the class discussion. Which behaviors would your students and you experience less in an ideal class? Which more? The collection can be done by using symbols for "I hear...", "I see..." and "I feel...".

Tip:

In principle, it is advisable to look together with the students at what is to be achieved. Often the children have a concrete idea of what they could improve in dealing with each other - therefore it is worth asking the pupils!





Then you explain that from now on, the class will play the Good Behavior Game to work together on the class goal. Together with the students you define disturbing behavior called "fouls". The "fouls" must be clearly defined so that they are recognized by both you and the students. Fouls" are often regarded as "fouls":

- leaving the workplace without permission,
- speaking in between
- or other forms of disruptive behavior (e.g. playing, knocking on the table, handing out notes, etc.).

In addition to the "classic" goals from the area of learning and working behavior, you can select specific rules that are important, for example, with regard to the conditions at secondary schools. As an alternative to the focus on learning and working behavior, it is possible to focus on goals/rules in the sense of class objectives from the area of social behavior, e.g. "We talk politely with each other" or "We treat each other peacefully". This makes particular sense if the students in the class rarely violate the above-mentioned rules.

Step 4: Explaining the game rules

Explain to the students that the collectively agreed "fouls" (max. 3) will result in a point score for the team. To clarify the "fouls", examples can also be presented, but then followed by examples of desired behavior ("goals"). Important: The team with the lowest number of "fouls" wins and receives a reward.

Now discuss with the children the times when the game is played (one game phase per day) and divide the class into two (or three) teams, most simply according to seating arrangements (e.g. left vs. right half or group tables). The different teams then give themselves a name.

Tip:
Visualise the goal and the rules, if necessary also the "fouls", on a large poster.
It can also be specified that all teams win if they do not commit more than a certain number of "fouls" (often 5 is the limit) during the game time. An additional win at the end of the week for the team with the lowest score can also be introduced.

Step 5: Playing the game in class

Then the game can begin. You carry out your normal lessons, with the only difference that during the game time you verbally indicate "fouls" ("This was a foul for team...") and write them down visibly for the teams.

The notification of "fouls" must be carried out consistently (!). The winning team will be praised by you and rewarded for its efforts on the same day (or better directly after the season).

Tip:
Look out! The "foul" never applies to individual students, but to the respective team and may not be commented on.
Use an hourglass, egg timer or a TimeTimer to make the playing time transparent for the students.

Literature:

Barrish, H.H., Saunders, M. & Wolf, M.M. (1969). Good behavior game: Effects of individual contingencies for group consequences on disruptive behavior in a classroom. *Journal of Applied Behavior Analysis*, 2, 119-124.
Hillenbrand, C. & Pütz, K. (2008). *KlasseKinderSpiel. Spielerisch Verhaltensregeln lernen*. Hamburg: Edition Körber Stiftung.





Possible rewards

Finding suitable rewards for your students is an important point for the success of the game. Here are some suggestions on the topic:

- ★ To find out what kind of reward your students prefer, watch them closely during the breaks.
- ★ Students are allowed to write down a list with possible rewards!
- ★ „Secret rewards“
- ★ One possibility is to allow your students doing something that is normally forbidden in class but not dangerous (tinkering paper airplanes, whispering, singing, listening to music, drinking, eating,...).
- ★ „Teacher-rewards“: (e.g. you can wear a paper hat during a lesson)

Concrete examples for a reward:

- ★ every member of the winner-group is allowed to be the first in a special situation (first in a row, first getting the materials, first who is allowed to go home,...)
- ★ painting on the blackboard
- ★ choosing a game
- ★ Listening to music
- ★ making faces
- ★ telling a joke
- ★ do not need to do homework
- ★ sitting on a chair in the wrong way
- ★ material rewards
- ★ ...

As a general rule: The only limit is your imagination!








Once upon a time there was a „Perfect School“...

PERFECT! All day long, the teachers and students always were in a good mood and kept smiling every time ☺...

Please take a moment to think about what you WOULD NOT LIKE to see, hear and feel in YOUR wonderful school and in contrast, what you WOULD LIKE to see, hear and feel in this school.




In MY „Perfect School“ I would not like to...

 see	
 hear	
 feel	





In MY „Perfect School“ I would like to...

 see	
 hear	
 feel	





Integrated Teacher Report Form

Teacher: _____

School: _____

Date: _____

Grade: _____

Directions: This form can be used to rate student behaviors that are indicative of Internalizing Problems. Internalizing behaviors refer to problems with depression and/or anxiety. Examples of internalizing problems are excessive fearfulness, sadness, and or socially avoidant behaviors (avoiding other children, excessive shyness). In the long columns on the right, please list the names of the five students in your classroom whose behavior is of greatest concern to you in this regard.

For each item below, indicate your level of concern regarding each student using the following scale:

- 1 = Slight concern**
- 2 = Moderate concern**
- 3 = Strong concern**

Leave the space blank if the student does not exhibit the behavior or if the behavior is not a concern for that student.

	Student Name	Student Name	Student Name	Student Name	Student Name
1. Spends too much time alone					
2. Complains about being sick or hurt					
3. Avoids talking during class discussions					
4. Avoids social interactions					
5. Prefers to play alone					
6. Does not respond to others' attempts to socialize					
7. Worries about unimportant details					
8. Complains of headaches or stomach aches					
9. Appears unhappy or sad					
10. Clings to adults					
11. Acts nervous					
12. Acts fearful					
13. Does not stick up for self					
14. Overly shy					
15. Complains or whines					





16.	Does not participate in group activities					
17.	Makes self-depreciating comments					
18.	Does not participate in class					
19.	Cries or is weepy					
20.	Easily upset					
21.	Easily overwhelmed					
22.	Easily discouraged					
23.	Spends a lot of time worrying					
24.	Slow to warm up to new people					
Please use the rows below to add any other behaviors of concern:						
a.						
b.						
c.						
Subscale 1: anxiety-depressive behavior (Items: 2, 7, 8, 9, 10, 11, 12, 15, 17, 19, 20, 21, 22, 23)						
Subscale 2: social behavior of withdrawal (Items: 1, 3, 4, 5, 6, 13, 14, 16, 18, 24)						
Total Rating						





Daily Behavior Report Card (DBRC): Step-by-step Guide

I. General information

A daily behavior card is a clearly defined list of target behaviors for a student. It is a behavior modification which - depending on the selection of specific goals - aims to build up desired behavior or reduce undesired behavior through a combination of reward and feedback. Coupling with feedback enables consistent feedback on the achievement of specific goals and creates a high degree of transparency. The card supports a close cooperation between school and parents - ideally, the achievement of goals in school is linked to rewards in the home.

Example:

Date: _____

	German		Math	
My goals				
I report to class at least 3 times and contribute something useful to the class discussion.				
I am reminded at most 2 times to continue with my work.				
Teacher's code:				

Comments: _____

My reward:
2 min reading time for each

Yes, the card was shown at home! _____
(Signature)

II. Objectives of the DBRC

The daily behavior report card shows a high effectiveness in terms of completion of teaching tasks, reduction of disruptive behavior and increase of task-related behavior. This is positively supported by the cooperation with the parental home; at the same time the use of the card improves the cooperation with the parental home and creates transparency for children and parents.

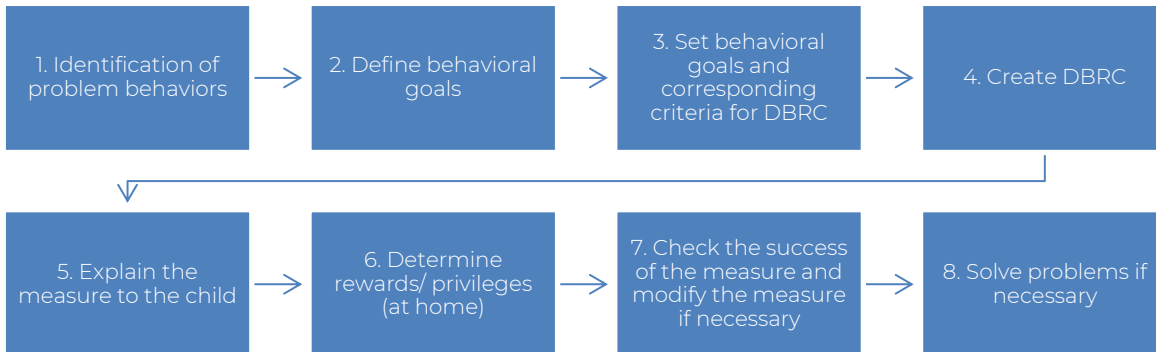
As the card also serves as a continuous documentation of the achievement of objectives, it also serves in "double function" to check the success of the funding. It enables timely, regular and specific feedback, as a continuous exchange with the child on the basis of the card is an essential part of the measure. The flexible applicability is particularly helpful - the card can be adapted specifically to each child.





III. The DBRC at a glance

The flowchart shows the implementation at a glance:



My ideas for implementation ...

Step 1: Selection of the problematic behavior

On the basis of a screening or observations made so far, problematic areas of behavior are selected and further specified (e.g. intensity, duration, timing, frequency in a specific phase...).

Tip:

For example, use the ITRF as a screening tool and use it as a basis for further specification.

Examples for a concretization:

The teacher states:

- P. completes a maximum of 50% of the tasks in the planned time.
- P. is reminded at least five times per work session by the teacher to continue with the tasks independently.

Step 2 + 3: Definition of the behavioral objectives, setting the goals and criteria for the DBRC

As a rule, 3 to 5 realistic and specific behavioral goals that seem to make sense for the child are selected. Fewer goals can also be selected.

The selected goals must be operationalized in such a way that they are observable by the teacher in class. In addition, criteria for the verification of the achievement of the goals must be defined.

Tip:

The more concretely the target behavior is operationalized, the easier it is to observe the achievement of the goal on the one hand and to realize the feedback to the child on the other hand.

Consider in advance which sources of information you can use to quickly identify the achievement of the goal and to implement it in everyday life (e.g. visual inspection of work results, observation, checklist...).





Step 4: Preparation of the DBRC

In addition to the name of the child and the date, the daily behavior card for the child contains the concrete behavioral goals, entry options for the achievement of the goals, a comment option, the conditions for the reward as well as the name of the reward and - as a rule - signature fields for teachers and, if possible, parents. Clear symbols (e.g. "thumbs up - thumbs down", "laughing face - crying face", "yes - no") are selected for the achievement of objectives - dispensing with intermediate evaluations such as "partly, partly". If possible, involve the parents already at this stage. Even if a cooperation seems unrealistic at first, it is usually worth trying, as the effectiveness of the measure is thus clearly supported.

Tip:

Formulate the objectives in such a way that a dichotomous assessment is actually possible (e.g. "follow instructions with less than 2 admonitions" or "complete at least 2 tasks carefully").

Think carefully about how long the periods of time to be assessed should be - less is here, especially at the beginning, often more! If the child achieves the goals regularly, periods of time can be extended by arrangement or the behavioral goals can be made more demanding.

Templates for DBRCs are included in the appendix of the handouts.

Step 5: Description of the measure

In order to explain the measure to the child, discussions between teacher and child and/or parents and child are suitable. The explanation can be supported by role plays, examples and a "trial phase".

Basically, it is important to ensure a positive, resource-oriented focus. This is particularly evident in the explanation of the measure.

Example:

„You're already doing almost half of the class work. What could you do to get even more work done?"

„You're already doing really well in math class. From now on, every time you start doing the assignments on your own, you'll get a stamp."

Tip:

For example, use the ITRF as a screening tool and use it as a basis for further specification.

Examples for a concretization:

The teacher states:

- P. completes a maximum of 50% of the tasks in the planned time.

- P. is reminded at least five times per work session by the teacher to continue with the tasks independently.





Step 6: Determination of the rewards/ privileges (at home)

The choice of rewards is of particular importance. Ideally this is done in consultation with the parents.
Rewards should be for the child,

- attractive.
- directly follow the desirable behavior.
- can be collected and exchanged for a "greater" reward.
- be practicable.

On the behavior card itself, the collection for the reward is documented by ticking or stamping the achievement of the goal.

Tip:
Possible rewards in school could be stamps, stickers, break activities, privileges, explicit praise, community activities, choosing a game, reading times, PC times, etc....
Examples of possible domestic rewards include outings, meetings with friends, playtime with parents, PC/TV time, visiting family, playing outside, privileges, choice of dessert, etc.
Involve the child in determining the reward (depending on the level of development)!

Step 7 + 8: Checking the success of the measure, modifying and solving problems

By filling out the behavior card every day, it quickly becomes clear whether the child is achieving the behavioral goals set. The implementation of the Direct Behavioral Assessment supports the assessment of the effectiveness.
If no success is achieved after an appropriate period of time or if the target behavior does not stabilize, the measure can be modified if necessary. This includes supplementary support measures (examples of desirable behavior, checklists, positive role models, etc.) or a change in the reward. It may also be necessary to reconsider the objectives and to proceed in smaller steps.
If there is no improvement of the target behavior despite correct implementation, a hypothesis-guided diagnostic clarification is recommended, which is planned, carried out and evaluated in a (multi-professional) team.

Tip:
The promotion does not bring the desired success? Check the implementation of the measure with the following questions:
Are the behavioral goals appropriate?
Are the target criteria realistic?
Does the Direct Behavioral Assessment function correctly?
Can the child assess his or her behavior realistically?
Is the reward motivating?
Is the reward given consistently and fairly?
Is the behavior card taken home and perceived by the parents?
If you cannot answer one of the questions with "yes", you have concrete starting points for optimizing the measure.

Literature:

strongly modified according to Volpe, R. J., & Fabiano, G. A. (2013). *Daily Behavior Report Cards: An Evidence-Based System of Assessment and Intervention*. Guilford Press.





Direct Behavior Rating (DBR): Step-by-step Guide

I. General information

Direct Behavior Rating (DBR) is a combination of systematic direct observation of behavior and behavior assessments with rating scales. The basic idea is that those elements of observation that are responsible for the high-test quality (concrete operationalization of behavior, segmentation of the observation situation) are combined with those elements of assessments with rating scales that are responsible for the high economy (Likert scale with defined categories, items relevant to everyday school life). During implementation, a concretely operationalized section of a pupil's behavior (e.g. concentrated work) in a situation in which this behavior is relevant (e.g. periods of quiet work) is observed and immediately after this situation is assessed using a rating scale.

II. Objectives of DBR

The DBR has three central elements: (1) the directness, (2) the behavioral focus and (3) the rating.

1. Directness

The assessment of the behavior with the DBR is done directly. Directness means the closest possible proximity to the assessment situation. If, for example, a student's cooperative behavior in group work phases is of interest, the assessment of cooperative behavior should take place directly after the group work phase. The principle applies here: the closer the assessment is to the behavior that actually occurred, the more accurate, reliable and valid the behavior is recorded.

2. Behavioral focus

DBR records concrete behavior, i.e. a behavior to be assessed must also be assessable or observable. The behavior of interest should therefore be operationalized as specifically and concretely as possible.

3. Rating

DBR records the behavior through rating scales. This means that a demonstrated behavior is assessed by a person (i.e., the rater). The rater makes a direct rating of the frequency or intensity of the student's behavior - without having previously documented the behavior in detail. Skipping this step saves a lot of time. It takes only a few seconds to tick a scale.





III. The DBR at a glance

The development, application and evaluation of DVB is guided by four principles.

1. Efficiency

The test procedure consists of ticking off categories on a scale. The evaluation consists of simply counting (one could almost say: writing off) the marked values or adding up three to five values. This can be done without much effort and without extensive training. Furthermore, DVB is very time efficient, as both the execution and the evaluation can be done for a student in less than five minutes.

2. Flexibility

DBR can be used for different goals, in different situations, by different people and for different behavioral dimensions. For example, DBR could possibly be used to measure the expression of concentrated behavior during work phases in a student's mathematics class. DBR could also be used to assess the extent to which a behavioral plan can improve a student's disruptive and impulsive behavior in transitional phases.

3. Repeatability

DBR is repeatable, i.e. it facilitates ongoing data collection within and across occasions. This makes it suitable for collecting time series data and thus enables statements to be made about the development of a behavior over this time.

4. Defensibility

DBR shows defensible psychometric properties. The reliability of DBR has been shown over various conditions. Accuracy (through comparisons with highly standardized observation methods) and validity (through comparisons with methods that record similar procedures) could also be tested and confirmed.

The following provides an overview of the DBR:

Step 1: What behavior am I rating?

Empirically, three overarching dimensions of behavior („Big 3“) have proven to be particularly relevant in the school context:

1. learning-related behavior (e.g. concentration, endurance)
2. disruptive behavior (e.g. calling into class)
3. respectful behavior (e.g. being polite to others)

In fact, the types of behavior that can theoretically occur in everyday school life are almost infinite and have various forms. Therefore, a systematization tool is needed to find out which behaviors in which form are a problem for a student. For this purpose, so-called universal behavior screenings (in SESAME: the ITRF) should be used as assessment tools.





Step 2: In what situation do I rate the behavior?

The behavior of a student can be influenced by many factors. Whether and to what extent a certain behavior is shown in a certain situation can depend, for example, on personal motivation, interest in the learning subject or other environmental aspects that lead to a sudden change in behavior.

To find out which situation is relevant, the following guiding questions can be applied:

1. Does the problematic behavior occur in one (or more) subject(s)?
2. Does the problematic behavior occur on certain days of the week?
3. Does the problematic behavior occur in a specific phase of the lesson (e.g. group or individual work)?
4. Does the problematic behavior also occur in classes with other colleagues?

Step 3: How do I proceed in the rating situation?

The behavioral rating can be divided into three planning steps:

1. **The behavior is described as precisely and briefly as possible.**

The most important premise when defining behavior is that the chosen definition actually includes the behavior that is to be promoted. This can be done through more general formulations ("Big 3" - 1st step) or through very specific behaviors ("Calls to the class without answering").

2. **It is determined who will rate the behavior.**

Any person involved in the process of promotion can rate the behavior of the student. Usually this should be a person who is present in the classroom in the rating situations and who is able to briefly rate the behavior immediately after the situation.

3. **It is determined when, where and how often the behavior is assessed.**

DBR should be used at least once a day, but the length of the assessment phase may vary. The basic principle here is: the higher the level of advancement, the more intensive and individualized the advancement and, accordingly, the progress assessment. This means that the DBR for students on SESAME tiers 2 or 3 will be completed more often than for students on tier 1.

Step 4: Selection of a rating scale

For the selection of the items the following two forms of Scales can be used:

Single item scales (SI-Scales)

SI-Scales cover a very wide and superior range of behavior (e.g. working behavior, disturbance behavior) with only one single item.

Multiple item scales (MI-Scales)

MI-Scales capture a very precise range of behavior with three to five items on specific behaviors (e.g. The student begins to complete the task independently, the student finishes the task in the given time).





The selection of the DBR scales should be individually adapted in regard to the target behavior, the situation and the student. Furthermore, it should be based on the results of the first three steps.

In general, however, it can be said that MI scales are preferable in the school context because they achieve reliably interpretable behavioral values in a shorter time, which can lead to faster decision-making.

For the selection of the Scale format the following three forms of Scale units can be used:

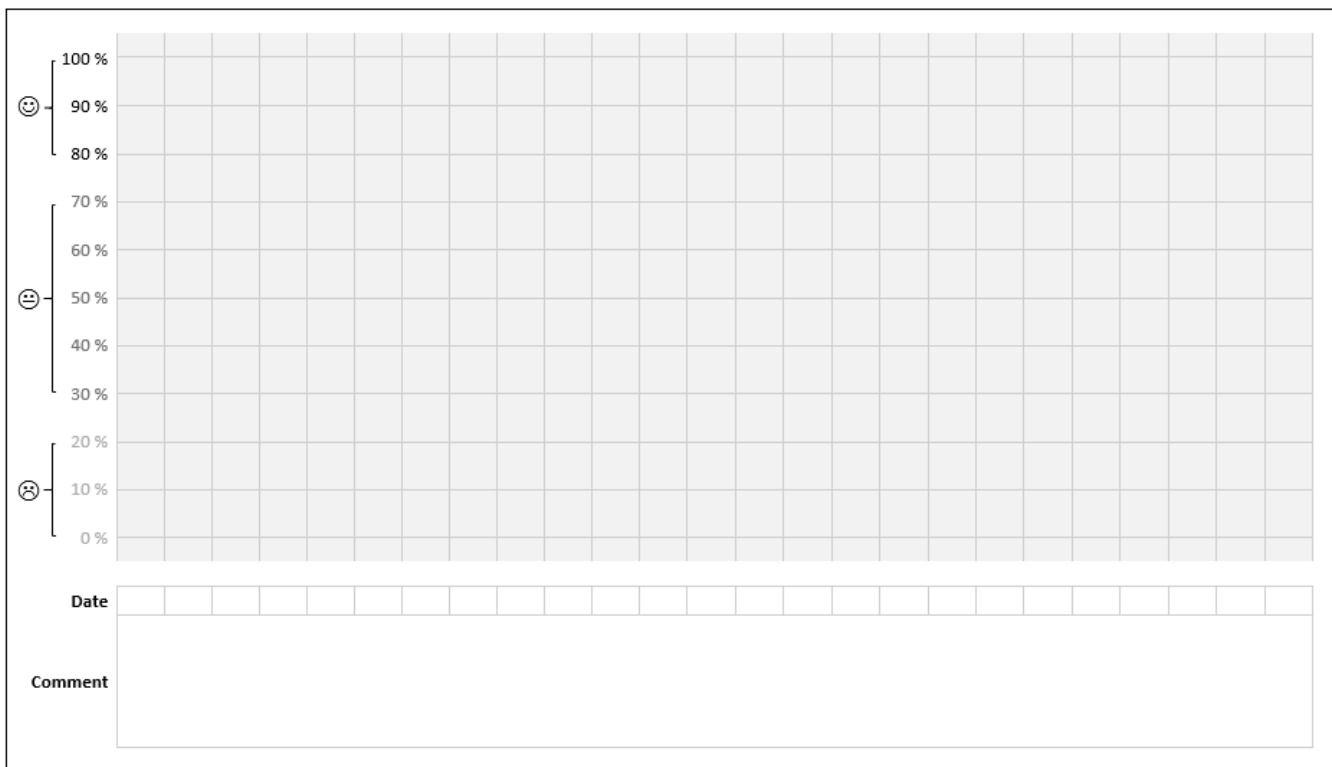
A **(1) time scale** is used to assess the time extent (e.g. from 0 to 100%) in which a behavior in the assessment situation occurred. A **(2) quality scale** is used to assess the qualitative proficiency of a behavior in a situation (for example, 0 = the behavior is not of concern, 10 = the behavior is of strong concern). On a **(3) frequency scale**, the frequency is used to assess how often a target behavior occurred in the assessment period (e.g. from 0x to 10x).





For Example:

Student	Lesson phase	Behaviour in every phase (Add operationalisation if necessary)
	<input type="checkbox"/> A	<input type="checkbox"/> 1
	<input type="checkbox"/> B	<input type="checkbox"/> 2
	<input type="checkbox"/> C	<input type="checkbox"/> 3
	<input type="checkbox"/> D	<input type="checkbox"/> 4



Step 5: How do I analyze the results?

The evaluation of the collected data takes place in two steps:

1. The behavior is visualized and important parameters are noted.
2. Then the behavioral development is analyzed. For this purpose, the behavioral development in the basic rate phase is compared with the behavioral development in the intervention phase, both visually and with the help of statistical parameters.).





Reflection of teamwork: Methods

I. SOFT-Analysis

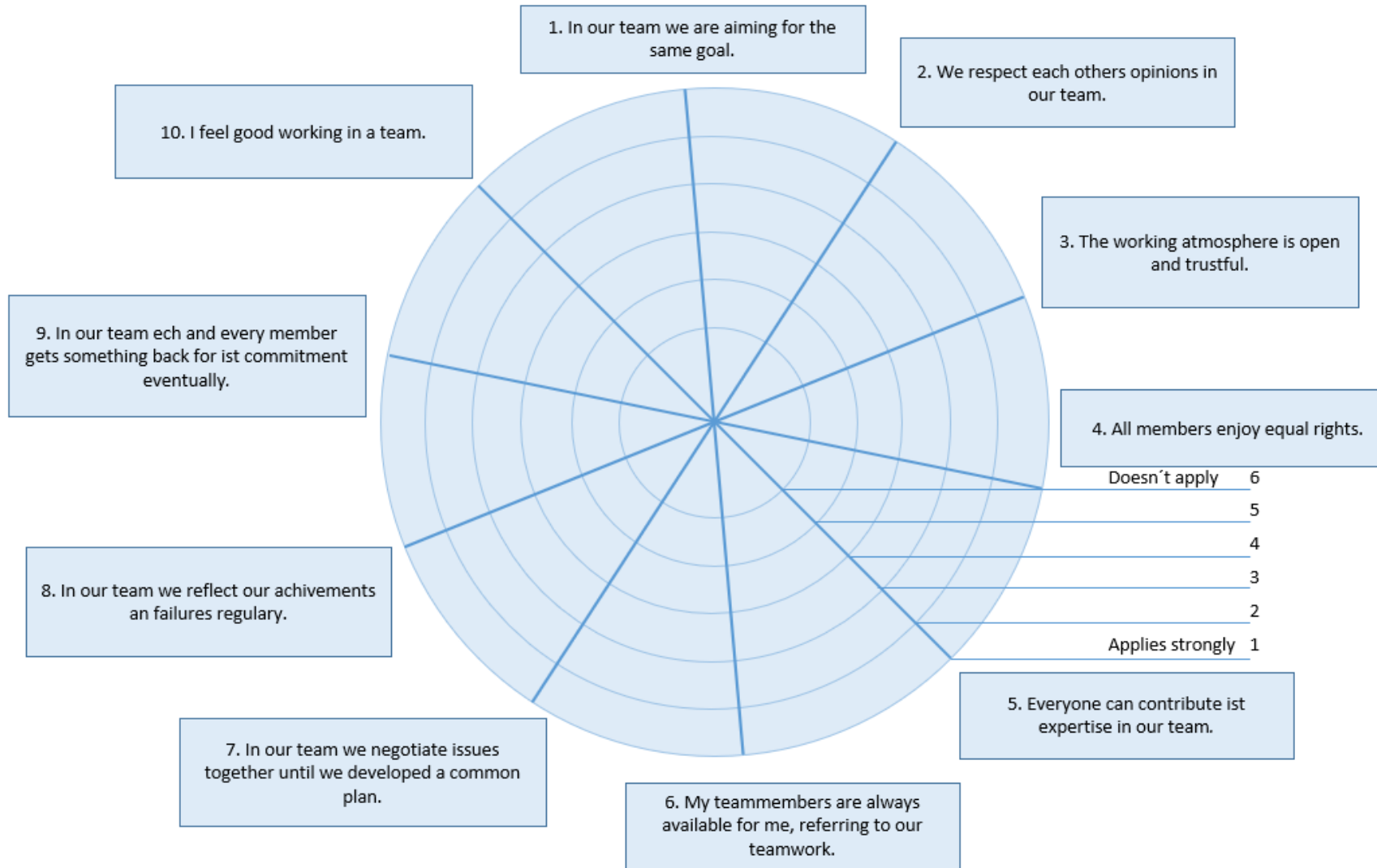
Present		Future		
	<p>This is what we are proud of.</p> <p>These are our strengths.</p> <p>This is what we can rely on.</p>	<p>S</p> <p>satisfactions</p>	<p>O</p> <p>opportunities</p>	<p>These are our opportunities.</p> <p>This is what we should use.</p> <p>This is worth to invest even more effort.</p>
	<p>This is where we have problems.</p> <p>This is what hinders our duty.</p> <p>This is what we want to work on.</p>	<p>F</p> <p>faults</p>	<p>T</p> <p>threats</p>	<p>With this we have to be careful.</p> <p>This is where threats are hiding.</p> <p>That is what we must take care for.</p>



Co-funded by the
Erasmus+ Programme
of the European Union



II. Spider Web



Source: Spinnenanalyse (Regenthal, 2008)



Efficient Functional Behavior Assessment (FACTS): Step-by-step Guide

I. General information

The Efficient Functional Behavior Assessment: FACTS is a brief, semi-structured interview for use in building behavior support plans. The interview should be administered by someone with expertise in function-based support and in interviewing. The FACTS should be administered people (teachers, family, clinicians) who know the student best. For efficient FBA, after completing the FACTS interview a brief, confirmatory observation is completed. The results of the FACTS and the observation are used to build a hypothesis statement. The FACTS can be completed in a short period of time (15-20 min). Efficiency and effectiveness in completing the forms increases with practice.

The interview consists of two parts; Part A is the routines analysis and part B is the functional behavior assessment. The goal of the routines analysis is to isolate routines during which problem behavior reliably does and does not occur. If this information was gathered elsewhere (e.g., a request for assistance form, previous interview), you can skip this part of the interview.

II. How to complete Part A

Step 1: Complete Demographic Information

Record the student's name, who was interviewed, and the date the interview was completed. Record as well the name of the person who administered the interview.

Step 2: Complete Student Profile

Ask the person you are interviewing to identify strengths or special attributes the student brings to school. This can include activities the student is especially good at or enjoys and also special qualities (e.g., a great smile). This step is important to (a) help focus on strengths as well as challenges and (b) identify activities that may potentially be used as part of the intervention.

Step 3: Identify Problem Behaviors

Obtain a global idea of what the problem behavior is. If there are multiple problem behaviors, of concern, circle the ones of greatest concern.





Step 4: Routines Analysis

- a) List the times that define the student's daily schedule. Include times between classes, lunch, before school and adapt for complex schedule features (e.g. odd/even days) if appropriate.
- b) For each time listed indicate the activity typically engaged in during that time (e.g. small group instruction, math, independent art, transition).
- c) Use the 1 to 6 scale to indicate (in general) which times/activities are most and least likely to be associated with problem behaviors. A "1" indicates low likelihood of problems, and a "6" indicates high likelihood of problem behaviors.
- d) Indicate which problem behavior is most likely in any time/activity that is given a rating of 4, 5 or 6.

Step 5: Select Routines for Further Assessment

Examine each time/activity listed as 4, 5 or 6 in the Table from Step #4. If activities are similar (e.g. activities that are unstructured, activities that involve high academic demands, activities with teacher reprimands, activities with many peers and relatively few adults) and have similar problem behaviors treat them as "routines for future analysis".

Select between 1 and 3 routines for further analysis. Write the name of the routine, and the most common problem behavior(s). Within each routine identify the problem behavior(s) that are most likely or most problematic.

For each routine identify in Step #5 complete a FACTS-Part B





III. How to complete Part B

Step 6: Identify the Target Routine

List the targeted routine and problem behavior from the bottom of the FACTS-Part A. Complete this part of the interview for only one routine at a time. Use multiple Part B forms if multiple routines are identified.

Step 7: Identify Events that Predict Occurrence of the Problem Behavior(s)

- a) Within each routine, identify the events that reliably predict the problem behavior. Begin by asking at least the three guiding questions listed in the interview. The first question to be asked is, “in this routine (e.g., when asked to work on math in a group), what happens most often just before the problem behavior?” Ask the two follow-up questions for the event or events identified in this first question. For example, if the teacher says that disruptive behavior usually begins when one of the group members tells the target student he is doing something wrong, ask, “If a student said this to the target student 10 times, how often would disruption result?” Also ask, “Does disruption ever happen during group work when no-one corrects him?” The goal of your questions is to increase your confidence that you have isolated the specific antecedent. If, for example the teacher tells you that disruption does happen fairly often when other students do not correct him, this tells you that the specific antecedent is not being told he is doing something wrong—you need to search further.
- b) Once you have identified the specific antecedent, place a check mark in the relevant box and then move to the table below. Ask the indicated follow-up questions to isolate precisely what the triggering event consists of. For example, what do the other students say, is it one specific student?

Step 8: Are Setting Events Relevant?

Setting events are things that happen before a problem behavior that make it more likely that an antecedent will trigger the behavior. Sometimes they work by making a consequence more or less valuable. For example, getting in a fight in the morning may make it more likely that a student is defiant when asked to engage in academic work because being in the fight made task avoidance more rewarding. To find out if there is a setting event involved, ask at least two questions. First, does the trigger identified above only lead to the behavior sometimes and if so, can you identify an event that occurs earlier in the day that seems to make it so that that trigger “works” to make the behavior happen? Second, if the answer to that question is yes, is this event present sometimes and absent others? If the event is always present or always absent, then it is not a setting event. It has to occur only sometimes AND, when it does occur, lead to the antecedent triggering problem behavior.





Step 9: Identify the Consequences that May Maintain the Problem Behavior

What consequences appear to reward the problem behavior? Consider that the student may get/obtain something they want, or that they may escape/avoid something they find unpleasant.

- a) Begin by asking, when the trigger occurs and the problem behavior happens, what occurs next? Ask specific questions such as, “what do you do?” “what do other students do?” “does anything start or start happening?”
- b) Once you have identified some possible consequences ask follow-up questions to increase your confidence. You can think of this as setting up “test conditions.” For example, you could describe a scenario in which the consequence couldn’t occur and ask if the behavior would still happen. For example, if the teacher says that disruptive behavior is followed by her attention, ask if the problem behavior would still happen if she was not available. If it would, then it is unlikely that her attention is the important consequence.
- c) Once you have identified the relevant consequence, check the appropriate box. If there seems to be more than one relevant consequence, put the number “1” next to the consequence that you believe is most valued by the student and a “2” next to the one that is the next most important. Then, move to the “specific features of the consequence” box. Use questions in this box to guide you in identifying precisely what features of the consequence are related to problem behavior.

Step 10: Build a Summary Statement

The summary statement indicates the setting events, immediate triggers, problem behaviors, and maintaining consequences. The summary statement is the foundation for building an effective behavior support plan. Build the summary statement from the information in the FACTS. If you are confident that the summary statement is accurate enough to design a plan move into plan development. If you are less confident, then continue the functional assessment by conducting direct observations.

Use the 1-6 scale to define the extent to which you, the interviewer or the team are “confident” that the summary statement is accurate. Confidence may be affected by factors such as (a) how often the problem behavior occurs, (b) how long you have known the focus person, (c) how consistent the problem behaviors are, (d) if multiple functions are identified, and (e) if multiple behaviors occur together.





Efficient Functional Behavior Assessment: The Functional Assessment Checklist for
Teachers and Staff: Part A

Step 1 Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Step 2 **Student Profile:** Please identify at least three strengths or contributions the student brings to school.

Step 3 **Problem Behavior(s):** Identify problem behaviors

<input type="checkbox"/> Tardy	<input type="checkbox"/> Fight/physical Aggression	<input type="checkbox"/> Disruptive	<input type="checkbox"/> Theft
<input type="checkbox"/> Unresponsive	<input type="checkbox"/> Inappropriate Language	<input type="checkbox"/> Insubordination	<input type="checkbox"/> Vandalism
<input type="checkbox"/> Withdrawn	<input type="checkbox"/> Verbal Harassment	<input type="checkbox"/> Work not done	<input type="checkbox"/> Other _____
	<input type="checkbox"/> Verbally Inappropriate	<input type="checkbox"/> Self-injury	

Describe problem behavior: _____

Step 4 **Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.**

Schedule (Times)	Activity	Likelihood of Problem Behavior						Specific Problem Behavior
		Low			High			
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	
		1	2	3	4	5	6	





Step 5

List the Routines in order of Priority for Behavior Support: Select routines with ratings of 5 or 6. Only combine routines when there is significant (a) similarity of activities (conditions) and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each of the prioritized routine(s) identified.

	Routines/Activities/Context	Problem Behavior(s)
Routine #1		
Routine #2		
Routine #3		





Efficient Functional Behavior Assessment: The Functional Assessment Checklist for Teachers and Staff: Part B

Step 6 **Routine/Activities/Context:** Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Step 7 **Provide more detail about the problem behavior(s):**

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

Step 8 **ANTECEDENTS: TRIGGERS AND SETTING EVENTS**

What are the events that predict when the problem behavior(s) will occur? (Predictors).

Identify the trigger generally

1. In this routine, what happens most often just before problem behavior? _____
2. If you put this trigger in place 10 times, how often would it result in problem behavior?
3. Does problem behavior ever happen when (opposite of trigger or trigger absent)?

Triggers		
___Tasks	___Reprimands	___Transitions
___Unstructured time	___Structured/non-academic activities	___Isolated, no-one around

Identify specific features of the trigger		
If tasks (e.g., group work, independent work, small-group instruction, lecture)...	Describe the task in detail (e.g., duration, ease of task for student), what features of it likely are aversive to the student and why is this hypothesized?	
If unstructured time...	Describe the setting, activities, and who is around	
If reprimand...	Describe who delivers the reprimand, what is said, and what the purpose of the reprimand is	
If structured, nonacademic activities	Describe the context, who is around, what activities are going on, what behaviors are expected?	
If transitions	Describe the activity that is being terminated and the one that is being transitioned to. Identify whether any of the activities are highly preferred or non-preferred, which are structured versus non-structured.	
If isolated	Where did the behavior occur? What features of the environment might be relevant?	





Step 9

Are setting events relevant?

1. Is there something that, when present makes it more likely that the trigger identified above sets off the behavior?
2. If yes, is this event present sometimes and absent others? Does the behavior occur only when the event is present?

Setting Events		
<input type="checkbox"/> Correction/failure in previous class	<input type="checkbox"/> Conflict at home	<input type="checkbox"/> Hunger
<input type="checkbox"/> Correction from adult earlier in day	<input type="checkbox"/> Peer conflict	<input type="checkbox"/> Lack of sleep
<input type="checkbox"/> Homework/assignment not completed	<input type="checkbox"/> Change in routine	<input type="checkbox"/> Medication (missed or taken)

Step 10

CONSEQUENCES

What consequences appear most likely to maintain the problem behavior(s)?

Identify the consequence generally

In the routine identified, when the trigger occurs and problem behavior happens, what occurs next?

1. What do you do? What do other students do? What activities happen or stop happening?
2. Narrow it down: Take each consequence identified above:
 - a. Would the behavior still happen if that consequence couldn't occur (e.g., if peer attention, no other students were around?; if your attention, would the behavior still occur if you were not around? If escape, would the behavior still occur if the task was easier?)
 - b. Of the last 10 times you saw the behavior, how often did this consequence occur?

Things that are Obtained	Things Avoided or Escaped From
<input type="checkbox"/> adult attention Other: _____	<input type="checkbox"/> hard tasks Other: _____
<input type="checkbox"/> peer attention _____	<input type="checkbox"/> reprimands _____
<input type="checkbox"/> activity _____	<input type="checkbox"/> peer negatives _____
<input type="checkbox"/> money/things _____	<input type="checkbox"/> physical effort _____
	<input type="checkbox"/> adult attention _____

Identify specific features of the Consequence

Identify specific features of the consequence		
If adult or peer attention is obtained or avoided.	Define who delivers attention, what they say, and how long the attention typically lasts. What does the student do following this attention—is their a back-and-forth that occurs? Does behavioral escalation occur?	
If an activity or request follows or is removed	Describe the specific activity including who else is present, what the activity consists of, and how long it lasts.	
If tangible items are obtained or removed	Describe the specific item(s) obtained including who else is present and how long the student has access to the item.	
If sensory stimulation possibly occurs or is removed	Describe the context, who is around, what activities are going on, what behaviors are expected?	

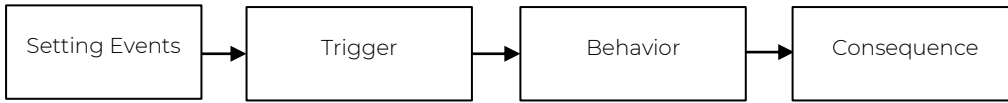




Step 11

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.



How confident are you that the Summary of Behavior is accurate?

Not very confident						Very Confident
1	2	3	4	5	6	

March, Horner, Lewis-Palmer, Brown, Crone, Todd, & Carr (2000)

4/24/00

Literature:

Adapted by C. Anderson & C. Borgmeier (2007) from March, Horner, Lewis-Palmer, Brown, Crone & Todd (1999)

