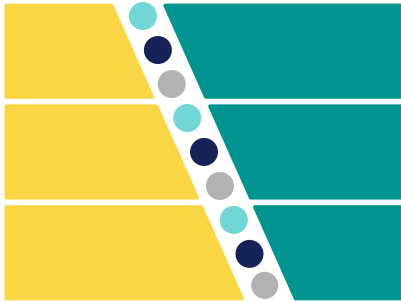


Inclusive Behavior Instruction



Take the specific action steps below to implement this feature in your school.

Identify a comprehensive assessment system.

- Select and utilize reliable and valid universal screening assessments for behavior to identify students who may need additional academic support.
- Select reliable and valid progress monitoring tools that can be used to guide intervention decisions for behavior supports.
- Select any additional assessments that can be utilized when warranted for more planning and providing intensive or specialized behavior support needs. Select assessments that allow you to better understand the function of behavior.

Create and utilize teams to engage in data-based planning.

- Organize teams to review screening and progress monitoring data. Include both grade level and specialized educators on the teams.
- Develop a meeting process for teams to follow.
- Build time into the master calendar for teams to meet regularly.
- Create a process to analyze data at the building, grade, and individual student level.

Create universal behavioral supports for all students.

- Set and teach schoolwide expectations across all environments. These expectations would be the same for students in a grade level, whether in classrooms or in common spaces like a lunchroom or playground.
- Determine a system for teaching and reinforcing positive behaviors using research-based instructional practices and/or curricula.
- Use a fidelity tool for measuring implementation of these universal behavior supports.

Create a system for providing targeted interventions and supports for some students.

- Create a matrix of research-based interventions.
- Build into the master schedule times for providing targeted interventions.
- Specify when, how, and who will deliver the interventions.
- Create recommendations for the frequency of interventions (e.g., daily, 3x per week) using evidence-based thresholds.
- Create recommendations for the frequency of progress monitoring data collection (e.g., weekly, monthly).
- Determine decision rules based on data, including when interventions need to be initiated, changed, or discontinued.
- Use a fidelity tool or develop procedures for monitoring whether interventions are consistently implemented as intended.

Create a process for providing individualized interventions and supports for a few students.

- Assemble a team to develop an individualized support plan. This team needs to include the student and family, and may involve planning with other individuals and/or agencies, as needed.
- Conduct a Functional Behavior Assessment to identify the purpose and function of the problem behavior.
- Plan individualized supports that will enable meaningful engagement, accessibility, and progress in the general education curriculum.
- Develop a behavior support plan that includes strategies for prevention, strategies for increasing a desired behavior, strategies for minimizing reward of problem behavior, and exit criteria.
- Regularly monitor student behavior data to determine effectiveness of the intervention.
- Develop guidance to assist teams in understanding when to consider further evaluation. For example, when a team suspects a disability or need for mental health evaluation, more specialized assessments or service providers may be called in from outside the school.
- Use a tool for measuring fidelity of implementation and outcomes.