

BUILDING **RTI** CAPACITY

Campus Needs
Assessment Tool (CNAT):

Behavior

The Campus Needs Assessment Tool : Behavior
This and other resources for implementing response to
intervention can be found at <http://buildingRTI.utexas.org>.



The Meadows Center
FOR PREVENTING EDUCATIONAL RISK



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Campus Needs Assessment Tool: Behavior

Planning and Evaluating Response to Intervention (RTI) Implementation

DIRECTIONS

This needs assessment survey focuses on four elements of RTI implementation, presented in sections. For each section item, circle the number that best corresponds to practices on your campus. At the end of each section, compute an average for that section and record your averaged score on the chart to make it easier to summarize grade-level results.

Name/Position: _____

Date Completed: _____

| <i>Element</i> | <i>Average Score</i> |
|--|----------------------|
| 1. Framework for Success | |
| 2. Assessment | |
| 3. Behavior Supports in the Classroom & Common Areas | |
| 4. Intervention Supports for Individual Students | |

Framework for Success

1. Establishing Campus Behavior Goals and Objectives

- 1 Annual goals for behavior improvement are either absent from our campus improvement plan OR they are under development.
- 2 Our campus leadership team has established annual goals for behavior improvement, but teachers, counselors, behavior specialists, and school psychologists cannot state them; explain how our campus is moving toward these goals; or tell how they know the behavior plan is working to reduce the number of students who are struggling to meet behavioral expectations.
- 3 Annual campus behavior goals and grade-level objectives are clearly defined and quantifiable for all settings (classrooms, hallways, lunchroom, playground, etc.). Staff and teachers can explain how goals focus on the following: increasing the use of desired behaviors, making data-based intervention decisions, and reflecting on what works to promote positive behaviors.

2. Developing a Campus Behavior Model to Meet All Students' Needs

- 1 Our campus has not yet developed a behavior model, OR it is under development. Teachers and staff rely on their own best judgment to modify students' behaviors.
- 2 Our campus behavior model includes a list of behavioral expectations in common areas and implementation guidelines. Procedures mainly address discipline for individual student violations.
- 3 Our comprehensive campus behavior model addresses behavioral expectations for all students in classrooms and common areas. It describes campus-wide expectations, strategies to teach them, preventive supports for all settings, and intervention options for problem behaviors. All staff members participate in behavior-related professional development opportunities.

3. Monitoring Implementation of Our Campus Behavior Model

- 1 Our campus team collects data on student discipline office referrals and reports it to the district.
- 2 The campus team uses behavior-related data, including office referrals, tardies, and individual student incident reports, to monitor implementation of our campus behavior model. Our team annually meets to review data and modify our model.
- 3 Our campus team meets periodically during the year to collect and review behavior-related data, determine key preventive supports, and reestablish intervention priorities. Additionally, the campus team reports to stakeholders about whether or not campus behavior has improved.

4. Using Behavior Assessment Data to Plan Professional Development (PD)

- 1 Student behavior assessment data is sometimes used to identify needs and plan professional development (PD) related to student behavior improvement.
- 2 The principal and grade-level teams meet to discuss student behavior assessment data, including observations of students in classrooms and common areas. Some personnel have attended behavior-related PD, but there is no mechanism for sharing what they have learned.
- 3 Student behavior assessment data is used to identify needs and plan PD. All staff members, including administrative personnel who interact with students regularly, have received PD on implementing our campus behavior model (for example, Positive Behavior Intervention and Supports, or PBIS). They incorporate and refine newly learned behavior support mechanisms into their instruction.

| | | |
|--|--|--|
| | <i>Total points</i> for Framework for Success Section | |
| | <i>Average</i> for Framework for Success Section (divide by 4) | |

Assessment

1. Assessing Behavior

- 1 Staff members rely on personal judgment and observations to identify students who need behavioral interventions. Office referrals are the primary assessment measure for behavior in classrooms and common areas.
- 2 A campus team uses protocols to observe student behaviors in classrooms and common areas, and analyzes other sources of data (for example, office referrals and incident reports) to assess student behavior.
- 3 A campus team systematically collects data from classrooms and common areas, and analyzes additional behavior data sources. Teachers assess/interview individual students who need to improve their behavior techniques. School psychologists may collaborate with teachers in conducting behavior assessments.

2. Understanding Individual Student Behavior Assessments

- 1 Some teachers, behavior specialists, school psychologists, and/or the principal have received PD on behavior assessment and progress-monitoring procedures, and on designing effective individual behavior improvement plans.
- 2 Most teachers, behavioral specialists, and the principal have received PD on behavior assessment, and on designing and monitoring progress on individual behavior improvement plans.
- 3 All staff members, including those who are newly hired and the principal, have received PD on conducting behavior assessment. Teachers design effective contracts/behavior improvement portfolios for individual students when needed, and all campus staff participate in monitoring the student’s performance.

3. Using Data to Design Campus- and Classroom-level Behavior Supports

- 1 The leadership team meets once a year or less to discuss teacher referral data, observation data, and progress-monitoring data related to student behavior. Either the data is not collected or if so, not used to change instructional practices or strategies in classrooms and common areas.
- 2 Behavior specialists, counselors, and school psychologists meet at least twice a year to discuss teacher referrals, observations, and progress-monitoring data and to design targeted behavior supports and intervention plans for students.
- 3 Behavior specialists, counselors, and school psychologists meet several times a year with teachers to discuss student progress, design and adapt behavior support systems for classrooms and common areas, and plan more intensive assistance for students who need it.

| | | |
|--|---|--|
| | <i>Total points</i> for Assessment Section | |
| | <i>Average for</i> Assessment Section (divide by 3) | |

Behavior Supports in the Classroom & Common Areas

1. Understanding the Role of Preventive Supports

- 1 Staff and teachers consider behavior disruptions to be a student problem that is corrected with office referrals.
- 2 Most staff members and teachers can articulate an overall vision for providing preventive behavior supports to reduce office referrals. However, they are unable to describe how these supports are provided in the classroom and common areas.
- 3 All staff members and teachers can describe the preventive behavior supports that promote student success on their campus. They explicitly model and reinforce expected behaviors to help improve student behaviors and their expectations are reflected in their daily interactions with students in all settings.

2. Establishing and Implementing Campus-wide Behavior Supports

- 1 A campus behavior model has been established for providing behavior supports but it is inconsistently implemented.
- 2 A campus behavior model has been established for providing behavior supports, and specific behavioral guidelines for one or two common areas (for example, the cafeteria or bathroom) are in place. However, expected behaviors are inconsistently modeled and reinforced.
- 3 A campus behavior model for all classrooms and common areas is defined and consistently implemented. Expected behaviors are identified and posted in all settings in language that is meaningful to students. All personnel model expected behaviors.

3. Addressing Student Mobility

- 1 The campus does not have a plan for teaching expected behaviors and providing behavior supports to students who enroll in school late (after the school year has begun).
- 2 Students who enroll in school late are provided with a school tour and written guidelines for expected behaviors.
- 3 All newly enrolled students are immediately taught expected behaviors for classrooms and common areas. They are provided with examples and non-examples of expected behaviors, opportunities to practice, and targeted behavior supports if necessary.

4. Preventive Behavior Supports in the Classroom

- 1 Many teachers have classroom behavior management systems that provide negative consequences or office referrals for inappropriate behavior.
- 2 Many teachers have established a preventive system of behavior supports that emphasizes positive behavior consistent with campus-wide expectations. Classroom arrangements promote desired behaviors; teachers use verbal and visual cues to prompt desired behaviors or to re-direct undesired behaviors.
- 3 All teachers consistently implement preventive systems of behavior supports. Teachers frequently model appropriate behaviors, and opportunities to practice them are infused into daily lessons.

5. Preventive Behavior Supports in Common Areas

- 1 There are no strategies in place to promote expected behaviors in common areas; inappropriate behaviors result in negative consequences or office referrals.
- 2 Many teachers and behavior specialists use a campus-wide system of supports designed to prevent inappropriate behaviors in common areas. However, some areas are inconsistently supervised OR have entry designs that may promote inappropriate behaviors.
- 3 All teachers and behavior specialists and staff consistently implement a system of preventive behavior supports for all common areas. All areas have been examined and arranged to minimize potential disruptions. Staff actively monitor student behaviors, and acknowledge and reward positive behavior.

| | | |
|--|--|--|
| | <i>Total points</i> for the Behavior Supports Section | |
| | <i>Average</i> for the Behavior Supports Section (divide by 5) | |

Intervention Supports for Individual Students

1. Understanding Effective Behavior Intervention(s)

- 1 Most teachers and behavior specialists cannot describe the relationship between student behavior assessment data and the design of behavioral intervention(s) that target specific problem behaviors.
- 2 Some teachers and behavior specialists connect the assessment of student behaviors to their use of evidence-based intervention(s) to target specific problem behaviors.
- 3 Most teachers and behavior specialists can articulate the fundamental components of behavior assessment, identify evidence-based intervention options for problem behaviors, and explain how the interventions are effective in reducing the incidence of challenging behaviors. They collaborate in providing intensive support systems for students who need them.

2. Adjusting Behavior Supports to Meet Individual Student Needs

- 1 Teachers and behavior specialists collect progress-monitoring data for individual students who receive intensive behavior supports, but this information is not always reflected in the design of those supports.
- 2 School psychologists, guidance counselors, and behavior specialists regularly meet to analyze data from students receiving intensive behavior supports. However, individual student data is not incorporated into the environmental reinforcements and contingent responses of the overall campus implementation plan.
- 3 Individual student data is analyzed to adapt the campus environment and monitor the effectiveness of the behavioral interventions. Antecedent behaviors, identified reinforcers, and a variety of instructional formats and routines are examined as part of the progressive adaptations of interventions for high-risk students. The campus behavior plan incorporates individual student data and is tailored to grade level.

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|--|--|--|
| | <i>Total points</i> for Intervention Supports Section | |
| | <i>Average</i> for Intervention Supports Section (divide by 2) | |

Grade-Level Summary: Behavior

DIRECTIONS

After individuals have completed their assessments independently, enter their scores in the table. To compute the average, add each column and divide by the number of participants.

| <i>Teacher or Position</i> | <i>Framework</i> | <i>Assessment</i> | <i>Behavior Supports</i> | <i>Intervention Supports</i> |
|----------------------------|------------------|-------------------|--------------------------|------------------------------|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |
| 4. | | | | |
| 5. | | | | |
| 6. | | | | |
| 7. | | | | |
| 8. | | | | |
| 9. | | | | |
| 10. | | | | |
| Total Score | | | | |
| Average Score | | | | |

Prioritizing Areas to Improve & Determining Action Steps

DIRECTIONS

Design a plan to strengthen weak areas. Identify three weak areas for improvement. For each target area, determine action steps, identify the team member responsible, and set dates for progress review and completion. Then incorporate these action steps into your campus' RTI implementation plan. An RTI implementation action plan template can be downloaded from the Building Capacity for Response to Intervention project Web site (http://buildingRTI.utexas.org/DOC/Action_Plan_Template.doc).

| <i>Target Area</i> | <i>Action Steps</i> | <i>Who and When</i> |
|--------------------|---------------------|---------------------|
| | | |
| | | |
| | | |