

Sample Team Data for Decision Making

Clayton R. Cook

Name: Sarah Smith

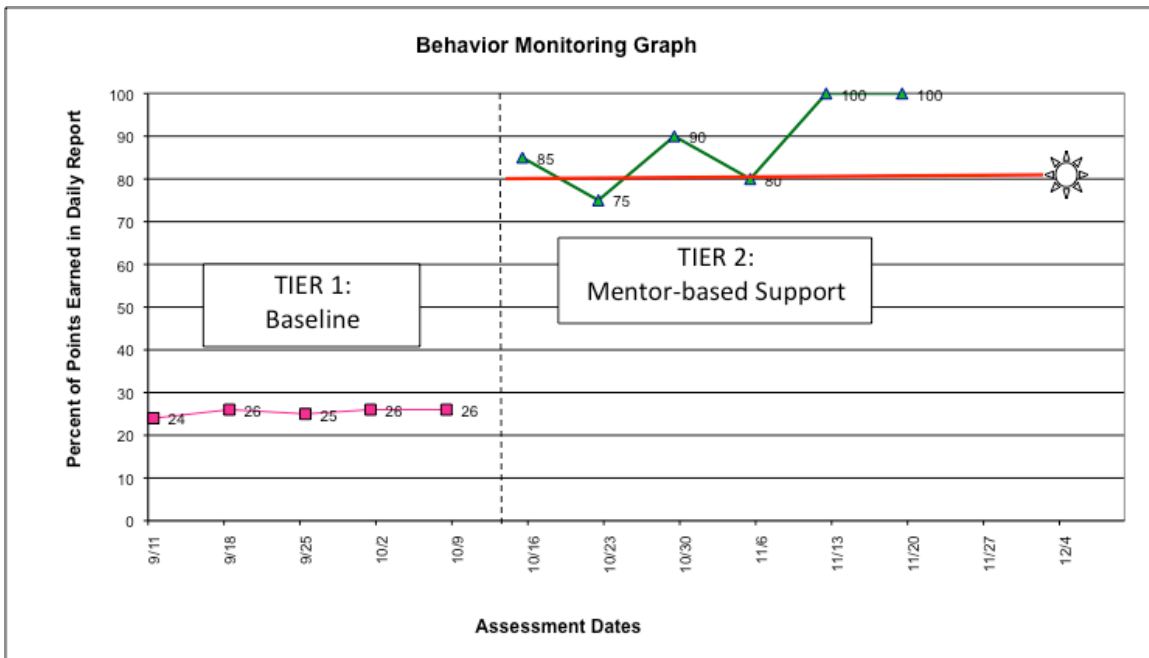
Grade: 1st

Screening: Externalizing

Problem behaviors of concern: Explosive tantrums in the classroom when asked to do something she doesn't want to do

Intervention: Mentor-based support (morning, mid-day and afternoon check ins)
Access to free-time at mid-day and end of the day if behavioral goal was met

Fidelity of Implementation: Intervention was followed as planned. Mentor met with Sarah at all three timepoints for 2-5 minutes per meeting. Communication was encouraging and positive. Freetime was consistently delivered as a reward when Sarah met her goal.



Name: Diana Wright

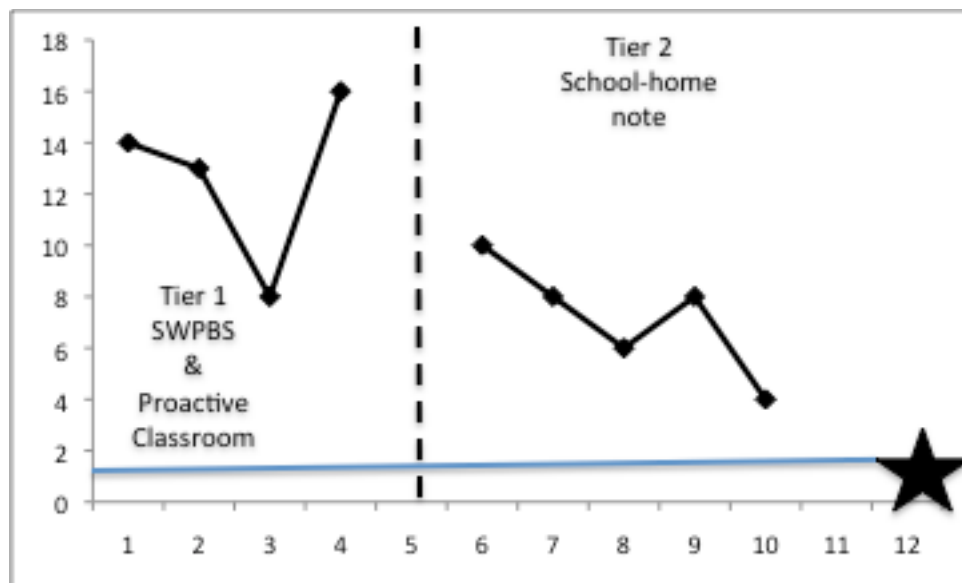
Grade: 7th

Screening: Externalizing behavior

Problem behaviors of concern: Disruptive classroom behavior (blurting out answers, out of seat without asking, making noises with objects)

Intervention: School-home note was determined to be the ideal intervention because the parents were on-board to provide consequences at home consistent with Diana's behavior at school.

Fidelity of Implementation: The school-home note was followed on 75% of the occasions. When the notes were completed by the parents, they indicated how they celebrated the child's success if goal was met or encouraged a better day tomorrow if goal was unmet.



Name: Andrew Washington

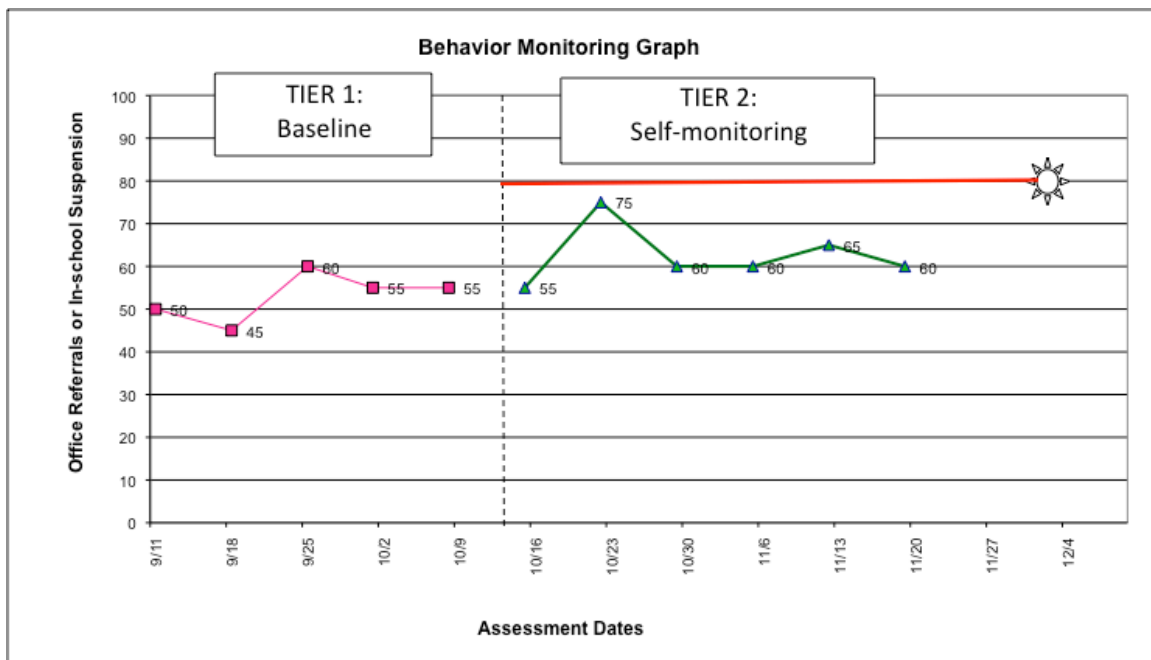
Grade: 8th

Screening: Internalizing

Problem behaviors of concern: Avoidance of social activities and interactions (lunch, hallway, small group activities)

Intervention: Self-monitoring combined with relaxation and positive self-talk

Fidelity of Implementation: All the self-monitoring forms were completed and turned in by the student. The student had to mark the relaxation technique and positive self-talk he used each time.



Name: Mitchell Sears

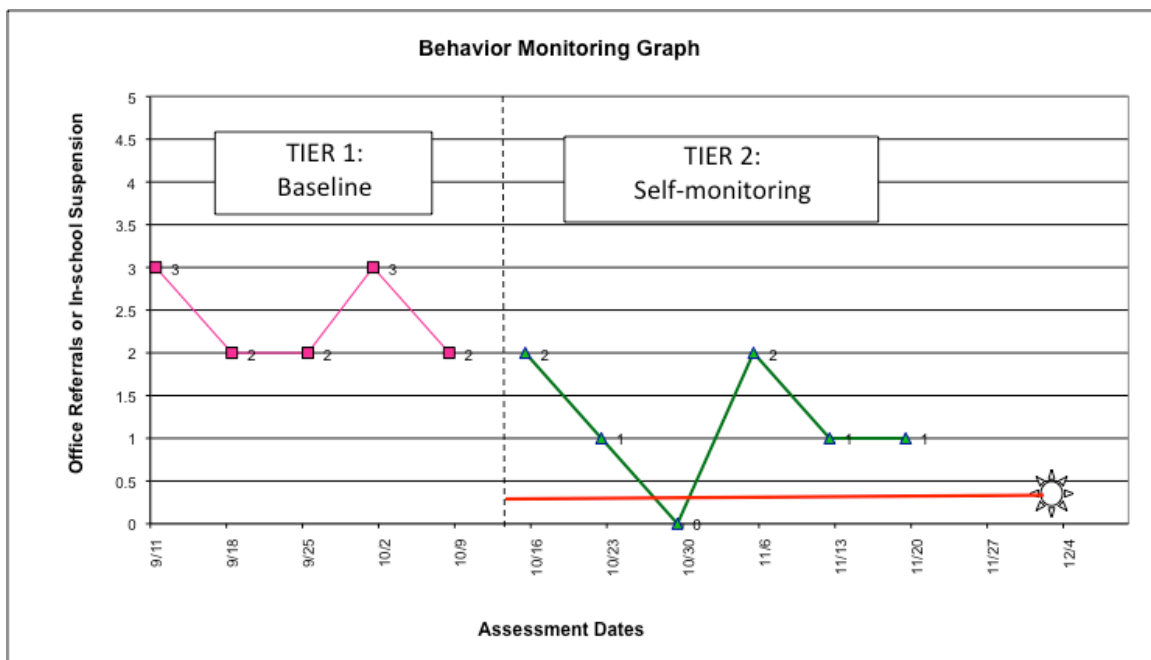
Grade: 9th Grade

Screening: Externalizing and Internalizing

Problem behaviors of concern: Aggressive behavior towards peers and makes a lot of negative self-statements

Intervention: Team decided to go with a self-monitoring intervention because Mitchell lacked self-regulation and could benefit by being prompted to self-reflect and self-record his behavior.

Fidelity of implementation: Data indicate that the self-monitoring intervention was implemented as planned and Mitchell was able to earn his reward every time he met his goal.



Name: Clay Cook

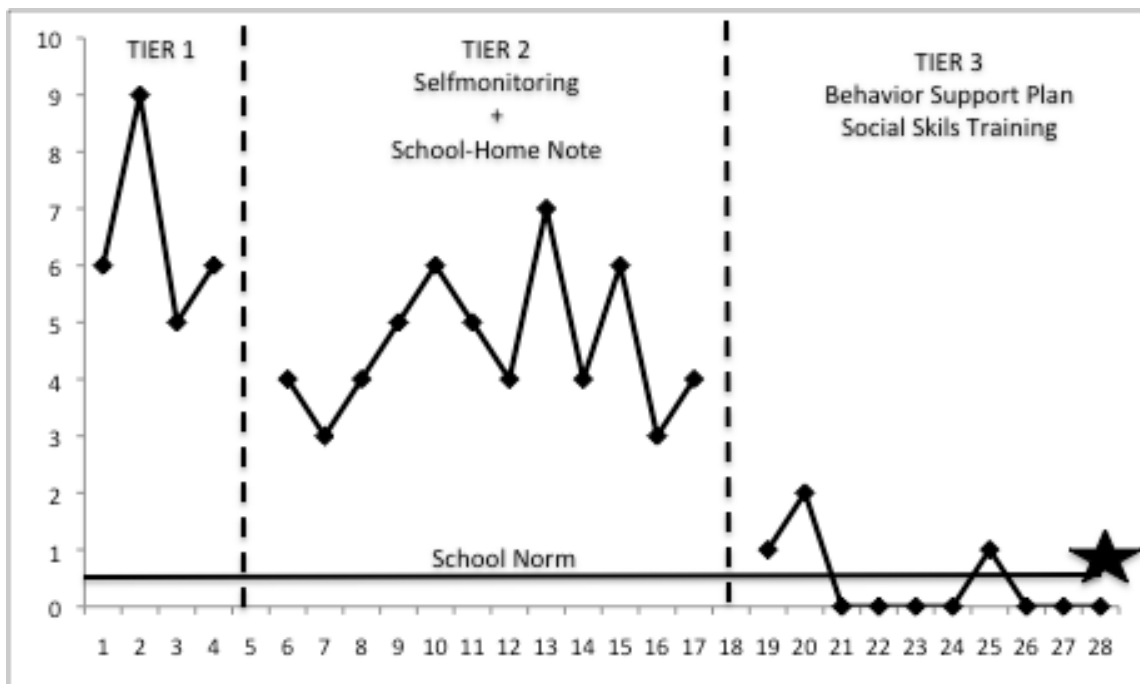
Grade: 4th

Screening: Externalizing behavior

Problem behaviors of concern: Defiance towards adults (saying no, arguing) and instigating negative peer interactions (calling names, putting hands on others)

Intervention: Tier 2 consisted of self-monitoring and school-home note. Team determined that Clay did not respond well the Tier 2 intervention and needed to be bumped up to a more intensive level of supports. Current supports consist of Tier 3 FBA-based BSP and weekly social skills training.

Fidelity of implementation: Observations of the implementation of the BSP indicated that the plan was being implemented most of the time. Fidelity of implementation was lacking on Mondays and Fridays. Also, Clay missed two of his social skills training session because the trainer called in sick.



Name: Ramón Barreras

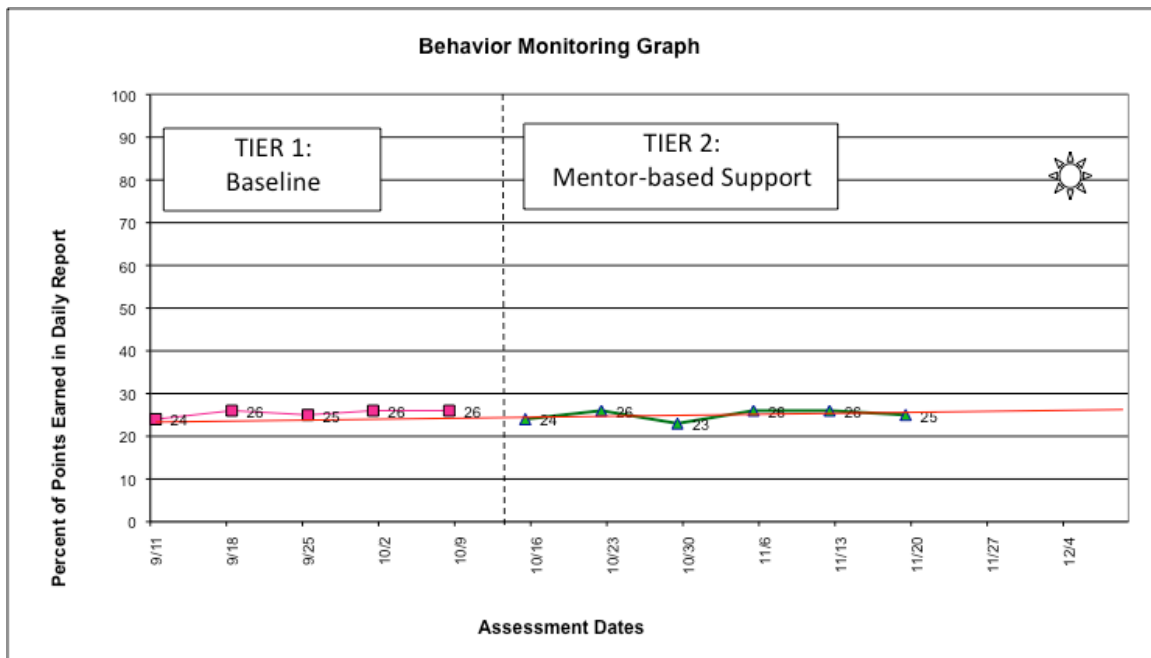
Grade: 3rd

Screening: Internalizing problems

Problem behaviors of concern: withdrawn behaviors (minimal class participation, complaints about being sick and needing to go home)

Intervention: Mentor-based support (check in/check out)

Fidelity of implementation: The student met with his mentor every day in which the intervention was implemented. However, the mentor consistently did not check out with the student at the end of the day nor deliver praise, reward, or feedback on these missed days.



Name: Marcia Jensen

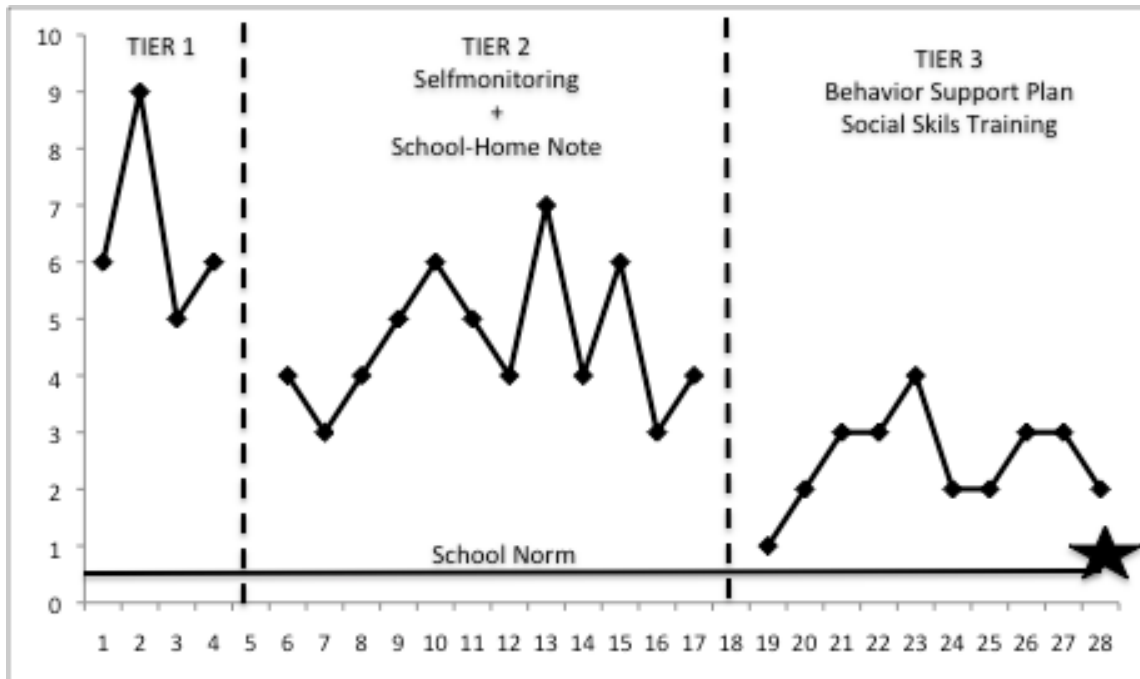
Grade: 10th

Screening: Externalizing problems

Problem behaviors of concern: Noncompliance to academic requests (particularly math and science)

Intervention: FBA-based Behavior Support Plan plus weekly social skills training (30 minutes per session)

Fidelity of implementation: Student attended all social skills training sessions and check-ins with staff indicated that the Behavior support plan was being carried out as written



Name: Sage Thornton

Grade: 4th

Screening: Far below basic in reading

Specific reading concerns: word decoding and reading fluency are significantly below that of same-age peers

Intervention: Remedial reading instruction (above & beyond 90 minute core curriculum) targeting phonics and fluency (repeated reading with corrective feedback)

Fidelity of implementation: The student attended all remedial sessions and maintained adequate academic engagement throughout the sessions (90% on-task)

