

Setting Universal Standards: A Guidebook

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SCHOOL-BASED
BEHAVIORAL HEALTH

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INTRODUCTION

Thank you for reading *Setting Universal Behavioral Standards: A Guidebook*. This guide is intended to help school personnel with the difficult task of creating school-wide behavioral expectations, rules, recognitions, and consequences. We begin by explaining why it is important for schools to have consistent rules and expectations. Next, you will learn the strengths and weaknesses of different methods that schools use to create these expectations. Following this section is a step by step guide for obtaining staff input and using these recommendations to create your school's list of expectations and consequences. Finally, the guide will explain how to introduce students to your new school rules, and making the rules an integral part of your school's culture.

You will see the following symbol  throughout this manual. This symbol indicates helpful tips and ideas.

In addition, you will notice that some terms will be in **bold type**. Pay special attention to these terms, as understanding them will be critical for implementation.

 If you have suggestions to improve this manual, please share them with us by writing to sbbh@pitt.edu.

Defining Behavioral Expectations, Rules and Consequences

Because schools differ widely not only in their disciplinary practices but also in the terminology they use, we need a common language for understanding the concepts in this guide.

Expectations are a general set of 3-5 positive statements that encompass all possible behaviors and are mutually exclusive (Simonsen, in Kerr and Nelson, in press). An example of a school's set behavioral expectations is "Be Respectful, Be Responsible, and Be Safe." Think of expectations as a school's behavioral "motto."

Rules specifically describe what we want students to do in various settings throughout the school. As such, there are many more rules than expectations. Rules bring clarity and consistency. For example, what does it mean to "Be Safe" in the hallway? One likely rule may be "Please walk slowly in the hallway."

Consequences tell us what will happen when a student does *not* follow a rule. Consequences may include office discipline referrals (ODRs), verbal reminders, and student/teacher conferences. Taken together, these three concepts may be referred to as **universal behavioral standards**.

What about *Positive* Consequences?

It's true; not all consequences are negative. However, the word *consequence* tends to be associated with punishment. For that reason, we will use **recognition** to describe the ways in which staff members acknowledge students who follow the rules.

Why Do We Need Behavioral Expectations *and* Rules?

Suppose that you plan to attend a sporting event at an unfamiliar location. The ballpark website simply states, "Certain beverages and foods are not allowed. Patrons who bring prohibited items will be stopped at the gate and not allowed to attend the game." You have a statement and a consequence, but you do not know the specific requirements, so you are left to guess how to comply. Unfortunately, students often guess about the requirements in their schools, and many guess wrong.

Let's return to the ballpark analogy. Without specific guidance about what food and beverages are prohibited, gate attendants will make individual judgments about what should be allowed and will enforce the standards as they deem appropriate. Similarly, without consistent school-wide rules each teacher will handle misbehavior somewhat differently.

When rules are not explicit, we feel singled out. If you are stopped at the ballpark gate while your friends with the same food and beverages enter another gate without delay, you will complain that the rules are not fair. Perhaps you have heard students complain, "But that's not fair. Our other teachers let us. . ." Making matters worse, students at risk for problem behaviors may not have the social perception required to negotiate the situational differences in each setting (Beebe-Frankenberger, Lane, Bocian, Gresham, & MacMillan, 2005). Consistent expectations communicated through lessons, reminders, and posters help them navigate the different requirements of the school day.

☞ Well-written rules convey specific information, eliminate behavioral guesswork, and promote fairness.

What's the Relationship Between Rules and Consequences?

Schools vary in how they respond to, or *issue consequences for*, student misbehavior. At the classroom level, teachers establish their own systems of discipline. In one class, a student may be referred to the office for littering, while in another he receives only a verbal warning. Such inconsistent responses undermine the effectiveness of schools because they send a mixed message to the student about what is acceptable and what is not. In applied behavior analysis terms, we refer to this as a variable reinforcement schedule. *Variable* is the term we use because sometimes the behavior is reinforced, while at other times it is punished or ignored. It is not surprising then that schools with vague rules and variable consequences are not only ineffective but also place students at risk for aggressive and oppositional behavior (Rutherford, Quinn, & Mather, 2004).

In summary, research has shown that more students will behave appropriately if staff members clearly define appropriate behaviors and consequences (Horner, Todd, Lewis-Palmer, Irvin,

Sugai & Boland, 2004). If implemented correctly, this is an uncomplicated approach to improve student behavior and reduce confusion.

The Importance of Agreement

Putting these concepts into action is a bit more complicated than simply setting up an arbitrary list of rules and hoping teachers and students will follow them. Agreement is essential if a discipline system is to be consistent, fair, and effective. Of course, we cannot expect consensus on issues as personal as behaviors and consequences. Instead, we strive for 80% agreement among staff. This “**80% rule**” predicts that a universal set of behavioral standards is likely to be effective if least 80% of staff members agree upon them.

Top-Down Or Bottom Up?

Decades of research tells us that teachers have personal opinions when it comes to discipline (Rimm-Kaufman, Storm, Sawyer, Pianta, & LaParo, 2006). Top-down discipline systems fail to account for these views. Yet, many schools mistakenly devise their rules with little input from the very individuals who will enforce them. If we assume that we need staff support in order for behavioral standards to be implemented effectively, our next question is “How do we find out what all staff members want?”

☞ For universal behavioral standards to be implemented with the highest amount of fidelity, we first need to learn what *all* staff members want.

Because scheduling is difficult, schools often resort to having their standards developed by group *representatives* (for instance, one member from each grade level). However, this approach allows only a small group of individuals to assist in the creation of standards, effectively silencing the voices of the rest of the staff. In addition, this approach often overlooks non-professional staff members.

FINDING OUT WHAT ALL SCHOOL STAFF MEMBERS WANT

Three common methods for discerning staff views are discussions, paper-and-pencil questionnaires, and on-line surveys. Let’s examine the pros and cons of each approach.

Method	Advantages	Disadvantages
Staff Meetings	<ul style="list-style-type: none"> • Individuals can hear one another's ideas • Does not require much preparation time or many materials 	<ul style="list-style-type: none"> • Time consuming • Can be difficult to schedule all participants • Must take place at school • Difficult to document decisions • Anonymity is not assured (may reduce participation) • Little or no quantitative data to inform decisions
Paper and Pencil Survey	<ul style="list-style-type: none"> • Can be completed at home or at school • Eliminates face-to-face arguments • Requires less time than a meeting • No scheduling required • Can produce quantifiable data 	<ul style="list-style-type: none"> • Requires someone to design the survey questions, analyze the results, and develop a report • Handwritten responses can be difficult to read or interpret • Labor-intensive for office staff (typing, copying, distribution) • Data collection can be time-consuming (nagging people to turn in their surveys) • Completed surveys may be misplaced or altered. • May not be anonymous
Electronic Survey	<ul style="list-style-type: none"> • Can be completed at home or at school • Can be anonymous (which may increase participation rate) • Produces quantifiable data • Minimal risk of lost data • Faster to complete than handwritten survey • Data automatically analyzed and reported • Data can be exported for additional analyses • Reminders are easy to issue • No staff time for duplication and distribution • Paperless format 	<ul style="list-style-type: none"> • Requires someone to design survey • Requires computer and purchase of a subscription to an online survey service

The online survey method is our preferred method for finding out what every staff member wants. The following section will provide you with the tools necessary to design your own online survey.

☞ If your school does not have the resources to create an online survey, you can use the ideas that follow to construct a paper and pencil survey instead.

DESIGNING AN ONLINE SURVEY

First, select an online survey service. Two commercial services are SurveyMonkey (www.surveymonkey.com) and Zoomerang (www.zoomerang.com), but there are others. If you do not choose an outside service provider, you can create and send your own survey using a word processing program. However, you will have to compile the data yourself.

Next, you must consider the questions you ask. At a minimum, your survey should include 1) questions about behaviors and 2) questions about consequences.

☞ Do not use a *trial version* of a survey service. These versions limit your design and collection options and do not archive your data.

☞ We reference a Sample Survey. This Sample Survey is provided for you in Appendix A (pg. 29) of this manual.

Questions About Expectations and Rules

We suggest that you construct questions to ask about problem behavior, especially with staff new to PBIS. Problem behaviors are easy for respondents to consider, while rules can invite “wordsmithing” and second-guessing. Another advantage is that surveys listing problem behaviors can teach the participants, about “tiers” of behavior. You may think of these tiers as **Intensity Levels**. Intensity Levels organize behaviors into a developmentally appropriate hierarchy. As recommended by Knoff, your survey should include four Intensity Levels: annoying behaviors (Level 1), disruptive behaviors (Level 2), persistent or antisocial behaviors (Level 3), and severe or dangerous behaviors (Level 4) (2005). Each survey question should include a list of behaviors that fall in one particular Intensity Level. This method is helpful because 1) it allows staff members to consider which behaviors they can handle effectively in their classrooms (as opposed to those that require referrals) and 2) helps construct questions about consequences, discussed below.

☞ Review questions 1, 3, and 5 of the sample survey to see how to design questions about behaviors using Intensity Levels.

Questions About Consequences

After each question that asks participants to rate a list of behaviors by Intensity Level, include a question that asks participants which consequences they would like to use to address those behaviors.

For example, the first question on your survey should ask respondents to rate a list Intensity I behaviors. Then, the next question should include a complete list of consequences that are appropriate for responding to Intensity I behaviors. The Sample Survey includes responses for each Intensity Level. Consult the literature to construct your list. The Sample Survey provides you with an example of this type of question construction. When creating your own survey, feel free to use the Sample Survey as your template, making any edits that you feel are necessary.

Choosing the Response Options For Your Questions

When creating your survey questions, give considerable thought to the **response options**, or answers. For this type of survey, we recommend using one of two response options: **Likert scales**, or **rank ordering**.

In most Likert scales, participants rate how strongly they feel about a particular subject. In the Sample Survey, for example, participants are asked how important a particular behavior is to them and must select one of five options. Many Likert items consist of five options, with the first option indicating weak feelings or agreement, and the last option indicating very strong feelings or agreement. An example of a typical Likert item follows:

1. *Strongly Disagree*
2. *Disagree*
3. *Neutral*
4. *Agree*
5. *Strongly Agree*

Rank orders, on the other hand, ask participants to consider a group of items and then place them in order according to how they are valued. The following is an example of how a rank order item would appear for a question about Intensity I behaviors:

Please rank each behavior in this list, with 1 being the most important and 12 being the least important.

Open-Ended Items

You may want to include space in the survey for open-ended items, or items that invite the respondent to write comments. These can be helpful in understanding staff members' perspectives and capturing information that questions did not address. Questions 7, 8, and 9 of the Sample Survey are examples of open-ended items.

☞ Open-ended survey items provide interesting and detailed response sets.

Distributing the Survey

Once you have created your survey, you must distribute it to staff members. Most online survey services will provide you with multiple collection options, including emailing a web link to your survey, or emailing the survey itself. If you are not using an outside provider, you can simply attach your survey as a URL (website link) in an email to staff members.

We recommend sending the survey link in an e-mail that introduces the purpose of the survey, explains how much time it will require, assures anonymity, and explains how the survey data will be used.

Copying an e-mail may not work, because the survey link may not be “live” in a copy. Sending directly to a list of staff or forwarding may be preferable.

Provide staff members with at least two weeks to complete the survey. This should be ample time, as a survey typically takes only 10-15 minutes to complete.

☞ If you send your survey link through an e-mail, be sure to test it first. Send it exactly as you plan to several individuals. Be sure they are able to open and complete the survey.

☞ Some schools prefer a group administration of the survey, with all staff members in a computer lab at one time.

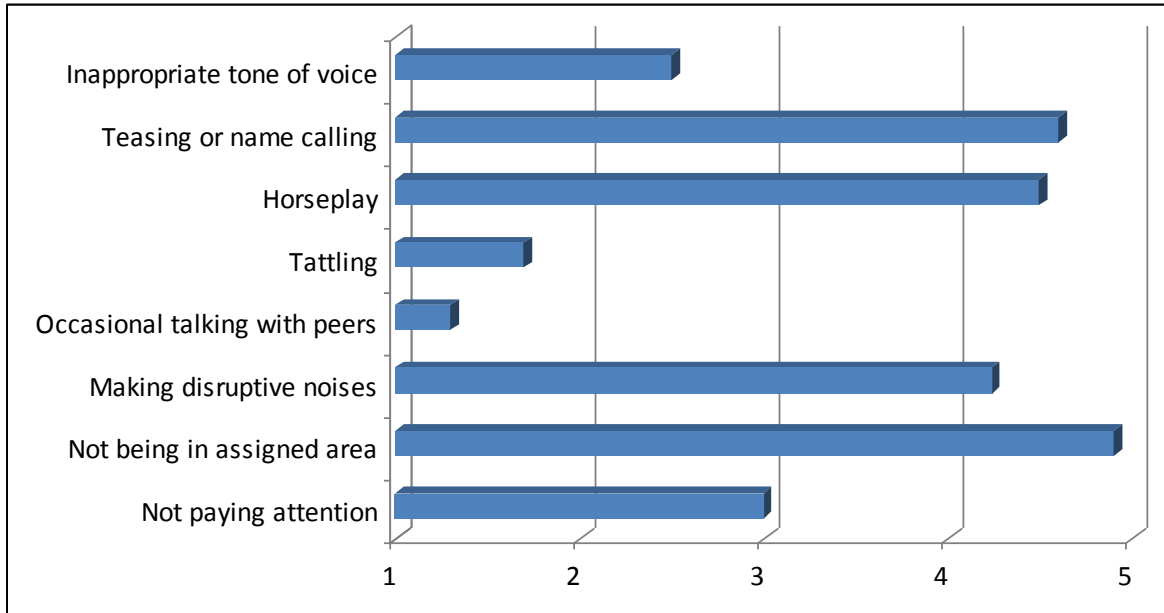
ANALYZING YOUR SURVEY DATA

Once you have compiled all of your data, you will need average ratings scores for your entire group of staff members. A survey service will compute the averages and percentages, as shown below.

Please rate each student behavior according to how important it is to you. We call the following behaviors "Intensity I Behaviors." These behaviors are classified as "annoying behaviors" and usually are not very serious in nature.							
	Not Important	Of Little Importance	Moderately Important	Very Important	Extremely Important	Rating Average	Response Count
Not paying attention or following classroom routines	0.0% (0)	0.0% (0)	19.2% (5)	42.3% (11)	38.5% (10)	4.19	26
Not being in assigned area or seat	0.0% (0)	0.0% (0)	46.2% (12)	30.8% (8)	23.1% (6)	3.77	26
Making disruptive noises or distracting others by talking	0.0% (0)	0.0% (0)	23.1% (6)	42.3% (11)	34.6% (9)	4.12	26
Occasional socializing with peers	0.0% (0)	16.0% (4)	56.0% (14)	24.0% (6)	4.0% (1)	3.16	25

“Examine the Themes” Choosing 3-5 Behavioral Expectations

Your first task is to select your school’s 3-5 positively stated behavioral expectations. As you review your survey data, look for themes that emerge in the highly rated or ranked items. For example:



Here, we see that four of the items have very high ratings. Do you remember the three expectations mentioned previously? They are Be Respectful, Be Responsible and Be Safe. Those expectations were partially created from the data above. “Teasing or name calling” and “making disruptive noises” fall under Be Respectful, “not being in assigned area” relates to Be Responsible, and “horseplay” falls under the Be Safe expectation.

Determining Decision Criteria

As staff consider their survey data, they need **decision rules** to focus their discussion. Decision rules help you select the behaviors. The following are suggestions for decision criteria for 5-point Likert items and rankings:

If you used a 5-point Likert Item

Average of Staff Ratings	Decision Rule
2 or less	Most staff will not enforce sanctions for these behaviors. Omit them.
Between 2 and 4	These behaviors require discussion and debate.
4 or more	These are very important to staff members. Always select these behaviors.

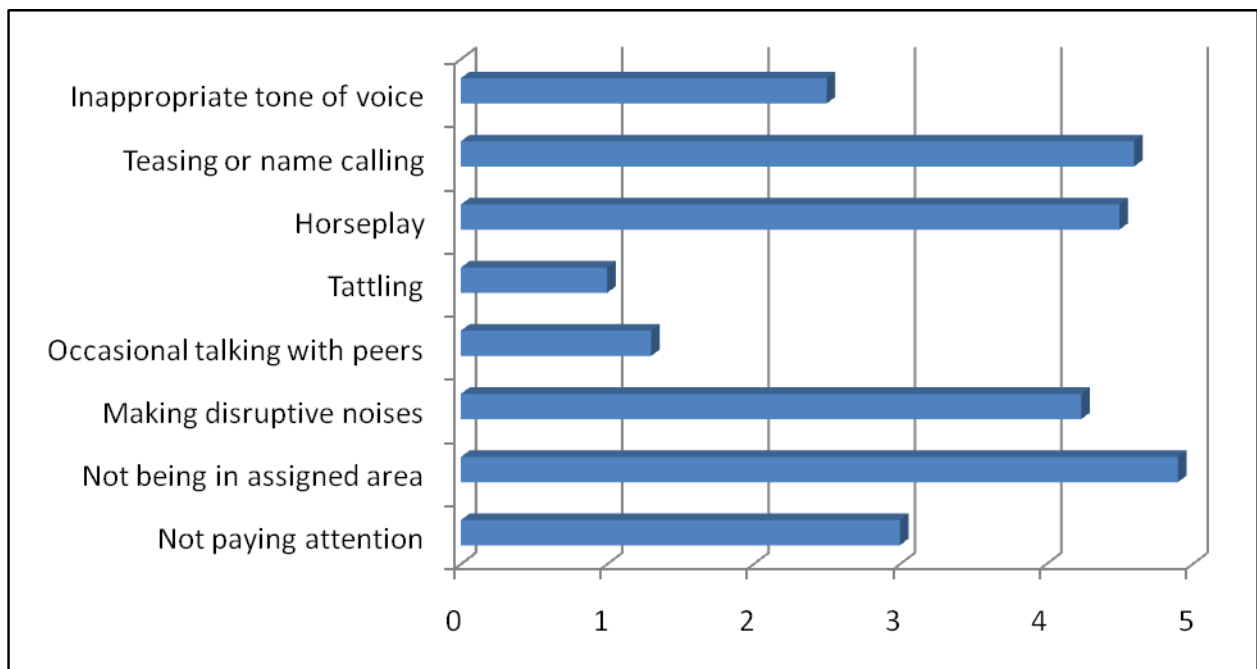
If you used a ranking system:

Behavior Ranking	Decision Rule
In the bottom 25%	Most staff will not enforce sanctions for these behaviors. Omit them.
In between 25 and 40%	These behaviors require discussion and debate.
In the top 40%	These are very important to staff members. Always select these behaviors.

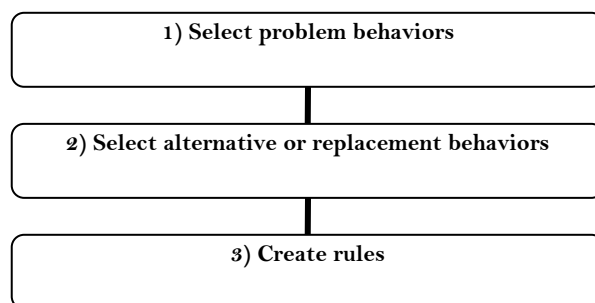
Discuss and Select Behaviors To Address Through Rules

Let's return to the chart that shows averages in a sample school for a group of Intensity I behaviors. Using the decision criteria described above, we would:

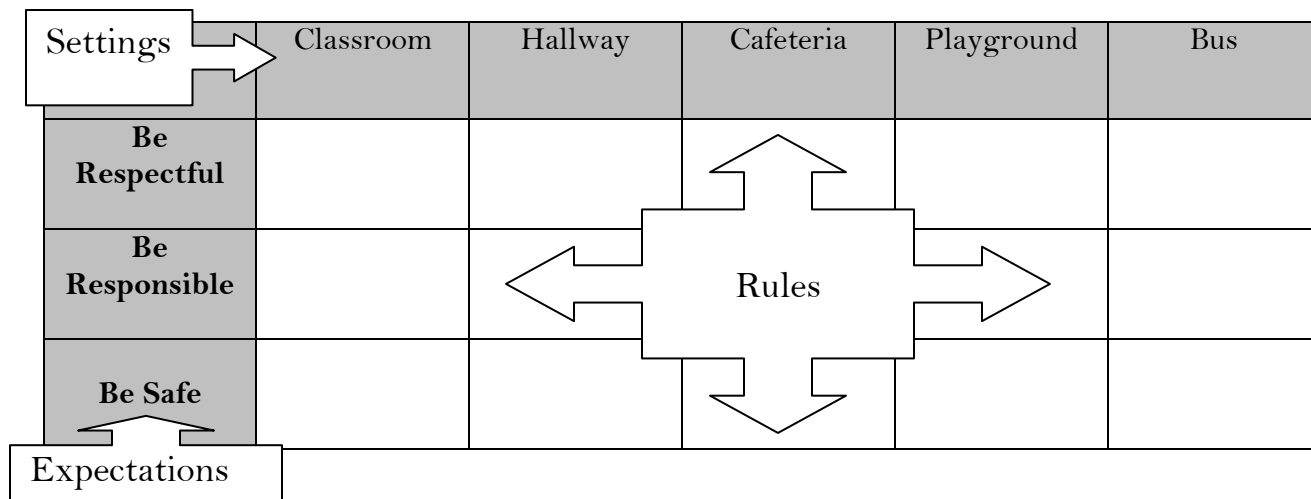
- *Eliminate* tattling and occasional talking with peers.
- *Debate* not paying attention and inappropriate tone of voice.
- *Include* the rest.



Once you have completed this process, compile behaviors for each Intensity Level. With these lists, you can now create your school's rules for each setting (e.g., hall, cafeteria, classroom).



Creating school-wide rules is easy. First, create a table that lists all of the expectations and settings in your school that require a set of rules. An example is provided below:



Next, simply take a behavior that you have selected, and formulate rules related to it for some of the settings in your school. For example, suppose your staff has rated “not being in assigned area” as a high priority behavior. You will create rule(s) that target this behavior and add them into your table. Consider the example below to see how one school decided to address “not being in assigned area.”

	Classroom	Hallway	Cafeteria	Playground	Bus
Be Respectful					
Be Responsible	Be on time for class	Have a hall pass	Sit with your group		
Be Safe				Stay off the net	Stay in your seat

Notice that many school rules were created from one problem behavior. Depending on the behavior, you may create as many rules as you wish. However, you must always be careful not to overburden your students with a long list of rules! Once you have rules for each behavior, review your table and eliminate unnecessary or redundant entries. The completed version of your table is known as a **Behavioral Matrix**. A behavioral matrix is the core of your school’s new universal behavioral standards.

☞ Always conduct a readability analysis of your rules before distributing them to children and their parents. Most word-processing programs include a simple readability analysis. In addition, you can order excellent and reasonably priced readability analysis software from <http://www.micropowerandlight.com>. After all, your students will not be able to follow the rules if they cannot understand them!

Using Staff Ratings To Develop Behavioral Standards

Once your behavioral matrix is complete, you must decide on which consequences your school's staff will use to respond to inappropriate student behavior. To do this, return to the lists of behaviors that you have selected using your staff's survey data.

☞ Remember: you should have a list of behaviors for each Intensity Level!

If you designed your survey similar to the Sample Survey, deciding on which consequences to use for each level of behavior is easy. This is because there is a list of consequences that relates to each Intensity Level. To select which consequences to use, review your staff averages for questions dealing with consequences. Once again, you will need to decide on a decision criteria. Two examples follow.

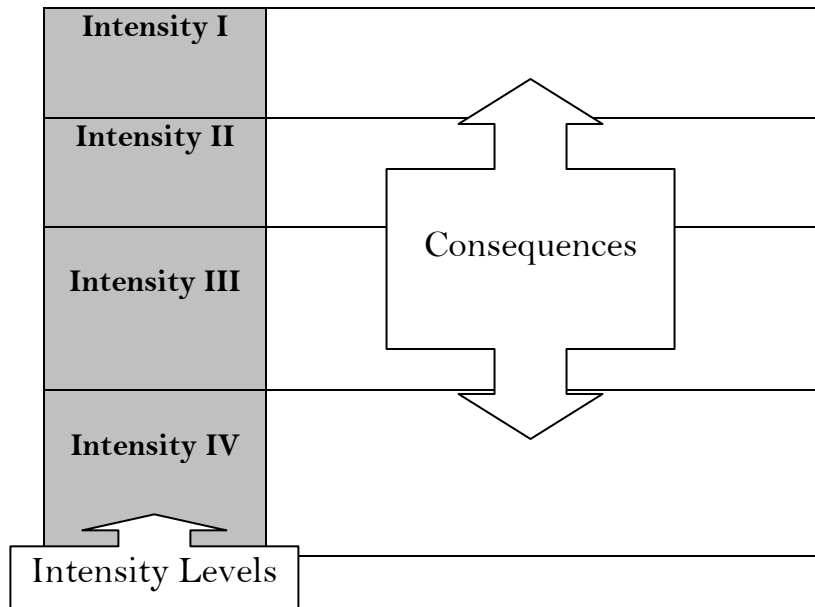
- *If you used a 5-point Likert Item*

Average of Staff Ratings	Decision Rule
2 or less	Most staff do not agree to these responses. Omit them.
Between 2 and 4	These responses require discussion and debate.
4 or more	These responses are likely to be used by to staff members. Always select them.

- *If you used a ranking system:*

Average of Staff Ratings	Decision Rule
In the bottom 25%	Most staff do not agree with these responses. Omit them.
In between 25% and 40%	These responses require discussion and debate.
In the top 40%	These responses are likely to be used by staff members. Always select these responses.

Using your decision criteria, you should select a set of appropriate responses for each Intensity Level. Once you have selected your consequences, you can then create a **Response Matrix**, a table that includes each of the possible consequences by Intensity Level. In a response matrix, row headings should indicate Intensity Levels (below). Fill out your matrix by entering your selected consequences according to each Intensity Level.



A response matrix should be for staff use ONLY. It reminds staff members which consequences they should use when responding to particular behaviors and helps to create a uniform set of disciplinary standards. Students do not need to be told of these standards explicitly. If your staff members use the response matrix as a guideline when responding to inappropriate behaviors, students will eventually “catch on.”

In the end, the goal of a response matrix is to ensure that all staff members are responding to misbehavior in the same way. This way, discipline is consistent and students will come to expect certain consequences when they misbehave.

The Great Debate: What To Do With Borderline Behaviors and Consequences

If you set up thorough decision criteria, deciding which behaviors and consequences will be selected for your matrices is straightforward. Of course, there will be a set of survey items that fall in a gray area - items that you may be unsure about including. For these questionable items, you must decide whether they should be included in the creation of rules and consequences.

Typically, these are the items that received neutral ratings and may indicate that staff members are indifferent or have mixed feelings (ex: a rating of three on a five point Likert scale). Should these items be selected to create the behavioral matrix and response matrix? It is a decision that may give many school officials headaches.

Schools normally use one of two methods when making this decision. The first (and simplest) method is to allow a school administrator to have the final say. In this scenario, deciding whether items that have received borderline scores should be selected falls completely on the administrator. This adds some subjectivity to the process, but can save a significant amount of time for busy schools.

The second method involves polling staff members. Some schools will provide a list of borderline survey items to their staff and ask them to vote upon their inclusion. Once again, the 80% rule should fall into effect. If 80% of the staff members agree that a particular item is important, then it should be included. Of course, getting an entire staff together can be difficult.

If this is the case, creating a small committee and allowing them to make these decisions is another option. This committee is often a school's Discipline Committee or Positive Behavioral Support Team.

☞ Recommended members of your committee include school administrators, teachers, counselors, social workers, security officers, and interested parents.

“ROLL OUT!” INTRODUCING STAFF AND STUDENTS TO UNIVERSAL BEHAVIORAL STANDARDS

The previous chapter dealt with creating your school's behavioral matrix and response matrix. These tasks are very important, but they only represent half of the work that needs to be done! Your next task is to introduce these documents to staff members and students alike.

This process is called the **Roll Out**. “Rolling Out” your new set of universal behavioral standards consists of three tasks: training staff members, posting the behavioral matrix, and teaching students about your new expectations and rules. These tasks are discussed separately in the following sections.

Training Staff Members

Before the school year begins, you must introduce all staff members to the behavioral matrix and response matrix. Doing this correctly means that you cannot simply provide them with hard copies. Rather, you must provide training that answers two important “How” questions:

1. *How did you create the behavioral and response matrices?*
2. *How will we use these documents to improve student behavior?*

Without providing the answers to these questions, staff members are likely to ignore the new behavioral standards and rely on old formulas. While there are no specific guidelines on how to train staff members, we can provide you with key points and ideas that will help to clarify the “How” questions.

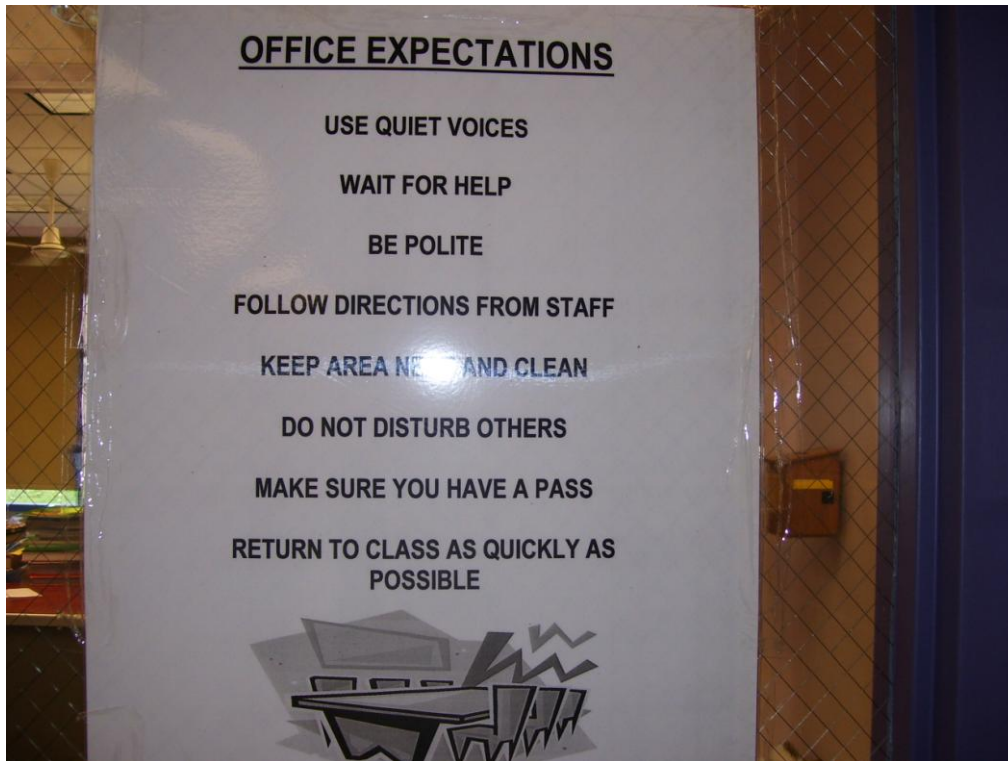
1. *How did you create the behavioral and response matrices?*
 - If you follow the format of the Sample Survey, remember that this survey does not ask staff members about rules - it asks them about behaviors. As such, staff members may not realize that your behavioral matrix was created from their data! Make sure to inform them about how you transformed their ratings into school rules. This is crucial for buy-in.
 - Introduce staff to your decision criteria. You may even provide staff members with graphs that show average ratings. This will help them to understand why certain behaviors were not included. See pg. 15 for an example graph.
 - Do not refer to either matrix as the “final version.” Rather, present both matrices to staff members as rough drafts and ask for their input on last minute changes. This too will help to increase buy-in.

- If staff members want to add additional rules or consequences, listen. It is never too late to add items to your matrices, but always remember the 80% rule.
2. *How will we use these documents to improve student behavior?*
- The first point that you must communicate is the need for consistency when responding to student behavior. Consult pgs. 2-3 of this manual for a more in-depth explanation of this concept.
 - Remind staff members to always consider the response matrix (and Intensity Level of student behavior) when deciding on which behavior management strategy to use.
 - Provide training that will help staff members remember the new school rules, expectations, and consequences. This is crucial because it will be their responsibility to teach the students. Role-plays and sample scenarios may help.
 - If time permits, ask groups of staff members to create lesson plans that will be used when introducing students to the behavioral matrix. This will help staff members memorize the matrix and will develop a consistent teaching strategy.

Posting Your School's Rules and Expectations

Your school's expectations and rules should become part of the school culture. To help communicate this point to students, you should create visual representations of your behavioral matrix and place them in all of the important locations in your school.

☞ Only post your behavioral matrix, not the response matrix! Recall that a behavioral matrix includes rules for various school settings. A great way to increase visibility of your new school rules is to create posters and station them in the appropriate settings. You should design a separate poster for each individual setting that includes the school rules unique to that setting. On the next page, there is an example of a middle school's poster for office rules and expectations.



Designing your posters does not have to be a very difficult or time-consuming process; just make sure that the posters are easy to read with simple language. You may ask your school's art teacher to help design the posters, or, if possible, commission students to help as in the example below.



Teaching Students About Expectations and Rules

Students should be introduced to your new set of universal behavioral standards at the very beginning of a new school year. Typically, schools will start the year with a large introductory event such as an assembly to help acquaint students with the new standards.

Following this event, staff members must then explicitly teach students about each set of rules in the natural setting (Simonsen in Kerr & Nelson, in press). In other words, staff members should teach classroom rules *in the classroom* and hallway rules *in the hallway*. Designing lesson plans for each setting will make this process more effective and efficient.

These lesson plans should include three key elements of social skills instruction. They should "tell" the students what is expected, "show" them what the skill looks like, and give them the opportunity to "practice" the skills through role-plays and other techniques (Sugai & Lewis, 1996).

This instruction should occur on the very first day of school. Many schools will devote an entire morning, but if this is not possible, you may devote 15-20 minutes at the beginning of each class period to discuss a set of rules.

This type of teaching at the beginning of the school year is critical, but the teaching of behavioral standards should not end there. Over the course of a school year, staff members should reteach the rules and expectations. Typically, this is done after any extended breaks or vacations in which students spend some time away from school.

This is important because once students return after a vacation, they often struggle to adjust to the behavioral expectations of the school, which may be different from those in their homes. **Reteaching** will help students ease back into school, and will reinforce the behavioral norms of the environment. Think of reteaching as "behavioral booster sessions."

AGAIN? RESURVEYING STAFF MEMBERS

If you follow this guide step-by-step, you should be able to create a system of school-wide expectations, rules, and consequences using a survey of staff members as the foundation. This process is a significant undertaking, but it is vital for any school seeking to improve the behavior of its' students.

Remember that the main reason for surveying staff members was to increase buy-in. If staff members own the rules, they will likely agree to enforce them consistently. For this reason, you may want to consider resurveying your staff members each year.

Many aspects of a school's operation are not static. Each year, staff members change and new students enter the building. This means that the behavioral landscape of a school is likely to look different from year to year. Considering this fact, it not hard to believe that the opinions of staff members regarding student behavior may change.

Resurveying your staff members allows you keep your finger on the pulse of a staffs' current opinions on student behavior, which prevents the school rules from becoming outdated. It also

keeps staff members interested in the behavioral standards, as they are asked for their input each year.

Of course, this does not mean that you should fundamentally alter your school's behavioral matrix or response matrix each year. Doing so undermines the authority of these documents and renders them meaningless. Rather, resurveying your staff members is a tool that should be used to make minor changes and tweaks when necessary. It also communicates to staff members that addressing student behavior will always be a top priority for the school.

APPENDIX A – SAMPLE SURVEY

1. Please rate each student behavior according to how important it is to you. We call the following behaviors "Intensity I Behaviors." These behaviors are classified as "annoying behaviors" and usually are not very serious in nature.							
	Not Important	Of Little Importance	Moderately Important	Very Important	Extremely Important	Rating Average	Response Count
Not paying attention or following classroom routines	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Not being in assigned area or seat	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Making disruptive noises or distracting others by talking	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Occasional socializing with peers	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Shouting out answers without raising hand	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Fleeting use of inappropriate language or gestures	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Teasing/name-calling	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Tattling	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Touching the property of others without permission	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Inappropriate personal property (iPod, cell phone, food, etc)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Littering	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Horseplay	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Inappropriate tone of voice	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Lying	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						<i>answered question</i>	0
						<i>skipped question</i>	0

2. OK! Now that you have thought about Intensity I Behaviors, let's start thinking about how to respond when your students exhibit these behaviors. The following is a list of corrective responses that schools have found to be effective in reducing Intensity I Behaviors. Please share how you address Intensity I Behaviors.

	I never use this response	I rarely use this response	I sometimes use this response	I use this response often	I use this response frequently	Rating Average	Response Count
Move near student (proximity control)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Redirect or remind student what to do	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Give the student a warning	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Ask the student to apologize	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Move the student to another place in the classroom	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Review rules or school policies with the student	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
End the activity for the student	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Call home with the student	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Send note home to parent	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student-Teacher conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Referral to the office	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						<i>answered question</i>	0
						<i>skipped question</i>	0

3. Thanks! Of course, some behaviors require more intervention. Additionally, students can be more persistent when exhibiting these behaviors. We call these behaviors "Intensity II Behaviors." These behaviors are more serious than Intensity I Behaviors and can often interfere with instruction. Please rate each student behavior according to how important it is to you.

	Not Important	Of Little Importance	Moderately Important	Very Important	Extremely Important	Rating Average	Response Count
Active or passive defiance; refusing to follow most directives	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Chronic socializing with peers	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Chronic use of inappropriate language or gestures	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Non-verbal intimidation of other student (staring, pointing, etc.)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Inappropriate physical contact - no injuries	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Verbal or relational bullying	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Stealing	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Throwing small objects (food, pencils, paper, etc) with no resulting injury	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Copying another student's homework or classwork	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						<i>answered question</i>	0
						<i>skipped question</i>	0

4. Now that you have thought about Intensity II Behaviors, let's start thinking about how you respond when your students exhibit these behaviors. Intensity II Behaviors may often require more directed responses and consequences than Intensity I Behaviors. The goal of a consequence is to communicate to students that their behavior is disruptive and to motivate them to change that behavior. The following is a list of corrective responses that are employed with Intensity II Behaviors. Please tell us which responses you utilize to address Intensity II behaviors.

	I never use this response	I rarely use this response	I sometimes use this response	I use this response often	I use this response frequently	Rating Average	Response Count
Move the student to another place in the classroom	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Loss of extra privileges, rewards, or points	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Suspension of field trips or assemblies	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student needs to write a remediation plan	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student needs to model the appropriate behavior	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Written assignment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Time-out in class	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Behavior contract	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
After school detention	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Phone or written notification to parent	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student - Teacher conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student - Counselor conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Teacher - Parent conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Referral to the office	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						answered question	0
						skipped question	0

5. Sometimes a student's behavior is very persistent or severe. These types of behaviors are "Intensity III Behaviors" - serious violations of school or classroom rules that persist despite various staff interventions. Please rate these behaviors according to how important they are to you.

	Not Important	Of Little Importance	Moderately Important	Very Important	Extremely Important	Rating Average	Response Count
Persistent defiance, refusal to follow any directives	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Sexual harassment	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Pushing furniture with no resulting injury	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Spitting	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Plagiarism	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Physical intimidation, pushing, or shoving without resulting in injury	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						<i>answered question</i>	0
						<i>skipped question</i>	0

6. Thank you for your patience - you're almost finished! Due to their severity, Intensity III Behaviors usually require an out of classroom consequence that is followed by a carefully selected intervention or a Functional Behavioral Analysis (FBA). Again, the goal of these consequences is to communicate to students that their behavior is disruptive and to motivate them to decrease that behavior. The following is a list of corrective responses that are known to work with Intensity III Behaviors. Please tell us which responses you utilize when addressing Intensity III Behaviors.

	I never use this response	I rarely use this response	I sometimes use this response	I use this response often	I use this response frequently	Rating Average	Response Count
Loss of extra privileges, rewards, or points	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Suspension of field trips or assemblies	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student needs to model the appropriate behavior with the individuals who were involved in the incident	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student needs to repair or replace damaged items	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Letter to parent - written by the student	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Behavior management contract	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Referral to the office	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Phone or written notification to parent	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student - Teacher conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Student - Counselor conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Teacher - Parent conference	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Internal or external evaluation or counseling	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
Referral for supportive resources (IST, SAP, etc)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
After school detention	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.0% (0)	0.00	0
						<i>answered question</i>	0
						<i>skipped question</i>	0

7. The last level of behavior, "Intensity IV Behaviors," includes severe or dangerous behaviors: Assault on a school employee Assault on a student or other person not employed by the school Destroying school property/vandalism Possession of a weapon or firearm Inciting a disturbance or melee Possession/use of alcohol, tobacco, or any other drugs Severe misuse of computer network Undesirable group activity (e.g., gang activity) Terroristic threats or conspiracies to commit violent acts Arson or setting of false fire alarms These behaviors addressed in the District's Code of Conduct usually require student suspension or expulsion. Please make any comments you would like about Level IV Behaviors.

	Response Count
	0
<i>answered question</i>	0
<i>skipped question</i>	0

8. Are there any behaviors that you see at your school that we missed? If so, please write them here and tell us whether to score them 1, 2, 3, 4 or 5.

	Response Percent	Response Count
Not Important (1)	0.0%	0
Of Little Importance (2)	0.0%	0
Moderately Important (3)	0.0%	0
Very Important (4)	0.0%	0
Extremely Important (5)	0.0%	0
<i>answered question</i>		0
<i>skipped question</i>		0

9. Are there any interventions or consequences that were not included in any of the lists that you think can be useful in addressing student behavior? If so, please list them here.

	Response Count
	0
<i>answered question</i>	0
<i>skipped question</i>	0

APPENDIX B - REFERENCES

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