

Is My Adolescent Benefiting From High-Quality Schoolwide and Classroom Behavioral Supports?

—5 Key Questions to Ask—

1. Does my adolescent's school have a schoolwide behavioral support plan with clear structures and processes in place?

- Are there clear expectations and routines for teaching and supporting positive behaviors?
- Do school staff members receive training on the behavioral support plan and strategies for supporting positive behaviors?
- Does a school leadership team oversee the plan?
- Is there schoolwide commitment to the plan?
- Is there a process for using routine data (such as office referrals, attendance, and surveys) to evaluate and adjust the plan?
- Do school administrators support the plan and disseminate information about it to school staff members, parents, and the community?

2. Does the school use a multitiered system such as the following that provides positive behavior support for all students?

- **Tier 1:** For all students, consistent practices are in place to teach and support positive behavior in and out of classrooms.
- **Tier 2:** For students who need a little extra support (for example, with off-task or disruptive behaviors, homework completion, or attendance), a behavioral support team monitors progress and teaches positive and appropriate behaviors.
- **Tier 3:** For students who do not respond positively to Tier 2 support or have extreme behavior problems (for example, violent behavior or running from adults), experts conduct a behavioral assessment and provide individualized and intensive behavioral intervention with frequent data collection and team consultation.

3. Does the school collect and use data such as the following schoolwide and individually to evaluate the success of the schoolwide behavioral support plan?

Tier 1

- Number of office referrals for discipline
- Attendance and tardiness
- School and family satisfaction surveys

Tier 2

- Teacher-recorded behavior charts (for example, on-task behavior)
- Individual behavior checklists with teacher or parent sign-off
- Homework completion
- Individual attendance and tardiness records

Tier 3

- Classroom observations
- Individual behavior charts or checklists focused on specific behaviors
- Self-monitoring charts
- Teacher and parent reports or interviews

4. Do teachers have clear classroom expectations for behavior?

- Are rules and expectations posted in the classroom?
- Are the classroom rules consistent with the schoolwide plan?
- Do teachers discuss the rules with students and parents?
- Do teachers encourage and reward students for positive behavior?
- Are there clear and reasonable consequences for violations?

5. Do teachers, staff members, and parents have opportunities for training such as the following to support positive behavior?

- Professional development for teachers and staff members focused on positive behavioral support planning, data collection, and strategies
- School-sponsored outreach sessions for parents to discuss school expectations and rules
- Community outreach activities that foster dialogue and support

