Positive Behavior Intervention Support Module

Follow-up Activity for
DISTRICT INSERVICE POINTS

In addition to reviewing all of the course content and passing the final assessment; completion of a follow-up activity is required for participants who want to earn district inservice points. Inservice points can only be awarded by a Florida school district or organization with an approved Florida Master In-service Plan (MIP). To earn inservice points for this course, it must be included in the district/organization’s MIP. Contact your district if you have questions regarding local requirements.

Outlined below are the required steps to complete the follow-up activity and submit it for verification to your principal or supervisor.

1. Complete the Practice Activity Workbook found in the course.
2. Review the activities and requirements on the following pages and select the follow-up activity and complete all of the steps.
   - Independent Practice
     - Step 1: Problem Identification
     - Step 2: Problem Analysis
     - Step 3: Intervention Design
     - Step 4: Evaluation
3. Use what you have learned to complete the follow-up activity, then submit the form to your principal or supervisor to sign, acknowledging that she/he has reviewed your follow-up activity.
4. Upload a scanned copy of the signed Verification Form to the My Independent Study Courses page under Required Next Steps.
5. Complete the Satisfaction Survey.

Your local Florida Diagnostic and Learning Resources System - Professional Development Alternatives (FDLRS PDA) coordinator will submit a quarterly report of completers to the appropriate school districts/organizations. For questions about this process please contact your local FDLRS PDA coordinator: fl-pda.org/coordinates
Step 1: Problem Identification

Directions: Based on your classroom behavioral data, complete Step 1 below summarizing your results. Note, if you do not have access to behavioral data at this time, develop the Problem identification statement and goal statements below based on your overall teaching experiences and preferences. *Please attach an additional page if you need more space for your responses.

What are the most frequent problem behaviors? What are the top 3 problem behaviors?
1. 
2. 
3. 

Most of the behaviors are for major or minor behaviors. (Select one)

How many students are involved? All referrals are derived from (number) of students in the class?

When are problem behaviors happening? Indicate the most problematic times of day and context in which problem behaviors are occurring:

Time: (1 hr. increments)

Context:

Why are students engaging in problem behaviors? Most of the students are engaging in problem behavior in order to (motivation/function):

What is the tier 1 PBIS expectation most commonly violated? (Select one)

- Be respectful
- Be responsible
- Be safe

What consequences are administered the most? The two most frequently used consequences include (Administrative Decisions)

1. 
2.
Step 1: Precise Problem Identification Statement:
______________ (number) students attending your class, have received a total of__________ (number) referrals. The top 3 most problematic behaviors include

(1)________________________________________________________

(2)________________________________________________________

(3)________________________________________________________

These behaviors occur most often between__________ (time of day) and during ________________ (context) and appear to be motivated by a desire to __________________________ (motivation).

Step 1: Goal Statement:

At least__________% of the students in your class will demonstrate
(Include expectations for appropriate, replacement behaviors)
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Step 2: Problem Analysis

Directions: Review the results from the CAT you completed in this module. Based on your CAT results, complete Step 2 below.
*Please attach an additional page if you need more space for your responses.

Hypothesis and Prediction Statements

Hypothesis Statements:
Students are (insert most prominent classroom problem behavior from Problem ID statement developed in Step 1) because:

1. Environmental:
2. Classroom Behavior System:
3. Curriculum and Instruction:

Based on the results of your CAT data, the__________________________domain (select one: Environmental; Classroom behavior systems; Curriculum and Instruction) was the domain validated with data. This was the domain the largest proportion of practices indicated as ‘Not in Place’ and will be the aspect of your classroom ecology that will be the focus of your classroom PBIS plan improvements.

Prediction Statement:
If (insert strategy to address above hypothesis from domain with largest proportion of practices indicated as ‘Not in Place’ above):

Then, students will (insert replacement behaviors from goal statement developed in Step 1)

Quality Review: Check responses to determine if the hypothesis and prediction statement reflect the following criteria:

1. Alterable? Y or N
2. Observable? Y or N
3. Measurable? Y or N

Next Steps: Develop an action plan and implement.
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Step 3: Intervention Design

Directions: Now that you’ve completed the CAT for your classroom and developed hypothesis and prediction statement, revisit the resources below that are aligned with your areas of need. The resources described in this document apply to all domains.

Curricular and Instructional Engagement

- The degree to which students are actively engaged in instruction and learning (Review Folder 3 Instruction, File D Table of Instructional Strategies)

- Match to student instructional levels (Review Folder 4-Curriculum, File L Palmetto Elementary Teach To’s)

- Alignment with student cultures and lived experiences

- Aligned to standards and based on evidence of effectiveness (Review Folder 4-Curriculum, File A Curriculum Strategies Introduction)

Environment of Classroom

- The physical arrangement and structure of the room (Review Folder 5-Environment, File B Classroom Arrangement Overview and File C Classroom Arrangement Resources)

- Relationships between teachers and students, between teachers and families and relationships among students (Review Folder 5-Environment, File G Classroom Climate Overviews, File H Teacher Behaviors that Convey High Levels of Support)

- Schedule of day and/or class time, transitions, etc. (Review Folder 5-Environment, File D Routines, Procedures, Transitions Overview, File E Preventing Behavior Problems During Transitions and “Challenging Time” of the School Day, and File F Routines, Procedures, Transitions Resources)

Classroom Behavior Systems

- The degree to which behavioral expectations and effective classroom rules are developed, posted and taught regularly (Review resources provided in Folder 4-Curriculum)

- The degree to which positive, specific behavioral praise is used to reinforce appropriate behaviors (Review Classroom Behavior Systems in Folder 5-Environment)

- The degree to which a range of consequences are identified and implemented consistently (Review Folder 5 Environment: File K Responding to Problem Behavior Overview and Review File L Responding to Problem Behavior)
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Now complete a Classroom Plan that includes strategies to address your areas of need identified from Step 2.
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Step 3: Evaluation

Directions: Upon completing and implementing your classroom PBIS plan, continue to collect fidelity and outcome data to determine effectiveness and whether or not it’s working. Submit your responses to the questions below and provide data to support your responses. *Please attach an additional page if you need more space for your responses.

Identify the data you will review to determine whether or not:

- The interventions were implemented with fidelity
- Student outcomes are improving

Are students responding positively to the intervention? (see Yes/No below)

- YES
  Do the interventions need to continue as is or is fading needed?
  Identify and discuss developing a plan for sustaining and maintaining the strategies and/or develop a plan for fading intensive strategies that cannot be sustained.

- NO
  Were the interventions implemented with fidelity?
  - Not implemented with fidelity. Identify what changes and/or supports need to occur to increase implementation fidelity.
  - Implemented with fidelity. Discuss changes that need to be made to intervention.

Determine Next Steps:
Follow-up Activity
VERIFICATION FORM

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<th>Participant Information</th>
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<td>Name:</td>
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<td>Date:</td>
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<td>Work Location (school/district or other organization):</td>
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<td>Email Address:</td>
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<td>I confirm that I have completed the following follow-up option:</td>
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<td>Signature:</td>
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<th>Principal or Supervisor Verification of Completion</th>
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<td>I have reviewed the above named participant's Follow-up Activity and any associated documents described in the Follow-up Activity instructions. I used the accompanying rubric to review the activity (if applicable). I confirm that the participant successfully completed the Follow-up Activity and any associated documents.</td>
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